

1. **Reading Objectives**
2. **Reading Skills**
3. **Balanced Literacy**
4. **What Good Readers Do**
5. **Fix-up Strategies**

Reading is a complex process. Numerous skills need to be developed at the same time. This process has been compared to driving a car. Unlike drivers, though, readers also need to: **Build** the car (develop the mechanical systems for identifying words) **Maintain** the car (fuel it with reading, fix up problems along the way, and make sure it runs smoothly) **Drive** the car (which requires us to be motivated, strategic, and mindful of the route we're taking)



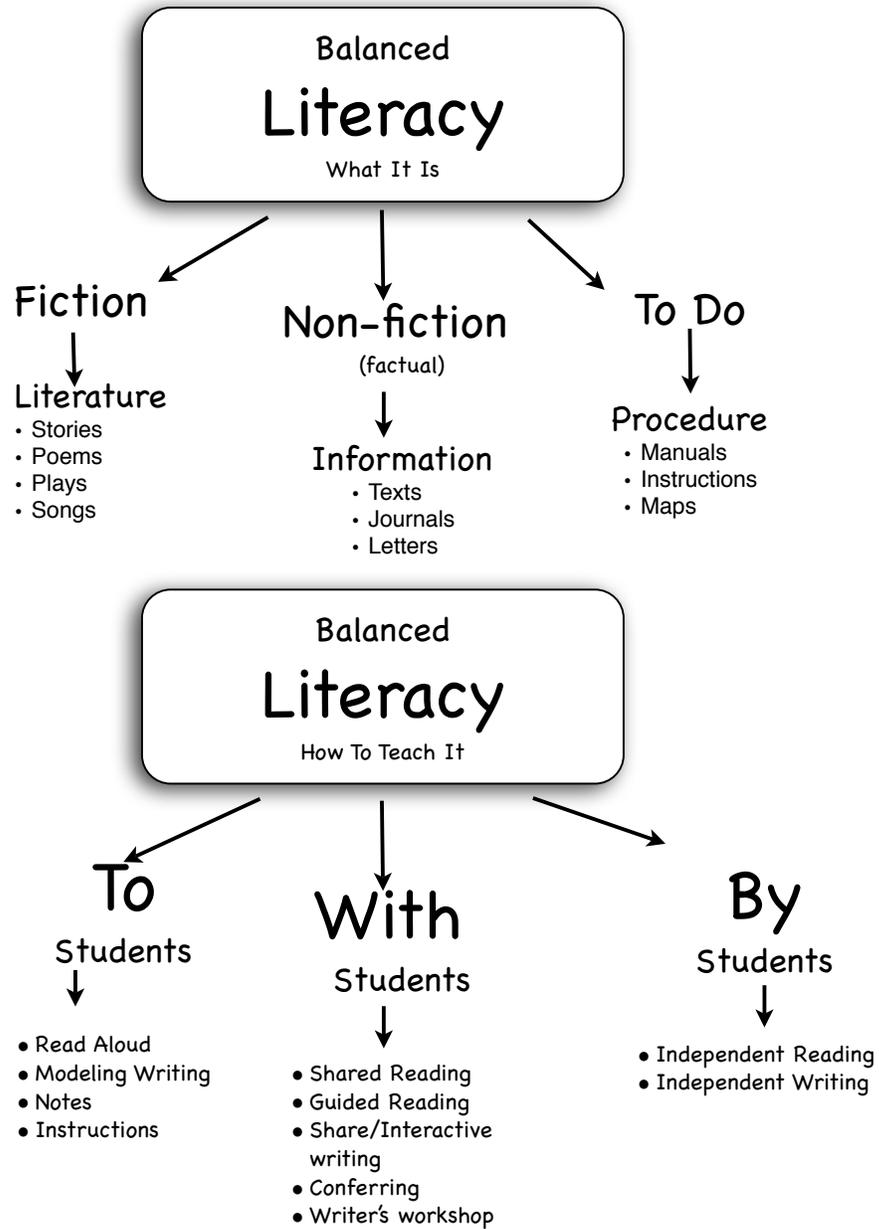
1. Reading Objectives: Decode, Comprehend, Remember

- **Decode** Decoding is the act of turning written words into spoken words by matching written letter or letter-clusters to oral sounds. There are different ways to do this: breaking words up into their component sounds (*phonemes*), *chunking*, and by relating what they see in a new word to words they already know that are similar. Although all three are powerful skills, none of them comes “naturally.” Decoding must be directly taught in order for students to learn how to read. Pupils *must* be able to decode unknown words while reading. (suffixes, prefixes, vowel patterns, syllable breaks, word families, sight words.)
- **Comprehend** The main objective of reading is to gain understanding. This depends on the reader’s ability to decode, and then recognize words immediately without having to sound them out. When word recognition is automatic, readers can turn their attention to the meaning of whole sentences and paragraphs, and make connections (Skills: select appropriate context and semantic clues to make meaning - homonyms, synonym, antonyms, figurative speech. Identify various story elements - character, setting, conflict, plot, theme. Distinguish between cause and effect, fact, opinion, and main and supporting details. Understand characteristics of a variety of genres - fiction, nonfiction, fantasy, fairy tales, poetry, plays, folk tales.)
- **Remember** The most important objective is remembering what is read. This enables the pupils to keep information and apply it in the future. Remembering what is read relies on decoding and comprehension, but is aided by the reader’s ability to organize and summarize the content of what is read and then make connections with what is already known.

2. Reading Skills

- **Phonemic Awareness:** The ability to read, hear and identify individual sounds and syllables that make up whole words.
- **Vocabulary:** The ability to learn and use new words and commit them to memory.
- **Phonics:** The ability to connect written letters with spoken sounds. This means knowing the sound that goes with each letter.
- **Comprehension:** The ability to infer meaning from what has been read.
- **Fluency:** The ability to read and understand.

 **Balanced Literacy**





What Good Readers Do

What Good Readers Do



As a Good Reader I Can ...

Predict

- what will happen in the story using clues from the pictures and text

Clarify

- Words I don't know how to read
- Word meanings I don't understand
- Ideas that don't make sense

Ask Questions

- while I read and after I finish reading.

Summarize

- the important things I have read.

Pausing



Slow

, ... --



Stop

. ? !

Taking breathe when indicated by punctuation, making full stops and pauses.

Phrasing

Bumpy

Smooth

^ ^ ^ ^ ^ ^ ^ ^ ^ ^



Grouping word together to sound like talking.

Stress



Bold

italics

underline

ALL CAPITALS

Changing your voice, making it louder on certain

Intonation/Expression

Emotion

Changing the tone or pitch or your voice
making your voice sound like the characters.



Rate



The pace at which you read. Not slowing down or speeding up too much.

Reading Fluency

 **FIX UP STRATEGIES GOOD READERS USE** 

-  Make a connection between the text and:
 - Your life
 - Your knowledge of the world
 - Another text
-  Make a prediction
-  Stop and think about what you have already read
-  Ask yourself a question and try to answer it
-  Reflect in writing on what you have read
-  Visualize
-  Use print conventions
-  Retell what you have read
-  Re-read
-  Notice patterns in text structure
-  Adjust your reading rate: slow down or speed up.