

In Progress: Ongoing Comprehension During Reading

Passage Reading Decoding



I can read it the way
I spell it.
or
I know that word.

Beginning readers need multiple exposures to a word in order to read it with automaticity. As they develop their phonological and orthographic skills, they extend their processing systems.

When a child struggles to read a word, after allowing time to self-correct, prompt with this statement:

Read it the way you spell it.

This means the student will point to each letter(s) and say the sounds, then blend the sound to produce the word.

(Note: If the word is a T.R.I.C.K.y Word, you can tell the student the word.)

Always encourage the student to reread for meaning. "Try rereading that part and make it sound as if you were talking."

Pressure Release



We will read together
and then I will read
on my own.

This powerful technique develops accuracy and fluency in reading. **It is also known as the 2-2-2 method.**

1. Sit at the right side of the student.
2. When a student makes an error, point to word and allow him/her time to self-correct. If student continues to struggle with that word, prompt, *Read it the way you spell it.*
3. After the 2nd error, begin reading with the student. Pencil above the word. Push the speed slightly as you model accurate and fluent reading.
4. As you read, leave out at least 2 words that you know the student can read successfully.
6. After reading 2 pages (paragraphs in longer books) with the student, have the student read on his/her own.
7. If the student continues to struggle, begin the process again.

Questions



I wonder...
Who...
Where...
When...
What...
Why...

Encourage students to generate questions while they are reading. Use 'think alouds' to demonstrate how you might ask questions as you read to clarify or to expand thinking.

Ask questions to develop understanding of story elements and author's purpose:

Who are the main characters?

What did you learn about (main character)?

Why is the character (finish the question by stating how the character is behaving or talking)?

Describe the setting.

What is the problem?

What happened in the beginning? in the middle? in the end?

What happened right before?

What happened right after ?