

Comprehension

The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from a variety of texts.



Use a Place-Holder Word for an Unknown Word

One stop on the road to literacy...



The Outcome



The student will use a place-holder word, such as *something*, for an unknown word and continue reading.

Why Go There?



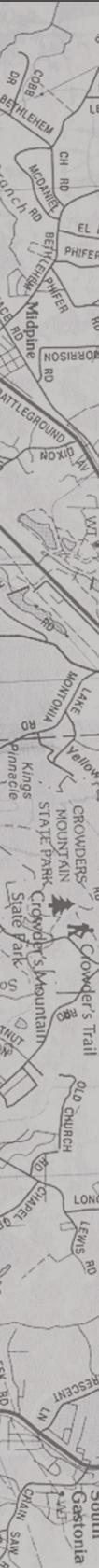
Explain to your student that when a good reader comes across an unknown word, she uses a place-holder word, such as *something*, and continues reading to the end of the sentence. Then she goes back to the word and applies strategies to figure it out.

How To Get There



Teach your student how to use a place-holder word by using page 65. **Use the first example to model how to substitute the place-holder word** for the unfamiliar one and how to come back to it to figure it out. After completing the page, encourage her to make using a place-holder word a regular practice.

Use a Place-holder Word for an Unknown Word





Directions: Practice substituting the word *something* for an unknown word. After the complete sentence or sentences are read, substitute a word that makes sense for the word *something*. Use this as a strategy when reading passages and encountering unfamiliar words.

It's All About Something

1. At night on the camping trip, I could hear a wolf *something* while I was trying to sleep.
2. At the baseball game, the pitcher stood on the *something* and kicked around the dirt while he got ready to throw a pitch.
3. The bride and the *something* stood on the altar in front of the priest and exchanged wedding vows.
4. The sky was gray and the wind was blowing. I heard a crack of thunder and saw a bolt of lightning. I knew a *something* was coming.
5. There was broken glass all over the floor so a man got a broom and began to *something* it up.
6. One thing I do to relax is to drive to the *something*. Once I get there, I get out of my car, sit on the beach, and watch the waves.
7. It is important to put the milk back in the refrigerator after using it. If you leave it at room temperature for too long, it will *something*.
8. The man prepared for the mountain climbing trip for several months. He made sure he was in good enough shape to reach the *something* of the mountain.
9. The castle was surrounded by a *something*. The water was very deep and visitors had to wait for the castle door to drop like a bridge to cross it.
10. The waiter had to add water to the coffee grounds, turn on the machine, and wait for it to *something* before he could serve it to a customer.

Distinguish between Fiction and Nonfiction

One stop on the road to literacy...



The Outcome



The student will distinguish between fiction and nonfiction.

Why Go There?



Explain to your student that a good reader is able to distinguish between fiction and nonfiction.

How To Get There

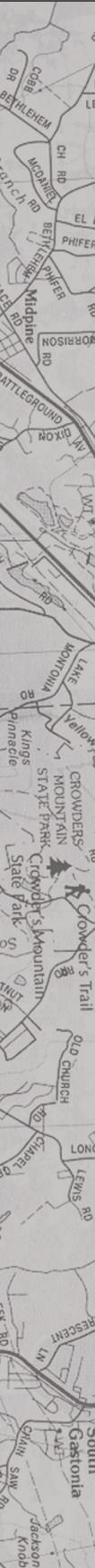


Use the passages on page 77 to introduce fiction and nonfiction. Explain that fiction is a story from the imagination and not necessarily a fact. Nonfiction is based on facts.

More Practice:

Invite your student to write about herself, challenging her to include both facts and fiction. Then read the story aloud, telling her what you believe to be truth, and what to be fiction.

Distinguish between Fiction and Nonfiction





Fiction or Nonfiction?

Tutor Directions:

1. Explain to your student the difference between fact and fiction.
2. Ask your student what facts she knows about bees. Encourage her to discuss her experiences with bees.
3. Direct her to read the passages below to herself to determine which one is based on facts and which one is fiction.

The Buzz about Bees

Bees are flying insects that are sometimes mistaken for wasps. Most bees make honey and beeswax and are important for the pollination of flowering plants. There are almost 20,000 kinds of bees and they can be found almost everywhere on earth. Mockingbirds and dragonflies eat bees.

Bee stings can be very painful. But many types of bees don't sting. Male bees aren't able to sting at all. Stingless bees are found outside the USA in countries such as Mexico, Brazil, and Australia.*

Busy Buzzy Bee

Buzzy, the best bee of the hive, was seeking the biggest, most beautiful flower in the garden. Spring had come in warm and sunny. It was a great time to be a bee. If Buzzy could locate the best flower, he might catch the queen's eye. And that, Buzzy knew, was what life was all about!

*<http://en.wikipedia.org/wiki/Bee>. February 11, 2010

Extract Critical Information from Formatted Text

One stop on the road to literacy...



The Outcome



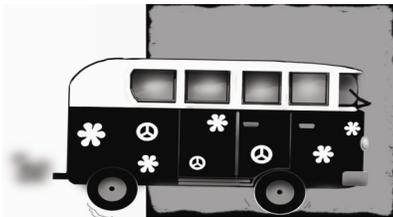
The student will extract critical information from formatted texts such as simple charts, graphs, labels, maps, and schedules.

Why Go There?



Explain to your student that a good reader is able to pick out important information from text. This is important in day-to-day life when needing to have information, such as when a bus is arriving or finding the expiration date on a prescription.

How To Get There



Materials: page 79, 80, or 81

Directions:

Show each page to your student.

Explain and discuss each text.

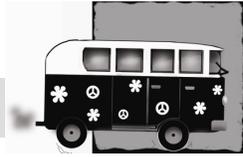
Encourage your student to ask questions and tell when she has used this kind of text.

Read the questions to your student and have her tell you her answers.

Have the student go back and complete the worksheet independently, writing her answers on another sheet of paper.

Invite your student to bring in similar authentic materials pertinent to his life. Use these materials to teach him how to locate the critical information.

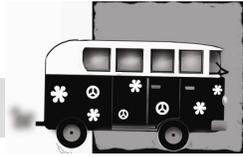
Extract Critical Information from Formatted Text



Directions: Use the prescription label to answer the questions.

| | | |
|---|--------------------------------|--|
|  | XYZ Pharmacy 6310 RX 451 | (336) 674-0174 730 Hart Road Greensboro, NC 27455 |
| Smith, Shelley 165 Chestertown Road Greensboro, NC 27455 | |  |
| Take one table three times a day. Amoxiphex | | 663-7809-17982 |
| 1 Refill Remaining before 6/6/2011 RPH: M. Burns Date filled: 4/5/2011 Expiration Date: 4/5/2012 | | |

1. What pharmacy filled this prescription?
2. Who is this prescription for?
3. How many times a day is this medication to be taken?
4. What is the phone number of the pharmacy?
5. Can this prescription be re-filled?
6. What is the address of the person who this medication is for?
7. What is the name of this medication?
8. When was this prescription filled?
9. Whose address is 730 Hart Road?



Extract Critical Information from Formatted Text. Level 2: RCA4

Directions: Use the bus schedule to answer the questions.

| BUS # | Dunster Drive | Montrose Road | Glen Mill Ave. | Tucker Trail | Locks Lane | Booth Ave. | Grove Road |
|-------|---------------|---------------|----------------|--------------|------------|------------|------------|
| 1A | 6:15 | 6:20 | 6:25 | 6:32 | | 6:35 | 6:45 |
| 1B | 6:30 | 6:35 | 6:42 | 6:49 | 6:51 | 6:55 | 7:05 |
| 1A | 7:00 | 7:05 | 7:10 | 7:17 | | 7:20 | 7:25 |
| 1 | 7:10 | 7:15 | | 7:25 | | 7:31 | 7:36 |
| 1B | 7:20 | 7:25 | 7:32 | 7:39 | 7:41 | 7:45 | 7:55 |
| 1A | 7:40 | 7:45 | 7:50 | 8:02 | | 8:05 | 8:15 |
| 1 | 7:55 | 8:00 | | 8:10 | | 8:16 | 8:21 |

1. If you are riding bus 1A, can you get on the bus at Locks Lane?
2. If you are waiting for a bus at Montrose Road at 7:17, what bus will you get on?
3. How long does it take to get from Glen Mill Ave. to Grove Road on bus 1B?
4. What bus doesn't stop at Glen Mill Ave?
5. How long does it take for bus 1A to go from Dunster Drive to Booth Ave?
6. If you are waiting for a bus at Dunster Road at 7:30, what bus will you get on?



Extract Critical Information from Formatted Text. Level 2: RCA4

Directions: Use the nutrition label to answer the questions.

| Nutrition Facts | |
|--|----------------------|
| Serving Size 1 cup (228 grams) Servings Per Container 4 | |
| Amount Per Serving | |
| Calories 125 | Calories from Fat 60 |
| % Daily Values | |
| Total Fat 6 g | 9 % |
| Saturated Fat 1.5 g | 7% |
| Trans Fat 1.5 g | |
| Cholesterol 15 mg | |
| Sodium 235 mg | |
| Total Carbohydrates 16 g | 5% |
| Dietary Fiber 0 g | |
| Sugars 2.5 g | |
| Protein 5 g | |
| Vitamin A | 4% |
| Vitamin C | 2% |
| Calcium | 10% |
| Percent Daily Values (DV) are based on a 2,000 calorie diet. | |
| Ingredients: Enriched Macaroni Product (wheat flour, niacin, iron), Thiamine, Riboflavin, Cheese Sauce Mix, whey, milk, milkfat, sodium, salt, citric acid, Yellow #7, Yellow #5 | |
| *contains milk and wheat | |

1. What is the serving size of this product?
2. How many calories per serving?
3. What is the total grams of fat in a serving?
4. What percent of total carbohydrates is a serving of this product?
5. What percent of daily value of calcium are you getting if you eat one serving of this product?
6. If you eat two servings of this product, what percent of daily value of Vitamin C are you getting?
7. Should you eat this product if you are allergic to wheat?

Paraphrase a Simple Passage

One stop on the road to literacy...

The Outcome



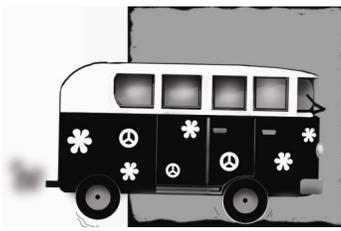
The student will paraphrase a simple reading passage.

Why Go There?



Explain to your student that a good reader is able to paraphrase a simple passage. Being able to paraphrase demonstrates comprehension of what was read.

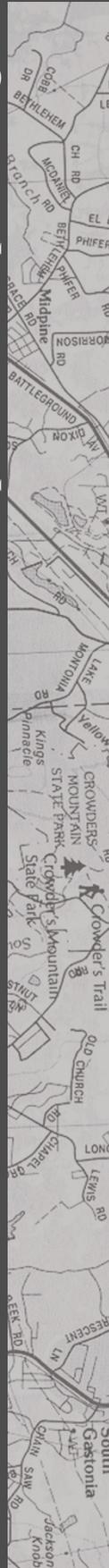
How To Get There



Share a simple newspaper article with your student. Model for him how to paraphrase a passage. Then invite your student to read another simple newspaper article and have him paraphrase it for you.

Give your student practice in this skill by frequently giving him opportunities to read simple passages from different sources and paraphrasing them. It is good practice to challenge your student to put the paraphrase in writing.

Paraphrase a Simple Passage



Make Predictions Based on Title and Pictures

One stop on the road to literacy...



The Outcome



The student will make predictions about the content of a reading passage based on its title and pictures.

Why Go There?



Explain to your student that a good reader makes predictions before reading by examining pictures and reading the title. Then as she reads, she sees if her predictions were right or not.

How To Get There



Materials: two articles or reading passages with pictures

Directions:

Use a reading passage that has a picture with it to model making predictions. To model how to make predictions:

Talk about what you see in the picture.

Read the title aloud. Think aloud about the title.

Model using this information from the picture and title to make a prediction.

Read the passage aloud, pausing to confirm or change your prediction if you get more information. Then have your student practice with another reading passage.

On a regular basis, have your student make predictions using a variety of authentic materials, such as books, magazine articles, and brochures. That's what good readers do!

Make Predictions Based on Title and Pictures

