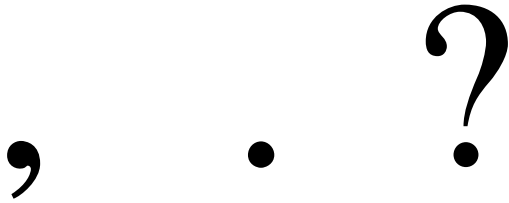


PUNCTUATION PERFECTION

1. Teach students to pause one second for commas and two seconds for periods.
2. Teach students to inflect their voices while reading questions.
3. As the students read, praise them for reading punctuation marks correctly.



During Reading Strategies

SPEED READ

1. Have the student read a passage from the story that is approximately 100 words long. Time the first reading.
2. For each word read incorrectly, add one second to the student's time.
3. Challenge the student to beat his/her time.
4. Record results on the "Speed Read" card.



During Reading Strategies

READ AND RETELL

1. Have students read 1-2 paragraphs at a time.
2. After reading the 1-2 paragraphs, have the students summarize the paragraph(s) in one sentence.
3. Repeat step one and two for the rest of the story.



During Reading Strategies

STOP!

1. Distribute a stop sign and five Skittles to each student. Have students read silently.
2. If students need teacher help, they may lift their stop sign quietly and wait for teacher assistance.
3. If the child needs assistance, the teacher provides it and then removes one Skittle.
4. The Skittles that are left at the end of the story are theirs to eat.
5. Students who lost Skittles can earn them back by answering questions at the end of the story.



During Reading Strategies

ROCK 'N' ROLL READING



1. Have students sit around a table to “whisper read”.
2. Sitting in a rolling chair, you will roll around behind each student to hear them read aloud one at a time while the other students “whisper read”.
3. As you roll to the next student, the student who was reading aloud goes back to a whisper.

During Reading Strategies

CHORAL READING



1. For this activity, all students read aloud simultaneously with you. (This activity works well when rereading a story or poem).
 - a. Variation #1: Boys and girls alternate reading aloud together.
 - b. Variation #2: Table groups/rows alternate reading aloud together.

During Reading Strategies

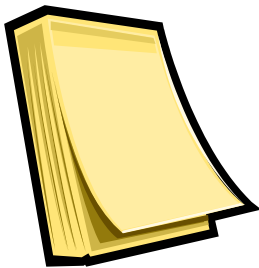
PARTNER READING #1



1. Students read silently together.
2. When both students finish reading the paragraph/page silently, they ask each other questions about what they just read.
3. Students continue reading the next paragraph/page silently, stop, and ask more questions.
4. Continue until the whole passage/story is complete

During Reading Strategies

PARTNER READING #2



1. Students take turns reading a passage/story together.
2. Each student is given four sticky notes to mark pages with.
3. As students read through the passage/story, they may mark interesting pages with the sticky notes.
4. When both students finish reading, they may share the four things they found interesting in the passage/story.

During Reading Strategies

PARTNER READING #3

1. Students (or the teacher) choose partners to read through a story together.
2. Students alternate reading paragraphs aloud as their partner follows along.
3. When the one partner finishes reading aloud, the other partner summarizes what he/she read about in one sentence.



During Reading Strategies

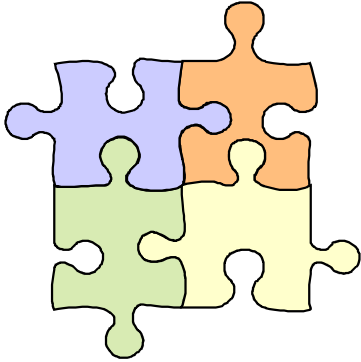
BOOKS ON TAPE

1. To provide access to the core curriculum for low readers, record the story on tape.
2. Struggling students can listen to the story on tape while following along in the book.



During Reading Strategies

JIGSAW



1. Students are assigned a portion of the text (usually expository) to read with a partner.
2. Students write down four to six interesting facts from their passage.
3. Once all students are done reading their passage and writing down interesting facts, students come together and share, in the order of the text, the facts they learned.

During Reading Strategies

STAND AND DELIVER

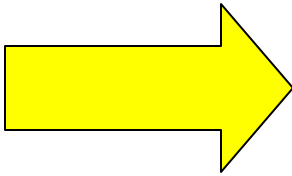


1. Students take turns voluntarily reading aloud a paragraph or section by standing up behind their seats.
2. The next student who would like to read must stand and summarize what the previous student read. Then he/she may read aloud.

During Reading Strategies

WHAT'S NEXT?

1. While students are reading, stop them periodically.
2. Have students predict what will happen next in the story.
3. As students continue to read they will be able to confirm/readjust their predictions.



During Reading Strategies

I HAVE A QUESTION

1. Distribute 2-3 "Question Cards" to each student.
2. As students read through the story, they may write down a word, phrase, or sentence that they have a question about.
3. At the end of the story, collect and answer questions.

Question

During Reading Strategies

ECHO READING

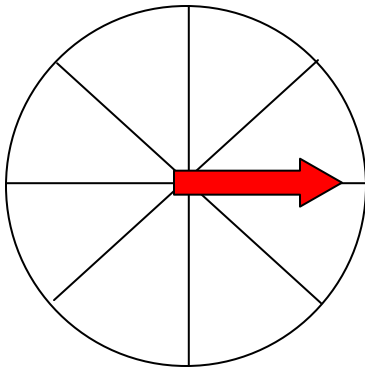
1. You read a sentence aloud to the students as they follow along silently.
2. The students read the sentence aloud.
3. Repeat steps one and two to complete the story.

"I can read."

"I can read."

During Reading Strategies

READING SPINNER



1. Place a spinner from a board game in the center of the reading table.
2. Have a student spin to see who gets to read next.
3. When the spinner stops, it will point to the next reader.
4. When the student finishes reading, he/she spins the spinner to determine who gets to read next.

During Reading Strategies

DIALOGUE

1. As students are reading, point out quotation marks (and how they are used) in the story.
2. Note that every time a new character speaks, a new paragraph begins.
3. Invite students to point out dialogue and determine which character is speaking.



During Reading Strategies

COMPOUND WORDS

1. As students are reading, have them stop periodically to locate compound words.
2. Have them identify the two individual words that make up the compound.
3. Discuss the meanings of both words and how, together, they have a new meaning.
4. Encourage students to look for “two words in one” while they are reading. By doing so, students will be able to decode words that might otherwise intimidate them.

rain bow

rainbow

During Reading Strategies

CONTRACTIONS

is not
isn't

1. As students are reading, point out the use of contractions (and how they are used) in the story.
2. Have them locate additional contractions as they continue to read.
3. Upon finding a contraction, have them determine which two words make up the contraction.
4. Have students reread the sentence that they found the contraction in by replacing the contraction with the two words it was derived from.

During Reading Strategies

PRONOUNS

he she
he she
it they
it they

1. As students are reading, have them stop periodically to locate pronouns such as he, she, it, they, them, we, us, etc.
2. Invite students to determine who or what the pronoun is replacing. (i.e. *Mom* was not happy. *She* sent me to my room.) *She* is replacing *Mom* in the sentence.

During Reading Strategies

NOUNS

Person

Place

Thing

1. As students are reading, stop them periodically to locate nouns.
2. Have students identify whether the noun is a person, place or a thing.

During Reading Strategies

VERBS

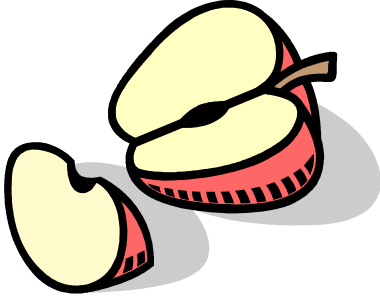


1. As students are reading, stop them periodically to locate verbs.
2. Ask them to identify if the verb (action) is physical or mental.
 - a. Physical nouns are actions that can be seen as some sort of movement.
 - b. Mental nouns are actions that happen with no visible action. (i.e. thinking, remembering, pondering, hoping, etc.)

During Reading Strategies

PHUN PHONICS

1. As students are reading, have them stop periodically to locate words that include a specific skill that you've previously worked on (i.e. words with the short /a/ sound).



A is for apple.

During Reading Strategies

EAR-TO-EAR

1. This strategy works well when reading materials are limited.
2. Have pairs of students sit ear-to-ear facing opposite directions.
3. One student reads a passage/page to the other student who listens carefully.
4. The listener paraphrases the passage/page the reader just read.
5. Students alternate roles for the rest of the passage/page.



During Reading Strategies

SETTING



1. As students are reading, have them stop periodically to describe the current setting in the story.
2. Have them close their eyes and imagine the setting in their heads.
3. Encourage students to share what they are “seeing” in their mind’s eye using their five senses (taste, smell, hearing, touch, and sight)

During Reading Strategies

CHARACTERS



1. As students are reading, have them stop periodically to describe the character(s). How is/are the character(s):
 - a. Feeling
 - b. Acting/reacting
 - c. Interacting with one another
 - d. Changing
 - e. Contributing to the solution of the problem

During Reading Strategies

PROBLEM

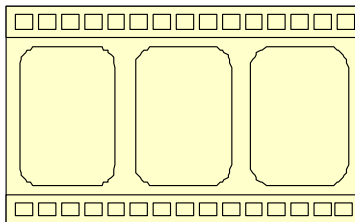
1. Typically the problem, in a narrative story, occurs near the beginning. The events that follow lead toward the solution, or resolution of the problem.
2. Help students identify the problem in the story and predict how the problem will be solved.



During Reading Strategies

HAPPENINGS

1. Once the problem in the story has been identified, the events that follow are called *happenings*. Typically there are at least 4-6 happenings that lead to the solution, or resolution of the problem.
2. Have students raise their hands when they read a sentence/paragraph that they feel is an important *happening* in the story.
3. Help students piece each *happening* together until the solution occurs.



During Reading Strategies

SOLUTION



1. Typically the solution, in a narrative story, occurs near the end.
2. Have students locate the sentence/paragraph that describes how the problem in the story was solved.
3. Discuss how the solution and the problem are linked together.
4. Encourage students to offer alternative solutions to the problem in the story.

During Reading Strategies

SHARED READING

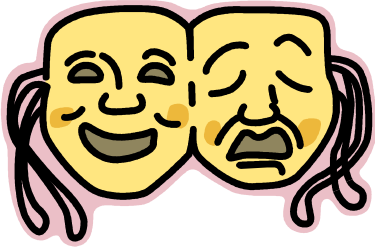


1. Shared reading allows the teacher and the students to share a book together. This is typically done using a Big Book with students following along or “chiming” in while the teacher reads aloud.
2. Students can follow along and read from their own copy of the story as well (if a Big Book is not being used).

During Reading Strategies

READERS' THEATRE

1. Readers' Theatre is a great strategy for use with a story written in play form.
2. Assign students parts and have them read their parts silently several times.
3. Aloud, have students read their parts together. (Readers' Theater is a great strategy to use to promote fluency.)



During Reading Strategies

During Reading Strategies