

| COMPREHENSION I understand what I read | | ACCURACY I can read the words | | FLUENCY I can read accurately, with expression, and a rate that matches the text | | EXPAND VOCABULARY I know, find, and use interesting words | |
|---|--|----------------------------------|---|---|---|--|--|
| FIRST | Set purpose for reading | FIRST | Look carefully at letters and words | FIRST | Read texts that are a good fit | FIRST | Tune in to interesting words |
| ACTIVE READING | Use prior knowledge to predict and connect with text | WORD PARTS | Use beginning and ending sounds | IMPROVE FLUENCY | Use punctuation to enhance phrasing and prosody | FIGURE OUT WORD MEANING | Use prior knowledge and context clues |
| | Check for understanding; monitor and self-correct | | Blend sounds; stretch and reread | | Adjust and apply different reading rates to match text | | Use pictures, illustrations, and diagrams |
| | Back up and reread | | Chunk letters and sounds together | | Reread text | | Use word parts |
| | Make and adjust mental images; use text to confirm | | Flip the sound | | Read voraciously | | Apply understanding of figurative language |
| | Ask questions throughout the reading process | WORD UNDERSTANDING | Recognize high-frequency words on sight | | Use reference tools such as dictionary, thesauruses, and glossaries | | |
| | Make and adjust predictions; use text to confirm | | Use picture clues | | Read voraciously | | |
| | Infer and support with evidence | | Cross-check: Do the words . . . | | | | |
| ANALYSIS OF READING | Recognize literary elements (genre, plot, character, setting, theme, problem/resolution) | | • look right? | | | | |
| | Retell; include sequence of main events | | • sound right? | | | | |
| | Summarize text; include important details | | • make sense? | | | | |
| | Use main ideas and supporting details to determine importance | | Use prior knowledge and context | | | | |
| | Use text features to learn important information (titles, headings captions, graphic features) | | Skip the word, then come back | | | | |
| | Analyze how visual elements integrate and contribute to the meaning of text | | Read voraciously | | | | |
| | Determine and analyze author's purpose and support with text | | | | | | |
| | Recognize and explain cause-and-effect relationships | | | | | | |
| | Compare and contrast within and between text | | | | | | |
| | Read voraciously | | | | | | |

Behaviors That Support Reading

- Get started right away
- Stay in one spot
- Work quietly
- Read the whole time
- Increase stamina
- Ignore distractions
- Persevere