

My Plan to Understand

First ask: Why am I reading? What is my goal?

Then, with my goal in mind, take steps to get there . . .

- Preview: Looking through the book, what do I see to help me reach the goal?
- Focus: Should I pay more attention to some parts and slow down for others?
- Connect: What do I already know about this topic that will help me reach the goal?
- Question: What goal-related question(s) can I ask myself?
- Predict: What do I guess will be in this book?
- Strategize: What other steps can I take to reach my goal?
- Reflect: What will I know when I'm done?

FIGURE 2.2. A planning guide for your students.

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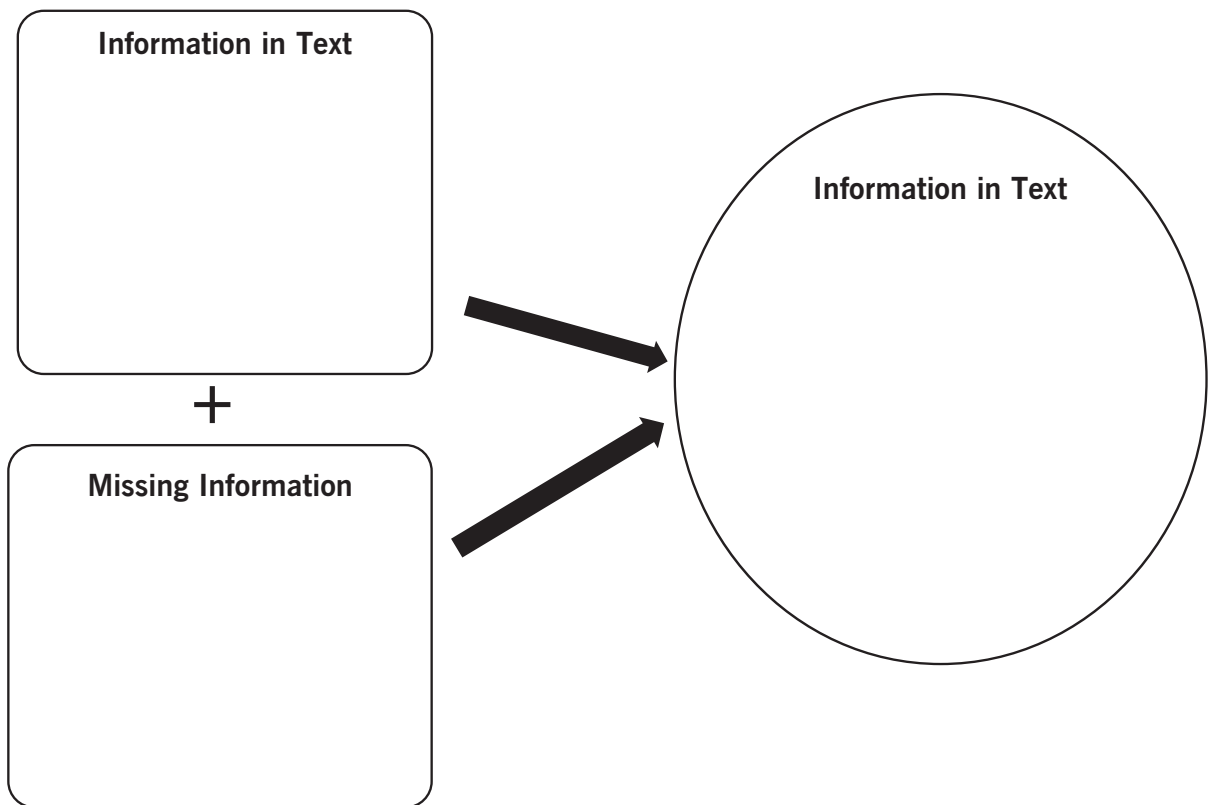
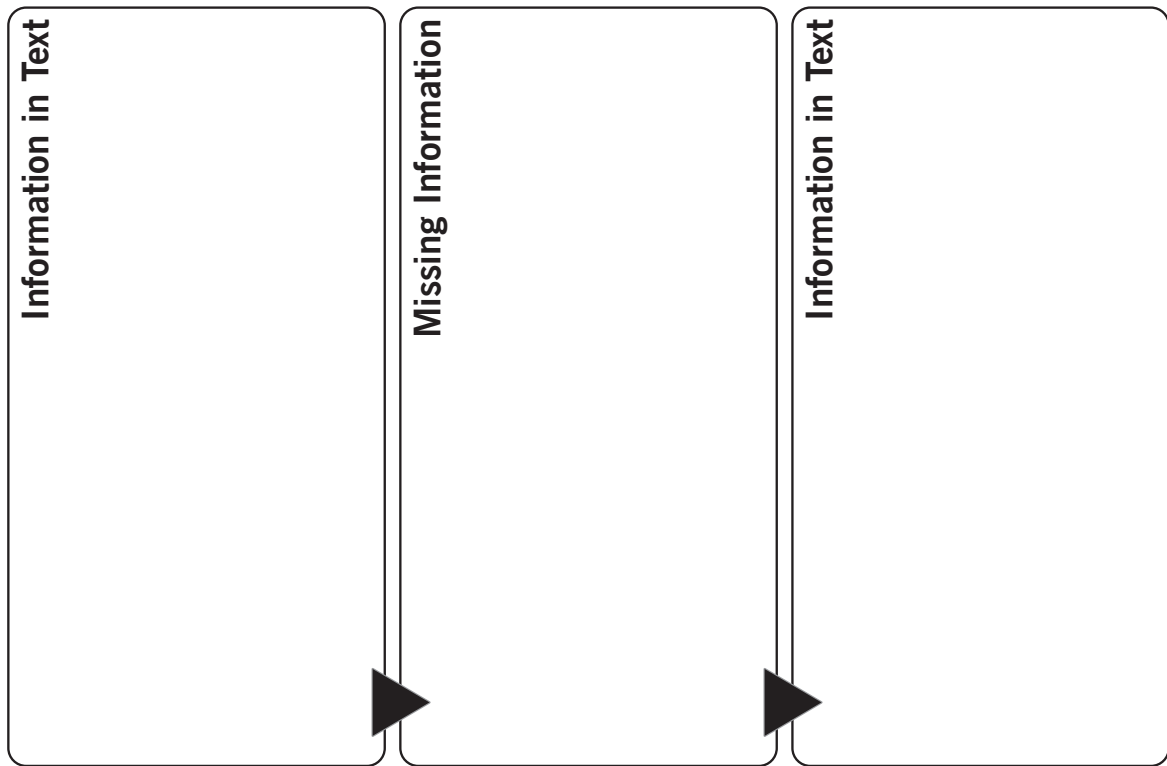


FIGURE 2.4. Blank graphic organizers to support gap-filling inferences.

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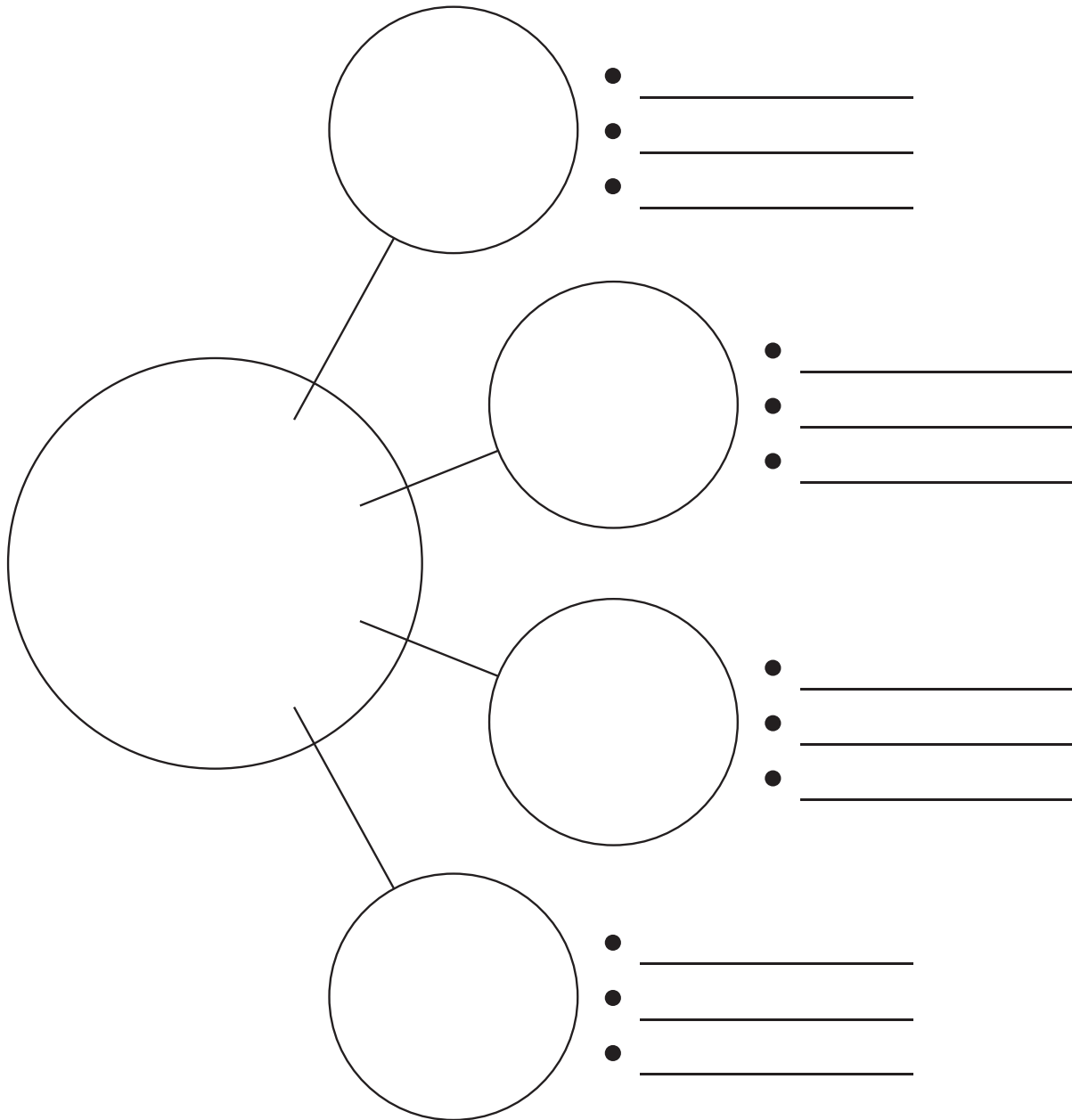


FIGURE 3.4. A blank concept map.

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prefixes		
un	re	im
de	sub	trans
in	non	fore
mis	pre	pro
un	dis	en
over	under	tele

(continued)

FIGURE 3.5. Prefixes, suffixes, and bases for morphemic awareness sorts and word frame activities.

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suffixes		
able	er	ence
ist	ly	ness
s	ed	ice
less	est	ing
tion	y	ful
ment	ion	es

(continued)

FIGURE 3.5. *(continued)*

roots and bases		
cord	play	port
wear	live	spell
start	graph	real
take	see	joy
think	sense	small
roll	cover	dict
just	love	turn
act	teach	kind

FIGURE 3.5. *(continued)*

Sample Word Frame and Blank Word Frame to Use for Morphemic Awareness Word-Building Activities

prefix	root	suffix

Sample Completed Word Frame for Morphemic Awareness Word Building

prefix	root	suffix
re-	think	-ing

FIGURE 3.6. Sample word frame and blank word frame to use for morphemic awareness word building activities.

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like dogs I	_____
have cats fur	_____
fast run horses very	_____
books fun reading is	_____
I apple the red eat	_____
school ride I the bus to	_____

FIGURE 3.7. Sample sentences to assess primary students' awareness of language organization (syntax).

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1. walks he school to	_____
2. green ate she apple the	_____
3. pile he leaves a of raked	_____
4. the washed bathtub dog in they the	_____
5. kite park a flew they the in	_____
6. going bus I to ride am the	_____
7. into the she garage car drove the	_____
8. shells beach up he the on picked	_____
9. store the please to milk go buy to	_____
10. cream summer the like ice I eating in	_____

(continued)

FIGURE 3.8. Sample sentences to assess more advanced students' awareness of language organization (syntax).

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Answer Key:

1. He walks to school.
2. She ate the green apple.
3. He raked a pile of leaves.
4. They washed the dog in the bathtub.
5. They flew a kite in the park.
6. I am going to ride the bus.
7. She drove the car into the garage.
8. He picked up shells on the beach.
9. Please go to the store to buy milk.
10. I like eating ice cream in summer.

FIGURE 3.8. *(continued)*

First: Which word is the action word?

Next: Group the rest of the words by answering these questions:

1. Who did it? (The answer to this question usually goes before the action word.)
2. How did they do it? (The answer to this question usually goes right before the action word.)
3. To whom or what did they do it? (The answer to this usually goes after the action word.)
4. Where did they do it? (The answer to this usually goes at the end of the sentence.)

Sentence: _____

Example: quickly backyard cat the she in brushed the

Action word: *brushed*

Who did it? *she*

How did she do it? *quickly*

To whom or what did she do it? *the cat*

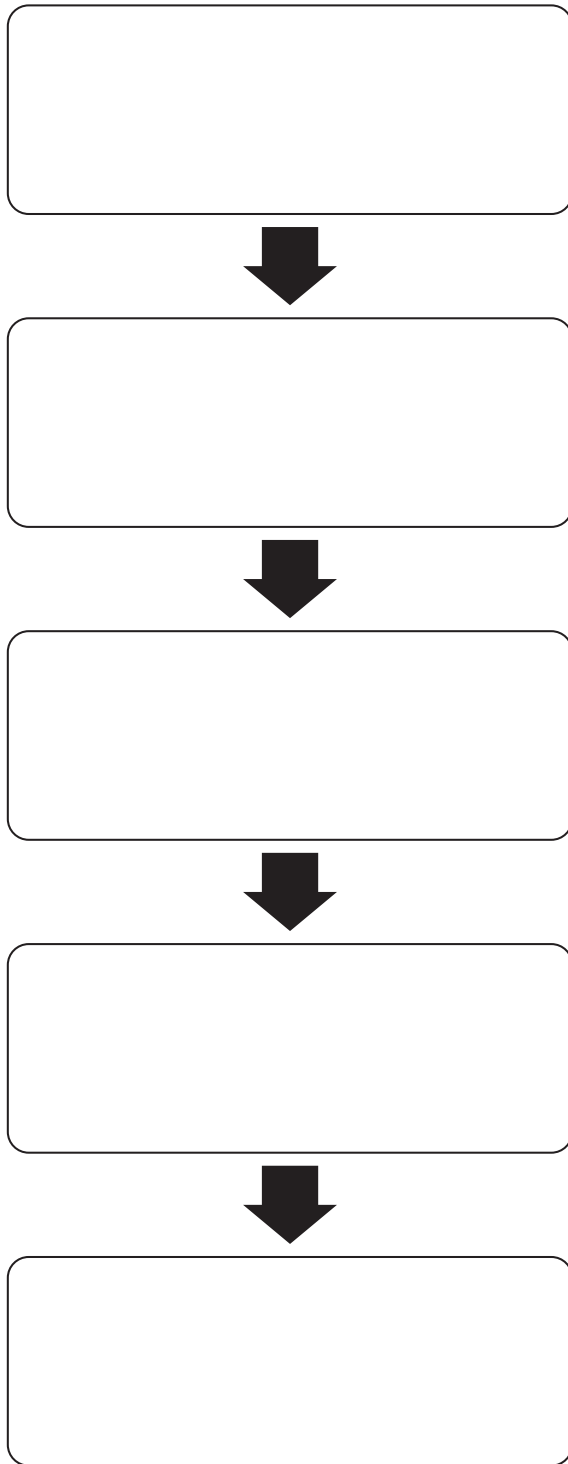
Where did she do it? *in the backyard*

Sentence: *She quickly brushed the cat in the backyard.*

FIGURE 3.9. Rubric for word grouping activity to teach language organization (syntax).

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a. A blank map for your use:



b. A completed map of the causal organization of *The Little Engine That Could* (Piper, 1976):

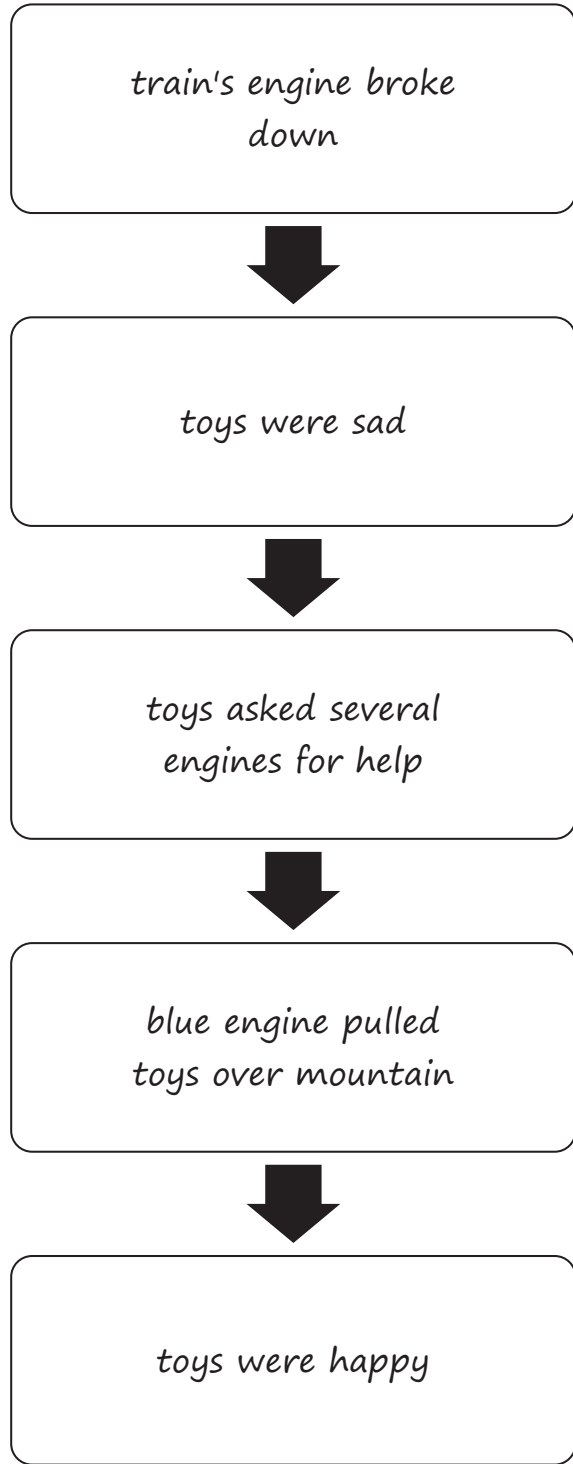


FIGURE 3.10. A sample map of the causal organization of stories.

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Story: _____

Characters: _____ Setting: _____

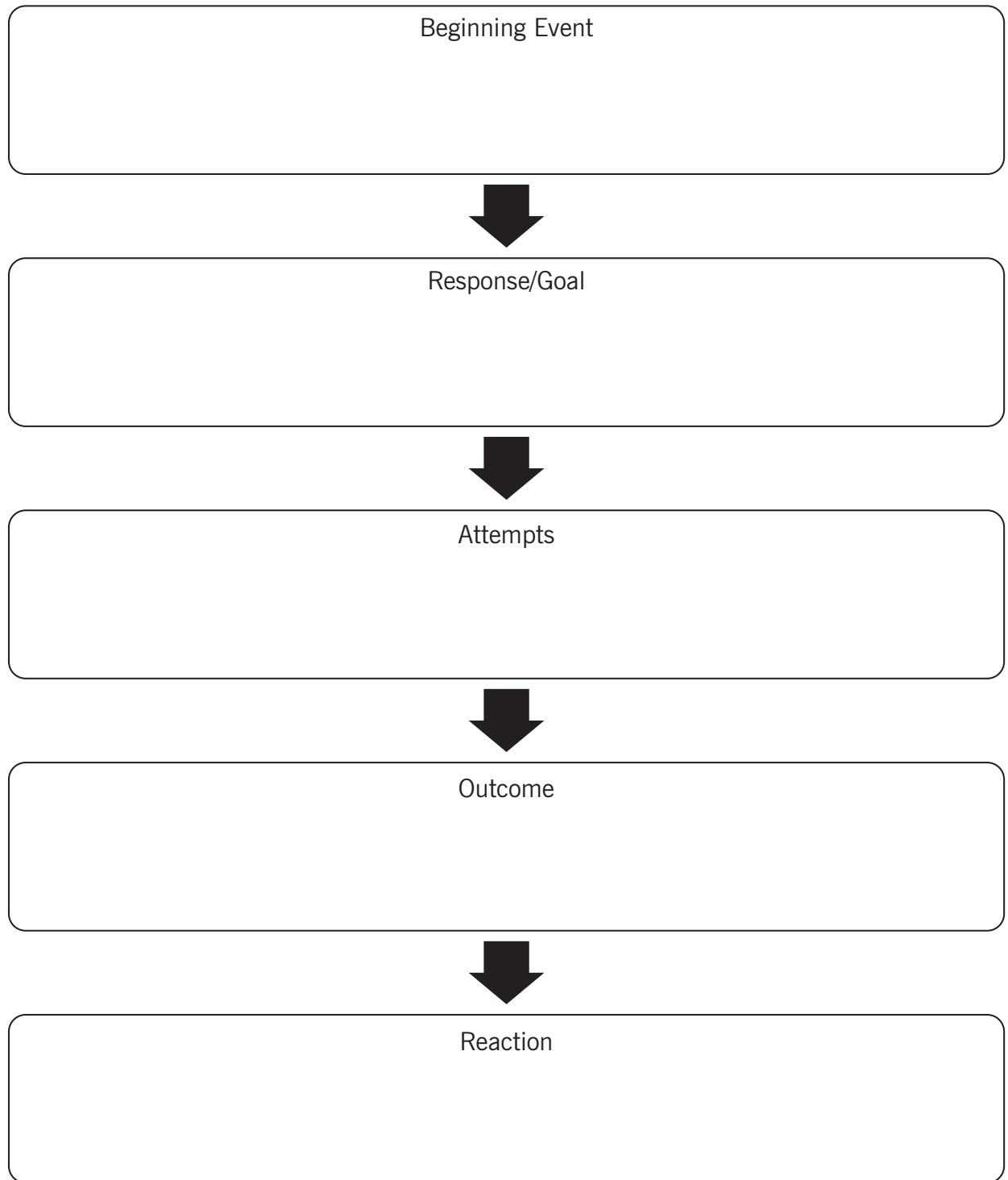


FIGURE 3.11. Mapping parts of story schemas.

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1. **Character(s)**: Who is the main character (or characters)?
2. **Setting**: Where and when did the story take place?
3. **Beginning Event**: How did the story begin? (What was the big event or problem that started the story?)
4. **Reaction/Goal**: How did the character(s) react? What goal did they set?
5. **Attempts**: What did the characters do to try to reach their goal(s) or solve the problem?
6. **Outcome**: What was the outcome? How did the story end?
7. **Reaction**: How did the characters react? (What did they think, feel, and do?)

FIGURE 3.12. Cueing questions to support learning and identification of the organizational components of story schemas.

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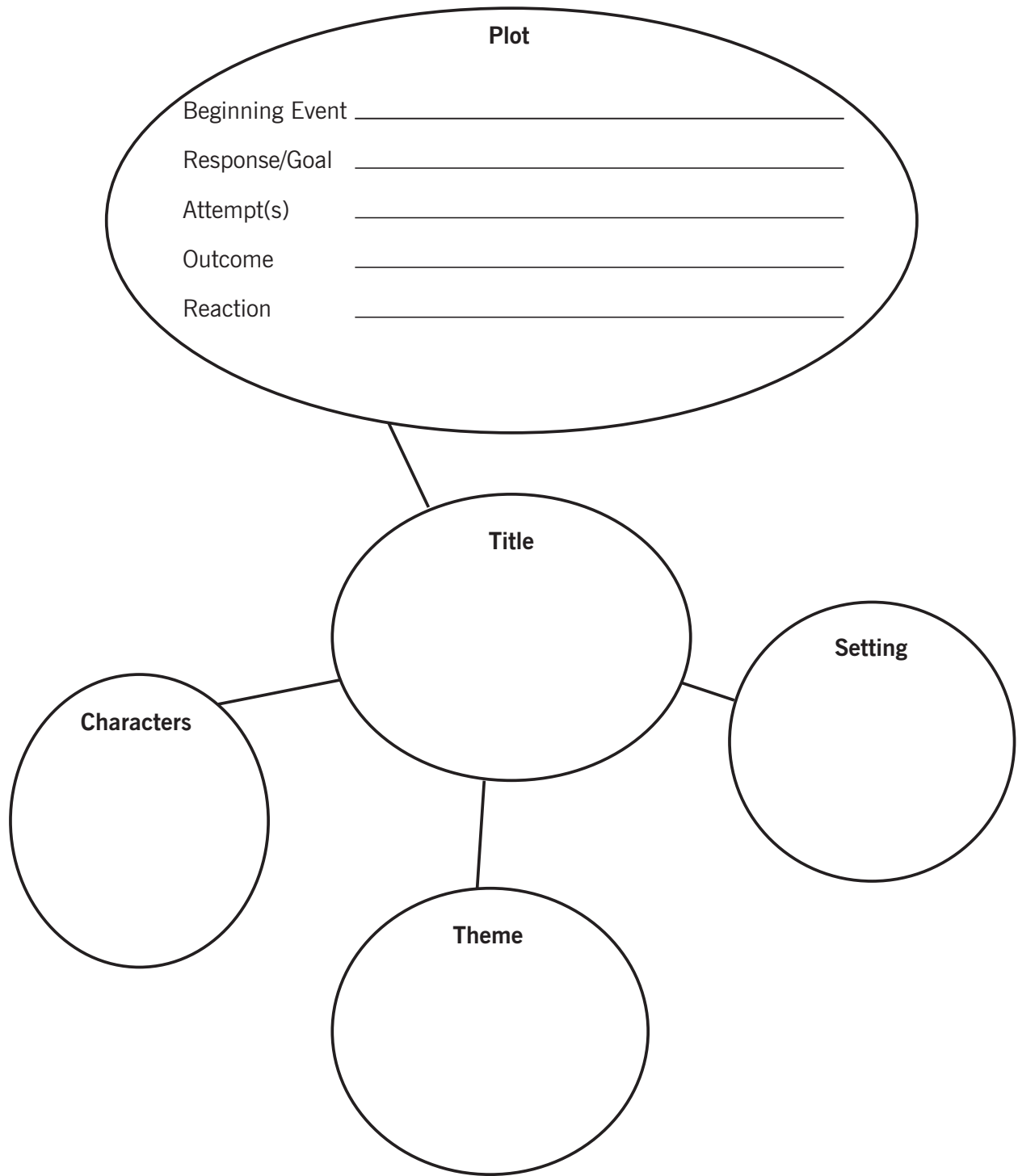
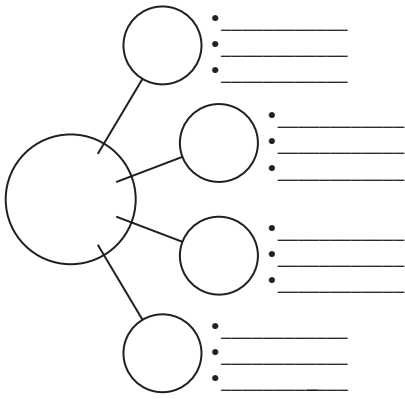


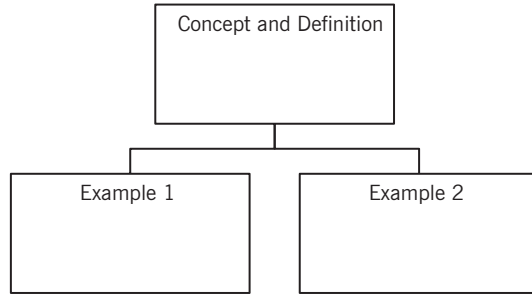
FIGURE 3.13. A blank story map that includes theme.

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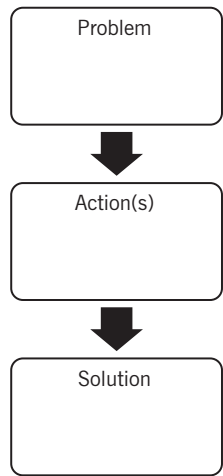
Collection, Description, Explanation



Definition-Example



Problem-Solution

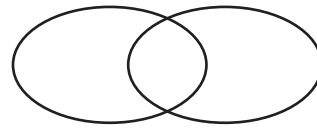


Compare-Contrast

Chart

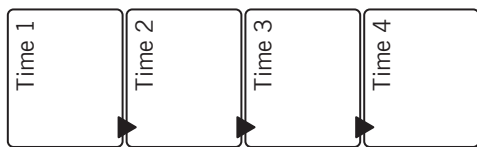
	Similarities	Differences
Concept 1		
Concept 2		

Venn Diagram



Temporal Sequence

Flowchart

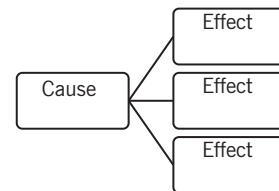


Timeline



Causation

Process



Cycle

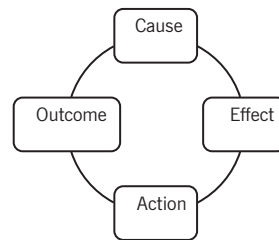


FIGURE 3.14. A guide to various organizational structures in expository texts.

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TABLE 4.1. Lists of Words for Graphophonological–Semantic Flexibility Sorts

Sorting dimensions (beginning sounds and meanings)	Word sets
/s/, /b/ clothing, cleaning supplies	<i>socks, skirt, sweater, sponge, soap, sweeper, boots, bib, belt, bucket, broom, brush</i>
/l/, /k/ foods, actions	<i>leap, lay, like, lemon, lime, lettuce, copy, cry, count, cake, carrot, cookie</i>
/m/, /p/ foods, animals	<i>muffin, milk, melon, monkey, moose, mouse, pickle, popcorn, pie, pig, puppy, panda</i>
/f/, /h/ body parts, animals	<i>finger, feet, face, head, hair, hand, frog, fox, fish, horse, hare, hippo</i>
/c/, /b/ vehicles, actions	<i>car, cab, cart, catch, carry, call, bike, bus, boat, bite, beg, bring</i>
/b/, /p/ school supplies, foods	<i>book, binder, backpack, banana, berry, bread, pencil, pen, paper, peas, plum, peach</i>

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Item	Sentences to Be Completed	Typical Words to Be Recalled
1	I use a tissue to blow my _____. Cows and horses live on a _____.	Nose Farm
2	I put my shoes on my _____. Apples grow on _____. Today I have a peanut butter sandwich in my _____.	Feet Trees Lunch
3	The zoo has all kinds of _____. A boat floats in the _____. We love to build sand castles at the _____. Monkeys love to eat _____.	Animals Water Beach Bananas
4	At bedtime, I turn off the _____. When I ride my bike, I wear a helmet on my _____. I love going to the library to get a new _____. The dentist tells me to brush my _____. We wear seat belts when we ride in the _____.	Light Head Book Teeth Car
5	A bicycle has two _____. When I have a question in school, I raise my _____. Please pour some more juice in my _____. The train chugged along the _____. It is safer to walk on the sidewalk than on the _____. A delicious, cold summer treat is _____.	Wheels Hand Cup Tracks Street Ice cream

FIGURE 5.1. Sentences to assess complex working memory. Students may provide different words to fill these blanks; if they do, assess their ability to recall the actual words they supplied.

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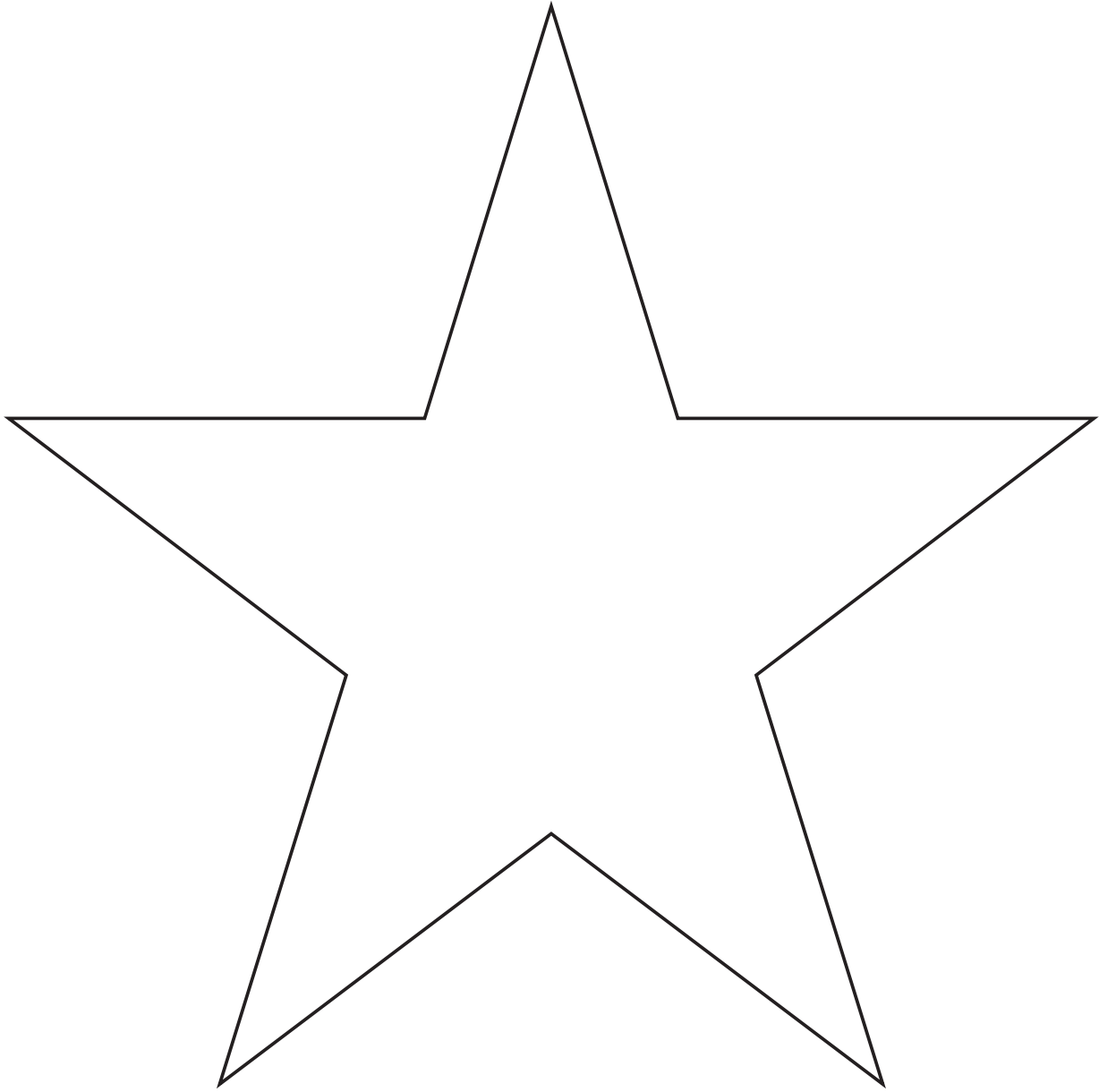


FIGURE 6.4. A star figure you can use to administer the Star Tracing Task.

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Story: _____

Character 1: _____ Character 2: _____

Setting 1: _____ Setting 2: _____

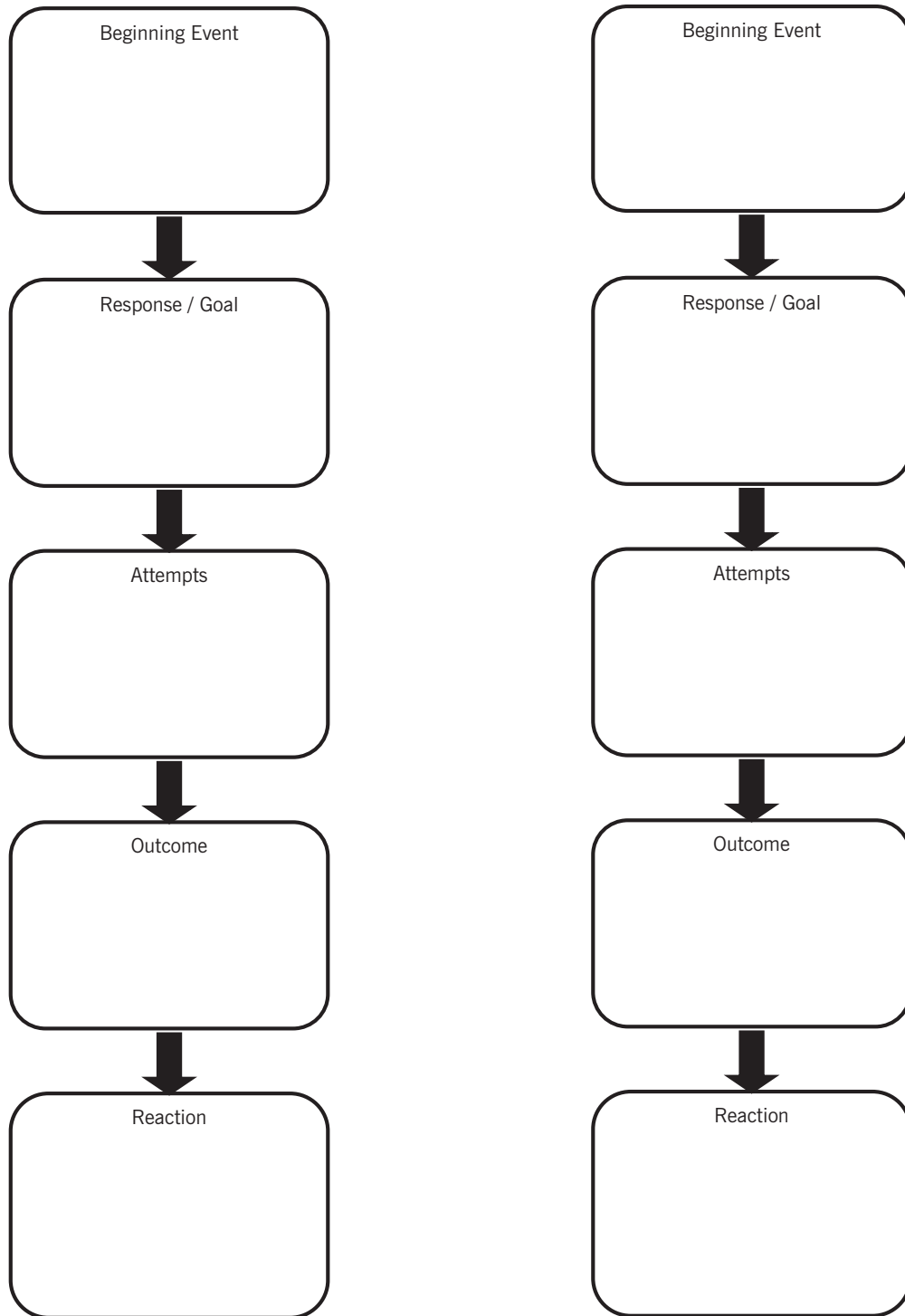
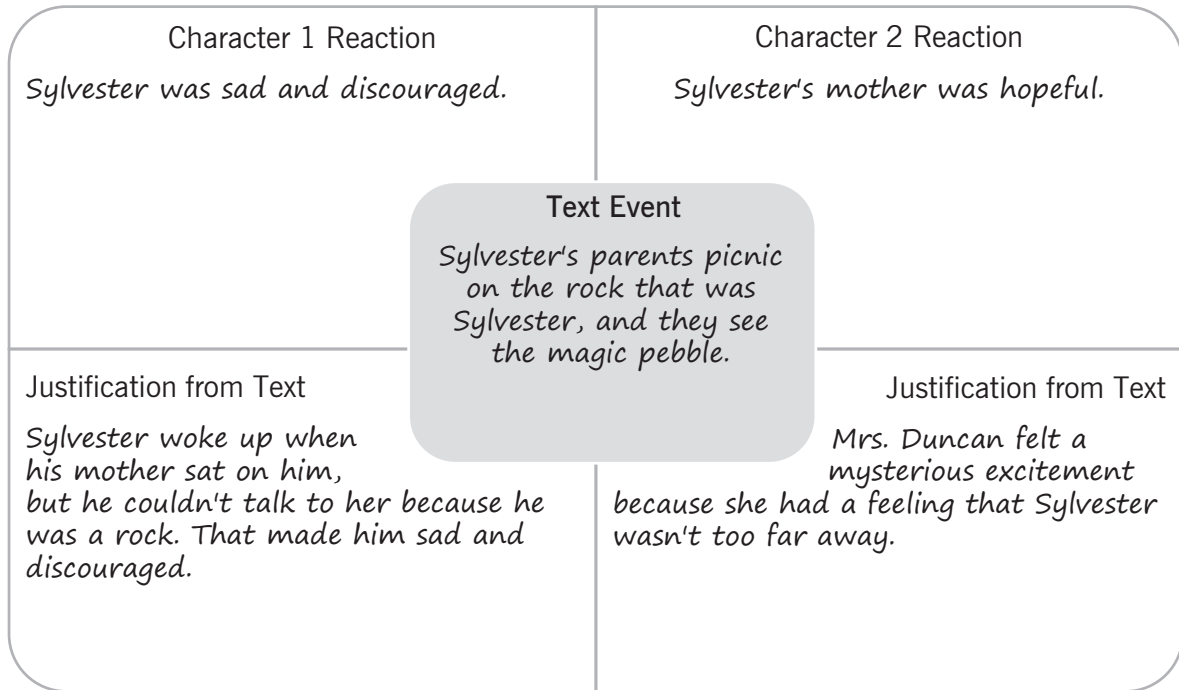


FIGURE 7.1. Mapping stories from multiple perspectives.

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a. A sample map based on an event in *Sylvester and the Magic Pebble* (Steig, 1969)



b. A blank map for your use

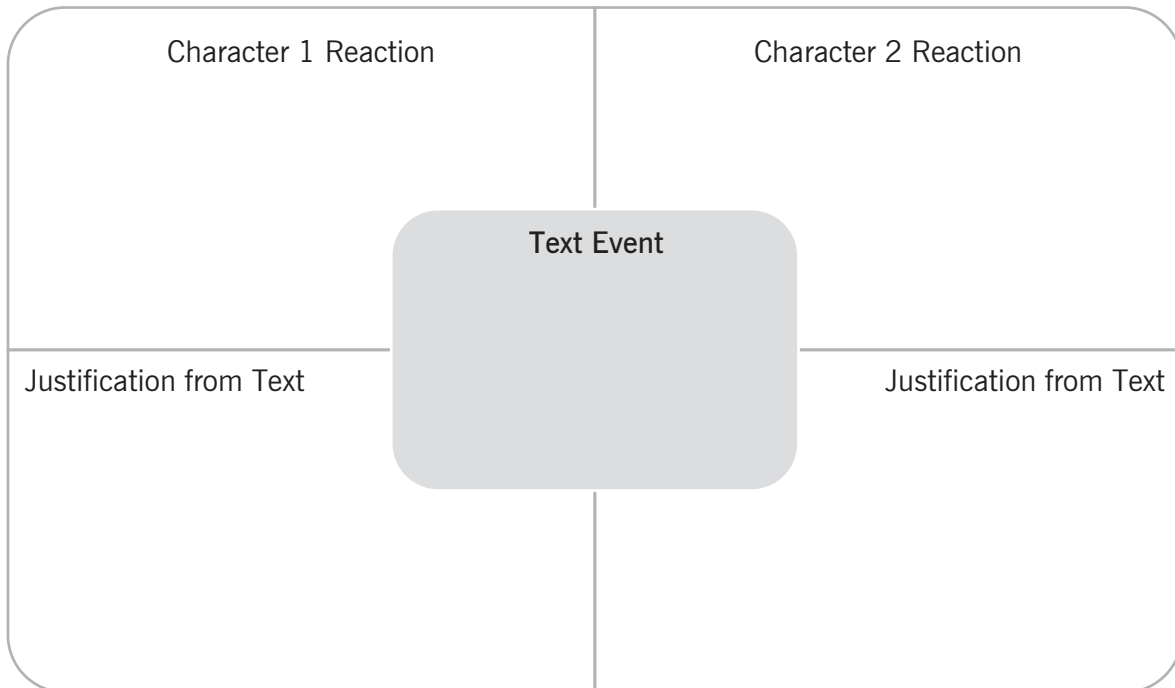


FIGURE 7.2. Graphic organizer to support mapping and justifying multiple character perspectives on text events.

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