

Listen to the student read to find the strategy...

IF you notice...	THEN...
A student is having difficulty with limited life experience or background knowledge...	Go to the Foundation (Life Experience, Oral Language, Listening Comprehension) block of the Reading Framework.
A student cannot show... <ul style="list-style-type: none">• book orientation knowledge• understanding the directional arrangements of print of the page,• knowledge that print, not picture, contains the story,• Understanding simple punctuation marks• Understand important reading terminology such as word, letter, beginning of sentence and top of page.	Go to the Print Awareness purposeful instruction on the Framework.
A student cannot identify letters and sounds, or are missing some connections...	Go to the Alphabetic Sound-Symbol Connections purposeful instruction on the Framework. Diagnose and meet specific phonics needs.
A student is having difficulty... <ul style="list-style-type: none">• Holding a book properly (book orientation)• Tracking (left to right)• Distinguishing pictures from words and word from spaces.	Go to the Exploration of Text purposeful instruction on the Framework.
A student cannot... <ul style="list-style-type: none">• Hear the <u>sounds</u> within spoken words.• Orally identify the same <u>sound</u> in different words.• Orally identify initial, final, and medial <u>sounds</u>.• Orally recognize the word, from a set of spoken words that has the odd <u>sound</u>.• Orally blend <u>sounds</u> to form words.• Orally segment words into <u>sounds</u>.• Orally recognize the word that remains when the initial or final <u>sound</u> is removed.• Orally recognize that a new word can be made by adding one <u>sound</u> to an existing word.• Orally recognize that a new word can be made by substituting the initial, final, or middle <u>sound</u> in a word.	Go to the Phonological Awareness purposeful instruction on the Framework.
A student can not... <ul style="list-style-type: none">• Understand the components of a story (e.g., characters, setting, plot, resolution).• Preview expository text (highlight titles, headings, and subheadings and tell what the text might be about).• Compare and contrast information on two topics by finding similarities and differences).• Identify cause and effect statements in text. <p>A student does not know how and where to find the answers to teacher-generated questions (especially</p>	Go to the Text Structure purposeful instruction on the Framework.

those that require inferencing and using prior knowledge)...	
<p>If a student stalls on the word...</p> <p>A student cannot...</p> <ul style="list-style-type: none">• Recognize that <u>sounds</u> can be represented by <u>letters</u>, or <u>groups of letters</u>.• Recognize initial, medial, and final sounds represented within <u>printed</u> words.• Identify long and short vowel sounds represented within printed words.• Blend sounds represented by letters and groups of letters into phonetically regular one and two syllable words.• Decode phonetically regular one and two syllable words.• Break unknown written words into syllables and blend the parts together to form words.• Break difficult, long words into meaningful parts such as prefixes, suffixes, and roots that can help them to decode and understand them.• Decode polysyllabic words in higher-level reading materials and content areas.	Go to the Phonics purposeful instruction on the Framework.
<p>The student reads very slowly and hesitantly...</p> <p>A student cannot...</p> <ul style="list-style-type: none">• Recognize words automatically• Decode words with accuracy and speed• Read a certain number of words correctly at an appropriate rate in grade level or above material. Refer to examples:<ul style="list-style-type: none">◦ 2005 Norms for Repeated, Oral Reading (Dawn Reithaug's <i>Three Tiers of Instruction and Intervention for Reading</i>, p. 220)◦ Rasinski and Padak's <i>3-Minute Reading Assessments Word Recognition, Fluency, & Comprehension</i> (p. 10)• Recognize phonetically irregular words <p>A student lacks a repertoire of high-frequency words that they recognize automatically while reading at or above grade level...</p> <p>A student sounds out each individual letter...</p> <p>A student can not attend to punctuation...</p>	Go to the Word Automaticity purposeful instruction on the Framework Help build fluency by...
<p>A student struggles with oral reading in one of the following areas:</p> <ul style="list-style-type: none">• Expression• Phrasing• Intonation <p>A student points at every word...</p> <p>A student cannot...</p> <ul style="list-style-type: none">• Group words into phrases that promote understanding• Read with appropriate pacing, intonation and expression• Combine multiple tasks while reading (e.g. decoding, phrasing, understanding and interpreting)	Go to the Expression purposeful instruction on the Framework.

<p>A student cannot...</p> <ul style="list-style-type: none">• Actively engage and interact with the text before, during, and after reading so they can grapple with the meaning• Activate their prior knowledge – connect what they already know before, during, and after reading.• Set a purpose for reading• Represent information from a text onto a graphic organizer before, during, and after reading.• Consider the writing from the author’s point of view. <p>A student does not enjoy reading and is aware of its advantages...</p> <p>A student is not interested or curious about topics and content in texts and does not read to find out more – they lack motivation to read...</p>	<p>Go to the Background Knowledge purposeful instruction on the Framework.</p>

- A student cannot...
- Understand that words can have several meanings that often vary, sometimes subtly, depending on the circumstances
 - Learn words incrementally, through multiple exposures to them, through print and conversation.
 - Break difficult or long words into meaningful parts such as prefixes, suffixes, and roots that can help them to understand them.
 - Demonstrate an understanding of semantic relationships between words by using graphic organizers such as semantic maps, webs, and / or semantic feature analysis.
 - Use contextual clues to help unlock the meanings of new words.

- A student does not...
- Know the importance of learning new words
 - Read widely
 - Have prior knowledge and experiences about the content that helps them understand how words are used in a particular context.
 - Understand how words relate to each other (e.g., *trans: transfer, translate, transform, transition*).

- A student struggles to master strategies to figure out an unknown word...
- Look at any prefix, suffix, or root
 - Relate it to similar, known words
 - Say it aloud to try and connect it to oral language
 - Look it up in a dictionary
 - paraphrase the definition
 - Ask someone
 - Read it in another context (e.g., on the internet, in another sentence).

A student is not interested in words and does not enjoy using them and hearing others use them well...

Go to the [Vocabulary](#) purposeful instruction on the Framework.

<p>A student struggles to monitor their reading in order to keep track of their understanding as they read...</p> <ul style="list-style-type: none">• Note confusion, or difficult words and concepts – signaling them that comprehension is breaking down;• Confirm, refute, or extend predictions made prior to reading;• Stop after each paragraph to summarize;• Generate questions before, during, and after reading; and / or• After reading sections, create visual or written images. <p>A student does not actively engage and interact with the text before, during, and after reading so they can grapple with the meaning...</p> <p>A student does not use <i>fix-it</i> strategies when understanding breakdowns:</p> <ul style="list-style-type: none">• Go back and re-read,• Re-state,• Attempt to summarize,• Use contextual clues, and / or• Use decoding skills to figure out unknown words. <p>A student does not set a purpose for reading...</p> <p>A student cannot...</p> <ul style="list-style-type: none">• Adjust their use of strategies depending on the text and content.• Create summaries by consolidating short paragraphs or passages, into only the most important, main ideas.• Summarize text by identifying main ideas and supporting details. <p>A student does not know how or where to find the answers to teacher-generated questions (especially those that require inferencing and using prior knowledge).</p> <p>A student struggles to represent information from a text onto a graphic organizer before, during, and after reading...</p> <p>A student struggles to consider the writing from the author’s point of view...</p>	<p>Go to the Metacognitive Skills purposeful instruction on the Framework.</p>
<p>A student struggles to pay attention to what they are reading, checking that they understand the text.</p> <p>A student cannot identify when understanding has been lost and apply strategies to solve the problem.</p>	<p>Go to Metacognitive Skills: Monitoring and Repairing purposeful instruction on the Framework.</p>
<p>A student has difficulty with...</p> <ul style="list-style-type: none">• Making connections to help them construct meaning.• Spontaneously and purposefully recalling relevant prior knowledge before, during and after they read.• Making connections, text-to-self, text-to-text, text-to-world	<p>Go to Metacognitive Skills: Connecting purposeful instruction on the Framework.</p>

<p>A student has difficulty with...</p> <ul style="list-style-type: none"> Finding clues from the text to construct meaning. Reading between the lines. Understanding what is implied. 	<p>Go to Metacognitive Skills: Making Inferences purposeful instruction on the Framework.</p>
<p>A student has difficulty with...</p> <ul style="list-style-type: none"> Posing and answering questions to clarify meaning before, during and after reading. 	<p>Go to Metacognitive Skills: Asking Questions purposeful instruction on the Framework.</p>
<p>A student has difficulty with...</p> <ul style="list-style-type: none"> Distinguishing between what information is important for comprehension and information that is interesting. 	<p>Go to Metacognitive Skills: Determining Important Ideas purposeful instruction on the Framework.</p>
<p>A student has difficulty with...</p> <ul style="list-style-type: none"> Recalling main ideas Organizing the text in a logical sequence Providing a condensed version of the text. 	<p>Go to Metacognitive Skills: Summarizing purposeful instruction on the Framework.</p>
<p>A student has difficulty with...</p> <ul style="list-style-type: none"> Understanding how things are alike or different. 	<p>Go to Metacognitive Skills: Comparing and Contrasting purposeful instruction on the Framework.</p>
<p>A student has difficulty with...</p> <ul style="list-style-type: none"> Anticipating what will happen based on prior knowledge and clues the author provides. 	<p>Go to Metacognitive Skills: Predicting purposeful instruction on the Framework.</p>
<p>A student has difficulty with...</p> <ul style="list-style-type: none"> Creating a single understanding from a variety of sources (including your own background knowledge). Dealing with multiple information sources and making sense of it all. 	<p>Go to Metacognitive Skills: Synthesizing purposeful instruction on the Framework.</p>
<p>A student has difficulty with...</p> <ul style="list-style-type: none"> Creating mental pictures to connect with the text. 	<p>Go to Metacognitive Skills: Visualizing purposeful instruction on the Framework.</p>
<p>A student cannot...</p> <ul style="list-style-type: none"> Understand the components of a story (e.g., characters, setting, plot, resolution). Preview expository text (highlight titles, headings, and subheadings and tell what the text might be about). Compare and contrast information on two topics by finding similarities and differences). Identify cause and effect statements in text. <p>A student does not know how and where to find the answers to teacher-generated questions (especially</p>	<p>Go to the Text Structure purposeful instruction on the Framework.</p>

those that require inferencing and using prior knowledge)...	
--	--