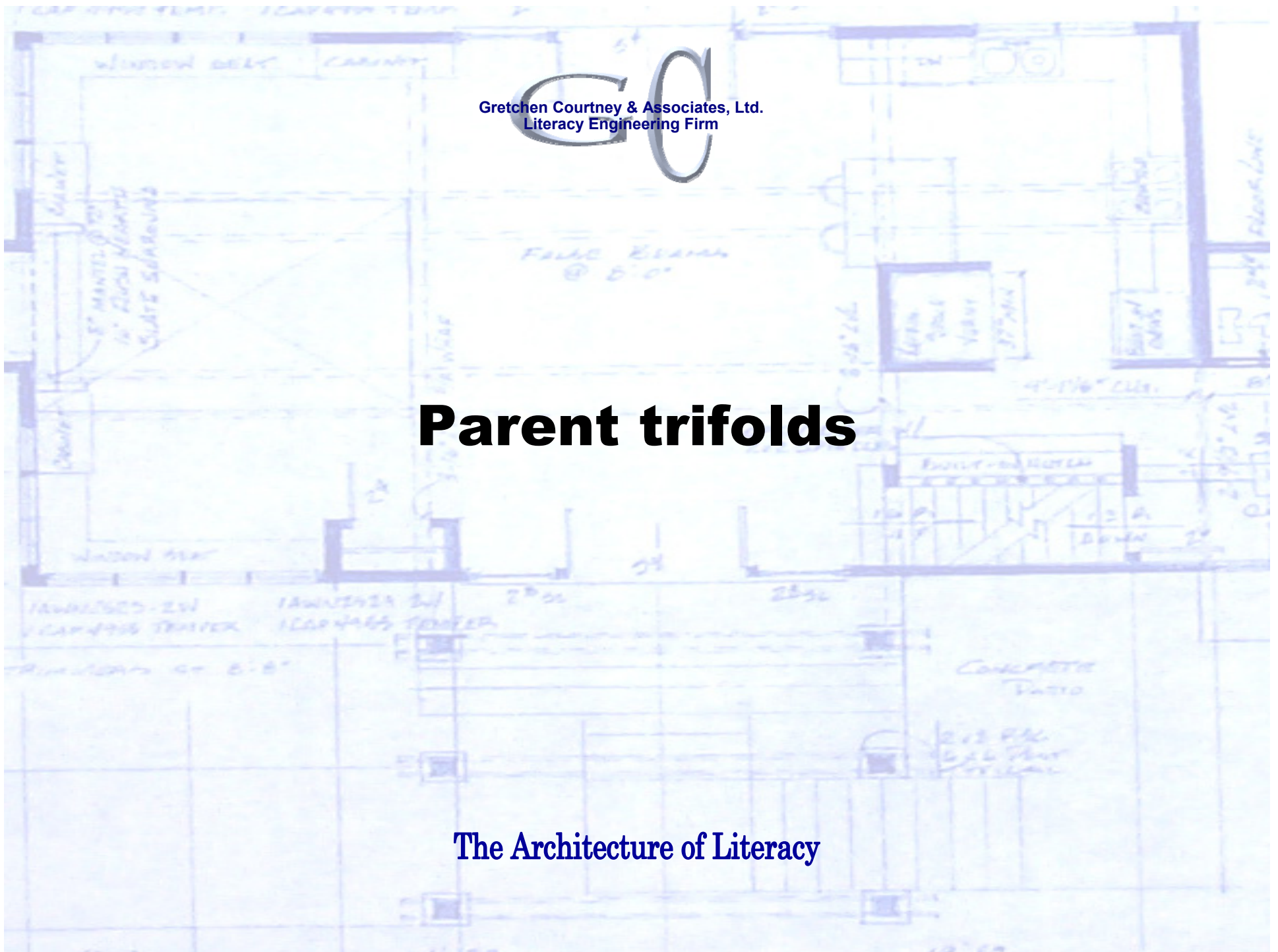


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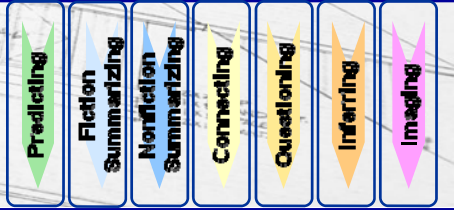
Parent trifolds

The Architecture of Literacy



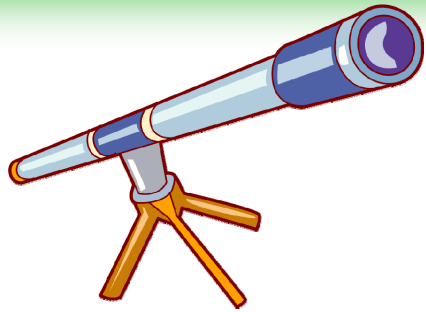
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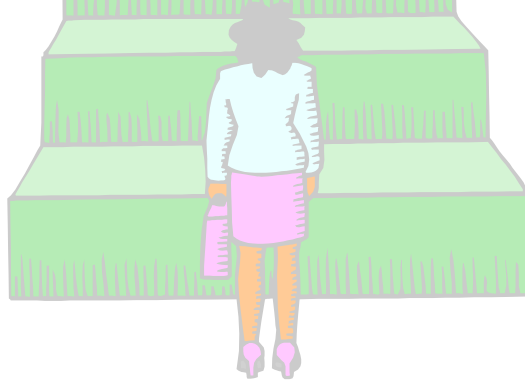


PREDICTING

*This strategy teaches children to use their background knowledge and what they read to **make predictions** that deepen and enhance their comprehension.*

Steps for Predicting

1. Preview text
2. Create predictions
3. Monitor predictions



Features to Preview

Nonfiction Text

- Artwork
- Pictures
- Captions
- Charts
- Maps
- Diagrams
- Photographs
- Author information

Fiction Text

- Author
- Character
- Setting
- Genre
- Action
- Event
- Tone/mood

Questions to ask your child:

- ? What did you preview?
- ? What predictions have you made?
- ? Have your predictions changed? Why?
- ? Do you have any new predictions?
- ? Which of your predictions were accurate?

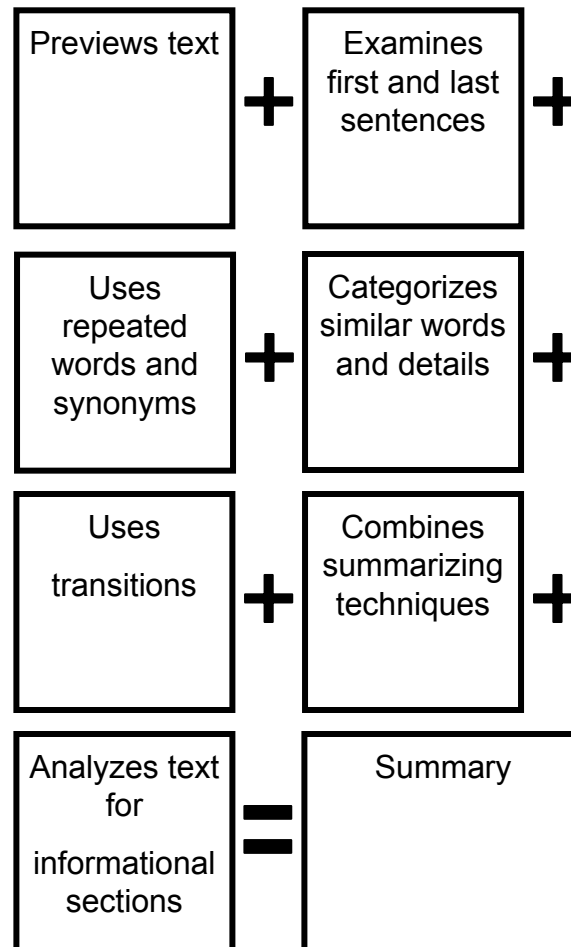


SUMMARIZING NONFICTION

This strategy helps children find key points and determine what is important in the text.

Summarizing Hints

- Preview the text.
- Check first and last sentence.
- Look for synonyms or repeated words and phrases.
- Consider the similar words and details the author provides.
- Consider the transition words and phrases.
- Decide what sections of the text are important.



Questions to ask your child:

- ? What does the author want you to learn? How do you know?
- ? Are there some parts that are more important than others? Explain.





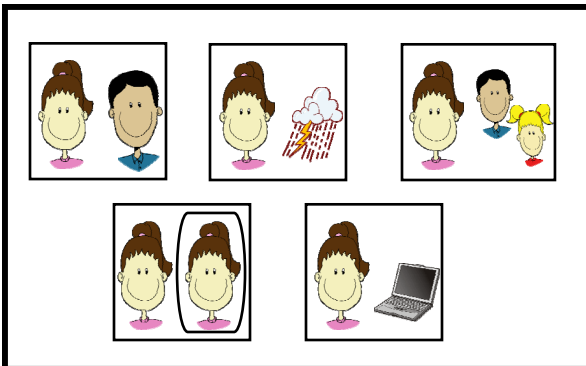
SUMMARIZING FICTION

This strategy help children identify the plot and theme in the text.

Plot

- √ Characters
- √ Problems
- √ Settings
- √ Solutions
- √ Actions
- √ Other

Theme(s)

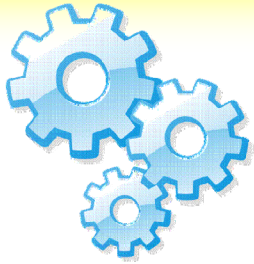


Theme Starters

Survival
 Friendship
LOVE
 HOPE
POWER
 Loyalty
DETERMINATION

Questions to ask your child:

- ? Who were the main characters?
- ? What was the setting?
- ? What events were important? How did you know?
- ? Was there a problem and a solution? Explain.
- ? What was the plot?



CONNECTING

This strategy helps children make **focused multilevel connections** with text, deepening and enhancing their comprehension.

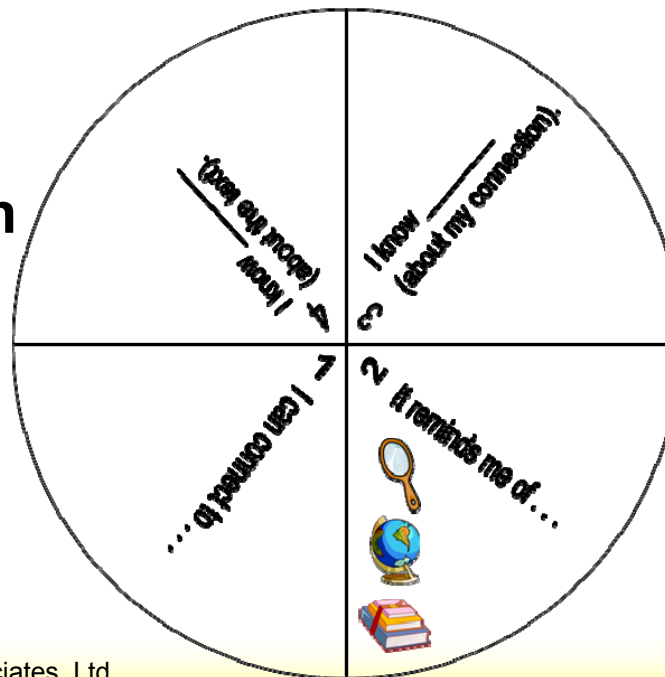
I can connect to _____.

It reminds me of _____.

I know _____.

Making this connection helps me understand _____ in the text.

Dial a Connection







Questions to ask your child:

- ? Did what you read make you think of anything you have done or seen?
- ? Did what you read remind you of anything you have read before?
- ? Did what you read remind you of anything you already know or have heard about?
- ? What is the key idea in what you read?
- ? What do you understand in the text?



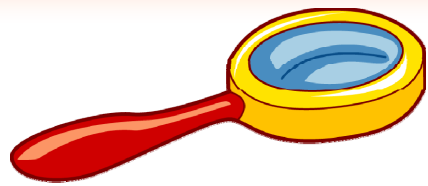
QUESTIONING

This strategy helps children **ask and answer questions** in order to deepen and enhance their comprehension of text.

<p>Clarifying “Huh?”</p> 	<p>Predicting “I wonder if I will learn _____?”</p> 
<p>Inferring “I wonder if the author meant”</p> 	<p>Pondering “I wonder if . . . ?”</p> 

Questions to ask your child:

- ? What questions did you think of while reading?
- ? How did you answer those questions?
- ? Was there a part of the text that confused you?
- ? How did you figure it out?



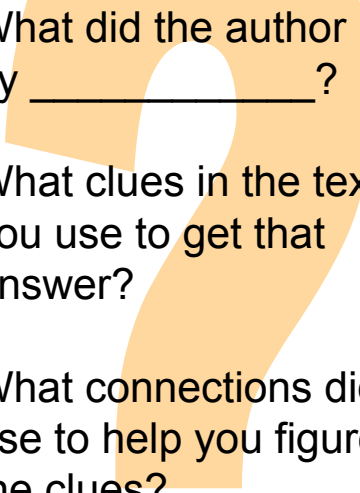
INFERRING

*This strategy helps children use background knowledge and textual clues to **make inferences** that deepen and enhance their comprehension.*

12 Types of Inference

1. **Emotional Inference:** As she stood outside the funeral home, tears ran down her face, and she sobbed loudly into her tissue.
2. **Location Inference:** As the waves washed up against the sand, the water revealed seashells.
3. **Character Inference:** Mr. Smith has so many clothes he can go a whole month and not wear the same shirt twice. Sometimes he changes at lunch time just to show off.
4. **Characteristic Inference:** The fast food menu was filled with burgers, fries, and milkshakes.
5. **Action Inference:** Carol dribbled down the court and then passed the ball to Ann.
6. **Object Inference:** The board wings were swept back in a “V,” and each held two powerful engines.
7. **Time/Era Inference:** When the porch light burned out, the darkness was total.
8. **Category Inference:** One was general, two were corporals, and seven were privates.
9. **Occupation Inference:** With clippers in one hand and scissors in the other, Chris was ready to begin the task.
10. **Cause and Effect Inference:** In the morning, we noticed that the trees were uprooted and homes were missing their rooftops.
11. **Literary Inference:** The tornado was a beast.
12. **Author’s Bias Inference:** The friendly, loyal, well-trained canine greeted us at the door while the cat slunk away to the living room.
13. **Cultural Inference:** Everything in nature was sacred. All parts of the buffalo were used.

Questions to ask your child:

- 
- ? What did the author mean by _____?
 - ? What clues in the text did you use to get that answer?
 - ? What connections did you use to help you figure out the clues?
 - ? What type of inference did you make?
 - ? What level was your inference? Explain.



IMAGING

This strategy helps children use background knowledge and textual clues to **create images** that deepen and enhance comprehension.

Sensory

I saw:



I heard:



I smelled:



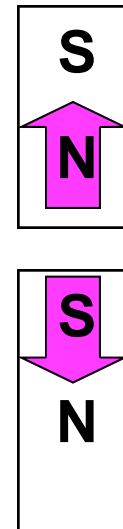
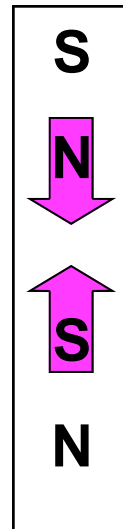
I felt:



I tasted:



Conceptual



Questions to ask your child:

- ? What did you see, hear, smell, taste, or feel while you were reading?
- ? What other images did you create in your mind while you were reading?
- ? What concepts did you create images of?





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Literacy education consulting services include:

Reading

- comprehension
- fluency
- vocabulary
- phonics
- phonemic awareness
- extended response
- functional literacy
- balanced reading
- content area reading

Writing

- multiple-genre curricula
- writing across the curriculum
- grammar
- punctuation
- mechanics
- spelling

Literacy

- school and district-wide curriculum development
- teacher leader training
- literacy coaching
- administrative training
- teacher-in-residence programs
- in-class demonstrations
- brain-based instruction

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