

Notes for Oak Forest Team Read Coaches

Word calling is not reading! It is important to reading but **comprehension** is what reading is all about.

Word recognition and poor vocabulary are the main reasons for poor comprehension-also lack of text organization (sense of story...beginning, middle, end).

We should always tell our students that we are working on comprehension.

Important Comprehension Skills for second grade students:

Characters (real or fantasy)

Setting (When and where does the story take place?)

Sequence (order of important events in the story)

Main Idea (most important topic of paragraph/page/story)

Prediction (What do you think will happen next?)

Author's purpose (to entertain or inform)

READING ALOUD

Reading to students/reading with students/ students reading independently

We want to gradually release our reading.

If students are shy in the beginning of our coaching it is perfectly fine to read aloud to them. Research confirms that reading aloud/or reading with students positively impacts overall academic achievement.

Reading aloud to students helps students to enjoy reading.

Reading aloud to students helps students to understand how stories work (sequence).

Reading aloud offers students the opportunity to hear rich vocabulary and fluency. And, Reading to students helps them to become better listeners.

Sometimes students like to reread a book. Not only does this help build fluency but it may also help the student to learn more details of the story.

Book Walks

Bookwalks are an easy way to begin working on comprehension. It is a casual conversation about the book before it is read.

Discuss the cover of the book.

Name the author and the illustrator.

Turn the pages to see the characters. (Real or fantasy)

Make predictions about the story by looking at the pictures.

Talk about the setting.

Discuss **any** difficult vocabulary and names of characters.

RETELLING

After a story/book has been read, a Retelling is a great way to work on comprehension. With practice, a second grader should be able to orally retell a narrative story with characters. It is important that they remember the important events in the correct sequence.

You may begin using the pictures of the book to help the student and gradually move to a retelling without the pictures.

I try to divide my time between the Frye words and working with a book.

I always have my students write sentences with three of their chosen new words. This activity reinforces sentence structure, capital letters and punctuation. The students enjoy using the white boards for a change.

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