



Parent Pipeline



CAFÉ Strategy: Use Punctuation to Enhance Phrasing and Prosody

As experienced readers, the use of punctuation comes automatically. We read a story and use the punctuation to make meaning of the text. For beginning readers, learning to read in phrases is important. The meaning of text is embedded in a chunk of words, not just in isolated words themselves. The order and the way words are put together in a text, creates the meaning.

Your child has been encouraged to compare the reading of text to spoken language. When reading text aloud does it have the intonation and prosody we hear every day in our conversations with others? Your child is learning the fluency strategy: **Use Punctuation to Enhance Phrasing and Prosody**. Paying close attention to all punctuation will assist with fluency and overall comprehension of text.

How can you help your child with this strategy at home?

1. Read aloud a segment of text to your child. Model how you control your voice to go up and down. Highlight punctuation in the text and discuss what your voice did when you came to the punctuation. It may even help to read it once without intonation or attention to punctuation, see what differences your child is able to notice.
2. Using a pencil, underline a phrase in a sentence and model how the words are said together without a pause. Have your child repeat this phrase for you a few different times until fluency is attained.
3. Give your child a highlighter and ask him/her to highlight all punctuation in a portion of text. Then, go through the text with your child, talking about what their voice should do at each highlighted spot. Finish by having your child read the excerpt aloud one or two times.

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- Ideas and strategies are taken from: The CAFE Book, written by Gail Boushey & Joan Moser



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CAFÉ Strategy: Use the Picture... Do the Words and Pictures Match?

An important accuracy strategy that good readers use to help gain meaning from text is to **use the pictures** and ask “**Do the words and picture match?**”. Pictures help to confirm that the words being read make sense. Illustrations can provide hints to help students decode a word. **Using the pictures** is a necessary strategy to help children prepare for other strategies they use as they become more developed readers. Many times beginning readers feel they are “cheating” when they look at the pictures. It is important to model the effectiveness of **using pictures** to help decode words and to gain meaning so children feel comfortable using this strategy and know it is “okay” to use the pictures when reading.

How can you help your child with this strategy at home?

1. Start with beginning reading books that only have a few words on the page. The pictures give clear support for figuring out the meaning and the words.
2. Cover up the words on a page and have your child “read” the story to you by “reading” the pictures. After your child tells you what happened on the page, uncover the words and read the page. This supports the idea that pictures can help tell the story.
3. When reading a picture book with your child, spend time modeling how you look at pictures, maps, and graphs. Talk about your thinking so your child can hear your thought process. Be sure to model how you stop while you are reading to look at the pictures to help you gain information about what is going on.
4. Reading pictures also includes graphs, maps, charts, and their captions. It is a powerful nonfiction reading strategy that can be used to help support a child when reading different textbooks. Remind your child to use this strategy when studying for tests or when writing reports.

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CAFÉ Strategy: Predict What Will Happen; Use Text to Confirm

As adult readers we make predictions often without even realizing it. We do it when we watch movies, read a book, or hear someone tell us a story. It is a way of focusing our attention and motivating us to want to hear or read more. Children benefit from predicting in the same way. Therefore, it is important that we guide them to not only predict what will happen, but to also confirm their predictions.

To predict, readers tell what they think will happen in the story. To confirm, readers find out if their predictions were true, partially true, or way off. Using this strategy gives readers the chance to make connections to the text, think ahead, and become more engaged.

How can you help your child with this strategy at home?

1. When reading with your child, model this strategy aloud. Use your background knowledge, picture clues, and other details in the selection to make a prediction. Then, after reading, check to see if your prediction was correct. Tell your child what you are thinking so it is clear how you predict and confirm when reading.
2. Encourage your child to use the "secret to success" they learned in class. Our "secret" is to follow these three steps:
 - Look at the details in the selection.
 - Decide what you think will happen next, based on the details and background knowledge.
 - Look back and check to make sure the prediction was correct.
3. Use the following questions to promote this strategy. Ask your child:
 - What do you think will happen based on your information?
 - What clues are you using to make your prediction?
 - What kinds of clues did you use? (pictures, words, or background knowledge)

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CAFÉ Strategy: Reread Text

Have you ever heard someone read choppy and without expression? Broken reading is often hard to listen to, sounds awkward, and decreases comprehension. A fluent reader, on the other hand, reads accurately and with expression. The text flows with appropriate speed so the reader is able to understand what is being read. Many times children who struggle with fluency lose interest and do not want to read.

Does your child read slowly? Does he read choppy and often lose track of his place when reading? Does she lack expression? Does your child often get frustrated when reading and quit?

If any of the above are true, **rereading text** is an excellent strategy to help your child gain fluency and confidence when reading.

How can you help your child with this strategy at home?

1. Have your child choose a different paragraph from the story they are reading each day. Have them reread that paragraph until they can read it smoothly, with expression, and read all the words correctly. This practice doesn't take long, only five to eight minutes each day.
2. Remind your child that he/she must be reading from a good-fit book. If the book is too difficult, your child's energy will be spent on decoding words and not on fluent reading.
3. Model what fluent reading sounds like by reading aloud to your child. Then, have your child reread a paragraph they have heard you read.

As always, be sure to continue to offer your child support & encouragement!

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- Written by: Allison Behne @www.thedailycafe.com



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CAFÉ Strategy: Skip the Word, Then Come Back

As experienced readers, when we come to an unfamiliar word in a text, we are usually able to use context clues to help us figure out what the word is. We use the accuracy strategy, "**Skip the Word, Then Come Back**" without even thinking about what we are doing. We have enough experience and practice as a reader to know this strategy works.

When children come to words they don't know, some stall on the unknown word and are unable to move on. These children must learn strategies to help them move forward. Your child is working on the accuracy strategy, "**Skip the Word, Then Come Back**". This strategy teaches a reader to skip over the word until the end of the sentence or passage. Then, the reader should back up and read the sentence again, using the first letter or letters of the skipped word and their context clues to decode the unknown word.

How can you help your child with this strategy at home?

1. When listening to your child read, help him/her realize it is okay to skip over a word and then come back to it. If, when reading, your child gets stuck on a word, encourage the use of this strategy.
2. Model this strategy for your child. Read aloud and stop at a word they may find difficult. Think out loud. Say, "I am going to skip this word because I am not sure what it says. I will read the rest of the sentence and then come back to it to see if I can figure it out." Hearing someone else think through the use of a new strategy can be helpful to a reader that is learning to use that strategy for the first time.
3. Play a game of "Guess My Word" with your child. Write a sentence and cover up one word. Have your child read the sentence and guess what the word might be. Then, uncover the first letter of the word and help them use the first letter and context clues from the rest of the sentence to figure it out. You may also want to reverse roles and have your child write a sentence and cover a word for you to guess. This will allow you another opportunity to model this strategy for your child.

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CAFÉ Strategy: Trade a Word/ Guess a Word That Makes Sense

After learning to skip a word and come back, readers gain confidence that if they don't know every word in a text, they have strategies to draw on. It is essential, however, that readers understand what they are reading. If they skip the word, come back, and are still unsure, it is a good idea to **trade a word/ guess a word that makes sense**. When readers encounter words they don't know, but they understand the gist of the text, they insert a word that makes sense in place of the unknown word.

The strategy, **trade a word/ guess a word that makes sense**, provides readers with the option to continue reading by using a similar word for an unknown word. Reading continues and meaning stays intact.

How can you help your child with this strategy at home?

1. When reading a story with your child, cover a word or two in the text, leaving only the first letter showing. Model how you use context clues and look at the first letter of the word to "guess" a word that would make sense in the story. Continue reading the selection to see if your "guess" holds the meaning of the passage.
2. After modeling for your child, continue reading to the next covered word and let your child make a "guess". Remind your child to use context clues. Ask your child, "Look at the first letter or letters: what word would make sense in this sentence that begins with that letter's sounds?"
3. Play a game with your child. Say a sentence and leave a word out. Let your child guess a word that would fit in the sentence. Then, give your child the first letter of the word that you are thinking of to finish your sentence. Have your child make another guess. Check to see if your child's guess makes sense. Then, it is your child's turn to give you a sentence and leave a word out. This short practice can be done in a short drive to or from school. 😊

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CAFE Strategy: Tune In To Interesting Words

When children learn to **tune in to interesting words**, they build word awareness and the understanding of words. This leaves them with “thinking power” in their brain to comprehend and make meaning of what is read. Have you ever heard a new word, looked it up, and then repeated it often to remember it? Students who **tune in to interesting words** expand their vocabulary by focusing on these new words and their meaning. By looking for words that are interesting and unique, children not only increase their vocabulary, but they also enhance their comprehension. A child must have multiple exposures to a word in order for it to become a part of his/her vocabulary.

How can you help your child with this strategy at home?

1. Ask your child to tell you about his/her word collector at school. The word collector is a form that allows your child to keep track of interesting words found in books he/she is reading. Create a word collector at home to hang on the refrigerator or to keep in a special place.
2. When your child is reading or you are reading to your child, ask your child to find three interesting words. Have your child write these words down and talk about the meaning of these words. See if anyone in your family is able to use the words in a sentence. Add these words to your family word collector.
3. Encourage your child to find interesting words when watching TV or in daily conversation. When tuning in to an interesting word, help your child understand the word and then add it to the family word collector.
4. As always, modeling is a wonderful way to spark interest in children. When you are reading a magazine, newspaper, or book, tune into an interesting word and discuss it with your child. Explain that even adult readers **tune into interesting words** to better understand text.

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CAFÉ Strategy: Use Prior Knowledge to Connect With Text

Have you ever read a story and been able to connect on a personal level with a character or storyline? Do you notice that it is easier to read and comprehend something that you have background knowledge of? This is because readers bring information from what they already know or what they have previously read about a topic and connect it with what they are reading. This increases their understanding of the text and helps them remember what they have read. Using prior knowledge can help students connect their own experiences with the text to better understand and make sense of what they are reading.

How can you help your child with this strategy at home?

1. When reading with your child, pause before and during the reading of the text to relate what is being read in the story to what is already known.
2. Model for your child how you activate prior knowledge before you begin reading. Use some of the following questions to get started:
 - What experiences have you had that might be similar to what this book cover is telling you?
 - What do you already know about this content, genre, or author?
 - While reading: Does this part of the story remind you of anything you have done before or read before that will help you understand this section of the story better?
 - Using what you already knew about the topic, did that information help you understand this selection?
3. Remind your child that a reader can connect text to many different experiences. They can make a "text to self" connection (connecting to personal experiences), a "text to world" connection (what they know about the world that will help them better understand the story), or a "text to text" connection (the current book reminds them of a previous book read). When your child makes a connection, see if he/she can identify what kind of connection was made.

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CAFÉ Strategy: Use Text Features

Non-fiction texts contain information that is true. They also contain features such as titles, headings and subheadings, captions, maps, diagrams, charts and graphs, legends, bold and italicized text, glossaries, indexes, and cutaways. These features are a common part of non-fiction reading that we often use or reference to help gain understanding of what is being read. As experienced readers, we do this without notice.

When students read nonfiction material, they will also encounter text features that are different from those they come across when reading fiction. Students who have had experience and know the purpose of text features improve their comprehension of the text.

How can you help your child with this strategy at home?

1. When reading with your child, tune in to these features and think out loud when you use them. For example, when coming across a word in bold print you might say, "I notice this word is darker than the rest of the words. It is in bold print. I bet the author wanted me to notice this word because it stands out. I need to make sure I know what this word means."
2. Break it down into individual text features to bring awareness to your child about these features in text. Begin by asking your child to look for words in **bold**. Then, have your child list any words in *italics*. You can also have your child look for titles, headings, charts, legends, glossaries, and captions.
3. Guide your child in using his/her background knowledge about text features to aid in comprehension. Have your child read a non-fiction selection to you, stopping when a text feature is used. Ask your child to explain his/her thinking about that text feature to you.

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CAFÉ Strategy: Use Word Parts to Determine the Meaning of Words

No matter what age, readers occasionally encounter new words that they must break apart in order to read and understand. Looking at parts of words helps readers to break the word's meaning apart and gives them a strategy to understand new words. When looking at familiar word parts, readers are able to use their background knowledge of these word parts, along with their knowledge of the text, to understand the meaning of the word. Although each year children learn many new words in the classroom, there is no way they can be taught all of the words they will come across when reading. Learning the strategy of **using word parts to determine the meaning of words**, gives readers a tool to figure out words they come across when reading.

How can you help your child with this strategy at home?

1. When stumbling on a new word, remind your child to ask, "Do I know any part of this word?" This question directs the reader to search the word for a prefix, suffix, chunk, or blend they are familiar with.
2. Help your child infer the meaning of the word based on familiar parts of the word. Look for a prefix or suffix and discuss how it affects the meaning of the word.
3. When you have a few extra minutes, give your child a prefix or a suffix and talk about what it means. Give your child two minutes to come up with a list of words that include that prefix or suffix.

Common English suffixes

-s, -es, -ed, -ing, -ly, -er, -or, -ion
-tion, -ation, -ition, -ible, -able,
-al, -ial, -y, -ness, -ity, -ty, -ment

Common English prefixes

un-, re-, in-, im-, ir-, il-, dis-, en-, em-
non-, in-, im-, over-, mis-, sub-, pre-
inter-, fore-, de-, trans-, super-, semi-

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CAFÉ Fluency Strategy: Voracious Reading

Fluency is the ability to read, speak, or write smoothly and with expression. The best way to become a fluent reader is through reading. The amount a child reads has a huge impact on their success in becoming a fluent reader. The strategy of voracious reading is one used with students to increase vocabulary and fluency. Students are taught that voracious means to do a lot of something and still want more of it. They know that by reading, reading, and more reading, they will become smooth readers that are enjoyable to listen to. This will lead to increased comprehension and broadened vocabularies.

How can you help your child with this strategy at home?

1. Encourage your child to read more at home. Start by adding a few minutes to their regular reading time and go from there.
2. Model this strategy for your child by taking out a book of your own and reading.
3. Have your child to show you what he/she is reading. Ask the following questions:
 - Does this book interest you?
 - Are you able to read most of the words?
 - Do you understand what you are reading?

Your child should be able to say "yes" to all three questions if he/she is reading a good book to improve fluency and become a voracious reader.

4. Find a genre or style of book your child is interested in. Visit the library or bookstore to provide more books or stories in this area of interest. Tapping into a reader's interests creates voracious readers.

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