



# Parent Pipeline



## **CAFÉ Strategy: Adjust and Apply Different Reading Rates to Match Text**

When reading, more experienced readers often adjust their speed to match their purpose for reading. If reading a story for pleasure, a reader may use a constant pace that allows them to fully enjoy the entire story. If reading for information, a reader may read quickly or scan text to find specific information. If reading to remember new material, a reader may read more slowly.

Many readers are unaware that other readers adjust their rate to match their purpose for reading. These readers often read everything at the same rate and struggle to complete and comprehend lengthy text. By learning to shift reading gears based on the purpose for reading, readers gain fluency and are better able to meet their needs.

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

1. Remind your child that the low reading gears are slow and powerful and that the higher gears are speedy but are the least powerful. Our reading rate changes depending on the purpose for our reading and what we are reading.
  - 1<sup>st</sup> gear – slowest and most powerful, used to memorize material
  - 2<sup>nd</sup> gear – used to learn material
  - 3<sup>rd</sup> gear – used in most of our reading
  - 4<sup>th</sup> gear – our quickest speed, for skimming and scanning
2. Help your child to be aware of his/her own reading rate. Your child can learn to self monitor, when to speed up and when to slow down, when recorded and given time to reflect on what is heard during playback. This can help slow readers increase speed but will also help speed readers slow down and gain understanding.
3. When working with your child, ask the following:
  - "What is your normal speed for reading one of your favorite books?"
  - "What rate might you use if you were reading your science text?"
  - "Will you change your rate during this reading?"

### **Thank you for your continued support at home!**

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## **CAFÉ Strategy: Ask Questions Throughout the Reading Process**

Readers who are actively involved in reading ask themselves questions before, during, and after reading a selection. This not only increases their comprehension of what is being read, but it fully engages them in the reading process. As readers, when we are fully engaged in the reading process, we are more likely to remember important details and information. Asking questions is a great way for readers to monitor their comprehension of a text. In class, your child has learned that successful readers generate their own questions and that not all questions generated will be answered.

Learning to ask questions throughout the reading process is an important reading strategy because it teaches a reader to think aloud. It helps readers review important points in the text, evaluate the quality of the text, make connections, and refine predictions.

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

1. Model this questioning process by reading to your child and stopping during the reading to question what is going on in the text. Use questions such as:  
    “What does this mean?”  
    “Is this important?”  
    “How do I think this story will end?”  
    “What does this word mean?”  
    “Do I need to read this again?”  
Then, have your child practice asking questions independently.
2. Pre-select several stopping points in a text to stop and ask questions. Have your child verbalize questions he/she has at each stopping point.
3. Encourage your child to write down their questions as they read. Be sure the focus is not about finding correct answers but that it is on curiosity, wonder, and asking thought provoking questions.

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## **CAFÉ Strategy: Ask Someone to Define the Word for You**

As adult readers when we come to a word we do not know the meaning of we have many strategies we use to help us figure it out. Most of the time we use the context of the sentence to help us or we take the time to look up the meaning of the word. Sometimes we are fortunate enough to have someone close by that is able to assist us in understanding the unfamiliar word. Asking someone to define a word is an easy way to get information without taking a lot of time away from the text being read. This can give readers a sense of the general idea of the word and allows them a chance to return quickly to text for meaning to be preserved. It is important that readers go back into the text and use all their knowledge to confirm the definition given.

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

1. Model for your child various ways to ask for help. Remind him/her to ask one or all of these questions when asking for help:
  - What is the word?
  - What do you think the word means?
  - What are some examples of this word when used in a sentence?Be sure you don't rush to answer these questions for your child to quickly. We teach the children that they must do the work!
2. After asking the above questions, have your child do the following:
  - Go back to the text and substitute the definition that was given for the word.
  - Read the selection again, using the definition.
  - Ask: Does the definition of the word make sense in the sentence?
3. Have a fun contest at home to see who can use the word correctly the most that day. See who can get to five uses first or keep a tally until the end of the day.

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## CAFÉ Strategy: Back Up and Reread

Many times when reading a story, adults get to a point where they realize they do not understand what they are reading. Somewhere during their reading, they lost concentration and therefore the meaning of the story. When this happens, as adults we realize we have lost comprehension and we stop, back-up, and reread. Children are no different than we are. They need to be taught the strategies good readers use to be successful.

Your child has been introduced to the comprehension strategy of **check for understanding**. In learning this strategy, the children are taught to stop throughout the story and ask "who" and "what". Now, your child is working on what to do when he/she is not able to answer the questions of "who" and "what". Your child is being taught the comprehension strategy **back up and reread**.

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

1. Model this strategy for your child. When reading with your child, stop to check for understanding. If your child has difficulty answering the "who" and "what", remind your child to **back up and reread**. Tell your child to read slowly and think about what is being read. After doing this, stop and check for understanding again. Remember, modeling is one of the most effective teaching strategies.
2. Remind your child that using the two strategies, **check for understanding** and **back up and reread**, together will help with remembering and understanding the story.
3. Often it is easier to understand text when you read it slowly. Encourage your child to read slowly, follow text with finger if it helps, and truly think about the meaning of the words/story.

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## **CAFÉ Strategy: Blend Sounds, Stretch and Reread**

It often requires a lot of patience to listen to beginning readers as they learn to decode and sound out words. Beginning readers usually learn their sounds in isolation and as a result sound choppy when they try to put these sounds together to make words. Taking the individual letter sounds and blending them together can be a first step to becoming a reader for many children. As with any other task, to improve in reading a person must have increased exposure and practice, practice, practice. Your child is working on the accuracy strategy of blending sounds. The following ideas provide you with suggestions on how you can assist your child in becoming a better reader.

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

1. When reading and blending sounds together, encourage your child to listen for a familiar word.
2. Give your child a rubber band and have them take it between two hands. Write down a simple word for your child to read (3 letter words such as bat, dog, and cap). Have your child pull the band apart a bit with each sound in the word. This will have your child stretching out both the band and the word. When finished with all of the sounds, say the word together while bringing hands together.
3. When reading, tell your child, "Say each letter as you stretch them out, then put them together and say it fast." Demonstrate what this sounds like for your child.
4. If your child is having difficulty blending sounds and still sounds choppy, encourage your child to sing as they sound out the word. It is almost impossible to make a word sound choppy when you are singing. 😊

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## CAFÉ Strategy: Check for Understanding

Even as an adult reader, there are times when I am reading a story and I get lost and am not sure what has happened. Fortunately, when this happens, I have strategies I use to help me understand the story. The same thing happens when children read. However, with children they often keep reading and do not realize they lost comprehension until the end of the story. They are too concerned with reading accurately, and forget to take the time to think about what they are reading. How can we help them gain comprehension? We can teach them the comprehension strategy: **check for understanding** because good readers stop frequently to check for understanding or to ask who and what.

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

1. When reading to your child, stop periodically and say, "Let's see if we remember what I just read. Think about who the story was about and what happened." Do this 3 or 4 times throughout the story.
2. When reading to your child, stop and have them practice checking for understanding by saying, "I heard you say..."
3. Ask your child the following questions:
  - Who did you just read about?
  - What just happened?
  - Was your brain talking to you while you read?
  - Do you understand what was read?
  - What do you do if you don't remember?

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## CAFÉ Strategy: Chunk Letters and Sounds Together

When teaching children to read, we are always looking for ways to help them decode words efficiently, rapidly, and accurately. This allows them to focus their attention on understanding what they read rather than focusing on the fundamentals of each word. One way we accomplish this is through teaching children to watch for familiar word patterns called chunks. Chunks are groups of letters that when put together form a recognizable sound or word. Chunks can be found at the beginning, middle, or end of a word. Your child is working on the accuracy strategy of **chunking letters and sounds together**. Use the following suggestions to support your child's learning at home.

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

1. When reading with your child, have your child look for well-known letter chunks in the words they are reading. These chunks could be prefixes, suffixes, endings, whole words, or base words. For example, your child may look for the chunk end in the word send, or air in chair.
2. When chunking a word, have your child first read each chunk separately. Then, have your child put the chunks together to make the word. This will train your child to quickly and easily spot chunks.
3. If your child is having difficulty finding chunks, guide him/her to look for familiar endings and familiar prefixes.
4. Encourage your child to use his/her fingers to frame the chunks found in words, decode those chunks first, and then move on to tackle the whole word.
5. To help train your child to look for chunks in words, play a game of "I Spy" when reading. For example, when looking at the word blend, you would say, "In this word I spy the word end". Then, switch roles with your child and let your child "spy" chunks in words.

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## CAFÉ Strategy: Compare and Contrast Within and Between Text

One way readers understand new ideas in text is by thinking about how things are alike or different. This understanding deepens their comprehension. Comparing and contrasting text assists the reader by engaging them in critical thinking. Comparing involves highlighting similarities and differences. Contrasting focuses only on differences. Exposure to various texts along with discussion is the best way to use this strategy to improve comprehension.

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

1. When comparing two items discuss likenesses and differences of what is being compared. Begin comparing two people or places and then move on to comparing the characters or settings in a story.
2. Look for clue words in text or use these words when comparing texts.
  - *Comparing words*
    - *Clue words: like, as*
    - *Simile – than, as*
  - *Contrasting words*
    - *Clue words: but, unlike*
3. When reading to your child, model this strategy by thinking out loud. This may sound something like, "This story is a lot like \_\_\_\_ because \_\_\_\_\_. I noticed \_\_\_\_\_ and \_\_\_\_\_ are very similar. I also noticed a few differences. Some things that were not the same are \_\_\_\_\_."
4. After reading two different stories, discuss the following:
  - How are these stories the same? How are they different?
  - Compare the characters in each story.
  - How might you compare these stories?

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# Parent Pipeline



## CAFE Strategy: Cross Checking

When reading a book for pleasure or for information, chances are you will come to a word or two you are unsure of. You probably will use the accuracy strategy of **cross checking** without even thinking about it, because it is second nature to you as a reader to read accurately. Accuracy is not second nature to children learning to read. It is something that needs to be taught using a variety of strategies.

Your child has been introduced to the accuracy strategy of **cross checking**. It is important to slow readers down when they come to a word they don't know and teach them to apply the strategy of **cross checking** so they are able to fix the meaning and not just skip the word. **Cross checking** requires a person to constantly think and monitor meaning. It is a strategy for ensuring the words and pictures read make sense and match the letters on a page.

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

1. Listen to your child read. When he comes to a word he is unsure of, remind him to cross check. Ask:
  - Does the word you are reading match the picture or letters written?  
(they cross their right arm over their body)
  - Does it sound right?  
(their left arm crosses over their body making an X)
  - Does it make sense?  
(both arms come down with hands pointing to the ground)

***\*Doing physical movements with each question helps children to remember the questions.***

2. If your child is having difficulty with this strategy at home, break down the process:
  - Have her stop reading when meaning breaks down.
  - Tell her to look at the letters and say the sounds or look for word chunks in words.
  - Remind her to use the pictures to help.
3. To make your child aware of using this strategy, give him a piece of paper and tell him to make a tally mark each time he uses the **cross checking** strategy.

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## CAFE Strategy: Cross Check-Double Check

When reading a book for pleasure or for information, chances are you will come to a word or two you are unsure of. You probably will use the accuracy strategy of cross check-double check without even thinking about it, because it is second nature to you as a reader to read accurately. Accuracy is not second nature to children learning to read. It is something that needs to be taught using a variety of strategies.

Your child has been introduced to the accuracy strategy of cross check-double check. It is important to slow readers down when they come to a word they don't know and teach them to apply the strategy of cross checking so they are able to fix the meaning and not just skip the word. Cross check-double check requires a person to constantly think and monitor meaning. It is a strategy for ensuring the words and pictures read make sense and match the letters on a page.

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

1. Listen to your child read. When he comes to a word he is unsure of, remind him to cross check-double check. Ask:

- Does the word you are reading match the picture or letters written?
- Does it sound right?
- Does it make sense?

Do these actions while saying...

Cross – right arm over chest

Check – left arm over chest to make an X

Double – right pointer finger on right temple

Check – left pointer finger on left temple to remind them that thinking is important

**\*Doing physical movements with each word helps children to remember the questions.**


2. If your child is having difficulty with this strategy at home, break down the process:

- Have her stop reading when meaning breaks down.
- Tell her to look at the letters and say the sounds or look for word chunks in words.
- Remind her to use the pictures to help.

3. To make your child aware of using this strategy, give him a piece of paper and tell him to make a tally mark each time he uses the cross check-double check strategy.

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## CAFÉ Strategy: Determine and Analyze Author's Purpose

Every time an author writes, he or she writes for a reason. As readers it is important for us to understand why a piece was written because we infer the meaning of the text based on the author's purpose for writing it. Identifying why the author wrote a text deepens our understanding for how to read and comprehend the text. Although there are many different reasons for writing, we mainly focus on the following:

<b>Persuade</b>	<b>Entertain</b>	<b>Inform</b>
<i>examples:</i> editorials	<i>examples:</i> short story	<i>examples:</i> news articles
advertisements	poetry	textbooks
commercials	drama	biographies
	novels	non-fiction

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

1. When you sit down to read with your child, begin by looking at the book and having your child predict what he/she thinks the author's purpose is. Is the author trying to persuade, inform, entertain, or is there another reason the author wrote the book?
2. After your child states what he/she believes to be the author's purpose for writing the book, ask your child to look for clues in the story that support their conclusion. Use the following prompts to encourage their thinking:
  - Do you know anything about this author? Some authors write specific genres.
  - Is the selection going to teach you something, make you laugh, or try to get you to do something?
  - What clues can you find in the text that support what you think?
  - How might you approach reading this text, knowing the author's purpose?
  - After reading the selection, do you still agree with your prediction about why the author wrote this text? If not, what do you think is the author's purpose now? What in the text made you change your idea?
3. Have your child practice predicting author's purpose by selecting different books off of the bookshelf and asking your child to predict the author's purpose. Always have your child explain his/her thinking to encourage self reflection. Then, after reading the text, revisit the prediction. Ask the author's purpose again after reading the text.

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## CAFÉ Strategy: Flip the Sound

Have you ever taught your child a rule from the English language to then have them point out an example where it doesn't work? Many words in the English language don't follow basic phonics rules. For example, children learn that *ch* makes the /ch/ sound we hear in *chip*. However, this rule does not apply when decoding the word *school*. Children need to be given tools to use when reading so they are not stumped when common rules don't apply. **Flip the sound** is a strategy good readers use when they come to a word that doesn't sound right or make sense. Knowing the multiple sounds a letter or letter combination can make and being able to flip the sounds around is an essential skill.

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

1. When your child reads a word incorrectly, wait until he/she gets to the end of the sentence. Then, stop your child and ask, "Did the word you just read sound right?" Put your hand palm-down and flip your hand over while saying, "Try flipping the sound."
2. Remind your child that when good readers use the strategy of flip the sound, they listen for a word they recognize. They then check to make sure that word makes sense in the sentence.
3. When sounding out words, review the different sounds letters make. Ask your child, "What other sound could that letter make?" Encourage your child to use the strategy of flip the sound to try different words until he/she is successful.
4. If your child is still struggling with this strategy, give your child the kinesthetic prompt of flipping over your hand as a quiet reminder to try the strategy.
5. This strategy can be compared to the strategy of cross checking. Remind your child to look at the word and ask, "Does it look right, does it sound right, does it make sense?" If it doesn't sound right, they will then know to flip the sound and try again.

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## **CAFÉ Strategy: Infer and Support with Evidence**

Have you ever read a book and assumed what the author was saying or feeling without having it actually written down? You make these assumptions using your background knowledge, clues from the story, and pictures. Authors don't always tell the reader everything they want them to know about the story. In order to better comprehend, children must learn to be detectives and look for clues in the text to understand the meaning of the story. Learning to **infer and support with evidence** is a strategy used by good readers to better understand what the author is saying.

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

1. Read to your child and model your thinking as you read. Modeling is one of the most effective teaching strategies.
2. Have your child "read" a wordless picture book. Using the pictures to tell stories helps with the inferring process.
3. When reading with your child, ask some of the following questions:
  - Can you explain why the character acted this way?
  - How do you think the author might feel about (the character)?
  - Think about the setting... what details can you add?
  - Figure out explanations for these events.
  - What clues can you find in the pictures?

**Remind your child that a book detective goes slowly, looks for clues, and uses those clues to support his/her thinking.**

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# Parent Pipeline

for Emergent Readers



## CAFÉ Strategy: Listen With Understanding

When listening to a story, many times children hear the words being read but do not understand. They are too busy looking at the pictures or thinking other thoughts, and forget to take the time to think about what is being read. If they continue to do this, they will lose the desire to read because they will be unaware that text holds meaning. As children advance as readers, they can develop the habit of reading through text without monitoring their understanding of the story being told.

**Listen with understanding** is a comprehension strategy that teaches children to stop frequently to think about if they understand what is being read. Knowing a story is written to tell us or teach us something, helps a beginning reader to think about the text as they listen to a story. Emergent readers should stop often when being read to, and answer "who" the story is about and "what" is happening.

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

1. When reading to your child, stop periodically and say, "We are going to check and see if we remember what was just read. Think about who the story was about and what happened. What do you remember?" Do this 3 or 4 times throughout the story.
2. When reading to your child, stop and have them check their listening skills by saying, "I heard you read..." You may want to provide your child with a question before reading a selection so they can tune in to find the answer.
3. Ask your child the following questions:
  - Do you understand what is going on in the story?
  - Who is the story about?
  - What just happened?
  - Was your brain talking to you while you listened? What were you thinking?
  - Do you have any questions about what is going on?
  - What do you do if you don't remember?

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# Parent Pipeline



## CAFÉ Strategy: Monitor and Fix Up

Good readers often stop to think about if what they are reading makes sense. They make sure they understand what is happening in the story or what the selection they are reading is about. If meaning breaks down during a story, good readers have strategies to go back and fix the problem. Some strategies a reader may use to assist in making sense of a story include: summarize text, go back and adjust the reading rate, reread text while thinking carefully, skim and scan the selection to gain meaning, or ask for help. Readers who monitor their own reading know and use these specific strategies when meaning breaks down and fix their reading to improve their comprehension.

Your child is working on the comprehension strategy, **monitor and fix up**. This strategy will help your child identify when meaning breaks down and will give him/her tools necessary to regain comprehension.

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

1. When reading with your child, stop periodically and ask your child, "Does this make sense?" If not, ask your child what he/she could do to help gain understanding of what is being read.
2. Read to your child and model what it sounds like when you stop to monitor your reading. Let him/her hear the process you go through. Ask yourself the following questions: Who is this story about? What is happening in the story? What is the author trying to tell me? Let your child hear you answer the questions and go through the process of monitoring your comprehension.
3. Ask your child to create a list of his/her favorite fix up strategies. Remind your child to use these strategies when meaning breaks down. The goal is to coach your child to monitor comprehension and use the strategies until they become a habit.

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## CAFÉ Strategy: Make a Picture or Mental Image

Have you ever tried to remember where you put something? Usually the first thing people do is retrace their steps or visualize the last time they had the object. Making a picture in our mind helps us to recall events more clearly. The same is true when reading a story. When readers listen to or read text, they can create pictures in their mind or make a mind movie. This helps a reader to remember more of what they read or heard.

Your child is working on the comprehension strategy: **Make a Picture or Mental Image**. This is an excellent strategy for readers to use when recalling details in the text. Making a picture or mental image assists readers in understanding what they read by creating images in their mind, based on the details in the text and their prior knowledge.

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

1. Remind your child that when making a picture or mental image, readers put themselves in the story or text by making a mind movie. They also look for important details that help them make pictures in their minds.
2. Explain that there are many ways pictures help readers remember what they are reading. They can do this by:
  - thinking about what they know about the text before they read
  - using sensory details to create mental pictures (what did it smell like, feel like, look like, etc.)
  - looking back at the picture in your brain after the story to remember what has happened.
3. Read to your child and model how you make pictures in your mind. Then, give your child a chance to try it. Read a selection to your child and ask:
  - What do you see in my mind as I read this selection?
  - Can you see yourself in this selection?
  - Explain to me the picture in your mind.

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## **CAFÉ Strategy: Practice Common Sight Words and High-Frequency Words**

Has your child brought home a list of sight words to review? Many of these sight words are irregular and do not follow a decoding pattern or rule. We encourage children to recognize these words by sight so they are able to read them quickly and understand what they read. Knowledge of sight words is crucial to a reader's success in fluency and comprehension. Use the following suggestions to help your child become a successful reader.

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

1. Become aware of the sight words your child is currently learning. Then, when reading, focus on one or two of these words. Have your child play detective and find these words in their reading.
2. Remember that repetition and practice is invaluable. Review sight words with your child for a few minutes each night.
3. Create a game of "sight word memory" using index cards. Look for pairs of words that match, reading each card as you turn it over.
4. Using old newspapers or magazines give your child a highlighter and have him/her highlight words recognized by sight.
5. Have your child write a sight word on an index card. Then, cut the letters apart. See if your child is able to piece them back together.
6. Create a game of sight word "Go Fish". After grasping the concept of the game, only count matches that can be read. 😊

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



# Parent Pipeline



## **CAFÉ Strategy: Recognize and Explain Cause-and-Effect Relationships**

Understanding cause-and-effect relationships is a basic thinking skill. It is a strategy used by readers to understand why things happen the way they do in the text. Students are taught to look for clue words that will assist them in determining the cause and effect of the events in the text. It is a strategy that is not only used in reading, but it is experienced in day to day life.

Readers who recognize cause-and-effect relationships understand that in-text events happen (effects), along with the reason why they happen (causes). When students recognize this relationship, comprehension is increased.

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

1. Encourage your child to look for clue words when reading. These clue words include: because, if, then, since, so, therefore, & as a result of.
2. When reading with your child, show examples of cause-and-effect relationships in the text. This modeling is essential to understanding.
3. Sometimes we must infer the cause because it is not always stated in the text. If this is the case, ask your child, "Why do you think this happened?"
4. Spark conversation about the text by using the following questions:
  - What happened and why did it happen?
  - What were the clue words?
  - Why would this have happened?
  - Give examples of cause-and-effect relationships throughout your life- in your family, in sports, and in your friendships.

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# Parent Pipeline



## **CAFÉ Strategy: Recognize Literary Elements 1**

When we read, we often recognize common elements of a story that include plot, character, setting, and theme. We use these elements to help us infer what will happen next. As readers, when we identify and understand these elements, we store this information to help us remember and comprehend what the story is about.

Literary elements work together to form the story and make it interesting. We learn literary elements separately, but we combine them when reading to give us a better understanding of the story. It is important that children specifically look for these elements as they first learn them. It is through exposure and practice that readers become good at using these elements to comprehend text.

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

1. When reading a story with your child, discuss the character. Begin by asking your child who or what the story is about.
2. After determining the character, see if your child is able to tell you where and when the story occurs. Ask your child how they were able to determine the setting? Did he/she use pictures, words, or infer to establish the setting?
3. Continue to read the selection and discuss with your child important events that occur in the story. Ask your child what the problem is in the story and how the problem was solved.
4. Conclude the story by talking about the theme of the story. The theme is the underlying message, or meaning, of the story. Encourage your child to use what they know about the characters, setting, and plot to help determine the theme.

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## **CAFÉ Strategy: Recognize Literary Elements 2**

Your child has already studied the literary elements of plot, character, setting, and theme. These elements assist with understanding and help a reader infer what will happen next. Now that they are familiar with these components of a story, they are ready to dive deeper and learn more. Your child is now learning about many other literary elements that add to a unified story. These elements include foreshadowing, flashback, point of view, irony, symbolism, and figurative language.

Literary elements work together to form the story and make it interesting. As your child learns more about these different elements, he/she will build on their current knowledge to gain better understanding of how to use these elements to comprehend text.

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

1. When reading a story with your child, ask your child to name an event that is foreshadowed earlier in the story. What clues were given?
2. To revisit point of view during a selection, ask your child, "Who is narrating the story?" or "What would this story look like from (character)'s point of view?" Have your child explain his/her thinking.
3. Authors use figurative language when describing things through comparison, exaggeration, or interesting word choice. When reading with your child, look for examples of figurative language in the story and talk about why the author chose those literary devices.
4. Flashbacks occur when a character remembers an event that took place previously. Although they do not occur in every text, keep your eye out to notice and discuss when flashbacks occur in a story.

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# Parent Pipeline



## **CAFÉ Strategy: Read Appropriate Level Texts That Are a Good Fit**

Have you ever spoken with a doctor, auto mechanic, or computer support person that has given you advice or directions in a language that was difficult to understand? This is comparable to reading a book that is too difficult. For readers to have high success in reading, they must spend time reading material they can read with 99 – 100 percent accuracy. We encourage students to select books that are a good fit so that they are successful and enjoy reading. Working on the strategy of reading appropriate level texts that are a good fit will help your child read smoothly, engaging in texts they can read without difficulty.

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

1. When your child goes to read a text, have him or her use the I-Pick method to explain why that specific text was chosen. Ask your child, "Is that a good-fit book for you? Show me how you know that." The I-Pick method is described below:
  - I – I pick a book
  - P – Purpose (What is my purpose for choosing this book?)
  - I – Interest (Am I interested in this book?)
  - C – Comprehend (Do I understand what I just read?)
  - K – Know (Do I know most of the words?)
2. Model the I-Pick method for your child. Take a book you are reading and go through I-Pick to set an example for what it looks like and sounds like to review reading selection choices.
3. Help your child recognize when a text is too difficult. They are taught to ask:
  - Are there five or more words on a page that I don't know?
  - Is this book hard to understand?
  - When I read it does it sound choppy and slow?

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# Parent Pipeline



## CAFÉ Strategy: Retell the Story

When parents ask their children what happened in school that day, the response is usually one of two things. Either they are given a play by play synopsis or they are given the single word answer "nothing". The strategy of retelling is similar.

Retelling a story helps readers recall what is happening in the story they are reading. It allows a reader to stop and monitor their understanding. A retelling usually includes characters, settings, problems, and the solution or the main ideas of the text. It involves telling what is important without telling too much. Many times children struggle with the concept of weeding out what is important. Often they either provide every single detail or they give a vague description that is hard to follow. Use the following strategies to help your child be successful in retelling.

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

1. When reading with your child, stop to think about what you are reading. Model this process aloud. Stop and reread if you can't remember.
2. When reading with your child, stop and have your child tell you what is happening in the story using the words: *first, next, then, last, and finally*.
3. Use the following questions to prompt your child to think about the story being read:
  - Who were the main characters?
  - What problem did the main characters experience?
  - How was the problem solved?
  - How did the story end?
  - What happened first, next, and last?
4. Allow your child to become comfortable with the strategy of retelling by retelling events they are familiar with. This is where you can help your child focus on weeding out minor details by centering their attention on what's important. Use some of the following prompts or come up with some of your own.
  - Tell me about the last time your family went out to dinner.
  - Tell me about what you did at school this week.
  - Tell me about a time when you went to a birthday party.
  - Tell me about the first time you lost a tooth.

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# Parent Pipeline



## **CAFÉ Strategy: Summarize Text; Main Events**

Summarizing is taking sections of text and pulling out the most important parts of what was read. It is deciding what is worth remembering in a selection and capturing it in your own words. As readers it is important to summarize what we read so we can remember, organize, and understand the importance of the selection.

Summarizing is used often but is challenging for many readers. This is because they try to retell the whole story with great detail. They struggle with finding the most critical elements of the story. When this happens, use the strategies below to get your child familiar with summarizing text.

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

1. When reading with your child, model how to summarize. After finishing a few pages or a chapter, stop and summarize what has happened. State the main ideas and organize the events of the story.
2. After reading a story, have your child draw a picture of the most important information from the story. This will help your child to focus on what the main idea of the story was by deciding what parts of the story need to be included in the picture.
3. Read one chapter in a chapter book or a portion of a picture book and question your child about what was read. Questions to ask your child after reading include:
  - What is this selection about?
  - What are the main ideas of this selection? What is your evidence?
  - What is not important to remember in this selection? Why?
4. Make it a game with your child. Have your child read a selection and then give him/her one minute to tell you what happened in the their reading and why you should or should not read it. Remind them to only tell you the most important details of the book.

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# Parent Pipeline



## **CAFÉ Strategy: Use Beginning and Ending Sounds**

Often when learning new words, children apply the strategy of **using the beginning sound** to help them identify the word. When they do this, they often guess a word that may not fit in the sentence, it starts with the same letter so they guess and move on without looking at the rest of the word. They may not even know there is an end to the word. To gain accuracy it is important that children also learn to look at the **end of the word** when reading. Applying the accuracy strategy of **using beginning and ending sounds** helps with both accuracy and comprehension since reading the correct words will enhance the meaning of what is being read.

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

1. When listening to your child read, encourage him/her to slow down enough to pay attention to the end of the word. Have your child point to the end of the word and tell you the sound it makes. This reinforces that there is an end to the word.
2. Have your child cross check the word he/she just read. Remind your child to ask, "Does it look right, does it sound right, does it make sense?" to help them identify the word.
3. If necessary, revisit letter sounds and the concept words of beginning and end. Then, when stumbling on a word, have your child stretch out the word, saying the beginning, middle, and end sounds. After having him/her focus on the beginning and ending sounds, help your child read the word correctly and ask, "Did that make sense?"
4. If your child is still struggling with this strategy, have your child write the word out. Slowing down to write the word can help focus his/her attention on the end sound.

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# Parent Pipeline



## **CAFÉ Strategy: Use Main Idea and Supporting Details to Determine Importance**

The main idea of a passage is often stated in a sentence within the passage. It helps readers understand the most important idea about what is being read. The other sentences of the passage include pieces of information that tell more about the most important idea. These are called the supporting details.

Understanding the general idea of a text can be tricky for beginning, emerging, or even established readers. It can require time, brain power, and hard work to determine the main idea of a passage. Learning how to use the main idea and supporting details is an essential piece to a reader's success in comprehending text.

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

1. When reading with your child, stop frequently and ask your child what they think the selection is about. Then, ask your child to give you one detail to support their thought.
2. Remind your child that readers may think differently about what the author's main point is in the selection. When a reader decides what he/she believes is the main idea, evidence from the text must be given as support. Model this process for your child, thinking aloud as you go and supporting your findings with details from the text. You may wish to use the following terms:
  - **topic** – the subject, what the text is about
  - **main idea** – most important idea about the topic (usually a sentence)
  - **supporting details** – bits of information used to support main idea
3. Give your child an opportunity to practice this strategy. After reading a selection, ask:
  - In a few words, what is this selection about?
  - What do you think is the most important idea about this topic?
  - Did you find the main idea written in the passage or did you infer it?

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# Parent Pipeline



## **CAFÉ Strategy: Use Prior Knowledge and Context to Predict and Confirm Meaning**

Occasionally readers come to words that are unfamiliar and therefore difficult to understand. When this happens, readers can use context clues to help gain understanding. Context clues are the words, phrases, and sentences surrounding an unfamiliar word that give clues or hints to its meaning. Although not all words can be figured out this way, it is important for readers to know this strategy as one way to gain meaning from a word. This strategy may take awhile for a reader to become comfortable using, but with practice it will help expand vocabulary and enhance understanding.

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

1. Encourage your child to look for clue words to help figure out the meaning of a word. These words include: but, however, unlike, means, in other words, also known as, etc. Remind your child that punctuation may also provide clues to the meaning of a word.
2. Your child was taught different context clues, what they mean, and how to use them with the steps below. Review these steps with your child and model them when reading with your child so they become familiar.
  - Check for a context clue that is in the sentence.
  - After finding a context clue, reread the sentence with the new term or clue in mind.
  - Think about what the sentence says using this context clue.
  - If you don't find a clue or understand the main point the author is making, try a different strategy to figure out the word, such as asking someone the meaning or using a dictionary.
3. Remind your child to self-monitor as they are reading. Good readers should check themselves to see if what they are inferring looks right, sounds right, and makes sense.
4. Write a sentence, leaving one word out. Have your child read the sentence and use context clues to guess what word is missing. They enjoy trying to figure it out and it is a great way to practice using context clues.

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