

Students **Prepare to Read** by engaging in routines to support their comprehension of each thematically-connected, grade-level text. The **Concept Vocabulary** activates and builds background by introducing semantically-related words students will encounter in the text. The **Reading Strategy** equips students with a tool for unlocking meaning. As students **Read to Unlock Meaning**, they apply the strategy and respond to **Comprehension Check** questions. They later return to the text to respond to the **Close-Read** notes. All the while, they annotate the text, highlighting unfamiliar vocabulary, noting passages to revisit, and posing questions.

Routine | Concept Vocabulary

Concept Vocabulary

Predict The words listed in the chart appear in the story. Judging from these words, what kinds of characters and events do you think this story will be about?

craving (KRAYV ihng) <i>n.</i> deep, intense longing	beseeking (buh SEE chihng) <i>adj.</i> demanding in a hopeful and persuasive way
supplication (suhp lih KAY shuhn) <i>n.</i> act of humbly begging for something	pestered (PEHS tuhnd) <i>v.</i> bothered repeatedly with trivial requests or actions
pleading (PLEE dihng) <i>adj.</i> agreeably persuasive; imploring	insisted (ihn SIHS tuhnd) <i>v.</i> made a firm demand

Purpose

When students spend just a few minutes considering select **Concept Vocabulary** that they will encounter in the text, their brains are primed for the text's content, which supports meaning making as they read. This is especially true when these words are paired with the **About the Author** and **Background** that accompanies each text. Students use all three to begin the process of creating a network of semantically-related vocabulary that equips them to *generate* the meanings of unfamiliar words they encounter in the text.

Routine | Reading Strategy

Reading Strategy: Create Mental Images

Authors use descriptions to help readers picture a story's characters, settings, and actions in their minds. To form strong mental images, pay special attention to words and phrases that relate to visual qualities, such as color, shape, size, motion, and location. Also notice comparisons that create vivid word pictures.

EXAMPLE

Notice the details related to color, position, and movement in this passage from the story's first paragraph. Use them to see the scene in your mind.

His mother walked on in front of him, carrying a bright striped bag in one hand. Her other arm, swinging loose, was very white in the sun.

PRACTICE As you read, look for words and phrases that help you create mental images and deepen your understanding of the story. Mark the most striking details.

Purpose

Skilled readers have an array of strategies they flexibly apply across texts and tasks. The **Reading Strategy** for each selection has been chosen specifically because it helps students make meaning of the text. Students learn **what** the strategy is, **how** it works, and **why** they should use it. Students are then prompted to apply the strategy as they read and revisit their use of the strategy after reading to strengthen their ability to *independently* match strategies to texts.

Routine | Read to Unlock Meaning

READ TO UNLOCK MEANING

1. First, read the text for comprehension and enjoyment. Use the **Reading Strategy** and **Comprehension Check** questions.
2. Go back and respond to the **Close-Read** notes.
3. Identify other interesting details in the text. Ask your own questions and draw your own conclusions.

Purpose

When students **Read to Unlock Meaning**, they first read for comprehension and enjoyment, taking in the text and noting passages to return to later. They apply the Reading Strategy and use the **Comprehension Check** questions to support meaning making.

A Note about the Close Read

As students develop cognitive and meta-cognitive strategies to manage their own reading process, encourage them to make their own decisions about when to slow down or speed up their reading, when to reread, and how to mark a text. Use the Close Read notes and routine to model, not prescribe, a process.