

# Vocabulary and Comprehension Strategies — Using Summer Reading Books

Spring 2021 Parent Workshop presented by the Demarest Speech Department

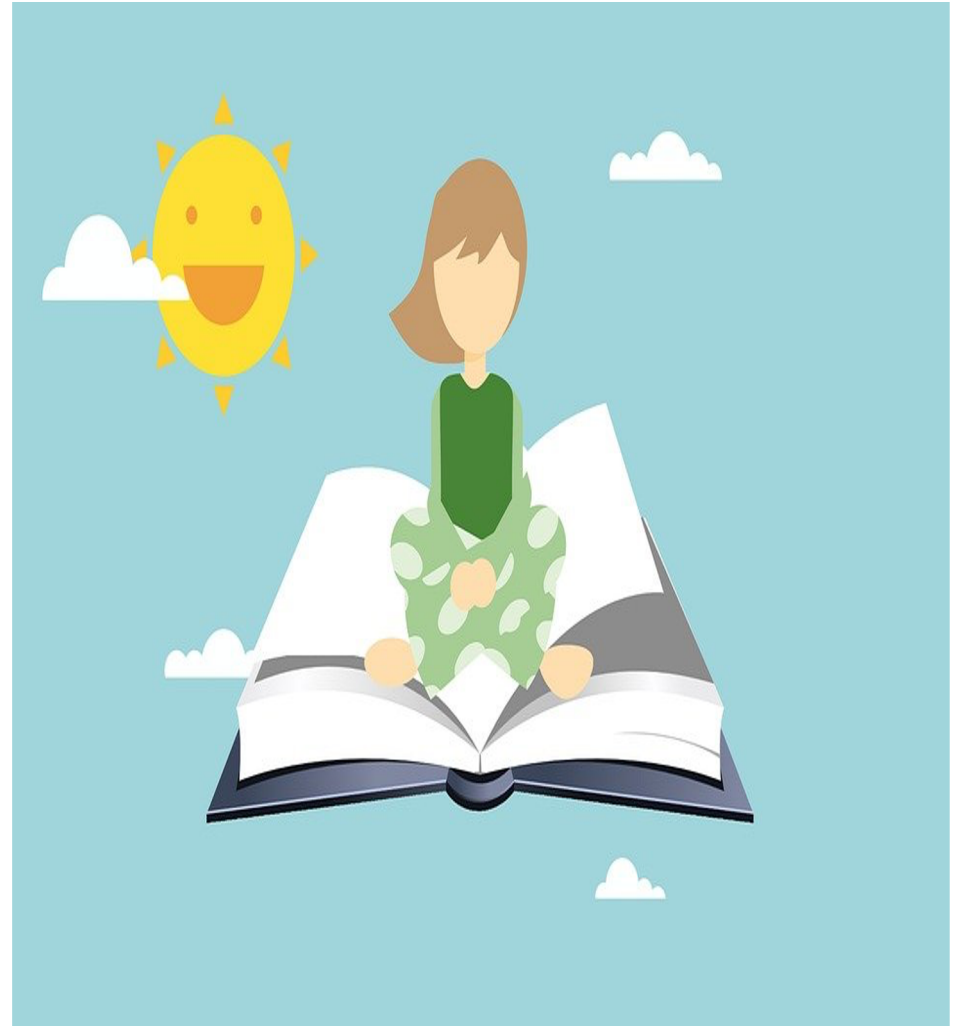
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# Summer Reading For Early Elementary School

Building vocabulary &  
comprehension in the  
independent reader



# Vocabulary: The building Blocks to Reading

Vocabulary is learned 2 Ways:

1. Indirect Vocabulary Development- (Most Efficient)

- Talking/Engaging in everyday oral language
- Being Read to
- Reading on their own

## 2. Reading Aloud

- Exposure to rich vocabulary is an important building block to helping children develop strong vocabulary
- Students of all ages can learn words from hearing texts of various kinds read to them.
- READ ALOUD no matter what age or grade.
- Talk about the new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.

# 5 Skills for Literacy Development

1

## Phonemic Awareness

- Understanding that the sounds of spoken language work together to make words.
- Phonological

awareness is a subset of this skill.

2

## Phonics

- Linking sound of language to visual symbols ( sound/symbol relationship).

3

## Reading Fluency

- “Reading text accurately, quickly, and with appropriate expression
- Allows readers to comprehend the text better, because they are not worrying about decoding

S. Robertson , 2008

# Skills for Literacy Development

4

## Vocabulary

- The more words a student understands in oral language, the easier it is to comprehend written language.

5

## Comprehension

- The entire reason for reading.

# Reading Comprehension Strategies

## 1 | Before Reading



- Scan and predict
- Activate Background Information
- Ask Questions



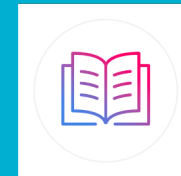
## 2 | During Reading

- Make connections
- Paraphrase
- Reread
- Visualize
- Ask Questions



## 3 | After Reading

- Main Idea and Summarize- (Can you retell)
- Text Structure
- Review and Reread



# Reading Strategies That are Used in Speech Therapy:

## Prompts

Prompt the child to say something about the book

## Evaluates

Evaluates child's response

## Expands

Expands on response via rephrasing, adding information to it, etc.

## Repeats

Repeats prompt to make sure the child learned from the expansion.



# Book List for Literacy Development

[Dynamic Resources](#)

( go to free resources)

[BOOK LIST](#) (click for  
link)

# Suggested Reading List - Preschool

Any books by Eric Carle  
The Pete the Cat Series  
Llama Llama Series  
Picture Books



# The following is a list of books selected by Core Vocabulary:

The following is a list of books selected by Core Vocabulary:

- \* A Book of Sleep by Il Sung Na (when, go, some, make, up, open, all)
- \* A Dark, Dark Cave by Eric Hoffman (through, in, up, down, what, this, out, who, to, play)
- \* A Fish Out of Water by Helen Palmer (like, more, all, big, no, not, put, in, stop, up, can, down, help, come, to, do)
- \* An Island in the Sun by Stella Blackstone (I, see, my, little, in, by, on, me, beside, together, play)
- \* Are You My Mother? by P.D. Eastman (on, here, want, eat, get, away, out, where, my, look, up, not, see, down, go, no, big, get, stop, want, put, in)
- \* Away in My Airplane by Margaret Wise Brown (in, my, over, through, up, fast, not, out, down, look)
- \* Baby Bear Sees Blue by Ashley Wolff (down, in, up, who, that, see, me, what, good, those, let, off, look, close; also have used for targeting colors)
- \* Big Yellow Sunflower by Frances Barry (little, what, you, be, under, out, up, come, big) (kids love the unique way the pages flap open and form a sunflower)
- \* Brown Bear, Brown Bear, What Do You See? by Bill Martin & Eric Carle (what, you, see, look, at, me; also have used for targeting colors)
- \* But Not the Hippopotamus by Sandra Boynton (board book) (not, in, on, to, with, come, go, yes)
- \* Count to 10 with a Mouse by Margaret Wise Brown (little, in, look, through, there, see, what, here, up, around)
- \* Down by the Cool of the Pool by Tony Milton (down, by, in, can, you, like, me, I, not, you, see, all, stop, no)
- \* Duck in the Truck by Jez Alborough (board book) (this, in, where, down, help, can, not, out)
- \* Five Little Monkeys Jumping on the Bed by Eileen Christelow (board book) (put, on, off, no, more, can, go)
- \* From Head to Toe by Eric Carle (I, am, can, you, do, it; also have used for targeting body parts)
- \* Go! Go! Go! Stop! by Charisse Mericle Harper (board book) (little, go, like, new, into, to, up, look, here, there, stop, not, across)
- \* Goodnight Little One by Margaret Wise Brown (little, on, close, in, stop, no, all)
- \* Green Eggs and Ham by Dr. Seuss (I, am, that, not, like, here, there, in, with, on, you)
- \* Hooray for Hat by Brian Won (up, go, away, on, look, give, not, want)

- \* Hooray for Hat by Brian Won (up, go, away, on, look, give, not, want)
- \* Hot Rod Hamster by Cynthia Lord (I, need, you, want, which, more, now, go, where).
- \* I Could Be, You Could Be by Karen Owen (I, can, be, make, all, in, on, like, up, me)
- \* I Like Bugs by Margaret Wise Brown (paperback) (I, like, in, on, big)
- \* I Like Myself by Karen Beaumont (oversized board book) (I, like, myself, me, no, be, my, different, same, fast, slow, go, do, down, all, want, not, look, stop)
- \* I See Summer by Charles Ghigna (I, see, at, in, with)
- \* I Went Walking by Sue Williams (board book) (I, what, you, see, look, me)
- \* If You Give a Cat a Cupcake by Laura Numeroff (if, you, give, go, with, up, take, in, look, find, put, need, want)
- \* If You Give a Dog a Donut by Laura Numeroff (if, you, give, some, go, it, when, drink, all, up, more, make, up, want, play, get, need, off, around, finished)
- \* If You Give a Pig a Party by Laura Numeroff (if, you, give, want, put, on, to, look, all, be, there, take, play, finished, come, make)
- \* If You Take a Mouse to the Movies by Laura Numeroff (if, you, take, give, want, on, see, make, need, finished, help, go, up, get, look)
- \* If You're Happy and You Know It: Jungle Edition (if, you, it, your, give, up, around, go, do all)
- \* Inside, Outside, Upside Down by Stan & Jan Berenstain (go, in, down, out, on, to, off, come, up)
- \* Let's Go Visiting by Sue Williams (paperback) (go, what, you, play, no, more)
- \* Like a Windy Day by Frank Asch (I, want, play, like, down, through, turn, in, make, help, big, on)
- \* Little Bitty Friends by Elizabeth McPike (little)
- \* Monkey Puzzle by Julia Donaldson (my, little, not, help, you, big, me, come, no, not, her, she, over, that, where, go)
- \* More Spaghetti, I Say! by Rita Golden Gelman (play, with, me, can, on, by, no, not, eat, you, do, it, I, need, more, love, with, look, that, look, away)
- \* Mouse by Zebbo Ludvick (have, not, more, all, me, like, look, can, up, see, here, go, no, you)
- \* Mrs. McNosh Hangs Up Her Wash by Sarah Weeks (out, big, take, all, on, up)
- \* Natsumi! by Susan Lendroth (small, big, not, fast, want, like, help, yes,

# Core Vocabulary List Continued:

open, come, look, all)

- \* Not a Box by Antoinette **Portis** (why, you, in, not, it, what, on, I, this, around,
- \* Oh, No! By Candace Fleming & Eric **Rohmann** (in, help, no, not, down, get, out, slow, on)
- \* Old MacDonald's Funny Farm by Roxanne **Lanczak** Williams (small paperback) (no, not)
- \* One Duck Stuck by Phyllis Root (board book) (down, by, in, help, who, can, to, no, all, we, out)
- \* Over in the Garden by Jennifer Ward (over, in, on, where, through, by, up; includes facts about the creatures in the book)
- \* Over in the Meadow by Ezra Jack Keats (over, in, all, where, on, by, we)
- \* Peek-a-Moo by Marie Torres **Cimarusti** (who) (fun flip down flaps)
- \* Put Me in the Zoo by Robert **Lopshire** (I, will, go, in, want, see, it, do, like, this, where, will, you, here, not, out, why, put, me, can, look, all, more, on, make, up, there,
- \* Say Boo to the Animals! by Ian **Whybrow** (off, we, go, through, some, up, in, not, you, who, that, what, now, this, where, want, play)
- \* Say Hello to the Baby Animals by Ian **Whybrow** (this, go, want, hello, look, me, I can, see, you, love, in, love, who, go, here, down, goodbye)
- \* Sitting in My Box by Dee **Lillegard** (in, my, let, me, over, all, no, this, it, go, not)
- \* Ten Apples Up on Top by Dr. Seuss – includes small character **pics** on Velcro inside front cover (up, on, look, you, I, can, do, it, more, on, me, not, stop, let, come, this, want, they, get, out)
- \* The Itsy Bitsy Spider by **Iza** Trapani (up, down, out, again, off, no, go, in, next to, me, stop, done)
- \* The Napping House by Audrey Wood (board book) (there, where, in, that, on, who, no)
- \* The Very Busy Spider by Eric Carle (board book) (on, want, go, not, eat, on, in, who)
- \* The Wheels on the Bus: read-along sing-along trip to the zoo by Jeanne Willis (all, on, go, at, down, off, we)
- \* There Was an Old Martian Who Swallowed the Moon by Jennifer Ward (there, old, with, why, I, off, not, down, on, it, after, over, this, done)
- \* Tiptoe Joe by Ginger **Eggleston** Gibson (fast, slow, hello, come, with, me, you, see, what, under)
- \* Trashy Town by Andrea Zimmerman and David **Clemesha** (put, on, in, big, down, look, stop, there, by, it, around, no, behind, all, yes, up, love,

off, go) (very fun to read)

- \* Warning: Do Not Open This Book! by Adam **Lehrhaupt** (put, this, want, let, out, why, not, like, no, what, can, you, stop, that, make, love, all, need, away, go) (hilarious to read.... I seriously lol every time)
- \* Way Far Away on a Wild Safari by Jan Peck (far, away, on, for, me, I, hello, see, you, goodbye, find)
- \* We're Going on a Bear Hunt by Michael Rosen (board book) (we, go, on, big, not, no, through, over, under, that, get, open, up, in)
- \* We're Going on a Bear Hunt by Michael Rosen (paperback) (we, go, on, big, not, no, through, over, under, that, get, open, up, in)
- \* We're Going on a Leaf Hunt by Steve **Meizer** (we, go, on, not, under, over, up, those, away, over, through, around, what, that, it)
- \* We're Going on a Lion Hunt by Margery **Cuyler** (get, put, on, use, we, go, on, big, look, what, can, not, over, around, through, under, up, see, out, close,
- \* We're Going on a Nature Hunt by Steve **Meizer** (we, go, on, what, look, not, in, to, down, up, through, over)
- \* What Will Grow by Jennifer Ward (what; also lots of great adjectives and includes facts about seeds)
- \* Where are You Going, **Smitty** Baby? by Meredith Smith (where, go, look, let, me, see, can, I, know, have)
- \* Who's in My Garden by Phyllis **Gershator** (oversized board book) (who, see, between, across)
- \* With Any Luck I'll Drive a Truck by David Friend (at, when, myself, make, in, with, my, that, yes, I, can, on, all, like, if)
- \* Worms for Lunch? by Leonid Gore (who, eat, not, me, like, love, more)

# Suggested Summer Reading Lists:

## Kindergarten

## First Grade



### Kindergarten Suggested Summer Reading List



Note: The following books are only suggestions. Please feel free to add any books that are appropriate for your reader. The staff in the children's area of the public library will also have many wonderful suggestions for you.

Research has shown that the single greatest factor in predicting reading success is whether a child is read to when young. Here are some titles to get you started!

#### Books About Me

- *I Like Me!* by Nancy L. Carlson
- *I Like to Be Little* by Charlotte Zolotow
- *The Mixed-Up Chameleon* by Eric Carle
- *My Five Senses* by Aliki
- *Owen* by Kevin Henkes
- *When I Get Bigger* by Mercer Mayer

#### Family Stories

- *Just Me* Books by Mercer Mayer
- *Mama Do You Love Me?* by Barbara M. Joosse

#### Predictable Books

(Stories with a pattern using rhyme or rhythm.)

- *Curious George* by H. A. Rey
- *Each Peach Pear Plum* by Janet and Allan Ahlberg
- *The Gingerbread Boy* by Paul Galdone
- *Gregory the Terrible Eater* by Mitchell Sharmat
- *Goodnight Moon* by Margaret Wise Brown
- *Millions of Cats* by Wanda Gág
- *What's in Fox's Sack?* by Paul Galdone

#### Beginning, Middle, and End Concept

- *Bony-Legs* by Joanna Cole
- *A Camping Spree with Mr. Magee* by Chris Van Dusen
- *Love You Forever* by Robert Munsch
- *Rosie's Walk* by Pat Hutchins
- *The Runaway Bunny* by Margaret Wise Brown

#### Color and Counting Books

- *Each Orange Had Eight Slices: A Counting Book* by Paul Giganti Jr.
- *Fish Eyes: A Book You Can Count On* by Lois Ehlert
- *Frog Counts to Ten* by John Liebler
- *Inch by Inch* by Leo Lionni
- *Is it Red? Is it Yellow? Is it Blue?* by Tana Hoban
- *Planting a Rainbow* by Lois Ehlert
- *Ten Bears in My Bed: A Goodnight Countdown* by Stanley Mack
- *Ten Little Fish* by Audrey Wood
- *26 Letters and 99 Cents* by Tana Hoban

#### Caldecott Winners and Honor Books

- *Color Zoo* by Lois Ehlert
- *Madeline* by Ludwig Bemelmans
- *More, More, More Said the Baby* by Vera B. Williams
- *Officer Buckle and Gloria* by Peggy Rathman
- *Swimmy* by Leo Lionni
- *Tops and Bottoms* by Janet Stevens

#### Mother Goose and Nursery Rhymes

- *James Marshall's Mother Goose* by James Marshall
- *My Very First Mother Goose* by Iona Opie and Rosemary Wells
- *Tomie dePaola's Mother Goose* by Tomie dePaola

#### Folktales and Fairy Tales

- *Chicken Little* by Steven Kellogg
- *Cinderella* by Marcia Brown
- *The Hare and the Tortoise* by Brian Wildsmith
- *Henny Penny* by H. Werner Zimmermann
- *The Little Red Hen* by Margot Zemach
- *The Three Bears* by Paul Galdone
- *The Three Billy Goats Gruff* by Peter Christen Ashbjornsen
- *Three Little Pigs* by James Marshall
- *The Three Little Pigs* by Rodney Peppe
- *The Ugly Duckling* by Hans Christian Andersen

#### Stories in Rhyme

- *All the Colors of the Earth* by Sheila Hamanaka
- *Bringing the Rain to Kapiti Plain* by Verna Aardema
- *Miss Spider's Tea Party* by David Kirk

#### Friends

- *Benjamin and Tulip* by Rosemary Wells
- *We Are Best Friends* by Aliki
- *Who Will Be My Friends?* by Syd Hoff

#### Fabulous Science Books

- *Cars and How they Go* by Joanna Cole
- *Eyewitness Juniors Amazing Frogs and Toads* by Barry Clarke
- *Magic School Bus On the Ocean Floor* by Joanna Cole

Enjoy!

### Suggested Summer Reading List Incoming First Grade

Please note the following books are only suggestions. Feel free to add any books that are appropriate for your reader. The staff in the children's section of the public library will also have many wonderful suggestions for you!

#### Books About Me

- *I Like Me!* By Nancy L. Carlson
- *I Like to Be Little* by Charlotte Zolotow
- *Owen* by Kevin Henkes
- *The Mixed-Up Chameleon* by Eric Carle
- *When I Get Bigger* by Mercer Mayer

#### Predictable Books--Rhyme or Rhythm

- *Curious George* by H. A. Rey
- *Each Peach Pear Plum* by Janet and Allan Ahlberg
- *Goodnight Moon* by Margaret Wise Brown
- *Green Eggs and Ham* by Dr. Seuss
- *Gregory the Terrible Eater* by Mitchell Sharmat
- *Little Bear* by Else Holmelund Minarik
- *Put Me in the Zoo* by Robert Lopshire
- *The Gingerbread Boy* by Paul Galdone

#### Beginning, Middle, and End Concept

- *Love You Forever* by Robert Munsch
- *Rosie's Walk* by Pat Hutchins
- *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble
- *The Runaway Bunny* by Margaret Wise Brown

#### Caldecott Winners and Honor Books

- *Color Zoo* by Lois Ehlert
- *Madeline* by Ludwig Bemelmans
- *Officer Buckle and Gloria* by Peggy Rathman
- *Swimmy* by Leo Lionni

#### Friends

- *Frog and Toad Are Friends* by Arnold Lobel
- *George and Martha: The Complete Stories of Two Best Friends* by James Marshall
- *We Are Best Friends* by Aliki
- *Who Will Be My Friends?* by Sid Hoff

#### Poetry

- *A Child's Garden of Verses* by Robert Louis Stevenson
- *Love That Dog* by Sharon Creech
- *Moon, Have You Met My Mother?* by Karla Kuskin
- *Read-Aloud Rhymes for the Very Young* by Jack Prelutsky
- *Shoe Magic* by Nikki Grimes
- *The Missing Piece* by Shel Silverstein
- *Touch the Poem* by Arnold Adoff
- *When We Were Very Young* by A.A. Milne
- *Where the Sidewalk Ends* by Shel Silverstein

#### Informational Text

- *A Tree is a Plant* by Clyde Robert Bulla
- *A Weed is a Flower: The Life of George Washington Carver* by Aliki
- *All the Water in the World* by George Ella Lyon by Joanna Cole
- *Follow the Water from Brook to Ocean* by Arthur Dorros
- *From Seed to Pumpkin* by Wendy Pfeffer
- *Magic School Bus On the Ocean Floor*
- *My Five Senses* by Aliki
- *Starfish* by Edith Thacher Hurd
- *Weather Words and What They Mean* by Gail Gibbons

#### Beginning Readers

- *Henry and Mudge* by Cynthia Rylant
- *Frog and Toad Together* by Arnold Lobel
- *Ivy and Bean* by Annie Barrows
- *My Best Friend* by Pat Hutchins
- *There Is a Bird on Your Head!* by Mo Willems

# Summer Reading in Elementary School

Building vocabulary and comprehension skills during the transition to independent reading



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# Why read to older children?

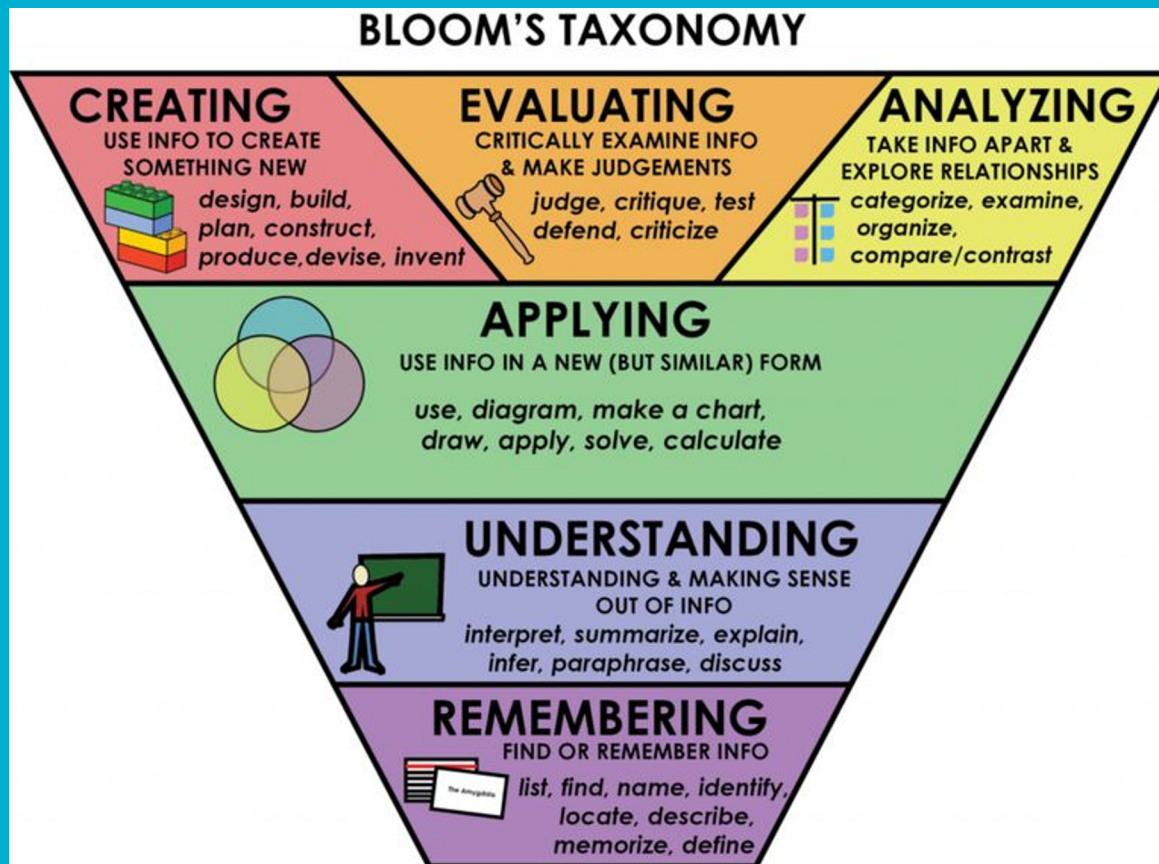
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- ❑ A child's listening level does not catch up to her reading level until about eighth grade
- ❑ Reading aloud to your older child might allow them to read higher interest books
- ❑ It's also a good way to begin to talk with your child about difficult topics

Mattheisen, C. (2015) "The hidden benefits of reading aloud--even for older kids"



# Discussion When Reading

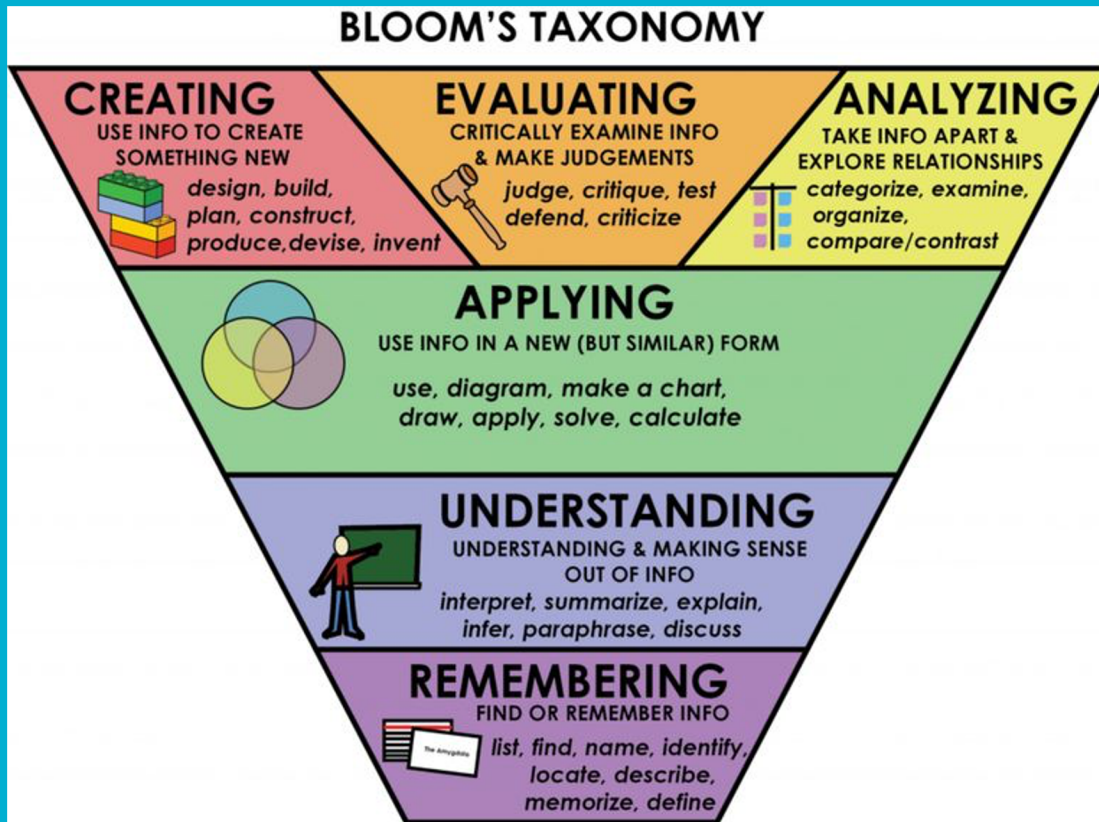


- ❑ Recall and remember facts from the text
- ❑ Summarize for your child after an event in the book or at the end of the story
- ❑ Connect events in the stories to your life and your child's life

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching



# Discussion When Reading



- ❑ Use context clues to define vocabulary words. When in doubt, look it up and make sure to find pictures too
- ❑ Make predictions about what will happen next
- ❑ Compare the book to others you have read
- ❑ Critique the text and discuss what you liked and didn't like

## *Don't forget Informational Texts!*

- ❑ Curriculum standards continue to focus on students' use of nonfiction texts
- ❑ Students with language disorders often struggle more with informational text than fictional texts
- ❑ Builds important knowledge and vocabulary skills for textbook reading in middle school

Elleman & Compton. *Beyond Comprehension Strategy Instruction: What's Next?* Language, Speech, and Hearing Services in Schools, Vol 48, 2017



### Resources

ScoutLife, National Geographic Kids, Time for Kids, Highlights

# Experiences

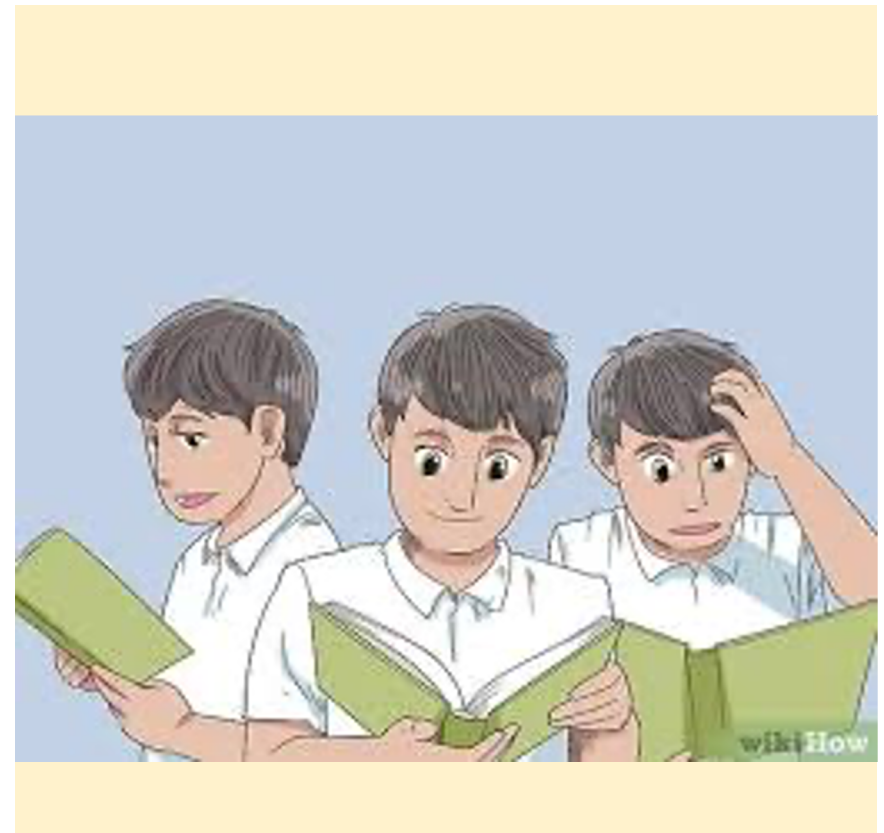
*“Studies considering the relative importance of prior knowledge and reading comprehension ability have found that readers with prior knowledge outperform readers who have better reading comprehension skills but little background knowledge in the tested topic (Elleman & Compton 2017.)”*



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# Summer Reading in Middle School

Building vocabulary &  
comprehension in the  
independent reader



# Did you know?

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Students who participated in public library summer reading programs also demonstrated higher reading achievement than those who did not participate.

The study suggests that children who participate in a summer reading program increase their reading skills, motivation, confidence, and enjoyment of reading.

Roman, S., Carran, D. T. & Fiore, C. D. 2010. *The Dominican Study: Public Library Summer Reading Programs Close the Reading Gap*. Dominican University Graduate School of Library & Information Science, River Forest, IL.

# Read aloud to your child.

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As children grow into independent readers, parents tend to stop reading out loud to them. However, according to some experts, parents should continue reading out loud to their children up to the age of 14 years, even to the children who are already fluent readers.

## Here's why...

Varda Meyers Epstein, Parent Education Expert at Kars4Kids  
(2017)



# Read aloud to your middle schooler

1

Children understand the content better when listening

A child's reading comprehension is not at the same level as their listening comprehension until around the 8th

grade.

2

Difficult life lessons can be taught

It is easier to have discussions about difficult topics, feelings, social issues when reading about them in a story. You won't need to lecture!

3

Reading aloud can be fun

"Bedtime stories" are always enjoyable, no matter how old your child may be. Not only are you helping to develop your child's love for reading, but it's a wonderful way to share time together.

# Read aloud to your middle schooler

## 4 | Reading out loud builds vocabulary

Books contain a wealth of vocabulary that is less likely heard in conversation, AND 50% more rare words than a

[www.reachoutandread.org/FileRepository/ReadingAloudtoChildren\\_ADC\\_July2008.pdf](http://www.reachoutandread.org/FileRepository/ReadingAloudtoChildren_ADC_July2008.pdf)

television show.

## 5 | Great excuse to get together with your child

Even though your child is quickly approaching puberty or already there, it's nevertheless comforting for kids to spend time with you.

## 6 | Show your child that others feel the same way as they do

When reading a book together, the story may show your child that there is a world outside their middle school bubble, and that other children have similar feelings as they do.

Varda Meyers Epstein, Parent Education Expert at Kars4Kids (2017)



# Tips for Reading Aloud

You can choose the amount of time to spend reading out loud. Keep time set aside to talk!

Make sure you choose a book that isn't too difficult for you to read aloud.

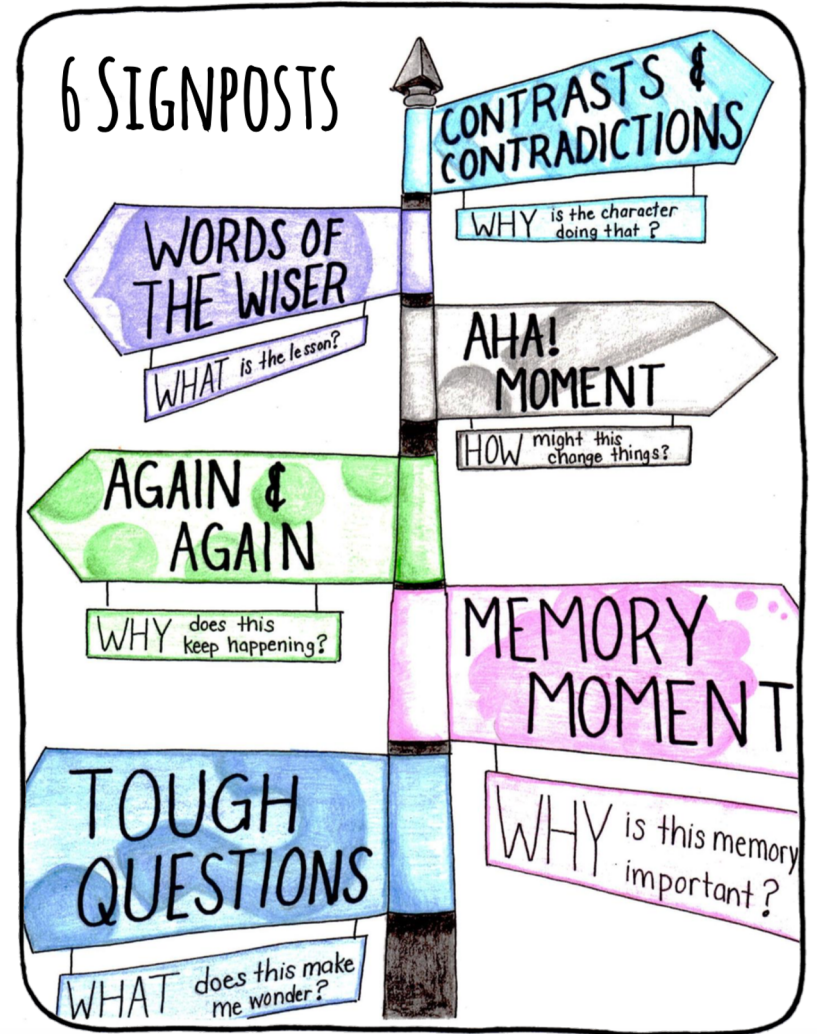
Be sure to pick a book you'll enjoy reading.

If your child gets frustrated with cliffhangers & suspense, consider reading short stories or poems.

Read to your child when you're not feeling rushed or stressed. This should be an enjoyable time for both of you.

# What to notice when reading

Look for the signposts!



# Notice & Note Song Lyrics

## "Notice and Note"

By John Beaghly

I'm reading in my bed  
I can't remember what is being said  
This book is pointless  
I always forget  
I ~~wanna~~ give up

Now this ~~ain't~~ making sense  
They're laughing at a joke I don't get  
These characters will never be my friends  
I'm starting to give up

Yelling at my classmates, "Bro, this book is boring!"  
I don't even ~~wanna~~ try to read it in the morning

Help me find a purpose  
Please somebody teach me  
What's a strategy to help me with all of this reading?

(Chorus):

Notice and Note  
Actively ask questions  
Try to find some signposts to help stimulate your mind

Oh ~~oh oh!~~  
We can read whatever  
You can do it too  
It just takes a little time

Don't leave, just wait  
You can tell your friends that reading is great  
Singing...

Notice and Note!  
We can read whatever  
You can do it too  
It just takes a little time

Alright, alright, turn off your TV screen  
Come read these pages  
You won't want to leave  
I'm thinking deeper than you've ever seen  
I'm never giving up

Flying through these books now  
Man this reading's painless!  
All of this new confidence  
Has got me feeling famous

Now I've come a long way  
I can see my grades rise  
I'll always be reading whether rainy days or blue skies

(Chorus)

I'm reading in my bed  
I can't remember what is being said  
Before I give I will not forget  
To notice and note

HEY!

(Chorus)

<https://www.youtube.com/watch?v=b4BuUOHbtzg>

Notice and Note

# Look for “Signposts”

Signposts tell the reader what is important to pay attention to.

Notice & Note Close Reading strategy by Beers and Probst

## notice & note signposts

### **CONTRASTS & CONTRADICTIONS**

A character's actions or thoughts are the opposite of what you would expect.

### **AHA MOMENT**

The moment when the character suddenly figures out something important that changes them or the plot.

### **TOUGH QUESTIONS**

A point where the character stops and asks themselves a tough question. Usually an "I wonder..." or "Why..." type of question.

### **WORDS OF THE WISE**

When an older and wiser character offers a life lesson of some sort to the main character.

### **AGAIN AND AGAIN**

When an image, word, or situation is repeated so often that the reader wonders at its importance.

### **MEMORY MOMENT**

A flashback or a pause in the story to reflect back on a memory. These moment usually hold important information, even if you don't know it yet...



TextCodes

Created by Teaching with a Touch of Twang

## NOTICE & NOTE

# Nonfiction Signposts

### Contrasts & Contradictions

WHAT DOES THIS MAKE YOU WONDER ABOUT? WHY DOES IT MATTER?

When the author shows you things, people, or ideas that contradict each other or shows you something that contradicts what you already know.



### Absolute & Extreme Language

WHY DID THE AUTHOR SAY IT LIKE THAT?



When the author uses language that seems to exaggerate, or prevent doubts or questioning,

### Numbers & Stats

WHY DID THE AUTHOR USE THESE NUMBERS OR AMOUNTS?

When you see specific numbers, number words or amounts, statistics, etc.



### Quoted Words

WHY DID THE AUTHOR QUOTE OR CITE THIS PERSON? WHAT DID IT ADD?



When the author quotes or cites the words of someone else.

### Word Gaps

DO I KNOW THIS WORD FROM SOMEWHERE? DOES THIS SEEM LIKE TECHNICAL TALK FOR THIS TOPIC? CAN I FIND CLUES TO HELP ME UNDERSTAND THE WORD? W W

When the author uses a word or phrase you do not know

KYLENE BEERS & ROBERT PROBST

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# Resources for Upper Elementary and Middle School Students

## FREE ONLINE RESOURCES: MIDDLE SCHOOL –

free online tools for both educators and parents to use to support middle school students in their learning.



Book List link:

[Read Aloud America: Book List for Middle Schoolers](#)

[50 Books All Kids Should Read](#)

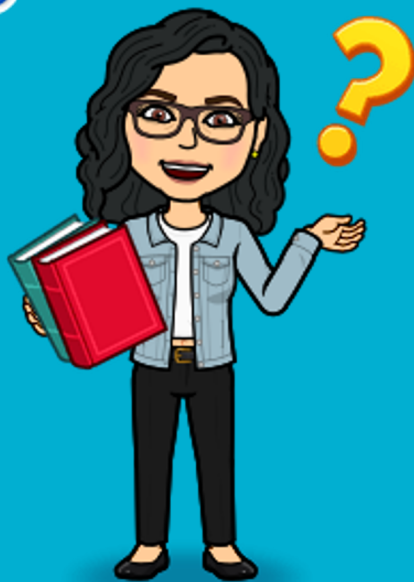
# Don't dismiss graphic novels

“Graphic novels require readers to comprehend text, images, and the spaces between. They have to understand mood, tone, symbolism, and theme.”



created by Kym Francis, using Comic Master <http://www.comicmaster.org.uk/>

any questions?



Thank you for  
coming!

SPEECH

