

Book Title/Author: *Blended* by Sharon Draper

|  | Strategy  | Notes   |  |
|--|---|---|--|
| Comprehension  | Set purpose for reading   |   |  |
|  | Use prior knowledge to predict and connect with text  |   |  |
|  | Check for understanding; monitor and self-correct   |   |  |
|  | Back up and reread  |   |  |
|  | Make and adjust mental images; use text to confirm  |   |  |
|  | Ask questions throughout the reading process  |   |  |
|  | Make and adjust predictions; use text to confirm  |   |  |
|  | Infer and support with evidence   |   |  |
|  | Recognize literary elements   |   |  |
|  | Retell; include sequence of main events   |   |  |
|  | Summarize text; include important details   |   |  |
|  | Use main ideas and supporting details to determine importance   |   | Parents angry, jangled their nerves (Page 6)       |
|  | Use text features to learn important information  |   | Description of the 88 weighted keys-piano (Page 5) |
|  | Analyze how visual elements integrate & contribute to the meaning of text   |   |  |
| Determine and analyze author's purpose and support with text | Play piano, wished for piano, got a piano, signed up for lessons (Page 5) Dad explaining it not being her fault (Page 10) |   |  |
| Recognize and explain cause and effect relationships         |   |   |  |
| Compare and contrast within and between texts                |   |   |  |
| Read voraciously   |   |   |  |
| Accuracy   | Look carefully at letters and words   |   |  |
|  | Use beginning and ending sounds   |   |  |
|  | Blend sounds; stretch and reread  |   |  |
|  | Chunk letters and sounds together   |   |  |
|  | Flip the sound  |   |  |
|  | Recognize high-frequency words on sight   |   |  |
|  | Use picture clues   |   |  |
|  | Cross-check: Do the words... look right, sound right, make sense?   |   |  |
|  | Use prior knowledge and context   |   |  |
|  | Skip the word, then come back   |   |  |
|  | Read voraciously  |   |  |
| Fluency  | Read texts that are a good fit  | Fought. All. The. Time (Page 6)   |  |
|  | Use punctuation to enhance phrasing and prosody   |   |  |
|  | Adjust and apply different reading rates to match text  |   |  |
|  | Reread text   |   |  |
|  | Read voraciously  |   |  |
| Expand Vocabulary  | Tune in to interesting words  | Creative Words (Page 1)   |  |
|  | Use prior knowledge and context clues   | Jangled their nerves (Page 6)<br>Because . . . because, uh, we've kinda ended up growing in different directions. "But you're grown ups? You're already done growing" (Page 10) |  |
|  | Use pictures, illustrations, and diagrams   |   |  |
|  | Use word parts  |   |  |
|  | Apply understanding of figurative language  |   |  |
|  | Use reference tools such as dictionary, thesauruses, and glossaries   |   |  |
|  | Ask someone to define the word for you  |   |  |
| Read voraciously   |   |   |  |