

	Strategy	Notes
Comprehension	Set purpose for reading	Prior Knowledge: o Show students the cover of the book and ask, “What do you think the book will be about?” o After reading the first four pages of <i>Ish</i> ask the students, “Can you relate to how Ramon feels about drawing?” o When Ramon’s brother, Leon, makes fun of Ramon’s drawings, ask the students, “Has anyone ever made fun of something you were proud of?” o When Ramon’s sister takes his crumpled paper, stop and ask the students, “What do you think she is doing with the paper?” o When you get to the page where she tells Ramon which drawing is her favorite, ask the students, “Why do you think she says it looks vase-ish?” o After the story ask the students, “Do everyone’s drawings look the same? Are everyone’s drawings perfect?” Back up and reread: o After reading page 5 say to the students, “I’m not sure why Ramon is crumpling up his drawings, so what I’m going to do now is back up and reread the previous two pages slowly to figure that out. When I can answer that question, I’ll continue reading the story.” o After reading page 19 say to the students, “I don’t really know what the author means when he says, ‘thinking ish-ly allowed his ideas to flow freely.’ What does <i>ish</i> mean? I’m going to back up two pages and reread them slowly to determine what <i>ish</i> means, and when I figure that out, I will continue reading the book.”
	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	
	Use text features to learn important information	
	Analyze how visual elements integrate and contribute to the meaning of text	
	Determine and analyze author’s purpose and support with text	
	Recognize and explain cause and effect relationships	
Accuracy	Compare and contrast within and between texts	Use picture clues: We hear how Ramon is feeling about his drawings. 1. On p. 6 it says, ‘Leon burst out laughing.’ Does the picture match how Leon is feeling?” Ask the students to show their laughing face. 2. On p. 11, when Ramon is talking to his sister: “What do YOU want?” he snapped. Ask, “How do you think Ramon is feeling? What does <i>snapped</i> mean? Do you think the picture shows how he is feeling?” 3. Read p. 25 then look at p. 26. Ask, “Do you think Ramon looks like he’s having a wonderful feeling? How do you know?” Skip the word: We can skip a word if we are unsure what it is and read the rest of the sentence or even the paragraph and use the context to help us determine the unknown word. Examples: <i>vase</i> (p. 5), <i>crumpled</i> (p. 7), <i>world</i> (p. 21), <i>wonderful</i> (p. 25).
	Read voraciously	
	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?	
Fluency	Use prior knowledge and context	Many emotions are included in this story. Students can practice reading in different voices to match the feeling of each character. Examples: 1. Page 6: “Leon burst out laughing. ‘WHAT is THAT?’ he asked.” 2. Page 9: “After many months and many crumpled sheets of paper, Ramon put his pencil down. ‘I’m done.’” 3. Page 12: “Ramon sneered. ‘I’m NOT drawing! Go away!’”
	Skip the word, then come back	
	Read voraciously	
	Read texts that are a good fit	
	Use punctuation to enhance phrasing and prosody	
Expand Vocabulary	Adjust & apply different reading rates to match text	Possibilities in this text might include <i>haunted</i> , <i>sneered</i> , <i>energized</i> , <i>inspired</i> , and <i>savored</i> .
	Reread text	
	Read voraciously	
	Tune in to interesting words	
	Use prior knowledge and context clues	
	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	