

Kamala and Maya’s Big Idea Written by Meena Harris

	Strategy	Notes
Comprehension	Set purpose for reading	<p>Set a purpose: Ask students, “What does it mean to have a BIG IDEA?”</p> <ul style="list-style-type: none"> ○ Explore the term “idea” by allowing students to share what they think it means and provide clarification as needed. ○ Growing self-awareness: Your ideas, thoughts, and wonders are important and worthy to be heard. ○ Promote and maintain a pro-social, asset-based classroom ecology: It is also important to listen to other people’s ideas critically and generously. <p>Ask questions:</p> <ul style="list-style-type: none"> ○ Before reading, do a picture walk, ask students, “What do you notice? What do you wonder? What do you infer?” Record observations on an anchor chart as they share, or have students record independently using the Asking Questions Chart ○ During reading, consider your audience, what terms may need to be explained to ensure students have a full understanding? ○ After reading, explore the characters: What is something you would like to know about the character(s)? Is there something they did that you would have done differently?
	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		
Compare and contrast within and between texts		
Read voraciously		
Accuracy	Look carefully at letters and words	<p>The illustrator does a great job with matching the illustrations to the text. Students can practice cross-checking by asking, “Does the picture match with what I just read?”</p>
	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	<p>Ask students how or why they selected this text. Have students explain using the I-PICK process.</p>
	Use punctuation to enhance phrasing and prosody	
	Adjust & apply different reading rates to match text	
	Reread text	
	Read voraciously	
Expand Vocabulary	Tune in to interesting words	<p>Possible words: idea, courtyard, landlord, discuss, second (time), expensive, shrugged, construction, scrap lumber, measure, garage, teeter-totter, potluck, contribute, impressed, wondering</p> <p>Ask someone: Using some of the suggested terms, model asking someone to define the word. This normalizes this practice by communicating that it is okay to not know the meaning of some words, and it is okay to ask a peer when other resources are not available.</p>
	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		