

The Reading Strategies Book 'If...Then' Chart: Guidance for Choosing Goals

*These goals are arranged in a hierarchy, yet should be used flexibly based on individual readers.

If the student....	Then choose....
Early Reading	
<ul style="list-style-type: none"> ○ Uses only pictures to read a text ○ Practices storytelling with books ○ Can recognize few sight words 	Goal 1: Supporting Pre-Emergent and Emergent Readers
<ul style="list-style-type: none"> ○ Is distracted during reading time ○ Prefers talking over reading during reading time ○ Has difficulty choosing and sticking with a text ○ Has difficulty reading for a sustained period ○ Expresses frustration or dislike about reading 	Goal 2: Teaching Reading Engagement: <i>Focus, Stamina, and Building a Reading Life</i>
<ul style="list-style-type: none"> ○ Does not yet have 1:1 correspondence ○ Displays difficulty in decoding words ○ Relies on one cueing system over the others ○ Does not yet employ reading strategies when reading ○ Does not yet use reading strategies in interactive and confirmatory ways 	Goal 3: Supporting Print Work: <i>Increasing Accuracy and Integrating Sources of Information</i>
<ul style="list-style-type: none"> ○ Reads too slowly to comprehend the text ○ Reads with inappropriate pauses or phrasing ○ Reads without attention to expression or intonation to match the author's meaning 	Goal 4: Teaching Fluency: <i>Reading with Phrasing, Intonation, and Automaticity</i> *Typically for readers at level D and higher
Fiction / Literature Comprehension	
<ul style="list-style-type: none"> ○ Has difficulty summarizing the text ○ Has difficulty retelling what was read ○ Displays difficulty naming and thinking about the plot and setting of the book 	Goal 5: Supporting Comprehension in Fiction: <i>Understanding Plot and Setting</i>
<ul style="list-style-type: none"> ○ Has difficulty inferring character feelings and/or traits ○ Has difficulty thinking about how character actions influence a story ○ Has difficulty making connections to and between characters 	Goal 6: Supporting Comprehension in Fiction: <i>Thinking About Characters</i>
<ul style="list-style-type: none"> ○ Prefers discussing literal text elements ○ Has difficulty stating an appropriate theme for a text ○ Has difficulty providing text support for a chosen theme 	Goal 7: Supporting Comprehension in Fiction: <i>Understanding Themes and Ideas</i>
Non-Fiction / Informational Comprehension	
<ul style="list-style-type: none"> ○ Has difficulty stating the main idea of the text ○ Only remembers a few isolated details, but not necessarily the important facts ○ Has difficulty summarizing a non-fiction text 	Goal 8: Supporting Comprehension in Non-Fiction: <i>Determining Main Topic(s) and Idea(s)</i>

<ul style="list-style-type: none"> ○ Supports a main idea from a non-fiction text with just one detail and need prompting to list more ○ Supports a main idea with just one portion of the text ○ Lists seemingly random facts to support a main idea or topic (some may fit the topic, some may not) ○ Can state the main idea or gist of a text, but needs prompting to support the idea/topic with specific information ○ Needs support understanding which details in the text are most important 	<p>Goal 9: Supporting Comprehension in Non-Fiction: <i>Determining Key Details</i></p>
<ul style="list-style-type: none"> ○ Ignores text features ○ Can identify text features, but has difficulty understanding their purpose ○ Has difficulty connecting the information found in the text features to the text itself 	<p>Goal 10: Supporting Comprehension in Non-Fiction: <i>Getting the Most of Text Features</i></p>
<p>Connecting Comprehension and Vocabulary</p>	
<ul style="list-style-type: none"> ○ Displays below-grade level performance on a word knowledge assessment ○ Displays inaccurate understandings of key vocabulary words in a text ○ Has difficulty defining words read, even when context clues are present ○ Provides simplistic definition of complex words 	<p>Goal 11: Improving Comprehension in Fiction and Non-Fiction: <i>Understanding Vocabulary and Figurative Language</i></p>
<p>Talking and Writing About Reading</p>	
<ul style="list-style-type: none"> ○ Displays difficulty in participating in book clubs ○ Needs support to actively listen and interact appropriately with others in book clubs ○ Uses a very loud voice, rather than a quieter voice ○ Has difficulty contributing appropriately to a small group discussion ○ Does not yet actively participate in discussions 	<p>Goal 12: Supporting Students' Conversations: <i>Speaking, Listening and Deepening Comprehension</i></p> <p>*If difficulties are noted as a result of difficulty comprehending, choose goals 5 and 6 first.</p>
<ul style="list-style-type: none"> ○ Has stronger oral expression of comprehension over written comprehension ○ Has difficulty remembering important information and writing might be a helpful tool to track thinking ○ Has strong writing abilities overall (story writing, informational writing, etc.) but their thinking during reading seems superficial 	<p>Goal 13: Improving Writing About Reading</p> <p>*Typically for readers in second grade and higher</p> <p>*If difficulties are noted as a result of difficulty comprehending, choose goals 5 – 11 first.</p>