



# Parent Pipeline



## **CAFÉ Strategy: Adjust and Apply Different Reading Rates to Match Text**

When reading, more experienced readers often adjust their speed to match their purpose for reading. If reading a story for pleasure, a reader may use a constant pace that allows them to fully enjoy the entire story. If reading for information, a reader may read quickly or scan text to find specific information. If reading to remember new material, a reader may read more slowly.

Many readers are unaware that other readers adjust their rate to match their purpose for reading. These readers often read everything at the same rate and struggle to complete and comprehend lengthy text. By learning to shift reading gears based on the purpose for reading, readers gain fluency and are better able to meet their needs.

### **How can you help your child with this strategy at home?**

1. Remind your child that the low reading gears are slow and powerful and that the higher gears are speedy but are the least powerful. Our reading rate changes depending on the purpose for our reading and what we are reading.
  - 1<sup>st</sup> gear – slowest and most powerful, used to memorize material
  - 2<sup>nd</sup> gear – used to learn material
  - 3<sup>rd</sup> gear – used in most of our reading
  - 4<sup>th</sup> gear – our quickest speed, for skimming and scanning
2. Help your child to be aware of his/her own reading rate. Your child can learn to self monitor, when to speed up and when to slow down, when recorded and given time to reflect on what is heard during playback. This can help slow readers increase speed but will also help speed readers slow down and gain understanding.
3. When working with your child, ask the following:
  - "What is your normal speed for reading one of your favorite books?"
  - "What rate might you use if you were reading your science text?"
  - "Will you change your rate during this reading?"

**Thank you for your continued support at home!**

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## **CAFÉ Strategy: Ask Questions Throughout the Reading Process**

Readers who are actively involved in reading ask themselves questions before, during, and after reading a selection. This not only increases their comprehension of what is being read, but it fully engages them in the reading process. As readers, when we are fully engaged in the reading process, we are more likely to remember important details and information. Asking questions is a great way for readers to monitor their comprehension of a text. In class, your child has learned that successful readers generate their own questions and that not all questions generated will be answered.

Learning to ask questions throughout the reading process is an important reading strategy because it teaches a reader to think aloud. It helps readers review important points in the text, evaluate the quality of the text, make connections, and refine predictions.

### **How can you help your child with this strategy at home?**

1. Model this questioning process by reading to your child and stopping during the reading to question what is going on in the text. Use questions such as:
  - "What does this mean?"
  - "Is this important?"
  - "How do I think this story will end?"
  - "What does this word mean?"
  - "Do I need to read this again?"Then, have your child practice asking questions independently.
2. Pre-select several stopping points in a text to stop and ask questions. Have your child verbalize questions he/she has at each stopping point.
3. Encourage your child to write down their questions as they read. Be sure the focus is not about finding correct answers but that it is on curiosity, wonder, and asking thought provoking questions.

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## **CAFÉ Strategy: Ask Someone to Define the Word for You**

As adult readers when we come to a word we do not know the meaning of we have many strategies we use to help us figure it out. Most of the time we use the context of the sentence to help us or we take the time to look up the meaning of the word. Sometimes we are fortunate enough to have someone close by that is able to assist us in understanding the unfamiliar word. Asking someone to define a word is an easy way to get information without taking a lot of time away from the text being read. This can give readers a sense of the general idea of the word and allows them a chance to return quickly to text for meaning to be preserved. It is important that readers go back into the text and use all their knowledge to confirm the definition given.

### **How can you help your child with this strategy at home?**

1. Model for your child various ways to ask for help. Remind him/her to ask one or all of these questions when asking for help:
  - What is the word?
  - What do you think the word means?
  - What are some examples of this word when used in a sentence?Be sure you don't rush to answer these questions for your child to quickly. We teach the children that they must do the work!

2. After asking the above questions, have your child do the following:
  - Go back to the text and substitute the definition that was given for the word.
  - Read the selection again, using the definition.
  - Ask: Does the definition of the word make sense in the sentence?

3. Have a fun contest at home to see who can use the word correctly the most that day. See who can get to five uses first or keep a tally until the end of the day.

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## CAFÉ Strategy: Back Up and Reread

Many times when reading a story, adults get to a point where they realize they do not understand what they are reading. Somewhere during their reading, they lost concentration and therefore the meaning of the story. When this happens, as adults we realize we have lost comprehension and we stop, back-up, and reread. Children are no different than we are. They need to be taught the strategies good readers use to be successful.

Your child has been introduced to the comprehension strategy of **check for understanding**. In learning this strategy, the children are taught to stop throughout the story and ask "who" and "what". Now, your child is working on what to do when he/she is not able to answer the questions of "who" and "what". Your child is being taught the comprehension strategy **back up and reread**.

### How can you help your child with this strategy at home?

1. Model this strategy for your child. When reading with your child, stop to check for understanding. If your child has difficulty answering the "who" and "what", remind your child to **back up and reread**. Tell your child to read slowly and think about what is being read. After doing this, stop and check for understanding again. Remember, modeling is one of the most effective teaching strategies.
2. Remind your child that using the two strategies, **check for understanding** and **back up and reread**, together will help with remembering and understanding the story.
3. Often it is easier to understand text when you read it slowly. Encourage your child to read slowly, follow text with finger if it helps, and truly think about the meaning of the words/story.

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## CAFÉ Strategy: Blend Sounds, Stretch and Reread

It often requires a lot of patience to listen to beginning readers as they learn to decode and sound out words. Beginning readers usually learn their sounds in isolation and as a result sound choppy when they try to put these sounds together to make words. Taking the individual letter sounds and blending them together can be a first step to becoming a reader for many children. As with any other task, to improve in reading a person must have increased exposure and practice, practice, practice. Your child is working on the accuracy strategy of blending sounds. The following ideas provide you with suggestions on how you can assist your child in becoming a better reader.

### How can you help your child with this strategy at home?

1. When reading and blending sounds together, encourage your child to listen for a familiar word.
2. Give your child a rubber band and have them take it between two hands. Write down a simple word for your child to read (3 letter words such as bat, dog, and cap). Have your child pull the band apart a bit with each sound in the word. This will have your child stretching out both the band and the word. When finished with all of the sounds, say the word together while bringing hands together.
3. When reading, tell your child, "Say each letter as you stretch them out, then put them together and say it fast." Demonstrate what this sounds like for your child.
4. If your child is having difficulty blending sounds and still sounds choppy, encourage your child to sing as they sound out the word. It is almost impossible to make a word sound choppy when you are singing. 😊

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# Parent Pipeline



## CAFÉ Strategy: Check for Understanding

Even as an adult reader, there are times when I am reading a story and I get lost and am not sure what has happened. Fortunately, when this happens, I have strategies I use to help me understand the story. The same thing happens when children read. However, with children they often keep reading and do not realize they lost comprehension until the end of the story. They are too concerned with reading accurately, and forget to take the time to think about what they are reading. How can we help them gain comprehension? We can teach them the comprehension strategy: **check for understanding** because good readers stop frequently to check for understanding or to ask who and what.

### How can you help your child with this strategy at home?

1. When reading to your child, stop periodically and say, "Let's see if we remember what I just read. Think about who the story was about and what happened." Do this 3 or 4 times throughout the story.
2. When reading to your child, stop and have them practice checking for understanding by saying, "I heard you say..."
3. Ask your child the following questions:
  - Who did you just read about?
  - What just happened?
  - Was your brain talking to you while you read?
  - Do you understand what was read?
  - What do you do if you don't remember?

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# Parent Pipeline



## CAFÉ Strategy: Chunk Letters and Sounds Together

When teaching children to read, we are always looking for ways to help them decode words efficiently, rapidly, and accurately. This allows them to focus their attention on understanding what they read rather than focusing on the fundamentals of each word. One way we accomplish this is through teaching children to watch for familiar word patterns called chunks. Chunks are groups of letters that when put together form a recognizable sound or word. Chunks can be found at the beginning, middle, or end of a word. Your child is working on the accuracy strategy of **chunking letters and sounds together**. Use the following suggestions to support your child's learning at home.

### How can you help your child with this strategy at home?

1. When reading with your child, have your child look for well-known letter chunks in the words they are reading. These chunks could be prefixes, suffixes, endings, whole words, or base words. For example, your child may look for the chunk end in the word send, or air in chair.
2. When chunking a word, have your child first read each chunk separately. Then, have your child put the chunks together to make the word. This will train your child to quickly and easily spot chunks.
3. If your child is having difficulty finding chunks, guide him/her to look for familiar endings and familiar prefixes.
4. Encourage your child to use his/her fingers to frame the chunks found in words, decode those chunks first, and then move on to tackle the whole word.
5. To help train your child to look for chunks in words, play a game of "I Spy" when reading. For example, when looking at the word blend, you would say, "In this word I spy the 'word end'". Then, switch roles with your child and let your child "spy" chunks in words.

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## CAFÉ Strategy: Compare and Contrast Within and Between Text

One way readers understand new ideas in text is by thinking about how things are alike or different. This understanding deepens their comprehension. Comparing and contrasting text assists the reader by engaging them in critical thinking. Comparing involves highlighting similarities and differences. Contrasting focuses only on differences. Exposure to various texts along with discussion is the best way to use this strategy to improve comprehension.

### How can you help your child with this strategy at home?

1. When comparing two items discuss likenesses and differences of what is being compared. Begin comparing two people or places and then move on to comparing the characters or settings in a story.
2. Look for clue words in text or use these words when comparing texts.
  - *Comparing words*
    - Clue words: *like, as*
    - Simile – *than, as*
  - *Contrasting words*
    - Clue words: *but, unlike*
3. When reading to your child, model this strategy by thinking out loud. This may sound something like, "This story is a lot like \_\_\_\_ because \_\_\_\_\_. I noticed \_\_\_\_\_ and \_\_\_\_\_ are very similar. I also noticed a few differences. Some things that were not the same are \_\_\_\_\_."
4. After reading two different stories, discuss the following:
  - How are these stories the same? How are they different?
  - Compare the characters in each story.
  - How might you compare these stories?

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  - Written by: Allison Behne @www.thedailycafe.com





# Parent Pipeline



## CAFE Strategy: Cross Checking

When reading a book for pleasure or for information, chances are you will come to a word or two you are unsure of. You probably will use the accuracy strategy of **cross checking** without even thinking about it, because it is second nature to you as a reader to read accurately. Accuracy is not second nature to children learning to read. It is something that needs to be taught using a variety of strategies.

Your child has been introduced to the accuracy strategy of **cross checking**. It is important to slow readers down when they come to a word they don't know and teach them to apply the strategy of **cross checking** so they are able to fix the meaning and not just skip the word. **Cross checking** requires a person to constantly think and monitor meaning. It is a strategy for ensuring the words and pictures read make sense and match the letters on a page.

### How can you help your child with this strategy at home?

1. Listen to your child read. When he comes to a word he is unsure of, remind him to cross check. Ask:
  - Does the word you are reading match the picture or letters written?  
(they cross their right arm over their body)
  - Does it sound right?  
(their left arm crosses over their body making an X)
  - Does it make sense?  
(both arms come down with hands pointing to the ground)

*\*Doing physical movements with each question helps children to remember the questions.*
2. If your child is having difficulty with this strategy at home, break down the process:
  - Have her stop reading when meaning breaks down.
  - Tell her to look at the letters and say the sounds or look for word chunks in words.
  - Remind her to use the pictures to help.
3. To make your child aware of using this strategy, give him a piece of paper and tell him to make a tally mark each time he uses the **cross checking** strategy.

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# Parent Pipeline



## CAFÉ Strategy: Determine and Analyze Author's Purpose

Every time an author writes, he or she writes for a reason. As readers it is important for us to understand why a piece was written because we infer the meaning of the text based on the author's purpose for writing it. Identifying why the author wrote a text deepens our understanding for how to read and comprehend the text. Although there are many different reasons for writing, we mainly focus on the following:

Persuade	Entertain	Inform
examples: editorials	examples: short story	examples: news articles
advertisements	poetry	textbooks
commercials	drama	biographies
	novels	non-fiction

### How can you help your child with this strategy at home?

1. When you sit down to read with your child, begin by looking at the book and having your child predict what he/she thinks the author's purpose is. Is the author trying to persuade, inform, entertain, or is there another reason the author wrote the book?
2. After your child states what he/she believes to be the author's purpose for writing the book, ask your child to look for clues in the story that support their conclusion. Use the following prompts to encourage their thinking:
  - Do you know anything about this author? Some authors write specific genres.
  - Is the selection going to teach you something, make you laugh, or try to get you to do something?
  - What clues can you find in the text that support what you think?
  - How might you approach reading this text, knowing the author's purpose?
  - After reading the selection, do you still agree with your prediction about why the author wrote this text? If not, what do you think is the author's purpose now? What in the text made you change your idea?
3. Have your child practice predicting author's purpose by selecting different books off of the bookshelf and asking your child to predict the author's purpose. Always have your child explain his/her thinking to encourage self reflection. Then, after reading the text, revisit the prediction. Ask the author's purpose again after reading the text.

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# Parent Pipeline



## CAFÉ Strategy: Flip the Sound

Have you ever taught your child a rule from the English language to then have them point out an example where it doesn't work? Many words in the English language don't follow basic phonics rules. For example, children learn that *ch* makes the /ch/ sound we hear in *chip*. However, this rule does not apply when decoding the word *school*. Children need to be given tools to use when reading so they are not stumped when common rules don't apply. **Flip the sound** is a strategy good readers use when they come to a word that doesn't sound right or make sense. Knowing the multiple sounds a letter or letter combination can make and being able to flip the sounds around is an essential skill.

### How can you help your child with this strategy at home?

1. When your child reads a word incorrectly, wait until he/she gets to the end of the sentence. Then, stop your child and ask, "Did the word you just read sound right?" Put your hand palm-down and flip your hand over while saying, "Try flipping the sound."
2. Remind your child that when good readers use the strategy of flip the sound, they listen for a word they recognize. They then check to make sure that word makes sense in the sentence.
3. When sounding out words, review the different sounds letters make. Ask your child, "What other sound could that letter make?" Encourage your child to use the strategy of flip the sound to try different words until he/she is successful.
4. If your child is still struggling with this strategy, give your child the kinesthetic prompt of flipping over your hand as a quiet reminder to try the strategy.
5. This strategy can be compared to the strategy of cross checking. Remind your child to look at the word and ask, "Does it look right, does it sound right, does it make sense?" If it doesn't sound right, they will then know to flip the sound and try again.

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# Parent Pipeline



## **CAFÉ Strategy: Infer and Support with Evidence**

Have you ever read a book and assumed what the author was saying or feeling without having it actually written down? You make these assumptions using your background knowledge, clues from the story, and pictures. Authors don't always tell the reader everything they want them to know about the story. In order to better comprehend, children must learn to be detectives and look for clues in the text to understand the meaning of the story. Learning to **infer and support with evidence** is a strategy used by good readers to better understand what the author is saying.

### How can you help your child with this strategy at home?

1. Read to your child and model your thinking as you read. Modeling is one of the most effective teaching strategies.
2. Have your child "read" a wordless picture book. Using the pictures to tell stories helps with the inferring process.
3. When reading with your child, ask some of the following questions:
  - Can you explain why the character acted this way?
  - How do you think the author might feel about (the character)?
  - Think about the setting... what details can you add?
  - Figure out explanations for these events.
  - What clues can you find in the pictures?

**Remind your child that a book detective goes slowly, looks for clues, and uses those clues to support his/her thinking.**

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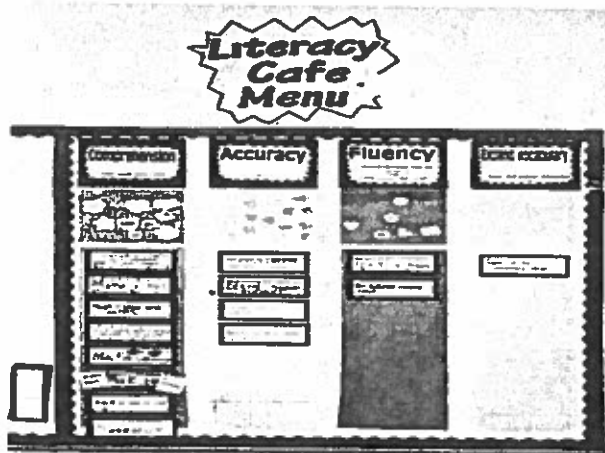
Dear Parents,

Our year is off to a great start and I am excited to share what the children will be working on during our literacy block this year. Research shows that good readers use a variety of strategies when successfully reading and comprehending a selection of text. I feel it is not only important to teach these strategies, but to post them as a reference for readers in the classroom.

Our classroom has a Literacy CAFE Menu posted that contains strategies good readers use when reading. In class, we compared our Literacy CAFE Menu to a menu at a restaurant. We discussed how the food we order at a restaurant depends on the time of day, how hungry we are, and what we like to eat. This compares to our classroom CAFE menu because as readers we use the strategies we need at the time to help us successfully read and comprehend text.

CAFE is an acronym that stands for Comprehension, Accuracy, Fluency, and Expanding vocabulary. These become our goals and the strategies we use to be successful with our goals are posted below them. Each child has goals and strategies specific to his/her individual needs and therefore will get the direct instruction needed to move forward and become a successful reader.

As your child declares his/her goal and works on various strategies, I will be sending home a Parent Pipeline. The Parent Pipeline is a letter informing you of the strategy your child is working on and it provides suggestions for assisting your child at home. Please look for these letters throughout the year and support your child in his/her quest to become a better reader.



Thank you for your time,



# Parent Pipeline

for Emergent Readers



## CAFÉ Strategy: Listen With Understanding

When listening to a story, many times children hear the words being read but do not understand. They are too busy looking at the pictures or thinking other thoughts, and forget to take the time to think about what is being read. If they continue to do this, they will lose the desire to read because they will be unaware that text holds meaning. As children advance as readers, they can develop the habit of reading through text without monitoring their understanding of the story being told.

**Listen with understanding** is a comprehension strategy that teaches children to stop frequently to think about if they understand what is being read. Knowing a story is written to tell us or teach us something, helps a beginning reader to think about the text as they listen to a story. Emergent readers should stop often when being read to, and answer "who" the story is about and "what" is happening.

### How can you help your child with this strategy at home?

1. When reading to your child, stop periodically and say, "We are going to check and see if we remember what was just read. Think about who the story was about and what happened. What do you remember?" Do this 3 or 4 times throughout the story.
2. When reading to your child, stop and have them check their listening skills by saying, "I heard you read..." You may want to provide your child with a question before reading a selection so they can tune in to find the answer.
3. Ask your child the following questions:
  - Do you understand what is going on in the story?
  - Who is the story about?
  - What just happened?
  - Was your brain talking to you while you listened? What were you thinking?
  - Do you have any questions about what is going on?
  - What do you do if you don't remember?

**Thank you for your continued support at home!**



# Parent Pipeline



## CAFÉ Strategy: Make a Picture or Mental Image

Have you ever tried to remember where you put something? Usually the first thing people do is retrace their steps or visualize the last time they had the object. Making a picture in our mind helps us to recall events more clearly. The same is true when reading a story. When readers listen to or read text, they can create pictures in their mind or make a mind movie. This helps a reader to remember more of what they read or heard.

Your child is working on the comprehension strategy: **Make a Picture or Mental Image**. This is an excellent strategy for readers to use when recalling details in the text. Making a picture or mental image assists readers in understanding what they read by creating images in their mind, based on the details in the text and their prior knowledge.

### How can you help your child with this strategy at home?

1. Remind your child that when making a picture or mental image, readers put themselves in the story or text by making a mind movie. They also look for important details that help them make pictures in their minds.
2. Explain that there are many ways pictures help readers remember what they are reading. They can do this by:
  - thinking about what they know about the text before they read
  - using sensory details to create mental pictures (what did it smell like, feel like, look like, etc.)
  - looking back at the picture in your brain after the story to remember what has happened.
3. Read to your child and model how you make pictures in your mind. Then, give your child a chance to try it. Read a selection to your child and ask:
  - What do you see in my mind as I read this selection?
  - Can you see yourself in this selection?
  - Explain to me the picture in your mind.

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## CAFÉ Strategy: Predict What Will Happen; Use Text to Confirm

As adult readers we make predictions often without even realizing it. We do it when we watch movies, read a book, or hear someone tell us a story. It is a way of focusing our attention and motivating us to want to hear or read more. Children benefit from predicting in the same way. Therefore, it is important that we guide them to not only predict what will happen, but to also confirm their predictions.

To predict, readers tell what they think will happen in the story. To confirm, readers find out if their predictions were true, partially true, or way off. Using this strategy gives readers the chance to make connections to the text, think ahead, and become more engaged.

### How can you help your child with this strategy at home?

1. When reading with your child, model this strategy aloud. Use your background knowledge, picture clues, and other details in the selection to make a prediction. Then, after reading, check to see if your prediction was correct. Tell your child what you are thinking so it is clear how you predict and confirm when reading.
2. Encourage your child to use the "secret to success" they learned in class. Our "secret" is to follow these three steps:
  - Look at the details in the selection.
  - Decide what you think will happen next, based on the details and background knowledge.
  - Look back and check to make sure the prediction was correct.
3. Use the following questions to promote this strategy. Ask your child:
  - What do you think will happen based on your information?
  - What clues are you using to make your prediction?
  - What kinds of clues did you use? (pictures, words, or background knowledge)

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## CAFÉ Strategy: Monitor and Fix Up

Good readers often stop to think about if what they are reading makes sense. They make sure they understand what is happening in the story or what the selection they are reading is about. If meaning breaks down during a story, good readers have strategies to go back and fix the problem. Some strategies a reader may use to assist in making sense of a story include: summarize text, go back and adjust the reading rate, reread text while thinking carefully, skim and scan the selection to gain meaning, or ask for help. Readers who monitor their own reading know and use these specific strategies when meaning breaks down and fix their reading to improve their comprehension.

Your child is working on the comprehension strategy, **monitor and fix up**. This strategy will help your child identify when meaning breaks down and will give him/her tools necessary to regain comprehension.

### How can you help your child with this strategy at home?

1. When reading with your child, stop periodically and ask your child, "Does this make sense?" If not, ask your child what he/she could do to help gain understanding of what is being read.
2. Read to your child and model what it sounds like when you stop to monitor your reading. Let him/her hear the process you go through. Ask yourself the following questions: Who is this story about? What is happening in the story? What is the author trying to tell me? Let your child hear you answer the questions and go through the process of monitoring your comprehension.
3. Ask your child to create a list of his/her favorite fix up strategies. Remind your child to use these strategies when meaning breaks down. The goal is to coach your child to monitor comprehension and use the strategies until they become a habit.

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## **CAFÉ Strategy: Practice Common Sight Words and High-Frequency Words**

Has your child brought home a list of sight words to review? Many of these sight words are irregular and do not follow a decoding pattern or rule. We encourage children to recognize these words by sight so they are able to read them quickly and understand what they read. Knowledge of sight words is crucial to a reader's success in fluency and comprehension. Use the following suggestions to help your child become a successful reader.

### **How can you help your child with this strategy at home?**

1. Become aware of the sight words your child is currently learning. Then, when reading, focus on one or two of these words. Have your child play detective and find these words in their reading.
2. Remember that repetition and practice is invaluable. Review sight words with your child for a few minutes each night.
3. Create a game of "sight word memory" using index cards. Look for pairs of words that match, reading each card as you turn it over.
4. Using old newspapers or magazines give your child a highlighter and have him/her highlight words recognized by sight.
5. Have your child write a sight word on an index card. Then, cut the letters apart. See if your child is able to piece them back together.
6. Create a game of sight word "Go Fish". After grasping the concept of the game, only count matches that can be read. 😊

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# Parent Pipeline



## CAFE Strategy: Read Appropriate Level Texts That Are a Good Fit

Have you ever spoken with a doctor, auto mechanic, or computer support person that has given you advice or directions in a language that was difficult to understand? This is comparable to reading a book that is too difficult. For readers to have high success in reading, they must spend time reading material they can read with 99 – 100 percent accuracy. We encourage students to select books that are a good fit so that they are successful and enjoy reading. Working on the strategy of reading appropriate level texts that are a good fit will help your child read smoothly, engaging in texts they can read without difficulty.

### How can you help your child with this strategy at home?

1. When your child goes to read a text, have him or her use the I-Pick method to explain why that specific text was chosen. Ask your child, "Is that a good-fit book for you? Show me how you know that." The I-Pick method is described below:
  - I – I pick a book
  - P – Purpose (What is my purpose for choosing this book?)
  - I – Interest (Am I interested in this book?)
  - C – Comprehend (Do I understand what I just read?)
  - K – Know (Do I know most of the words?)
2. Model the I-Pick method for your child. Take a book you are reading and go through I-Pick to set an example for what it looks like and sounds like to review reading selection choices.
3. Help your child recognize when a text is too difficult. They are taught to ask:
  - Do I know almost all of the words?
  - Is this book hard to understand?
  - When I read it does it sound choppy and slow?

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# Parent Pipeline



## CAFÉ Strategy: Recognize and Explain Cause-and-Effect Relationships

Understanding cause-and-effect relationships is a basic thinking skill. It is a strategy used by readers to understand why things happen the way they do in the text. Students are taught to look for clue words that will assist them in determining the cause and effect of the events in the text. It is a strategy that is not only used in reading, but it is experienced in day to day life.

Readers who recognize cause-and-effect relationships understand that in-text events happen (effects), along with the reason why they happen (causes). When students recognize this relationship, comprehension is increased.

### How can you help your child with this strategy at home?

1. Encourage your child to look for clue words when reading. These clue words include: because, if, then, since, so, therefore, & as a result of.
2. When reading with your child, show examples of cause-and-effect relationships in the text. This modeling is essential to understanding.
3. Sometimes we must infer the cause because it is not always stated in the text. If this is the case, ask your child, "Why do you think this happened?"
4. Spark conversation about the text by using the following questions:
  - What happened and why did it happen?
  - What were the clue words?
  - Why would this have happened?
  - Give examples of cause-and-effect relationships throughout your life-in your family, in sports, and in your friendships.

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# Parent Pipeline



## **CAFÉ Strategy: Recognize Literary Elements 1**

When we read, we often recognize common elements of a story that include plot, character, setting, and theme. We use these elements to help us infer what will happen next. As readers, when we identify and understand these elements, we store this information to help us remember and comprehend what the story is about.

Literary elements work together to form the story and make it interesting. We learn literary elements separately, but we combine them when reading to give us a better understanding of the story. It is important that children specifically look for these elements as they first learn them. It is through exposure and practice that readers become good at using these elements to comprehend text.

### **How can you help your child with this strategy at home?**

1. When reading a story with your child, discuss the character. Begin by asking your child who or what the story is about.
2. After determining the character, see if your child is able to tell you where and when the story occurs. Ask your child how they were able to determine the setting? Did he/she use pictures, words, or infer to establish the setting?
3. Continue to read the selection and discuss with your child important events that occur in the story. Ask your child what the problem is in the story and how the problem was solved.
4. Conclude the story by talking about the theme of the story. The theme is the underlying message, or meaning, of the story. Encourage your child to use what they know about the characters, setting, and plot to help determine the theme.

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## **CAFÉ Strategy: Recognize Literary Elements 2**

Your child has already studied the literary elements of plot, character, setting, and theme. These elements assist with understanding and help a reader infer what will happen next. Now that they are familiar with these components of a story, they are ready to dive deeper and learn more. Your child is now learning about many other literary elements that add to a unified story. These elements include foreshadowing, flashback, point of view, irony, symbolism, and figurative language.

Literary elements work together to form the story and make it interesting. As your child learns more about these different elements, he/she will build on their current knowledge to gain better understanding of how to use these elements to comprehend text.

### **How can you help your child with this strategy at home?**

1. When reading a story with your child, ask your child to name an event that is foreshadowed earlier in the story. What clues were given?
2. To revisit point of view during a selection, ask your child, "Who is narrating the story?" or "What would this story look like from (character)'s point of view?" Have your child explain his/her thinking.
3. Authors use figurative language when describing things through comparison, exaggeration, or interesting word choice. When reading with your child, look for examples of figurative language in the story and talk about why the author chose those literary devices.
4. Flashbacks occur when a character remembers an event that took place previously. Although they do not occur in every text, keep your eye out to notice and discuss when flashbacks occur in a story.

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# Parent Pipeline



## CAFÉ Strategy: Reread Text

Have you ever heard someone read choppy and without expression? Broken reading is often hard to listen to, sounds awkward, and decreases comprehension. A fluent reader, on the other hand, reads accurately and with expression. The text flows with appropriate speed so the reader is able to understand what is being read. Many times children who struggle with fluency lose interest and do not want to read.

Does your child read slowly? Does he read choppy and often lose track of his place when reading? Does she lack expression? Does your child often get frustrated when reading and quit?

If any of the above are true, **rereading text** is an excellent strategy to help your child gain fluency and confidence when reading.

### How can you help your child with this strategy at home?

1. Have your child choose a different paragraph from the story they are reading each day. Have them reread that paragraph until they can read it smoothly, with expression, and read all the words correctly. This practice doesn't take long, only five to eight minutes each day.
2. Remind your child that he/she must be reading from a good-fit book. If the book is too difficult, your child's energy will be spent on decoding words and not on fluent reading.
3. Model what fluent reading sounds like by reading aloud to your child. Then, have your child reread a paragraph they have heard you read.

As always, be sure to continue to offer your child support & encouragement!

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# Parent Pipeline



## CAFÉ Strategy: Retell the Story

When parents ask their children what happened in school that day, the response is usually one of two things. Either they are given a play by play synopsis or they are given the single word answer "nothing". The strategy of retelling is similar.

Retelling a story helps readers recall what is happening in the story they are reading. It allows a reader to stop and monitor their understanding. A retelling usually includes characters, settings, problems, and the solution or the main ideas of the text. It involves telling what is important without telling too much. Many times children struggle with the concept of weeding out what is important. Often they either provide every single detail or they give a vague description that is hard to follow. Use the following strategies to help your child be successful in retelling.

### How can you help your child with this strategy at home?

1. When reading with your child, stop to think about what you are reading. Model this process aloud. Stop and reread if you can't remember.
2. When reading with your child, stop and have your child tell you what is happening in the story using the words: *first, next, then, last, and finally*.
3. Use the following questions to prompt your child to think about the story being read:
  - Who were the main characters?
  - What problem did the main characters experience?
  - How was the problem solved?
  - How did the story end?
  - What happened first, next, and last?
4. Allow your child to become comfortable with the strategy of retelling by retelling events they are familiar with. This is where you can help your child focus on weeding out minor details by centering their attention on what's important. Use some of the following prompts or come up with some of your own.
  - Tell me about the last time your family went out to dinner.
  - Tell me about what you did at school this week.
  - Tell me about a time when you went to a birthday party.
  - Tell me about the first time you lost a tooth.

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# Parent Pipeline



## **CAFÉ Strategy: Skip the Word, Then Come Back**

As experienced readers, when we come to an unfamiliar word in a text, we are usually able to use context clues to help us figure out what the word is. We use the accuracy strategy, "**Skip the Word, Then Come Back**" without even thinking about what we are doing. We have enough experience and practice as a reader to know this strategy works.

When children come to words they don't know, some stall on the unknown word and are unable to move on. These children must learn strategies to help them move forward. Your child is working on the accuracy strategy, "**Skip the Word, Then Come Back**". This strategy teaches a reader to skip over the word until the end of the sentence or passage. Then, the reader should back up and read the sentence again, using the first letter or letters of the skipped word and their context clues to decode the unknown word.

### **How can you help your child with this strategy at home?**

1. When listening to your child read, help him/her realize it is okay to skip over a word and then come back to it. If, when reading, your child gets stuck on a word, encourage the use of this strategy.
2. Model this strategy for your child. Read aloud and stop at a word they may find difficult. Think out loud. Say, "I am going to skip this word because I am not sure what it says. I will read the rest of the sentence and then come back to it to see if I can figure it out." Hearing someone else think through the use of a new strategy can be helpful to a reader that is learning to use that strategy for the first time.
3. Play a game of "Guess My Word" with your child. Write a sentence and cover up one word. Have your child read the sentence and guess what the word might be. Then, uncover the first letter of the word and help them use the first letter and context clues from the rest of the sentence to figure it out. You may also want to reverse roles and have your child write a sentence and cover a word for you to guess. This will allow you another opportunity to model this strategy for your child.

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# Parent Pipeline



## CAFÉ Strategy: Summarize Text; Main Events

Summarizing is taking sections of text and pulling out the most important parts of what was read. It is deciding what is worth remembering in a selection and capturing it in your own words. As readers it is important to summarize what we read so we can remember, organize, and understand the importance of the selection.

Summarizing is used often but is challenging for many readers. This is because they try to retell the whole story with great detail. They struggle with finding the most critical elements of the story. When this happens, use the strategies below to get your child familiar with summarizing text.

### How can you help your child with this strategy at home?

1. When reading with your child, model how to summarize. After finishing a few pages or a chapter, stop and summarize what has happened. State the main ideas and organize the events of the story.
2. After reading a story, have your child draw a picture of the most important information from the story. This will help your child to focus on what the main idea of the story was by deciding what parts of the story need to be included in the picture.
3. Read one chapter in a chapter book or a portion of a picture book and question your child about what was read. Questions to ask your child after reading include:
  - What is this selection about?
  - What are the main ideas of this selection? What is your evidence?
  - What is not important to remember in this selection? Why?
4. Make it a game with your child. Have your child read a selection and then give him/her one minute to tell you what happened in the their reading and why you should or should not read it. Remind them to only tell you the most important details of the book.

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# Parent Pipeline



## CAFÉ Strategy: Trade a Word/ Guess a Word That Makes Sense

After learning to skip a word and come back, readers gain confidence that if they don't know every word in a text, they have strategies to draw on. It is essential, however, that readers understand what they are reading. If they skip the word, come back, and are still unsure, it is a good idea to **trade a word/ guess a word that makes sense**. When readers encounter words they don't know, but they understand the gist of the text, they insert a word that makes sense in place of the unknown word.

The strategy, **trade a word/ guess a word that makes sense**, provides readers with the option to continue reading by using a similar word for an unknown word. Reading continues and meaning stays intact.

### How can you help your child with this strategy at home?

1. When reading a story with your child, cover a word or two in the text, leaving only the first letter showing. Model how you use context clues and look at the first letter of the word to "guess" a word that would make sense in the story. Continue reading the selection to see if your "guess" holds the meaning of the passage.
2. After modeling for your child, continue reading to the next covered word and let your child make a "guess". Remind your child to use context clues. Ask your child, "Look at the first letter or letters: what word would make sense in this sentence that begins with that letter's sounds?"
3. Play a game with your child. Say a sentence and leave a word out. Let your child guess a word that would fit in the sentence. Then, give your child the first letter of the word that you are thinking of to finish your sentence. Have your child make another guess. Check to see if your child's guess makes sense. Then, it is your child's turn to give you a sentence and leave a word out. This short practice can be done in a short drive to or from school. ☺

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# Parent Pipeline



## **CAFE Strategy: Tune In To Interesting Words**

When children learn to **tune in to interesting words**, they build word awareness and the understanding of words. This leaves them with "thinking power" in their brain to comprehend and make meaning of what is read. Have you ever heard a new word, looked it up, and then repeated it often to remember it? Students who **tune in to interesting words** expand their vocabulary by focusing on these new words and their meaning. By looking for words that are interesting and unique, children not only increase their vocabulary, but they also enhance their comprehension. A child must have multiple exposures to a word in order for it to become a part of his/her vocabulary.

### **How can you help your child with this strategy at home?**

1. Ask your child to tell you about his/her word collector at school. The word collector is a form that allows your child to keep track of interesting words found in books he/she is reading. Create a word collector at home to hang on the refrigerator or to keep in a special place.
2. When your child is reading or you are reading to your child, ask your child to find three interesting words. Have your child write these words down and talk about the meaning of these words. See if anyone in your family is able to use the words in a sentence. Add these words to your family word collector.
3. Encourage your child to find interesting words when watching TV or in daily conversation. When tuning in to an interesting word, help your child understand the word and then add it to the family word collector.
4. As always, modeling is a wonderful way to spark interest in children. When you are reading a magazine, newspaper, or book, tune into an interesting word and discuss it with your child. Explain that even adult readers **tune into interesting words** to better understand text.

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# Parent Pipeline



## CAFÉ Strategy: Use Beginning and Ending Sounds

Often when learning new words, children apply the strategy of **using the beginning sound** to help them identify the word. When they do this, they often guess a word that may not fit in the sentence, it starts with the same letter so they guess and move on without looking at the rest of the word. They may not even know there is an end to the word. To gain accuracy it is important that children also learn to look at the **end of the word** when reading. Applying the accuracy strategy of **using beginning and ending sounds** helps with both accuracy and comprehension since reading the correct words will enhance the meaning of what is being read.

### How can you help your child with this strategy at home?

1. When listening to your child read, encourage him/her to slow down enough to pay attention to the end of the word. Have your child point to the end of the word and tell you the sound it makes. This reinforces that there is an end to the word.
2. Have your child cross check the word he/she just read. Remind your child to ask, "Does it look right, does it sound right, does it make sense?" to help them identify the word.
3. If necessary, revisit letter sounds and the concept words of beginning and end. Then, when stumbling on a word, have your child stretch out the word, saying the beginning, middle, and end sounds. After having him/her focus on the beginning and ending sounds, help your child read the word correctly and ask, "Did that make sense?"
4. If your child is still struggling with this strategy, have your child write the word out. Slowing down to write the word can help focus his/her attention on the end sound.

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# Parent Pipeline



## CAFÉ Strategy: Use Main Idea and Supporting Details to Determine Importance

The main idea of a passage is often stated in a sentence within the passage. It helps readers understand the most important idea about what is being read. The other sentences of the passage include pieces of information that tell more about the most important idea. These are called the supporting details.

Understanding the general idea of a text can be tricky for beginning, emerging, or even established readers. It can require time, brain power, and hard work to determine the main idea of a passage. Learning how to use the main idea and supporting details is an essential piece to a reader's success in comprehending text.

### How can you help your child with this strategy at home?

1. When reading with your child, stop frequently and ask your child what they think the selection is about. Then, ask your child to give you one detail to support their thought.
2. Remind your child that readers may think differently about what the author's main point is in the selection. When a reader decides what he/she believes is the main idea, evidence from the text must be given as support. Model this process for your child, thinking aloud as you go and supporting your findings with details from the text. You may wish to use the following terms:
  - **topic** – the subject, what the text is about
  - **main idea** – most important idea about the topic (usually a sentence)
  - **supporting details** – bits of information used to support main idea
3. Give your child an opportunity to practice this strategy. After reading a selection, ask:
  - In a few words, what is this selection about?
  - What do you think is the most important idea about this topic?
  - Did you find the main idea written in the passage or did you infer it?

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## CAFÉ Strategy: Use Pictures, Illustrations, and Diagrams

One way readers expand their vocabulary is by paying attention to pictures, illustrations, and diagrams in a text. They use the context of the story, their background knowledge of what is being read, and at times infer to gain meaning of what is being read. Readers do this because illustrations provide clues about the meaning of words and text. Paying attention to the pictures may confirm the meaning of words. Help your child become familiar with this strategy by using the following suggestions at home.

### How can you help your child with this strategy at home?

1. When reading with your child, remind your child to cross check. A reader cross checks by asking, "Do the pictures match what I think the word means, and does it make sense?"
2. Model this strategy by breaking it down in these steps:
  - Read a picture book or nonfiction book.
  - When you come to a difficult or "interesting" word, stop.
  - Say, "I am going to look at this picture to see if I can figure out what this word means."
  - Infer the words meaning based on background knowledge of text and what is shown in the picture.
  - Celebrate figuring out the word ~ remind your child that using pictures helped to increase your understanding of the text.

Encourage your child to model the above steps for you.

3. Practice using pictures, illustrations, and diagrams to increase meaning by doing a picture walk through a story. Before reading the words, view all of the pictures of the story and see what story the pictures tell. Then, go back and read the words. Visiting the pictures first will draw attention to important details that will increase understanding of the text and reinforce this vocabulary strategy.

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# Parent Pipeline



## **CAFÉ Strategy: Use Prior Knowledge and Context to Predict and Confirm Meaning**

Occasionally readers come to words that are unfamiliar and therefore difficult to understand. When this happens, readers can use context clues to help gain understanding. Context clues are the words, phrases, and sentences surrounding an unfamiliar word that give clues or hints to its meaning. Although not all words can be figured out this way, it is important for readers to know this strategy as one way to gain meaning from a word. This strategy may take awhile for a reader to become comfortable using, but with practice it will help expand vocabulary and enhance understanding.

### **How can you help your child with this strategy at home?**

1. Encourage your child to look for clue words to help figure out the meaning of a word. These words include: but, however, unlike, means, in other words, also known as, etc. Remind your child that punctuation may also provide clues to the meaning of a word.
2. Your child was taught different context clues, what they mean, and how to use them with the steps below. Review these steps with your child and model them when reading with your child so they become familiar.
  - Check for a context clue that is in the sentence.
  - After finding a context clue, reread the sentence with the new term or clue in mind.
  - Think about what the sentence says using this context clue.
  - If you don't find a clue or understand the main point the author is making, try a different strategy to figure out the word, such as asking someone the meaning or using a dictionary.
3. Remind your child to self-monitor as they are reading. Good readers should check themselves to see if what they are inferring looks right, sounds right, and makes sense.
4. Write a sentence, leaving one word out. Have your child read the sentence and use context clues to guess what word is missing. They enjoy trying to figure it out and it is a great way to practice using context clues.

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# Parent Pipeline



## CAFÉ Strategy: Use Prior Knowledge to Connect With Text

Have you ever read a story and been able to connect on a personal level with a character or storyline? Do you notice that it is easier to read and comprehend something that you have background knowledge of? This is because readers bring information from what they already know or what they have previously read about a topic and connect it with what they are reading. This increases their understanding of the text and helps them remember what they have read. Using prior knowledge can help students connect their own experiences with the text to better understand and make sense of what they are reading.

### How can you help your child with this strategy at home?

1. When reading with your child, pause before and during the reading of the text to relate what is being read in the story to what is already known.
2. Model for your child how you activate prior knowledge before you begin reading. Use some of the following questions to get started:
  - What experiences have you had that might be similar to what this book cover is telling you?
  - What do you already know about this content, genre, or author?
  - While reading: Does this part of the story remind you of anything you have done before or read before that will help you understand this section of the story better?
  - Using what you already knew about the topic, did that information help you understand this selection?
3. Remind your child that a reader can connect text to many different experiences. They can make a "text to self" connection (connecting to personal experiences), a "text to world" connection (what they know about the world that will help them better understand the story), or a "text to text" connection (the current book reminds them of a previous book read). When your child makes a connection, see if he/she can identify what kind of connection was made.

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# Parent Pipeline



## **CAFÉ Strategy: Use Punctuation to Enhance Phrasing and Prosody**

As experienced readers, the use of punctuation comes automatically. We read a story and use the punctuation to make meaning of the text. For beginning readers, learning to read in phrases is important. The meaning of text is embedded in a chunk of words, not just in isolated words themselves. The order and the way words are put together in a text, creates the meaning.

Your child has been encouraged to compare the reading of text to spoken language. When reading text aloud does it have the intonation and prosody we hear every day in our conversations with others? Your child is learning the fluency strategy: **Use Punctuation to Enhance Phrasing and Prosody**. Paying close attention to all punctuation will assist with fluency and overall comprehension of text.

### **How can you help your child with this strategy at home?**

1. Read aloud a segment of text to your child. Model how you control your voice to go up and down. Highlight punctuation in the text and discuss what your voice did when you came to the punctuation. It may even help to read it once without intonation or attention to punctuation, see what differences your child is able to notice.
2. Using a pencil, underline a phrase in a sentence and model how the words are said together without a pause. Have your child repeat this phrase for you a few different times until fluency is attained.
3. Give your child a highlighter and ask him/her to highlight all punctuation in a portion of text. Then, go through the text with your child, talking about what their voice should do at each highlighted spot. Finish by having your child read the excerpt aloud one or two times.

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# Parent Pipeline



## **CAFÉ Strategy: Use Text Features**

Non-fiction texts contain information that is true. They also contain features such as titles, headings and subheadings, captions, maps, diagrams, charts and graphs, legends, bold and italicized text, glossaries, indexes, and cutaways. These features are a common part of non-fiction reading that we often use or reference to help gain understanding of what is being read. As experienced readers, we do this without notice.

When students read nonfiction material, they will also encounter text features that are different from those they come across when reading fiction. Students who have had experience and know the purpose of text features improve their comprehension of the text.

### How can you help your child with this strategy at home?

1. When reading with your child, tune in to these features and think out loud when you use them. For example, when coming across a word in bold print you might say, "I notice this word is darker than the rest of the words. It is in bold print. I bet the author wanted me to notice this word because it stands out. I need to make sure I know what this word means."
2. Break it down into individual text features to bring awareness to your child about these features in text. Begin by asking your child to look for words in **bold**. Then, have your child list any words in *italics*. You can also have your child look for titles, headings, charts, legends, glossaries, and captions.
3. Guide your child in using his/her background knowledge about text features to aid in comprehension. Have your child read a non-fiction selection to you, stopping when a text feature is used. Ask your child to explain his/her thinking about that text feature to you.

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# Parent Pipeline



## CAFÉ Strategy: Use the Picture... Do the Words and Pictures Match?

An important accuracy strategy that good readers use to help gain meaning from text is to **use the pictures** and ask “**Do the words and picture match?**”. Pictures help to confirm that the words being read make sense. Illustrations can provide hints to help students decode a word. **Using the pictures** is a necessary strategy to help children prepare for other strategies they use as they become more developed readers. Many times beginning readers feel they are “cheating” when they look at the pictures. It is important to model the effectiveness of **using pictures** to help decode words and to gain meaning so children feel comfortable using this strategy and know it is “okay” to use the pictures when reading.

### How can you help your child with this strategy at home?

1. Start with beginning reading books that only have a few words on the page. The pictures give clear support for figuring out the meaning and the words.
2. Cover up the words on a page and have your child “read” the story to you by “reading” the pictures. After your child tells you what happened on the page, uncover the words and read the page. This supports the idea that pictures can help tell the story.
3. When reading a picture book with your child, spend time modeling how you look at pictures, maps, and graphs. Talk about your thinking so your child can hear your thought process. Be sure to model how you stop while you are reading to look at the pictures to help you gain information about what is going on.
4. Reading pictures also includes graphs, maps, charts, and their captions. It is a powerful nonfiction reading strategy that can be used to help support a child when reading different textbooks. Remind your child to use this strategy when studying for tests or when writing reports.

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# Parent Pipeline



## CAFÉ Strategy: Use Word Parts to Determine the Meaning of Words

No matter what age, readers occasionally encounter new words that they must break apart in order to read and understand. Looking at parts of words helps readers to break the word's meaning apart and gives them a strategy to understand new words. When looking at familiar word parts, readers are able to use their background knowledge of these word parts, along with their knowledge of the text, to understand the meaning of the word. Although each year children learn many new words in the classroom, there is no way they can be taught all of the words they will come across when reading. Learning the strategy of **using word parts to determine the meaning of words**, gives readers a tool to figure out words they come across when reading.

### How can you help your child with this strategy at home?

1. When stumbling on a new word, remind your child to ask, "Do I know any part of this word?" This question directs the reader to search the word for a prefix, suffix, chunk, or blend they are familiar with.
2. Help your child infer the meaning of the word based on familiar parts of the word. Look for a prefix or suffix and discuss how it affects the meaning of the word.
3. When you have a few extra minutes, give your child a prefix or a suffix and talk about what it means. Give your child two minutes to come up with a list of words that include that prefix or suffix.

#### Common English suffixes

-s, -es, -ed, -ing, -ly, -er, -or, -ion  
-tion, -ation, -ition, -ible, -able,  
-al, -ial, -y, -ness, -ity, -ty, -ment

#### Common English prefixes

un-, re-, in-, im-, ir-, il-, dis-, en-, em-  
non-, in-, im-, over-, mis-, sub-, pre-  
inter-, fore-, de-, trans-, super-, semi-

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# Parent Pipeline



## **CAFÉ Strategy: Use Dictionaries, Thesauruses, Glossaries as Tools**

Readers use many strategies to increase their understanding of words and texts they are reading. Although there are many different strategies to use, one of the most widely known strategies is using a dictionary, thesaurus, or glossary as a word learning tool. Readers use this strategy when they need a precise definition of a word or a list of other words that mean the same thing. In order for readers to be successful at using these word learning tools, they must first understand how they work. In class, your child has been learning how to productively use these tools. The following ideas will help you assist your child with this strategy at home.

### **How can you help your child with this strategy at home?**

1. When reading with your child, model the use of these tools. Select an interesting word in the text and model how to use a dictionary to look up the meaning of the word. Then, you may want to use the computer or a thesaurus to see what other words the author could have written instead.
2. A dictionary shows the proper spelling of a word, how to pronounce the word, the syllables of a word, and the meaning of a word. Have your child practice his/her dictionary skills by looking up words you give. Ask for the spelling, definition, and syllable/pronunciation of the word.
3. Remind your child that the dictionary lists words in alphabetical order. Practice using this skill with your child by giving a list of words in random order and asking your child to put them in ABC order. Once they become good at this, make it more difficult by giving lists of words that all start with the same letter. This provides practice for looking at the second and third letters in a word.
4. Make a game out of practicing dictionary skills by seeing who can find a word first. Each player has a dictionary that is closed. One player gives a word and both players look to find the word. The first to find the word and read the definition wins.

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# Parent Pipeline



## CAFÉ Vocabulary Strategy: Voracious Reading

Your child has been working on the vocabulary strategy of **voracious** (vo\*ra\*cious) **reading**. Although the strategy of **voracious reading** can also be used to improve fluency, your child's current goal is vocabulary. The children have learned that good readers increase their vocabulary by reading and reading and reading, thus becoming a **voracious reader**. It is through reading that children are able to learn new words and increase their vocabulary. There are many ways parents can encourage their child to be a voracious reader. Ask your child what it means to be a **voracious reader** and then use some of these suggestions to encourage this vocabulary strategy at home.

### How can you help your child with this strategy at home?

1. Read to or with your child each night. You may both read your own books, independently (at the same time), or you may read one book together. This models a love of reading for your child.
2. Although schedules get busy, try to provide a time each day for your child to read from materials of his/her choice and interest. This can include fiction, non-fiction, biographies, or magazines. This will encourage your child to read for fun in addition to reading for knowledge.
3. Help your child choose a "good-fit" book to enhance his/her motivation to read. We use the "I PICK" acronym.
  - I look at a book
  - Purpose - What is the purpose for reading this book?
  - Interest - Are you interested in this book?
  - Comprehend - Do you understand what you read?
  - Know all the words - Do you know most of the words?
4. In order to provide a wide range of materials to choose from, make a weekly visit to the public library with your child, encourage your child to bring books home from the school library, or even exchange books with his/her friends.

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# Parent Pipeline



## CAFÉ Fluency Strategy: Voracious Reading

Fluency is the ability to read, speak, or write smoothly and with expression. The best way to become a fluent reader is through reading. The amount a child reads has a huge impact on their success in becoming a fluent reader. The strategy of voracious reading is one used with students to increase vocabulary and fluency. Students are taught that voracious means to do a lot of something and still want more of it. They know that by reading, reading, and more reading, they will become smooth readers that are enjoyable to listen to. This will lead to increased comprehension and broadened vocabularies.

### How can you help your child with this strategy at home?

1. Encourage your child to read more at home. Start by adding a few minutes to their regular reading time and go from there.
2. Model this strategy for your child by taking out a book of your own and reading.
3. Have your child to show you what he/she is reading. Ask the following questions:
  - Does this book interest you?
  - Are you able to read most of the words?
  - Do you understand what you are reading?

Your child should be able to say "yes" to all three questions if he/she is reading a good book to improve fluency and become a voracious reader.

4. Find a genre or style of book your child is interested in. Visit the library or bookstore to provide more books or stories in this area of interest. Tapping into a reader's interests creates voracious readers.

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