

The Student Sample may be one of many possible student responses. Accept other responses that are reasonable and appropriate. If student responses indicate that the students do not understand the strategy, be ready to discuss their responses and to provide additional instruction. At this time, teacher modeling and prompting of strategy use should be less necessary and students should assume more responsibility for using strategies.

Building Comprehension Skills

Revisiting or rereading a selection allows students to apply skills that give them a more complete understanding of the text. Some follow-up comprehension skills help students organize information. Others lead to a deeper understanding—to “reading between the lines,” as mature readers do.

In this selection, students will apply the following comprehension skill:

- **Sequence** Readers will use word indicators of time and order to understand when events occur in a story.

An extended lesson on Comprehension Skill: Sequence can be found in the Supporting the Reading section on pages 89C–89D. This lesson is intended to give students extra practice with sequence. However, it may be used at this time to introduce the comprehension skill to students.

For the second read, have students read silently, following the instructions to perform the task.

Reading with a Purpose

Have students read to carry out the steps of the procedure given in the selection to learn how to make a sand-casting—something students most likely have never done before. Have available for students the following materials: an assortment of objects, such as twigs, feathers, seashells, stones; plaster of Paris; sand; plastic-lined, shallow cardboard boxes.



Teacher Tip COMPREHENSION

STRATEGIES Point out that students can use strategies to help them understand what they hear

as well as what they read.



Research in Action Rereading

Students need to be informed that one-time reading almost never leads to deep understanding and that it is natural *not* to understand everything in the first reading of a selection. Rather, good readers reread. One signal that suggests the necessity of rereading is the feeling that one does not fully comprehend the meaning of the text. Good readers think about text for a long time and build multiple reactions to it. Recognizing one’s own confusion is a mature response and shows an awareness of the process of comprehension. Rereading or searching for clues to meaning as part of clarifying is even more mature and something that the very best readers do routinely.
(Michael Pressley)