

**Routine Card**

Refer to Routine 4 for the Reading the Selection Routine.



Students will enjoy using the **Listening Library Audiocassette** or **CD** and listening to the selection they are about to read. Encourage them to

listen to the selection during Workshop. Have students discuss with each other and with you their personal listening preferences (for example, nonfiction, poetry, drama, and so on).



Teacher Tip As this is a nonfiction selection and students are reading to be informed, allow them more time for reading. Have students

adjust their reading rate by reading more slowly or by rereading certain sections of the selection in order to comprehend the information presented.

**Informal Assessment**

Use the Informal Comprehension Strategies Rubrics on page 392J to determine whether a student is using the strategies being taught.

Reading Recommendations

Oral Reading Reading 1.1

Have students read the selection aloud. Students should read aloud fluently with appropriate expression, pacing, and intonation. Make sure that students attend to punctuation and read in phrases. Reading the selection with fluency and accuracy will help students comprehend the text. If students have trouble reading decodable words, have them break the words into sounds or syllables and then blend them together to read the word.

Have students make use of the comprehension strategies listed below to help them understand the selection. Have them stop reading periodically or wait until they have completed the selection to discuss the reading strategies. After the students have finished reading the selection, use the “Discussing the Selection” questions on page 401A to see if they understand what they have read.

Using Comprehension Strategies

First Read

Comprehension strategy instruction allows students to become aware of how good readers read. Good readers constantly check their understanding as they are reading and ask themselves questions. In addition, skilled readers recognize when they are having problems and stop to use various comprehension strategies to help them make sense of what they are reading.

During the first reading of “Anne Frank: The Diary of a Young Girl,” model and prompt the use of the following comprehension strategies. Take turns reading the story aloud with the students.

- **Asking Questions** helps readers clear up confusion and answer why something in the text is as it is. Asking Questions also helps readers check their understanding of the text.
- **Monitoring and Clarifying** helps readers understand the meanings of words and difficult ideas or passages.
- **Making Connections** allows readers to make connections between what they are reading and what they already know from past experience or previous reading.