

Familiar Reading

| Familiar Reading AR Early Literacy Model | National Primary Literacy Standard | International Reading Association Standard | National Agenda for Effective Literacy Instruction | Arkansas Standard |
|--|---|--|---|--|
| <p>Familiar reading promotes fluency and expressive reading.</p> <p>Familiar reading builds deeper comprehension.</p> <p>Familiar reading promotes the use of effective strategies.</p> <p>Familiar reading builds automaticity for high frequency words.</p> <p>Familiar reading challenges the reader to solve words independently while reading continuous texts.</p> <p>Familiar reading extends vocabulary knowledge.</p> | <p>Reading Standard I B.2. Use onsets and rimes to create new words that include blends and digraphs.</p> <p>Reading Standard I B.3. Recognize about 150 high-frequency words as they encounter the words in reading.</p> <p>Reading Standard II B.1. Independently read aloud from Level I Books that have been previewed for them using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text.</p> <p>Reading Standard II B.2. Use the cues of punctuation to guide them in getting meaning and fluently reading aloud.</p> <p>Reading Standard II C.1. Notice whether the words sound right, given their spelling.</p> | <p>Standard 1.5 The teacher perceives reading as a process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.</p> <p>Standard 2.4 The teacher understands the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.</p> <p>Standard 6.1 The teacher teaches students to monitor their own word identification through the use of syntactic, semantic, and grapho-phonemic relations.</p> <p>Standard 6.2 The teacher teaches students to use context to identify and define</p> | <p>1. Phonemic Awareness Instruction: Teaching children to focus on and manipulate phonemes and spoken syllables and words.</p> <p>2. Phonics Instruction: Teaching children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.</p> <p>3. Fluency Instruction: The ability to read a text accurately and quickly. Fluent readers group words quickly to help them gain meaning from what they read.</p> <p>4. Comprehension - Vocabulary Instruction: Vocabulary refers to the words we must know to communicate effectively. Vocabulary can be described as oral vocabulary or reading vocabulary.</p> | <p>R.1.2. Demonstrate and use concepts of print such as directionality, spacing, punctuation, and configuration in developmentally appropriate ways.</p> <p>R.1.3. Recognize and associate letters and sounds.</p> <p>R.1.4. Use phonetic skills to decode words.</p> <p>R.1.5. Use major cueing systems such as phonetic, syntactic, and semantic to decode and construct meaning.</p> <p>R.1.6. Expand vocabulary through reading.</p> <p>R.1.7. Understand the goal of reading is to construct meaning.</p> <p>R.1.8. Understand that reading is communication between the author and the reader.</p> |

Familiar Reading

| | | | | |
|--|---|---|---|--|
| | <p>Reading Standard II C.2. Notice whether the words make sense in context.</p> <p>Reading Standard II C.3. Notice when sentences don't make sense.</p> <p>Reading Standard II C.4. Solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sound to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts.</p> <p>Reading Standard II C.5. Check their solution to a difficult word against their knowledge of print-sound correspondence and the meaning of the text.</p> <p>Reading Standard II D.1. Retell the story.</p> | <p>unfamiliar words</p> <p>Standard 7.2 The teacher teaches students to connect prior knowledge with new information</p> <p>Standard 7.4 The teacher teaches students strategies for monitoring their own comprehension</p> <p>Standard 7.5 The teacher ensures that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links</p> | <p>5. Comprehension -Text Comprehension Instruction: Readers use their experiences and knowledge of the word, their knowledge of vocabulary and language structure, and their knowledge of reading strategies to understand text.</p> | <p>R.1.9. Establish purposes for reading such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.</p> <p>R.1.10. Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.</p> <p>R.1.11. Use prior knowledge to extend reading ability and comprehension.</p> <p>R.1.12. Use specific strategies such as making comparisons, predicting outcomes, drawing conclusions, identifying the main ideas, and understanding cause and effect to comprehend a variety of literary genres from diverse cultures and time periods.</p> <p>R.1.13. Understand that texts have different purposes.</p> |
|--|---|---|---|--|

Familiar Reading

| | | | | |
|--|--|--|--|--|
| | <p>Reading Standard II D.2. Tell what the book is about.</p> <p>Reading Standard II D.3. Describe in their own words what new information they gained from the text.</p> <p>Reading Standard II D.4. Answer comprehension questions similar to those for kindergarten.</p> <p>Reading Standard III A.3. Read some favorite books many times, gaining deeper comprehension.</p> | | | <p>R.1.17. Read independently and with others daily.</p> <p>R.1.18. Read, listen, and respond to a variety of literary genres from diverse cultures.</p> <p>R.1.19. Read more than one work by a single author.</p> <p>R.2.2. Read for personal reasons such as for enjoyment, for information, and for inquiry.</p> <p>R.2.3. Demonstrate fluency and comprehension in both silent and oral reading.</p> <p>R.2.6. Use reading to enhance writing.</p> <p>R.2.8. Initiate and participate in conversations about reading.</p> |
|--|--|--|--|--|