Home Learning
Parent Resources
All Grades

Reading
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**Scaffolding Difficult Text for Student Access**

The list below contains active reading strategies to support students accessing difficult text. The list of strategies is ordered from **most to least scaffolded**, allowing students to move through the activities to become independent. Download the poster for display in your classroom [here](#). Specific routines explaining each phase in a sequence [here](#). A Fluency Expression Rubric is downloadable for providing feedback to students using the pillars of fluency: expression (prosody), phrasing, smoothness, and pace.

<table>
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<tr>
<th>Active Reading Strategies Scaffolding Descriptions</th>
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<tr>
<td><strong>CLOZE</strong></td>
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<td><strong>ECHO</strong></td>
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<td><strong>DUET</strong></td>
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<tr>
<td><strong>CHORAL</strong></td>
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<tr>
<td><strong>PARTNER</strong></td>
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<td><strong>WHISPER</strong></td>
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Dyad Reading:
The following pages identify great oral reading practices that can easily be done at home.

Directions:
1. Share one book between two people.
2. Sit side-by-side.
3. Track the words with one smooth finger as you read.
4. Read aloud together.
5. Keep eyes on words.
6. Don’t read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

“What a child can do in cooperation today he can do alone tomorrow.”
(Vygotsky, 1962, p. 104).
1. Revisit book or portion of text read

1–2 minutes

MATERIALS:
Book from previous session, Partners in Dyad Reading lesson plan

ACTIVITY:
1. Student and tutor revisit previously read text discussing things they remember, found interesting, or other things of note.
1. Revisit book or portion of text read

Practice helps me to be a better reader.

Hurrah!!
2. New Book Introduction

I wonder what this book will be about?
2. New Book Introduction

1–2 minutes—Skip introduction if the student is reading a chapter book.

MATERIALS:
- New book with appropriate level of challenge for the student, *Partners in Dyad*
- Reading lesson plan

ACTIVITY:
1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
2. Tutor asks the student to make some predictions about the text.

TIP:
- Tutor gives the student an opportunity to share what he/she knows about the subject.

RECORD:
- Tutor checks off *New Book Introduction* on the *Partners in Dyad* Reading lesson plan.
3. Read new book/chapter and monitor comprehension.

I can read new books!
3. Read new book/chapter and monitor comprehension.

11–14 minutes

MATERIALS:
New book (or next portion of chapter book), Partners in Dyad Reading lesson plan, Story Face Chart for narrative text

ACTIVITY:

1. The tutor and student read the new book aloud using the Dyad Reading Rules.

2. During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.

3. The tutor records where to pick up next time in the book, if needed, on the Partners in Dyad Reading lesson plan.

DYAD READING RULES:

2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don’t read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!
I can identify the main topic and retell key details of the text.

Who, What, Where, When, Why, How?

Retell using text features (graphics, charts, etc.).

What is the author's purpose? (Answer, explain, describe.)

What did you learn? (new words/ideas)

What do you want to learn?

One-sentence summary

TIP:
Tutor asks the student to use the text to talk about the key details.
Text Question Prompts
# Text Dependent Questions

## Key Ideas and Details

<table>
<thead>
<tr>
<th>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</th>
<th>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</th>
<th>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</th>
</tr>
</thead>
</table>
| • What are the key ideas in this text/story?  
• What can you infer from the title, headings, and anecdotes in this book?  
• Who was the most important character in the story? What makes  
• Who, what, where, when, how questions  
• What key details help support the main idea of ____?  
• What key details and/or examples support the main idea of ____?  
• What have you learned from this text? | • Retell the story.  
• What is the story or article beginning to be about?  
• What is the theme of the story?  
• What message was the author trying to share?  
• What could the main character have learned that I could also learn?  
• What was a moral or lesson in the story?  
• Summarize the text.  
• Retell the (fables, folk tales from diverse cultures).  
• What is the main idea of this text?  
• What are the 2 or more main ideas in this text?  
• What key supporting details did the author cite? | • Identify characters, setting, major events,  
• Explain key details that support the author’s message.  
• Compare and contrast (characters, setting, events, etc.).  
• Explain how ____ and ____ interact in this story.  
• Describe how (name of character) respond to (major event and/or challenge).  
• Explain how (name of character) changed in the story.  
• Why does ______ think about ______?  
• How does ______ feel about ______?  
• How does ______ show persistence (or other character trait) in ______?  
• How does this help the reader learn more about ______’s character?  
• What can we infer about the characters ______ and ______?  
• What do readers learn about the family’s relationship from this section?  
• What does ______’s conversation with ______ reveal?  
• What event did the author include to show the reader ______?  
• Describe connections between ______.  
• Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it.  
• Explain the procedures described in this article. |

baburke@aacrc.net
<table>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
</tr>
<tr>
<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
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<tr>
<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>From what point of view is this story told?</td>
</tr>
<tr>
<td>Who is narrating the story? How do we know?</td>
</tr>
<tr>
<td>Through whose eyes did you see this story?</td>
</tr>
<tr>
<td>What did the author feel about (topic)?</td>
</tr>
<tr>
<td>What similarities and/or differences are there in (titles of two texts on similar topics)?</td>
</tr>
<tr>
<td>What did the author feel about (topic)?</td>
</tr>
<tr>
<td>What are the major events/actions?</td>
</tr>
<tr>
<td>What is the point of view of the author?</td>
</tr>
<tr>
<td>What did the author feel about (topic)?</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>What text structure did the author use in this text?</td>
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</tr>
<tr>
<td>What kind of text is this? (story, article, etc.)</td>
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<tr>
<td>Look back at the text and see if you can divide it into parts. What parts does the author include?</td>
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<tr>
<td>What does the author mean by the events in the text?</td>
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<tr>
<td>Describe the story structure, including beginning, middle, and ending.</td>
</tr>
<tr>
<td>Explain the (structure elements: verse, rhythm, meter of this poem).</td>
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<tr>
<td>What are the stages in the play?</td>
</tr>
<tr>
<td>What might have happened if ... hadn't happened first?</td>
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<tr>
<td>What are the characters in the play?</td>
</tr>
<tr>
<td>How does the author organize the ideas in the text? (article, book, etc.)</td>
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<tr>
<td>Explain how you know that the author used a text structure.</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>Which words really call our attention here?</td>
</tr>
<tr>
<td>What do we notice as we reread them?</td>
</tr>
<tr>
<td>How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?</td>
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<td><strong>Craft and Structure</strong></td>
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<td>What are the major events/actions?</td>
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### Text Dependent Questions

<table>
<thead>
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<th>Integration of Knowledge and Ideas</th>
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<td><strong>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</strong>*</td>
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<tr>
<td>- Describe (character, setting, event). Use specific examples from the illustrations and/or words.</td>
</tr>
<tr>
<td>- Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/plot.</td>
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<tr>
<td>- How did the author use illustrations to engage the reader in the events of the story?</td>
</tr>
<tr>
<td>- How do the (visual/multimedia elements) help the reader understand the author’s message?</td>
</tr>
<tr>
<td>- Use illustrations and details in a text to describe key ideas.</td>
</tr>
<tr>
<td>- What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader?</td>
</tr>
<tr>
<td>- How did search tools (key words, side bars, hyperlinks) help the reader?</td>
</tr>
<tr>
<td>- How do the [pictures, etc.] help convey the mood of the story?</td>
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</table>

| **8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** |
| - **Not applicable in Literature—Information Texts only** |
| - Identify the reasons an author gives to support his key point(s). |
| - Explain how author uses reasons and evidence to support the main idea of ______. |
| - Identify which reasons/evidence support which point(s). |
| - What is the author’s point of view on the topic? What in the text makes you say that? |
| - Describe logical connections between specific sentences and paragraphs. |
| - Explain cause and effect relationships in the story/text. |
| - What was the tone of the story/text? |

| **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** |
| - Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.). |
| - Identify similarities and differences between two texts on the same topic. |
| - Read several texts on the same topic. Write a speech using information from each of source. |
| - Compare the text to: a movie, webpage, video game, piece of art or music, or other media. |
| - How does this selection connect to the theme of ______? |
| - How does this selection connect to (other text we have read, content area, etc.) |
| - How is ______ shown in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6? |
| - How is ______ shown in paragraphs 7-11? |
| - What mood does the author create? |
Four-Square Graphic Organizer

The first key idea/event:
Details

Another key idea/event:
Details

Topic Sentence:

Another key idea/event:
Details

Conclusion

Possible Generic Writing Prompts

1. What is your earliest memory?
2. What do you want to be when you grow up?
3. Imagine you are building a spaceship to travel to the moon. What does it look like?
4. Imagine you are an inventor. What will you invent? How will you build it?
5. If you were given one super power, what would it be? What would you use this super power for?
6. If you could live anywhere in the world, where would you live? Why?
7. Describe one thing you are thankful for.
8. What would your life be like if you were born one hundred years ago?
9. What would you do if you had a million dollars?
10. Describe your favorite sport and why you like it.
11. Pretend you are a daring explorer. Where will you travel to? What will you see?
12. How are you similar to your parents? How are you different?
13. Describe one thing that makes you unique.
14. Imagine you wake up one morning and discover that you have been turned into a tyrannosaurus rex. What will you do?
15. What are three numbers that you like? How do these numbers relate to one another?
16. What is your favorite color? Your least favorite color?
17. Describe a job you would not like to have.
18. What is your favorite subject in school? Why do you like this subject?
19. Describe what your life would be like if you were 10 feet tall.
20. What is your favorite fairy tale? Write what happens in this story.
21. What’s the most important thing you would like to do this summer?
22. Go for a walk. Write a sentence about the walk you went on.
23. Write about a trick you would like to play on your mom.
24. What is your favorite thing to do when you play outside?
25. What is your favorite thing to do when you play inside?
26. Tell about what you will be when you grow up.
27. Write about what you would like to do for your next birthday.
28. If you could go on a vacation anywhere in the world, where would you go?
29. Make a list of groceries that you think mom or dad should buy for you from the store.
30. Tell about an animal you would like to have for a pet.
31. What would you do if there was a dragon stuck under your bed?
32. What is the funniest thing that you have ever seen?
33. What did you do today?
34. What is something you would like to learn more about?
35. What kind of pet do you think a teacher should get for their classroom?
36. What is the best movie you have ever seen?
37. Tell about your most favorite book.
38. Tell about your favorite holiday. Tell why it is your favorite.
39. Tell about your favorite restaurant. Tell why it is your favorite.
40. Write a poem about what you think second grade will be like.
41. Do you think you will get married?? Write about what you think it will be like.
42. What is something you love about yourself?
43. If you could change anything about yourself, what would it be?
44. Make a list of the things you are most thankful for in your life.
45. Which season do you like the most?? Why??
46. Which season do you like the least, why????
47. You just won $1,000,000. What are you going to do first?
48. Tell about a time when you were kind to someone.
49. Tell about your favorite song.
50. Write a story about the mysterious zizzybalooobuh that you just found in your bathtub.
51. What is something that makes you ANGRY!!!!
52. Tell about your favorite sport.
53. Tell about the last time you cried.
54. What are you scared of?
55. You found a magic wand! What would you do with it?
56. Tell about your favorite food and why it is so good.
57. Have a family member write something about you today.
58. What would happen to you if you never went to school?
59. In second grade, I want to learn about...
60. My favorite animal is a....
61. This is a list of things I like to do when I can’t watch television or play video games.
62. What would you like to say to the President?
63. What is something you are really good at doing or creating?
64. What should you do if there is a bully on your bus?
65. When I’m 100 years old...
66. If a cat could talk, what would they say?