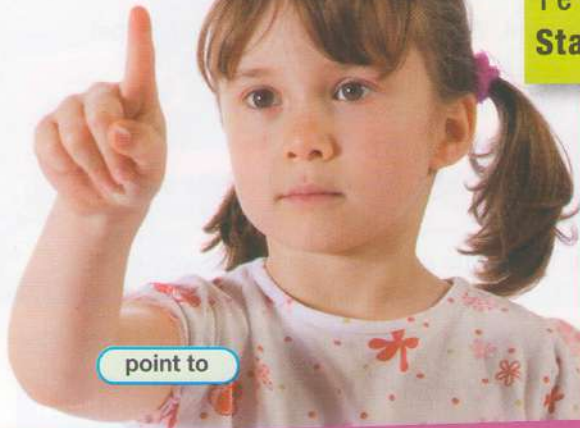


# 2 Reading Strategies 1

Teaching Standards and Approaches

CNC word  
**Dog**



point to

Chapter 4:  
Teaching  
Standard 1

## Reading Strategies for Beginning Readers

There are a number of **reading strategies** teachers can refer to when helping beginning readers.

One of these strategies, **chunking**, involves breaking **words** down into smaller, more manageable parts that are easier to **pronounce**. Encourage students to **sound it out** by attempting to read the word out loud. Help students identify common **CNC words**, or three-letter words that start and end with consonant sounds, within the larger word.

**Shared reading** is an exercise in which the entire class reads a short passage out loud together. One method is **echo reading**. To begin, stand where all students can see

the book. Say "Repeat after me." Then **point to** each word as you read a sentence. When you stop, have students repeat the sentence. Point to each word again as the students speak.

To be sure that students understand what they are reading, have them **match words with pictures**. Another way to improve understanding is to feature a **word wall** in your classroom. Place common words in large print on this wall. Students can refer to them during reading practice. As students learn new words, add those words to the wall. This will help students become more comfortable with the new words and concepts.



shared reading

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some reading strategies for new readers?
- 2 How can teachers use word walls as learning tools?

### Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ Teachers should help students break down long CNC words.
- 2 \_\_\_ The echo reading strategy involves students repeating after the teacher.
- 3 \_\_\_ The passage encourages adding words to word walls as students learn.

### Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- |                |                      |
|----------------|----------------------|
| 1 ___ picture  | 4 ___ CNC word       |
| 2 ___ word     | 5 ___ pronounce      |
| 3 ___ chunking | 6 ___ shared reading |

- A to say a word out loud using one's voice
- B an image or visual representation of something
- C a combination of sounds or written letters that represents a concept
- D a strategy in which teacher and students read a text out loud together
- E a strategy in which students break down a word or sentence into smaller pieces
- F a three-letter word consisting of a consonant-vowel-consonant