



Parent Pipeline



CAFÉ Strategy: Use Beginning and Ending Sounds

Often when learning new words, children apply the strategy of **using the beginning sound** to help them identify the word. When they do this, they often guess a word that may not fit in the sentence, it starts with the same letter so they guess and move on without looking at the rest of the word. They may not even know there is an end to the word. To gain accuracy it is important that children also learn to look at the **end of the word** when reading. Applying the accuracy strategy of **using beginning and ending sounds** helps with both accuracy and comprehension since reading the correct words will enhance the meaning of what is being read.

How can you help your child with this strategy at home?

1. When listening to your child read, encourage him/her to slow down enough to pay attention to the end of the word. Have your child point to the end of the word and tell you the sound it makes. This reinforces that there is an end to the word.
2. Have your child cross check the word he/she just read. Remind your child to ask, "Does it look right, does it sound right, does it make sense?" to help them identify the word.
3. If necessary, revisit letter sounds and the concept words of beginning and end. Then, when stumbling on a word, have your child stretch out the word, saying the beginning, middle, and end sounds. After having him/her focus on the beginning and ending sounds, help your child read the word correctly and ask, "Did that make sense?"
4. If your child is still struggling with this strategy, have your child write the word out. Slowing down to write the word can help focus his/her attention on the end sound.

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- Ideas and strategies are taken from: *The CAFÉ Book*, written by Gail Boushey & Joan Moser
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CAFÉ Strategy: Use Word Parts to Determine the Meaning of Words

No matter what age, readers occasionally encounter new words that they must break apart in order to read and understand. Looking at parts of words helps readers to break the word's meaning apart and gives them a strategy to understand new words. When looking at familiar word parts, readers are able to use their background knowledge of these word parts, along with their knowledge of the text, to understand the meaning of the word. Although each year children learn many new words in the classroom, there is no way they can be taught all of the words they will come across when reading. Learning the strategy of **using word parts to determine the meaning of words**, gives readers a tool to figure out words they come across when reading.

How can you help your child with this strategy at home?

1. When stumbling on a new word, remind your child to ask, "Do I know any part of this word?" This question directs the reader to search the word for a prefix, suffix, chunk, or blend they are familiar with.
2. Help your child infer the meaning of the word based on familiar parts of the word. Look for a prefix or suffix and discuss how it affects the meaning of the word.
3. When you have a few extra minutes, give your child a prefix or a suffix and talk about what it means. Give your child two minutes to come up with a list of words that include that prefix or suffix.

Common English suffixes

-s, -es, -ed, -ing, -ly, -er, -or, -ion
-tion, -ation, -ition, -ible, -able,
-al, -ial, -y, -ness, -ity, -ty, -ment

Common English prefixes

un-, re-, in-, im-, ir-, il-, dis-, en-, em-
non-, in-, im-, over-, mis-, sub-, pre-
inter-, fore-, de-, trans-, super-, semi-

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CAFÉ Strategy: Adjust and Apply Different Reading Rates to Match Text

When reading, more experienced readers often adjust their speed to match their purpose for reading. If reading a story for pleasure, a reader may use a constant pace that allows them to fully enjoy the entire story. If reading for information, a reader may read quickly or scan text to find specific information. If reading to remember new material, a reader may read more slowly.

Many readers are unaware that other readers adjust their rate to match their purpose for reading. These readers often read everything at the same rate and struggle to complete and comprehend lengthy text. By learning to shift reading gears based on the purpose for reading, readers gain fluency and are better able to meet their needs.

How can you help your child with this strategy at home?

1. Remind your child that the low reading gears are slow and powerful and that the higher gears are speedy but are the least powerful. Our reading rate changes depending on the purpose for our reading and what we are reading.
 - 1st gear – slowest and most powerful, used to memorize material
 - 2nd gear – used to learn material
 - 3rd gear – used in most of our reading
 - 4th gear – our quickest speed, for skimming and scanning
2. Help your child to be aware of his/her own reading rate. Your child can learn to self monitor, when to speed up and when to slow down, when recorded and given time to reflect on what is heard during playback. This can help slow readers increase speed but will also help speed readers slow down and gain understanding.
3. When working with your child, ask the following:
 - “What is your normal speed for reading one of your favorite books?”
 - “What rate might you use if you were reading your science text?”
 - “Will you change your rate during this reading?”

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CAFÉ Strategy: Practice Common Sight Words and High-Frequency Words

Has your child brought home a list of sight words to review? Many of these sight words are irregular and do not follow a decoding pattern or rule. We encourage children to recognize these words by sight so they are able to read them quickly and understand what they read. Knowledge of sight words is crucial to a reader's success in fluency and comprehension. Use the following suggestions to help your child become a successful reader.

How can you help your child with this strategy at home?

1. Become aware of the sight words your child is currently learning. Then, when reading, focus on one or two of these words. Have your child play detective and find these words in their reading.
2. Remember that repetition and practice is invaluable. Review sight words with your child for a few minutes each night.
3. Create a game of "sight word memory" using index cards. Look for pairs of words that match, reading each card as you turn it over.
4. Using old newspapers or magazines give your child a highlighter and have him/her highlight words recognized by sight.
5. Have your child write a sight word on an index card. Then, cut the letters apart. See if your child is able to piece them back together.
6. Create a game of sight word "Go Fish". After grasping the concept of the game, only count matches that can be read. 😊

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CAFÉ Strategy: Use Main Idea and Supporting Details to Determine Importance

The main idea of a passage is often stated in a sentence within the passage. It helps readers understand the most important idea about what is being read. The other sentences of the passage include pieces of information that tell more about the most important idea. These are called the supporting details.

Understanding the general idea of a text can be tricky for beginning, emerging, or even established readers. It can require time, brain power, and hard work to determine the main idea of a passage. Learning how to use the main idea and supporting details is an essential piece to a reader's success in comprehending text.

How can you help your child with this strategy at home?

1. When reading with your child, stop frequently and ask your child what they think the selection is about. Then, ask your child to give you one detail to support their thought.
2. Remind your child that readers may think differently about what the author's main point is in the selection. When a reader decides what he/she believes is the main idea, evidence from the text must be given as support. Model this process for your child, thinking aloud as you go and supporting your findings with details from the text. You may wish to use the following terms:
 - **topic** – the subject, what the text is about
 - **main idea** – most important idea about the topic (usually a sentence)
 - **supporting details** – bits of information used to support main idea
3. Give your child an opportunity to practice this strategy. After reading a selection, ask:
 - In a few words, what is this selection about?
 - What do you think is the most important idea about this topic?
 - Did you find the main idea written in the passage or did you infer it?

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CAFÉ Strategy: Chunk Letters and Sounds Together

When teaching children to read, we are always looking for ways to help them decode words efficiently, rapidly, and accurately. This allows them to focus their attention on understanding what they read rather than focusing on the fundamentals of each word. One way we accomplish this is through teaching children to watch for familiar word patterns called chunks. Chunks are groups of letters that when put together form a recognizable sound or word. Chunks can be found at the beginning, middle, or end of a word. Your child is working on the accuracy strategy of **chunking letters and sounds together**. Use the following suggestions to support your child's learning at home.

How can you help your child with this strategy at home?

1. When reading with your child, have your child look for well-known letter chunks in the words they are reading. These chunks could be prefixes, suffixes, endings, whole words, or base words. For example, your child may look for the chunk end in the word send, or air in chair.
2. When chunking a word, have your child first read each chunk separately. Then, have your child put the chunks together to make the word. This will train your child to quickly and easily spot chunks.
3. If your child is having difficulty finding chunks, guide him/her to look for familiar endings and familiar prefixes.
4. Encourage your child to use his/her fingers to frame the chunks found in words, decode those chunks first, and then move on to tackle the whole word.
5. To help train your child to look for chunks in words, play a game of "I Spy" when reading. For example, when looking at the word blend, you would say, "In this word I spy the word end". Then, switch roles with your child and let your child "spy" chunks in words.

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CAFÉ Strategy: Use Prior Knowledge and Context to Predict and Confirm Meaning

Occasionally readers come to words that are unfamiliar and therefore difficult to understand. When this happens, readers can use context clues to help gain understanding. Context clues are the words, phrases, and sentences surrounding an unfamiliar word that give clues or hints to its meaning. Although not all words can be figured out this way, it is important for readers to know this strategy as one way to gain meaning from a word. This strategy may take awhile for a reader to become comfortable using, but with practice it will help expand vocabulary and enhance understanding.

How can you help your child with this strategy at home?

1. Encourage your child to look for clue words to help figure out the meaning of a word. These words include: but, however, unlike, means, in other words, also known as, etc. Remind your child that punctuation may also provide clues to the meaning of a word.
2. Your child was taught different context clues, what they mean, and how to use them with the steps below. Review these steps with your child and model them when reading with your child so they become familiar.
 - Check for a context clue that is in the sentence.
 - After finding a context clue, reread the sentence with the new term or clue in mind.
 - Think about what the sentence says using this context clue.
 - If you don't find a clue or understand the main point the author is making, try a different strategy to figure out the word, such as asking someone the meaning or using a dictionary.
3. Remind your child to self-monitor as they are reading. Good readers should check themselves to see if what they are inferring looks right, sounds right, and makes sense.
4. Write a sentence, leaving one word out. Have your child read the sentence and use context clues to guess what word is missing. They enjoy trying to figure it out and it is a great way to practice using context clues.

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CAFE Strategy: Tune In To Interesting Words

When children learn to **tune in to interesting words**, they build word awareness and the understanding of words. This leaves them with "thinking power" in their brain to comprehend and make meaning of what is read. Have you ever heard a new word, looked it up, and then repeated it often to remember it? Students who **tune in to interesting words** expand their vocabulary by focusing on these new words and their meaning. By looking for words that are interesting and unique, children not only increase their vocabulary, but they also enhance their comprehension. A child must have multiple exposures to a word in order for it to become a part of his/her vocabulary.

How can you help your child with this strategy at home?

1. Ask your child to tell you about his/her word collector at school. The word collector is a form that allows your child to keep track of interesting words found in books he/she is reading. Create a word collector at home to hang on the refrigerator or to keep in a special place.
2. When your child is reading or you are reading to your child, ask your child to find three interesting words. Have your child write these words down and talk about the meaning of these words. See if anyone in your family is able to use the words in a sentence. Add these words to your family word collector.
3. Encourage your child to find interesting words when watching TV or in daily conversation. When tuning in to an interesting word, help your child understand the word and then add it to the family word collector.
4. As always, modeling is a wonderful way to spark interest in children. When you are reading a magazine, newspaper, or book, tune into an interesting word and discuss it with your child. Explain that even adult readers **tune into interesting words** to better understand text.

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CAFÉ Strategy: Infer and Support with Evidence

Have you ever read a book and assumed what the author was saying or feeling without having it actually written down? You make these assumptions using your background knowledge, clues from the story, and pictures. Authors don't always tell the reader everything they want them to know about the story. In order to better comprehend, children must learn to be detectives and look for clues in the text to understand the meaning of the story. Learning to **infer and support with evidence** is a strategy used by good readers to better understand what the author is saying.

How can you help your child with this strategy at home?

1. Read to your child and model your thinking as you read. Modeling is one of the most effective teaching strategies.
2. Have your child "read" a wordless picture book. Using the pictures to tell stories helps with the inferring process.
3. When reading with your child, ask some of the following questions:
 - Can you explain why the character acted this way?
 - How do you think the author might feel about (the character)?
 - Think about the setting... what details can you add?
 - Figure out explanations for these events.
 - What clues can you find in the pictures?

Remind your child that a book detective goes slowly, looks for clues, and uses those clues to support his/her thinking.

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CAFÉ Strategy: Check for Understanding

Even as an adult reader, there are times when I am reading a story and I get lost and am not sure what has happened. Fortunately, when this happens, I have strategies I use to help me understand the story. The same thing happens when children read. However, with children they often keep reading and do not realize they lost comprehension until the end of the story. They are too concerned with reading accurately, and forget to take the time to think about what they are reading. How can we help them gain comprehension? We can teach them the comprehension strategy: **check for understanding** because good readers stop frequently to check for understanding or to ask who and what.

How can you help your child with this strategy at home?

1. When reading to your child, stop periodically and say, "Let's see if we remember what I just read. Think about who the story was about and what happened." Do this 3 or 4 times throughout the story.
2. When reading to your child, stop and have them practice checking for understanding by saying, "I heard you say..."
3. Ask your child the following questions:
 - Who did you just read about?
 - What just happened?
 - Was your brain talking to you while you read?
 - Do you understand what was read?
 - What do you do if you don't remember?

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CAFE Strategy: Cross Checking

When reading a book for pleasure or for information, chances are you will come to a word or two you are unsure of. You probably will use the accuracy strategy of **cross checking** without even thinking about it, because it is second nature to you as a reader to read accurately. Accuracy is not second nature to children learning to read. It is something that needs to be taught using a variety of strategies.

Your child has been introduced to the accuracy strategy of **cross checking**. It is important to slow readers down when they come to a word they don't know and teach them to apply the strategy of **cross checking** so they are able to fix the meaning and not just skip the word. **Cross checking** requires a person to constantly think and monitor meaning. It is a strategy for ensuring the words and pictures read make sense and match the letters on a page.

How can you help your child with this strategy at home?

1. Listen to your child read. When he comes to a word he is unsure of, remind him to cross check. Ask:
 - Does the word you are reading match the picture or letters written?
(they cross their right arm over their body)
 - Does it sound right?
(their left arm crosses over their body making an X)
 - Does it make sense?
(both arms come down with hands pointing to the ground)

***Doing physical movements with each question helps children to remember the questions.**
2. If your child is having difficulty with this strategy at home, break down the process:
 - Have her stop reading when meaning breaks down.
 - Tell her to look at the letters and say the sounds or look for word chunks in words.
 - Remind her to use the pictures to help.
3. To make your child aware of using this strategy, give him a piece of paper and tell him to make a tally mark each time he uses the **cross checking** strategy.

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CAFÉ Strategy: Skip the Word, Then Come Back

As experienced readers, when we come to an unfamiliar word in a text, we are usually able to use context clues to help us figure out what the word is. We use the accuracy strategy, "**Skip the Word, Then Come Back**" without even thinking about what we are doing. We have enough experience and practice as a reader to know this strategy works.

When children come to words they don't know, some stall on the unknown word and are unable to move on. These children must learn strategies to help them move forward. Your child is working on the accuracy strategy, "**Skip the Word, Then Come Back**". This strategy teaches a reader to skip over the word until the end of the sentence or passage. Then, the reader should back up and read the sentence again, using the first letter or letters of the skipped word and their context clues to decode the unknown word.

How can you help your child with this strategy at home?

1. When listening to your child read, help him/her realize it is okay to skip over a word and then come back to it. If, when reading, your child gets stuck on a word, encourage the use of this strategy.
2. Model this strategy for your child. Read aloud and stop at a word they may find difficult. Think out loud. Say, "I am going to skip this word because I am not sure what it says. I will read the rest of the sentence and then come back to it to see if I can figure it out." Hearing someone else think through the use of a new strategy can be helpful to a reader that is learning to use that strategy for the first time.
3. Play a game of "Guess My Word" with your child. Write a sentence and cover up one word. Have your child read the sentence and guess what the word might be. Then, uncover the first letter of the word and help them use the first letter and context clues from the rest of the sentence to figure it out. You may also want to reverse roles and have your child write a sentence and cover a word for you to guess. This will allow you another opportunity to model this strategy for your child.

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