Objective: Emphasize use of structure and visual while reading text
Recommended Group Size: 3–5 students
Lesson Time: 20 minutes
Selecting Texts: Use texts at or slightly above a student’s instructional reading level

Meaning: Students who rely on meaning need to be taught to use their visual skills, especially knowledge of letter sound correspondence and blending sounds into words, and sentence structure while continuing to use meaning.

Model Application of Visual Information

The following example shows how to apply structure and visual information to a text. Text in bullets indicates general instruction that is customized for students who rely on meaning and applies to any book. Example language is also provided in bold text.

Preparation

Prior to the lesson, complete the following to prepare:
• Summarize the main ideas or understandings you want students to take away from the reading
• Identify portions of the text that may provide a challenge to students (e.g., incoherent parts, complex sentences, idioms)
• Identify key vocabulary and background information that need to be pre-taught
• Prepare an introduction to the content that includes the purpose for reading
• Develop questions to ask prior to reading the text and determine where, in the text, you will stop students to discuss the answer (asking questions prior to reading and emphasizing the need to find the answer in the text helps students to focus on making meaning while they are reading)

Before Reading: Introduction and Making Predictions

• Introduce the book title and cover page to help readers understand the big idea of the text
• Reveal preliminary information with a brief synopsis
• Explain purpose of the book: to inform, entertain, or teach a lesson
• Ask students to relate the content to their personal experiences
• Use language from the book so students can hear the words they will read later

For example: Today, we will read the book________________. This story is about________________. The purpose of the book is to__. Do you know anything about___________________? Have you ever_________________________?
• Select and introduce any vocabulary words from the text
• Ask questions about the text

For example: Before we get started, let’s talk about some of the words you will see in the book and what they mean. While we are reading, let’s try to find the answers to these questions...

During Reading: Supporting Students’ Reading

• Read the text as a group, randomly calling on individual students to read or the group to read together
• Pause and discuss key vocabulary within the text
• Discuss grammar and syntax as it impacts the meaning of the text
• Discuss the answers to questions asked during the introduction
• Encourage students to use structure and visual information when errors are made
• Pay attention to how students are using structure and visual information at points of difficulty to guide this and future lessons

For example: Let’s read the text together. We’ll discuss new words and our questions while we are reading. Raise your hand when we come to an answer to one of our questions.
Throughout the reading, use the following prompts and questions to promote using meaning and structure, especially if a student makes an error:

- Discuss the images and pay special attention to their meaning. (Visual Information)
- Make predictions about the text using the images. (Visual Information)
- What is another word that might fit here? (Structure)
- Did that sound right? (Structure)
- Take a closer look at _____.
- How did you know that was _____? What part of the story helped you?
- What did you notice?

**After Reading: Deepen or Clarify Meaning**

- Revisit the questions asked prior to and during reading
- Connect the text back to the purpose for reading
- Ask additional questions to check understanding
- Have students summarize what they read about, including the main idea

For example: *Not that we’ve finished reading, did we answer all of our questions? We said earlier that the purpose of this text is __. How do we know that is the purpose? What was this text about overall?*

**Independent Practice: Revisiting the Text without the Teacher**

*Additional reinforcement:* a) Students read this book aloud with a partner or in a small group, paying special attention to reading with expression (prosody); b) students make a timeline of the events of this story, write a new ending to the story; c) students read other appropriate leveled texts while paying attention to meaning; d) students engage in a picture walk; e) students develop questions for other appropriate leveled texts for each other.