## The CAFE Menu™

| Comprehension I understand what I read                           | Accuracy I can read the words  | Fluency I can read accurately, with                    | Expand<br>Vocabulary   |
|--|--|--|--|
| <b>Strategies</b> Check for Understanding                        | Strategies   | expression and understand what I read  Strategies      | I know, find and use interesting words  Strategies             |
| Back up and Reread   |  | 8  | Strategies   |
| Monitor and Fix Up   | Cross Checking Do the pictures and/or words look right? Does it sound right? Does it make sense? | Voracious Reading                                      | Voracious Reading  |
| Retell the story   | sound right? Does it make sense?   | Reread text  | Tune in to interesting words and use new vocabulary in my      |
| Use prior knowledge to connect with text                         | Use the picture Do the words and pictures match?   | Read appropriate level texts that are a "Good Fit"     | speaking and writing   |
| Make a picture or mental image                                   |  |  | Use pictures, illustrations and diagrams                       |
| Ask questions throughout the reading process                     | Use beginning sounds and ending sounds   | Practice common sight words and high frequency words   | Use word parts to determine meaning                            |
| Predict what will happen, use text to confirm                    |  |  | of words (prefixes, suffixes, origins, abbreviations)          |
| Infer and support with evidence                                  | Blend sounds, stretch and read   | Adjust and apply different reading rates to match text |  |
| Use text features (titles, headings, captions, graphic features) | Flip the sounds  | Use punctuation to enhance                             | Use prior knowledge and context to predict and confirm meaning |
| Summarize text, include sequence of main events                  | Chunk letters and sounds together  | phrasing and prosody (end<br>marks, commas etc)        | Ask someone to define the word                                 |
| Use main idea and supporting details to determine importance     |  |  | for you  |
| Determine and analyze author's purpose and support with text     | Skip the word then come back   |  | Use dictionaries, thesauruses and glossaries as tools          |
| Recognize literary elements (genre, plot, character, setting,    | Trade a word/guess a word that makes sense   |  |  |
| problem/resolution)  |  |  |  |
| Recognize and explain cause and effect relationships             |  |  |  |
| Compare and contrast within and between text                     |  |  |  |

**Behaviors That Support Reading** 

Get started right away Stay in one place Work quietly Read the whole time Increase stamina Select and read "Good Fit" books