



COMPREHENSION & VOCABULARY

Waterford’s Instructional Strands for Literacy are aligned with the Essential Components of Reading identified by the National Reading Panel (NICHD, 2000).

The *Simple View of Reading* (Gough & Tunmer, 1986) tells us that reading comprehension (RC) is the product of decoding (D) and language comprehension (LC).

$$D \times LC = RC$$

Waterford foundational skills instruction provides extensive practice with decoding, and Waterford’s library of books includes many narrated experiences to build language comprehension.



← LESS COMPLEX ————— MORE COMPLEX →

Beginning	Developing	Advanced
Develop language comprehension through purposeful conversation and engaging read-alouds.	Build vocabulary and background knowledge.	Increase reading fluency so that students can focus on the meaning of texts.
	Increase reading fluency so that students can focus on the meaning of texts.	Teach comprehension strategies.
		Foster critical thinking skills through rich reading experiences with narrative and informational text.

Waterford books also build content knowledge and vocabulary and foster critical thinking skills.



Narrative texts include the following Waterford series: Sing a Rhyme, Read With Me, Readable Books, & Read Along Books.



Informational texts at each level of the program cover a wide variety of topics.

Students practice comprehension strategies before, during, and after reading.

BEFORE READING

Activate Prior Knowledge



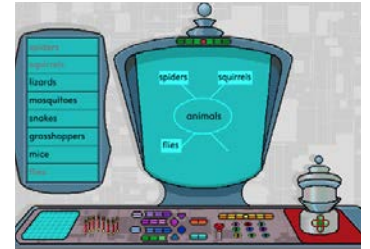
Before reading *The Little Monkey*, students sort statements that describe a monkey, an elephant, or both.

Build Background Knowledge



Before reading *The Little Red Hen*, students watch a video about how bread is made.

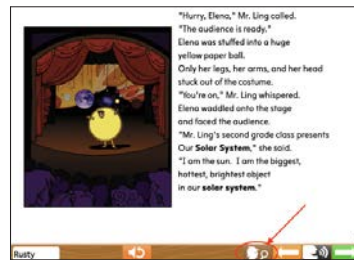
Connect to Self



Before reading *The Talking Lizard*, students put themselves in the story by identifying animals in their environment.

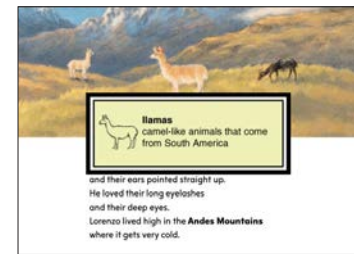
DURING READING

Inspector Detective



Students are guided by Inspector Detective to pause and think during reading. These experiences include making predictions, considering the author's choice of language, and thinking about the characters.

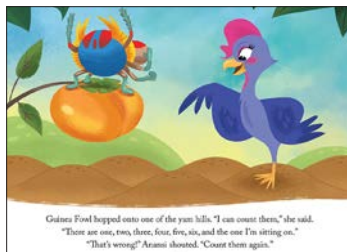
Embedded Vocabulary Support



Students can select bolded words to see and hear the word's pronunciation and definition.

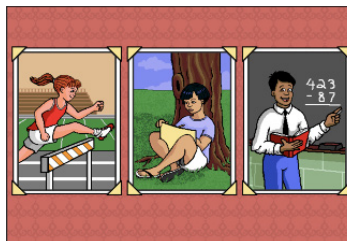
AFTER READING

Describe Characters



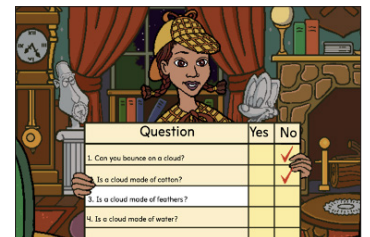
After reading *Anansi and the Seven Yam Hills*, students describe the characters.

Make Connections Between Texts



After reading *The Ugly Duckling*, students compare the text to other stories.

Extend Understanding



After reading *What is a Cloud?*, students answer questions about clouds.

When students learn the meanings of new words, they also learn about the larger ideas and concepts behind those words. A strong vocabulary bank contributes to a large knowledge bank, which supports better reading comprehension! In Waterford, vocabulary is taught in a variety of ways.

View example comprehension and vocabulary activities [here](#).

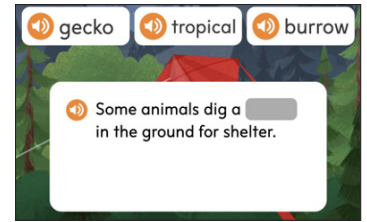
Students receive **explicit vocabulary instruction** for words drawn from Waterford texts.



Prior to reading the text, word meanings are introduced with student-friendly definitions.



Practice activities reinforce word meanings.



After reading the words in connected text, students check their understanding.

Additional vocabulary instruction focuses on synonyms, affixes, categorization, and more.

