



# Comprehension & Vocabulary

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.



Waterford Early Learning's instructional strands for literacy are aligned with the Essential Components of Reading identified by the National Reading Panel (NICHD, 2000).



## Beginning

## Developing

## Advanced

- Support oral language development through purposeful conversation and engaging read-alouds.
- Build vocabulary and background knowledge.
- Increase reading fluency so that students can focus on meaning as they read.
- Foster critical-thinking skills through rich reading experiences with narrative and informational texts.
- Teach comprehension strategies.

Experiences with Waterford Early Learning books foster the growth of background knowledge, vocabulary, and critical-thinking skills. Supports that help students read with purpose and understanding surround each book and are embedded within the texts.



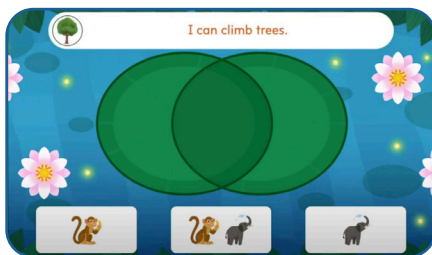
Narrative texts include the following Waterford series: Sing a Rhyme, Read With Me, Traditional Tales, and Read-Along Books.

Students build content knowledge through the reading of informational texts that cover a wide variety of topics.

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

## Before Reading

### Activate Background Knowledge



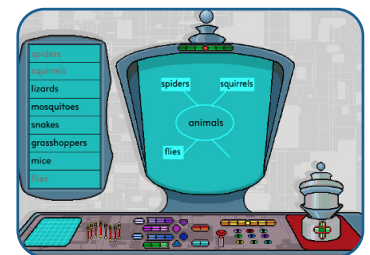
Before reading *The Little Monkey*, students sort statements that describe a monkey, an elephant, or both.

### Build Background Knowledge



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

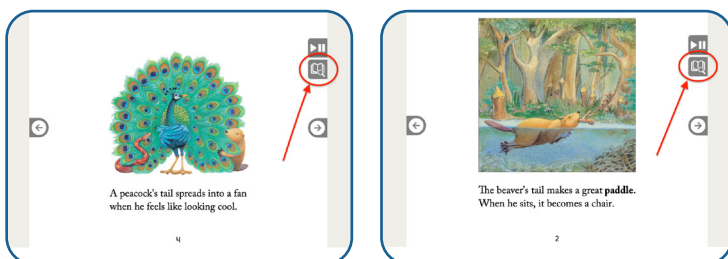
### Make Connections



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

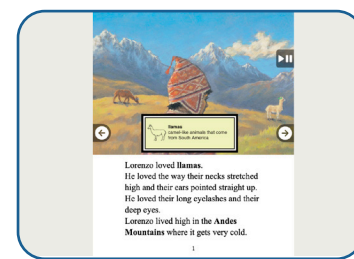
## During Reading

### Inspector Detector



Inspector Detector guides students to pause and think while reading, using prompts to make predictions, consider the author's language, and think about characters. This helps students monitor and improve their comprehension.

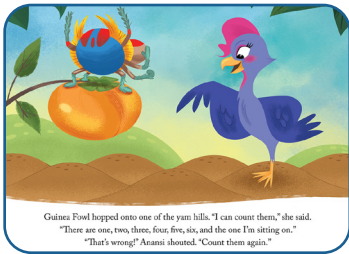
### Embedded Vocabulary Support



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.

### Compare Texts

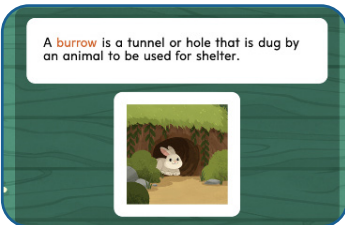


### Extend Understanding



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

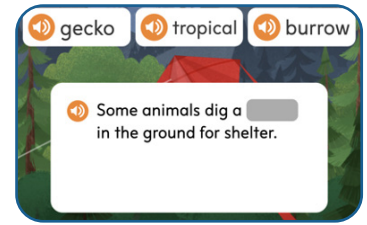
Students receive explicit vocabulary instruction for words drawn from Waterford Early Learning's authentic, high-quality texts. Instruction is focused on high-utility "tier 2" and academic vocabulary.



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

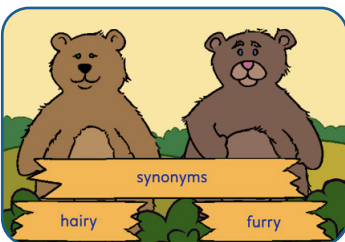


Understanding of word meanings is reinforced through practice activities with scaffolded feedback.



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

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



[View example Comprehension & Vocabulary activities here.](#)