

# K-3 Reading Strategies

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# How do you currently teach comprehension strategies?

- Students are challenged and excited by their reading, and recognize how important the reader is to the text
- Students engage with and discuss important issues and ideas in literature and content areas
- Teachers model how to think out loud for students as a means of instruction
- Students are given time to practice using strategies in their own reading
- Students are reading to learn from informational text and other materials

# How do you support students to keep track of their thinking when they read and assess their understanding?

- Students discuss their thinking about reading and hold inner conversations about their reading
- Teachers gather evidence that students are understanding and learning from their reading (strategies checklist/conference form)
- Teachers use standard terminology to describe how readers think when they read
- Students use written and other responses to show their evolving thinking

# How do you create a learning community that promotes thinking?

- Students feel free to share their ideas, opinions, and tastes in reading
- Scheduling, room arrangement, and procedures ensure an environment that promotes thinking
- Students have blocks of time for reading and responding (reader's workshop)
- Students are supported in their comprehension of content-area text books

# What resources do you have and/or need to support comprehension instruction?

- Teachers have books, sticky notes, clipboards, anchor charts, etc. for comprehension instruction
- Teachers use a variety of genres when teaching
- Teachers introduce and use variety of text forms including short stories, poetry, essays, informational texts, etc.
- Teachers use K-3 Reading Strategies website [www.bath.k12.va.us/sab/personnel/k-3rdg](http://www.bath.k12.va.us/sab/personnel/k-3rdg)

# Before Reading Strategies

- ◎ **Anticipation Guide:** An anticipation guide is a comprehension strategy that is used **before** reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading

- ◎ **Concept Sort:** Concept sorts are used to group concepts into like ideas. Students can be given pictures, words, or phrases about a topic. Students are to group like ideas together. These can be used before reading to build ideas, and after reading to review what was read.

# During Reading Strategies

- **Vocabulary building:** Students will recognize and read high frequency vocabulary words, and spell and write the vocabulary words. This provides multiple opportunities to play with the words. Students will also comprehend the meaning of sentences from the song that uses the vocabulary word.



- ◎ **FQR Think Sheets:** A three column form where students record facts and questions while they read, as well as reflecting on their reactions, opinions and feelings about what they were learning.

# After Reading Strategies

- **5 W questions dice:** After reading, students roll a dice to determine which W question (who, what, where, when, and why) they will either answer or ask. Each number on the die represents one of the W questions.

- ◎ **Pop-a-Word:** Vocabulary words from the story read are written on a colored dot label and then placed on a piece of bubble wrap. As each word's meaning is given orally, the students will pop the correct bubble.