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**Activate
“Good Reader”
K-2 Strategies**

Activate "Good Reader" K-2 Strategies



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Florida Standards

Activate "Good Reader" K-2 Strategies has a long list of Florida Standards. Many of them cross over into the next grade level. The focus in this book is to look at the Grade 3 requirements in order to prepare our primary students. So, to simplify these standards, only the Standards with their TARGETS are listed.

RL.1. Ask and answer questions about key details in a text.

TEXT EVIDENCE

RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. SUMMARY

RL.3. Describe characters, settings, and major events in a story, using key details. VOCABULARY

RL.4. Identify words and phrases in stories that suggest feelings or appeal to the senses. CONTEXT CLUES/POINT OF VIEW

RI.5. Know and use various TEXT FEATURES (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

CLOSE READING and ALIKE/DIFFERENT

W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. SUMMARY

Just take a look at the **TEN TARGET** areas listed in the Table of Contents to find out more about the skills discussed in this book.

Introduction

The ***Activate "Good Reader" K-2 Strategies*** Idea Packet takes a look at the Common Core focus on Close Reading. As of this writing, the FSA is not given until the Third Grade; however, primary teachers can begin the process of opening the world of in-depth reading to our youngest learners with reading and writing activities that they will find adventurous. Using the existing K-2 curriculum and materials, the primary teacher adds bits and pieces of the kinds of skills required in the intermediate grades on a very basic level that will scaffold over the months. This Idea Packet offers ten TARGET areas to help the child develop close reading habits aka "Good Reader" behaviors.

Primary teachers have enough on their plate with teaching the District's Curriculum of **Learning to Read**. By third grade, we assume that these same students are ready to tackle the flip side... **Reading to Learn**. The skills required to pass the FSA are overwhelming, but so are the skills in the primary grades to teach children phonics, fluency, vocabulary, and comprehension skills. Keep in mind, the following ten TARGET areas are not in addition to your already packed curriculum. It's more like a tweak to a lesson, a mini-preview, or a dip into the future. Give your students a taste of these ten TARGETS to boost their background knowledge. "Good Readers" learn sound strategies to tackle challenging texts.

Over this past couple years, I researched Common Core Grade 3 for the Florida Standards and other states. The results showed that many states are expecting the same competencies for students to pass high stakes tests in third grade. Then, I took those skills (over 50) and picked the top essential ones. Thus, they are called TARGETS.

While I am not a research expert, my 44 years of classroom experience are valuable assets. Teaching is not a magic book, recipe, computer program, or lesson. Every child is unique. What might work for one child will not necessarily be the best route for another. We have a roomful of children with different levels, personalities, backgrounds, social skills, and family support. All those play into a child's success in school.

So, treat this booklet as a tool, a reference, and a mere suggestion box. You are already doing a great job in molding our future community leaders.

YOU are the primal factor that touches so many young minds each day. **Activate "Good Reader" K-2 Strategies** at YOUR service!

*Best wishes,
Linda*

Target One : Think Alongs

WONDERS reading series calls it visualizing

Connecting reader to text must happen

to establish, nurture, and develop comprehension and close reading.

- **Kindergarten:** Oral Discussions- Day One Skills Level only
- **First Grade and Second Grade:** begin using checklist. Lots of oral discussions. Gradually release responsibility to students. All 5 days of activities might be achieved by the end of second grade.
- **Think-Pair-Share** is for all grades.

Think Alongs was a technique I learned from an all day workshop with the researcher, author, professor, and reading guru, Roger Farr. He has made this process available online, free to all educators. Go to www.rogerfarr.com Handouts-Think-Alongs

His step-by-step procedures can be used with any age and any reading material. The key point is to get your reader engaged with the text. His research in using Think-Alongs with high-risk students has proved that it works!

Follow his six lessons for six days procedure and you too, will fall in love with this awesome method of teaching our students how to be thoughtful readers.

Roger Farr's Think Alongs Progression

Day 1 Everyone gets a copy of the story (or the story on the interactive whiteboard or large book format). In advance, the teacher has marked the places on the teacher's copy in the story that are planned stops to share the think aloud.

Intro: *Reading is thought guided by printed symbols.*

*Today I'm going to really read. I'm going to stop saying the words from time to time, but I'm going to keep reading by telling you what I'm **thinking**.*

Read story aloud. When stopping for a think-aloud, close the book so kids do not think what you're saying is in the text.

You are not repeating sentences from the story.

Afterwards (or with K or Grade 1- after each stop and your comment) : *What was I telling you about? Remember the part when I read that? What kind of telling is this? (For example- a personal reflection/experience or about a word in the story that reminded me of something or something that happened in the story that happened in another story or video or telling what I think will happen next or telling the characters in the story something they did was good or bad, etc.)*

Recall what was said and talk about what I was doing (predicting, picking out important details, making connection, visualizing, passing judgment, etc.).

Important: use the students' words to describe these things, not your words! Write this student-generated list on a chart. At the beginning, the students are going to just repeating the basic story. That is NOT thinking-along. Think-Along is tying the story to self, predicting what will happen next, tying the story to another story (or even a movie or animation), comparing characters, or picking out important details or vocabulary or illustrations.

If your students are ready for Days 2-5, go ahead. Remember; practice Think-Alongs with all your reading. Then this process will become a common everyday practice. Good Readers think-along with the author naturally. Comprehension only develops when text and reader connect.

Day 2 Review list from Day 1 and prepare a checklist such as

What was I doing...	✓
Predicting?	
Picking out important details?	
Making connections text to self?	
Making connections text to text?	
Making connections text to world?	
Visualizing?	
Passing judgment?	

Pass out a new story (that you have already prepared with dots to mark the places you will stop and 'think aloud') and a copy of the checklist for each student. The blank spaces at the bottom might be other observations such as Telling about the author? Comparing characters?, etc.

Read aloud and think-aloud just like the day before.

Be sure to turn book away so that students know what you are saying is not in the text.

This time as you think aloud, students should check off which strategies you used.

Afterwards, discuss the checklist. Students should be able to explain why they checked something off. They should be able to recall what you were doing.

Add new strategies to checklist as needed.

Day 3 Intro: All students do not think the same things as they read. The important thing is that what you're thinking in some ways relates to the text. There's not a right or wrong answer.

Ask for volunteer. Introduce to class. Pass out copies of text. Volunteer introduces story.

Volunteer reads story aloud and stops in 3-4 spots and tell what he's thinking. Class applauds volunteer! Teacher asks for some ideas from class. Teacher tells some of the things the teacher was thinking.

Day 4 Intro: This activity is designed to get students comfortable with the idea of telling what they are thinking about and to think beyond what they see—or hear—or read.

I'm going to show you a wordless picture book. On certain pages I'm going to ask you what you're thinking about.

Ask students to tell why they said what they did when they tell you what they are thinking about.

Discuss with students how you think about stories just the same way you think about pictures you look at. Go through Checklist and mark strategies class used.

Day 5 Intro: *Today I'm going to read aloud but you are going to do the think aloud.*

Divide short reading/story into three-four parts. Only show the part of story you are reading; keep the rest covered.

Do Not give students a copy of the whole story. Read the first part of the story aloud as students read along on the transparency/whiteboard/interactive board.

At the first stopping point, turn off the screen and ask, "What are you thinking about?" Be sure to ask students what in the story made them think the things they are sharing.

After several responses, go on with the reading until you reach the next stopping point and then repeat the "What are you thinking about?" exercise. Continue until you reach the end of the story.

Day 6 Pass out story with think-alouds marked in text as stars, boxes, questions, or use sticky notes. Students read silently, pausing at marked spots to jot down notes on what they were thinking aloud. Students compare with partner. Students share with class while using checklist.

When you find that students are merely repeating what they have read, it's time to take the kids through the strategies again.

This progression should actually be modeled several times a year. Here is when you want to pull out this handout and model a new progression:

- When the reading gets harder
- When a new topic is introduced
- When you are introducing students to a new genre/text frame

This strategy progression includes three four components: modeling, coaching, reflection, and independent use.

Think, Pair, Share

All Grade Levels

First, teach the 3 hand signals.

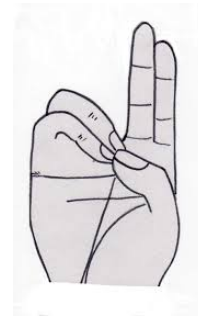
Clenched fist means THINK.

This represents the brain.

Teacher holds this pose
and the students do the
same for about 5 seconds.



Then, hold up two fingers,
which means to share your thoughts
with someone nearby. 10 more seconds



Then hold up five fingers, which means to share with the
whole class when called upon.



This system works with all grade levels and all reading
materials too.

Target Two: Responding to Questions

Understand the question. What is the question asking? What are the key words in the question?

Where did the Wolf go after the Little Pig's house made of straw?

What is the question asking? **WHERE**

What are the key words in the question? AFTER THE LITTLE PIG'S HOUSE MADE OF STRAW

So, an appropriate answer might be "the third pig's house" and not "the third pig" which answers who, not where.

Foundation Skill- understand the difference between What, Where, When, Who. (Why is more advanced and required cause/effect)

Once the Foundation is met, work with **Key Words** in questions.

Begin with simple questions and work to more complex ones. Use the questions in your basal readers, practice books, and passages. There are times that you will want the students to show the key words in the questions and not expect any answers. Oral practice is great too!

When students are progressing well along the path of recognizing key words in the questions, then proceed to answers. Getting the correct answer has a step-by-step process also.

1-Find key words in the question

2-Ponder possible answers

What is your favorite flavor of ice cream?

(Possible answers- chocolate, vanilla, etc., but poor answers would be dog, cat, house)

Who cleaned Jeremy's bedroom?

(Possible answers- Jeremy, mom, dad, grandma, an elf, etc., but poor answers would be forest, magic, etc.)

The reason we ask the reader to think about (ponder) possible answers is because all too often students jump to quick answers, especially on multiple-choice formats, without thinking about logical possibilities.

Many students forget the question and that is why, we return to the question. Also, a strong step in math story problems.

1-Find key words in the question.

2-Ponder possible answers.

3-Read the question again.

4-Find Text Evidence to support your final answer

Next, choose an answer based on text evidence. In the primary grades, we usually see 'supporting details', but in the intermediate grades, the terminology is often 'text evidence'.

So let's adjust our lingo to include TEXT EVIDENCE.

Locating Text Evidence should begin with pictures (Text Features) including captions. Make it a game. The teacher (or students) makes up a question that can be answered directly from picture clues or implied.

Use Google Images to find scenes to project on an interactive whiteboard to use as Text Evidence practice with pictures. For example, using this beach scene, make up some really easy questions, such as “What colors are the boy’s swimsuit?” The answer red and yellow are proved by Text Evidence by pointing to his swimsuit. “What kind of weather is shown in this beach scene? Of course, sunny, hot, humid, and warm are acceptable answers because you can provide TEXT EVIDENCE by pointing to the sky and choice of clothing.



Provide decorative pointers like flyswatters, large finger pointers used at sports events, and fluffy dusters for whole class Text Evidence hunting on big books, overhead transparencies, or interactive whiteboards.

When students have their own copy of a picture (or when you begin using text stories or informational passages), use some clever ways for each child (or study buddy) to point out the text evidence other than pencil or highlighter. Try some of these ideas for finding text evidence:

- craft stick with an goggly eye glued to the top
- lighted finger flashlight (see Resources Page 30)
- finger puppet or fingernail (see Resources Page 31)
- small sticky notes in the shape of an arrow
- pretzel stick (eat after activity)
- mini-sticker on index fingernail



After practice finding answers with text evidence support using pictures and photos, your students are ready for real stories that offer **text features**. Both text and text features go hand-in-hand.

Text features are ways the author helps the reader understand the text whether it is a narrative story, poem, informational reading, play, etc.

Text features include:

- boldface letters (font)
- different size font for some words
- italicized print ('fancy' letters)
- pictures and photos
- captions for those pictures and photos
- maps
- timelines
- tables, graphs, and any graphic organizer
- titles, headings, subheadings

The students need to hear the phrase 'text features' along with the different kinds. They will be asked questions on the FSA about TF.

Remember the 4 steps **Good Readers** take:

- 1-Find key words in the question.
- 2-Ponder possible answers.
- 3-Read the question again.
- 4-Find Text Evidence to support your final answer

Approaches to Different Kinds of Questions

Multiple Choice/Fill in the blank Questions

Use the 4 steps of Good Readers. Do not try to answer/read questions until story or passage is read first. Remember to Think Along.

Extended Response Questions

The rules change. FIRST, read the question(s) since the reader will most likely be asked more complex questions like comparing characters, actions, etc. Underline the key words in the question because the first sentence response should use these words along with citing the passage(s).

THEN, read the entire passage, but as the text evidence for the extended response appears, the reader underlines or draws a box around that paragraph.

When the student answers the extended response, these underlined areas will be the 'plan'.

As always, MODEL and do lots of SHARED READING with these kinds of extended response questions that come up with the weekly WONDERS cold read passages in 2nd Grade.

Gradually, release responsibility of this extended response skill to your students. The next 7 TARGETS will address specific skills.

Target Three: Alike/Different

Similarities/Differences



Compare/Contrast

Tackle this skill with

- **Artifacts** Apples/Oranges
- **Pictures/Photos** football/baseball
- Text Stories and Informational Passages
 - Characters- tortoise/hare
 - Settings- changes with time
 - Plots – different versions of Cinderella

VENN diagrams using hula-hoops

Frame Responses such as:

 <p data-bbox="438 1449 609 1501">bananas</p>	 <p data-bbox="1071 1449 1209 1501">grapes</p>
Both bananas and grapes _____ _____	
Bananas _____, but grapes _____.	

Possible answers. Let the students discuss the answers. For older students, the answers should be fact based – not opinions.



bananas



grapes

Both bananas and grapes are fruits, can be eaten, are plants, are healthy, have seeds, can be eaten raw, are sweet, taste good, are bought in the grocery store, are in my house, etc.

Bananas are mostly green and yellow, but grapes are green, red, and purple.

Bananas are long and grapes are round.

Bananas grow on trees, but grapes grow on vines.

Bananas must be peeled, but grapes can be eaten without peeling.

Bananas can be made into a smoothie, but grapes can be dried and made into raisins.

So many possibilities for lively discussions!

Target Four: Provide a Title

Students will provide a title after reading a story or informational passage.

First practice this orally with students. Read a picture book, but conceal the title. Ask students to supply a title. Discuss the choices. Then reveal the title that the author chose. Discuss that one too. Do the same thing with an informational passage.

There is no real right or wrong answer. BUT the students must give a reason WHY their title was chosen.

Begin with a title (caption) for pictures and photos.



Target Five: Mystery Word

Define a word through embedded context clues.

Begin with a picture:

miswak sticks

If we look at a picture by itself, it might be confusing. Just like a word by itself. “What are these sticks?”



Take a look at the whole picture and you will get a strong clue to answer the question. Just like surrounding words in a paragraph. The words form an image in your mind to solve the mystery word.



Yes, that stick is a toothbrush. It's called a miswak stick and is used all over the world for oral hygiene.

Passage. What is the underlined word mean?

My family's favorite place to picnic is under a catalpa in a park near my home. Its beautiful white flowers and strong branches make for a great shady spot under its canopy. After a yummy lunch, I try out my climbing skills on the catalpa. What a great way to spend a day!

A catalpa? Yes... a tree!

What words gave you the clue? Branches? Shade? Flowers? Right!

Have your Word Detective students underline the clues. Also....

Teach: Sometimes the word 'or' will tell the answer too. "...under a catalpa or our special tree in a park..."



Vocabulary words that are feeling based are more challenging. A great read aloud book offers some great insights. *Cookie: Bite-Size Life Lessons* -20-

Target Six: Point of View

Students tend to find this skill very challenging because they are asked to make a statement based on the author's point of view. For primary students, begin point of view with talking objects.

What do you think our class pencil sharpener would say if it could talk?

“Yummy, that pencil was delicious!”

Or the bird hopping on the ground?

“Now, where is that worm?”

If you think about it... point of view is really related the Think Alongs (Target One). Putting yourself in a character's shoes or the author's.

One activity that might be fun is to give each student a sticky note. Have each person think about one object in the room and write what that object might say if it could talk. How much fun is that!

After reading a story in class, discuss **Point of View** using that terminology. It's just what the character might be thinking as they are doing an action. The advanced element of giving the Point of View would be text evidence.

For example:

Jason was the fastest runner in class. He always came in first when there were races. After he would come in, he would tease the students who came in at the very end. After a while, some of those kids would not sit with him at lunch. Jason didn't care at first, but then he realized that to have friends, you must be a friend. Now, Jason cheers on all his classmates.

Possible Extended Response:

Jason's point of view at the beginning of the story was that winning was very important. He did this by teasing those classmates who did not run fast. By the end of the story, his point of view changed and he realized that winning is not everything. Jason showed that he cared more about having friends than winning by cheering on all the students.

The text support (teasing at the beginning and cheering at the end) was essential in answering the question about point of view. Remember, proving your answer is the key to being a Good Reader.

Target Seven: List Facts from an Article

Begin establishing the difference between fact and opinion. Then, use pictures. Oral practice.

Take a variety of sources to gather facts.

- Science textbook
- Social Studies textbook
- Articles
- Scholastic News (aka Weekly Reader) or any other age appropriate magazine
- Books from the Media Center
- Internet information
- Recipes, How to Articles, Nutrition Labels

Take facts from oral reports. After the oral presentation (Project Report or a Show and Tell Presentation), the Listener begins comments with “I heard you say that....”

More advanced stage:
Compare facts from two articles.

Target Eight: Count Paragraphs

On tests beginning in second grade, some questions will refer to ‘the third paragraph on page such and such’”

Students at any grade can learn to count paragraphs by recognizing:

- Indention
- Skip lines with an extra space

After whole class practice using big displays like big books, overhead transparencies, or interactive whiteboards of passages with paragraphs, then proceed to handouts. Have the students number the paragraphs. No reading required.

Also, give students opportunities to see text arranged in various formats such as columns in newspapers, sentences that continue on the next page, and footnotes.

Target Nine: Write a Story Summary.

Of all the Targets, this one is the most challenging. Students try to include all the details, copy the story over, or exclude the essential parts of a literary text.

A summary is a brief retell of the basic story. To help the writer, teach the basic story elements of character, setting, problem, and solution using a graphic organizer or a paper folded into five parts.

<u>Title</u>	The Lion and the Mouse
<u>Characters</u>	Lion, Mouse
<u>Setting</u>	forest
<u>Problem</u>	Mouse does not want to get eaten by Lion. He promises to help Lion one day.
<u>Problem Solved?</u>	Mouse helps Lion escape from a net.

Going from the Graphic Organizer (plan) to sentence form becomes easier.

The story is The Lion and the Mouse. The characters are the Lion and the Mouse. The setting is the forest. The problem is that the Mouse does not want to get eaten by the Lion. The Mouse promises to help the Lion one day. The problem is solved when the Mouse helps the Lion escape from a net.

Provide many opportunities for modeling, shared writing, and buddy study. While the actual summary is basically writing over the planner, it is a perfect beginning. The student learns the importance of planning.

Target Ten: Figurative Language

Or as the Common Core Grade 3-5 states...

“Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Idioms in Your Curriculum

To fully comprehend a text, the reader might need experience with the meanings of idioms. Even the primary reader is encountering phrases that cannot be translated literally.

How to choose which idioms? First of all, some idioms are not age appropriate for school age children and some idioms are too negative to bother teaching. BUT there is a plethora of idioms. You will find them embedded in your reading books, library books, movies, and guided reading materials. *Amelia Bedelia* is one excellent example.

You can also purchase books that are full of idioms with illustrations. Great quick read-alouds to the class. Do one idiom a day.

There are a multitude of teacher resource books that offer worksheets and activities with idioms.

One website has a grade-by-grade level list of idioms to teach. Google ‘idioms by grade level and download the Word DOC List of Idioms – Hueneme School District. These lists start at Kindergarten and finish at Grade 8.

I have used all of the above sources (books, websites, reading materials, TV commercials) to pick idioms each week. Idioms are part of my weekly language arts homework units and mini-lessons.

You know that you have left that lasting impression when your students begin to recognize idioms found in their library books. The hunt for idioms is contagious and soon everyone is on the alert for this author's craft. Begin a class giant poster of "Idiom Discoveries" See the next page for a possible activity sheet.



literal

That test was a piece of cake and I got an A on it.

figurative
(idiom)



Name _____ Date _____

Write one incredible sentence with correct spelling, beautiful handwriting, and vivid vocabulary. Illustrate this idiom with black outlines, colorful figures using crayons or colored pencils (no markers) and pale backgrounds:

in hot water (in trouble)



Targets One-Ten: Writing

Whether the student is responding to a Think-Along, text evidence, point of view, summary, figurative language, context clues, providing titles, or listing facts from an article, there is a point in time when you move your students from oral practice and study buddy, to independent written response.

Students need a bank of words. While Word Walls have their place in the primary classroom, you might want to consider personal word books. You could make them yourself, but I suggest looking into ones on the market. For K and 1, the Starfall Company has a Starfall Blank Dictionary for about 80 cents each. I also love their Starfall Blank Writing Journal that is set up with 40+ pages of a place to draw and write. I use them for the first 40 days of school. A drawing and one-two sentences about each day. Kind of a picture journal – “My First 40 Days in 2nd Grade”

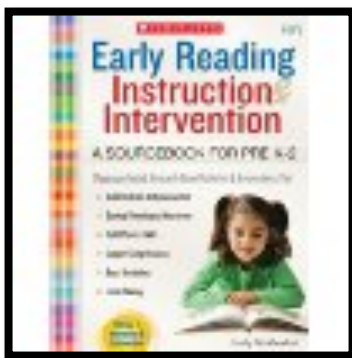
For second graders, I use a different word book. It is from Curriculum Associates. It gives hundreds of words with spaces on each page to add more. A GREAT tool that the students can add onto each year! Also comes in Spanish.

Every class needs copies of a picture word book. Since they can be a sizable investment, you might want to get enough copies to use in you writing center or one for each table group. While there are many in the market, my favorite is Melissa Forney’s Picture Speller for Young Writers. (see Cover of this book). What makes it so valuable is that **THE STUDENTS WILL REALLY USE IT!**

Resources and Websites



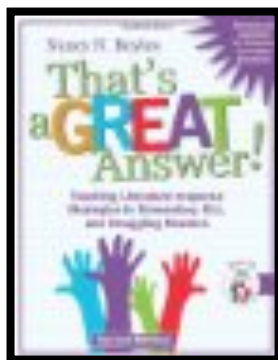
Weekly Reader/Scholastic News
www.weeklyreader.com \$5.25 per student in K and \$4.75 per student in grades 1 and 2 32 weeks = 32 issues
Lots of informative reading-for the year!



Early Reading Instruction and Intervention Sourcebook for PreK-2
\$14.48 on Amazon



40 Super Bright Finger Flashlights
\$6.36 on Amazon



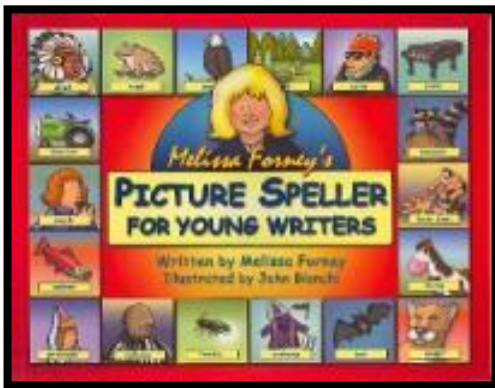
That's a GREAT Answer
Second Edition
\$27.83 at Amazon



16 Finger Puppets

\$4.21 at Amazon

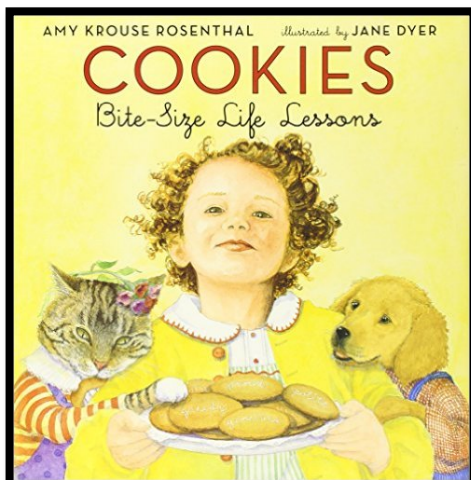
Many other choices at Amazon and Oriental Trading too.



Picture Speller for Young Writers

\$19.95

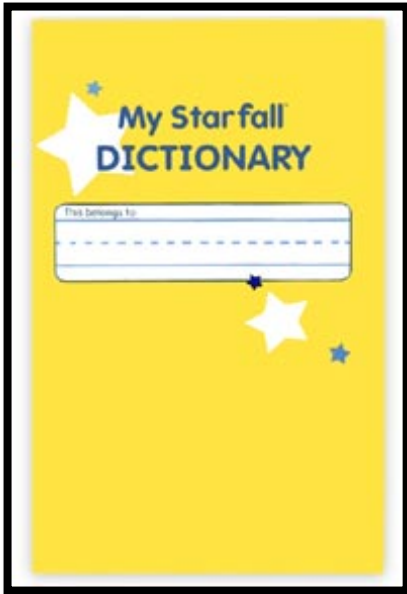
www.melissaforney.com



Cookie: Bite-Size Life Lessons

\$9.48

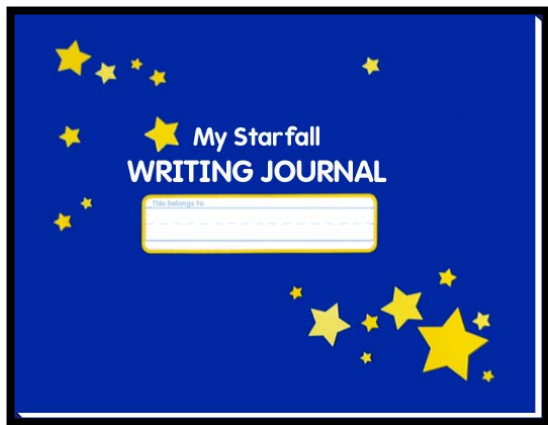
Amazon



Starfall ABC Dictionary
79 cents each when
ordering 20 or more



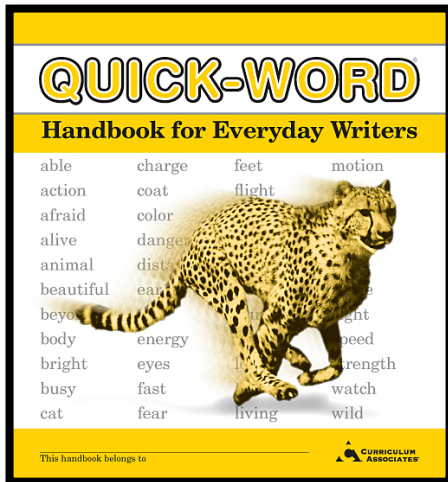
www.Starfall.com



**My Starfall Writing
Journal**

79 cents each when
ordering 20 or more





Quick-Word

About \$1.59 per book plus shipping with orders of 10 or more

www.curriculumassociates.com

Well worth the investment!



www.FCRR.org Oodles of ideas for all grades

www.Teachingchannel.org
Take visits into classrooms via video.

www.melissaforney.com
Many free handouts to download.

www.superteacherworksheets.com
Individual Membership \$19.95 year
Many resources for K-5 in all subjects.

Good Readers Cheers!

Remind your students that Good Readers do certain things. When you witness those actions, celebrate with an enthusiastic..

“YOU did exactly what good readers do. YOU _____”

“scanned the story first before reading.”

(‘picture walk’ to take in prior info like pictures, maps, etc.)

“went back and reread to make sense!”

(correct a miscue- such as horse for house)

“read with expression to bring the characters alive!”

(read fluently with prosody and character voices)

“stopped and questioned the author!”

“stop and comment on the character’s actions”

(pause the reflect on their reading)

“reread sections (or sentences) that didn’t make sense!”

(read the sentences again to make sense of the text)

“found that idiom!”

(you have taught some idioms and when the student finds any idioms or other author’s crafts in the reading, make that a BIG celebration.)

“got so involved with the reading that you lost track of time.”

(Did you ever get so involved with your reading that you did not pay attention to things going on around you?)

“found every spare moment to pick up a book and read!”

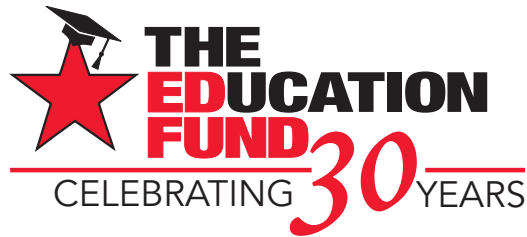
(Catch them reading!)

“went back in the story and found text evidence.”

(When the students do that independently, then it’s time to have a SUPER celebration.)

“found text features like the boldface words!”

(or large print or italicized print or maps or tables or any text feature)



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