

ELA Strategies for Grades K-3

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Instructional Strategies

Word Walls

Two keys for success with **Word Walls** is first - allow your students to help generate the words and second - use the words from the word wall daily! In the primary grades you will most likely want two separate Word Walls. One for high frequency and content words and another for word pattern words. For example:

On the high frequency and content words wall, you may emphasize essential or troublesome printed words. They can serve as a reference for spelling or decoding. Words should be arranged in alphabetical order so they are easily located. Pattern words can be placed on the wall and should be arranged by the first letter in the rime, rather than the initial consonant. For example, -ag words appear together and would appear before -at words.

For examples of lessons see [FIVE WORD WALL ACTIVITIES](#).

Anchor Activities

Don't waste a minute of instructional time! Be prepared with an **Anchor Activity** for the few minutes before class starts or when a student finishes the assigned work or task. These activities are intended to review or extend learning of the content. Another name for Anchor Activities is Sponge Activities. They soak up the extra time with beneficial tasks! Below are a few ideas for content-specific anchor activities.

Give each student a few sticky notes. Have them write one fact or characteristic of a topic of study on each sticky note. Post on board.

Post 2-3 questions on the board.

Students respond in a journal.

Students find a partner and discuss responses to questions.

Assessment Strategies

Running Records

Running Records will help you measure students' progress, develop next instructional steps, and help students see and understand their progress. They are ongoing assessments that occur at numerous times throughout the year.

Every running record follows the same procedure:

Sit next to the student so you can follow along with them as they read.

Choose a passage that is at the student's approximate reading level.

Tell the student that they will read out loud as you listen and jot some notes about their reading.

As the student reads, keep a record by using a running record form. Mark the page by putting a check mark above each word that is read correctly and marking errors.

While the student is reading, intervene as little as possible.

Watch for how the student is using the strategies that you taught in class and pay attention to how the student is gathering meaning using structural, meaning, or visual cues.

If the student gets stuck on the word, wait five seconds then tell them the word. If the student is confused, explain the word and tell them to try again.

After the student reads the passage, ask them to retell what they read. Or, ask a few basic questions.

After the running record, conference with the student to provide praise and constructive feedback.

[Running Records Free Materials](#)



Classroom / Time Management Strategies

What to do? Board

A **What to do? Board** presents options for students to complete after they have finished their classwork. Choices can be individualized based on student need or interest. This strategy is extremely helpful with classroom management because students know there are several options for them to choose from and get busy right away without wasting time.

Print choices on cards and glue magnets on the back so you can easily display choices based on what's appropriate for the time available. Choices may include: Read, Visit with a friend, Computer, File Folder Activity, Book Nook, Art Center, etc.

