

ELA Strategies for Grades K-3

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Instructional Strategies

Make & Break

A technique known as [Make & Break](#) is an excellent on-the-spot activity to reinforce phonics patterns. Selecting a word such as *man* the teacher forms it with magnetic or cutup letters, says the word, and requests that the student say it. The teacher then scrambles the letters and asks the student to recreate the word and say it. Once the student can do this without hesitation, the teacher forms other words using the rime. Substituting *v* for *m*, the teacher says that the word is now *van*. The student says the word. The letter *v* is removed, and the teacher explains that the word now says *an*. The student is asked to make the word *van* and read it. This process is repeated.

Sorting

[Sorting](#) is a highly effective technique and should be used regularly. In addition to actively involving students, sorting helps students discover underlying relationships among words. For instance, students may be able to read *am*, *ham*, *Sam*, and *jam* but may not realize that these words all fit a pattern until they sort them. Example: Using *ham*, *cat*, and *man* as the model pictures, have students place rhyming picture cards under them. Once students are adept at sound sorting, have them sort the patterns according to sound and spelling. Again, using the picture of the *ham*, *cat* and *pan* as models have students place –*am* words under the picture of the *ham*, –*at* words under the picture of the *cat* and –*an* words under the illustration of the *pan*.

Assessment Strategies

Dialogic Reading

[Dialogic reading](#) is an interactive style of reading with children in a classroom setting. The practice promotes children's literacy and language skills. During this type of reading practice, the child and teacher switch roles. This gives the students the opportunity to become the storyteller rather than just the listener. The teacher assists the child but also listens actively and asks questions. This allows the teacher to implement formative assessment during the activity.

PEER Sequence

Adults can rely on the [PEER sequence](#) to support the activity process. This, in fact, is the main technique used with dialogic reading. The PEER sequence is as follows:

- **Prompts** child to say something about the story
- **Evaluates** the child's response
- **Expands** child's answer by rephrasing & adding relevant information
- **Repeats** prompt to make sure the child learned something from the expansion

Ideally, instructors should include the PEER sequence in reference to each page. As instructors repeat the reading subsequent times, they can leave the reading increasingly to the child. As the child performs more reading on their own, they are apt to grow in confidence as well as skill.



Classroom / Time Management Strategies

Cozy Corner

Creating a print-rich classroom is essential to building early literacy skills and outlining the importance of reading and writing. The Cozy Corner (library center) should be the quietest corner of the classroom. This area functions as a support to literacy instruction and provides opportunities for independent reading. Add beanbags, large pillows, lamps, and decorations. As part of your classroom rules, ensure that students understand the rules of the Cozy Corner and the checkout policy for books. Make the area as inviting as possible!

The resources listed are provided as options and examples.

Pennsylvania does not require, recommend, or endorse any specific program or product. All curricular and instructional decisions are made at the local level.