

Instructional Strategies

Inferential Language

Inferential Language includes predicting, problem-solving, hypothesizing, or contrasting. Develop students' language by engaging in conversations before, during, and after reading activities. Conversations such as this will engage students in higher-level thinking. Open-ended questions challenge students to think about a message in the text and how that message may apply to their world. Continue to increase the complexity of questions such as why an author used certain figurative language or vocabulary. You should model reasonable answers while fully addressing the question -- illustrating critical thinking. Prompt students to add additional details or make a general statement not specifically tied to a character or event. See [Foundational Skills to Support Reading](#) for additional details and examples.

Play with Print

Print Awareness is the ability to recognize print and understand that it has meaning. Print awareness is developed as students are read to and exposed to quality literature. They begin to play with reading (*reading* stories they are familiar with) to see that reading occurs left to right and to recognize letters and symbols. Provide a print-rich environment with books and written words. Below are some ideas for promoting print awareness.

Organize books	Read the mail, a menu, a sign
Read to students	Use big books
Label objects	Teach the alphabet
Provide letters to manipulate	Tell a story
Compare various forms of print	Read predictable books
Model writing	Engage students in letter naming

Assessment Strategies

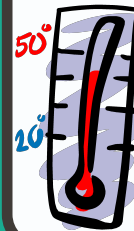
Highlighter

Assess student understanding of a text by engaging students in a combined activity of independent and small group thinking. Provide a piece of text and highlighter to each student. Ask the students to read the text individually and highlight sentences that appear important or interesting to them.

When everyone is finished, divide the class into small groups of three or four. Within the group, each student shares their highlighted sentences and explains why they thought it was important or interesting to them. After each student has shared in the group, ask the group to think of the text's main idea or theme. Have one student from each group write or share the group's thinking with the class.

Hand Thermometer

Share with the class (or ask a student) one concept that was presented in class such as summarizing a text. After the concept is explained, the students raise their hands to the level that they feel comfortable with the concept--no verbal comments necessary.



- all the way up is hot or excellent understanding
- 30° - half way up is mild or okay, understands but would like more practice
- just above desk height is cold or needs more practice



Classroom / Time Management Strategies

Positive Post-it Notes

No matter what method you choose, tell your students you appreciate them! Building relationships is key to classroom management. Point out specific things that students have done that make you proud. When students know the expectations and then are praised for doing so, expectations are clearer and reinforcement encourages them to repeat the behavior. Take a stack of post-it notes and write positive notes before class. You will then be ready to just pick one and place it on the student's desk immediately!

