

**FIRST GRADE TEACHING STRATEGIES
READING/LANGUAGE ARTS**

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| Competency | 2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. |
| Objective (s): | <i>a. The student will use text features, parts of a book, and text structures to analyze text.</i> (DOK 2) 1) Text features – titles, illustrations, headings, graphs, etc. 2) Parts of a book – title page, title, author, illustrator, table of contents, etc. 3) Text structures – sequential order and description 4) Genres- fiction, nonfiction, and poetry |

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| MDE SUGGESTED TEACHING STRATEGIES |
| <ul style="list-style-type: none"> • After reviewing the use of text features such as titles, headings, illustrations, and graphs, the teacher will ask students to analyze a new text using the title, heading, graph or illustrations. • The teacher will read the title of a book and state thought-provoking questions about the title and illustrations as students observe. He/she will scan pages throughout the book and ask questions regarding the title and illustrations. Teacher shall make predictions as to what will happen and the reasons for making such predictions. The teacher will generate questions from the scanning of the book to employ listening skills in order to find answers. As the teacher reads, reflect on specific points or events and determine what comes to mind from the points or events. He/she will allow students to confirm predictions in the beginning, middle, and end of the story. Students shall demonstrate the action modeled through role-playing before the class. |

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| ADDITIONAL TEACHING STRATEGIES |
| <p>Additional Strategies:</p> <ul style="list-style-type: none"> • The teacher will introduce the parts of a book. The teacher will model using highlighter tape to identify title page, title, author, and illustrator of a book for students during a shared reading of a big book. The teacher will have student volunteers identify each of the part of a book independently. Table of contents can be modeled through the students' basal text. • The teacher will display various books or stories and identify the title and names of the author/illustrator. The teacher will explain the function of each title, author, illustrator and book cover. • The teacher will use a Double Bubble Map (looks like a Venn Diagram) to compare and contrast the story elements of fiction and nonfiction stories. • The teacher will use a Bubble Map (large circle with lines extending) to describe story elements (setting, characters, events, etc.) • The teacher will write parts of the story on sentence strips and have students put in sequential order. |