



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1-3

# Anticipation Guide

Literacy Skills / Comprehension



## Materials

1. Anticipation Guide statements



## Virginia SOLs

K.8, 1.11, 2.8, 3.5

## Procedure

1. Identify major themes or ideas in the reading selection.
2. Write 3-5 statements related to selected themes or events that are likely to ignite discussion.
3. Present the statements to the students on an overhead projector, the chalkboard, or as a handout.
4. Allow a few minutes for students to respond privately to each statement by indicating their agreement or disagreement on paper.
5. Engage the students in a discussion about the statements by asking for their reactions. This discussion should include reasons for responses.
6. Read the text. Following the reading, continue discussion, including going back to the text to support their initial thoughts and new discoveries.



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## Brainstorm-Reflect-Reformulate (1-2-3)

Comprehension / Literacy Skills



### Materials

1. A word from a book or selection that represents the content



### Virginia SOLs

K.2, K.8, 1.2, 1.7, 1.9, 2.2, 2.8

### Procedure

1. Before reading, write a word from the book or selection that represents the content well.
2. Ask students to brainstorm their initial associations with the word or concept. What comes to mind when they read the word? Write down students' responses.
3. Read the selection. Then ask students to reflect on their initial associations.
4. Students may then reformulate their initial list, providing reasons based on the content of the story and the word's intended meaning in the selection. Students may weigh, reject, accept, revise and integrate any new ideas at this time.

Submitted by:



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# Character Maps

Literacy Skills / Comprehension



## Materials

1. A single sheet of paper with 2-4 large squares on the page
2. A book with 2-4 characters



## Virginia SOLs

1.2, 2.2, 3.2

## Procedure

1. After reading part of a book, students identify at least 2 characters for analysis. Each character's name is placed near the top of the box and character traits are listed under each name.
2. Ask students to draw arrows from one square to the next, indicating the relationship between the characters.
3. Have students write words that describe the relationship between the characters next to the arrow.
4. VARIATION: Students can take turns listing characters and traits. The teacher can write these in squares on the board. You may also create character maps similar to concept maps with a picture of the character in the middle.

## Common Threads

Literacy Skills / Comprehension



### Materials

1. Read aloud with obvious conflict and solution



### Virginia SOLs

1.9, 2.5, 2.8

### Procedure

1. Common Threads helps students relate their experiences to the story/ character prior to reading.
2. Before reading, ask students to think about a difficult situation they've experienced. The situation may or may not be related to the story.
3. Encourage students to talk about their situations/experiences. How did students cope with the situation? Did the experience change them in any way?
4. Explain to students that you're asking them to think about these experiences is that the main character in the book they will be reading faces a difficult or unusual situation. They will learn about the situation when they read the book, but first you want them to think about their own experiences.
5. Write the headings "problem," "solution," and "how changed?" on the board. Model the activity by giving an experience from your own life. Elaborate orally on these responses as you write them. Tell students that you are writing quickly and not worrying about spelling or using complete sentences.
6. After modeling, have students write their own problems, solutions, and changes.
7. Let students share their experiences with the class. You may want to record some on the board or a chart.
8. After ample discussion, introduce the story and relay the setting of the story to the class discussion.



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# Graphic Organizers

Phonological Awareness / Comprehension



## Materials

The following templates:

1. Before-During-After
2. 3-2-1
3. Story Map

## Procedure

Graphic organizers help students organize their understanding of a text. Teach students how to use basic graphic organizers and allow them to choose which helps them best comprehend the story and/or non-fiction selection.

Submitted by:

# Graphic Organizer

Before, During, and After

Name \_\_\_\_\_

Title \_\_\_\_\_

Before	During	After

# Graphic Organizer

Name \_\_\_\_\_

Title \_\_\_\_\_

3 things I discovered...

2 interesting facts...

1 question I have...

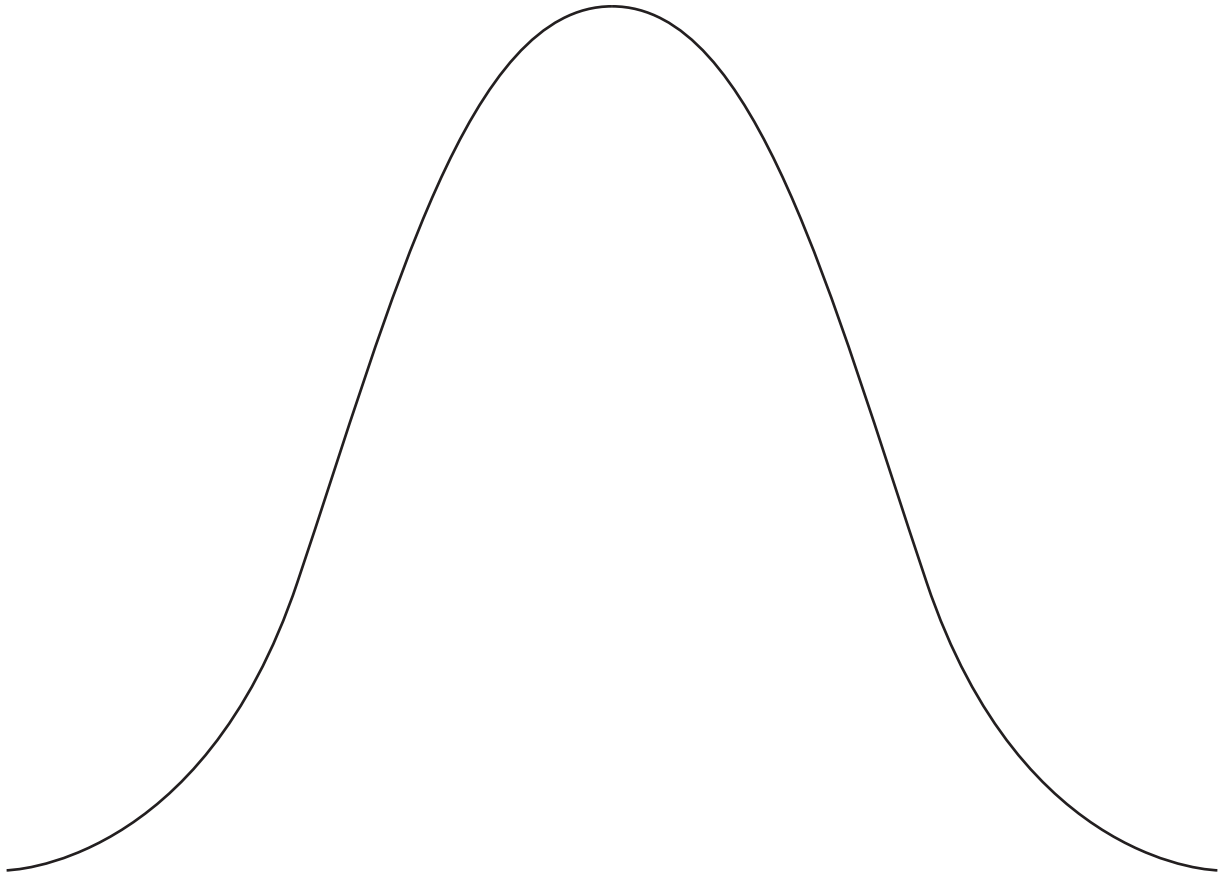
# Graphic Organizer

## Story Map

Name \_\_\_\_\_

Title \_\_\_\_\_

Middle/Conflict



Beginning

End/Solution



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# Double Entry Journal

Literacy Skills / Comprehension



## Materials

1. Paper
2. Pencil
3. Book



## Virginia SOLs

1.11, 2.8, 3.5

## Procedure

1. Have students fold an 8.5 by 11 inch lined sheet of paper in half lengthwise.
2. Ask students to read a book or story and then select passages from this reading that are interesting or meaningful to them.
3. Students write this important information on the left-hand side of the paper. Have students list the page number beside the passage information.
4. Direct students to write their reactions to this information on the right-hand side of the paper, across from the listed information.
5. Students may be given the opportunity to share their journal entries with their classmates.



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# Extra! Extra! Newspaper Book Review

Literacy Skills / Comprehension



## Materials

1. Newspapers for children to preview

2. Sample book reviews

*Deadline from News to Newspaper* by Gail Gibbons

*The Furry News: How to make a newspaper* by Loreen Leedy

## ▶ Virginia SOLs

1.9, 1.12, 2.8, 2.11

## Procedure

1. In this activity, children act as reporters and write a newspaper book review.
2. Review with students how a reporter writes and how newspapers are formatted. Discuss how reporters choose intriguing words. Students will want to choose words that make their book sound so exciting others will want to read it, too.
3. Integrate the books' covers when formatting the students' newspaper articles. You may photocopy the covers of the books, find images of the covers online, or take a picture of the student reading the book.
4. Work with students to develop a snazzy headline for their article. A good way to begin the brainstorming process is to have students think of what is most exciting about their book and make that the focus. In the sample you provide, you may choose not to reveal how the story ends - a common convention of book reviews.



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# Induced Imagery

Literacy Skills / Comprehension



## Materials

1. Two or more brief descriptive passages



## Virginia SOLs

1.11, 2.8, 3.5

## Procedure

1. Select a passage to read aloud. The passage should be very descriptive so students can see how words help form mental pictures. The passage should be brief (about 100 words). Make an overhead transparency of the passage or print it on a chart large enough for all to see.
2. Model, by thinking aloud, how you are imagining the story as you read. Tell students what you are imagining, why mental imagery is of value, and how to do it.
3. Provide students with guided practice. To begin, read aloud the first part of another prepared passage. Without finishing the passage, stop and ask students to think-pair-share with a partner the images they are forming OR have students draw as they listen to the passage being read aloud. Invite students to share their images with the whole group. You may share your images as well. Discuss how readers will and should imagine the same text differently. Compare images with the whole group, discussing likes and differences.
4. Provide students time to apply mental imagery independently while reading their self-selected books. Again, students may draw their mental images, noting the corresponding text in their books. Students' drawings may serve as a performance assessment of how well they are able to use mental imagery.



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# Information Hunt

Literacy Skills / Comprehension



## Materials

1. Index cards
2. Covered shoebox or magic hat



## Virginia SOLs

1.11, 2.8, 3.5

## Procedure

1. Write questions about a story the class will read on index cards. The questions can be specific to the story or more general. Place the questions in a box.
2. Explain to the small group/class that after they read they will be asked to “hunt” for information. You may refer to the students as “Super Sleuths” or “Book Detectives,” searching for clues in the text.
3. Allow students to read the story silently.
4. Pick a question from the box and read it aloud.
5. Allow time for the information hunt. The students can do this individually or in groups.
6. Have students share their findings with the rest of the small group or class.

## KWL Chart



### Materials

1. KWL chart
2. Non-fiction text



### Virginia SOLs

K.8, 1.11, 2.8, 3.5

### Procedure

1. Choose a non-fiction book for students to read that provides information on a selected topic area (i.e. polar bears).
2. Before reading the book, have students fill in the “Know” column, listing what facts they already know about polar bears.
3. Have students complete the second column, listing questions about “What” they’d like to know about polar bears.
4. Instruct students to read the story.
5. In the third column, have student list what they’ve “Learned” about polar bears.
6. Finally, ask students to list questions that they still have after reading the story. Ask students how they could find answers to these questions. You may wish to provide students with additional texts on polar bears or allow time for searching online.
7. Discuss the reading and the content listed in the columns as a class.
8. VARIATION: This activity can also be completed as a group, with the teacher completing the chart on the board or overhead projector.

# Graphic Organizer

KWL

Name \_\_\_\_\_

Title \_\_\_\_\_

What I Know	What I Want to Know	What I Learned



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# Literature Maps

Literacy Skills / Comprehension



## Materials

1. Paper folded into 4 or more sections
2. Pencils



## Virginia SOLs

1.2, 2.2, 3.2

## Procedure

1. Label each section with one of the following category names: setting, themes, predictions, or questions.
2. The reader's task is to write category-related information in each section as s/he reads a book. For example, given a section labeled "setting," the reader jots down words, phrases, or sentences about the setting of the story.
3. Once students complete their individual maps, draw a large map on the board and ask students to contribute responses. Students may modify their personal maps while creating the class map.
4. VARIATION: For a whole group activity, you may make a large Literature Map on chart paper or the board. Students may write category-related information on post-it notes and then stick them in the corresponding section.

## Make Your Own



### Materials

1. Crayons or markers
2. Assorted construction paper
3. Stapler

*If You Give a Pig a Pancake*  
and *If You Give a Moose a Muffin*  
by Laura Numeroff

### ▶ Virginia SOLs

1.11, 2.8, 3.5

### Procedure

1. Read *If You Give a Pig a Pancake* to your class. Point out that pig and pancake begin with the same sound and letter.
2. After reading the story, discuss the similar book title, *If You Give a Moose a Muffin*. Encourage students to identify what is similar about these two titles (the animal and food begin with the same letter.)
3. Invite students to come up with their own book titles that include an animal and a food that begin with the same letter and sound. To avoid repetition, assign each child a different letter of the alphabet. Put Laura Numeroff's other "What If..." books on display for the class to come up with their own book titles.
4. Distribute colored construction paper to your students.
5. Help students print their story titles onto their book covers. Explain to the class that they are the author and illustrator of their book covers. Using Numeroff's other books as samples, show them where to write their names.
6. Using crayons and markers, have students draw a picture on their book covers. Be sure they include an animal and food.
7. Arrange and staple the book covers in alphabetical order by title onto the bulletin board.
8. Add the title "If You Give a..." to the display.
9. VARIATION: For a whole group or work station activity, put the students' book covers in ABC order.
10. HELPFUL HINT: For those tricky letters, consider Xai (Chinese for shrimp), Uva (Spanish for grape), Iguana, and Zucchini.



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# Opinionnaires

Literacy Skills / Comprehension



## Materials

1. Opinionnaire
2. Pencil
3. Text



## Virginia SOLs

1.11, 2.8, 3.5

## Procedure

1. The teacher generates a series of questions to tap students' opinions and attitudes related a theme in the book. Keep in mind there is no single correct answer.
2. Have students fill out and discuss the opinionnaire before reading the book.
3. Students may examine if their opinions have changed and why after reading the book.



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## Paired Questions

Literacy Skills / Comprehension



### Materials

1. Sentence strips and pocket chart
2. Yes and no (smile/frown) cards for each pair of questions



### Virginia SOLs

1.7, 1.9, 2.8

### Procedure

1. Identify new vocabulary in a selected text.
2. Using these words, develop paired questions. One question should yield an affirmative answer, the other a negative answer. Write the questions on the board or sentence strips (sentence strips allow for easy transfer to a literacy work station). For example, using a book about the rainforest, you might pose the following paired questions that help define the habitat's characteristics, "Is the rainforest a Coatis' habitat? Is the rainforest a raccoons' habitat?" As you can see, these questions use important vocabulary from the text that aides in comprehension. A Coatis is related to a raccoon, but is unique to the rainforest. In this example, the word habitat is also emphasized.
3. Students read the selected text.
4. Write the paired sentences on the board.
5. Read the sentences aloud. Allow students time to think independently and even look back in the text. Select a student to place the yes and no cards with the correct sentence.



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# Preview-Predict-Confirm

Literacy Skills / Comprehension



## Materials

1. Preview-Predict-Confirm template



## Virginia SOLs

1.7, 1.9, 2.8

## Procedure

1. Provide students with individual copies of a selected text. Allow time for students to begin looking through the text, but not enough time to read it in its entirety.
2. After a few minutes, direct students to close their books. Ask students to generate a list of words they think will appear in the text, offering explanations for their predictions.
3. Students then read or follow along to a read aloud of the book.
4. After reading, students review their list, noting and discussing which predictions were confirmed and adding new vocabulary to the confirmation box.
5. **OBJECTIVE:** This activity enables teachers to see how close a match exists between language and content of the text and the language and prior knowledge of the students.
6. **VARIATION:** You may adapt this activity to focus on plot prediction rather than vocabulary by asking students to predict what they think will happen based on a quick picture walk through the book.

# Graphic Organizer

## Preview–Predict–Confirm

Name \_\_\_\_\_

Title \_\_\_\_\_

### I. Preview

Predict	Confirm
What words do you think you will encounter?	What words did you find? What new words did you learn?

# Search for the Signals

Literacy Skills / Comprehension



## Materials

1. Overhead projector
2. Big Books



## Virginia SOLs

K.8, 1.11, 2.8, 3.5

## Procedure

1. Select specific sections from a familiar text that include the typographic signals to which you want students to attend (comma, period, question mark, exclamation point, underlined/enlarged/bold print). Consider teaching each signal in a focused mini-lesson before attempting “Search for the Signals.”
2. Using an overhead projector or chart paper, enlarge the passage. You may also use big books that show specific examples.
3. Tell students that you will read the sentence(s) two times. Prepare the students to listen for the better or more enjoyable reading. In a monotone voice, read the sentence(s) to the students. Re-read the sentence, using all typographic signals. Ask students to point out the differences: Which reading interested them more? Did emphasizing different words and pausing at different times give them a better understanding of what the author was trying to convey? Finally, point out the different typographic signals that you used and how these helped you read with meaning.
4. Provide students with meaningful practice and tell them to be “on the lookout” when reading to themselves.
5. When the silent reading period ends, have students read aloud one or more sentences in which they used a typographical signal and state what they believe a good reader should do when they encounter the signal.
6. VARIATION: To introduce the activity, you may post pictures of different typographical signals around the room. Have students search the room and retrieve the signals. Review what each signal informs the reader to do. A complementary read aloud to “Search for the Signals” is Punctuation Takes a Vacation by Robin Pulver. When reading silently, students may mark typographical signals with highlighting tape.



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## Think Aloud

Literacy Skills / Comprehension

### ► Virginia SOLs

1.11, 2.8, 3.5

### Procedure

1. Select a passage to read aloud. The passage should have points that will pose some difficulties, such as ambiguity and unknown words.
2. Begin reading the passage aloud while students follow along. When you come to a trouble spot, stop and think through it aloud while students listen to your thought process.
3. Read the book in its entirety, stopping at trouble spots throughout. After two or three examples, invite students to share their thoughts as well. For the final think aloud, have students think-pair-share with a partner what they are thinking at that point in the text.
4. Scaffold students with this strategy until they can use the procedure independently. Silent readers may use a checklist, draw, or write in a response journal as an independent think-aloud. To do so, the teacher should designate stopping points for the silent think-aloud to occur.



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# Venn Diagram

Literacy Skills / Comprehension



## Materials

1. Venn Diagram template



## Virginia SOLs

1.9, 2.8

## Procedure

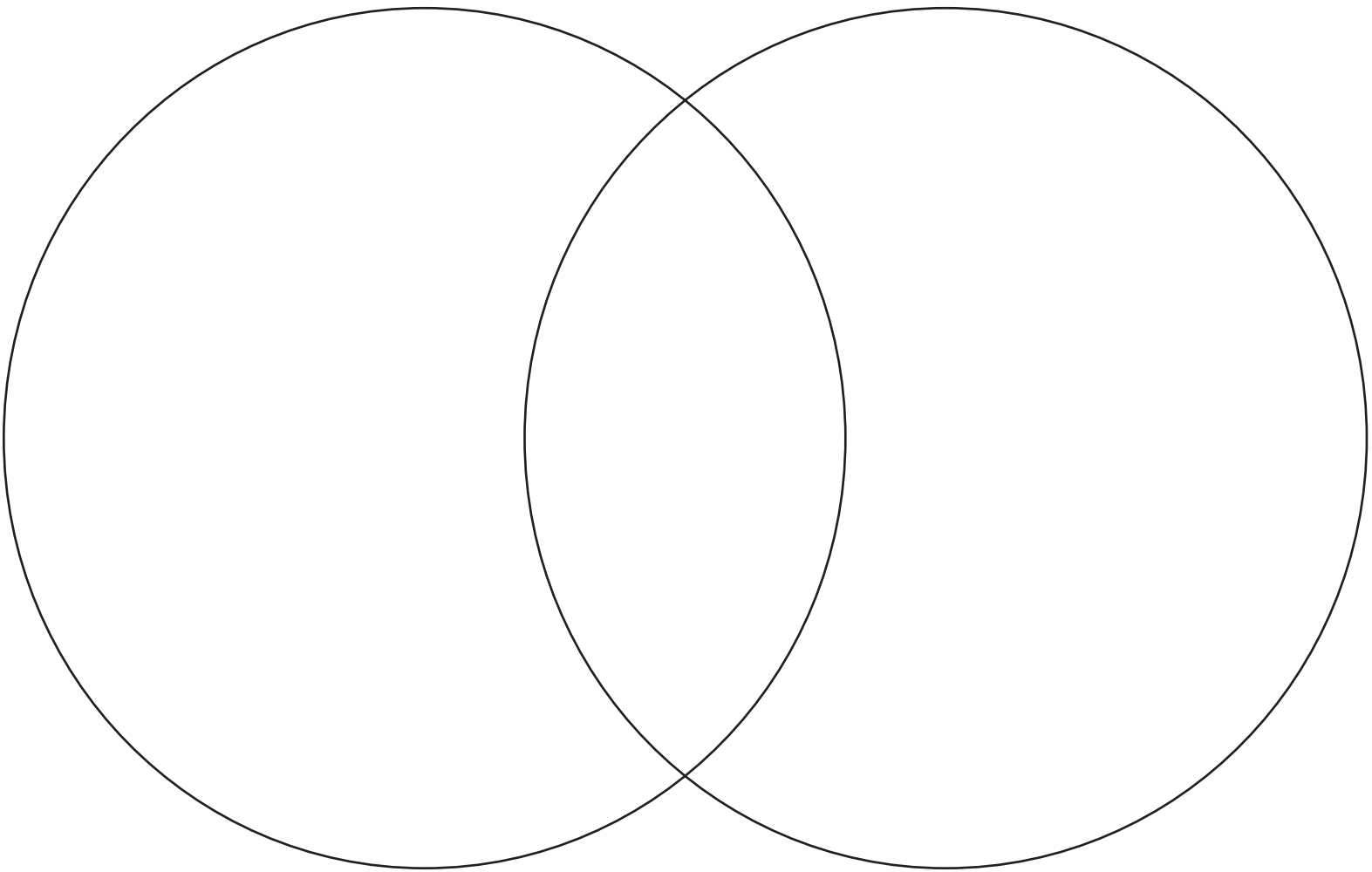
1. This activity can be used to compare two things (e.g., characters from a book, two books by the same author, two versions of a fairy tale, etc.)
2. Children can work independently or in a small group. Children begin by picking what they will compare in the diagram. Provide children individual Venn diagrams or work collectively on a large poster-sized Venn diagram.
3. Children should label each side of the diagram with an appropriate heading. In the two non-shared spaces, children list things about the topics that are unique and in the shared, middle space they write what the two topics have in common.
4. Children may illustrate and share their Venn diagram.

# Graphic Organizer

## Venn Diagram

Name \_\_\_\_\_

Title \_\_\_\_\_





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## WordSplash

Literacy Skills / Comprehension



### Materials

1. Overhead or chart paper
2. Colorful markers
3. 6 to 10 words from story



### Virginia SOLs

1.11, 2.7, 3.4, 3.5

### Procedure

1. Write the title of the story in the center of an overhead or piece of chart paper. “Splash” 6-10 colorful, unusual, or unfamiliar words in the story around the title. Tell the students these are words they will encounter in the story.
  2. Ask students to read the words aloud as you point to each one. Explain that they can use the words to predict what will happen in the story. Students guess how the words relate to each other.
  3. If students need help, use some of the words in a sentence without suggesting the story line.
  4. Read aloud or have the students read silently a part of the story. Ask students if they would like to change their predictions. Continue this process as needed until the end of the story.
2. VARIATIONS: Create WordSplash prior to viewing a film, pausing periodically for students to discuss and revise predictions. For non-readers, create a PictureSplash and follow the same process.



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# You've Got Mail!

Literacy Skills / Comprehension



## Materials

1. Paper and pencil (or a computer)
2. Sample e-mails



## Virginia SOLs

1.9, 1.12, 2.8, 2.11

## Procedure

1. Students will write an e-mail exchange between two characters from a book, a book character and themselves, or an author and themselves.
2. Review with students how to write an e-mail. It should include a subject, greeting, and closing. You may also note that e-mails are typically less formal than a letter.
3. Provide students with samples. You may extend this exercise by having students compose the e-mails on a computer.

## Sample

To: bbw@fairytale.com  
From: 3oinks@fairytale.com  
Subject: Please pay for damages

Hey Wolf:

We are still waiting on a check from you to replace the straw and twigs you blew down. We're tired of living all together in this brick house. Please mail the check as soon as possible. Do not come in person!

Thank you,  
The Pigs

To: 3oinks@fairytale.com  
From: bbw@fairytale.com  
Subject: No way

Pigs:

It is not my fault you built your houses out of flimsy twigs and hay. I'm not paying. You are probably safest in your brother's brick house anyway.

Later,  
The Big Bad Wolf