

# High Scope Approach at V.C.A: Elementary

The principles of the High/Scope educational model — with its emphasis on children as active learners — differ from those of the traditional K–8 teacher-directed instructional approach. High scopes emphasis is on children as active learners.

With High/Scope, children learn by doing, working with hands-on materials and initiating many projects based on their interest or “teaching moments”.

The role of the teacher is to use research-based best practices to guide and promote children’s learning.

## The Classroom

The room is divided into five or more distinct “interest” areas, such as reading and writing, math, science, art, and Phonics areas.

In each area, a wide range of appealing materials are displayed and stored in consistent, accessible locations so children can get out the materials they want and put them away independently.

Materials are arranged and labeled with child-friendly labels so that children can relate words with pictures, and get out and put away materials themselves.

The classroom’s organization also helps children understand how the world is organized, and concepts like more, less, same, different, large, small, in, out, in front of, etc.

**High Scope is not a one-size-fits-all approach but rather a model in which all children fit.**

The classroom becomes instead a representation of children’s learning and discoveries. Teachers create a print-rich environment, displaying student writing as well as labels, important messages, group writing samples, and schedules, because students learn to read by trying to make sense of print they encounter in their everyday activities.

In addition to featuring lots of print, the walls become covered with children’s creations — artwork, science, and math projects. The students themselves select the pieces of their work they would like to display rather than the teacher choosing the “best” or “neatest.” This allows children the opportunity to display work that is meaningful to them leads to their increased self-esteem and sense of belonging in the classroom.

## **High Scope and Teachers:**

High Scope teachers are as active and involved as children in the classroom. They thoughtfully provide materials, plan activities, and talk with children in ways that both support and challenge what children are observing and thinking.

Activities are both child-initiated — built upon children's natural curiosity — and developmentally appropriate, but are always matched to children's current and emerging abilities.

We call this approach *active participatory learning* — a process in which teachers and students are partners in shaping the learning experience.

Teachers introduce content workshops by giving a brief lesson on a particular topic or subject; then children move to table groups or other suitable places in the classroom, such as the reading area or carpet area, and begin to implement what they've learned by using and manipulating related materials.

## **What will the Teacher teach?**

**Teachers plan instructional activities as defined by state issued common core standards per grade.**

Teachers will use a comprehensive curriculum that addresses all areas of development. Eight main curriculum content areas organize children's learning in preschool. The content categories are

- Approaches to learning
- Social and emotional development
- Physical development and health
- Language, literacy, and communication
- Mathematics
- Creative arts
- Science and technology
- Social studies

## **How do High/Scope teachers handle discipline?**

High/Scope teachers avoid using punishment and reward as tools for managing children's behavior. When behavior problems arise, they avoid isolating the child, instead encouraging the child to discuss the problem with the adult or with others involved. This problem-solving approach helps children develop social skills and become more aware of the impact of their actions on others.

## Phonic Program: Sing, Spell and Read partnered with High Scope Approach

### Sing, Spell, Read & Write Pre-Kindergarten

This program covers colors, shapes, visual discrimination, matching, opposites, classification, story sequence, coloring, tracing, letter recognition, letter sounds, auditory discrimination, counting 1-10, zero, seasons, and oral vocabulary development.

The teacher's manual provides step-by-step directions, enrichment activities, song lyrics, and a recommended read-aloud book list. Lessons include activity numbers to easily locate the correct activity sheet; objectives, recommended books, and lesson instructions are all included on the same page for easily found, coordinated planning.

### Sing, Spell, Read & Write Kindergarten

This program uses fun songs, interactive charts, games, readers, and workbooks to teach students how to spell, read, and write. Covering two years' worth of language arts instruction, thirty-six steps divided between Kindergarten (15 steps) and Grade 1 (21 steps) cover the alphabetic principle, phonics, sound/letter correspondence, short vowel sounds, blending, and eventually how to read single and short-vowel words.

**All Aboard** includes coloring, cut-and-paste, tracing, and circling exercises to help children develop phonemic awareness, letter recognition, manuscript writing, visual & auditory discrimination, and other readiness skills.

**On Track** features matching, tracing, drawing, fill-in-the-blank, and other exercises to help children develop systematic phonics, vocabulary, reading, and comprehension abilities.

Six "**Phonetic Storybook**" kindergarten readers are filled with fun illustrations that will hold students' attention as they read the simple sentences that reinforce the lessons.

# Pre-Kindergarten Expectations: Overview

## A.B.C of Pre-K: Aligns with Common Core

- A Attention span: able to attend to adult-directed activities
- B Buttons: count them, sort them, and learn to button them on your own
- C Cuts: with scissors, Counts to 10
- D Draws: simple shapes
- E Eats: in the lunchroom
- F Follows: directions
- G Grouping: able to sort items by shape, size and color
- H Habits: establish good bedtime and mealtime routines
- I Independence: inspires confidence
- J Jobs: able to follow through on simple tasks
- K Kicking: able to kick a ball without losing balance, does not kick peers
- L Listens: to a short story without interrupting
- M Macaroni: pictures, necklaces, etc.
- N Name: able to recognize own name in writing
- O Open: to new experiences
- P Plays well: independently and with other children
- Q Quiet: understands the difference between indoor and outdoor voices
- R Recognizes: rhymes
- S Separates easily: from parent or caregiver, shares with others
- T Time: understands the general concept of time of the day
- U Understands: and is able to follow simple rules and directions
- V Vocal: able to verbalize his wants and needs
- W Writes: understands words are representations
- X Extra love and attention: may be needed in the beginning
- Y Yellow: knows her colors
- Z Zipping: able to zip his own jacket

❖ **The Common Core State Standards were designed for grades K-12. These skills taught in Pre-K 3-4 prepare students for the kindergarten expectations of the Common Core standards.**

# **Pre- Kindergarten Expectations:**

## **Personal and Social Development**

### ***Approach to learning***

- Shows eagerness and curiosity as a learner
- Persists in task and seeks help when encountering a problem
- Is generally pleasant and cooperative

### ***Self-Control***

- Follows rules and routines
- Manages transitions (going from one activity to the next)
- Demonstrates normal activity level

### ***Interactions with Others***

- Interacts easily with one or more children
- Interacts easily with familiar adults
- Participates in group activities
- Plays well with others
- Takes turns and shares
- Cleans up after play

### ***Conflict Resolution***

- Seeks adult help when needed to resolve conflicts
- Uses words to resolve conflicts

# Pre- Kindergarten Expectations:

## The Arts

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### **Creative Arts**

- Identifies 10 colors: red, yellow, blue, green, orange, purple, black, white, brown, pink
- Uses a variety of art materials for tactile experience and exploration

### **Music/Movement**

- Participates in group music experiences
- Participates in creative movement/dance

### **Creative Dramatics**

- Makes believe with objects
- Takes on pretend roles and situations

# Pre- Kindergarten Expectations:

## Language and Literacy

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### Listening

- Listens with understanding to directions and conversations
- Follows one-step directions
- Follows two-step directions

### Speaking

- Speaks clearly enough to be understood without contextual clues
- Relates experiences with some understanding of sequences of events

### Literature and Reading

- Listens with interest to stories read aloud
- Shows interest in reading-related activities
- Retells information from a story
- Sequences three pictures to tell a logical story

### Writing

- Uses pictures to communicate ideas
- Uses scribbles, shapes, and letter-like symbols to write words or ideas

### Alphabet Knowledge

- Recites/sings alphabet
- Matches upper-case letters
- Matches lower-case letters
- Identifies upper-case letters
- Identifies lower-case letters

# Pre- Kindergarten Expectations:

## Mathematical Thinking

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### **Patterns and Relationships**

- Sorts by color, shape, and size
- Orders or seriates several objects on the basis of one attribute
- Recognizes simple patterns and duplicates them

### **Number concept and operations**

- Rote counts to 20
- Counts objects with meaning to 10
- Matches numerals
- Identifies by naming, numerals 0-10

### **Geometry and spatial relations**

- Identifies 4 shapes- circle, square, rectangle, triangle
- Demonstrates concepts of positional/directional concepts (up/down, over/under, in/out, behind/in front of, beside/between, top/bottom, inside/outside, above/below, high/low, right/left, off/on, first/last, far/near, go/stop).

### **Measurement**

- Shows understanding of and uses comparative words (big/little, large/small, short/long, tall/short, slow/fast, few/many, empty/full, less/more).

# Pre- Kindergarten Expectations:

## Physical Development

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### Gross-Motor Skills

- Pedals and steers a tricycle
- Jumps in place, landing on two feet
- Jumps consecutively- 7 jumps
- Balances on one foot for 5 seconds
- Hops on one foot 2-3 hops
- Throws a ball with direction- 5 ft.
- Catches a thrown ball with arms and body
- Climbs a playground ladder
- Skips smoothly for 20 feet

### Fine-Motor Skills

- Stacks 10, one-inch blocks
- Strings 4 1/2" beads in two minutes
- Completes a seven piece interlocking puzzle
- Makes a pancake, snake, and ball from play dough
- Grasps pencil correctly
- Copies: vertical line, horizontal line, circle, cross, square, V, triangle
- Copies first name
- Prints first name without a model
- Grasps scissors correctly
- Cuts within 1/4" of a 6" straight line on construction paper
- Cuts out a 3" square on construction paper
- Cuts out a 3" triangle on construction paper
- Cuts out a 3" circle on construction paper
- Uses a glue stick appropriately
- Uses appropriate amount of glue for tasks

# Character Development

**“You can’t become who you should be,**

**if you don’t do what you should do.”**

Looking at the positive the attributes of character, teachers both model and promote positive character traits in the classroom.

Students are introduced to a character trait each month. We encourage students to show and notice good character behaviors in their environment.

We also reinforce these traits using “teaching moments” when good behavior is noticed. It is highlighted, discussed, celebrated.

# KINDERGARTEN EXPECTATIONS

## LANGUAGE ARTS

By the end of Kindergarten, students will be able to:

- Listen for a purpose, focus attention on speaker, and follow 2-3 step directions
- Retell and act out stories and rhymes
- Participate through discussion and questioning by communicating ideas and information clearly
- Demonstrate a basic understanding of book and print awareness
- Demonstrate comprehension of stories read aloud
- Identify syllables and beginning, middle and ending sounds in spoken words
- Produce all sounds associated with individual letters, and begin to produce sounds associated with multi-letter phonograms
- Produce rhyming words
- Blend sounds to begin to read words and instantly recognize basic high frequency words
- Recognize and write correctly both capital and lowercase letters in the alphabet
- Demonstrate penmanship and fine motor skills when writing to record ideas and convey meaning while using correct spacing
- Write name and other important words correctly
- Read a level C book

# KINDERGARTEN EXPECTATIONS

## MATH

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By the end of Kindergarten, students will be able to:

- Recognize numerals to 31
- Count objects and describe quantities from 1-20
- Write numerals 1-20
- Rote count by ones to 100
- Skip count by 2's to 20 and by 5's and 10's to 100
- Identify, create and extend patterns
- Describe, identify, compare, and sort shapes and solids (sphere, cube, etc.)
- Describe objects using positional language (over, under, above, below, etc.)
- Use comparative language and describe a sequence of events and ordinal positions (first, second, third)
- Identify half and whole
- Use objects to model addition and subtraction
- Identify coins (penny, nickel, dime, quarter)
- Compare and order objects in terms of their measurement
- Tell time to the hour
- Read a calendar
- Construct and answer questions about graphs
- Use appropriate strategies to solve problems

# KINDERGARTEN EXPECTATIONS

## SOCIAL STUDIES

By the end of Kindergarten, students will be able to:

- Identify United States and Texas flags
- Identify similarities and differences among people
- Identify customs, cultures and celebrations
- Identify jobs in home, school and community
- Understand the purpose of rules
- Identify and understand Holidays throughout the year
- Identify physical characteristics of places such as landforms, bodies of water, natural resources, and weather
- Use terms to describe location
- Place events in chronological order

## WRITING

### Mechanics

- Use spacing between words.
- Use letters to match sounds.
- Use sight words in writing.
- Begin to use capital letters and punctuation.
- Write from a dictation

### Organization

- Draw illustrations to go with story.
- Work from left to right and top to bottom.
- Write one or two simple sentences.
- Write a series of complete sentences.

## HANDWRITING

- **Form letters correctly and write legibly in all work**

# KINDERGARTEN EXPECTATIONS

## SCIENCE

By the end of Kindergarten, students will be able to:

- Use their five senses and simple tools (such as hand lenses and balances) to make observations and gather information
- Conduct simple investigations
- Ask questions, gather information, and communicate findings from simple investigations
- Demonstrate an awareness about the natural world around them including rocks, soil and water, season and growth, as well as properties and patterns of organisms, objects, and events
- During the following thematic units, we will be conducting simple investigations in order to discover more about the world we live in:
  - Five Senses
  - The Four Seasons/Weather
  - Apples
  - Pumpkins
  - Pond Life
  - Insects
  - Farm & Zoo Animals
  - Plants
  - Dinosaurs

# How to Read a Book Aloud

## Before Reading:

- Choose a book that will engage students. Books that repeat phrases, rhymes, or similar themes to other books that will allow students to make connections to their world, self or other books.
- Show students the cover of the book and point out the title and author and illustrator. Tell students what the author and illustrator jobs are in a book. With time students can be prompted to tell you their jobs of the author and illustrator.
- Make predictions - help students use the cover picture and do a picture walk by flipping through the book and pausing on various pages to better predict what might happen in the story.
- Make a list or complete a graphic organizer to review what children already know about the topic. Leave spaces for children to add new knowledge they have gained after reading the book.
- Introduce unfamiliar vocabulary words and their definitions by briefly explaining them, acting them out or showing a picture.
- Read the repetitive phrase aloud and add hand motions if desired. Tell children you will signal them to say the phrase with you during the book.

# How to Read a Book Aloud

## During Reading:

- Read the book aloud, using appropriate expression and a different voice for each character.
- Review new vocabulary words as they appear in the story. Call on a child to explain what the word means, or point to a picture that illustrates the meaning of the word.
- Pause to let them predict what will happen next or summarize the events of the story so far. Point to details in the illustrations that support children's understanding of the book.
- Signal children to join you in saying repetitive phrases throughout the book.
- Engage children in the story. Children can also hold up signs depicting characters whenever the character appears in the book, or they can hold up faces depicting feelings to show how the character might feel during that part of the story.

# How to Read a Book Aloud

## After Reading:

- Ask children to identify the characters, events, setting, problem and solution of the story. Retell the story orally or by drawing a picture, acting it out, or using flannel board pieces.
- Review the list or graphic organizer that the class made before reading the book. Add any new information the students gained by reading the book.
- Ask children to share any connections they made between books or ways that the book reminded them of their own personal experiences.
- Allow children to read the story independently during free reading time.

# English Language Arts First Grade Overview

In order for first graders to become good fluent readers and writers they must a curriculum that focuses on specific learning skills that will allow students to make connections with ideas and words, talk about stories and events and express understanding through writing and speaking exercises.

Instruction must be engaging, interactive and flexible.

# Components of Instruction:

## Treasures Practice or Grammar Workbook

**Phonics:** selected from story word pattern

**Words to Know:** Vocabulary words necessary for reading comprehension

**Comprehension:** Ex: Inference Chart . . . . .

**Comprehension:** Make Inferences . . . . .

**Fluency:** Short reading passage read once a day

**Vocabulary Strategy:** Ex; Dictionary. . . . .

**Structural Analysis:** Inflectional Endings Ex: er, est

**Literary Element:** Ex: setting

**Check for understanding:** Independent work Daily)

**Homework** (Daily)

**Authentic Assessments:** Ex: Teacher made test (Friday)

## Grammar/English

**Introduce concept:** ex: Nouns

**Mechanics:** Apply in writing prompts or writing assignments

**Proof reading:** making writing corrections

**Review and Assess:** Test (made or mass produced)

# Components of Instruction: 1<sup>st</sup>-6<sup>th</sup> Grade

## Common Core Workbooks

- The Comprehension titles provide scaffolded reading practice of narrative, informational, and opinion/persuasive text:
- Students start with a passage at their reading level, then move on to the same passage at gradually increasing levels of difficulty--the last being the on-grade-level expectation in the Common Core.
- Mini-lessons for every text type and genre, passages at 3 reading levels for true differentiated instruction, plus text-dependent comprehension and vocabulary questions.

## Exercises in English

Rigorous practice is provided for every skill.

Spiral curriculum reinforces each skill in every grade.

Flexible implementation options allow you to adapt to classroom needs.

Cross-curricular content reinforces social studies and science concepts.

Review pages are available at the end of each topic.

Complete Sentence Diagramming coverage and practice help students learn sentence structure in a visual way.

Formal tests cover each grammar topic and are offered in the popular standardized-test format.

Online quizzes offer additional practice and review.

# First Grade Expectations

Students will recognize and analyze words

- Decode words using short vowel sounds.
- Read text by decoding word parts.
- Blend sounds of words to read text.
- Separate two part words orally and in text.
- Identify root words and their inflectional forms in text.
- Interpret vocabulary when reading independently.
- Read high-frequency words in text.

Students will comprehend and fluently read text.

- Comprehend text by applying reading strategies.
- Utilize comprehension strategies.
- Read fluently to comprehend text.

Students will apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

- Identify major literary elements in text.
- Identify similarities and differences in text written by the same author.
- Identify the differences between genres including fiction, nonfiction, and poetry.

Students will interpret and respond to diverse, multicultural, and time period texts.

- Compare text from different cultures as read aloud by teacher.

Students will access, analyze, synthesize, and evaluate informational texts.

- Locate and utilize a table of contents.
- Alphabetize words to the first letter.

# First Grade Expectations

## Writing

Students will apply the writing process to compose text.

- Illustrate and write text to express thoughts and ideas.
- Include details in pictures and writing.

Students will apply Standard English conventions in their writing.

- Write complete sentences using capital letters and periods.
- Correctly spell three- and four-letter words and high-frequency words.
- Write legibly and space words within a sentence.

## Listening, Viewing, and Speaking

Students will listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

- Repeat and follow three-step oral directions.
- Follow rules of conversation in a group situation.
- Utilize visual organizers which include words for listening and viewing.
- Tell stories in sequence with details.
- Express ideas in complete sentences using correct grammar.
- Answer questions related to the topic.
- Tell extended personal information.

# Strategies to Teach Students Text Comprehension

## 1. Monitoring comprehension

Students, who are good at monitoring their comprehension, know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise.

Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate strategies to resolve problems in comprehension

Tools:

### Story Maps

A graphic organizer helps students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details.

### Why use story maps?

- They improve students' comprehension
- They provide students with a framework for identifying the elements of a story.
- They help students of varying abilities organize information and ideas efficiently.

## Differentiated instruction: Struggling Readers

1. Scaffold your instruction by providing prompts for each section on your map. For example, in the "Beginning" box of your map, write in prompts such as: Who are the main characters? Where does the story take place?
2. **Differentiate which story map to give to which students. The beginning-middle-end format is the simplest; other more complex maps can be used with more advanced students.**
3. Model this strategy using a book with very clear components to help students understand each component.
4. **Students can extend their understanding of story maps into their own writing. Students can use story maps to plan, summarize, and write their own main ideas, characters, setting, and plot for a story.**

# Strategies to Teach Students Text Comprehension

## 1. Monitoring comprehension ( continues)

### Summarizing

Summarizing teaches students how to find the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read.

### Why use summarizing?

- It helps students learn to determine essential ideas and combine important details that support them.
- It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.
- It teaches students how to take a large selection of text and reduce it to the main points for a clearer understanding.

## Differentiated instruction

- Use writing activities to build on prior knowledge, help improve writing, and strengthen vocabulary skills.
- **Guide students throughout the summary writing process. Encourage students to write successively shorter summaries, constantly refining their written piece until only the most essential and relevant information remains.**
- Have students work together to answer summary questions and write responses.

# Strategies to Teach Students Text Comprehension

## 1. Monitoring comprehension ( continues)

### Think-Alouds

Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.

### Why use think-alouds?

- It helps students learn to monitor their thinking as they read and improves their comprehension.
- It teaches students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read.
- It slows down the reading process and allows students to monitor their understanding of a text

### How to use think-alouds

1. Begin by modeling this strategy. Model your thinking as you read. Model questions that will support thinking aloud. Ex:
  - What do I know about this topic?
  - Do I understand what I just read?
  - Do I have a clear picture in my head about this information?
2. Give students opportunities to practice the technique
3. Demonstrate how good readers monitor their understanding by rereading, clarify, and/or looking for context clues.

## Differentiated instruction

- Have students do think-alouds in large or small groups; teacher and other students
- Ask students do think-alouds individually, and then compare with others. Students can write their own commentary.
- Complete, or have students complete, think-alouds orally, in writing, on an overhead, with Post-it notes, or in a journal.

# Strategies to Teach Students Text Comprehension

## 2. Metacognition: Thinking about Thinking

Good readers use metacognitive strategies to think about and have control over their reading.

**Before reading**, they might clarify their purpose for reading and preview the text.

**During reading**, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have.

**After reading**, they check their understanding of what they read.

Students may use several comprehension monitoring strategies:

- **Identify where the difficulty occurs**

"I don't understand the second paragraph on page 76."

- **Identify what the difficulty is**

"I don't get what the author means when she says, 'Arriving in America was a milestone in my grandmother's life.'"

- **Restate the difficult sentence or passage in their own words**

"Oh, so the author means that coming to America was a very important event in her grandmother's life."

- **Look back through the text**

"The author talked about Mr. McBride in Chapter 2, but I don't remember much about him. Maybe if I reread that chapter, I can figure out why he's acting this way now."

- **Look forward in the text for information that might help them to resolve the difficulty**

"The text says, 'The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.' Hmm, I don't understand how people can do that... Oh, the next section is called 'Wells.' I'll read this section to see if it tells how they do it."

# Strategies to Teach Students Text Comprehension

## 3. Graphic and semantic organizers

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams.

They help readers focus on concepts and how they are related to other concepts.

Graphic organizers can:

- Help students focus on text structure "differences between fiction and nonfiction" as they read
- Provide students with tools they can use to examine and show relationships in a text
- Help students write well-organized summaries of a text

Examples graphic organizers:

- [Venn-Diagrams](#)  
Used to compare or contrast information from two sources.
- [Storyboard/Chain of Events](#)  
Used to order or sequence events within a text.
- [Story Map](#)  
Used to chart the story structure.  
Fiction Stories: characters, setting, events, problem, resolution  
Nonfiction story: main idea and details would be identified.
- [Cause/Effect](#)  
Used to illustrate the cause and effects told within a text.

# Strategies to Teach Students Text Comprehension

## 4. Answering questions

Questions can be effective because they:

- Give students a purpose for reading and think actively as they read
- Focus students' attention on what they are to learn
- Help students to review content and relate what they have learned to what they already know

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better.

There are four different types of questions:

- "Right There"  
Questions found right in the text.  
**Example:** *Who is Frog's friend? Answer: Toad*
- "Think and Search"  
Questions based on the recall of facts that can be found directly in the text. Answers are found in more than one place. students must "think" and "search" through the passage to find the answer.  
**Example:** *Why was Frog sad? Answer: His friend was leaving.*
- "Author and You"  
Questions require students to use what they already know, with what they have learned from reading the text.  
**Example:** *How do think Frog felt when he found Toad? Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.*
- "On Your Own"  
Questions are answered based on a students prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.  
**Example:** *How would you feel if your best friend moved away? Answer: I would feel very sad if my best friend moved away because I would miss her.*

# Strategies to Teach Students Text Comprehension

## 5. Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading.

Students learn to ask themselves questions that require them to combine information from different segments of text.

For example, students can be taught to ask main idea questions that relate to important information in a text.

## 6. Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution).

Students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.