

Fostering a Love of Reading Early

TEACHER'S GUIDE

Tashkent – 2023



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Ministry of Preschool and School Education of the Republic of Uzbekistan, 2a, Navoiy Street, 1000011 Tashkent

Authors:

P. Sowa, Z. Saliyeva, D. Karimova

Translator:

M. Matvaliyev

Reviewer:

N. Matnazarova, teacher expert

Design and Production:

Brattle Publishing Group®



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FOSTERING A LOVE OF READING EARLY

This guide is designed to provide teachers and parents with strategies to strengthen their teaching of children's literature. By incorporating children's books into your teaching and interaction with learners, you can engage them, foster a love for reading, and promote critical thinking and literacy skills.

In this guide, you will find a variety of strategies and ideas to support your teaching of children's literature and reading to children, including social and emotional learning (SEL), universal design for learning (UDL), teaching reading comprehension, text processing strategies, and vocabulary development. The guide is organized into three sections.

- Section 1 defines and explains children's literature and introduces the integration of SEL and UDL.
- Section 2 introduces ideas for teaching children's literature and a selection of reading comprehension strategies and activities to use.
- Section 3 focuses on text analysis strategies.

As you read the guide and prepare to teach, remember to adapt the strategies and activities to meet the unique needs of your learners. Each activity and strategy can serve as a starting point for your creativity and innovation in teaching learners about literature. Explore different genres and read new children's books to enrich your repertoire. We hope this guide empowers you to create engaging and meaningful experiences for your learners through the wonder and magic of literature for children.

INTRODUCTION TO CHILDREN'S LITERATURE

WHAT IS CHILDREN'S LITERATURE?

Children's literature is a category of literature that is written for children and young people. It includes a wide range of reading material, including picture books, early readers, chapter books, and young adult novels, and is typically characterized by language and themes that are age-appropriate and accessible to young readers.

Children's literature often features imaginative elements, such as magical creatures or fantastical worlds, and can help young readers develop important skills such as empathy, problem solving, and critical thinking. It may also incorporate educational or moral lessons that help children navigate the challenges of growing up and becoming responsible members of society. Ultimately, the goal of children's literature is to entertain, engage, and inspire young readers, and to foster a love of reading and learning that will last a lifetime.

There are many benefits of using children's literature as part of a school's reading program or in your home. Some of these advantages include fostering a love of reading, enhancing critical-thinking skills, teaching values, developing literacy and language skills, building cultural awareness, and encouraging imagination and creativity.



As illustrated in the table below, children's literature includes a wide range of genres and formats. Each format has its own unique characteristics and can be used to teach different literacy skills. Children should get the opportunity to experience a variety of formats and genres and a diversity of topics.

Table 1. *Children's Literature Books—Formats and Genres*

Formats	Description
Picture books	Books with illustrations that tell a story, often aimed at younger children.
Early readers	Simple books designed to help children learn to read on their own, often with short sentences and vocabulary.
Chapter books	Longer books divided into chapters and containing more complex plots and characters, aimed at middle-grade readers.
Graphic novels	Novels that use a combination of words and pictures in a sequence across a page; they can be fiction or informational texts.

Genres	Description
Historical fiction	Fiction that takes place in a particular historical time period, often featuring real-life people or events.
Biography	Nonfiction that tells the story of a person's life. When the author writes his or her own life story it is called autobiography.
Fantasy	Fiction that takes place in imaginary worlds or involves magic, mythical creatures, or supernatural elements.
Science fiction	Fiction that incorporates scientific or technological concepts, often set in the future or in space.
Mystery	Fiction that involves solving a puzzle or crime, often featuring a detective or amateur sleuth.
Adventure	Fiction that involves exciting, often dangerous journeys or quests.
Humor	Fiction that is intended to be funny or lighthearted.
Poetry	Wide range of poems starting from lullabies, nursery rhymes and longer forms of poetry.
Nonfiction	Writing based on facts, real people and events.
Informational	Nonfiction writing that aims to inform the reader about a topic.

TEACHING AND LEARNING USING CHILDREN'S LITERATURE

This section of the teacher's guide introduces you to a variety of ways to use children's literature in your classroom.

As a teacher, it is important to be knowledgeable about the books you choose to read with your learners. When you select books and prepare to teach using children's literature, familiarize yourself with the genres you plan to teach. Consider factors such as age-appropriateness, themes, and language, and choose books that align with your classroom goals and objectives.

Children's literature can be used to teach reading comprehension and help learners develop skills and processes for understanding texts, critical thinking,

and literary analysis. Basic teaching strategies for teaching children's literature include read-alouds, using visual aids, rich discussions of text, and role-play. In addition to using picture books with rich, detailed illustrations, using vocabulary picture cards,



videos, and graphic organizers will help learners comprehend and connect with texts.

Reading aloud frequently to learners will help build their listening comprehension, vocabulary, and love of reading. Read-alouds by teachers or individual reading by learners should always involve rich discussions about the book with teachers



asking open-ended questions that encourage critical-thinking skills. Role-play through strategies such as reader's theatre helps learners remember and understand texts through acting out parts of texts, as they build fluency and expression.

To support struggling readers, teachers should choose high-interest books that will better engage children. Providing scaffolds such as manipulatives, technology, diagrams, graphic organizers, vocabulary learning strategies, and targeted phonics instruction can help guide these learners.

Remember, by introducing children to the joy of reading and the wonders of children's literature, you can help them develop a lifelong love of learning and a deeper understanding of themselves and the world around them.



Using Children's Literature at Home

Parent involvement in teaching children's literature is valuable for fostering a love of reading, developing literacy skills, and promoting a deeper understanding of stories. Below are some strategies to use to teach children's literature.

Read aloud. Set aside a time every day to read to your child. Choose texts that align with their interests and age level. Read with fluency and expression, using different voices for characters in the text. If your child can read, you can also take turns reading sentences or phrases. As you read, pause and engage your child in discussions about the story.

Discuss and reflect. After reading a book together, engage your child in a discussion about the text. Ask open-ended questions about their favorite parts and their thoughts about characters or themes. Encourage them to share their thoughts, feelings, and interpretations of the story.

Make connections. Help your child make connections between the text and the world around them. (See section on Making Connections.)

Explore different genres. Introduce your child to a variety of genres (see Table 1). This exposes them to different writing styles, perspectives, and topics. Visit the library together and encourage your child to select a variety of books.

Encourage independent reading. Set aside a time every day for your child to engage in independent reading.

CHILDREN'S LITERATURE AND SOCIAL AND EMOTIONAL LEARNING (SEL)

Children's literature can also play a critical role in promoting SEL in learners. SEL is the process by which children learn skills that include understanding and managing their emotions, developing self-awareness, forming positive relationships with others, establishing a growth mindset, achieving civic responsibility, and making responsible decisions.



The CASEL framework (CASEL wheel) is an evidenced-based foundation for applying SEL.

SELF-AWARENESS includes:

- Understanding yourself—your feelings, thoughts, and values
- Recognizing your strengths and accepting your limitations
- Building a positive sense of your identity
- Having a growth mindset (“I can change!”) and a sense of self-efficacy (“I can do something about that!”)

SELF-MANAGEMENT includes:

- Managing your feelings, thoughts, and behaviors effectively
- Demonstrating self-control and perseverance
- Managing stress and showing resilience
- Setting and planning for goals and taking initiative

RESPONSIBLE DECISION-MAKING includes:

- Considering the well-being of yourself, your family, and your community when making decisions
- Understanding that actions have consequences and anticipating and assessing those consequences
- Using critical-thinking skills to identify solutions and solve problems

RELATIONSHIP SKILLS include:

- Making friends and getting along with others, including diverse groups
- Listening and communicating clearly
- Asking for help and offering it to others
- Cooperating, collaborating, and practicing teamwork

SOCIAL AWARENESS includes:

- Showing empathy and understanding the perspectives of others
- Recognizing strengths in others and celebrating diversity
- Showing kindness, respect, compassion, and concern for the feelings of others

Discussing the themes and messages of children's literature can help learners develop empathy, think critically, become more aware of different cultures, and understanding that people have multiple perspectives regarding the ways in which they see the world. By analyzing the choices made by characters in books, learners can learn to make thoughtful decisions in their own lives. For example, texts that model positive relationships and behaviors can help learners learn to form healthy relationships with others.

Reading children's literature with SEL themes will help children identify and understand their own emotions and develop an understanding of the causes of their emotions and the ability to label and express emotions appropriately. This helps learners navigate their emotions effectively and fosters empathy and understanding in interpersonal relationships.



Feelings recognition is an important aspect of SEL.

When selecting children's literature for SEL purposes, it's important to choose books that are age-appropriate and relevant to your learners' experiences. Picture books are often an excellent choice for younger learners.

The next pages share two activities for teaching learners SEL skills. Select the books and SEL skill you wish to teach and then use the activity steps to implement the activity.

EXPLORING SEL THEMES— ACTIVITY 1.1 EXAMPLE STEPS



Objective: Learners will:

- Engage with children's literature to explore SEL themes.
- Develop their SEL skills through discussion, reflection, and creative activities.

Resources:

- Chart paper or whiteboard
- Blank paper
- Art supplies (markers, crayons, colored pencils)
- Writing materials (notebooks, blank paper, pencils)
- Age-appropriate children's books that address the SEL themes (See examples that follow.)

Title of Book	Author	SEL Skill	Grade Level
Is There Anyone Like Me?	Fred Straydom	Self-awareness	Grade 1
Bosh batl	Nuriya Umerova	Self-awareness	Grade 4

Read Aloud

- Before the activity, choose a children's literature book that addresses a specific SEL theme or skill.
- Explain the importance of social and emotional learning (SEL) and its impact on personal well-being and relationships.
- Discuss the concept of emotions, self-awareness, empathy, kindness, and resilience, and how they contribute to positive social interactions and personal growth.
- Read the selected book aloud to learners, pausing at key moments to engage in discussions and ask open-ended questions about the characters' emotions, actions, and problem-solving strategies.

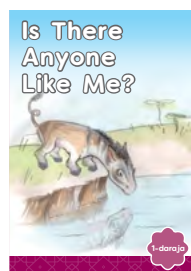
Guided Discussion

Ask questions that encourage learners to reflect on the characters' experiences, emotions, and choices. Examples of questions may include:

- How did the characters in the story demonstrate empathy or kindness?
- How did the characters handle difficult emotions or challenges?
- What lessons or values can we learn from the story?
- What would you do if you were in that position?

Reflection and Art Activity

- Distribute blank paper for learners to write or draw their reflections.



- Instruct learners to reflect on the SEL themes and lessons from the story they read. They can write or draw about their own experiences, emotions, and actions related to the theme. Encourage learners to create drawings, illustrations, or symbols of their reflections or the SEL theme.

Sharing and Gallery Walk

- Give learners time to share their reflections and artwork with their peers.
- Arrange the learners' artwork and reflections on the wall or display them on desks.
- Conduct a gallery walk where learners can walk around and observe and appreciate each other's work.

Wrap-Up and Closure

- Conclude the activity by summarizing the SEL themes explored in the literature and the importance of developing social and emotional skills.
- Reinforce the idea that understanding and practicing SEL skills can lead to healthier relationships, improved self-awareness, and overall well-being.



Tip

Remember to reinforce the SEL skills you are teaching every day at home and at school.

EXPLORING SEL THEMES— ACTIVITY 1.2 EXAMPLE STEPS

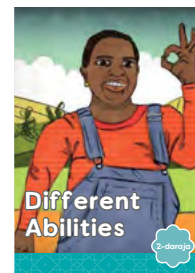
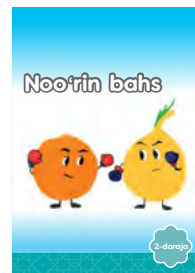


Objective: Learners will engage in a SEL activity using children's literature to develop social awareness, identify examples of empathy, and promote inclusivity.

Resources:

- Chart paper or whiteboard
- Art supplies (markers, crayons, colored pencils)
- Blank paper for posters
- Sticky notes
- Age-appropriate children's books that address the SEL themes (See examples that follow.)

Title of Book	Author	SEL Skills— Social Awareness and Inclusivity	Grade Level
Noo'rin bahs	Mira Kokoyeva	Social awareness	Grade 2
Different Abilities	Agnes Mabururu	Social awareness	Grade 3
Jonajon o'rtog'im	Nazgul Kulmatova	Social awareness	Grade 4



Read Aloud

- Before the activity, choose a children's book that addresses social awareness and inclusion.
- Begin the activity by explaining the importance of social awareness and inclusion in creating a positive and supportive classroom and community.
- Discuss the concept of inclusion and how it involves understanding and valuing the perspectives and experiences of others.
- Read the selected book aloud to learners. As you read, pause at key points to encourage learners to reflect on the characters' experiences and emotions.
- For example, when reading *Jonajon o'rtog'im*, pause and ask questions about the feelings and emotions of the characters.
 - How does the boy feel when his friend does not attend his party? How does his friend feel?
 - What happens when he finds out his friend is taking care of his little sister and sick grandmother?
 - What can you do to show your awareness of other people's feelings and emotions?

Whole-Class Discussion

- Lead a discussion about the social awareness and inclusion themes depicted in the book.
- Use chart paper or a whiteboard to create a visual representation of the key ideas and concepts discussed.
- Encourage learners to share their thoughts, reactions, and connections to the story.

Small-Group Activity with Gallery Walk and Reflection

- Divide learners into small groups, and provide each group with a different children's book that promotes social awareness and inclusion.
- Instruct the groups to read their assigned book together and discuss the themes, characters, and messages of inclusivity.
- Ask learners to identify specific examples of how characters in the story demonstrate empathy, acceptance, and respect for others.

- Have each group create a poster or display featuring the book cover, a summary, and illustrations of the themes of social awareness and inclusion.
- Conduct a gallery walk where groups rotate and view one another's displays.

Individual Reflection and Sharing

- Instruct learners to reflect on the themes of social awareness and inclusion discussed in the books and their own experiences with inclusivity.
- Encourage learners to consider how they can contribute to a more inclusive and empathetic environment in their classroom and community.
- Provide an opportunity for a few learners to share their reflections with the class.

Wrap-Up and Closure

- Summarize the key points discussed during the activity, emphasizing the importance of social awareness, empathy, and inclusion.
- Encourage learners to apply their understanding of social awareness and inclusion in their interactions and actions to promote a more inclusive and empathetic environment.



Tip

It is essential to choose books that authentically address themes of social awareness and inclusion and are appropriate for the age and experiences of learners. Consider incorporating additional activities such as role-playing, discussions, or writing exercises to deepen learner engagement and understanding of the concepts.

CHILDREN'S LITERATURE AND UNIVERSAL DESIGN FOR LEARNING (UDL)

Universal design for learning (UDL) is an inclusive approach to teaching and learning that recognizes the diversity of learners. The principles of the UDL framework are representation, action and expression, and engagement. Using these principles can help teachers effectively meet the needs of all learners regardless of their learning differences or abilities.

Children's literature can be an excellent tool for implementing UDL principles in the classroom. By selecting a range of children's literature books that represent different cultures, perspectives, and experiences, teachers can provide multiple means of representation and expression, and engage learners with literature that is relevant and meaningful to their own experiences, while also gaining exposure to new perspectives and ideas.

Using books that represent a range of perspectives and experiences promotes inclusivity and respect for diversity in the classroom. Below are some strategies teachers can use to address the three principles of the UDL framework while teaching children's literature.

1. **Action and Expression** Teachers can provide learners with a variety of ways to respond to and interact with texts. For example, teachers can guide learners to respond to texts through writing, discussion, dramatization or role-play, storytelling, and drawing. Using videos (movies), audio recordings, and internet websites can also support learners responding to text through action and expression.
2. **Representation** To scaffold text comprehension, teachers can present information in multiple formats which allows learners to process the information they are learning about in ways that work best for them. Multiple formats of texts include videos, picture cards, and audiobooks. Teachers also need to select texts that are culturally relevant and represent the diversity of learners in their classrooms.
3. **Engagement** Learners can engage with literature in different ways, such as through read-alouds, games, and quizzes. Also important is using opportunities for social interaction, small-group

discussions, literature circles, and various types of collaborative work. Here too, teachers should consider the individual needs and preferences of learners.

When using children's literature to support UDL, it's important to choose books that are engaging and accessible to all learners. By providing multiple means of representation, expression, and engagement through literature, teachers can help meet the needs of all learners and promote a more inclusive and equitable classroom environment.



Tip

Provide scaffolding tools like graphic organizers, visual aids, and vocabulary lists.

Encourage peer-to-peer interactions, collaborative projects, and sharing of diverse perspectives to promote a sense of belonging and empathy.

INTERACTIVE READ-ALOUDS

Interactive read-alouds encourage learners to verbally interact with the text, peers, and their teacher. Parents can also use this approach with their children at home. Interactive read-alouds engage readers as they construct meaning and explore how to read. During interactive read-alouds, teachers or parents ask questions before, during, and after the reading to help learners understand the text and model how to make sense of the text. Learners learn how stories work, how to monitor their own comprehension, and what they need to focus on as a story unfolds. To get ready for an interactive read-aloud, plan enough time for the read-aloud. Remember, you do not have to finish a text in one sitting. You may also read the book more than once, especially if it is a story learners enjoy. Select a text that is engaging. Think about the goals for learners and identify the strategies and skills you want to teach. Read the text and select common, important, and functional words. Teach the words before or during the activity.

INTERACTIVE READ-ALoud— ACTIVITY 1.3 EXAMPLE STEPS



Objective: Learners will actively engage in an interactive read-aloud by participating in discussions, and making predictions and connections with the text.

Resources:

- Fiction or informational text
- Visual aids and props to help tell the story
- Arts and crafts
- Paper for sketch-to-stretch activity

Before Reading

- Choose an interesting, engaging, age-appropriate text, and create a comfortable reading environment.
- Introduce the book and its author and illustrator. Point to the title and read it. Ask learners what they notice regarding the cover pages. Share any interesting information about the author, especially if they have read one of the author's other books.
- Set the purpose for reading by linking the text to learners prior knowledge. Invite learners to predict what they think the text is about.
- Explain why you are reading the book and which reading comprehension skills learners will practice.

During Reading

- Read aloud fluently and with expression.
- Engage learners in the reading process. Pause at significant points to discuss the text. Invite responses from learners. Ask for comments and questions, and encourage predictions.
- Use **turn and talk**. Ask learners to turn to each other and ask or answer each other's questions.
- Ask open-ended questions to engage learners' higher-order thinking.
- Model and reinforce reading comprehension strategies with **think-alouds**.
- Explain or ask questions about vocabulary. Remember to use child-friendly definitions.



Think-Aloud

The reader pauses while reading and says out loud what they are thinking about and doing to understand the text. Teachers and parents can use think-alouds to model reading comprehension strategies for learners.

After Reading

- Ask questions and encourage discussions about the story. Ask learners for their reactions and opinions.
- Ask learners to retell the story, give their opinions of characters, or explain the information in the text. Discuss with learners the parts they enjoyed.

Extension Activity

Provide extension activities where children can explore the stories in personal ways:

- Sketch to stretch (see example in the next section)
- Drama or role-play
- Writing a new ending to the story
- Arts and crafts to illustrate story

READING COMPREHENSION STRATEGIES

Reading comprehension strategies are strategies that good readers use to make sense of texts. These strategies help readers become active and engaged in the reading process. These strategies help readers understand the main ideas of texts, identify and comprehend arguments of a text, interpret and analyze text, and draw conclusions or make inferences. This guide provides a description and activities on how to teach the following reading comprehension strategies:

- Previewing texts
- Visualizing
- Making connections
- Summarizing
- Inferring

READING COMPREHENSION STRATEGIES—PREVIEWING TEXTS

Previewing a text before reading helps set a purpose for reading. It involves activating prior knowledge and predicting what the text will be about. It comprises scanning a text to get an overall sense of what it is about. This can include looking at the title, front and back covers, headings, subheadings, and any words, images, or illustrations.

PREVIEWING TEXTS— ACTIVITY 2.1 EXAMPLE STEPS



Objective: Learners will understand how to preview and predict the content of nonfiction texts to support reading comprehension.

Resources:

- Nonfiction texts
- Notebooks
- Chart paper or whiteboard
- Writing materials (pencils or markers)

Before Reading

- Explain to learners that previewing a text before reading it is an important reading comprehension strategy. It helps readers understand what they will be reading and what to expect from the text.

Model

- Select a nonfiction text. Point to features on the front and back covers. Read the title.
- **Prediction.** Model a think-aloud by telling learners what you think the book might be about based on the title and the front and back covers.
- Tell learners that you will open the book to see if your prediction might be confirmed.
 - **Nonfiction:** For nonfiction texts, open the book and point to and read the headings, sub-headings, and illustrations. Use these to do a think-aloud to confirm your prediction.
 - **Fiction:** For fiction books, point to the illustrations. Using a think-aloud, say what you notice about the characters, what they are doing, and where they are (setting, characters, events). Confirm your prediction.
- Demonstrate activating prior knowledge by saying what you already know about the topic. (For example, share what you already know about mammals in nonfiction or fairies from fantasy tales you have read.)

Let's Practice

- Distribute the same nonfiction text to learners. They can sit in pairs or groups of three.
- Show learners the cover and back pages. Ask learners what they notice. For learners who can read, ask what the title says. Read the title for learners who cannot read.
- Ask learners to open the text and skim through the pages. Then, ask them to predict what the text might be about based on the headings, sub-headings for nonfiction texts, and illustrations.
- Write their answers on a whiteboard or chart paper.

Independent Practice

- Provide each student with a text, or assign small groups of different texts to preview.
- Ask learners to use the previewing strategies they learned to examine the text and make predictions.
- Encourage learners to write down their predictions, questions, or thoughts in their notebooks.

Sharing and Discussion

- Invite learners to share their predictions, questions, or thoughts from their independent practice. You may write these on a whiteboard or chart paper.
- Engage the class in a discussion about the predictions, encouraging learners to explain their reasoning and make connections to their prior knowledge.

Assessment and Closure

- Assess student ability to apply the previewing strategies by reviewing their predictions, questions, and thoughts.
- Wrap up by explaining the importance of previewing texts.

VISUALIZING— ACTIVITY 2.2 EXAMPLE STEPS

A picture walk is a before- or pre-reading strategy. The teacher guides learners through the text by previewing the illustrations and other visual elements before reading the text. Like previewing, conducting picture walks helps set a purpose for reading. It also helps learners make predictions, activate their prior knowledge, and become familiar with the content of the text.



Objective: Learners will use pictures to make predictions and activate prior knowledge before reading a text.

Resources:

- A book with clear and engaging illustrations (appropriate for the age and reading level of the learners)
- Chart paper and markers
- Pencils

Before Reading

- Explain to learners that they will use a strategy called **picture walk** to help them prepare for reading a new book. Ask learners if they have ever used this strategy before or if they are familiar with it.



Tip

Choose a book with clear, engaging illustrations, and display it for learners to see.

- Explain that during the picture walk, learners will look at the pictures and illustrations in the book to make predictions and activate their prior knowledge about the topic.

Model

- Read the title and ask learners to make predictions about what the book might be about.
- Flip through the pages of the book, stopping at each illustration or visual element. Ask learners to describe what they see in the picture and make predictions about what might be happening in the story.
- Write learners' predictions on chart paper or a whiteboard.

Let's Practice

- Give each student a copy of the book, or divide them into small groups and distribute copies of the book to each group.
- Instruct learners to follow along as you lead them through the picture walk of the book.
- As you stop at each illustration or visual element, ask learners to describe what they see and make predictions about what might be happening in the story.
- Encourage learners to ask questions about the pictures and to share any connections they make to their own experiences or prior knowledge.

Independent Practice

- After completing the picture walk, have learners write down their predictions.

- Ask learners to individually or in pairs reread the book and compare their predictions to what actually happened in the story.
- Discuss as a class how accurate their predictions were and what they learned from the picture walk.
- Ask learners to write down their reflections or their predictions and connections to the story.

Assessment

- Assess learners' predictions and their ability to activate prior knowledge during the picture walk.
- Evaluate their written reflections on their predictions and their connections to the story.

Extension Activity

- Have learners create their own picture walk for a book they are reading or for a book they have written.
- Encourage learners to share their predictions and connections with a partner or in a small group to promote discussion and collaboration.

READING COMPREHENSION STRATEGIES—VISUALIZING

Good readers pay attention to descriptive details in a text and create pictures or images in their minds that represent the ideas, people, and objects in that text. Visualizing taps into readers' prior knowledge, then facilitates the addition of new information, enabling comprehension. Visualizing with fictional/narrative texts involves creating mental images of characters, events, and settings, while visualizing informational and content area texts may involve illustrating and/or labeling main ideas, events, and details of topics. When appropriate, readers should use all five senses—sight, touch, hearing, smell, and taste—to visualize.

USING OUR SENSES— ACTIVITY 2.3 EXAMPLE STEPS



Objectives: Learners will:

- Describe what visualizing is and explain how this strategy helps enhance their comprehension of texts.
- Learn and apply the visualizing strategy to understand and interpret texts.

Resources:

- A book with good descriptive language (appropriate for the age and reading level of learners)
- Notebooks
- Chart paper and markers
- Pencils

Before Reading

- Introduce visualizing as a reading comprehension strategy.
- Explain that visualizing means drawing pictures in our minds as though we are watching TV or movies in our heads, and that good readers picture events and people in books by using their five senses.



Anchor Chart

An anchor chart is a graphic organizer that the teacher and students create together. They help make thinking visible and record the learning process.

- Ask: *What are our five senses?* Learners should respond by stating what the five senses are—seeing, hearing, tasting, touching, and smelling.
- Explain that when we use our senses and imagine we are in the book, we pay better attention to detail, and it helps us understand and remember what the author is trying to tell us.

Model

- Choose a rich descriptive text with learners and brainstorm with them to fill out an **anchor chart**.

- Read a sentence or two from a rich descriptive text. Do a think-aloud to explain how you visualize the text.
- Describe the mental picture in your head. *I can see the leaves blowing and smell the earthy smell of wet leaves.*
- Read another sentence to learners and ask them to share what they can smell, hear, taste, touch, and see.

See	Hear	Smell	Feel	Taste

- Encourage younger children to use prompts like “It tastes like,” “It sounds like,” “In my mind, I can see,” and “In my mind I can smell.”
- Use an empty anchor chart and ask learners to close their eyes and imagine they are at a wedding and to describe what they can see, hear, smell, feel, taste, and see.
- Write what they say in the anchor chart to model the next activity.
- The anchor chart below illustrates how to brainstorm with children on the topic of a wedding and how thinking about a wedding can appeal to the senses.

The Wedding

See	Hear	Smell	Feel	Taste
The bride Guests Ceremonies Dancing	National songs Traditional wedding songs	Perfume Flowers Tortes	Mattresses Karpacha Tapestry covers Bedspreads	Plov Honey cakes Sweets Tortes

During Reading

- After modeling the strategy, read a story to learners, and ask them to fill out their own anchor charts or templates in their notebooks.
- Have older learners read their books and fill out the anchor chart or template independently or with a partner.

After Reading

- Have learners share their anchor charts with one another.

- Encourage learners to write a few sentences using information from their anchor chart. (For example, *The bride’s bedspread felt as fluffy and soft as a cloud.*)

VISUALIZING—SKETCH TO STRETCH

Sketch to stretch is an instructional strategy that reinforces reading and listening comprehension through visualization. Using this strategy helps children understand main ideas, remember details, and engage in reading by becoming active listeners and active readers. As a formative assessment, the sketch-to-stretch strategy helps teachers determine their learners’ understanding of main ideas and important events and their ability to summarize both narrative and informational texts. This is an excellent strategy for language learners.

SKETCH TO STRETCH— ACTIVITY 2.4 EXAMPLE STEPS



Objectives: Learners will:

- Understand and apply the sketch-to-stretch strategy to understand and interpret texts.
- Visualize the descriptions and events in texts.

Resources:

- An interesting age-appropriate book that appeals to the five senses
- Prepared paragraph from the Model section for display
- Paper
- Writing materials (markers, pencils, crayons)

Before Reading

- Introduce visualizing as a reading comprehension strategy.
- Explain that visualizing means drawing pictures in our minds as though we are watching TV or movies in our heads, and that good readers picture events and people in books by using their five senses.

- Ask: *What are our five senses?* Learners should respond by stating what the five senses are—seeing, hearing, tasting, touching, and smelling.
- Explain that when we use our senses and imagine we are in the book, we pay better attention to detail, and it helps us understand and remember what the author is trying to tell us.

Model

- Ask learners to listen while you read the descriptive sentences below.

The rainstorm started suddenly with dark clouds and a loud crack of thunder. Then, there was a flash of lightning across the dark sky. The branches of trees bent forward and backward as the strong winds blew. Then rain pelted down in sheets.

- Model drawing images in the sentence.
- Draw the images as you share your visualization with the class. Point out the details and what you see, smell, and hear.

When I close my eyes and picture or visualize what I just read, I see dark clouds. I hear the boom of thunder, and I see the tree branches swaying in the strong wind. I see the rain falling heavily. I smell the rain on fresh grass.

Let's Practice

- Read a few descriptive sentences, and ask learners to draw what they heard. Give them a few minutes to draw their pictures.

Now, draw a picture of what you just heard. What do you see? What do you hear? What can you taste and touch?

- Ask learners to share their sketches. Encourage them to say, “The mental picture in my head” or “I visualized.” Remember, there is no right or wrong answer, and not everyone will have the same mental image, but you can assess whether they have the details in the sentence right.
- Practice more sentences or paragraphs with learners until you determine that they have a good understanding of the strategy.

During Reading

- Conduct an interactive read-aloud with a descriptive book that appeals to the senses.

After Reading

- Ask learners to draw pictures to show what they heard. Then, ask volunteers to share their sketches.

Table 2. *There are many variations of sketch to stretch to use with learners of all grade levels.*

Story elements Learners use sketch to stretch to draw story elements such as characters, setting, and plot.	Main event After reading or listening to a text, learners draw one important event in the story.
Pre-reading Learners connect their prior knowledge by sketching ideas that show what they know about a topic before reading.	Pre-summarizing Learners sketch key information sequentially as it appears in the text during or after the teacher reads the text.

READING COMPREHENSION STRATEGIES—MAKING CONNECTIONS

Making connections is about readers connecting what they already know, their experiences and knowledge, to what they are reading. This helps readers make sense of the texts they read. Learners who make connections when they are reading are engaged and better able to understand the texts they are reading. There are three ways to make connections: text-to-self, text-to-world, and text-to-text. These connections are described in the table below.

MAKING CONNECTIONS— ACTIVITY 2.5 EXAMPLE STEPS



Objectives: Learners will:

- Learn and apply the making connections strategy to understand and interpret texts.
- Make text-to-text, text-to-self, and text-to-world connections while reading.

Resources:

- Interesting age-appropriate books
- Notebooks or paper for double entry logs for older learners
- Chart paper or whiteboard
- Paper
- Pencils

Note: Model each of the three connections. Gradually introduce the three connections in three separate activities.

ACTIVITY A: TEXT-TO-SELF CONNECTIONS

Before Reading

- Tell learners that you will teach them how to make connections with the texts they read.
- Explain that good readers make connections to the texts they read, and this helps them understand the texts better.
- Tell learners that the first connections you will teach them are text-to-self-connections. These are connections that you make between texts and your personal experiences.

Model

- Read a short text to learners. As you read, pause and use a think-aloud to make text-to-self connections about facts from informational texts or story elements from narrative texts.
- An example is given below. Use and encourage learners to use sentence prompts like the following:

Text-to-Self Sentence Prompts	
This reminds me of . . .	I felt like that character when . . .
I remember when . . .	The setting or place in the text reminds me of . . .
A connection I have with the text is . . .	I have had the same experience as . . .

- Use a think-aloud to make text-to-self connections about a trip.

Table 3. Identifying Connections-to-Experience

Making Connections	Definition/Meaning
Text-to-self connections	Learners make connections between their experiences and the text they are reading.
Text-to-text connections	Learners make connections between the text they are reading and other texts they have read.
Text-to-world connections	Learners make connections between what they know about the world and the text.

When I read that Alina visited Registan Square in Samarkand, it reminded me of a special trip I made to Samarkand with my grandmother on my 8th birthday. She gave me a special Ikat fabric shawl which I still have and wear on special occasions. This helps me understand how happy and special Alina felt on her trip to Registan Square.

- As you read the text or book and make text-to-self connections, ask learners to join you in making connections.
- Accept all text-to-self connections, but encourage learners to make deep and meaningful connections rather than surface-level connections. (For example, a surface-level connection is *I have a cat like Alina too*. A meaningful connection is *I have a beautiful cat like Alina. I missed my cat like Alina did when we went on a family trip.*)

Let's Practice

- Have younger learners make their connections and then, in pairs, explain to each other what their connections are using the sentence prompts above.
- Older learners can use a double entry log like the one below. Guide learners to read their texts, fill out the log, and share their connections with a partner.

Double Entry Log	
Idea from text (key event, word, concept, quote)	Text-to-self connections

ACTIVITY B: TEXT-TO-TEXT CONNECTIONS

Before Reading

- Tell learners that text-to-text connections are connections we make among the texts we read. Looking at similarities and differences between texts helps us better understand what we are reading.
- For making text-to-text connections, select a text that has the same topic as text that learners have read already. Alternatively, select two books or a book and a poem with similar and easily identified topics.

Model

- Conduct a read-aloud of the texts. Use a **think-aloud** to model question prompts that facilitate making text-to-text connections. Examples of text-to-text prompts are:

Text-to-Text Question Prompts	
How are these two texts similar?	How is this text similar to other texts I have read?
How is this text different from other texts I have read?	What does this text remind me of about another text I have read?

Let's Practice

- Ask learners to sit in pairs during a read-aloud. When you are done reading, ask them to **turn and talk** and share connections they have made with each other.



ACTIVITY C: TEXT-TO-WORLD CONNECTIONS

Before Reading

- Tell learners that text-to-world connections are connections we make about the texts we read and the world around us. In their responses, learners should make connections to current and historical events.

Model

- Model text-to-world connections by selecting a book and demonstrating how to make these connections. As you read, pause at relevant points and share your own connections to real-world events or issues.
- Fill out a double entry log as you make the connections. (For example, *This book reminds me of a show I saw on TV about the need to plant trees to save the earth.*)

Let's Practice

- Read a book to learners or ask them to read a chapter or portion of a book independently.
- Divide learners into pairs or groups of three, and give them an opportunity to discuss their text-to-world connections. Then, ask them to share their connections with the whole class.

Independent Practice

- Assign learners to read a text of their choice or read one to them.
- Have younger learners draw and label connections. Older learners can write three text-to-world connection sentences.
- Provide support and guidance as needed.

Assessment

- Assess learners' understanding of text-to-world connections by reviewing their written or illustrated connections during independent practice.

READING COMPREHENSION STRATEGIES—SUMMARIZING

Summarizing is being able to determine the key or essential element in texts. Summarizing also helps

learners understand and remember texts because it requires them to reduce lengthy texts to main ideas and salient facts. It is an important and complex skill that needs to be taught over time.

SUMMARIZING—CHOOSE ONE WORD—ACTIVITY 2.6 EXAMPLE STEPS



Objective: Learners will understand how to tell what is important in a text.

Resources:

- A fictional or informational poem
- Chart paper or whiteboard
- Notebooks or paper

Before Reading

- Introduce the idea of summarizing. Summarizing means telling what is important in a text.
- Tell learners they will learn how to summarize or tell what is important in a poem.

Model

- Read a poem two times to the group. Ask learners what the poem is about. Ask them to give reasons for their answers. The reasons must come from the poem.
- Record their comments on a whiteboard or chart paper. Go over all their comments and explain that what learners have done is summarize the poem. They have said what is important in the poem.

Let's Practice

- Read the poem again and then ask learners to choose *one* word that captures the meaning of the whole poem. Make sure you ask learners to give reasons for their answers. Write these words on a whiteboard or chart paper. Ask learners to select *one* word from all the answers that captures the meaning of the whole poem. Ask them to justify their answers.

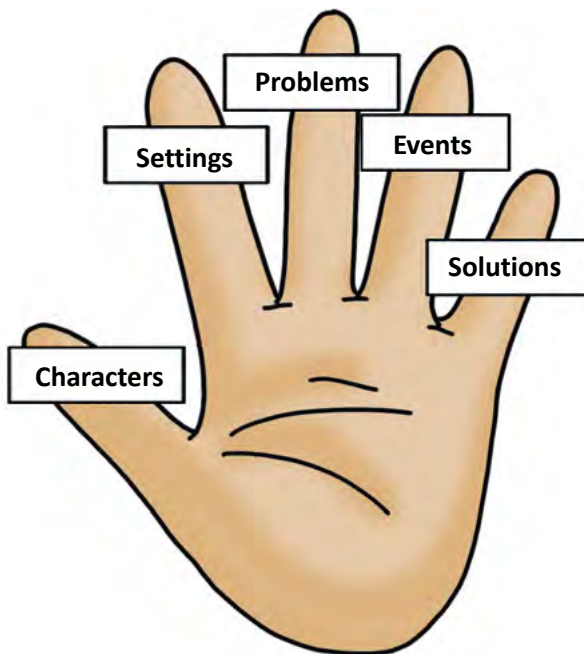
Five-Finger Retell—Narrative and Informational Texts

Learners can summarize narrative and informational texts by doing five-finger retells. Retells can be oral or written. Learners can label, fill out graphic organizers, or write sentences to summarize texts. Use simple stories, fairy tales, and easy-to-read informational texts to demonstrate this strategy.

Narrative Texts

- Draw on a whiteboard or chart paper the five fingers like the one below.

Five-Finger Retell: Narrative Texts



- Tell learners that they will learn how to summarize or tell what is important in a story by using the five-finger retell. Use story elements: settings, characters, problems, events, solutions, or endings; or use characters, setting, beginning, middle, and end, for each finger.
- Show them that the thumb represents the character(s) in a story. Characters can be people or animals in the story. The next finger represents the setting. The setting is where the story takes place or where the animals and/or people live and talk to each other. The next fingers represent the beginning, middle, and ending of the story, or the problems, events, solutions, or endings.

Model

Read a story. Point to the thumb. Say what part of the retell the thumb represents, then state who the characters in the story are. Do this with each finger. Point to each finger and summarize the story.

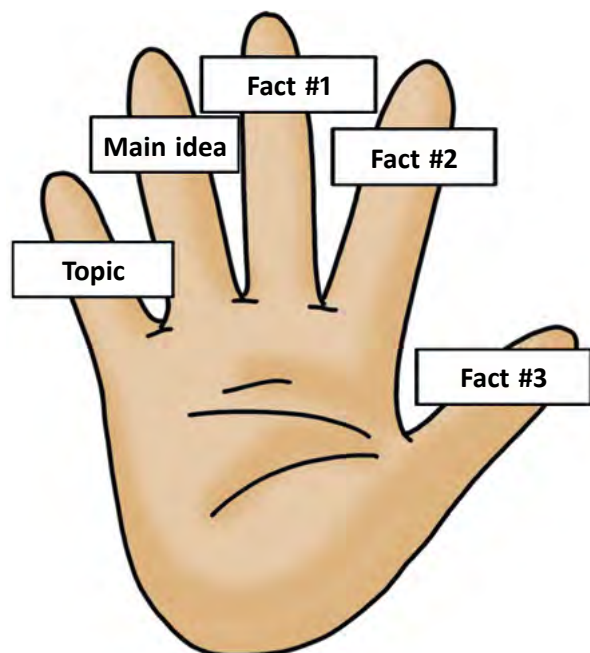
Let's Practice (with variations)

- Read a story to learners. Ask learners to give you ideas. Record ideas, then ask learners to practice the retell in pairs using the hand.
- Ask learners to draw a hand in their notebook. They can place one hand on a blank page and trace around their fingers. Demonstrate how to do this on a whiteboard. Read a story to learners. Ask them to fill out the parts of the hand. Call on learners to use their answers to retell the story.
- Ask older learners to draw a hand in their notebooks, read a text on their own, record their ideas on each finger, and then use these ideas to write a short summary.

Nonfiction Texts

Use the same steps to teach learners to summarize nonfiction texts using the graphic organizer below. Learners must be able to identify the topic, main idea, and supporting details or facts. If there are more than three facts, learners can write the topic in the palm of the hand.

Five-Finger Retell: Nonfiction Texts



- Identify the topic using a single word or sentence. This is usually the answer to the question *What is this text about?* (For example, transportation, mountains, or Uzbek traditional musical instruments.)
- Identify the main idea of the text. Learners ask: *What does the author want me to know about this topic?*
- Identify supporting details or facts. Learners ask what evidence or facts the author provides to support the main idea of the text.

Model

- Read a short text like the one below, then ask learners questions to help them identify the topic, main idea, and facts, and record their answers around the hand.

Some places have four seasons. The seasons are winter, spring, summer, and fall. In winter, it's snowy and cold. In spring, it's windy, new plants begin to grow, and many animals are born. In summer, it's hot, and in fall, it's cooler and leaves fall off many trees.

- The activity goes something like this:

Topic: *What is this text about?* (the four seasons)

Main Idea: *What does the text mostly say about the four seasons?* (Some places in the world have four seasons characterized by different weather and events in nature.)

Facts: *What facts are given in the passage?* (In winter there's snow, and it's cold. It's windy, and new plants begin to grow in spring; it's hot in summer; it's cool in fall, and leaves fall off many trees.)

READING COMPREHENSION STRATEGIES—INFERRING

Sometimes authors do not explicitly state what is happening in a text or why a character might behave in certain ways. When this happens, the reader needs to infer, or make an inference. Learners will need to understand, guess, or draw conclusions from evidence in texts to help them understand.

INFERRING— ACTIVITY 2.7 EXAMPLE STEPS



Objective: Learners will understand how to infer from pictures and texts.

Resources:

- Images, pictures, or inferencing cards (for young learners)
- Chart paper or whiteboard

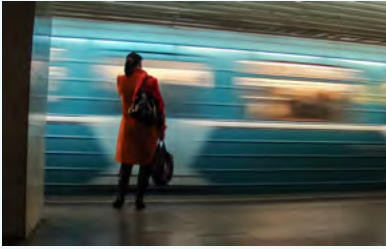
Model

- Tell learners they will learn how to infer, and that good readers can figure out and understand what an author is saying using clues from the text.

Let's Practice

- Have younger learners begin by using inferencing cards that show pictures or images. Learners must guess what is happening in the picture using evidence from the image.
- Start with the provided images and then move on to texts. Model the first row of the following images, or continue until learners know what to do. Then, have them continue to practice with images and texts. You can read the texts to younger learners or write them on a whiteboard if needed.

Model



Where is the lady? How do you know? Where might she be going? How do you know?

Answers: *She is at a train station. There's a train and she is waiting to get on. She might be going to work. She's holding a briefcase and is dressed professionally.*



Where are the children? What are they doing? Are they happy? How do you know?

Answers: *They are in the woods. They are telling stories by a campfire and there are festive lights behind them. They look happy because they are telling stories.*



What is the setting of this picture? What is the woman's job? What is your evidence?

Answers: *It's a classroom. The woman is a school teacher. There's a chalkboard and a class of students; some are raising their hands as if to answer a question.*



What season of the year is it? How do you know?

Answers: *Fall. The leaves are turning orange and red.*



What do you think has happened to the woman in the picture? How do you know?

Answers: *She fell off her bicycle. Her bicycle is sideways on the ground. She looks like she hurt her leg.*



What is happening in the picture? How do you know?

Answers: *It's a wedding. There's a man in a suit and white gown showing. A woman is holding flowers in one hand and two rings in the other.*

Model (continued)

- **Inferring from text.** Draw the table below on a whiteboard. Do a few examples together with the class, then have learners practice on their own. Additionally, cut inferences into cards and have learners work in pairs and say the inference with evidence from the text.

Scenario	Question	My Inference	Evidence
The teacher gave out the test. Nosir looked at his paper and burst into tears.	Where is Nosir? Why did Nosir cry?	He's at school. He did not do well on the test.	Teacher, test, paper, burst into tears
Panting and out of breath, Aida stopped and looked up. She felt she could touch the clouds in the sky. She looked down at the beautiful view of tiny houses, rivers, and green fields.	Where is this person?	She just finished climbing a mountain or hill. She is on the top of a mountain or hill.	Panting; out of breath; felt she could touch the sky; looked down; saw tiny houses, rivers, and fields
She stopped playing the guitar and clapped her hands, sang, and danced across the stage. The crowd clapped their hands and sang along with her.	Where are the people?	They are at a concert.	Singer/performer, guitar, singing, clapping, dancing, stage, crowd
Grandma opened the door. It was me. Her hands flew to her face. Her mouth dropped open. She couldn't say a word.	How does Grandma feel?	Grandma feels surprised or shocked.	Hands flew to her face, mouth dropped open
The player dribbled the ball, stopped, and then kicked the ball hard. The goalkeeper missed the ball. The crowd roared and stood on their feet. Alia jumped up from her seat and pumped her fist in the air. Her team had won the cup.	Where is Alia?	She's at a football game/match/stadium.	Dribbled and kicked the ball, goalkeeper, crowd, cup

TEXT PROCESSING STRATEGIES

Text processing strategies are techniques and approaches readers can use to effectively analyze interpret and extract information from texts. Two important text processing strategies are understanding **text structures** and **text features**.

TEXT STRUCTURES

Text structures are the ways in which texts are organized to help readers understand them. When learners can identify the structure of texts it helps them focus on concepts and relationships between ideas. Understanding how information is presented helps you extract meaning more effectively. Authors tend to use signal words or phrases in texts. Signal words help writers organize their texts in a logical structure. They help readers understand the purpose of the text, and give clues as to the type of text organization being used. Always teach these structures as part of reading comprehension of narrative and informational texts.

TEXT STRUCTURES— ACTIVITY 3.1 EXAMPLE STEPS



Objective: Learners will discover how text features help them understand the organization of a text.

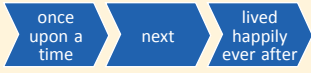
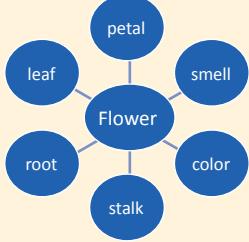
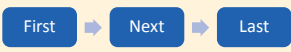
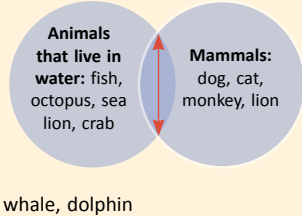
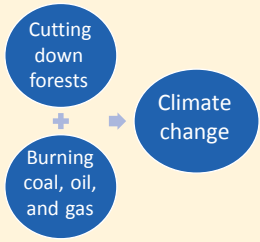
Resources:

- Age-appropriate texts with relevant examples of text features

Model

- Introduce the activity by building background knowledge. Ask what learners know about the topic of the text. Tell learners which text structure they will learn about.
- Support learners to define key vocabulary. (See vocabulary teaching strategies on page 31.)
- Preview the text by examining the pictures, titles, cover page, headings, and any signal or transition words.
- Introduce text structures using the chart that follows. (For example, *description* is a text structure that provides details, characteristics, or features of objects, plants, people, places, or animals.)
- Practice identifying text structures in various texts using signal words and graphic organizers. Explain that signal words help readers tell what the text structure of the passage or reading is.

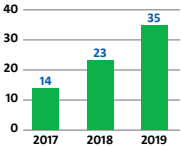
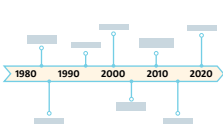
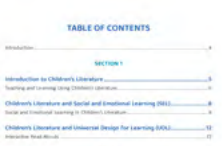

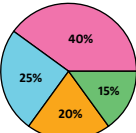




Text Structure	Definition/What a Text Looks Like	Signal Words	Visual	Questions and Examples
Narrative	The text tells a fiction or nonfiction story with characters, setting, plot, conflict, and events.	Once upon a time, next, last, beginning, middle, end, lived happily ever after		What is the narrative about? Where does it take place? What is happening?
Description	The text provides details, characteristics, or features of objects, plants, people, places, or animals.	For example, for instance, to illustrate, next to, right, left, above, on top of, below, beside, characteristics		What are the most important characteristics of the person, place, or thing? What does it look like? How does it work?
Sequence, Process, Chronological Order, and Order of Importance	The text gives chronological order or steps in a process.	First, second, third, in the beginning, next, then, before, lastly, finally, steps, time		What steps are listed? Is the process in chronological order? What is the sequence?
Compare and Contrast	The text looks at similarities and differences between people, places, objects, and animals.	In contrast, compare, similarly, similar to, different, same		What is being compared? How are they similar and different? What conclusion does the author reach about the comparison?
Cause and Effect	The text gives an explanation for or reasons why something happens.	Cause, effect, if or then, because, due to, as a result, reasons why, since, consequently		What happened? Why did it happen? What caused it to happen? Causes: Cutting down forests and burning coal, oil, and gas has led to ____. Effect: Climate change

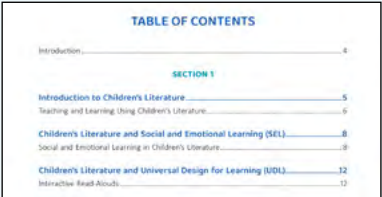

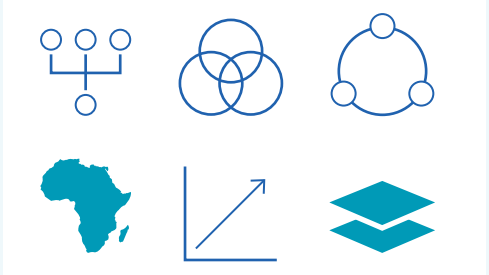
TEXT FEATURES

Text features refer to the elements or components found within a text that enhance its organization, structure, and readability. They are not the main body of a text. These features provide additional

information, aid comprehension, and help readers navigate informational texts more effectively and efficiently. Introduce a few text features at a time, and make sure learners have multiple exposures to the features during and after they learn them.

Nonfiction Text Features																			
Text	<div><div>Bold print</div><div>Colored text</div><div>Italics</div><div>ALL CAP TEXT</div></div>																		
	<div><div>Highlighted text</div><div>Bulleted list:<div>1. List item;<div>2. List item;<div>3. List item.</div></div></div></div></div>																		
Illustration	<div><div>Graph</div><div></div></div>				<div><div>Timeline</div><div></div></div>		<div><div>Table</div><div><table><tr><th>Name</th><th>Art books read</th><th>Science books read</th></tr><tr><td>Aziz</td><td>5</td><td>10</td></tr><tr><td>Nozima</td><td>8</td><td>7</td></tr></table></div></div>		Name	Art books read	Science books read	Aziz	5	10	Nozima	8	7	<div><div>Table of Contents</div><div></div></div>	
	Name	Art books read	Science books read																
Aziz	5	10																	
Nozima	8	7																	
<div><div>Map</div><div></div></div>		<div><div>Chart</div><div></div></div>		<div><div>Illustration</div><div></div></div>		<div><div>Photo</div><div></div></div>													

Examples of text features can be found in the table below:

Text Feature	Description	Example
Title	The title gives the overall name or heading of the text and provides a preview of the content.	ANIMALS
Headings and subheadings	These are section titles that divide the text into smaller, more manageable parts. They help readers locate specific information and understand the organization of the text.	<p>Mammals (heading)</p> <p>There are many types of mammals. Some of them, such as dogs and cats, we can keep as pets.</p> <p>Dogs (subheading)</p> <p>Dogs are a type of mammal. Many people like to keep dogs as pets.</p>
Table of contents	Found in textbooks, the table of contents lists the major sections or chapters along with their page numbers, allowing readers to quickly find specific information.	
Captions	Captions are brief descriptions or explanations of illustrations, photographs, or other visuals.	 <p>Caption</p>
Graphics and visuals	These comprise various visual elements such as charts, graphs, diagrams, maps, photographs, or illustrations that supplement the text and help convey information visually.	
Bold or italicized text	These formatting styles draw attention to important or emphasized words, phrases, or headings within a text.	<p>Books</p> <p><i>Fairy Tales</i></p>
Bullet points or numbered lists	These help organize information into concise, easy-to-read lists, highlighting key points or steps.	<ul style="list-style-type: none"> • Field hockey • Football • Volleyball • Basketball <ol style="list-style-type: none"> 1. Pineapple 2. Apple 3. Banana 4. Orange

TEXT FEATURES— ACTIVITY 3.2 EXAMPLE STEPS



Objective: Learners will identify and explain various text features in nonfiction texts.

Resources:

- Nonfiction books or articles with a variety of text features such as headings, subheadings, captions, bold or italicized text, bullet points, diagrams, charts, maps, etc.
- Whiteboard or chart paper and markers
- Individual whiteboards or paper
- Notebooks
- Pencils

Before Reading

Ask learners what they think text features are and why they are important in nonfiction texts. Engage learners in a brief discussion about the purpose of text features, such as helping readers locate information, understand key points, and make connections.

Model

- Display a nonfiction book or article with various text features.
- Introduce and define common text features one by one, explaining their purpose and how they assist readers.
- For example, explain headings and subheadings as titles that provide an overview or organize information, captions as short descriptions under images, and bold or italicized text as an emphasis on key ideas.
- Write each text feature on chart paper or a whiteboard and briefly discuss its function.

Let's Practice

- Divide learners into small groups, and distribute nonfiction texts with different text features to each group.
- Instruct learners to read their texts and identify and discuss the various text features they find.

- Circulate among the groups, providing guidance and clarification as needed.
- Bring learners back together as a whole class and have each group share one or two text features they found and explain their purpose.
- Write down the text features mentioned by the groups on the chart paper, along with their functions, creating a class anchor chart.

Independent Practice

- Distribute individual whiteboards or paper to each student.
- Display a nonfiction text on a projector or read a short excerpt aloud.
- Instruct learners to independently identify and write down three text features they observe and explain their purpose.
- Circulate around the classroom to assess student understanding, and provide support as needed.

Closure

- Review the text features discussed during the activity on using the anchor chart.
- Ask learners to share their observations and any new insights gained about the importance of text features in understanding nonfiction texts.
- Summarize the activity by emphasizing the significance of text features in helping readers navigate and comprehend nonfiction materials.

Assessment

- Assess learners' understanding of text features by reviewing their responses during the independent practice activity.
- Observe learners' ability to identify and explain the purpose of different text features.
- Provide feedback and address any misconceptions as necessary.

Extension Activity

- Have learners create their own nonfiction texts with a variety of text features, such as diagrams, headings, and captions in their notebooks or on paper.
- Incorporate text features into a research project, where learners use them to organize and present information effectively.

VOCABULARY TEACHING AND LEARNING

Teaching and learning vocabulary is vital for helping learners develop academic language. Vocabulary teaching and learning should be ongoing and integrated into various aspects of teaching. It is important to create a supportive and interactive environment where learners can explore, practice, and remember new vocabulary words, through multiple exposures, while making connections to their existing knowledge and experiences. Doing so will enable learners to develop the skills to use new words effectively.

Concept Sorts

A concept sort is a vocabulary and reading comprehension strategy used to teach learners the vocabulary of a new topic or book. Teachers provide learners with a list of terms or concepts from reading material. Learners place words into different categories based on each word's meaning. Categories can be defined by the teacher in a closed sort or by learners in an open sort. Concept sorts can be conducted before and after reading.

When used before reading, concept sorts provide an opportunity for a teacher to see what his or her learners already know about the given content. When used after reading, teachers can assess their learners' understanding of the concepts presented.



Tip

Contextualize vocabulary by introducing words in meaningful contexts. Use sentences, stories, and real-world examples to show how the words are used in different contexts. This helps learners understand the meaning and usage of words.

Use multiple modalities and exposures to words to reinforce vocabulary learning. Incorporate activities such as visual aids, gestures, role-play, and multimedia resources to provide different sensory experiences related to the words.



Objective: Learners will practice reading comprehension and vocabulary skills by categorizing words, phrases, or pictures based on their related concepts and meanings.

Resources:

- Concept/word cards or pictures (prepared in advance) with various words or phrases related to a specific reading passage or topic
- Prepared word cards using the words from the Individual Practice section of lesson
- Chart paper or whiteboard labeled with different categories for sorting concepts
- Markers or sticky notes

Before Reading

Introduce the activity by explaining to learners that they will improve their vocabulary and reading comprehension skills by participating in a concept sorts activity. Tell them concept sorts will help them understand the connections and relationships between words and concepts for deeper comprehension and vocabulary development.

Model

Use words and or pictures from a text that you have prepared beforehand to model categorizing. Choose either a closed sort or an open sort. Examples of both are given below.

ACTIVITY A: CLOSED SORT

(For closed sort activities, the teacher provides the categories.)

Let's Practice

- Use chart paper or draw columns on a whiteboard like the example below.
- Read the words and ask learners where you should place each word. Place the word under the right room in the house. *Pot, sofa, bed, chair, table, blanket, TV, pillow, plate, knife*

Bedroom	Living Room	Kitchen

CONCEPT SORT— ACTIVITY 3.3 EXAMPLE STEPS

ACTIVITY B: CLOSED SORT

Let's Practice

- Tell learners that this time you will ask them to categorize words/pictures on their own.
- Ask them what is happening in each picture.
- Place learners in pairs or groups of three, and ask them to sort the pictures and/or words in a way that is meaningful to them. Put the words or pictures on chart paper or use cards. Make sure picture cards are big enough for learners to see.
- Ask learners to explain their reasoning for categorizing the pictures in particular ways.
- Discuss the similarities and differences in categorization among the pairs or groupings. Possible answers are mind sports, winter sports, and water sports.

Categorizing Sports



Water Polo



Chess



Ice Hockey



Checkers



Swimming



Skiing



Kayaking



Figure Skating



"Zakovat" (Intellectual Game)

Individual Practice/More Group Practice

- Read a short text about animals to learners. Learners in higher grades can read the text on their own.
- If you use a closed sort, use chart paper labeled with different categories. Ask learners to read each word and determine which category it belongs to on the chart paper.
- For an open sort, give learner pairs or groups a set of word cards and ask them to read each word and then categorize the animals.
- Encourage learners to give reasons for their categorizations.

Categorizing Animals

wolf	gazelle	duck
eagle	frog	salamander
toads	goat	swan

Note: The animals can be categorized into mammals, birds, and amphibians.

Group Sharing and Discussion

- Bring the class together, and have each group share their concept sorts and the categories they created.
- Discuss the similarities and differences between the categories created by different groups.
- Encourage learners to explain their reasoning for each categorization, focusing on the connections between words and concepts within the reading passage or topic.

Reading Comprehension and Vocabulary Learning

Ask learners to use the words in sentences or provide definitions to further reinforce their comprehension and vocabulary skills.

Closure

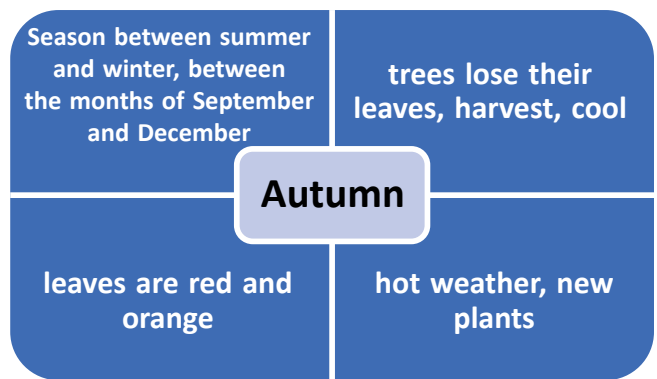
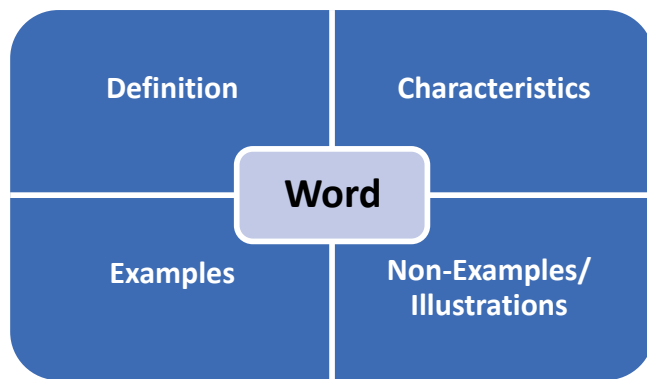
- Summarize the key points of the activity, emphasizing the importance of recognizing connections between words and concepts for reading comprehension and vocabulary development.

- Reinforce the idea that practicing concept sorts can help learners deepen their understanding of a passage or topic and expand their vocabulary.

FRAYER MODEL

The Frayer Model is a graphic organizer used to develop and deepen vocabulary knowledge and understanding of concepts. The model comprises four squares which prompt learners to define a term, give examples and non-examples of the term or illustrate it, and describe the characteristics of the term. This model can be used for all subjects and in all grade levels to support vocabulary development and concept comprehension. It provides a visual representation of key words and concepts that learners need to learn.

- **Definition:** Learners write a definition of the term or concept. The definition should demonstrate a clear understanding of the term.
- **Examples:** Learners provide examples of the term or concept. These examples should illustrate or demonstrate how the term can be used in different contexts or the term in action. Examples help learners connect the term to real-life situations and deepen their understanding.
- **Non-Examples:** Non-examples are not representative of the term or concept.
- **Illustrations:** Instead of specifying non-examples, learners can draw the concept or term, or something that will help them remember it.
- **Synonyms and Antonyms:** Learners can also fill the graphic organizer with synonyms and/or antonyms instead of non-examples.
- **Characteristics:** In this section, learners describe the key characteristics, features, or attributes of the term or concept. The characteristics provide a more in-depth understanding of the term.

Frayer Model

FRAYER MODEL— ACTIVITY 3.4 EXAMPLE STEPS

Introduce the Frayer Model to learners, explaining its purpose, and how it can help them remember and understand vocabulary words.



Objective: Learners will use the Frayer Model to learn and understand vocabulary words.

Resources:

- A list of target vocabulary words
- Examples, non-examples, or illustrations of vocabulary words
- Prepared Frayer Model graphic organizers
- Chart paper or whiteboard

Model

- Present a list of vocabulary words to learners using a whiteboard.
- Select a word to model the Frayer Model process for the class. Draw or display the graphic and write the word in the middle of it.
- Use a **think-aloud** to define the word; provide non-examples or illustrations, examples, and characteristics of the term or concept.

Let's Practice

- Choose one word to model the Frayer Model process for the class. Start by writing the word in the center of the graphic organizer.
- Ask learners for input as you define the word; provide examples, non-examples, or illustrations; and describe the word's characteristics.

Individual Practice

- Distribute the Frayer Model graphic organizers to learners in pairs or groups of three or four. Assign each pair or group a different vocabulary word from the list.
- Instruct learners to work together to complete the Frayer Model for their assigned word.
- Have learners come together to share and discuss their completed Frayer Models. Encourage them to explain the parts of their Frayer Models.

Extension

Ask learners to use the vocabulary words in sentences or short paragraphs to demonstrate their understanding of the words' meanings.

Closure

Summarize key points of the activity. Encourage learners to use the Frayer Model independently to help them learn and understand new vocabulary words.

CONCLUSION

This guide to teaching children’s literature serves as a resource to enhance your teaching of literature and to help promote a love for reading among learners. By integrating quality children’s books into your instruction, you’ll engage learners, develop their literacy skills, and foster critical thinking and empathy.

In this guide, we have provided examples of strategies and approaches for teaching children’s literature. From teaching reading comprehension, text features and structures, and SEL and UDL, each element plays a vital role in creating meaningful and enriching experiences for learners.

We have emphasized the importance of parents being involved in teaching children’s literature, and the guide offers strategies for parents to support reading at home, engage in discussions, and foster a love of reading and reading culture. By targeting SEL and using UDL, you can create inclusive and engaging learning environments at home and at school, where learners can explore diverse perspectives, develop critical thinking skills, and cultivate a lifelong love for reading.

Children’s literature can spark imagination, carrying readers to new worlds and helping them understand themselves and others. As teachers and parents, we have the privilege of nurturing this love for literature and guiding learners on their voyage of discovery. With this guide, we hope you will feel equipped to guide learners on this reading journey.

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