

# Solution Tree | Press

## **200+ Proven Strategies for Teaching Reading, Grades K–8**

*By Kathy Perez*

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### **Study Guide**

This study guide is a companion to the book *200+ Proven Strategies for Teaching Reading, Grades K–8* by Kathy Perez. *200+ Proven Strategies for Teaching Reading, Grades K–8* provides research-based strategies and interventions that teachers can practically use to help readers of all ability levels make gains in literacy.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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## Chapter 1

### The Struggling Reader

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1. When you think of a *struggling reader*, what descriptors come to mind? In reality, what does it mean to struggle as a reader? What do struggling readers lack?
2. What are some common causes of reading comprehension failure and common characteristics of struggling readers? Which of these causes and characteristics have you most commonly seen displayed in your classroom?
3. Consider a case in which you heard a student say that he or she hates to read. Why do you believe he or she said that? What response did you have for this student's dislike for reading?
4. What two variables strongly influence motivation?
5. Take a look at the skills and traits that good readers exhibit listed on pages 9–10. Then share another skill or trait that you believe is also characteristic of good readers and explain why you think this is a quality of good readers.

## **Chapter 2**

### **Key Elements of Balanced Literacy Programs**

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1. What features should teachers have in place to support strategic instruction as they set up an integrated literacy program?
2. Why is the pause-prompt-praise strategy beneficial to use with struggling students? Try using this strategy with a student when he or she comes to a difficult problem. How does the student react to the steps in this strategy?
3. When students come up with and answer questions as they read, what purposes should the questions serve?
4. Briefly describe the steps a teacher should take to implement the think-aloud strategy.
5. According to Suzanne Wade, what four types of text comprehenders are there?

## Chapter 3

### Effective Early Literacy Intervention

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1. One day in school, take note of the language you use with young students, and say unusual words in order to expand their listening vocabulary. What unusual words did you find yourself using, and what can you learn from this observation?
2. What does your classroom or your school do to provide students with a literacy-rich environment, and in what ways do you think you could improve students' access to books and other printed materials?
3. In what ways can teachers promote early writing development in their students?
4. What should teachers consider as they work to focus on students' strengths, not just their weaknesses? What actions do you currently take to bring focus to students' strengths?
5. Name a few actions a teacher can take if he or she encounters a student who has difficulty using context clues to identify words, making inferences or conclusions, or finding the main idea.

## Chapter 4

### Vocabulary Strategies: Helping Students Become Word Wise

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1. Answer the questions that teachers should ask as they get ready to plan for vocabulary instruction.
2. Consider a vocabulary word that you plan on teaching in a lesson. Use it to respond to the two questions listed at the bottom of page 44. What do you learn from your responses?
3. In your own words, what does it mean for words to sparkle? What activities can teachers bring to the classroom to make words sparkle for students who are visual learners and kinesthetic learners? Describe an activity you've used in your own classroom to make words sparkle for students.
4. Briefly describe the key points that teachers should be mindful of as they teach academic vocabulary and as students take part in word learning.
5. Which of the listed strategies for helping students discover the wonder of words would you most likely incorporate into your classroom? Why do you think this strategy would benefit your students?

## **Chapter 5**

### **Graphic Organizers: Making Thinking Visible**

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1. How do students benefit from having a way to organize ideas, facts, and concepts into a visual learning tool?
2. Which of the typical types of graphic organizers listed in this chapter do you think would best serve your purposes, and why is this the case?
3. In what ways can graphic organizers be used as instructional tools that support learning before, during, and after a lesson?
4. What are the 3Cs of using graphic organizers?
5. Briefly outline the steps that teachers should use as a framework for introducing graphic organizers to students.

## **Chapter 6**

### **Content Strategies: Navigating Informational Text**

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1. Why do struggling readers have difficulty comprehending expository texts? What problems come up when they encounter these texts?
2. Describe the steps that teachers must take to make comprehension instruction explicit.
3. Why do students benefit from engaging in prereading activities? Why should teachers be cautious of introducing too much prereading to students before a lesson, and what should they consider in order to avoid overdoing it?
4. Which of the techniques that you may consider implementing with your students during reading do you think would most benefit your students, and why do you think that?
5. What should teachers take into consideration as they design lessons after their students have read informational text?

## Chapter 7

### Questioning Techniques to Foster Higher-Level Thinking

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1. List a few key benefits of questioning.
2. How are closed questions different from open questions? What are closed questions appropriate for, and what are open questions appropriate for? Please write your own example of each of these two types of questions.
3. Consider a lesson that you teach, and write down the lesson's objective and your goal for the questions you ask related to the lesson. Based on this information, what type of questions should you ask, and why is this the case?
4. Define *wait time*, and list the two phases of wait time. What amount of wait time is appropriate for closed questions and for open-ended questions? What does the appropriate amount of wait time depend on?
5. What five open-ended questions does Rebecca Alber say produce the greatest results from her students for any topic and for most grade and ability levels? Why are these questions so impactful?

## **Chapter 8**

### **Developing an Action Plan for Success**

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1. According to P. David Pearson and Linda Fielding, what four elements must a literacy program designed to increase comprehension have in place for it to succeed?
2. Describe what the acronym ABLE stands for.
3. What ingredients should teachers think about in setting up inclusive classrooms?
4. Consider the ways in which students can be grouped using flexible grouping. In what way or ways would you, as the teacher, make group selections for your current students to create a positive literacy learning environment?
5. What key ideas must teachers keep in mind as they choose strategies, tools, and techniques to promote student success in reading? Which of these points do you think is most crucial for you to keep in mind, and why is this the case?