Research-Based Reading Instruction and Learning Standards

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ELAGSEKRL1:

Learning Target: Remember the names of important places and characters in the reading.

Research-Based Instructional Strategy: The students will be shown how to ask and answer questions. The best way to do it is to have a question-and-answer session in the class after reading. The teacher will ask the first question related to the reading of the day, and every student will get a chance to answer it according to his or her understanding (Teacher Guidance, 2015). Knowledge is best learned through questioning; therefore, this strategy is good for teaching kindergarten students because the question-and-answer session will repeat the information and allow the students to remember the names of important places and characters in the reading. Moreover, it will motivate them to stay inquisitive throughout their academic lives. Thus, it provides a basis for inquisitive learning.

ELAGSEKRL2:

Learning Target: Remembering similarities between the readings.

Research-Based Instructional Strategy: Using roadmaps for the students to retell their stories with correct details of the events. The question-and-answer session from the previous strategy can also be used during the process to emphasize the similarities in the readings (Teacher Guidance, 2015). This strategy is good for teaching kindergarten students because it allows the students to recognize familiar information between various readings. It also allows them to recall past information and compare it with the newly acquired set of information. Thus, they can pinpoint the similarities. Overall, it provides a ground for comparative learning for young minds.

ELAGSEKRL3:

Learning Target: Identifying characters, settings, and major events of the reading.

Research-Based Instructional Strategy: The target can best be achieved by discussing the main components of the story, such as actions, settings, and characters, along with problems, solutions,

and resolutions from the text of the story (Teacher Guidance, 2015). This strategy is good for teaching kindergarten students because it helps the young minds understand the contextual meaning of the story. Moreover, it allows them to recall the sequence of the story and generate one of their own choices, which provides a playground of words, characters, sequences, and other relevant items in their minds. Overall, it provides a basis for creative learning in kindergarten students.

ELAGSEKRL4:

Learning Target: Building vocabulary by at least one word a day.

Research-Based Instructional Strategy: This learning target can best be achieved by modeling the use of dictionaries in the classroom after the reading (Teacher Guidance, 2015). Young minds are very fertile. They absorb new information quickly. For this reason, this strategy is good for teaching kindergarten students because it helps them build a strong and long-lasting vocabulary of the language.

ELAGSEKRL5:

Learning Target: Recognizing similarities between various types of texts.

Research-Based Instructional Strategy: Using various types of texts, such as storybooks and poetry books, in the classroom can be helpful in this regard (Teacher Guidance, 2015). This strategy is good for teaching kindergarten students because it assists them in identifying familiar words as well as similar information between various readings. It familiarizes them with a variety of reading forms. Thus, they learn to understand the similarities and differences between different styles of writing. It is important to introduce them to such a diverse world of writing at such a young age to keep their minds open and accepting of new things.

ELAGSEKRL6:

Learning Target: Remember the name of the author and illustrator of a reading and define the role of both of them in the reading.

Research-Based Instructional Strategy: Prompt a question-and-answer session with the students to draw attention to the details regarding the names and roles of the author and the illustrator (Teacher Guidance, 2015). This strategy is good for teaching kindergarten students because it enables them to understand the difference between the author and illustrator as well as to define the roles of each of them. It allows them to understand the roles each relevant person plays in bringing a story to life from mere words. It is important for kindergarten students to learn such technicalities during these years of their lives so they know the meaning and effect of the hard work required in creating a story.

ELAGSEKRL7:

Learning Target: Describing the relationship between illustrations and the story.

Research-Based Instructional Strategy: The best method to achieve this target is using picture books (Teacher Guidance, 2015). This strategy is good for teaching kindergarten students because it assists the students in developing a relationship between the storyline and its illustrations. It allows them to explore the relationship and recreate one of their own. These activities provide a basis for creative learning.

ELAGSEKRL8: Not applicable to the story.

ELAGSEKRL9:

Learning Target: Comparing and contrasting the experiences and adventures of characters in the most commonly used readings.

Research-Based Instructional Strategy: Role-plays and story props are the best methods for this target (Teacher Guidance, 2015). This strategy is good for teaching kindergarten students because it allows young minds to remember the details of the stories and compare them with each other afterward. It is an extension of the comparative learning strategy used for achieving learning target #2.

ELAGSEKRL10:

Learning Target: Build confidence and improve the social skills of the students by engaging with them in group reading activities with understanding and purpose.

Research-Based Instructional Strategy: Oral questions through group reading must be carried out (Teacher Guidance, 2015). This strategy is good for teaching kindergarten students because it builds confidence and improves their social skills; both of them are critically important for developing a social, respectful, and thoughtful generation of kindergarten students.

References

Teaching guidance, 2015. Georgia Department of Education. Available at: https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Kindergarten-Guidance.pdf (Accessed: 12th March 2018).