



Key Elements and Key Strategies for Successful K-3 Literacy Programming

Key Elements

Every [adventure](#) should include these fundamental, [research-based elements](#) to foster literacy development

- **Read aloud:** Read aloud to participants, including ample opportunities for interaction
- **Book browsing and choice:** Create time for book browsing and choice, with adult support
- **Nurture diversity:** Seek out, acknowledge, and encourage diverse community perspectives and languages
- **Draw connections:** Meaningful learning happens when we are able to make connections between what we're reading, ourselves, and our world.
- **Have fun!:** Model and encourage having fun with books and reading!

Key Strategies

These key strategies will help you implement an activity rich in literacy skill-building

- **Read aloud interactively.**
During interactive read-alouds:
 - Involve participants by asking open-ended and thought-provoking questions
 - ◊ **Example:** *What did you think about when _____ happened?*
 - ◊ **Example:** *Did this part remind you of anything? Something from your life?*
 - Help participants observe and discuss illustrations or other images
 - Clarify meaning through explanation, acting out, or retelling
 - Help participants understand vocabulary in context by explaining, showing, and comparing
- **Ask the [three Visual Thinking Strategies \(VTS\)](#) questions**
 1. What's going on in this picture?
¿Qué está pasando en esta imagen?
 2. What do you see that makes you say that?
¿Qué ves que te hace decir eso?
 3. What else can you find?
¿Qué más puedes encontrar?

- **Discuss with a buddy.** Encourage conversation through “neighbor share/pair share”
 - Invite participants to talk with a buddy about the read-aloud or the current question or topic
 - Another option: discuss with the entire group.
- **Extend language**
 - Rephrase participant comments or responses, using additional words to increase the richness and accuracy of the language
 - **Example:** Participant says, “I see water going down.” Facilitator rephrases, “Cool! You are noticing that the water is streaming down the sides of the cup.”
 - **Example:** Participant says, “The cat is more bigger than the mouse.” Facilitator rephrases, “Yes, I see that, the cat certainly is bigger than the mouse. The mouse must think that cat is enormous!”
 - **Example:** Participant says, “The cat is smaller than the mouse.” Facilitator rephrases, “Yes, you’re noticing that the cat and mouse are different sizes! We can see that the cat is big, and the mouse is smaller than the cat.”
- **Nurture diversity in languages.** Welcome and encourage responses (written and verbal) in the language(s) or language mixture in which participants feel comfortable.
 - **Example:** Does anyone know how to say _____ in another language? I love learning new languages!
 - **Example:** Wow! It sounds like a few of us speak more than one language. What a superpower!
 - **Example:** Write up and post in the room the adventure’s key words, phrases and questions in languages used by participants.
 - **Example:** If some participants speak a language other than English, ask them how to say a few words in their language and then use them during the activity (hello, thank you, book, read, write)

- **Los elementos claves (Key Elements)**

- *Leer en voz alta*
- *Escoger y leer sus propios libros*
- *Apoyar la diversidad*
- *Hacer conexiones*
- *Divertirse*

- **Las estrategias claves (Key Strategies)**

- *Leer en voz alta con interacción*
- *Preguntar las tres preguntas de las estrategias de pensamiento visual ([VTS](#))*
- *Proveer oportunidad para conversar con compañero/s*
- *Ser ejemplo y enriquecer el uso del lenguaje*
- *Apoyar la diversidad de idiomas representados*