

## Comprehension Activity Reintroduce: Purpose for Reading

**Activity Type:** Reintroduce

**Grade:** K-3

**Group Size:** Small Group, Large Group, Whole Class

**Length:** 15 minutes

**Materials:** A nonfiction book to read out loud, chart paper or board, copies of the K-W-L Chart for each student

**Goal:** Given a book, students will set a purpose for reading it using their background knowledge and personal interests.

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### Prepare:

Choose a book that appeals to early readers. Make copies of the K-W-L Chart for each student. Make a large version of the K-W-L Chart on the board or chart paper.

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### Model/Instruct:

1. Review what it means to set a purpose for reading.

**Who can remember what setting a purpose for reading is?**

2. Record students' answers on the chart paper or board and clarify the concept's meaning as necessary.

**Setting a purpose for reading means thinking about what we will find in a book before we start reading.**

3. Explain why setting a purpose for reading is useful to readers.

**Good readers use what they know to set a purpose for their reading. They think about what they already know about a topic and what they want to know. They also use clues from the book to guess what they might find during their reading. Sometimes we have to change our purpose for reading when we find out new information. It's important to use what we already know to set a purpose for reading.**

4. Show the cover of the book.

**Today we will be reading \_\_\_\_\_ by \_\_\_\_\_. What do you think this book is about?**

Allow students to answer.

5. Direct students to the large version of the K-W-L Chart.

**In the first column of the chart, the K, we will write down everything we already know about \_\_\_\_\_. Raise your hand if you know something about \_\_\_\_\_.**

Call on students and record their answers on the large K-W-L Chart.

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### Practice:

6. Direct students to their copies of the K-W-L Chart.

**In the *W* column, you are going to write down everything you want to learn about \_\_\_\_\_ from this book.**

7. Have students write what they want to learn.

**By writing down what you want to learn, you are setting a purpose for your reading. When we read the book together, you can pay special attention to what you want to learn.**

8. Read the book.

**While I read the book, listen carefully to see if you find any information about what you wanted to learn.**

9. Finish completing the K-W-L Chart.

You may choose to do this on the large K-W-L Chart or have each student complete his or her own chart.

**In the *L* column, we are going to write down everything we learned from this book. It may be something we wanted to learn, or it may be something we didn't know we wanted to learn.**

10. Ask students to turn to a partner to share what they wanted to learn and what they did learn.

**Now we will share with partners. Turn to a partner and take turns telling your partner about what you wanted to learn and what you did learn. You will be sharing the *W* and *L* columns of your chart.**

11. Hold a class discussion about how filling in the *K* and *W* columns before reading helps comprehension.

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### **Adjust:**

#### **For advanced students:**

You may choose to work with these students to refine what they want to know to make sure that it is neither too specific nor too broad. Students can have difficulty using what they want to know to set a purpose for reading if the items in their *W* column are either too focused or too expansive. They can use the title, cover, and a brief glimpse of the book to help determine the correct scope of the book.

#### **For struggling students:**

Some students may struggle with identifying what they already know about a topic. In this case focus their attention on the title and cover of the book. Ask questions like:

**What does the cover make you think of? What does the title make you think of?  
What do you know about this topic? What do you know about this type of book?**

#### **For ELL students:**

Before reading the book, explain the meaning of any key vocabulary or concepts that they need to follow the book. Focus their attention on the *W* column. What they want to know is the purpose of their reading. Guide them to read with their *W* columns in mind.

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