

Literacy Strategies

Quick-Reference for Teachers

Anticipation Guide

The anticipation guide involves giving students a list of statements about the topic to be studied and asking them to respond to them before reading and learning, and then again after reading and learning.

Brainstorming

Students work together to generate, exchange, and list ideas without making judgments. This strategy supports creativity, activates prior knowledge, and promotes anticipation of new learning.

Discussion

Class discussion can be used to promote deeper processing of content and rehearsal of newly learned content. Examples include: Think-Pair-Square-Share, Round Robin, Inside-Outside Circles, and Fishbowl

DL-TA – Directed Learning-Thinking Activity

DL-TA is an instructional approach that invites students to make predictions, and then check their predictions during and after the learning

DR-TA – Directed Reading-Thinking Activity

DR-TA is identical to the DL-TA process only focused exclusively on text reading. It includes the same goals and processes as DL-TA in that it is an instructional approach that invites students to make predictions, and then check their predictions, in this case, during and after the reading.

GISTing

Summarizing – Students are required to summarize in a set number of words or sentences. This strategy promotes students' ability to determine most important words and/or information, and comprehension.

Graphic Organizers

Visual displays used to organize information so that it is easier to understand. (i.e., flowcharts, semantic maps, t-charts, webs, KWL charts, and Venn Diagrams)

Learning Logs

Students use notebooks, binders, composition book, or some type of book-form resource to record ideas, questions, reactions, reflections, and to summarize information. Students combine writing, reading, and content information as they record in Learning Logs.

Lesson Impressions

Ask students to form a written impression of the topic to be discussed or text to be read.

Opinionaire

Opinionnaires are developed by generating statements about a topic that force students to take positions and defend them.

Process Guide

Use of various formats used to present information to students. Teachers have to determine which content is most useful for their students. (Outlining, writing, prompts, and other constructive ways used to connect content to reading and writing.)

Professor Know-It-All

After a reading, field trip, film, or other information source, students are called upon to be “experts” on the content. “Experts” are challenged by questions from their peers and held accountable for knowledge of content. Students become better at questioning and learn new content.

QtA and QtC- Question the Author and/or Content

Students need to be taught that they can, and should, ask questions of authors and of the content as they read and learn. The goal of QtA and QtC is the same-to teach students to use a questioning process to construct meaning.

RAFT Writing

This form of creative and informative writing allows students to place themselves into roles so they look at content from various perspectives. RAFT includes four areas of consideration: **R**ole, **A**udience, **F**orm, and **T**opic.

Reciprocal Teaching

The teacher models and the students summarize, question, clarify, and predict to better understand content. This strategy requires many exposures for students to become proficient.

SPAWN Writing

This strategy is specific to “writing to learn” in the content areas. This is fostered using writing prompts in five categories: **S**pecial Powers, **P**roblem Solving, **A**lternative Viewpoints, **W**hat If? and **N**ext.

Split-Page Note-Taking

This strategy is a modified version of outlining. It facilitates meaningful reading and listening and promotes critical thinking in choosing important details/information.

SOPL – Student Questions for Purposeful Learning

This strategy uses questions or objective statements designed to be the ultimate focus/goal of learning and the challenge that students are to attend to during the lesson. This strategy can be implemented in student pairs or individually.

Story and Text Chains

The story chain strategy gives students opportunity to build stories, in collaborative groups, using content facts. All stories have a beginning, middle, and logical ending that makes sense.

Vocabulary Cards

As with other content-focused writing strategies, the story chain or text chain strategy gives students the opportunity to demonstrate their understanding of newly learned material

Vocabulary Self-Awareness

This strategy allows students to show/record their knowledge of vocabulary prior to instruction/tasks. By noting unknown vocabulary, students are focused on learning/discovering the unknown.

Word Grid

The word grid is an effective visual technique for helping students learn important related items, terms, and concepts from a content area. This strategy facilitates comprehension of defining information/characteristics related to specific content.