

Content-Area Literacy Teacher Support Guide

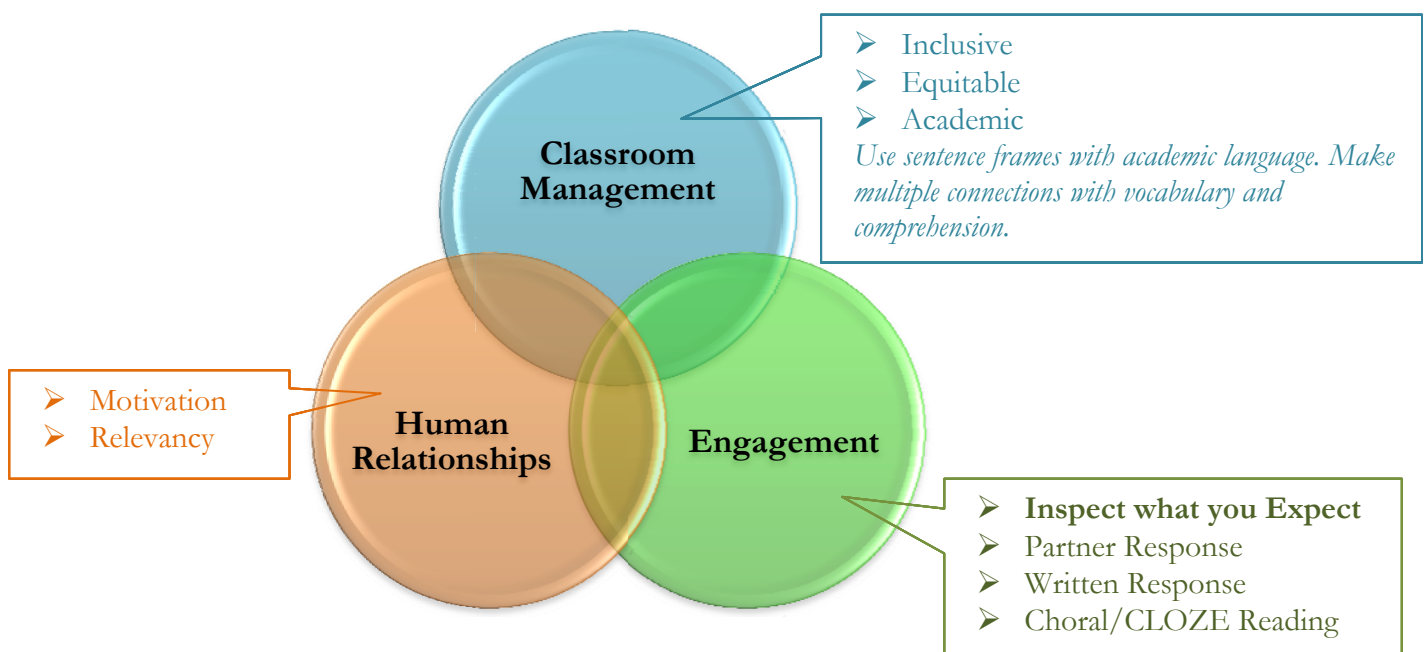
Beliefs

- Literacy, including reading, writing, listening, and speaking, is the most **essential** skill we can help our students master for success in school and life.
- For Literacy to improve, we must ensure a school-wide focus on Literacy **Instruction**, and change the students' learning experience.
- Students acquire new vocabulary through **multiple exposures** over time (pollinate and sustain).
- Academic Vocabulary (e.g. compare, contrast) needs to be intentional taught for student to be able to use it.
- Students need a working repertoire of reading strategies for a variety of text genres as well as for each stage of the reading process.
- Because students are required to read increasingly difficult and varied reading selections every school year as they progress towards graduation, they need to **engage** with a variety of texts in all academic disciplines to become proficient readers, and comprehend subject-specific skills and concepts.

Reading is an active process during which effective readers use strategies to understand what they read before during and after reading.

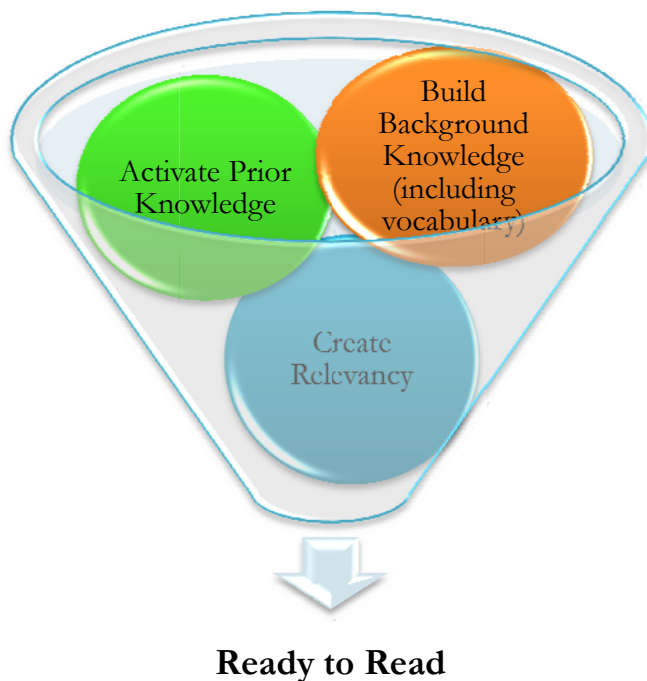
The Food, Water, and Shelter of Effective Literacy Instruction

All three are linked and necessary for survival!



Why Pre-Reading Strategies...

How do I get ready to read? Why should I read?



Activate Prior Knowledge

- K of KWL
- Scanning
- SQ of SQ3R/SQ4R/SQP2RS (web links [1](#), [2](#), [3](#))
- Anticipation Guide ([web link](#))
- Carousel Brainstorming ([web link](#))
- ABC Brainstorm ([template](#))
- Two-Minute Talks ([web link](#))
- Think-Pair-Share ([web link](#))
- Talking Drawings, part 1 ([web link](#))
- Possible Sentences ([web link](#))
- The First Word ([web link](#))
- Block Party ([web link](#))
- Walk Around Survey ([web link](#))

Build Background Knowledge—Content

- Preview the Text: Text Features—*Title, Images, Headlines, Bold/Italicized Words, Sidebars, Graphics, Tables of Content, Index, Glossary, Bulleted Lists, Captions*,
- Anticipate and Predict: Prediction Venn ([template](#))
- Find Signal Words: Scanning, Text Features ([resource](#))
- Anticipation Guide ([web link](#), [template 1](#), [template 2](#))
- Last First
- Concept Map
- Possible Sentences ([web link](#))
- The First Word ([web link](#))
- Block Party ([resource link](#))
- Walk Around Survey ([web link](#))
- Collaborative Listening & Viewing Guide ([web link](#))

Build Background Knowledge—Vocabulary

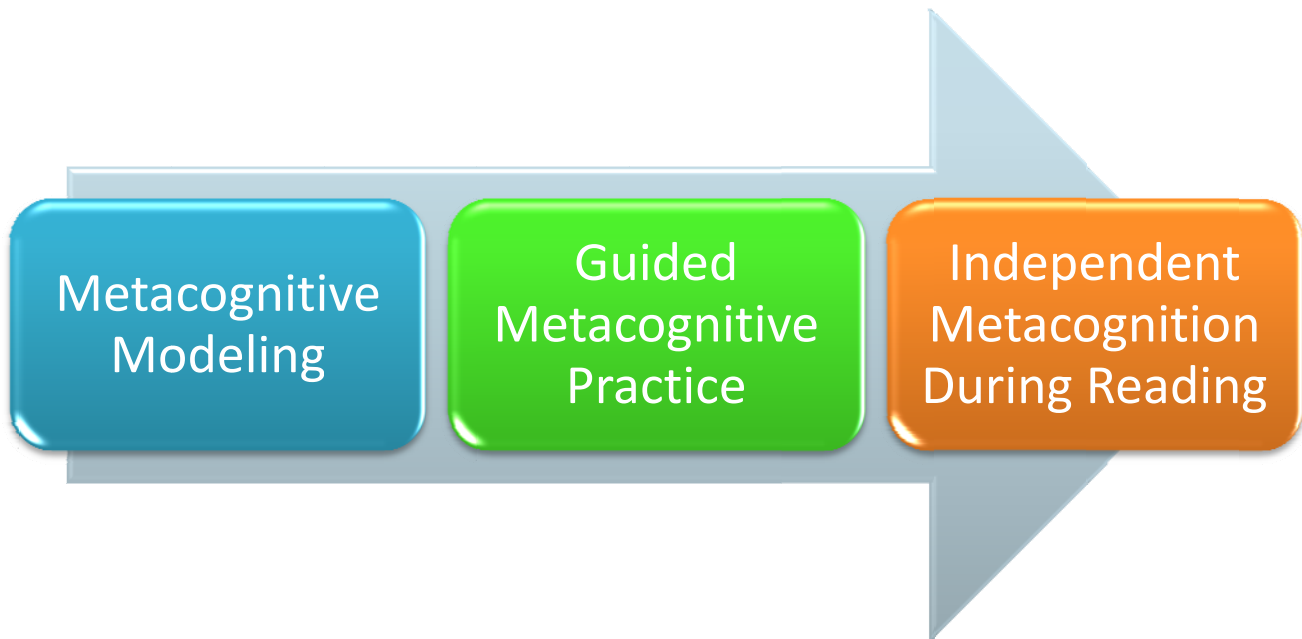
- Word Wall (resources [1](#), [2](#), [sample](#))
- Frayer Model ([web link](#))
- Explicit Vocabulary Instruction—Tier 3 Academic Vocabulary

Create Relevancy

- W of KWL
- Scanning
- Prediction: Prediction Venn ([template](#))
- Anticipation Guide ([web link](#), [template 1](#), [template 2](#))
- Four Corners ([web link](#))

The During-Reading Experience...

How do I think about what I'm reading, while I'm reading?



Read-Aloud Strategies

- Choral Reading
- CLOZE Reading
- Partner Reading

Thinking While Reading

- Think Aloud
- Using Context to Find Meaning
- Reading “Between the Lines”
- Fact vs. Opinion vs. Inference
- Distinguish Main Ideas from Supporting Details and non-essential information
- Guided Reading/Directed Reading
- Questioning the Text

Doing While Reading

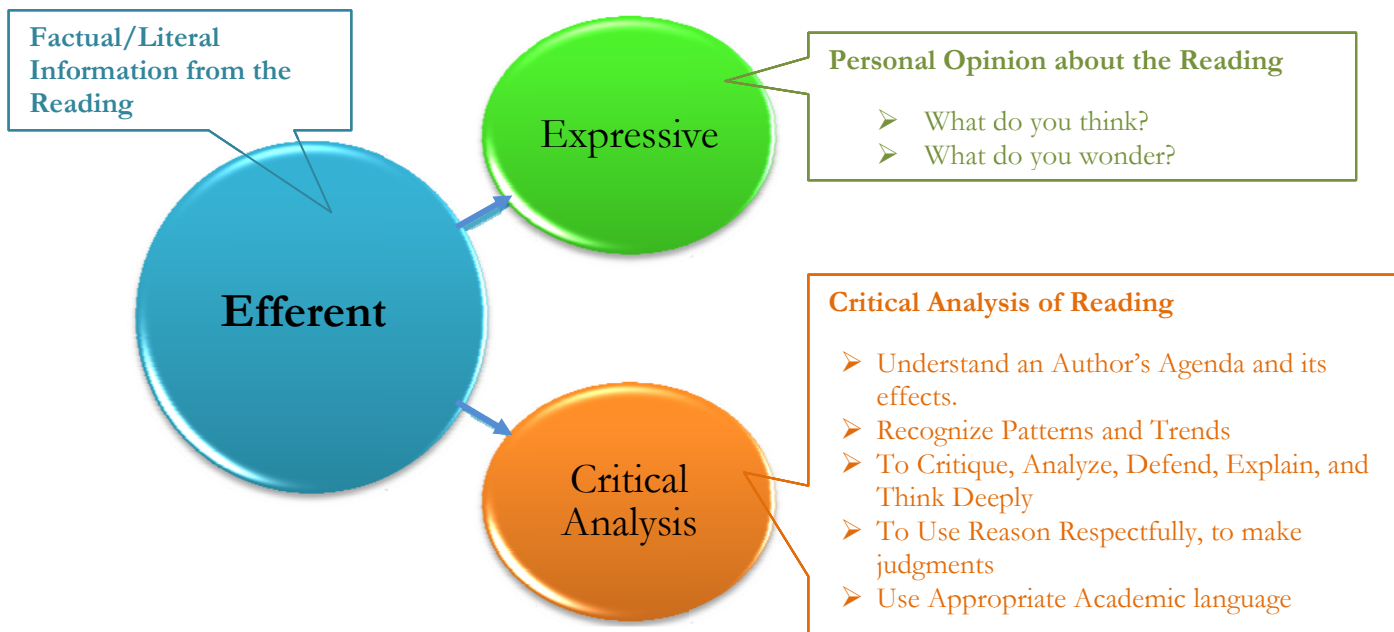
- Marking the Text: Selective Underlining
- Margin Notes
- Cornell Notes
- Visually organize the understanding of ideas and the relationship between ideas and details
- Questioning the Text
- Concept Map ([web link](#))
- T-Charts
- Venn Diagrams ([web link](#))
- Flow/Process Charts
- Outlines
- Webs
- Key Word List
- Word Wall
- Collaborative Listening and Viewing Guide ([web link](#))
- Power Notes ([web link](#))

Critical Academic Literacy...post-reading engagement

How do I make sure I understood what I read? How do I react to what I've read? How do I use what I've read?

* Move from adolescent default of “like” and “dislike”.

* Must begin with an Efferent lens of the Reading before asking students to Express or Analyze



Efferent Strategies

- Cubing for Knowledge & Comprehension
- Factual/Literacy Partner Questions
- Summarization
- Pulling Textual Evidence
- L of KWL
- Dump & Clump ([web link](#), handout)
- Collaborative Listening & Viewing Guide ([web link](#))
- 3x3 Vocabulary ([web link](#), handout, sample)
- Concept Map ([web link](#), sample)
- Semantic Feature Analysis ([web link](#), sample, handout)
- Shaping Up Review, triangle ([web link](#), handout)
- *I Read, of I Read, I Think, Therefore* (resource, sample, handout)

Expressive Strategies

- Cubing for Evaluation
- Three Step Interview ([web link](#))
- In the Hot Seat ([web link](#))
- Shaping Up Review, heart, square ([web link](#), handout)
- *I Think, of I Read, I Think, Therefore* (resource, sample, handout)

Critical Analysis Strategies

- Cubing for Application, Analysis, & Synthesis
- Questioning the Author (Beck)
- Categorizing
- Compare-Contrast (venn: [web link](#), sample, handout)
- Charting the Text
- RAFTs ([web link](#), samples)
- 3x3 Vocabulary ([web link](#), handout, sample)
- Shaping Up Review, circle ([web link](#), handout)
- *Therefore, of I Read, I Think, Therefore* (resource, sample, handout)
- Graffiti (resource, sample)
- Both Sides Now (resource, sample, handout)