

Instructional Literacy Strategies for Content Area Classrooms

Strategies used during a learning activity to help students' make connections, monitor their understanding, generate questions, and stay focused.

Strategy	Literacy Skills*	Purpose	Description
Concept Maps or Graphic Organizers	C, V	Provides students two pathways to learn material: verbally (text) & visually (organization of information). For real learning to occur, students use completed GO to transform information.	Select a graphic organizer that matches concepts to be learned. Students complete GO and then use it for another task.
Frame Routine	C, W	Helps students identify and organize topics into main ideas and supporting details. Beneficial for LD students.	By using the Frame graphic organizer, students identify main ideas and details within a text.
Inquiry Charts (I-Chart)	C, V	Enables students to gather information about a topic from several sources and generate a summary based on information gathered.	Questions about a topic are placed across the top of chart and resources placed on the left column. Student complete chart as they search for answers to the questions.
Jigsaw	C, V	Promotes social and cooperative development among diverse groups of students, while providing students an opportunity to learn the material at a deeper level.	Students are members of a home group & an expert group. Students are responsible for learning material in their expert group and teaching it to their home group.
Note-taking (Guided Notes)	C, L, W	Promotes active listening and records information for later recall & application. Develops skills: summarizing, paraphrasing, differentiating between main ideas and supporting details.	<u>Guided Notes</u> offer students an outline or guide on which to take their notes as they read or listen in class.

***Literacy Skills: C-comprehension, L- language development, V-vocabulary development, W-writing**