

Instructional Literacy Strategies for the Content Area Classroom

These research-based literacy strategies can help students improve their foundational literacy skills within a content area as long as they are taught through explicit instruction before, during and after a learning activity occurs.

Before a Learning Activity

Literacy strategies used before a learning activity prepares students for learning by activating prior knowledge about a topic.

- **Anticipation Guides**
- **Carousel Brainstorming**
- **Graphic Organizers**
- **K-W-L Charts**
- **Opinionnaires**
- **Pattern Guides**
- **Read-Alouds**
- **Student Questions for Purposeful Learning (SQPL)**
- **Think-Alouds**
- **Think-Pair-Share**

During a Learning Activity

Literacy strategies used during a learning activity helps students make connections, monitor their understanding, generate questions, and stay focused.

- **Concept Maps & Graphic Organizers**
- **Frame Routines**
- **Inquiry Charts**
- **Jigsaw**
- **Note-taking Strategies**

After a Learning Activity

Literacy strategies used after a learning activity helps students connect old and new knowledge by reframing it in a way that makes sense to them and relevant to their lives.

- **Carousel Brainstorming**
- **Exit Slips**
- **Opinionnaires**
- **Making Connections**
- **Pattern Guides**
- **Professor Know-It-All**
- **RAFT Writing**
- **Tossed Terms**

Vocabulary Development

These strategies help students build and improve their vocabulary knowledge. They are usually used before a new topic or unit begins, but can be used during a task as well.

- **Shades of Meaning**
- **Vocabulary Cards**
- **Word Art**
- **Word Grids**
- **Word Hunts**
- **Word Sorts**
- **Word Walls**

Resources:

- AdLit.org. *All about adolescent literacy: Classroom strategies*. Retrieved March 18, 2011 from www.adlit.org/strategy_library.
- Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2011). *50 Instructional routines to develop content literacy, 2nd Ed.* Boston, MA: Pearson Education.
- McEwan, E. K. (2007). *40 ways to support struggling readers in the content classrooms, grades 6-12.* Thousand Oaks, CA: Corwin Press.
- Moran, S. (2010). *Susan Moran's reading workshop: Before, during and after reading strategies*. Retrieved October 10, 2011 from http://smoran.ednet.nc.ca/Reader'sworkshop/before_during_after_reading.htm.
- National Institute for Literacy. (2007). *What content-area teachers should know about adolescent literacy*. Retrieved August 15, 2011 from http://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf.
- Olson, C., & Land, R. (2007). *Cognitive strategies toolkit*. Retrieved August 28, 2011 from <http://www.adlit.org/articles/21573/>
- Peha, S. (2010). *Learning across the curriculum: Powerful tools for success in all subjects*. Retrieved August 28, 2011 from <http://www.ttms.org>.
- Thinkfinity. (2010). *ReadWriteThink Strategy Guides*. Retrieved October 10, 2011 from <http://readwritethink.org/professional-development/strategy-guides/>.
- Tompkins, G.E., & Blanchfield, C. (2008). *Teaching vocabulary: 50 creative strategies, Grades 6-12, 2nd Ed.* Upper Saddle River, NJ: Pearson Education.