

# ADOLESCENT LITERACY AUDIT

## **GLOSSARY OF LITERACY SUPPORT STRATEGIES**

The *Glossary of Literacy Support Strategies* is provided to assist you as you complete Section 6 of the *Teacher Survey*. This glossary describes literacy support strategies that are helpful at the middle and high school levels.



## GLOSSARY OF LITERACY SUPPORT STRATEGIES

### READING COMPREHENSION STRATEGIES

**Analytic Graphic Organizers:** A strategy which uses visual formats like charts, diagrams, and graphs to explore the characteristics, relationships, or effects of a complex topic helping the students to organize their thoughts and construct meaning from text. Examples are cause-effect diagrams, comparison-contrast charts, and character maps.

**Anticipation/Reaction Guide:** A questioning strategy that assesses prior knowledge and assumptions at the pre-reading stage and evaluates the acquisition of concepts and use of supporting evidence after reading. (Head & Readence, 1992)

**Brainstorming Web:** A process which guides students to link ideas, see and understand patterns, develop metaphors, make connections and generate associations in a graphic form. The webs are characterized by clustering of ideas, information, facts, and/or data. Sometimes they begin with a key word, image, or topic.

**Chapter Preview/Tour:** A guided tour of the chapter about to be read that asks students to answer brief questions and make predictions related to chapter headings, vocabulary, text structure, and graphics.

**Coding:** A simple form of comprehension monitoring that asks students to use specific symbols to denote, for example, where they agree or disagree with what is written or where they have questions about a text during reading.

**Discussion Web:** A strategy that promotes critical thinking by encouraging students to take a position for or against a particular point of view and requires them to establish and support evidence for their selected point of view based on their reading of narrative or expository texts. (Duthie, 1986)

**Double-Entry Journal/Cornell Notetaking:** A two-column notetaking strategy that can be used with textbooks or lectures to organize students' thinking about specific content.

**DRTA (Directed Reading–Thinking Activity):** A strategy which engages students in a step-by-step process that guides them through informational text. Questions are asked and answered, and predictions are made and tested throughout the reading. (Stauffer, 1969)

**Inquiry Projects:** A strategy that uses essential questions as jumping off points for making discoveries about a content topic that will create new understandings. Inquiry projects can be structured for confirmation/verification of a principle and guided by the teacher, or may be open-ended where students investigate topic-related questions that students form and answer through procedures they design themselves.

**KWL Plus:** This is a reading/thinking strategy that provides an organization for students to list 1) what they **know (K)** about a topic; 2) what they **want (W)** to learn about a topic; and after instruction to communicate 3) what they **learned (L)** about a topic. After reading/learning, students create concept maps or summaries of what they have learned (= "Plus").

**Learning Logs:** Learning logs provide students with an opportunity to reflect on what they are learning, how they have learned it, how they apply knowledge, and what they still need to learn.

**Picture This!:** An after-reading strategy that develops synthesis and evaluation skills by asking students to visually represent 3–6 key scenes or points from a fiction or non-fiction text supported by related text quotes and captions for each picture.

**Point-of-View Study Guide:** A guide that asks students to process the text through a specific point of view by responding to questions from that point of view using evidence from the text.

**Problematic Situation:** A strategy whereby teachers establish a compelling problem or scenario that establishes a purpose for reading to engage student interest and stimulate inquiry.

**Proposition/Support Outline:** A graphic organizer asking students to set forth a hypothesis/proposition and list the arguments/evidence from the text to support/refute the statement.

## GLOSSARY OF LITERACY SUPPORT STRATEGIES

**QAR (Question and Answer Relationship):** An analytical strategy which involves students in assessing four types of questions: right there, think and search, author and me, and on my own. By characterizing types of questions, students learn where to find answers in the text, when to make inferences about implied information, and when to link their own knowledge to content text.

**Quick Writes:** A versatile strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and as an informal assessment tool by asking learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher.

**RAFT (Role, Audience, Format, Topic):** This strategy asks students to creatively analyze and synthesize the information from a particular text or texts by taking on a particular role or perspective, defining the target audience, and choosing an appropriate written format to convey their understanding of the content topic. (Nancy Vandervanter, in Adler 1982)

**Readers' Theatre:** A strategy in which a piece of literature is converted into a read-aloud script performed by students with a minimum of props or scenery to build reading fluency and deepen understanding of the content. Scripts may be prepared ones available online and in books or created by students to integrate reading, writing, thinking, and speaking skills.

**Reciprocal Teaching:** A collaborative learning strategy that involves guided practice of reading comprehension where students take on structured discussion roles related to clarification, questioning, summary, and prediction.

**ReQuest:** This is reciprocal questioning. Teachers and students take turns asking each other questions about portions of a text following certain steps.

**Response Journals:** Response journals require students to reflect on their reading independently, with the teacher, or with other students.

**Semantic Feature Analysis:** An analytical strategy that helps students examine related concepts by recording distinctions between terms on a comparative table according to particular criteria across which the concepts can be compared.

**Setting a Purpose for Reading:** Asking students before reading to set a purpose for learning, such as to read for specific information, to answer particular questions, or to compare/contrast with other texts, media representations, or experiences.

**SQ3R (Survey, Question, Read, Recite, Review):** A strategy to provide a structured approach for students to use when studying content materials to help them develop effective study habits. (Robinson, 1961)

**Think-Aloud:** A modeling strategy designed to help students learn how to monitor comprehension, engage actively with text, and direct their thinking as they work through the problem solving process of understanding a text.

**Think-Pair-Share:** A cooperative discussion strategy whose name is derived from the three stages of student action, with emphasis on what students are to be doing at each of those stages. (Frank Lyman)

**Visualization:** Visualization is a process of forming appropriate mental pictures based on a text to assist understanding. Strategies to support visualization include pictures, diagrams, story boards, and use of graphic organizers.

**Written/Verbal Summary:** A concise overview of main points from a text, event, or discussion.

## GLOSSARY OF LITERACY SUPPORT STRATEGIES

### VOCABULARY BUILDING STRATEGIES

**Concept Maps:** A visual web that shows the relationships between various vocabulary terms associated with a particular concept.

**Framer Model:** A graphic organizer that helps students form concepts and learn new vocabulary by defining examples and non examples, characteristics and non-characteristics of a word or concept. (Framer, 1982)

**Knowledge Rating Guide:** A before-, during-, and after-reading activity in which students analyze their understanding of vocabulary words or concepts from the text or unit of study. (Blachowicz, 1986)

**List-Group-Label:** A vocabulary development strategy where students collaboratively brainstorm or work with a given list of words to group terms and label the relationships.

**Partner/Small Group Preview Activity:** A before-reading strategy where students collaboratively discuss and define vocabulary before reading a selection, so that text comprehension during reading is enhanced.

**Triple-Entry Vocabulary Journals:** A strategy for learning new vocabulary that uses a three-column note-taking format with columns for a definition, example of use, and a diagram, memory aid, or picture related to the word.

**Vocabulary Discussions:** Paired or small group dialogue and/or debate about topic-related vocabulary designed to elicit responses that make purposeful use of newly learned vocabulary.

**Vocabulary Quick Writes:** Use of the quick-write strategy where required use of specific vocabulary words in response to a prompt allows students to explain their comprehension of the term(s).

**Word Sort:** A strategy where the teacher provides lists of words that students cluster together in meaningful ways to evolve main ideas or determine conceptual relationships.

**Word Walls:** A generative strategy where key words related to content are posted by teachers and students on the classroom walls to help students learn and focus on vocabulary. Examples include descriptive words, words related to a content topic or concept, or difficult technical terms.

### WRITING STRATEGIES

**Analytical Writing Assignments:** Assigned writing that asks students to dissect and logically analyze and evaluate a text, experience, theme, or topic.

**Expository Writing Assignments:** Assigned writing that asks students to explain and clearly describe a concept or context, or present a thesis backed up by examples and a conclusion.

**Focus Correction Areas:** This strategy involves telling students up front that, instead of evaluating written work for all errors, a particular assignment will be graded based on only three criteria: one related to good writing, one to content, and the third to mechanics. These areas are determined by the teacher based on the writing skills they want to stress. (Center for Effective Communication)

**I-Search Projects:** An inquiry project which requires students to use multiple sources of information, including primary and secondary texts and human sources to research a topic of their own interest and to communicate in a presentation (e.g., paper, poster, oral report, slide show) what they discovered. (Macrorie, 1988)

**Narrative Writing Assignments:** Assigned writing that asks students to tell a story from a first, third, or multiple points of view. Examples include short story, memoir, historical fiction, and chronicle.

**Outlining/Organizing Graphic Organizers:** A strategy that helps students organize information from text or lecture in formats that help them see interrelationships that enhance reading comprehension.

**Peer Editing:** A process through which students respond to and edit one another's papers and provide feedback for strengthening the piece.

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**Persuasive Writing Assignments:** Assigned writing that asks students to focus on convincing or “selling” a particular argument, point of view, product, solution, theory, or conclusion.

**Research Paper:** A written report describing the hypothesis or guiding questions of an inquiry, the methods used to undertake a systematic investigation, related analysis, and conclusions with proper references and citations. The specific content area determines the format and structure of the research paper, what constitutes adequate or valid evidence, and what types of sources are considered authoritative.

**Rubrics to Grade Writing Assignments:** A chart or template which specifies the criteria to be used to evaluate an assignment broken down by levels of performance (e.g., unacceptable, minimally acceptable, good, excellent). Rubrics show students what is expected, provide feedback on the specific strengths and weaknesses of a piece of writing, and allow for consistency in grading/scoring student writing.

**Trait Analysis:** A process of scoring student writing products by defining the primary traits or behaviors that will be assessed and then developing a rubric for each trait, e.g., organization, grammar, logical reasoning. Separate scores are given for each trait and a summary score may be developed by combining scores.

**Word Processing Editing Functions:** Frequent and extensive use of word processing program features to write, revise, or edit writing. Examples include track changes, highlighting, cut and paste, commenting, spell checks, and grammar checks.

**Writing for Publication:** Assigned writing the students will submit to publication venues, such as the school website, local newspaper, content journals, online magazines, blogs, writing contests, etc. which provide authentic reasons for students to write and to work a piece of writing through the entire writing process.

**Writing Process:** A structured writing process that includes planning, drafting, conferencing, revising, editing, proofreading, and publishing/sharing before being considered “complete.” This process is typically used with major writing assignments to help students practice authentic writing similar to published authors/professionals in that content area.