

5 STRATEGIES

1 MAIN IDEA

- a fundamental reading and writing skill
- categorizing information
 - start small by categorizing list of words
 - move on to paragraphs with topic sentences
 - then practice with multiple paragraphs
 - finally identify main idea of chapter and sections
- use before, during, and after reading

2 TOP DOWN WEBS

- research supports this
- organizing ideas in a systematic way
- provides better comprehension
- improves ability to remember
- must use shapes and colors (but colors not as important as shapes)
- use before, during, and after reading

3 TWO COLUMN NOTES

- to pull out main ideas and supporting details
- improves comprehension
- provides a means for processing and organizing
- provides effective studying structure

4 SUMMARIZING

- provides an opportunity to determine main idea
- research shows that summarizing is effective for improving comprehension and writing
- helps students to see big picture and process information
- must be in students' own words - this deepens understanding

5 QUESTION GENERATION

- use before, during, and after for reading
- before reading to make predictions and focus on most important information
- during reading to monitor reading comprehension
- after to review and think about what they learn by answering their own questions
- need to teach students how to ask questions, what types, and to use Bloom's and DOK to seek higher levels of comprehension
- we need to evaluate the questions we ask and ensure our questions prompt higher level thinking

KEYS TO LITERACY

THIS IS BEING DONE *FOR STUDENTS* AND NOT TO TEACHERS

This is NOT an initiative. This is about strategies that help students succeed no matter what content area, grade level, etc. There are 5 strategies, just 5, that help students be successful because they help students to comprehend and understand. The key is that we ALL commit to using them. We are not being asked to get rid of what works and what

we love. We are COLLECTIVELY deciding on a few strategies that ALL students will learn and use. Uniformity with a few strategies will deepen students' understanding and eliminate confusion concerning expectations from class to class. Each department may choose to use 1 or 2 or all 5, but everyone needs to commit to using strategy #1 Main Idea.

I

We need to first model the strategy for our students. Every time we ask them to read something different (not just once in class)

WE

We need to practice the strategy together in class to ensure students know how to do this

YOU

We need to ask students to use the strategy independently (this is student – centered!)

We are constantly using the I/WE/YOU method and will move from one aspect of it to another depending on students' needs, difficulty of reading level of material, and assignment.