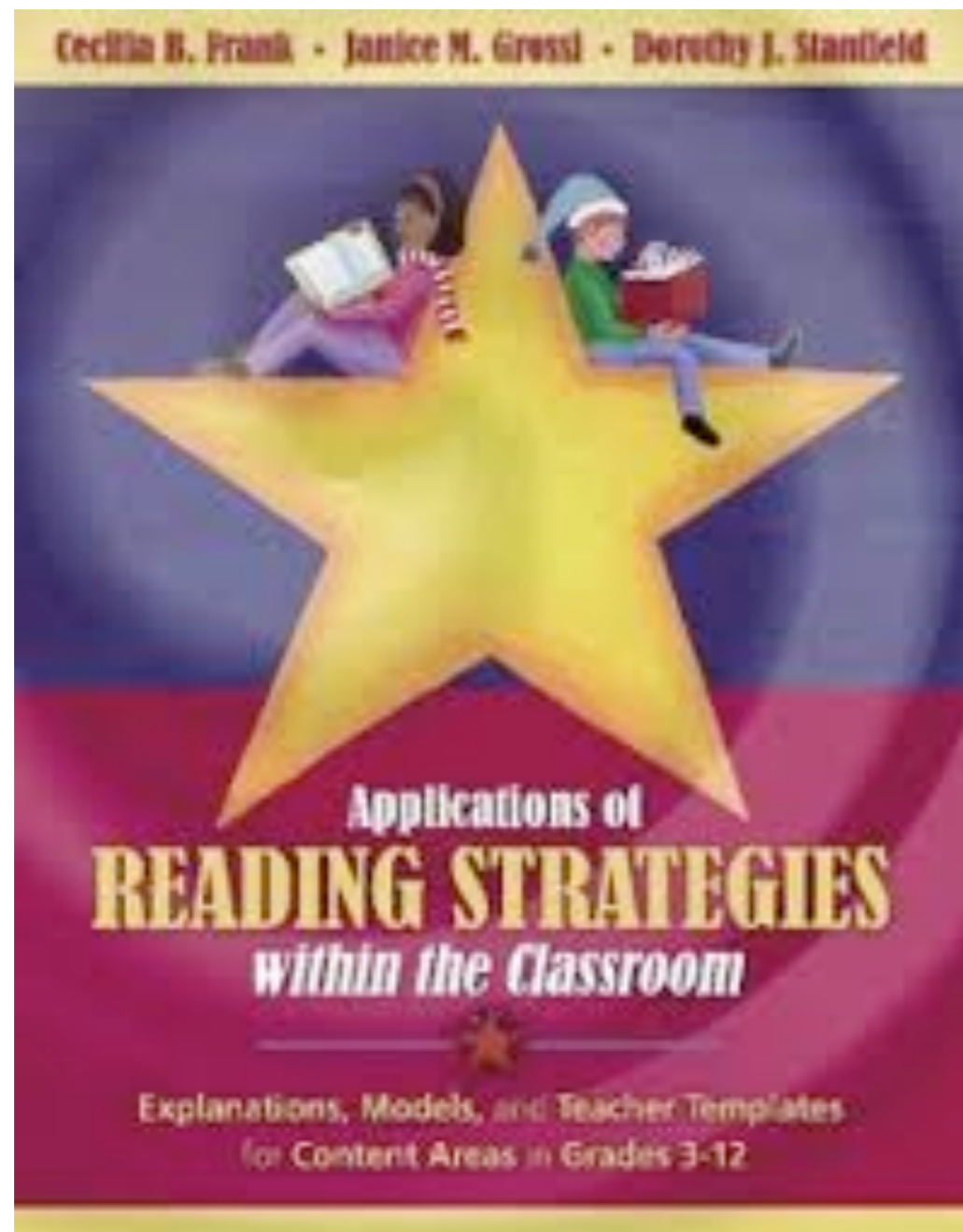


Early LITERACY LINKS



[http://
drpepin.wix.com/
early-literacy-links](http://drpepin.wix.com/early-literacy-links)

Literacy Strategies



- * Strategies Connected to Content Areas
- * Learning Strategies Connected to Literacy Standards

Frank, C., Grossi, J., & Stanfield, D. (2006). Applications of reading strategies within the classroom: Explanations, models and teacher templates for content areas in grades 3-12. Allyn & Bacon: Boston.

Strategies Connected to Content Areas

Language Arts

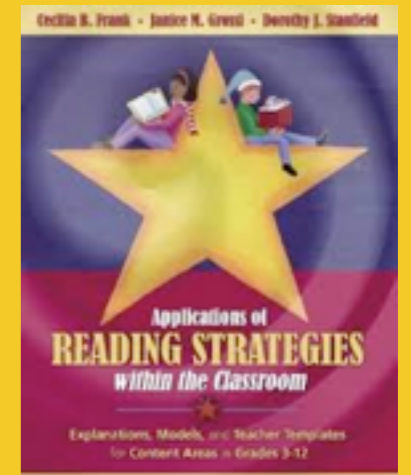
| | |
|--------------------------|---------------------------|
| Anticipation Guide | Possible Sentences |
| Cloze | Picture Walk |
| Compare/Contrast Summary | Partner Knowledge Rater + |
| Discussion Web | Prediction Pairs |
| Double-Entry Journal | Proposition/Support |
| DRTA | Pyramid Frame |
| First, The Questions | QAR |
| Four-Step Summary | Questioning the Text |
| Framed Paragraphs | Radio Reading |
| Four-Square | RAFT |
| Reciprocal Teaching | Readers' Theater |
| GIST | Response Journal |
| GRASP | Stop-the-Process |
| Inquiry-Chart | Story Impression |
| Jigsaw | Story Map |
| KWL+ | THEIVES |
| KWLH+ | Think-Aloud |
| List-Group-Label | Think-Aloud with ?s |
| Magic Squares | |

Mathematics

| | |
|----------------------------|---------------------------|
| Anticipation Guide | GIST |
| Carousel | Heading through |
| Brainstorming | Picture Walk |
| Compare/Contrast Organizer | Inquiry-Chart |
| Concept Circles | Magnet |
| Concept Diagram | Summaries |
| Discussion Web | QAR |
| Double-Entry Journal | RAFT |
| First, The ?s | Response Journal |
| Four-Step Summary | Semantic Feature Analysis |
| Framer Model | SQ3R |
| Framed Paragraph | Stop-the-Process |
| | Two-Column |
| | Notes |
| | Word Map |

Foreign Language

| | |
|--------------------------|---------------------------|
| Anticipation Guide | Partner Knowledge Rater + |
| Cloze | Prediction Pairs |
| Compare/Contrast Summary | Proposition/Support |
| Discussion Web | Pyramid Frames |
| Double-Entry Journal | QAR |
| First, The ?s | Questioning the Text |
| Four-Square | Radio Reading |
| Reciprocal Teaching | RAFT |
| Framed Paragraphs | Reader's Theater |
| Four-Step Summary | RIVET |
| Paragraph | Semantic Feature Analysis |
| GIST | SQ3R |
| GRASP | Stop-the-Process |
| Jigsaw | Story Impression |
| Inquiry-Chart | Story Map |
| KWL+ | Think-Aloud |
| KWLH+ | Think-Aloud with ?s |
| List-Group-Label | |
| Magic Squares | |
| Possible Sentences | |
| Picture Walk | |



Frank, Grossi, & Stanfield, 2006

Strategies Connected to Content Areas 2

Science/Health

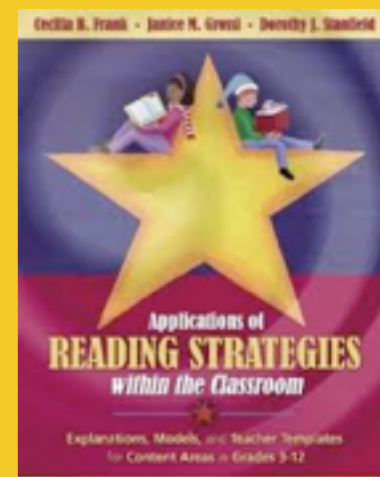
| | |
|----------------------|----------------------|
| Anticipation Guide | Jigsaw |
| Carousel | KWLH+ |
| Brainstorming | List-Group-Label |
| Classification | Magic Squares |
| Organizer | Magnet Summaries |
| Compare/Contrast | Partner Knowledge |
| Organizer | Rater + |
| Cloze | Possible Sentences |
| Concept Circles | Picture Walk |
| Concept Diagram | Prediction Pairs |
| Critical Thinking | Proposition/Support |
| Summary | Pyramid Frame |
| Discussion Web | QAR |
| Double-Entry | Questioning the Text |
| Journal | Radio Reading |
| First, The Questions | RAFT |
| Four-Step Summary | Readers' Theater |
| Four-Square | Response Journal |
| Reciprocal | Stop-the-Process |
| Teaching | Story Impression |
| Four-Step Summary | Story Map |
| GIST | THEIVES |
| GRASP | Think-Aloud |
| Heading through | Think-Aloud with ?s |
| a Picture Walk | Two-Column Notes |
| Inquiry-Chart | Word Map |
| Internal Text | |
| Structure/Notes & | |
| Frames | |

Social Studies

| | |
|-------------------|-------------------|
| Anticipation | Structure/Notes |
| Guide | and Frames |
| Carousel | Jigsaw |
| Brainstorming | KWLH+ |
| Classification | List-Group- |
| Organizer | Label |
| Compare/ | Magic Squares |
| Contrast | Magnet |
| Organizer | Summaries |
| Cloze | Partner |
| Concept Circles | Knowledge |
| Concept | Rater + |
| Diagram | QAR |
| Critical Thinking | Question the Text |
| Summary | RAFT |
| Discussion Web | Response Journal |
| Double-Entry | RIVET |
| Journal | Semantic Feature |
| First, The ?s | Analysis |
| Four-Square | SQ3R |
| Reciprocal | Stop-the-Process |
| Teaching | Text Impression |
| Framer Model | THIEVES |
| Framed | Think-Aloud |
| Paragraph | with ?S |
| GIST | Two-Column |
| GRASP | Notes |
| Heading through | Word Map |
| Picture Walk | |
| Inquiry-Chart | |
| Internal Text | |

Fine Arts: Music, Art, Drama

| | |
|------------------|------------------|
| Anticipation | Partner |
| Guide | Knowledge |
| Compare/ | Rater + |
| Contrast | Picture Walk |
| Organizer | Possible |
| Cloze | Sentences |
| Concept Circles | Prediction Pairs |
| Concept | Proposition/ |
| Diagram | Support |
| Discussion Web | Pyramid Frames |
| Double-Entry | QAR |
| Journal | Questioning the |
| First, The ?s | Text |
| Four-Step | Radio Reading |
| Summary | RAFT |
| Paragraph | Reader's Theater |
| GIST | Response Journal |
| GRASP | RIVET |
| KWLH+ | Stop-the-Process |
| KWLH+ | Story Impression |
| List-Group-Label | Story Map |
| Magic Squares | Think-Aloud |
| Magnet | with ?s |
| Summaries | Two-Column |



Frank, Grossi, & Stanfield, 2006

Learning Strategies Connected to Literacy Standards

Wide & Varied Reading

Students read a wide range of print and nonprint texts - build understanding & comprehension (NCTE/IRA, 1996)

Sources

Electronic Text
Libraries
Media Centers
Text Books
Trade Books

Strategies

| | |
|----------------------|---------------------------|
| Anticipation Guide | List-Group-Label |
| Cloze | Magic Squares |
| Compare/Contrast | Magnet Summaries |
| Graphic & Summary | Possible Sentences |
| Concept Circles | Picture Walk |
| Concept Diagram | Partner Knowledge Rater + |
| Critical Thinking | Prediction Pairs |
| Summary | Proposition/Support |
| Discussion Web | Pyramid Frame |
| Double-Entry | QAR |
| Journal | Questioning the Text |
| First, The Questions | Radio Reading |
| Four-Step Summary | RAFT |
| Four-Square | Response Journal |
| Reciprocal | RIVET |
| Teaching | Seed Discussion |
| Frayer Model | Semantic Feature |
| GIST | Analysis |
| GRASP the headings | Stop-the-Process |
| Incomplete Framed | Story Map |
| Paragraphs | Text Impression |
| Inquiry-Chart | THEIVES |
| Jigsaw | Think-Aloud |
| KWL+ | Think-Aloud with ?s |
| KWLH+ | Think-Pair-Share |
| | Two-Column Notes |

Varied Genre

Students read a wide range of literature from many periods in many genres to build understanding (NCTE/IRA, 1996)

Sources

| | |
|-----------------|---------------|
| Anthologies | Libraries |
| Electronic Text | Media Centers |
| Text Books | Trade Books |

Strategies

| | |
|--------------------|---------------------------|
| Anticipation Guide | KWL+ |
| Compare/Contrast | KWLH+ |
| Graphic & Summary | List-Group Label |
| Discussion Web | Magic Squares |
| Double-Entry | Partner Knowledge Rater + |
| Journal | Picture Walk |
| DTRA | Proposition/Support |
| First, The ?s | QAR |
| Four-Step Summary | Question the Text |
| Four-Square | Radio Reading |
| Reciprocal | RAFT |
| Teaching | Response Journal |
| GIST | Seed Discussion |
| Incomplete Framed | Stop-the-Process |
| Paragraphs | Story Impression |
| Heading through | Story Map |
| Picture Walk | Themed Reading |
| Inquiry-Chart | Units |
| Jigsaw | Think-ALoud |
| | Think Aloud with ?s |
| | Think-Pair-Share |
| | Word Map |

Vocabulary

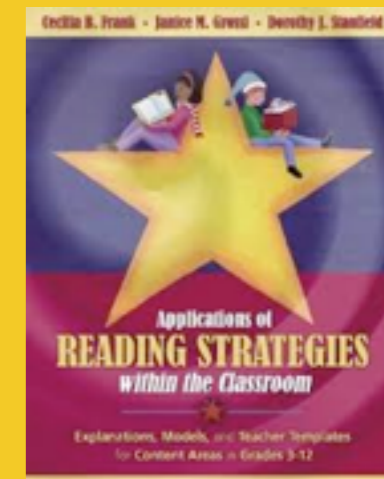
Classification and Categorization
Cloze Procedure
Concept Circles
Frayer Model
List-Group-Label
Magic Squares
Magnet Summaries
Partner Knowledge Rater +
Possible Sentences
RIVET
Semantic Feature Analysis
Story Impressions
Think-Pair-Share
Word Map

Communications: Spoken, Written, & Visual

Students use spoken, written, and visual language (conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes (NCTE/IRA, 1996)

Strategies

| | |
|------------------|---------------------|
| Carousel | Inquiry-Chart |
| Brainstorming | Proposition/Support |
| Concept Diagram | Pyramid Frames |
| Critical Reading | Radio Reading |
| Summary | RAFT |
| Discussion Web | Reader's Response |
| Double-Entry | Reader's Theater |
| Journal | Seed Discussion |
| Four-Square | RIVET |
| Reciprocal | Stop-the-Process |
| Teaching | Story Impression |
| Four-Step | Story Map |
| Summary | Text Talk |
| GIST | THEIVES |
| GRASP headings | Think-Pair-Share |
| Incomplete | Two-Column Notes |
| Paragraph | |
| Frames | |



Frank, Grossi, & Stanfield, 2006)

Learning Strategies Connected to Literacy Standards 2

Wide Range of Writing Strategies

Students write and use different writing elements appropriately to communicate with different audiences for a variety of purposes (NCTE/IRA, 1996)

Strategies

Exploratory Writing

| | |
|--|-------------------|
| Double-Entry Journals | Response Journal |
| Possible Sentences Proposition/Support | Seed Discussion |
| RAFT | Story Impressions |
| | Text Impressions |
| | Text Talk |
| | Two-Column Notes |

Summary Writing (Standard)

| | |
|---------------------------------|--------------------------------|
| Concept Diagram | Framed Paragraphs |
| Critical Thinking Summary | GIST |
| Discussion Web | GRASP headings |
| Four-Square Reciprocal Teaching | Heading through a Picture Walk |
| Four-Step Summary | KWLH+ |
| | Pyramid Frame |
| | Semantic Feature |

Essay Writing & Research

Questions, Organize, First Draft, Public Writing
 Six Steps: Local Subject, Notetaking, Organization, First Draft, Respond and Revise, Publish, Evaluate and Grade

Knowledge of Language Structure & Conventions

Students apply knowledge of language structure, conventions, media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts (NCTE/IRA, 1996)

Strategies

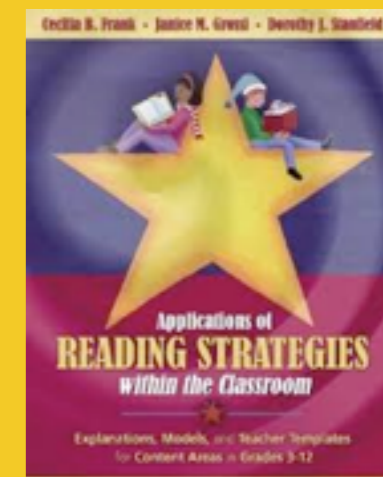
| | |
|---------------------------------|---------------------|
| Carousel | Inquiry-Chart |
| Brainstorming | Jigsaw |
| Concept Circles | Possible Sentences |
| Concept Diagram | Proposition/Support |
| Critical Reading | Pyramid Frame |
| Summary | Radio Reading |
| Discussion Web | RAFT |
| Double-Entry Journal | Reader/Response |
| Four-Step Summary | Readers' Theater |
| Four-Square Reciprocal Teaching | Response Journal |
| GIST | Seed Discussion |
| GRASP headings | Stop-the-Process |
| Incomplete Framed Paragraphs | Story Impression |
| | Story Map |
| | Text Impressions |
| | Text Talk |
| | Think-Pair-Share |
| | Two-Column Notes |

Research: Gather, Evaluate, and Synthesize Data

Students conduct research on issues and interests by generating ideas & questions, and by posing problems. They gather, evaluate, & synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience (NCTE/IRA, 1996)

Strategies

| | |
|---------------------------------|----------------------------|
| Critical Thinking | Jigsaw |
| Summary | KWLH+ |
| Discussion Web | Magnet Summaries |
| Double-Entry Journal | Picture Walk |
| Four-Square Reciprocal Teaching | Picture Walk With Headings |
| GRASP headings | Question the Text |
| Inquiry/Research | Response Journal |
| Focus: I Wonder | Semantic Feature Analysis |
| Charts & Inquiry | THEIVES |
| Charts | Two-Column Notes |
| Internal Structures | Word Maps |



Frank, Grossi, & Stanfield, 2006

Prior Knowledge Strategies

Connecting

KWLH+

KWL

Story Impressions - Nonfiction

Story Impressions Chart - Fiction

| K KNOW Before Reading | W WANT TO KNOW Before Reading | L LEARN After Reading |
|------------------------------------|--|------------------------------------|
| | | |

<http://thirdgradedoodles.blogspot.com/2013/05/reading-across-multiple-non-fiction.html>

Curiosity & Background

Anticipation Guide

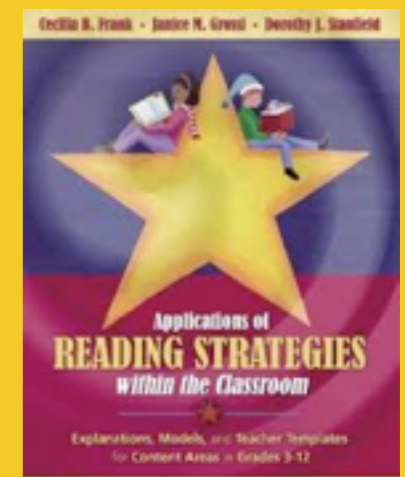
Picture Walk

Heading through a Picture Walk

Think-Aloud

Questioning

Think-Aloud with Questions
First, The Questions

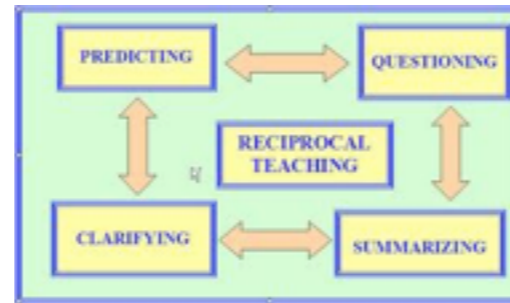


Frank, Grossi, & Stanfield, 2006

Instructional Frames

Engagement

Story Map
Proposition/Support
4 Square Reciprocal Teaching
2-Column Notes



http://epltt.coe.uga.edu/index.php?title=Reciprocal_Teaching



<http://whitneyslp.blogspot.com/2013/10/turkey-trouble-for-thanksgiving.html>

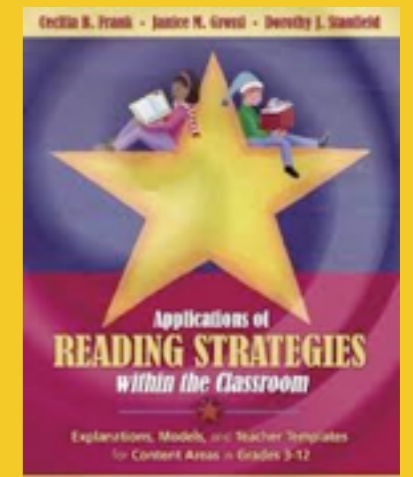


<http://www.globalclassroom.org/2002/newsletter1.html>

Concept Diagram

Curiosity & Background

Prediction Pairs
Concept Diagram
THIEVES

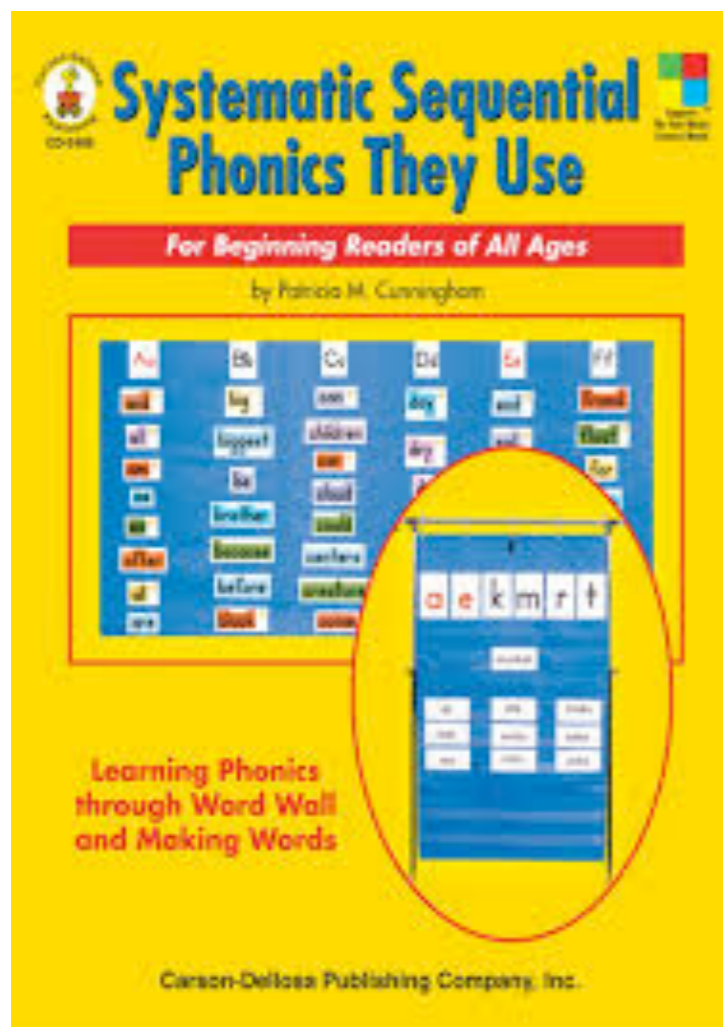


Frank, Grossi, & Stanfield, 2006

Applications

Pyramid Frame

Systematic Sequential Phonics They Use



Lesson 3

Letters: a b l s t
Words: Al as at sat bat tab stab bats last blast

Name letters and their common sounds: Before beginning to make words, have the students hold up each letter, name it, and say its common sound. Have the students show both the lowercase and capital letters.

Make words: Have the students make these words, then send one student to make each word using the big letters. DO NOT wait for everyone to make the word before sending someone up. Keep the lesson fast-paced and the students will pay better attention. When the word is made with the big letters, ask everyone to check their words and fix them if necessary.

1. Take 2 letters and make **Al**. My brother's name is **Al**. What kind of letter will the name **Al** begin with?
2. Turn the **A** to the lowercase side and take the **l** away and add a different letter to make **as**. I am **as** tall **as** my sister.
3. Take the **s** away and add another letter to spell **at**. We start school **at** 8:30.
4. Add a letter to **at** and you can spell **sat**. We **sat** together on the bus.
5. Take the **s** away and add a letter to spell **bat**. We need a **bat** to play baseball.
6. Now let's do the "move the letters around" trick with **bat** to spell **tab**. Pull the **tab** to open the can.
7. Add a letter to **tab** to spell **stab**. Be careful you don't **stab** yourself with those scissors.
8. Move the letters in **stab** around and you will have **bats**. Let's all say **bats** and listen for where we hear the letters. We saw **bats** in the cave.
9. Now we are going to spell one more 4-letter word, **last**. I don't like to be **last** in line. Let's all stretch out **last** and listen for the letters we need.
10. Now it's time for the secret word. Figure out where to add the **b** to **last** and you can spell the secret word. Did you hear that loud **blast**? Have someone make **blast** with the big letters.

Sort: Collect the letters, then read with the students all the words in the pocket chart. Next, have them sort the words into columns according to their first letter.

| | | | | |
|----|------|------|-------|-----|
| at | sat | last | bat | tab |
| as | stab | | bats | |
| Al | | | blast | |

Transfer: Say some words in sentences and have the students repeat the words and decide what letter they begin with.

tip bus light add soap lady baby table



To Purchase or View book online:

<http://www.carsondellosa.com/cd2/Products/CarsonDellosa/PID-2409.aspx>

Vocabulary

Engaging & Extending

List-Group-Label
Concept Circles
Frayer Model
Cloze Procedure
Magic Squares
Magnet Summaries

A form template for the List-Group-Label strategy. It has a header with three bullet points: List, Group, and Label. Below the header, there are three main sections: 'Word' with a sub-section for 'Use', 'Groups' with a grid of 5 columns and 2 rows, and 'Labels' with a grid of 5 columns and 1 row.

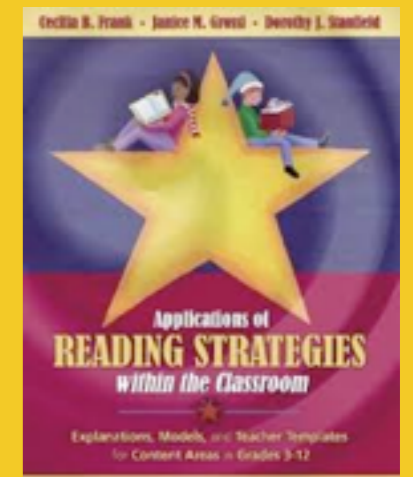
<http://devotedtovocabulary.wordpress.com/2012/07/12/>

A Frayer Model form template. It is a square divided into four quadrants: Definition (top-left), Characteristics (top-right), Examples (bottom-left), and Non-examples (bottom-right). In the center of the square is a circle containing the word 'WORD'.

<http://www.readingeducator.com/strategies/frayer.htm>

Background Knowledge

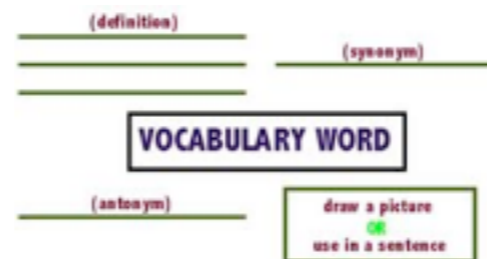
Partner Knowledge Rater +
RIVET
Possible Sentences



Frank, Grossi, & Stanfield, 2006

Connections

Word Map *Picture on Right
Semantic Feature Analysis

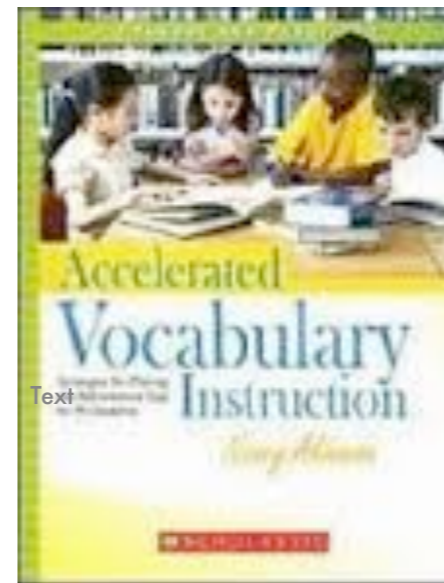
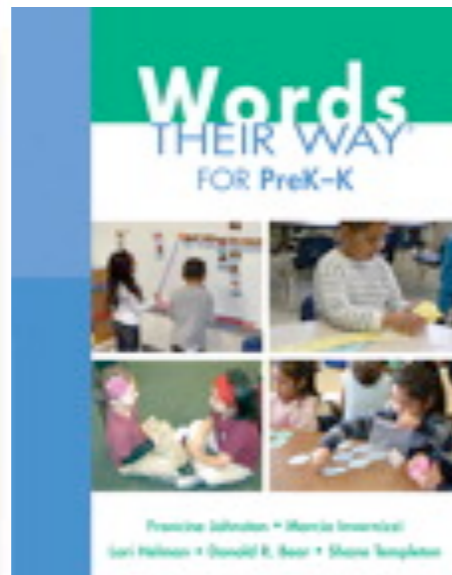


<http://www.readingquest.org/strat/wordmap.html>

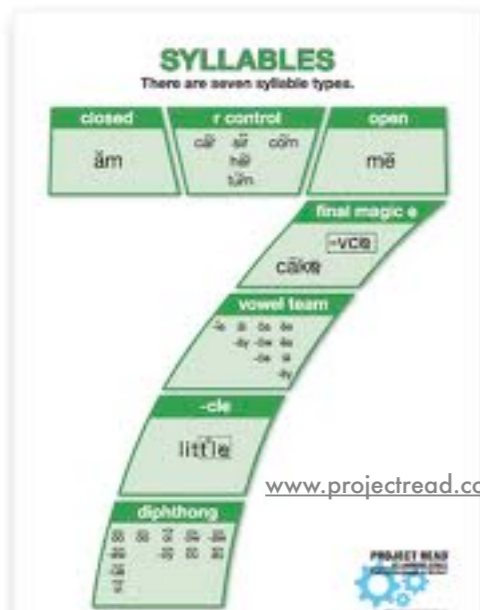
Vocabulary Resources



<http://www.pearsonhighered.com/educator/series/Words-Their-Way-Series/10888.page>



<http://www.target.com/p/accelerated-vocabulary-instruction-paperback/-/A-12214975>



www.projectread.com



<http://www.pinterest.com/pin/63402307228153738/>

Vocabulary - 3rd Grade

Tuesday: Matching

1. Word - Draw picture on back
2. Match Word & Definition
3. Finish Remaining Pictures

Wednesday: Word Sorts

1. Spelling/Letter Pattern Sort
2. Number of Syllables Sort
3. Concept Sort
4. Alphabetical Order Sort

Thursday: Variation & CLOVER

1. Recognize & Change to = Singular & Plural
2. Verb Tense (s) - Past, Present, Future
3. Derivatives, Root Words, Related Words
4. CLOVER Syllable Types (label and sort)

Friday: Semantic Mapping

Talking to Learn

Guided Oral Discussion

Stop-the-Process

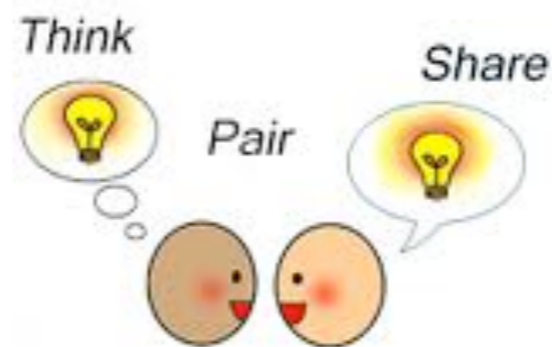
DRTA

Think-Pair-Share

Seed Discussion

Discussion Web

Jigsaw Activity

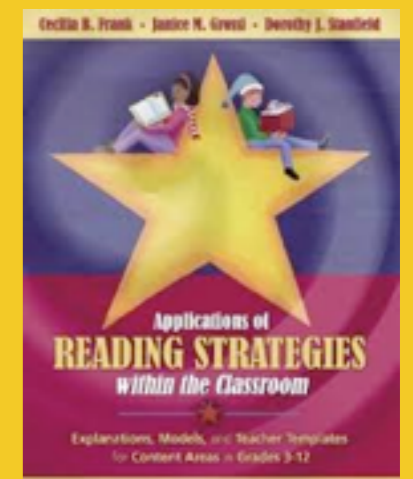


[http://
doodle.riverspringscharter.org/
joomla/index.php/home/think-
pair-share](http://doodle.riverspringscharter.org/joomla/index.php/home/think-pair-share)

Fluency

Reader's Theater

Radio Reading



Frank, Grossi, & Stanfield, 2006

Writing to Learn

Notetaking Double-Entry Journal



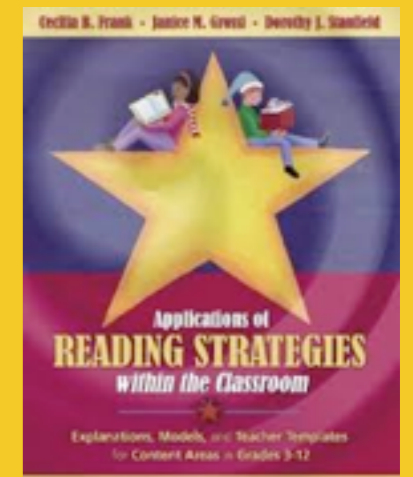
<https://www.teachervision.com/graphic-organizers/printable/48390.html>

Responding

RAFT
Text Talk
Response Journal

Summarizing

Four-Step Summary
Critical Thinking Summary
GRASP the Headings
Incomplete Frames
GIST



Frank, Grossi, & Stanfield, 2006

Writing Resources

Frames

Text Structure Frames

Problem/Solution Text

- Sentence 1—tells who had the problem and what the problem is
- Sentence 2—tells what action was taken to try to solve the problem
- Sentence 3—tells what happened as a result of the action taken

Therefore, _____ had a problem because _____.

As a result, _____.

Comparison/Contrast Text

_____ and _____ are similar in several ways. Both _____ and _____ have similar _____.

Finally, both _____ and _____ are different in several ways. First, _____, while _____.

Secondly, _____, but _____.

In addition while _____, while _____.

Sequence Text

Here is how a _____ is made. First, _____, Next, _____, Then, _____, Finally, _____.

Cause/Effect Text

Because of _____, Therefore _____, Finally, due to _____, This explains why _____.

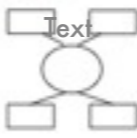





Descriptive Text

There are _____ kinds of _____. The first kind of _____ is _____.

The second one is _____.

The third kind is _____.

Now you can recognize the _____ kinds of _____.

| Structure | Definition | Signal Words | Graphic Organizers | Summary Questions | Paragraph Frames |
|-----------------------------|---|--|---|--|--|
| Description | The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. Focus is on one thing and its components. | For example Characteristics are Such as Looks like Consists of For instance Most important Look for both word (or acronym) to be repeated throughout the text. | Concept Map  | What specific person, place, thing, event, or concept is being described? How is the topic described? (How does it work? What does it do? What does it look like? Etc.) What are the most important attributes or characteristics? How can the topic be classified? (For example, a rain can be classified as a type of precipitation.) | A _____ is a type of _____. It is made up of _____ and looks like _____. Some _____ have _____, such as _____. For example, _____. _____ has several characteristics. One characteristic is _____. Another is _____, which is important because _____. |
| Sequence | The author lists items or events in numerical or chronological order. Describes the order of events or how to do or make something. | First, second, third Next, after Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally Ahead In the end On (date) At (time) Directions | Timeline  Block Directions  Cycle/Circle  | What sequence of events is being described? What are the major events or incidents that occur? What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?) What is the beginning event? What other events or steps are included? What is the final outcome, event, or step? | Here is how a _____ is made. First, _____, Next, _____, Then, _____, Finally, _____. On (date) _____ happened. Prior to that _____ was _____. Then _____, after that _____ in the end, _____. |
| Compare and Contrast | The author explains how two or more things are alike and/or how they are different. | Differs from Similar to In contrast Alike Some are As well as On the other hand Both Either...or Not only...but also Not, although, but, however On the other hand *Also look for "and" words (and, both, but, etc.) | Venn Diagram  T-Chart  | What items are being compared? What is it about them that is being compared? What characteristics of items form the basis of the comparison? What characteristics do they have in common, how are these items alike? In what way are these items different? | _____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____. Although they share _____, only _____ is the _____. |

*All five text structures are tested on Kansas Reading Assessment

C. Simoneau, K. Orcutt, T. Konrad © ESSDACK

Side 1

[PDF File - Full Writing Frames](#)

<http://wacbrown.files.wordpress.com/2012/11/textstructureframes-fullset.pdf>

<http://litsdschools.org/cms/lib/TX21000349/Centricity/Domain/1037/Structures.PDF>

More Examples...

Story Impressions Chart

Judging a Book by its Key Words (McGinley & Denner, 1987)

| Setting | Characters | Problem | Events | Ending |
|---------|------------|---------|--------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

<http://www.monet.k12.ca.us/curriculum/EnglishLA/Strategies/Story%20Impressions.pdf>

2nd Grade + Example/Lesson Plan

THIEVES

Title, Heading, Introduction, Every First Sentence in a paragraph, Visuals and vocabulary, End-of-chapter questions, and Summary reading (Manz, 2002)

My Website:



[http://
drpepin.
wix.com
/early-
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