



## Literacy Connects Issues that Address NEPF Standard 1

**Issue I: Think-Alouds—Modeling the reading process to teach active reading:** This issue provides step by step instructions on how to model the reading process for students by making visible to them the invisible internal dialogue essential to make sense of text. Repeated use of this strategy will help students internalize and integrate effective comprehension strategies into their own reading. Think Alouds can be used before and during reading.

**Issue IV: Cubing:** Cubing is a fun and effective way to explore a topic from various dimensions. It provides students with a concrete visual way (a six sided die to roll) to analyze any concept. It can be used before, during or after reading or learning about a concept.

**Issue IX: The Power of Reading Aloud in all Areas:** This issue discusses the benefits of reading aloud to students and provides suggestions for using the “read aloud” across the curriculum. Reading aloud can be used before or during instruction and works well when coupled with the Think Aloud.

**Issue XI: Using Journals to Learn Content:** This issue discusses the many ways to use journals to facilitate student learning of content information. Journals work well as a way to initiate learning, build or access prior knowledge, and build motivation.

**Issue XIV: Strategies for Reading and Responding to an Article or Editorial:** This activity encourages students to use the reading and writing process to generate a one-page reaction to an article or editorial

**Issue XIX: Interactive Lectures:** Direct instruction is often the most efficient way to impart information, but without breaks for students to think, write, discuss, and process what has been taught, it is not the most effective. This issue details five ways to make content lectures more interactive and more brain compatible.

**Issue XX: Text Preview and Prediction:** With modifications, this strategy can be used with any type of reading material not only to introduce and reinforce how to use text features, but also to help students understand the importance of previewing and predicting BEFORE reading. If you plan to use any type of text in your classroom, teaching students how to use their textbooks effectively is time well spent.

**Issue XXI: Reciprocal Teaching:** Reciprocal Teaching provides students with the four main strategies proficient readers employ to understand text: *predicting, questioning, clarifying, and summarizing*. Working in groups, students learn how to navigate text using these skills

**Issue XXII: Reflective Learning:** This issue focuses on teaching students how to use reflection and metacognition to better understand the what and the how of their learning. It provides activity suggestions and thinking and writing stems.

**Issue XXIII: Scaffolded Reading Experience: Building a purpose for reading:**

The Scaffolded Reading Experience (SRE) is a strategy that uses direct instruction to teach all parts of the reading process. It is flexible enough to be used in all subject areas, and with all levels of readers.

**Issue XXIX: Using Pictures to Engage Reluctant Writers:** This issue discusses easy ways to support the teaching of writing and motivate struggling writers through the use pictures, magazines, catalogs and newspapers.

**XXXV: Adapting “List/Group/Label” to Pre-Teach Vocabulary:** This pre-reading vocabulary strategy can be used with any type of text; it allows students to preview and discuss vocabulary and predict content before they read a text. Students sort, categorize and speculate about a series of key words and phrases chosen from a text before they read the text itself; they then begin to construct ideas about the words’ relationships and meaning of vocabulary before they read.