

## Strategies for Literacy Instruction (Spring only)

For our purposes, the term *literacy* is taken to be:

- Student understanding of written information in the context of the subject matter, including understanding of graphs, tables, symbols, etc.
- Student ability to use writing, graphs, tables, symbols to express and communicate concepts in the subject matter.

*Literacy instruction* is specifically designed to enhance student understanding and skill within the context of the subject matter.

### Examples:

Assigning a reading is *not* literacy instruction. Teaching students specific techniques to help them better understand the reading assignment *is* literacy instruction.

Giving a writing assignment is *not* literacy instruction. Teaching students specific writing techniques or using writing techniques such as Writing to Learn *is* literacy instruction.

Requiring students to take notes is *not* literacy instruction. Teaching students note-taking techniques and having them practice those techniques as they take notes *is* literacy instruction.

For **each strategy used in the unit**, you will need to include the following:

- **Description of the strategy**
- **Rationale**
  1. Why did you choose this particular strategy?
  2. What specific skills do you plan to address with this strategy?
- **Procedure**
  1. How and when do you plan to incorporate the literacy strategy?
  2. What instruction about the strategy do you plan to provide?

There is no minimum number of strategies to be used in a work sample as they will vary with the types of tasks assigned. However, these strategies should be thoroughly integrated into your lessons. One strategy may be used multiple times throughout the work sample.