<table>
<thead>
<tr>
<th>Skill</th>
<th>LAC Teaching Strategy</th>
<th>LAC Page</th>
<th>Other Strategies</th>
<th>Efficacy</th>
</tr>
</thead>
</table>
| Summarizing                   | Jigsaw               | Pg. 61   | 3-2-1 (Wormeli) 3-minute pause Re-telling Summarization Pyramid (Wormeli) Semantic Feature Analysis | Students read more effectively with better schema to rely on. (Eva Lai, Hong Kong Professional Teachers’ Union, 2007).  
Students’ grades “improve markedly” when they use this system (Richardson and Morgan, 1994).  
To effectively summarize, students must analyze information at a fairly deep level (Marzano, 2001)  
Teaching adolescents to summarize text had a consistent, strong, positive effect on their ability to write good summaries. (Graham, 2007) |
| Paraphrasing                  | Jigsaw               | Pg. 61   | Carousel brainstorming (Wormeli)   | Verbatim note taking is the least effective way to take notes (Marzano, 2001)                                                             |
| Categorizing                  | KWL                  | Pg. 105  | Word sorts or List-Group-Label (Daniels) Word walls | Organizers help readers understand relationships among concepts (Earle and Barron 1973).                                                |
| **differences** | Cornell Notes | Pg. 121 | **Constructing analogies**  
(Marzano)  
Semantic Feature Analysis | Identifying similarities and differences enhances students’ understanding of and ability to use knowledge. (Marzano, 2001)  
Nonlinguistic representations elaborate on knowledge (Marzano, 2001) |
| --- | --- | --- | --- | --- |
| **Inferring – reading between the lines to connect ideas, determine themes or analyze implied meaning** | RAFT  
Questioning the Author | Pg. 110  
Pg. 117 | **Constructing Metaphors**  
(Marzano)  
**Constructing analogies**  
(Marzano) | Students must be asked to decide what’s important in a text; synthesize information and draw inferences (Vacca, 2002)  
Creative notetaking requires extraction and reaction (explain, sort, classify, respond) (Jacobs, 2006) |
| **Predicting – making inferences about future events based on current evidence. “forward thinking based on backward reading”** | KWL  
Story Impressions  
Anticipation Guides  
Visual Prediction Guide  
Reciprocal Teaching | Pg. 105  
Pg. 110  
Pg. 113  
Pg. 121  
Pg. 123 | **20 Questions**  
(Gallagher) | Getting students to think about key concepts before they read about them provides a tangible purpose for reading. (Daniels, 2004)  
Guides develop critical thinking and enhance comprehension (Conley, 1985). Questions are effective learning tools even when asked before a learning experience (Marzano, 2001)  
Advance organizers are most useful with information that is not well organized (Marzano, 2001) |
| Recognizing academic/technical vocabulary – using context clues or morphology to determine meanings of content-specific language | Vocabulary Clues Concept Definition Map Mathematics Reading Keys Frayer Model | Pg. 63 Pg. 114 Pg. 118 Pg. 119 | Janet Allen’s Words, Words, Words Concept Cards Word Walls Possible Sentences | Students must encounter words in context more than once to learn them. Instruction in new words enhances learning those words in context. (Marzano, 2001)

To be academically literate, students need a strong and constantly growing vocabulary base (Short, 2007)

Vocabulary is not learned effectively by memorizing lists and definitions, but by seeing words in use, in their customary contexts. (Daniels, 2004)

Teaching word meanings directly affects comprehension. (Jacobs, 2006)

Jacobs. Active Literacy Across the Curriculum. Eye on Education. 2006
Kenney, Literacy Strategies for Improving Mathematics Instruction
Marzano, Pickering, Pollock. Classroom Instruction That Works, ASCD. 2001
Mower, Algebra Out Loud
Mower, Geometry Out Loud
Wormeli. Summarization in Any Subject. ASCD. 2005.