

## The Big Six Reading Skills Linked to *Literacy Across the Curriculum*

<b>Skill</b>	<b>LAC Teaching Strategy</b>	<b>LAC Page</b>	<b>Other Strategies</b>	<b>Efficacy</b>
<b>Summarizing</b> <i>– capturing the main ideas in as few words as possible</i>	<b>Jigsaw</b> <b>Paired Questioning</b> <b>GIST</b> <b>KWL</b> <b>Cornell Notes</b> <b>Reciprocal Teaching</b>	<b>Pg. 61</b> <b>Pg. 61</b> <b>Pg. 62</b> <b>Pg. 105</b> <b>Pg. 121</b> <b>Pg. 123</b>	<b>3-2-1 (Wormeli)</b> <b>3-minute pause</b> <b>Re-telling</b> <b>Summarization</b> <b>Pyramid (Wormeli)</b> <b>Semantic Feature Analysis</b>	<p>Students read more effectively with better schema to rely on. (Eva Lai, Hong Kong Professional Teachers' Union, 2007).</p> <p>Students' grades "improve markedly" when they use this system (Richardson and Morgan, 1994).</p> <p>To effectively summarize, students must analyze information at a fairly deep level (Marzano, 2001)</p> <p>Teaching adolescents to summarize text had a consistent, strong, positive effect on their ability to write good summaries. (Graham, 2007)</p>
<b>Paraphrasing</b> <i>–putting another's ideas into one's own words</i>	<b>Jigsaw</b> <b>Paired Questioning</b> <b>KWL</b> <b>Cornell Notes</b>	<b>Pg. 61</b> <b>Pg. 61</b> <b>Pg. 105</b> <b>Pg. 121</b>	<b>Carousel brainstorming (Wormeli)</b>	<p>Verbatim note taking is the least effective way to take notes (Marzano, 2001)</p>
<b>Categorizing –</b> <i>classifying items based on similarities and</i>	<b>KWL</b> <b>Graphic Organizers</b> <b>Concept Definition Map</b> <b>Fraye Model</b>	<b>Pg. 105</b> <b>Pg. 114</b> <b>Pg. 115</b> <b>Pg. 119</b>	<b>Word sorts or List-Group-Label (Daniels)</b> <b>Word walls</b>	<p>Organizers help readers understand relationships among concepts (Earle and Barron 1973).</p>

<i>differences</i>	<b>Cornell Notes</b>	<b>Pg. 121</b>	<b>Constructing analogies (Marzano)</b> <b>Semantic Feature Analysis</b>	Identifying similarities and differences enhances students' understanding of and ability to use knowledge. (Marzano, 2001) Nonlinguistic representations elaborate on knowledge (Marzano, 2001)
<b>Inferring – reading between the lines to connect ideas, determine themes or analyze implied meaning</b>	<b>RAFT</b> <b>Questioning the Author</b>	<b>Pg. 110</b> <b>Pg. 117</b>	<b>Constructing Metaphors (Marzano)</b> <b>Constructing analogies (Marzano)</b>	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)
<b>Predicting – making inferences about future events based on current evidence. “forward thinking based on backward reading”</b>	<b>KWL</b> <b>Story Impressions</b> <b>Anticipation Guides</b> <b>Visual Prediction Guide</b> <b>Reciprocal Teaching</b>	<b>Pg. 105</b> <b>Pg. 110</b> <b>Pg. 113</b> <b>Pg. 121</b> <b>Pg. 123</b>	<b>20 Questions (Gallagher)</b>	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)

<p><b>Recognizing academic/ technical vocabulary – using context clues or morphology to determine meanings of content-specific language</b></p>	<p><b>Vocabulary Clues Concept Definition Map Mathematics Reading Keys Frayer Model</b></p>	<p><b>Pg. 63 Pg. 114 Pg. 118 Pg. 119</b></p>	<p><b>Janet Allen’s <i>Words, Words, Words</i> Concept Cards Word Walls Possible Sentences</b></p>	<p>Students must encounter words in context more than once to learn them. Instruction in new words enhances learning those words in context. (Marzano, 2001)</p> <p>To be academically literate, students need a strong and constantly growing vocabulary base (Short, 2007)</p> <p>Vocabulary is not learned effectively by memorizing lists and definitions, but by seeing words in use, in their customary contexts. (Daniels, 2004)</p> <p>Teaching word meanings directly affects comprehension. (Jacobs, 2006)</p>
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