

# Strategies for Supporting Student Learning

We encourage you to incorporate some or all of the following reading and writing strategies into the literature study to support student learning and comprehension.

In the sample lessons that begin on pages 9 and 18, we've referenced where they might be useful and relevant.



## Strategies

### Think Alouds

While reading, students in a small group share their thinking process in response to a text. They interrupt the reading of a text to intersperse mental pictures or questions, to puzzle over words or meanings, to make connections from their own lives, to make predictions about the direction the text will take, and to share their feelings about the text. Students can take turns thinking aloud in this way with sections of text.

### Annotating Text/ Talking to the Text

Readers are invited to write their thoughts on the text as they read, raise questions, make connections and voice concerns. In pairs or small groups, they can share their different markings, debrief the experience, and further discuss the text.

### Dual-entry Journals

After reading, the reader writes what he or she believes the text is saying, noting his/her current understanding as a brief summary statement in one column, and in another, how he/she has come to that interpretation. This could be seen as Evidence (*I saw in the text*) and Interpretation (*I thought*). After working individually on their evidence and interpretation charts, students can then share their sense-making in pairs or in small groups.

### Metacognitive Logs

Students can use logs to respond to essential questions or sentence stems as they read, such as, *I was confused...*, *I thought about...*, etc. as an ongoing routine.