Where do your students have greatest difficulty?

- Reading
- Writing
- Communication

**Reading Comprehension**

Proficient readers:

- search for connections
- ask questions of themselves
- draw inferences
- distinguish important from less important ideas in text
- are adept in synthesising information
- monitor understanding and repair faulty comprehension
Enhancing Students’ Literacy

**Reading Comprehension**

Teachers help students become good readers by teaching them to use the strategies of:

- monitoring
- predicting
- inferring
- questioning
- connecting
- summarising
- visualising
- organising

There is not just one strategy… Research has shown that multiple strategies are most effective.

**Vocabulary**

- more than 55 new words per 1000 word text for high school students
- students must encounter 6 exposures to a new word to learn it
Vocabulary cont.

- Teaching of vocabulary should be explicit and systematic – isolated practice not recommended
- Important that students be asked to say the words, as well as hear and see them

Focus should be on process as well as content. Strategies that teach process include:

1. Finding word meaning in context
2. Word meaning checklist & table
3. Concept of definition (Word Map)
**New Word** | **Meaning and Diagram/Example**
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stimulant  
stim·u·lant | Speed up activity of chemicals in the brain. Eg caffeine, cocaine, nicotine

depressant  
de·pres·sant | Slow down the activity in parts of the brain and nervous system. Eg alcohol, cannibis, tranquillisers

hallucinogen  
hal·lu·ci·no·gen | Affect all the sensed, altering perceptions and causing hallucinations. Eg, LSD, psilocybin (magic mushrooms), high doses of cannibis and ecstacy

prevalence | How widespread something is

**Writing**

**Good writers:**
- understand the purpose of their writing
- use a variety of strategies such as planning, monitoring, evaluating and revising

**Struggling writers:**
- focus more on the physical process of producing text
1. learn to write
practise, develop, refine writing skills using subject area language

2. write to learn
clarify thinking as they question, predict, summarise, reflect – focus on content

3. write to demonstrate understanding
show through writing they have internalised concepts, skills & understanding

Classroom strategies to enhance step 1. learn to write

• teach subject-specific vocabulary
• structure writing using templates/scaffolds at paragraph and whole text levels
• make the purpose explicit – eg Science conclusion, discussion
• immersion
Classroom strategies to enhance step 1. learn to write

- teach paragraph structure such as PEEL
  P = point
  E = explain
  E = evidence/examples
  L = link (back to question)
- hamburger analogy for paragraph structure
- modelling and thinking aloud

Classroom strategies to enhance step 2. write to learn

Students clarify thinking and focus on content by:
- deconstructing paragraphs and whole texts
- joint construction of texts
- self & peer evaluation with feedback
- if research is necessary, explicit teaching of note taking is important
Classroom strategies to enhance step 3. writing to demonstrate understanding

Students show through their writing, that they have internalised concepts, skills and understandings by:
• writing essays
• presenting a speech
• writing extended responses