



All About Adolescent Literacy

Classroom Strategies

The evidence is clear: strategy instruction can improve the reading comprehension of adolescent readers. Using strategies also makes students more aware of the processes they use when they read.

Explicit strategy instruction is at the core of good comprehension instruction. Teachers should help students to understand why a strategy is useful, how it is used, and when it is appropriate. Teacher demonstration and modeling are critical factors for success, and student discussion following strategy instruction is also helpful.

The most frequently researched strategies can be applied across content areas; other content-area specific strategies are emerging, and we will include them here in the future.

Before Reading

Before reading strategies prepare students for learning by activating their prior knowledge of a topic. Before reading strategies also help set a purpose for reading and generate interest in a topic.

- Anticipation Guide
- List-Group-Label
- Listen-Read-Discuss (LRD)
- Possible Sentences

During Reading

During reading strategies help students make connections, monitor their understanding, generate questions, and stay focused on the reading material.

- Concept Maps
- Reciprocal Teaching
- Structured Notetaking
- SQ3R: Survey-Question-Read-Recite-Review

After Reading

After reading strategies provide students with the opportunity to summarize, question, reflect, discuss and respond to a given text.

- Exit Slips
- Question the Author (QtA)
- Question-Answer Relationship (QAR)
- RAFT Writing

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