

Literacy Strategy

Vocabulary Practice: Constructing Meaning

Word: _____

<p>Contextual Clues</p> <p>Quote the sentence where you found the word:</p> <p>What do you think the word means?:</p>	<p>Look it Up</p> <p>Dictionary Definition:</p> <p>Paraphrase – Put the definition in your own words:</p>
<p>Draw a Picture</p>	<p>Give an Example</p> <p>Use the word in a sentence:</p>

Literacy Strategy Say, Mean, Matter

Responding to Text is more than giving an emotional reaction to what is read. Readers should be questioning the text, looking for deeper meanings, and making connections between texts and their experiences. *Say, Mean, Matter* gives students practice analyzing text on several levels.

- You may want to start with pictures to demonstrate how material provides information on several levels.
- With practice, students can move to quotes.
- With a longer piece, student should keep *Say, Mean, Matter* journals. A careful study of their journals will often show them an idea for a theme or observation about the piece.
- Keep a *Say, Mean, Matter* response sheet with their reading, helps students move from a personal response to analysis.
- As students begin to read with these habits, they will have the concepts ready to communicate in writing.

Don't forget:

What does the text say?

What does the text mean?

Why does it matter?

Literacy Strategy – Say, Mean, Matter

Text Title: _____ Author: _____

SAY: What does the text say? (Cite text)	MEAN: What does the author mean?	MATTER: Why is this important?

Literacy Strategy Write Around

This strategy is designed to assist students to interact with text in a direct and personal way. This, in turn, will help them to read actively and to reach for deeper analyses of a text.

1. You can use different kinds of texts with Write Around including: historical documents, newspaper articles, poems, pieces of art, textbooks, etc...
2. Students should be in groups of 4 (although groups of 3 and 5 work also). Groups larger than 5 slow down the process.
3. Each student will need a copy of a text that is not too long. Try to leave white space around the text which is where the students will write. Students put their name on their paper. They are given a limited time to read the text and write a comment.
4. Establish your rules for the activity. For example:
 - No personal attacks on another's comments.
 - No simply repeating/rewriting your comments on another's paper
 - Writers must make at least one comment on each paper that passes their way, and the comment has to be longer than four/five words.
5. Students should read the text and write their comments in the margin. They can either write a new comment or respond to an existing comment. As they are reading, remind the class that they are:
 - Looking for words that they don't understand
 - Commenting on the meaning of a certain passage
 - Wondering why the author said something
 - Agreeing or disagreeing with something said
6. When you signal that time is up, the students pass their papers to the person sitting to their left (clockwise). It is important that students pass in the same direction to limit confusion. You will rotate four times. At each rotation, the students read and respond to the comments on the paper passed to them.
7. At the end of the rotation, students receive their paper back and read the comments.
8. Lastly, there are a number of options to follow-up on this activity. For example:
 - Students can discuss the concepts with their group members and answer any question posed.
 - You can do a whole group discussion on the topics that were brought up.
 - This activity could be the beginning of a pre-write for an essay.