

## LITERACY LEARNING: WHAT'S ESSENTIAL? COGNITIVE STRATEGIES

### Surface Structure Systems

#### **Grapho-Phonic**

letter/sound knowledge;  
phonemic awareness  
decoding

#### **Lexical**

visual word recognition  
visual memory for words

#### **Syntactic**

language structure at the word, sentence and text  
level \*see more under text structures

#### **Strategies for Solving Word Problems and Reading Fluently**

*Identifying and pronouncing words, reading fluently  
orally*

- \* Using context
- \* Visual word recognition strategies including use of environmental print
- \* Word analysis strategies such as prefixes, suffixes, compound words and word derivations
- \* Text management strategies such as rereading/reading ahead, deep reading, skimming/scanning
- \* Decoding strategies such as identifying word families, chunking, point & slide, looking for known words inside words
- \* Cross check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader

### Deep Structure Systems

#### **Semantic**

word meanings/associations; precision in word usage

#### **Schematic**

constructing meaning at the whole text level; prior knowledge that governs storage and retrieval of information

#### **Pragmatic**

social construction of meaning, reading and writing for specific purposes and audiences - adopting the social mores of a reader/writer, reading and writing habitually

#### **Cognitive Strategies for Comprehending**

*Probing ideas and extending meaning, reading deeply*

- \* Monitoring for meaning
- \* Determining importance
- \* Creating mental images
- \* Synthesizing
- \* Relating new to known (schema)
- \* Questioning
- \* Inferring

# LITERACY LEARNING: WHAT'S ESSENTIAL?

## Helping Students Understand Text Structures

### Narrative Text

#### Text Structure (whole text)

Character  
Setting  
Conflict

Plot structure (character, setting, conflict introduction, rising action, climax, resolution)

#### Narrative Technique

*Development of ideas through:*

- \* Exposition
- \* Action
- \* Dialogue

Creating believable character, setting, events through use of images

Use of foreshadowing, parallel plot structure, flashback and flash forward

#### Word

Choice, diction, phrasing, voice

### Expository Text

#### Text Structure (paragraph/section)

Cause/effect  
Chronological  
Problem/solution  
Descriptive  
Enumerative

Hurdles for readers and writers of expository text

#### Word Hurdles

Anaphora  
Vocabulary load

#### Text Hurdles

Insufficient schema for text content/structures  
Inefficient predicting  
Naïve conceptions  
Staccato reading  
Concept load  
Pacing demands

#### Expository Technique

Elaborating/developing and grouping ideas/themes

Organizing ideas with a discernable, but not blatant structure

Laying out and defending a position based on an opinion

Writing to persuade based on factual information

Using compelling leads and endings

**LITERACY LEARNING: WHAT IS ESSENTIAL?  
PRACTICING THE CRAFT IN A WIDE VARIETY OF  
TEXT GENRES AND LEVELS**

**Distinguish among genres; apply reading writing strategies differently depending the genre:**

- Biography
- Historical fiction
- Textbooks/Reference Text
- Persuasion
- Realistic fiction
- Poetry
- Memoir/Autobiography
- Science fiction
- Mystery
- Journalism Opinion/Editorial
- Tests
- Expository text (narrative or didactic)
- Picture Book
- Photo essay
- Promotional Materials and Advertising
- Fantasy

**Use different level texts for different purposes**

**Work in instructional level text for:**

- Practice in decoding
- Practice word recognition
- Practice oral reading fluency
- Practice in word work such as recognizing prefixes and suffixes, word analysis

**Work in challenging text (that may have been read to children) for:**

- Application of comprehension strategies
- Book Club discussion
- Reading with a partner
- Reading to learn new content (especially when there are charts, graphs, pictures available)

## LITERACY LEARNING: WHAT IS ESSENTIAL?

### A SCHOOL AND CLASSROOM CLIMATE OF RIGOR, INQUIRY AND INTIMACY

#### *Students:*

- \* Understand and engage in the processes, procedures and rituals of the learning community; are taught to respond and react with civility and respect
- \* Select books, topics, authors appropriately for level, challenge, interest
- \* Engage deeply in book discussions; share recommendations and insights with other readers, seek to understand the insights of others
- \* Understand and use options for oral, artistic, dramatic, and written responses to literature
- \* Use oral language precisely to describe their thinking during reading and writing - use that language to apply strategies independently

#### *Teachers:*

- \* Create a culture of rigor, inquiry and intimacy by continually expecting more, probing ideas further and pressing children to explore their intellect
- \* Create a culture conducive to in-depth study of books, genres, topics, authors, and comprehension strategies
- \* Serve lead learner by modeling what it is to live a literate life and share insights from those literary experiences
- \* Provide equal access for all to the materials and expertise needed by readers and writers
- \* Model what readers who comprehend think about and how they create a literate life
- \* Model what writers who write convincingly think about and how they observe the world to feed their writing

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