


HOW DOES A TEACHER START?

This handbook is divided into two sections, one for reading and one for writing. Each section:

- ▶ begins with a review of elements of successful assignments in any subject
- ▶ contains specific activities which can be immediately integrated into existing subject assignments
- ▶ spotlights concepts and strategies which are applied in the activities
- ▶ indicates with the mouse icon  where additional student graphic organizers are available on the Data Based Directions website for download and use. Full instructions for download are on page 64.

The teacher can make immediate use of these resources by following these three steps:

- 1) From the Reference Chart (p.5), select an area for focus in reading or writing.
- 2) Review the activities for the area of focus and select one to apply to the assignment. Reference strategies throughout the handbook for support and expansion of concepts.
- 3) Assess student progress with literacy assessment scales (pp. 34 and 62).

Blackline masters of the graphic organizers introduced in this handbook start on page 68.

CHOOSING AN ACTIVITY AND STRATEGY

The Activity and Strategy Reference Chart on page 5 is a guide to the handbook. The qualities of a strong reader and writer are outlined in the ‘Students learn to’ column. The teacher selects the skill in this column to address through the current assignment, in any subject.

More than one activity and strategy is offered in this handbook to develop specific reading and writing skills, as not all strategies are applicable to all reading or writing assignments in all subjects. Where one strategy cannot be applied due to restrictions of the course or classroom (e.g., text material required for course content

may be too difficult or inappropriate for the reading level of the students), the teacher has other strategies and activities (e.g., using graphic organizers) to help the students enhance the same skill and develop literacy skills in another way.

It is not necessary to use the activities in this handbook in the order of presentation. It is best to use the activity, or part of an activity that is most appropriate to the material being taught and the interests and needs of the students. The activities are designed for teachers to use or adapt portions of any activity to fit within their own lessons.