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## **20 Literacy Strategies to Meet the Common Core: Increasing Rigor in Middle & High School Classrooms**

*By Elaine K. McEwan-Adkins; Allyson J. Burnett*

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### **Study Guide**

This study guide is a companion to the book *20 Literacy Strategies to Meet the Common Core: Increasing Rigor in Middle & High School Classrooms* by Elaine K. McEwan-Adkins and Allyson J. Burnett. It provides a clearly written, easy-to-access plan for implementing content literacy to meet the needs of educators implementing Common Core State Standards for English language arts and literacy. The book provides twenty research-based literacy strategies designed to help secondary students not only meet the new standards but also become expert readers.

This guide is arranged by strategy, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular strategy. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture. We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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**STRATEGY 1:**

**Read-Decide-Explain**

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1. What is the big idea of the Key Ideas and Details category?
2. What is the Read-Decide-Explain strategy? How can you use it to hold students' attention on the readings?
3. How can you use or adapt figure 1.5 to support the Read-Decide-Explain strategy in your classroom?

**STRATEGY 2:**

**Show You Know**

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1. How does the Show You Know strategy build on the Read-Decide-Explain strategy?
2. How can your team or department work together as a professional learning community to share techniques you have used to practice this strategy with students?

**STRATEGY 3:**

**Prove It**

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1. Identify two bodies of knowledge underlying the Prove It strategy. How can your team keep them in mind while executing the components of the strategy with your students?
2. How can you use figures 3.3 and 3.4 to support your instruction?

**STRATEGY 4:**

**Read Like a Detective**

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1. What are the similarities between what detectives in a police department do on a daily basis and the reading habits you are trying to instill in your students?
2. According to the authors, many readers use *imagining* rather than inferring when confronted with inferential questions. What does imagining mean? How can you encourage students to make logical inferences?

**STRATEGY 5:**  
**Question Like an**  
**Investigative Reporter**

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1. What is the *questioning the author* process? How can teachers and readers use it to make reading more meaningful?
2. How can you and your department use figure 5.1 to understand the Question Like An Investigative Reporter strategy?

**STRATEGY 6:**

**Think Like a Private**

**Investigator**

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1. What are the expectations for students engaged in strategy six?
2. Identify the three categories for inferences? What role does each serve?

**STRATEGY 7:**

**Snapshot Summary**

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1. What definition of *summarizing* do the authors recommend you and your school team use with this strategy? What is the ultimate goal of summarizing in content classrooms?
2. How can you use figures 7.3 and 7.4 to support the Snapshot Summary strategy?



**STRATEGY 8:**

**Identify-Analyze-**

**Summarize**

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1. Restating the meaning of what one reads in one's own words is a challenging assignment for all readers and writers. How can you ensure your students learn and practice effectively summarizing a text?
2. What two rules should you remember when using the Identify-Analyze-Summarize strategy?

**STRATEGY 9:**

**What-How-Why**

**(Individuals)**

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1. How do the authors define the terms *analysis* and *develop*?
2. How can you and your students identify the “what,” “how,” and “why” in the What-How-Why (Individuals) strategy?

**STRATEGY 10:**

**What-How-Why**

**(Events)**

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1. Where should your focus be when teaching strategy 10?
2. What types of text are best for teaching the process of analysis highlighted in strategy 10?

**STRATEGY 11:**

**What-How-Why**

**(Ideas)**

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1. Why are ideas typically difficult to identify in text? How can you use strategy 11 to assist students overcome this hurdle?
2. How does figure 9.3, from strategy 9, support What-How-Why (IDEAS)?

**STRATEGY 12:**

**Quick-REACH**

**Vocabulary Toolkit**

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1. What is the big idea of the Craft and Structure?
2. What is REACH? How can you and your school team use the REACH tools?
3. When do students learn to figure out the meaning of words independently?

**STRATEGY 13:**

**Weigh the Words**

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1. How does strategy 13, Weigh the Words, build on the Quick-REACH Vocabulary Toolkit?
2. What categories of words can interfere with students' reading comprehension? Why?

**STRATEGY 14:**

**Identify-Analyze-Relate**

**(Problem-Solution)**

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1. How can you use the common content structures to support your students' analytical skills?
2. What does text structure mean in context to this book?

**STRATEGY 15:**

**Identify-Analyze-Relate**

**(Cause-Effect)**

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1. Where should students' attention focus during strategy 15, Identify-Analyze-Relate (Cause-Effect)?
2. What is *causation*? How do your students respond when asked to identify cause and effect?



**STRATEGY 16:**

**Purpose-Content-Style**

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1. How does strategy 16, Purpose-Content-Style, address CCR Anchor Standard 6 for Reading?
2. How will students be able to describe how text is developed?

**STRATEGY 17:**

**Navigate-Integrate-**

**Evaluate**

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1. What is the big idea of the Integration of Knowledge and Ideas category?
2. What is the Navigate-Integrate-Evaluate strategy? What literacy skill does it emphasize?
3. According to the authors, there is almost a blind faith in the power of laptops, notebooks, and other technology tools to suddenly transform students into 21st century learners. How does your school use technology in the classroom? Does it support challenging thinking “habits” that are required to understand and retain the big ideas of science and the social sciences?

**STRATEGY 18:**

**Delineate-Evaluate-**

**Explain**

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1. Why do the authors approach strategy 18, Delineate-Evaluate-Explain, with trepidation?

What problems can students encounter with this strategy?

2. How do the authors define *critical thinking* for strategy 18?

**STRATEGY 19:**

**Analyze-Compare-Write**

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1. Where is the focus of Common Core College and Career Readiness Anchor Standard for Reading in strategy 19?
2. What are the mental processing steps to execute strategy 19?

**STRATEGY 20:**

**Literacy Rehearsal**

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1. What is the big idea of the final section of the CCR Anchor Standards, Range of Reading and Text Complexity? How can your school's content teachers support the English teachers in this anchor standard?
2. Why is literacy rehearsal important to your students' sustained reading and writing skills? How is it different than sustained silent reading (SSR) and drop everything and read (DER)?
3. What two categories of people are key to improving content literacy rigor in schools?