NOTES

Content area reading strategies focus on problem-solving skills readers use to monitor their understanding of the text. The strategies include word attack skills, vocabulary work, visualizing details, rereading for clarification, and adjusting the pace of reading in order to construct meaning.

After reading strategies it helped students read between and beyond the lines. They respond to what was read. The students revisit a selection to closely examine elements of the text to achieve deeper levels of understanding. Revisiting strategies helped the students respond to text, make connections, and evaluate various aspects of the selection.

Content area writing strategies is a learning method that should be combined across the curriculum. This approach helps students personalize learning so that they understand their course work better and retain what they have learned longer. It also encourages high level thinking of writing skills and learning activities can be used to help students reflect on and explore ideas and concepts that they are reading thereby helping students to construct meaning

ELL performance and evaluation for reinforcement of language structures through peer interaction in the classroom. The students had the opportunity to learn the target language in a natural communicative setting through the use of reliable and meaningful language. It provided opportunities for daily peer interaction in the classroom allows academic and language success of the students. The interaction gives students a chance to develop an understanding of one another’s culture

Experiential techniques typically engage the students in focused tasks related to projects or problem solving tasks connected with real life and reproducing situations similar to the ones that the students experience in other curricular areas. These tasks often require careful planning and preparation and collaborative work involving other ELL to explain the tasks in phases, and c) completing the task and evaluating the results.

These strategies were successful because it provided unlimited opportunities for every student to read, write, listen, and speak in a variety of contexts. It provided numerous methods to establish lessons and student effort, and encourage students to be responsible. While most of these strategies are designed for use in a well-adjusted learning program, you can easily adapt them to meet your specific program needs.

They can be extended by encouraging reflection of both teaching and reading by engaging in discussion. Review the last section to reinforce instruction of main idea & separating details. Formulate questions to answer from reading the previous portion as students read the next portion.

NOTES

When thinking about the strategy of preview/review the younger classes were very focused on literacy and much of the strategy consisted of introducing the book, completing a picture walk, making predictions, reading the book, and then reviewing it.