GEORGIA HISTORICAL SOCIETY

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Literacy Strategies
Supporting primary and secondary source analysis

Graphic Organizers / Structured Note Taking

Inquiry Chart (I-Chart) (http://www.readwritethink.org/classroom-resources/printouts/chart-b-30775.html		Graphic organizer used to help support student inquiry. Students choose or are given a topic and then develop questions. The students then use the sources to address their questions.
Double-Entry Journal (http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html)		Students take notes about a text in one column and give their reactions in the second. Students can be further guided to categorize their reactions as text-to-self, text-to-text, and text-to-world. This could be used for visual sources as well.
Connection Web (http://www.readwritethink.org/classroom-resources/printouts/connection-30661.html)		This graphic organizer helps students organize their reactions to the text. In the center of the organizer students write down one connection they have made to the text and then expand on that by adding support details in the outer boxes.
Making Connections Chart (http://www.readwritethink.org/classroom-resources/printouts/making-connections-a-30955.html)		Using this chart, students record connections they make with specific passages or quotes from the text they are working with. Students then categorize the connections as text-to-self, text-to-text, or text-to-world.
K-W-L Chart (http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html)		This K-W-L Chart, which tracks what a student knows (K), wants to know (W), and has learned (L) about a topic, can be used before, during, and after research projects, lessons, or units. You can use a K-W-L chart before and after working with individual primary and secondary sources.
Seed Discussion Organizer (http://www.readwritethink.org/professional-development/strategy-guides/introducing-content-with-seed-30631.html)		Students are introduced to new material using a seed discussion organizer chart. The categories can provide seeds for future discussions. The charts can be left up during the entire unit and referred to by the instructor and students. You could use this strategy to help students begin thinking about a new primary source document or an full unit of study.

Dimante Poem (http://www.readwritethink.org/classroom-resources/printouts/diamante-poem-30194.html)		This tool will allow your students to create a diamante poem by reflecting on their knowledge of a topic and by using nouns, verbs, and adjectives in a creative manner.
T-Chart (http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html)		T-charts can be used to examine two facets of an object, situation, or event and to make comparisons related to a variety of subjects and content areas. You could also use a t-chart to keep notes about two primary sources.

Reading & Comprehension Strategies

Carousel Brainstorming (Rotating Review) (http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html)	In this strategy, stations are used to activate prior knowledge on new topics or review previously learned topics. In small groups students rotate to stations labeled with specific topics/concepts/questions and leave responses in each station.
Reciprocal Teaching (http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk38.htm)	In this strategy the students and teachers exchanges turns leading the dialogue about a text. 1.Questioning 2.Clarifying 3.Summarizing 4.Predicting. Students take on these four roles in small groups to discuss a text.
Question the Author (QtA) (http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html)	In this strategy the teacher chooses a text and puts in stopping points where students should question and discuss. The teacher can create initiating, follow-up, and narrative queries prepared to help facilitate conversation or work with the standard five questions: What is the author trying to tell you? Why is the author telling you that? Does the author say it clearly? How could the author have said things more clearly? What would you say instead?
SQ3R (http://www.studygs.net/texred2.htm)	This reading strategy is geared towards helping students understand their textbook.
Concept Sort (http://www.readwritethink.org/professional-development/strategy-guides/introducing-ideas-vocabulary-with-30953.html)	In this strategy students sort vocabulary terms into meaningful categories.
Think Alouds (http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html?tab=3#tabs)	The think-aloud is a technique in which students verbalize their thoughts as they read. Teachers will often use think alouds to help model a strategy or analysis for their students.