

In a science class, students frequently encounter text that they have trouble understanding. A number of strategies that help them improve their reading comprehension can be implemented before students begin a reading, some during a reading, and some after they have finished a reading.

These literacy strategies are embedded in various activities in SEPUP programs when appropriate. However, these strategies are flexible and can be used for a variety of activities.

The following are just a few of the Literacy Student Sheets provided in SEPUP programs.

Anticipation Guide Template

Before starting the activity, mark whether you agree (+) or disagree (—) with each statement below.

After completing the activity, mark whether you agree (+) or disagree (—) with each statement below. Under each statement, explain how the activity gave evidence to support or change your ideas.

Before	After	
_____	_____	1.
_____	_____	2.
_____	_____	3.
_____	_____	4.
_____	_____	5.

Three-level Reading Guide Template

1. Check the statements below that you think reflect the reading. Sometimes, the exact words found in the reading are used. At other times, other words may be used to communicate the same meaning.

_____ **a.**

_____ **b.**

_____ **c.**

_____ **d.**

2. Check the statements below that you think represent the intended meaning of the reading.

_____ **a.**

_____ **b.**

_____ **c.**

_____ **d.**

3. Check the statements below that you agree with, and be ready to support your choices with ideas from the reading and from your own knowledge and ideas.

_____ **a.**

_____ **b.**

_____ **c.**

Writing Frame – Evidence and Trade-offs

There is a lot of discussion about the issue of _____

My decision is that _____

My decision is based on the following evidence:

First, _____

Second, _____

Third, _____

People who disagree with my decision might say that _____

NAME _____

DATE _____

KWL

What I Know	What I Want to Know	What I Learned