

**Incorporating  
Literacy  
Strategies  
Into the  
Geography Curriculum  
By  
Mary Mohr-Scinocca**

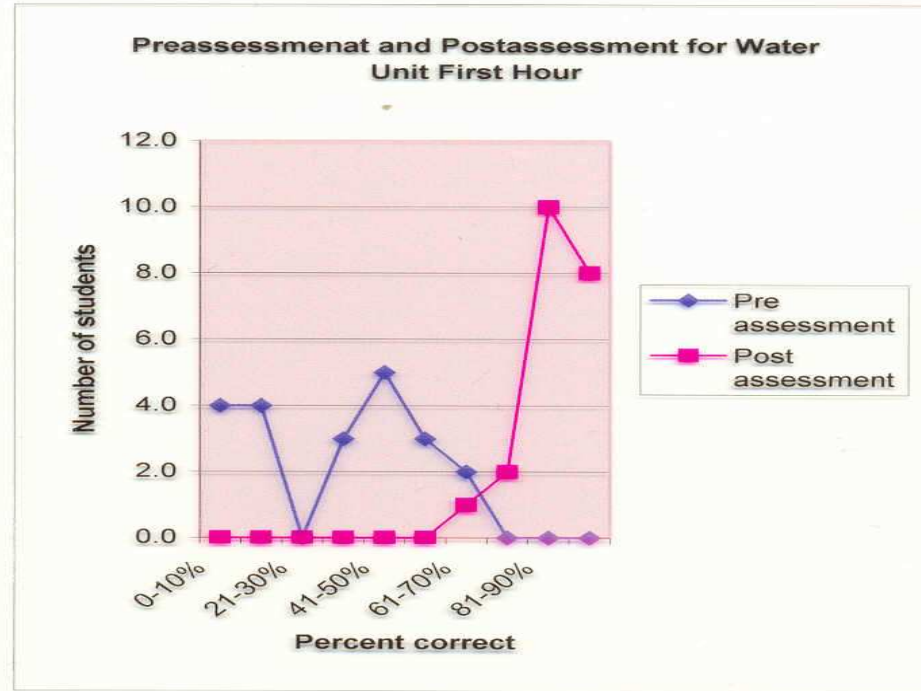
**Reading Strategies are needed because we read in our content areas, but also:**

- **To enable students to make better connections to the assigned readings**

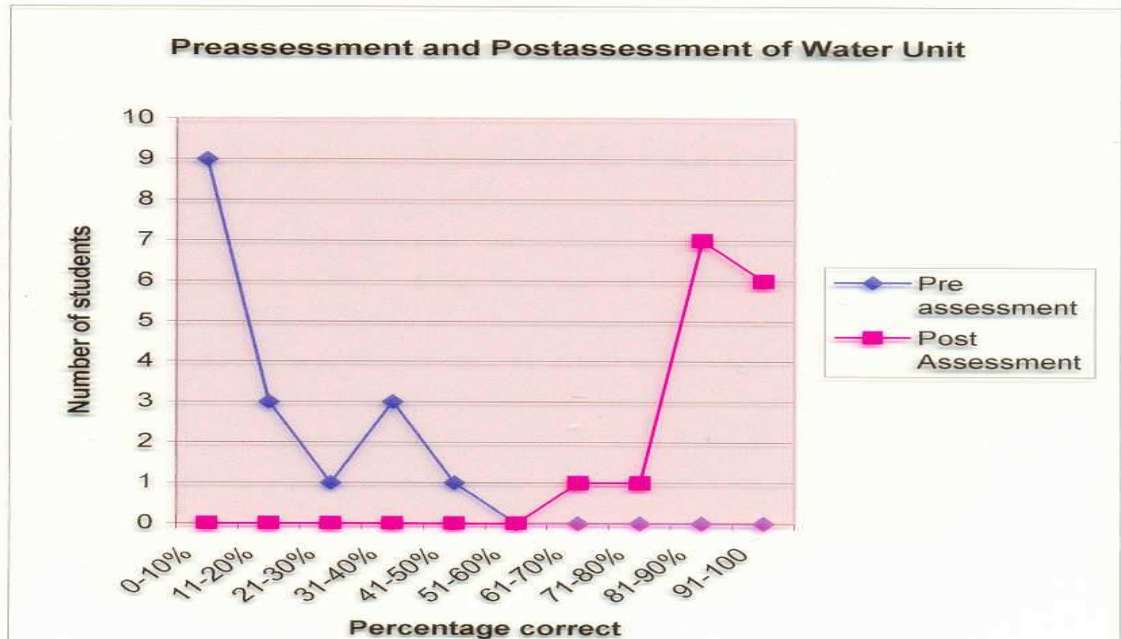
- **Older students may need assistance but may be too embarrassed to ask for help**

- **Substantive conversation requires students have a well established, In-depth bank of information**

points possible	Pre assessment	Post assessment
0-10%	4.0	0
11-20%	4.0	0
21-30%	0.0	0
31-40%	3.0	0
41-50%	5.0	0
51-60%	3.0	0
61-70%	2.0	1
71-80%	0.0	2
81-90%	0.0	10
91-100	0.0	8

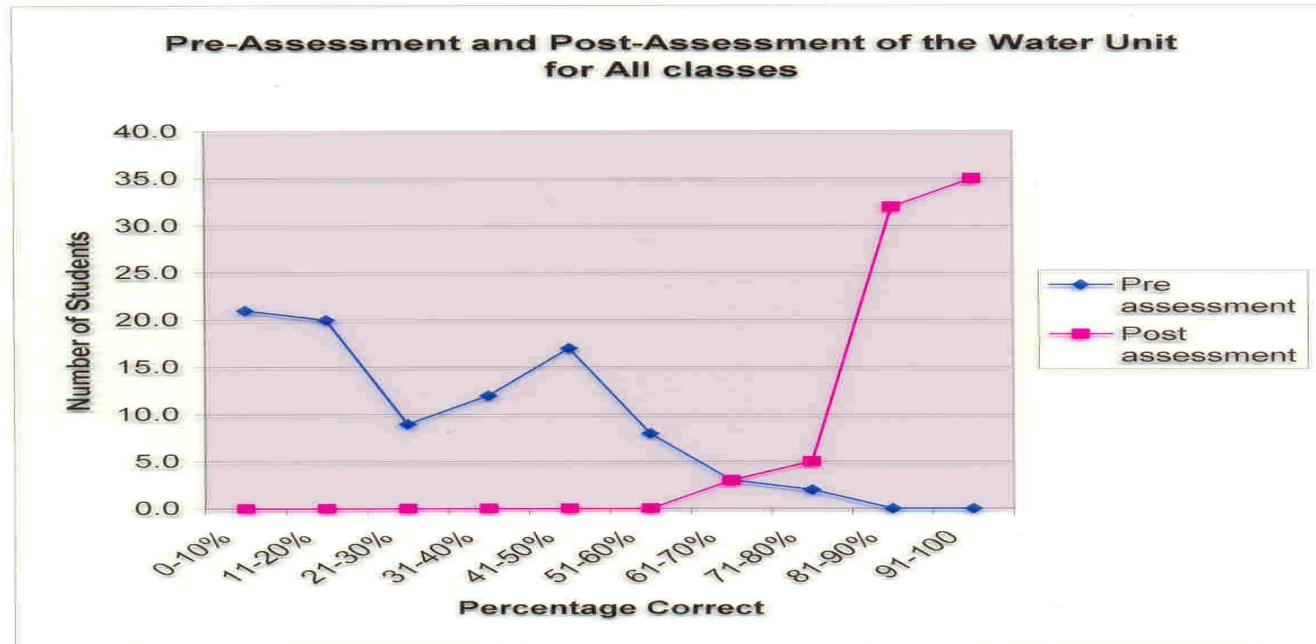


points possible	Pre assessment	Post Assessment
0-10%	9	0
11-20%	3	0
21-30%	1	0
31-40%	3	0
41-50%	1	0
51-60%	0	0
61-70%	0	1
71-80%	0	1
81-90%	0	7
91-100	0	6



Ms. Mohr-Scinocca's Eighth Grade Geography Classes

Points Possible	Pre assessment	Post assessment
0-10%	21.0	0
11-20%	20.0	0
21-30%	9.0	0
31-40%	12.0	0
41-50%	17.0	0
51-60%	8.0	0
61-70%	3.0	3
71-80%	2.0	5
81-90%	0.0	32
91-100	0.0	35



# Before Reading Strategies

- Pre-teach vocabulary using definitions and explanations
- Practice pronouncing the words
- Pair-share explanations of the word
- Oral quiz students
- Anticipation Guide: Activate Prior Knowledge
- Text Features: Analyze the text, headings, and subheadings before starting to read
- KWL: Know, Want (need) to know, Learned

# During Reading Strategies

- Vocabulary: fill in a graphic organizer while reading
- Fill in key points while reading
- Text features: Fill in main ideas under headings and details under subheadings
- Fill in the (L) in the KWL chart
- Maintain an internal dialogue with Post-it notes

# After Reading

- Pair-Share: Understanding of key vocabulary and write definitions
- Complete Graphic Organizer
- Summarize main points from the text in own words
- Pair-share a summary of main points and sub points
- Pair-Share: KWL chart

# List One

vegetation  
water vapor  
water cycle  
evaporation  
condensation  
precipitation  
aquifer

# List Two

irrigation

industrialization

hydroelectricity

geographic distribution

hydrologic cycle

transpiration

estuary

aquifer

continental shelf

currents

# Double Entry Vocabulary

Meaning of the word  
before reading

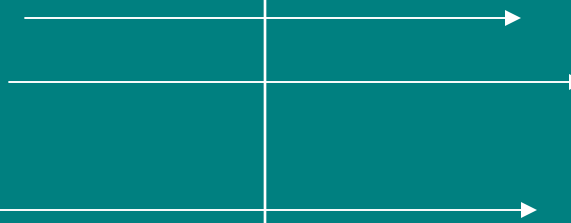
- irrigation

- hydrologic cycle

- vegetation

- etc....

Meaning of the word  
after reading



# Term Poster

- Pick four terms
- In the beginning, three concrete one more abstract
- No words on the paper
- Must use color, pictures, and symbols to convey meaning
- No stick figures
- Neatness counts

# Term Poster

irrigation

aquifer

transpiration

industrialization

# Modifications to HUG

- Use Post-its to control flow of reading
- Move strips of paper to highlight main points
- Determine important concepts
- Manipulatives
- Allow for summaries to be written on Post-its and moved to a regular piece of paper

# Gathering Information from an Article

- Read article.
- Make notes: Include important details, opinions, and facts. Make sure you include who said what.
- 3. Identify the main controversy or argument
- 4. Identify the main groups involved in the controversy or argument.
- 5. Identify the topics surrounding the controversy that the groups have different opinions about.
- 6. Create a T-Chart with the information correctly displayed on the chart.

# T-Chart

Name of Group or  
Individual

Name of Group or  
Individual

Topic One

Topic Two

Topic Three

Your position supported with facts and logical reasoning from the article:

# Structured Arguments

Yes, these statements and facts support the question.

No, these statements and facts do not support the question.

Question to be answered with statements or facts

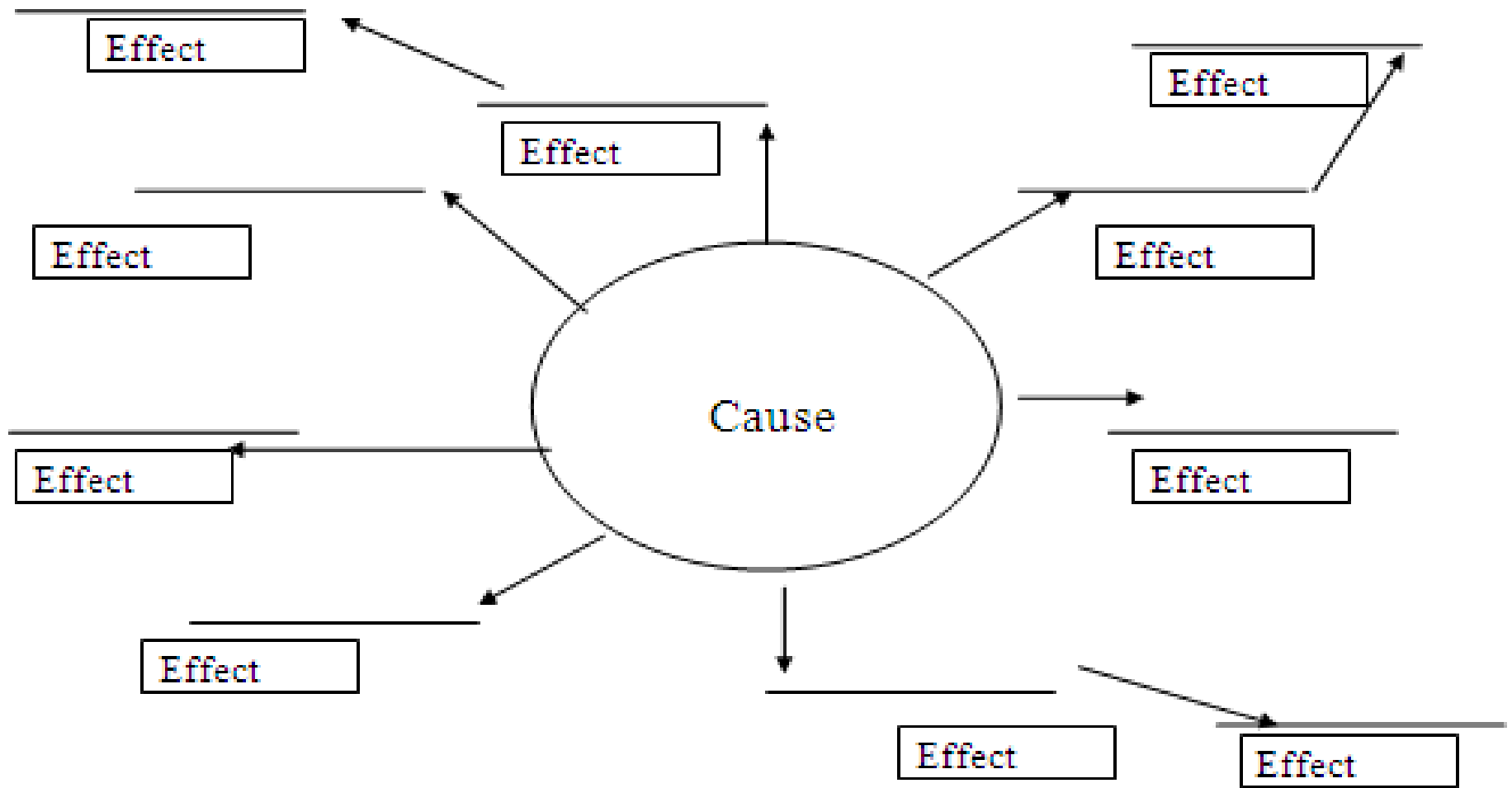
Pick one group to support and give your reasons from the article for supporting this group.

8. Use this format to create notes for a five-paragraph essay.

- A. Topic sentence identifies the controversy.
- B. The introductory paragraph explains the main issues and identifies the two major groups or individuals.
- C. Topics one, two, and three become the supporting paragraphs explaining the major aspects of the controversy in greater detail.
- D. The concluding paragraph restates the controversy, major issues, and the writer presents his or her viewpoint on the controversy.
- E. A student must support his or her opinion with facts from the article.

# Alpha-Sequence Boxes

Write	events	in	the
order	they	occur	use
arrows	to	show	connections
Or	Use	ABC...	one
item	for	each	letter



Single Cause with Multiple Effects