

**Table 12.1**

**LEARNING STRATEGIES FOR LITERATURE AND COMPOSITION**

<b>Metacognitive Strategies:</b>	Students plan, monitor, and evaluate their understanding of literature and development of writing skills.
Advance Organization	Can the title and chapter headings help me get a general idea of what this story is about?
Selective Attention	What are the most important parts of the story to pay attention to?
Organizational Planning	What's my purpose for reading, listening, speaking or writing? How should I organize my story, book report, or presentation? How do I begin and end? What's the best sequence of ideas or events? How can I describe and present the characters?
Self-monitoring	Am I understanding this? Does it make sense? Am I achieving my purpose? How is this task going? Do I need to make any changes right now?
Self-assessment	Did I understand this story or poem? What was the main point I got from reading or listening? How do I feel about the story and characters? What revisions are necessary in my writing? Do I need more information? Should I re-read?
<b>Cognitive Strategies:</b>	Students interact with literature and composition experiences, relating it to what they know and personalizing or organizing the material to understand and appreciate it.
Elaborating Prior Knowledge	What do I already know about this type of literature or writing? What experiences have I had that are related to this? How does this information relate to other things I know about literature or writing?
Taking Notes	What's the best way to write down what I need to remember? Outline? Chart? List? Diagram? Story map? Drawing?
Grouping	How can I classify the characters or events in this story? Can I organize this information graphically?
Making Inferences	What does this word or phrase probably mean? What clues can I use? What predictions can I make?
Summarizing	What's the most important information to remember about this story? Should my summary be oral, written, or mental?
Using Imagery	What can I learn from the illustrations, diagrams, and pictures in the text? Can I draw something to help me understand this story? Can I make a mental picture or visualize this event or place or character?
Linguistic Transfer	Are there any words, prefixes, or suffixes that I recognize because of their similarity to my native language?
<b>Social/Affective Strategies:</b>	Students interact with peers, teachers, and other adults to assist learning, or use attitudes or feelings to assist learning.
Questioning for Clarification	Who should I ask for additional explanation or correction or suggestions? How should I ask?
Cooperating	How can I work with friends or classmates to understand this or complete this task or improve what I have written or presented orally?
Self-talk	Yes, I can do this—I just need the right strategies!