

Support Document

Learning for LIFE: An ESL Literacy Curriculum Framework
PROCESS OF STRATEGY INSTRUCTION

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Literacy strategies are the methods that learners use to help them read, write and spell effectively. Learners with low first language literacy skills are learning literacy strategies for the first time. In effective ESL literacy programs, literacy strategies are taught and practiced explicitly.

Process of Strategy Instruction is a tool designed for instructors and is based on the information and learning outcomes provided in *Stage 3: Set Learning Outcomes* in *Learning for LIFE: An ESL Literacy Curriculum Framework*. Learning outcomes for literacy strategies are also provided in the learning outcomes section of the ESL Literacy Network toolbox.

The purpose of this tool is to help instructors provide explicit and focused strategy instruction.

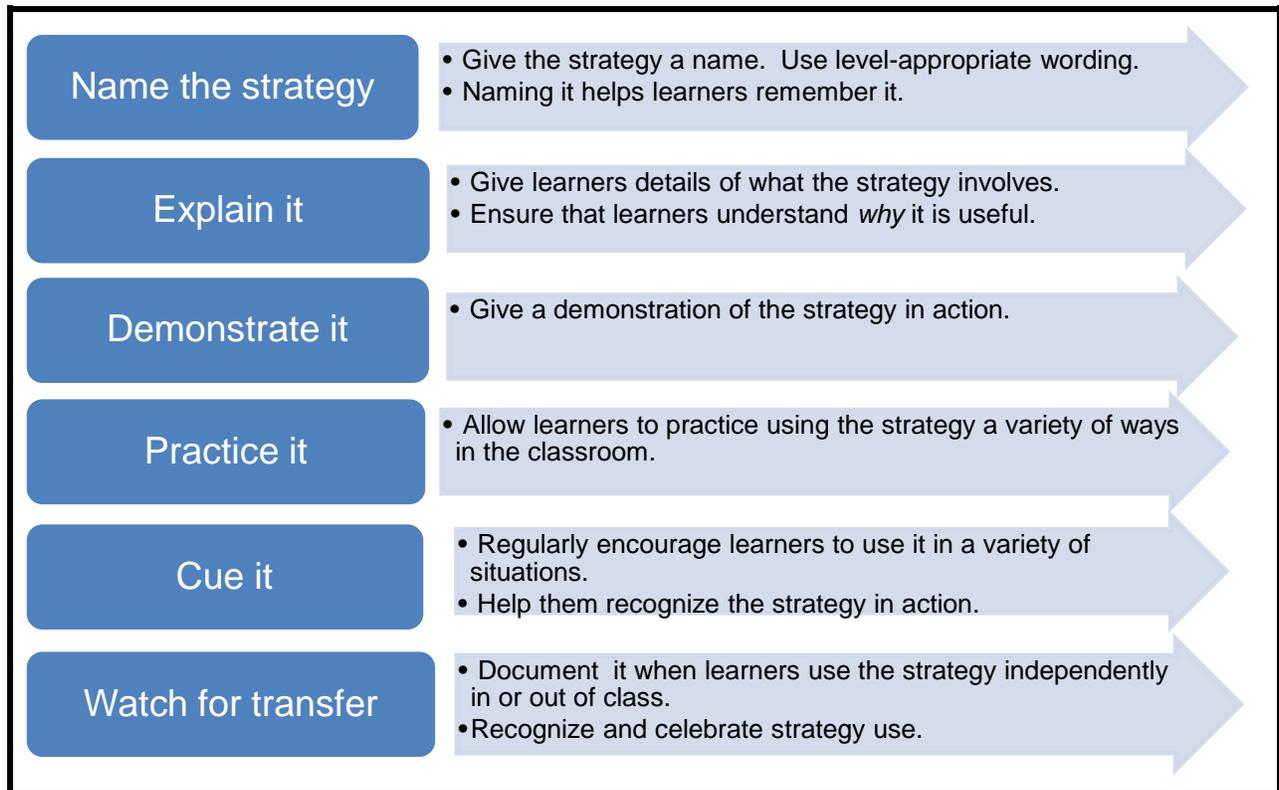
This tool can be used:

- by individual instructors
- in a course guide or curriculum package designed to support instructors as they implement the curriculum

How Can I Teach Literacy Strategies?

You can make the practices of effective reading, writing, spelling and learning clear to your learners by providing explicit instruction in literacy strategies. Your task is to make clear to learners what happens in the minds of effective readers, writers and spellers.

This model guides you through a process of strategy instruction.



Adapted from Leong & Collins (2007, p. 166)

Learners will need to develop an awareness of what strategies are, how they can help and when to use them. Reflecting on strategy use helps learners consciously choose the most helpful strategies for future situations. Throughout all levels (and with increasing complexity), learners will need encouragement to articulate and reflect on the effectiveness of their strategy use.

Provide ample opportunities to practice and develop literacy strategies. It is important to emphasize the transferability of the literacy strategies and to provide opportunities for learners to transfer what they've learned.

REFERENCES

Leong, M., & Collins, L. (2007). *Bridging the gap: A framework for teaching and transitioning low literacy immigrant youth*. Calgary, AB: Bow Valley College.