



LAPS LITERACY STRATEGY

The LAPS Literacy/Reading Strategy is utilized to create the MT Outdoors Literacy Program's evaluation tools that accompany a MT Outdoors article. This strategy is used by middle school teachers in Kalispell, MT and other school districts.

Steps	Key Questions	My Reflection
<p>Look! (Determine the <u>literal</u> meaning or <u>content</u> of the text)</p>	<ul style="list-style-type: none"> • What does the text say literally? • What does the new language/vocabulary mean? • What is the source of this text? • What is a summary of the content of the text? 	
<p>Analyze! (How does the text say it? What techniques does the author use in constructing the text that shape its meaning?)</p>	<ul style="list-style-type: none"> • How is the text structured? • What text features are used? • What writing techniques does the author use; what patterns are evident in those techniques? • What is the broader context of the text? 	
<p>Prove It! (Interpret the text meaning by examining the <u>evidence</u> offered by the author.)</p>	<ul style="list-style-type: none"> • What is the central idea, thesis or theme? • How does the author support and develop the thesis and claims made in the text? • What is the quality of the evidence/data offered? Is it sufficient? • How do graphs or visuals contribute to meaning? What trends do you see in the data? • What are the effects of text features and writing techniques used in the text? How do they create meaning? 	
<p>So What? (Relate the text to other learning, to self, to what's important.)</p>	<ul style="list-style-type: none"> • Why does this text matter? • What does the author want the reader to believe or know and why? • How does the text impact its intended audience? Other audiences? • How can I relate this text to other information and situations, or to me? 	



LAPS LITERACY STRATEGY

CEAL WRITTEN RESPONSES

Step	Key questions	Suggest these strategies - (teacher directed to student selected)
C – Claim	What is a reason or subtopic that is needed to prove the thesis? Is your claim provable? (A) Is the claim arguable?	Claims (topic sentences) are the assertions that the writer wants the reader to accept in order to accept the overall thesis. “Readers expect to learn a ¶’s main point in a [claim] early in the ¶” (Hacker 31). The claim (topic sentence) guides the reader to expect evidence.
E – Evidence	What support do you have for the claim? Have you properly cited the source for the evidence?	Types of support for the claim could include: facts, statistics, examples, quotations, data, etc. What is the citation tool appropriate for this topic and discipline (MLA, APA, Chicago Manual of Style, etc.)? Have you provided the students with examples of the expected citation format?
A – Analysis	Why do you offer this piece of evidence? How does the evidence prove the claim? *** You may have more than one piece of evidence to support any claim. Have you analyzed each piece of evidence offered?	This is the writer’s own words in which reasoning shows an understanding of the connections between evidence and statement or argument. Types of reasoning might include reasoning by analogy, causal reasoning, inductive reasoning from specific to general, deductive reasoning from broad principle or conclusion to specific point, etc.
L – Link	How does the claim you make and the evidence you offer link back to the thesis or the big idea of your writing? So what? Why does this claim & evidence matter to the big idea?	Transitional expressions can be used to show relationships, e.g. therefore, consequently, as a result, thus, then, etc.
Repeat for each body ¶ Variations for a body ¶ are numerous and might include – CEAEAL, CEEAAL, CEAAEAL The number of body ¶s is determined by the content, purpose and audience as well as the discipline itself.		

GENERAL QUESTIONS FOR ANY ARTICLE:

**The questions below for evaluating an article were created by Kris Schreiner, Kalispell Middle School Teacher*

1. Which of the following best identifies the central idea of this article?
2. What is the author’s main purpose in writing the article?
3. What are the implications of _____? (something specific from the article)



LAPS LITERACY STRATEGY

4. Why is _____ important? (something specific from the article)
5. What would be an example of _____? (something specific from the article)
6. What are the most important/significant ideas or elements of _____?
7. What assumptions/biases underlie or are hidden within _____?
8. What parts of _____ would be similar to/different than _____?
9. What proof exists that _____ is false/true?

GENERAL SHORT ANSWER QUESTIONS FOR ANY ARTICLE:

1. How would you put _____ into your own words? (something specific from the article)
2. What is another way to look at _____?" (something specific from the article)
3. How would you translate _____ into visual form? (something specific from the article)
4. How could _____ be put into practice?
5. How would _____ be converted into an action plan?
6. How can you make use of _____?
7. How can this idea be combined with _____ to create a more complete or comprehensive understanding of _____?
8. How can these different ideas be grouped together into a more general category?
9. How can these separate _____ be reorganized or rearranged to produce a more comprehensive understanding of the "big picture?"
10. How would you judge the accuracy or validity of _____?
11. How would you evaluate the ethical (moral) implications or consequences of _____?
12. How would you rate the aesthetic quality (beauty) of _____?
13. What specific conclusions can be drawn from this general _____?
14. If this general _____ were true, then it would logically follow that _____.
15. What specific actions or practices would be consistent with this general _____?
16. What are the broader implications of _____?
17. What patterns or themes emerge from _____?
18. What can be extrapolated or extended from this particular _____ that may have more general or universal value?
19. What proof exists for _____?
20. What are logical arguments for _____?
21. What research evidence supports _____?
22. What are logical arguments against _____?
23. What research evidence contradicts _____?
24. What are the strengths/advantages and weaknesses/disadvantages of _____?
25. What evidence supports and contradicts _____?
26. What are arguments for and counterarguments against _____?
27. How would you explain why _____ occurred?
28. What is responsible for _____?
29. How would _____ affect or influence _____?
30. What does _____ say about a person's values?
31. What are the moral implications of _____?
32. What might be a metaphor or analogy for _____?
33. What could be invented to _____?
34. What might happen if _____? (hypothetical reasoning)



LAPS LITERACY STRATEGY

GENERAL MAP QUESTIONS FOR ARTICLE:

1. What information are you being asked to discover on the map, chart, graph, or other visual?
2. Where is the _____ located?
3. What type of map is this?
4. About how far is it between _____ and _____?
5. In what direction is _____ from _____?
6. What is the title of the map?
7. What does the map key tell us?