

ACCESS TOOLKIT BEFORE THE LESSON

STRAND	STRATEGY	TECHNIQUE
A. ENSURING CONTENT COMPREHENSION	Previewing <ul style="list-style-type: none"> Encourages students to observe text organization and text features Helps students to anticipate new content 	<i>1-2-3 Plan</i> <i>I Observe-I Wonder</i>
	Activating Prior Knowledge <ul style="list-style-type: none"> Prepares students to engage actively in new learning Helps students remember relevant knowledge Understanding Relationships <ul style="list-style-type: none"> Strengthens students' abilities to categorize and classify 	<i>List-Group-Label</i>
B. USING CONTENT VOCABULARY	Developing Word Power <ul style="list-style-type: none"> Builds background knowledge Connects to prior knowledge Helps students practice new vocabulary frequently and in rich contexts 	<i>Power Words</i> <i>New Word Meanings</i> <i>Quick Words</i>
C. READING TEXT FLUENTLY		

DURING THE LESSON

STRAND	STRATEGY	TECHNIQUE
A. ENSURING CONTENT COMPREHENSION	Increasing Thinking and Memory Skills <ul style="list-style-type: none"> Builds cognition and metacognition Helps students learn how to remember new information Helps students develop and see relationships among ideas 	<i>Graphic Organizers: Mapping & Retell</i> <i>Interspersed Questions</i> <i>Marking Key Points</i> <i>Paired Reviews</i>
B. USING CONTENT VOCABULARY	Understanding Relationships <ul style="list-style-type: none"> Helps students conceptualize new knowledge and relate it to prior knowledge Allows students to organize and compare and contrast information 	<i>Semantic Feature Analysis</i>
C. READING TEXT FLUENTLY	Improving Passage Reading <ul style="list-style-type: none"> Gives students practice as they develop facility in reading passages for meaning Gives students oral reading practice Gives teacher feedback on students' fluency 	<i>Close Reading</i> <i>Group Reading</i>

AFTER THE LESSON

STRAND	STRATEGY	TECHNIQUE
A. ENSURING CONTENT COMPREHENSION	Answering Comprehension Questions <ul style="list-style-type: none"> Focuses on the essence of the question Helps students answer the question accurately and succinctly 	<i>Think-Pair-Share (for written questions)</i> <i>Pass the Paper</i> <i>Multiple Choice</i>
	Summarizing <ul style="list-style-type: none"> Increases factual recall and conceptual understanding of content information 	<i>Quick Writes</i>
B. USING CONTENT VOCABULARY	Using New Vocabulary in Context <ul style="list-style-type: none"> Helps students practice using vocabulary appropriately and/or accurately Helps students embed new vocabulary into a larger context Helps students integrate background knowledge with new knowledge 	<i>Original Sentences</i> <i>Quick Words (if also used before the lesson)</i> <i>Yes/No/Why</i> <i>Completion Activity</i>
C. READING TEXT FLUENTLY		

Working with Words

Materials

- A Section of Text
- A List of 7 or 8 Words from the Text
- Optional: An Overhead Transparency of the Working with Words Template

Steps:

1. Select a section of text that the students will read.
2. Preview the text and list 7-8 words that may be difficult for some of the students to read or pronounce on the overhead transparency. (Alternative: Ask students to identify words that their peers may find difficult. Walk around the room and write the words on an overhead transparency.)
3. Divide the words into "Tell" words, which are irregular or unique, and "Strategy" words, which are those with prefixes or suffixes that appear frequently especially in the content area.
4. Write the words on the transparency with "Tell" words in the top section and "Strategy Words" in the bottom section.
5. Prior to reading the passage, show the overhead transparency to the students.

For the "Tell" words, the state, "This word is _____". "What word?" Have students respond by saying the word. Then, explain the term. Repeat these steps for all "Tell" words.

For the "Strategy Words", loop under each part of the word and ask students to read the word "part by part". Then, ask "What word?" Have students respond by saying the word.

6. Go back to the top of each word list and ask the class to read the words. (Optional: Ask individuals to read selected words.)

Strand: Identifying Difficult Words
Strategy: Learning High-Utility Words
When: Before the Lesson

Research Basis: Working to ensure students can pronounce difficult content words accurately and quickly allows them to use their cognitive resources for content comprehension.

Adapted from Archer, Gleason & Vachon (2005), *REWARDS: Reading Excellence: Word Attack and Rate Development Strategies*. Boston, MA: Sopris West Educational Services.

Choral Reading

Materials

- A Paragraph or Two of Text

Steps:

1. Select a paragraph or two of text that students will be reading aloud with you. Choose the paragraphs because they contain essential concepts or ideas and/or many words that are difficult to decode. Tell students why the paragraphs have been selected.
2. Direct students to read the paragraphs silently first, and then aloud with you. Monitor that students are tracking in their books. Read only slightly faster than the students.

Strand: Reading Text Fluently
Strategy: Improving Passage Reading
When: During the Lesson

Research Basis: Having students practice reading orally develops fluency. When students read fluently, decoding requires less attention. Attention can then be directed to comprehension.

New Word Meanings

Materials

- A List of Key Terms or Vocabulary Words From the Lesson
- An Overhead Transparency of the New Word Meanings Template
- A Copy of the New Word Meanings Template for Each Student

Steps:

1. Identify 4 or 5 vocabulary words or key terms from the lesson and write them on the overhead transparency or on the board.
2. Direct students to read the words and then write them in the boxes on the left side of their paper.
3. Direct students to write these words in the boxes on the left side of their paper.
4. Define and explain the key terms and help students list the critical attributes of the word in the middle box.
5. Teacher asks class to suggest a sentence, an example, or a picture that will represent the word. After discussing ideas, the class completes the remaining box with their representation of the word.
6. Students should keep their "New Word Meanings" pages in a binder. Words from previous lessons should be reviewed periodically.

Strand: Using Content Vocabulary

Strategy: Developing Word Power

When: Before the Lesson

Research Basis: By using content vocabulary, students build necessary background knowledge, connect this new learning to prior knowledge, and increase the frequency of practice of the new vocabulary in rich context.

Adapted from Anita Archer handout used in her Vocabulary Workshops.

Semantic Feature Analysis

Materials

- Vocabulary or Concepts to be Categorized and Analyzed for Features
- Selected Text
- A Sheet of Paper for Each Student
- Optional: A Semantic Feature Analysis (SFA) Template for Each Student

Steps:

1. Determine key vocabulary or concepts necessary for understanding a big idea in your subject area (e.g. common curriculum goals or content standards).
2. List features or attributes common to one or more of the key vocabulary or concepts across the top of the SFA matrix.
3. List key vocabulary or concepts down the left-hand side of the matrix.
4. Give students an introduction to the big idea.
5. Begin working with students to determine how each concept on the left hand side relates to each features listed across the top. Have students put a plus for "presence of relationship", a minus for "absence of relationship", and a question mark for "not sure." If students bring up other features or additional key vocabulary or concepts, add them as you proceed.
6. Tell students they will continue to fill in the matrix as they read (with or without partners).
7. Have students resolve as many question marks as possible via class discussions and/or continued reading or research.

Strand: Using Content Vocabulary
Strategy: Understanding Relationships
When: During the Lesson

Research Basis: Students build metacognition and learn how to remember new information by developing and seeing relationships and by organizing and comparing and contrasting information.

References: Anders & Bos (1986), Bos & Anders (1987), Johnson & Pearson (1984), Pasley, Weiss, Shirkus, & Smith (2004), Pittelman, Helmlich, Berglund, & French (1991), Rupley, Logan, & Nichols (1998).

Graphic Organizer: Mapping & Retell

Materials

- A Section of Text
- A Sheet of Paper for each Student or
- Optional: A Graphic Organizer Template for Each Student

Steps:

1. Give the students the topic name to fill in the big/top box.
2. Have students read a small, meaningful section of text.
3. Stop and tell students the sub-topic of that section of text.
4. Have students work with you to fill in the details of the sub-topic.
5. Repeat steps 2-4 for each additional section of text.
6. When the entire section has been read, have students pair up, designating one partner to be number one and the other to be number two.
7. Have Partner Number One retell by telling Partner Number Two what they wrote in the first sub-topic and detail sections of their graphic organizer. Tell Partner Number Two students to listen well because you will call on one of them to tell the class what they heard.
8. Have Partner Number Two retell by telling Partner Number One what they wrote in the second sub-topic and detail sections of their graphic organizer. Tell Partner Number One students to listen well because you will call on one of them to tell the class what they heard.
9. Continue alternating Partners throughout the organizer.

Strand: Ensuring Content Comprehension
Strategy: Increasing Thinking and Memory Skills
When: During the Lesson

Research Basis: Students learn how to remember new information by developing and seeing relationships between concepts.

Many researchers have studied the effects of graphic organizers on comprehension and have found positive results when used with students of all ages, primary through college (e.g. Chularut & DeBacker (2004); Clarke & Martell (1994); DiCecco & Gleason (2002); Novak (1990); Robinson & Katayama (1998)).

Think-Pair-Share (For Answering Written Questions)

Materials

- A Section of Text
- Pre-selected Questions
- A Sheet of Paper for Each Student

Steps:

1. Pair students up and designate one student as a One and the other student as a Two.
2. Assign questions or problems from a worksheet or from the textbook.
3. After giving students time to complete the problems individually, have students within each pair compare and check their responses. Allow them to discuss and change their answers based on their conversation and re-evaluation.
4. Call on individual students to share their thoughts and answers with the class. (They will be more likely to feel comfortable sharing because they have had an opportunity to receive feedback and make adjustments.) Have students check their own work.

Strand: Ensuring Content Comprehension

Strategy: Answering Questions

When: After the Lesson

Research Basis: Focusing students' attention and 'think time' on the essence of the question allows them to answer more accurately and succinctly.

Adapted from Kagan & Kagan (1992). Think-Pair-Share was first developed by Frank Lyman (McTighe, J., & Lyman, F.T., Jr., 1988). Baumeister's (1992) study confirmed an increase in reading comprehension.
