Effective strategies to teach Content Area Instruction for students on the Spectrum
TYPICAL ISSUES REGARDING COMPREHENSION OF NONFICTION TEXT

* Difficulty processing and retaining information

* Details do not bridge to Whole Picture concepts

* Salience/discernment of what is most obvious or important in information
INFORMATION PROCESSING

Information from Environment

- Sensory Memory
- Transferred
- Short-Term Memory
- Rehearsed
- Long-Term Memory

Forgotten

Retrieved

Forgotten
SENSORY OVERLOAD

http://www.youtube.com/watch?v=p49epMEJEOE

Classroom Considerations

- Auditory Overload- ear plugs; muffs; music
- Lighting- natural is best; low lighting; lamps
- Structure- movement/boundaries
- Visual- neutral colors; anchor charts in one location
# Short Term Memory Test

[http://faculty.washington.edu/chudler/stm0.html](http://faculty.washington.edu/chudler/stm0.html)

<table>
<thead>
<tr>
<th>Trial #</th>
<th>The letters I remember are:.......................</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
U M
TZLD
LBFPMAUX
ZQECTBUMONRV
**How did you do?**

<table>
<thead>
<tr>
<th>Trial #</th>
<th>Total number of Letters in the Set</th>
<th>Correct Letters</th>
<th>Total number of Letters you remembered</th>
<th>% You Remembered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>UM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>TZLD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>KXCEJO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>AVCYISEH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>LBFQRPMAUX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>ZQECTBUMONRV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are common instructional practices that can improve learning outcomes and benefit all learners?
VOCABULARY INSTRUCTION

- Use Illustrations when introducing Visuals, Videos, Concrete Models
- Encourage Students to explain the term in their own words
  Peer discussions, Group discussions
- Students create a nonlinguistic representation of the term
  drawings, role playing, graphic organizers
- Provide opportunities for students to engage in activities to practice terms
  Games, Word Webbing, Analogy Charts
MITOSIS

cells

Cycle

Daughter cells

split
Concrete Models

Prophase

Metaphase

Anaphase

Telophase
VOCABULARY VISUALS

Phases, dividing, not dividing, cell cycle

grow x 2

Respiration

Energy

compact

line up

Chromosomes Separate

Nucleus Divides

after Mitosis
AUTHENTIC APPLICATION
telophase
Last phase of mitosis
Two daughter cells Split from the original cell

Frayer Model

NAME: ___________________________
DATE: _________________________
Top Right Corner: Write the word's definition
Top Left Corner: Write the word's opposite and cross it out
Lower Left Corner: Write a silly sentence that uses the definition of the word
Lower Right Corner: Draw a graphic to help you visualize the concept
In the Center: Write the word

Example:

Look Backward
Look forward
Foretelling

Dictator Napoleon
looked ahead by
gazing in a crystal ball.

Use it in a sentence:

PREDICTION
WHAT STRATEGIES DO YOU USE?

Instructions for Give-One-Get-One

1. Jot down 3 ideas.

2. Get up and find someone from another table.

3. **GIVE ONE** idea from your list to your partner. **GET ONE** for your list from your partner.

4. Move to a new partner and repeat the process.

5. If your list and your partner’s lists are identical, you must brainstorm together a need that can be added to both of your lists.

**NOTE:** Exchange no more than one need with any given partner.
TEXT STRUCTURE
ELACC6-8RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

ELACC6-8RST5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
TEXT STRUCTURE/STRATEGY INSTRUCTION

- Explicit Instruction of Text structure embedded in Content area instruction

- Teach signal words for the text pattern

- Provide students a copy of signal words

- Scaffold process of identifying signal words
  And model thinking as you read the content

- Use Graphic Organizer based on structure
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What is a text structure?

A “structure” is a building or framework.

“Text structure” refers to how a piece of text is built.
Writers use different structures to build their ideas.

Each text structure communicates ideas in a different way.
Chronological order

Authors use chronological order to explain how things happen in order.

Chronological order is also called sequence or time order.

Why might an author use chronological order to write about this frog?
Through the ages, Pennsylvania has seen many interesting events. The state was founded in 1681 by William Penn. Later, Pennsylvania was the site of important Revolutionary War battles. After that, Pennsylvania was home to new factories during the Industrial Revolution. Today, Pennsylvania continues to make history.
Looking for a Cause or Effect

Graphic Organizer: Cause and Effect

Cause

Effect

Keep an eye out for these key words!

certainly
therefore
consequently
so
this led to
as a result
because
if...then
Why Oil Spills Are Disasters

The harmful effects of oil spills become clear when the oil gets close to and reaches the shore. Oil spills can cause tremendous damage to marine life, the environment, and the economy. Countless birds, fish, and other animals can be killed as the oil reaches the areas where they hunt and live. Beaches and wetlands can become contaminated with toxic oil. Wildlife refuges that are home to rare animals can be destroyed.

Many coastal towns rely on oyster beds, fishing, and the shrimping industry for jobs. Other towns have beautiful beaches and fishing areas that attract tourists and other people for recreation. All of these important parts of the Gulf Coast’s economy can be severely damaged or even destroyed by spilled oil. The possible effect on the lives of people who live in the path of the spill is enormous. Some estimates put the damages to fishing and tourism from the Deepwater Horizon oil spill at more than $5 billion.

Rare birds such as these brown pelicans off the Louisiana coast are threatened by the oil spill.

Shrimping boats put out of work by the oil spill help with the cleanup effort.
Wrap It Up!

- 3 New things you learned about

- 2 New things you want to try out

- 1 Thing you want to find out more about
Websites:
Text Structure Resources (Literacy Leaders)
Teach Text Structure for Nonfiction (Scholastic Teacherspayteachers)
ReadWorks.org
Lesson Ideas & Sequence (AdLit.org)
20 Strategies to Teach Text Structure (ESSDACK.org)
Identify & Analyze Text Structure (Journey North)
Identifying Text Structure (West Virginia Depart of Education)

Materials:
Flash Cards (Quizlet)
Florida Center for Reading Research (FCRR):
FCRR: Text Analysis (Grades 2-3)
FCRR: Text Analysis (Grades 4-5)
FCRR: Expository Texts (Grades 2-3)
FCRR: Expository Texts (Grades 4-5)
REFERENCES

