### Content Objective

**Standards-based**

- Possible VERB stems:
  - Identify
  - Solve
  - Investigate
  - Distinguish
  - Hypothesize
  - Create
  - Select
  - Draw conclusions
  - Etc.

### Language Objective

Supports language development with Reading (R), Writing (WR), Listening (L), and Speaking (S)

- Possible VERB stems:
  - Listen for (L)
  - Retell (S, WR)
  - Define (S, WR)
  - Find the main idea (R)
  - Compare (S, WR)
  - Summarize (S, WR)
  - Rehearse (L, S)
  - Persuade (S, WR)
  - Write (WR)
  - Etc.

### Suggested Adaptations

- THINKING MAPS
- Adapted text *(complicated, lengthy sentences rewritten in smaller chunks)*
- Demonstrations
- Hands-on manipulatives
- Highlighted text
- Hi-lo readers *(high interest/ lower readability level)*
- Jigsaw text reading
- Leveled study guides
- Links to background
- Links to past learning
- Marginal notes
- Native language text
- Pictures
- Realia *(real-life objects)*
- Related literature
- Taped text
- Visuals

### METACOGNITIVE STRATEGIES

- Matching thinking and problem-solving to particular learning situations
- Clarifying purposes for learning
- Monitoring one’s own comprehension through self-questioning
- Taking corrective action if understanding fails

### COGNITIVE STRATEGIES

- Previewing a story prior to reading
- Establishing a purpose for reading
- Consciously making connections between personal experiences and what is happening in a story
- Taking notes during a lecture
- Using Thinking Maps

### SOCIAL/AFFECTIVE STRATEGIES

- Interacting with others to clarify a confusing point
- Participating in group discussions
- Participating in cooperative learning groups to solve a problem

### MNEMONICS

*Examples to help students remember how to spell challenging words:*
- **Because:** Big Elephants Can Always Understand Small Elephants
- **Necessary:** Not Every Cat Eats Sardines (Some Are Really Yummy)
- **Ocean:** Only Cats’ Eyes Are Narrow

### COMPREHENSION STRATEGIES

- Prediction
- Self-questioning
- Monitoring
- Determining importance
- Summarizing

### DIRECTED READING-THINKING ACTIVITY (DRTA)

- “with a title like... what do you think this story will be about?”
- “Let’s read to find out.”
- Revisit predictions: “Did... Happen? If not, why not?”
- “What do you think is going to happen next? What makes you think so?”
- “Where did you get that idea?”
- “What made you think that?”
- “Tell me more about that...”

### ACTIVITIES

- Contextualizing Key Vocabulary *(Read w/students; explain words)*
- Personal Dictionaries
- Word Wall
- THINKING MAPS
- Cloze Sentences
- List—Group—Label
- Word Study Books
- Vocabulary Games

### TECHNIQUES TO MAKE CONTENT CONCEPTS CLEAR

- Use gestures, body language, pictures & objects to accompany speech
- Provide model of a process task, or assignment
- Allow alternative forms for expressing their understanding
- Use multimedia and other technologies in lessons
- Provide repeated exposures to words, concepts, and skills
- Use sentence strips
- For teenagers, be succinct ...straight-forward and given one at a time

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