

## Building Background Knowledge/Accessing Prior Knowledge

*“The most important knowledge teachers need to do good work  
is a knowledge of how students are experiencing learning  
and perceiving their teacher's actions.”*




~ Dr. Steven D. Brookfield, University of St. Thomas, MN

### Co-op Team Tree Map

(Filipek/Rahim, 2007.)

#### Cooperation

(SAMPLE)

See 	Hear 	Feel 	Think
<ul style="list-style-type: none"> <li>-One person talking</li> <li>-Smiling</li> <li>-Heads together</li> <li>-Sharing supplies</li> </ul>	<ul style="list-style-type: none"> <li>-One voice speaking</li> <li>-"Thank you."</li> <li>-Whispering</li> <li>-"I don't agree..."</li> </ul>	<ul style="list-style-type: none"> <li>-Special &amp; happy</li> <li>-Worried</li> <li>-Important</li> <li>-Frustrated</li> </ul>	

#### OTHER TRAITS

**Primary:** Sharing, Friendship, Caring, Helpfulness, Honesty, Kindness, Responsibility...

**Upper Grades/Secondary:** Respect, Integrity, Tenacity, Leadership, Generosity, Courage, Perseverance, Goal Setting, Metacognition, Diversity/Tolerance, Appropriateness, Participation, Fair Play, Maturity, Honor....

#### RESOURCES

DuFour, Rick and Burnette, Becky (Summer 2002). *Pull out negativity by its roots.*

*Journal of Staff Development.*

Grobe, Cary and Bishop, Gene (Fall 2001). *School attributes and student achievement.*

*Education Analyst, New Brunswick Department of Education.*

Pasi, Raymond J. (December 2001). *A climate for achievement, Principal Leadership.*



## Building Background Knowledge/Accessing Prior Knowledge

*"How much is a picture worth? A thousand words? Nay! It's worth more if it's laminated!" ~Ana Filipek*

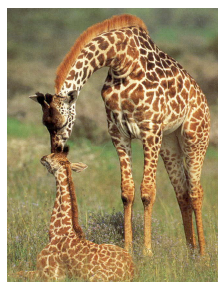
### STRATEGY: (1) Authentic Pictures

Sources: *cave dwellers*, Sesame Street™, visualization research, schema theory; Jensen, Erik (2005). *Teaching with the brain in mind*, 2<sup>nd</sup> edition, Jensen Learning. Keene, Ellin Oliver & Zimmerman, Susan, (1997). *Mosaic of thought*, p.51.

**What it is:**

photographs

**What it looks like:**



**How it helps learners:**

- Visualization
- Use L1
- Access Prior Knowledge
- Build Background Knowledge

**Resources:**

digital camera, internet, calendars, books, brochures, Nat'l Geo.(c), textbooks, magazines

**How to do it:**

- LAMINATE!
- collect
- prompts/ story starters
- resize
- sort

**Application(s)/Adaptation(s):**

- Scientific Methodology
- Characterization
- Attributes
- Vocabulary Building

**Assessment:**

Start with oral sharing  
Matching/ Sorting  
Rationale  
Abstract: inferences

**Next Step(s):**

- Realia (3D model)
- Real (i.e., video, fieldtrip)
- Writing
- Specificity of vocabulary



## Building Background Knowledge/Accessing Prior Knowledge

*"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives."*

~Clay P. Bedford

### STRATEGY:(2) Discovery Chart

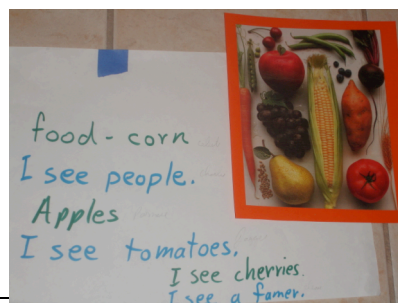
**Look! See! Notice! Observe!**

**Translate! Connect! Predict! Wonder!**

Research/Authors: Scientific Methodology, J. Moe, KWLH Research

**What it is:**  
--Scientific Method

**What it looks like:**



**How it helps learners:**  
--Visual  
--Make Connections  
--Use L1  
--Team/Partner support  
--prior and background knowledge

**Resources:**  
Authentic Picture  
Blank paper

**How to do it:**  
--Display/ gallery walk  
--put on table  
--Discuss (oral/L1)  
--Sketch/write

**Application(s)/Adaptation(s):**  
--Ask Qs"  
What do you see? Notice?  
Observe? Predict? Connect this to? What do you want to know?

**Assessment:**  
--Diagnostic tool:  
oral language,  
accuracy of concepts,  
misconceptions, syntax

**Next Step(s):**  
--add displays as unit evolves  
--ask students to add pictures



**Building Background Knowledge/Accessing Prior Knowledge**

*“All truths are easy to understand once they are discovered;  
the point is to discover them.”-- Galileo Galilei*

**STRATEGY: (3) K-W-L (+H) Chart**

Research/Authors: SRA, Scientific Methodology

**What it is:**

**Graphic organizer: columns to organize questions and ideas**

**What I know**

**What I want to know**

**What I've learned**

**(How I learned it/ How I researched or proved it)**

**What it looks like:**

K (What I Know)	W (What I Want to Know)	L (What I Learned)

**How it helps learners:**

**Distinguish fact and opinion**

**Create hypothesis**

**Proof: accept, amend, refute**

**Approbation/citation**

**Academic vocab., syntax model**

**Resources:**

**-butcher or chart paper**

**-various colored markers**

**How to do it:**

**-ask question and record ideas**

**-list/identify the person who gave idea**

**-amend statements and questions as new information comes to light**

**-continue to add, amend, and delete throughout unit**

**Application(s)/Adaptation(s):**

**--class/group**

**--teams**

**--individual**

**--connect classes**

**--assign students to**

**find/verify/clarify information**

**--list sources, including teacher presentations, peers**

**Assessment:**

**Answer\* questions**

**Look for question formation**

**Use questions as prompt, Qs**

**Next Step(s):**

**Create team/individual charts**

**Organize info into essay**



## Direct Instruction, Explicit Teaching...

*“The human brain is a meaning-maker and meaning seeker. We assign value and meaning to many everyday occurrences whether it’s on intentional or not. Meaning-making is an important human attribute that allows us to predict and cope with experiences. The more important the meaning, the greater the attention one must pay in order to influence the content of the meaning.” ~Eric Jensen*

### STRATEGY: (1) Pictorial (outline/abstract)

Research/Authors: visualization research

Fetzer, Nancy (2007). Nancy Fetzer’s literacy connection.

Harvey, Stephanie & Goudvis, Ann (2000). Strategies that work: teaching comprehension to enhance understanding, Stenhouse Publishers.

Marzano, Robert J. (2005). Building background knowledge for academic achievement: research that works, ASCD.

Sousa, David (1998). Learning manual for how the brain learns, Corwin Press.

**What it is:**

**What it looks like:**

**How it helps learners:**

**Visual:**

**Kinesthetic, Kinetic:**

**Aural:**

**Oral:**

**Disabilities/SpEd/Spec. Needs:**

**Resources:**

**How to do it:**

**Application(s)/Adaptation(s):**

**Assessment:**

**Next Step(s):**



## Direct Instruction, Explicit Teaching...

### Making the Core Curriculum Comprehensible



*“When learning something new or difficult, you naturally tend to use the learning style you prefer. It is good to know what this learning style is so that you can respond most effectively to the material being presented. Even when the material is not presented in the way you prefer, you can use your knowledge of learning styles to adjust and be flexible, no matter who your instructor is or what the topic might be.” --Dr. Carolyn Hopper, 2003*

### Why this “works”---

#### Learning Styles:

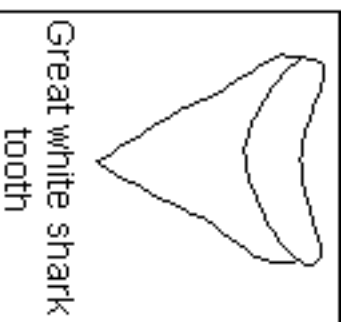
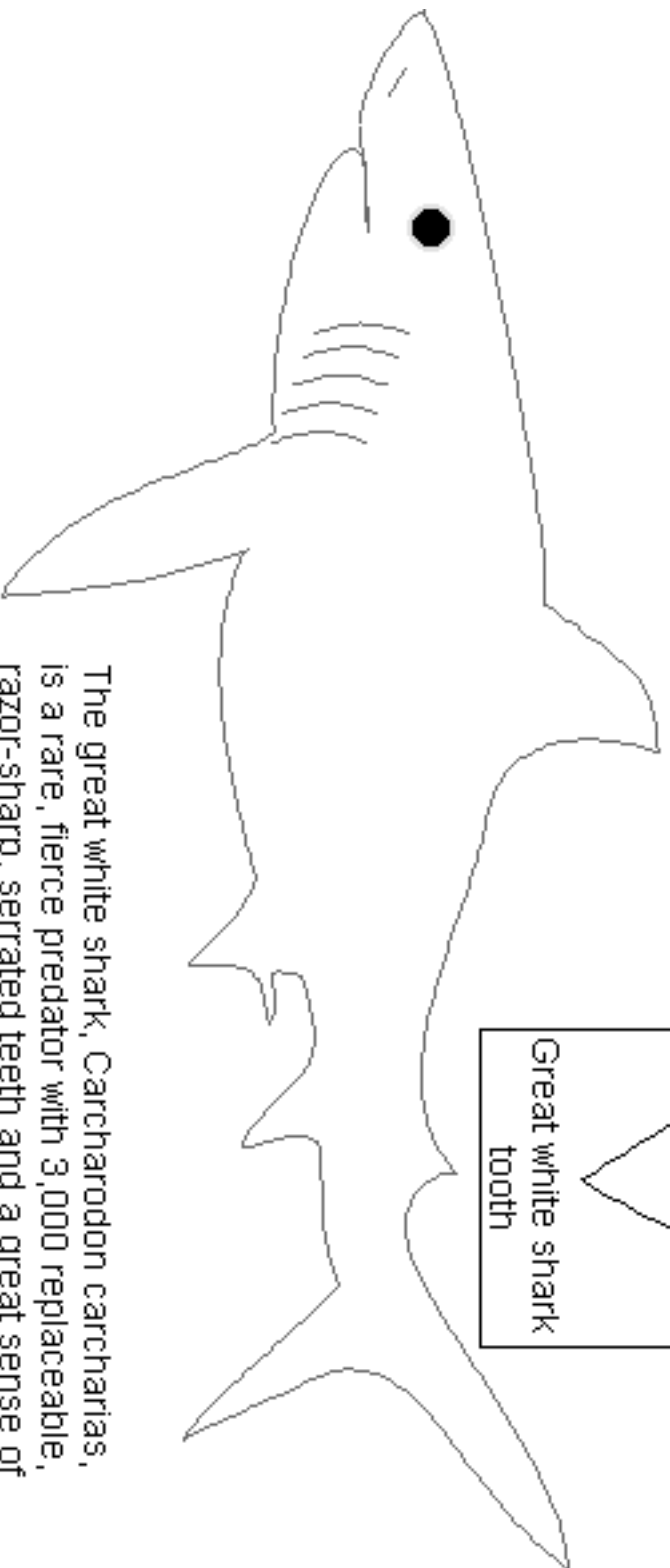
### Math: (**Right-brain learner—Left-brain subject**)

[Linear vs. Holistic Processing](#)  
[Sequential vs. Random Processing](#)  
[Symbolic vs. Concrete Processing](#)  
[Logical vs. Intuitive](#)  
[Verbal vs. Nonverbal Processing](#)  
[Reality-Based vs. Fantasy-Oriented Processing](#)

Hopper, Carolyn (2007). Practicing college study skills: strategies for success  
4th edition, Houghton Mifflin Company.

Sousa, D. R. (1995). How the brain learns. Reston, VA: NASSP.

# Great White Shark



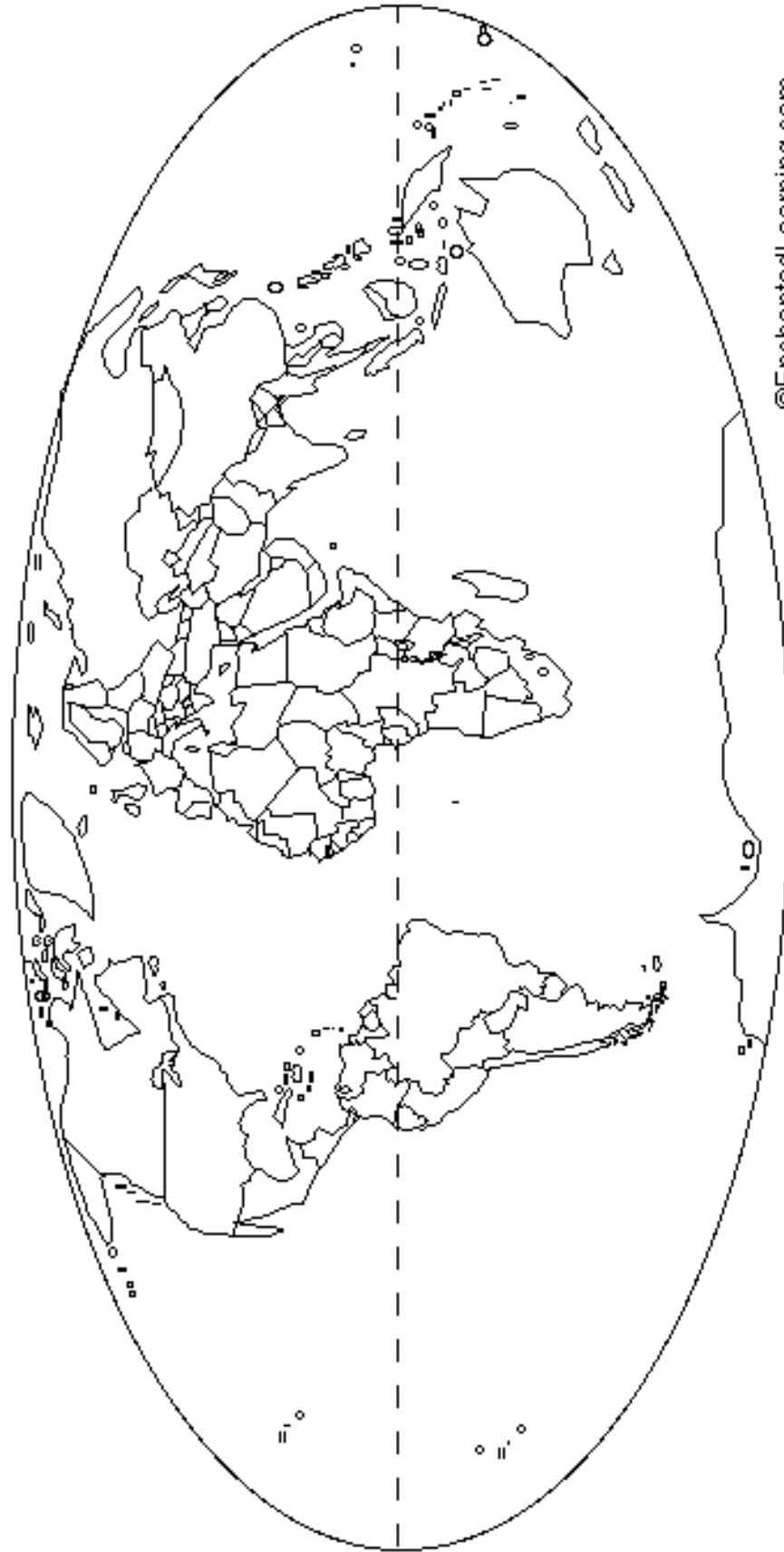
Great white shark  
tooth

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The great white shark, *Carcharodon carcharias*, is a rare, fierce predator with 3,000 replaceable, razor-sharp, serrated teeth and a great sense of smell. It grows to be up to 23 feet (7 m) long. It eats sea lions, seals, fish, otters, and small whales. Great whites are found worldwide.



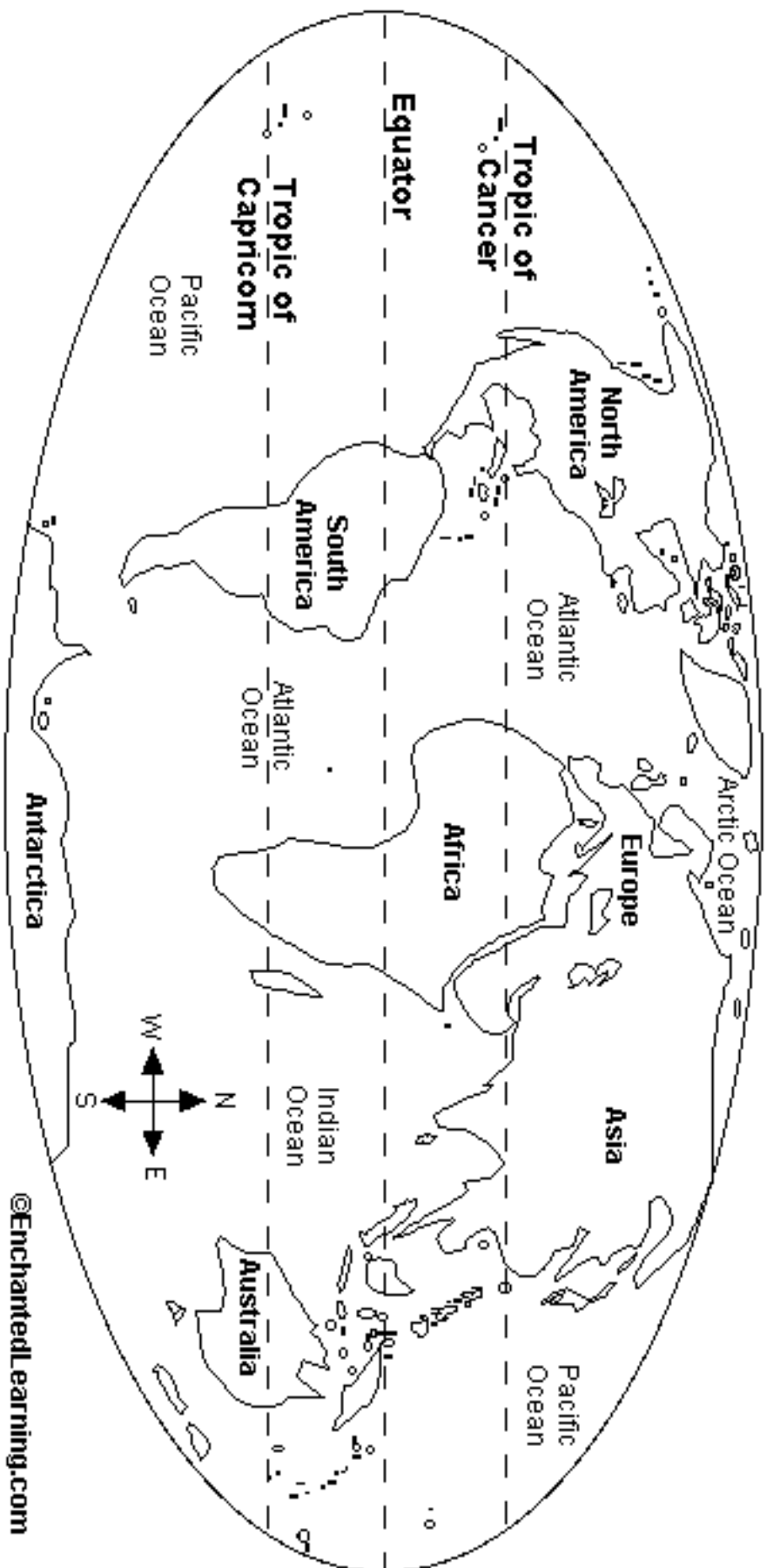
## Countries of the World



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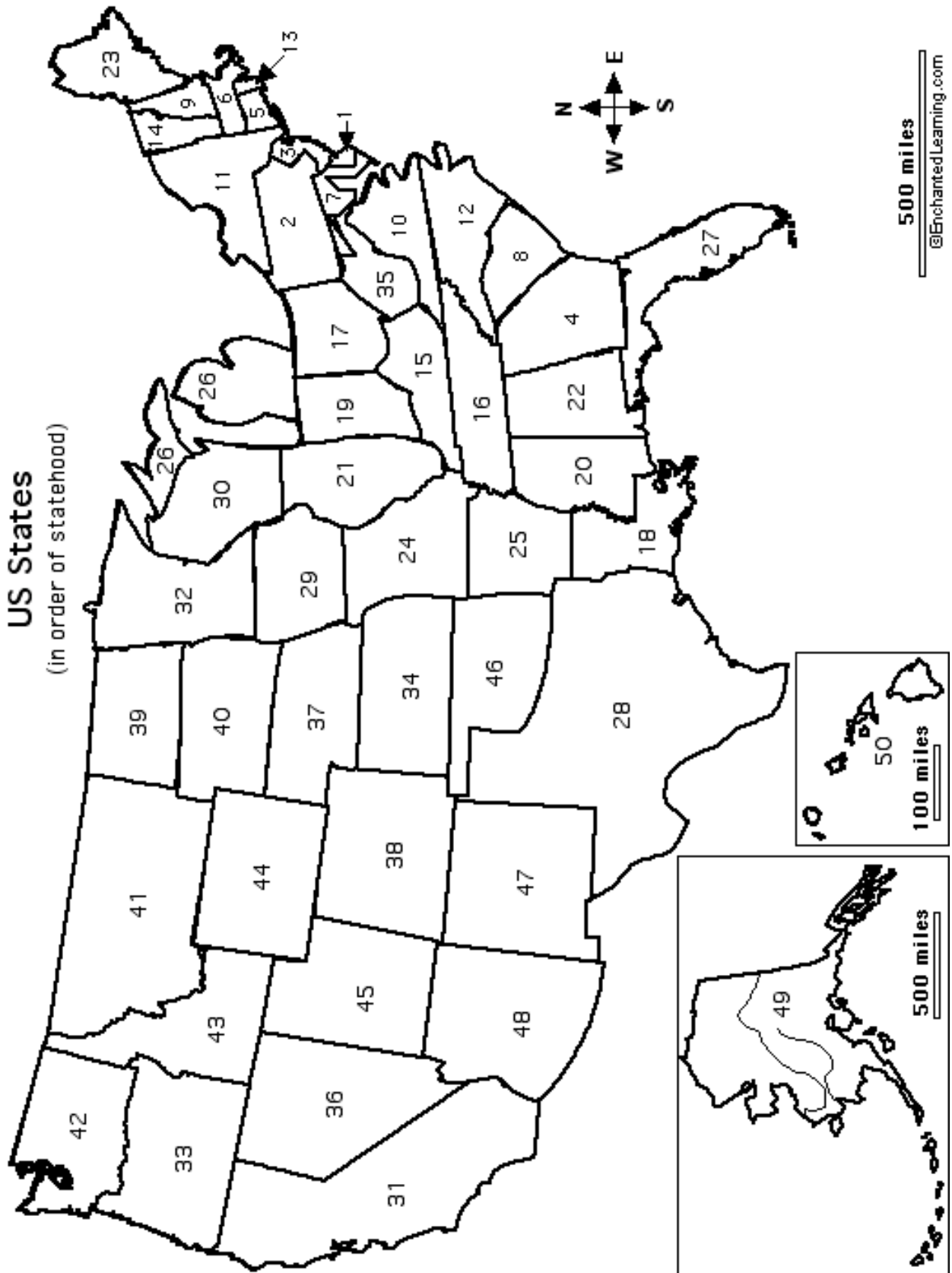
# The World



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# US States (in order of statehood)



## **Direct Instruction, Explicit Teaching...**

*"Classroom questions are often disingenuous. Some are rhetorical: "Are we ready to begin now?" Others are mere information checks-a teacher knows the answer and wants to know if students do, too. Missing from many classrooms are what might be considered true questions, either requests for new information that belongs uniquely to the person being questioned or initiations of mutual inquiry."*

~Bly, 1986; Cook-Gumperz, 1982.

### **STRATEGY: (2) Differentiated Instruction**

Research/Authors: SEE "Bloom's Taxonomy," Recursive/Corrective Teaching, TESOL, SDAIE, Cummins, Krashen, Terrell, Shefelbine, S. Hervey, R. Marzano, L. Moats, J. Chall, Cooperative Learning (Kagan,et al).

<b>What it is:</b>	<b>What it looks like:</b>
<b>How it helps learners:</b>	<b>Resources:</b>
<b>How to do it:</b>	<b>Application(s)/Adaptation(s):</b>
<b>Assessment:</b>	<b>Next Step(s):</b> -Word cards -synonyms color-code parts of speech

## Direct Instruction, Explicit Teaching...

*“Wherever a story comes from, whether it is a familiar myth or a private memory, the retelling exemplifies the making of a connection from one pattern to another: a potential translation in which narrative becomes parable and the once upon a time comes to stand for some renascent truth...Our species thinks in metaphors and learns through stories.”* ~Mary Catherine Batesman

### **STRATEGY: (3) Narrative (Flannel Board)**

Research/Authors: Trelease; Calkins; Harvey; Krashen; McCrackens; TESOL; CLAD

<b>What it is:</b>	<b>What it looks like:</b>
<b>How it helps learners:</b>	<b>Resources:</b>
<b>How to do it:</b>	<b>Application(s)/Adaptation(s):</b>
<b>Assessment:</b>	<b>Next Step(s):</b>



# Motivation

## Decoding (prior knowledge?)

### Word Recognition Strategies

**Concepts about print**

**Phonics**

**Phonemic Awareness**

### Fluency

**Sight Words**

**Automaticity.....prosody**

### **BACKGROUND KNOWLEDGE**

## Comprehension

### Academic Language

### **BACKGROUND KNOWLEDGE**

**Vocabulary**

**Syntax**

### **TEXT STRUCTURES**

### Comprehension Strategies

### **TEXT STRUCTURES**

**Comprehension**

**Monitoring**

**(Re)Organizing Text\***



\*Access the Core NOTE: Shefelbine's Matrix (2006) illustrates that "literacy" goes beyond **knowledge** (recall) and basic **comprehension** (retell, understand). His matrix implies that it incorporates Bloom's Taxonomy *in toto*, (i.e., application, analysis, synthesis, and evaluation). --AMF/2008.



# READING

*“We don't just borrow words; on occasion, English has pursued other languages down alleyways to beat them unconscious and rifle their pockets for new vocabulary.” ~Booker T. Washington*

## STRATEGY: (1) Vocabulary

Research/Authors: SRA, Shelfelbine, Moats, Chall, Fetzner, Calkins, Marzano, McCrackens; Beck, McKeown, and Kucan 2002; Cultural Responsivity: “Co-op Team Tree Map”-(Filipek/Rahim)

**What it is:****What it looks like:****How it helps learners:****Resources:****How to do it:****Application(s)/Adaptation(s):****Assessment:****Next Step(s):**

# READING

*“When I look back, I am so impressed again with the life-giving power of literature.*

*If I were a young person today, trying to gain a sense of myself in the world,*

*I would do that again by reading, just as I did when I was young.”--Maya Angelou*

## **STRATEGY: (2) Text Structures to Graphic Organizers**

Research/Authors: G. Thompkins; E. Jensen; S. Harvey; R. Marzano; N. Fetzter;  
Thinking Maps™ -D. Hyerle; Dr. John Venn (1834-1923).

**What it is:****What it looks like:****How it helps learners:****Resources:****How to do it:****Application(s)/Adaptation(s):****Assessment:****Next Step(s):**

## READING-ish

*“What is the use of a book,” thought Alice,*

*“without pictures or conversations?” ~Lewis Carroll*

### **STRATEGY: (4) Chants and Poetry: MUSIC, ORAL TRADITION**

#### **Oral Language and Practice-----→READING**

Chants, Poetry, and Claps, Reader’s Workshop and Reading Centers

Research/Authors: Margaret Wise Brown (The Important Book), Dr. Seuss (T. Geisel), School House Rocks™, Ella Jenkins, McCrackens, E. Calyle, E. Izquierdo, TESOL, J. Tinajero (U of Texas, El Paso), Filipek (1995), J. Trelease.

#### **What it is:**

--predictable rhythm  
--imbedded  
vocabulary/concepts  
--repetitive/frames

#### **What it looks like:**

#### **How it helps learners:**

--rhythm  
--“listening”  
--memory  
“Music is the universal language of mankind.”~Henry Wadsworth Longfellow, ***Outre-Mer***

#### **Resources:**

--ATC

#### **How to do it:**

--start with vocabulary and concepts

#### **Application(s)/Adaptation(s):**

#### **Assessment:**

#### **Next Step(s):**

(5) Read Aloud, Guided Reading, Leveled Reading, Reader’s Theater, Literature Circles, Primary Sources  
---“Access-orize”

# WRITING

*“Do not put statements in the negative form. And don't start sentences with a conjunction. If you reread your work, you will find on rereading that a great deal of repetition can be avoided by rereading and editing. Never use a long word when a diminutive one will do. Unqualified superlatives are the worst of all. De-accession euphemisms. If any word is improper at the end of a sentence, a linking verb is. Avoid trendy locutions that sound flaky. Last, but not least, avoid cliches like the plague.”*

~William Safire, "Great Rules of Writing"

## **STRATEGY: (1) Sentence Patterns and Parts of Speech Chart**

**SEE:** Graphic Organizers

Research/Authors: J & B McCracken; H. Noden, S. Dutro; L. Calkins; J. Cummins

<b>What it is:</b>	<b>What it looks like:</b>
<b>How it helps learners:</b>	<b>Resources:</b>
<b>How to do it:</b>	<b>Application(s)/Adaptation(s):</b>
<b>Assessment:</b>	<b>Next Step(s):</b>
	<b>Sentence Frames</b>

# WRITING

*“Think left and think right and think low and think high.  
Oh, the things you can think up if only you try!”—Dr. Seuss*

## **STRATEGY: (3) Paragraph Writing: The Writing Process with Revision and Editing Checklists**

Research/Authors: English Language Arts Standards, MLA, Standardized Testing; District and Publisher RUBRICS, L. Calkins, Adapted from K. Paley, Teacher-made/adapted, SRA, Write From teach Beginning™ (D. Hyerle), UCI Writing Project, UCLA Writing Project, Carol Booth Olson, G. Thompkins; D. Filipek, A. Filipek (2008).

**What it is:**

**What it looks like:**

**How it helps learners:**

**Resources:**

**How to do it:**

**Application(s)/Adaptation(s):**

**Assessment:**  
**(4) Writer’s Workshop/Author’s Chair**  
Research/Authors: Lucy Calkins;

**Next Step(s):**  
Response Journals, Learning Logs,  
Writing Journals, Home-School  
Connection Journals, Mini-Office  
Journals, Writer’s Workshop



**REVISION—What's on your list? (i.e., Bones, Muscle, Skin)****BONES:**

☐ **VERACITY** Are all facts true?

☐ **CHRONOLOGY** Does the order connect ideas? Does the sequence flow and guide the reader?

**MUSCLES:**

☐ **AUDIENCE/VOICE** Is the purpose of the piece clear?

(i.e., “PIE”—persuade, inform, entertain)

☐ Would someone who had never seen the G.O., text pieces, discussions and/or the pictorial abstract UNDERSTAND and VISUALIZE what is being presented?

☐ **Vocabulary:** High Level, Academic (highlight/annotate)

**Editing: Benchmarks****SKIN:**

Heading ☐ Name ☐ Date ☐ Title

☐ Paragraph form

**VARIETY:**

☐ Transitions: Do all sentence begin in the same way? Flow to next paragraph?

**COMPLEXITY:**

☐ Change sentence patterns (change parts of speech order)

☐ Compound sentences (use conjunctions)

☐ Compound subjects/predicates (use conjunctions)

☐ Capitalization ☐ Punctuation ☐ Spelling

## **Review of ELI/Processing**

### **What worked?**

### **Questions you still have**

# Summation—Next Steps

- Access the Core II (Lab)
  - Access the Core II (Coaching)
- Access the Core III (Lab)
  - Access the Core III (Coaching)



What I will try first:

What I will need:

For support, I will turn to:

Additional Information/Materials:

**[ACCESSTHE CORE.COM](http://ACCESSTHE CORE.COM)**



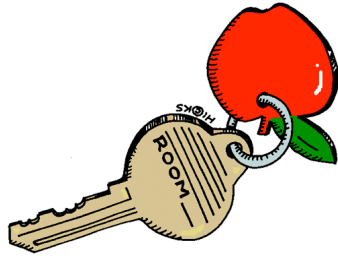
**Ana Filipek, Ph.D. /Access the Core Lead Consultant**

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**[anafilipek@gmail.com](mailto:anafilipek@gmail.com)**



# Closure



*“Fresh paint, computers, supplies are all good to have, but if we want our kids to learn more, nothing counts as much as inspired and inspiring teachers.”*



**Rita Kramer, Author of Ed School Follies**

**From Education Week, June 14, 1995**