

Curriculum Planning Tool

Reading Module 4

Building Background Knowledge for Reading Comprehension

Use this Curriculum Planning Tool to assist you in planning the best use of an Online Academy module in your courses. The Planning Tool contains four pages. Page one (below) shows the module Table of Contents. Page two provides an overview of the module's contents, including the (1) goals of the module, (2) discussion questions relevant to the module, (3) the topic title of each lesson in the module, and (4) a list of the glossary words used in the module. Page three is a course integration plan form that allows you to record where the module could fit into the courses you teach. Page four contains a breakdown of all the student tasks included in the module. There is also space on page four for you to plan where each task may fit into your course plan.

Module 4 Building Background Knowledge for Reading

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Content Overview

Reading Module 4: Building the Knowledge Base

This module discusses the importance of building background knowledge, as well as vocabulary and concept development. Specific instructional methods and tools are described for making instruction more accessible and meaningful for students with learning disabilities. This module is appropriate for teachers of all students with learning disabilities who have difficulty with vocabulary development and/or have limited background knowledge.

Goals:

1. Define world knowledge schemata and explain how it is used with regard to reading comprehension.
2. Provide an explanation as to why students with learning disabilities typically have a weak world knowledge base.
3. Explain the role of teaching devices and routines in enhancing understanding, organization, and recall of world knowledge for students with learning disabilities.
4. Give examples of the different ways to approach vocabulary development.
5. Define the important aspects of vocabulary knowledge as well as the different factors in learning new words.
6. Describe the challenge that teachers face with respect to building vocabulary for background knowledge.
7. Define 'concept' and know what it takes to understand a concept.
8. Describe effective teaching practices that enhance concept learning.
9. Explain the key elements in the understanding of concepts that will serve as important considerations for teaching concepts to students.

Discussion Questions:

1. Why is background knowledge an important area of emphasis in reading comprehension?
2. Why do students with reading disabilities have deficits in background knowledge?
3. How do the gaps in world knowledge schemata, vocabulary knowledge, and concept understanding affect students' construction of meaning from print?
4. What is the relationship among world knowledge schemata, words, and concepts?
5. What are the language connections in acquisition of background knowledge?
6. How should strategic instruction principles be applied to constructing background knowledge?
7. How should we teach world knowledge, vocabulary, and concepts to students with learning disabilities?

Glossary:

Abstract	Cue-Do-Review sequence	Inconsiderate text	Semantic feature analysis
Acronym	Cycle	Interactive analysis	Semantic map
Analogy	Declarative knowledge	Keyword device	Semantics
Antonym	Decoding	Keyword method	Simile
Attribute	Dialect	Language connection:	Strategic instruction
Background knowledge	Direct instruction	Lexicon:	Strategy
Clause:	Directional structure	Linguistics:	Student-mediated learning
Cognition	Elaborative language	Matrix:.	Subordinate
Cognitive	Experiential deficit	Matthew effects:	Subordinate Concept
Cognitive deficit	Explicit	Metacognition:	Superordinate
Comparative structure	First Letter Mnemonic Strategy	Metalinguistics:	Superordinate Concept
Concept	Figurative	Metaphor:	Syntax
Concept anchoring routine	Figurative language	Mnemonic device:	Tactic
Concept anchoring table	Flowchart	Partial concept knowledge:	Teaching device
Concept comparison routine	Fluency	Repertoire:	Teaching routine
Concept comparison table	Full concept knowledge	Pegword device	Timeline
Concept development	General knowledge	Procedural knowledge	Verbal association knowledge
Concept diagram	General vocabulary	Reading comprehension	Verbal device
Concept ladder	Gist recall	Reading disability	Verbal rehearsal
Concept mastery routine	Graphic organizer	Recall device	Visual depiction
Conditional knowledge	Hierarchy	Recall enhancement routine	Visual device
Content enhancement	Hyperbole	Reciprocal relationship	Vocabulary acquisition
Content specific knowledge (vocabulary)	Ideational scaffolding	Relationship chart	Vocabulary deficits
Coordinate concept	Idiom	Scaffolded instruction or scaffolding	Web
	Idiomatic expression	Schemata	World knowledge
			World knowledge schemata

Course Integration Plan

Course Integration: Courses in which this module would be applicable:	
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Lessons	Courses in which the lessons would be applicable:
Lesson 1 Constructing World Knowledge Schemata	
Lesson 2 Vocabulary Development	
Lesson 3 Concept Development	

Notes:

Students' Tasks

The following is a comprehensive list of every task that students are asked to complete in this module. Use this task breakdown sheet to designate where each task best fits into your course(s).

Support Level Assessment	
Support Level Directed Questions	
Lesson 1 Assessment	
Lesson 1 Activity	
Lesson 1 Directed Questions	
Lesson 2 Assessment	
Lesson 2 Activity	
Lesson 2 Directed Questions	
Lesson 3 Assessment	
Lesson 3 Activity	
Lesson 3 Directed Questions	
Practice 1	

A Curriculum Planning Tool is available for each of the 22 modules produced by the Online Academy. The modules cover three content areas: Positive Behavioral Supports, Reading, and Technology in Education. All the Curriculum Planning Tools are available online at onlineacademy.org. Instructors are free to access the tools and print multiple copies.