

Provide options for comprehension

A suggestion for implementing the strategy

'Provide access to information, support understanding' from the Guide: [Universal](#)

[Design for Learning](#)

Includes:

Overview

Activate background knowledge

Patterns and big ideas

Options for processing and generalising

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [Provide access to information, support understanding](#)

Suggestion: [Provide options for comprehension](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/universal-design-for-learning/provide-options-for-comprehension

Overview

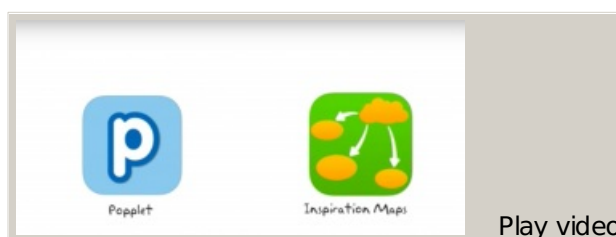
This video introduces options and supports for making connections between background knowledge and larger concepts.

Source: [SOOC \(US\)](#) Closed Captions

Source:

[SOOC \(US\)](#)

<https://www.youtube.com/watch?v=ofOJqdDbUd8>



Video hosted on Youtube <http://youtu.be/ofOJqdDbUd8>

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Activate background knowledge



Source: [Mrs. McGown's 2nd Grade Safari](#)

Source:

[Mrs. McGown's 2nd Grade Safari](#)

<http://megownsecondgradesafari.blogspot.co.nz/>

[View full image \(1.9 MB\)](#)

Use brainstorming charts to help students activate prior knowledge, engage, and make connections.

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Patterns and big ideas

Offer students a variety of tools and approaches to help them highlight patterns, critical features, big ideas, and relationships between concepts.

Support understanding by offering:

information presented in multiple ways (including songs and chants, short skits or performances, digital media)

highlighters to identify key words/phrases and text features

coloured paper or sticky notes as reminders or review of key concepts, or big ideas

graphic organisers to support organisation of new ideas

scaffolded activities (for example, cloze activities, word banks, sentence starters, prompts)

exemplar templates students can refer to

comparisons of familiar concepts to lead to new concepts

digital time management or calendar for organising assignment tasks and deadlines

text or visual prompts to scaffold students through tasks.

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Options for processing and generalising



Source: [Laurie Sullivan](#)

Source:

[Laurie Sullivan](#)

<http://www.flickr.com/photos/32561453@N05/8711384625/in/photolist-egN89D-egTTVS-egN86c-egN8kp-egTTA1-egN8tv-egN8ja-egTTPG-egTTXN-egN88e-egTTUC-egN8eX-egTTyj-egTTHQ-egN8di>

[View full image \(72 KB\)](#)

Provide students with options to visualise and make connections across contexts.

Model the use of colour, symbols, and images alongside text.

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Reflection questions

Consider these questions in your own context.

How do I help students access prior knowledge and combine this with new information (graphic organisers, maps, cross-curricular analogies, visual imagery)?

In what ways will I guide learners to distinguish between relevant and irrelevant or unimportant content (cues and prompts, multiple examples and non-examples, emphasising key elements)?

How will I ensure all learners are able to access information and ideas and create new understandings (prompts for sequence, organisation options, graduated scaffolds)?

How will I support students to remember information in order to apply learning to new situations (checklists, mnemonic strategies, concept maps)?

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Useful resources

Readwritethink

Publisher: International Literacy Association

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