

Keyword

The keyword strategy is based on linking new information to keywords that are already encoded to memory. For example, a teacher might teach a new vocabulary word by first introducing a keyword that sounds similar to the word being taught and is easily captured in a picture or drawing. The teacher then shares with students a picture to connect the word being learned to its definition. An example of an appropriate situation would be helping students to remember the definition of the old English word *carline*. A good keyword would be “car” because it is easy to represent visually and it sounds like the first part of the new vocabulary word. Since the definition of *carline* is witch, the teacher could show students a picture of a car with a witch sitting in it. When asked to recall the definition of *carline*, students engage in a four-step process:

1. Think back to the keyword (car)
2. Visualize the picture (a car)
3. Remember everything happening in the picture (the witch was in the car)
4. Produce the definition (witch)

Adapted from Scruggs & Mastropieri

Strategies for Reading Informational Text

- Turn the title into a question to answer as you read.
- Note the original source and think about the publication's typical readers.
- Survey the text by reviewing headings and any other visual aids.
- Survey the text by reading the first few paragraphs (until you think you've reached the end of the introduction) and the final paragraph or two.
- Write a brief statement about the essay's topic and the author's attitude toward the topic by filling in the blanks. (This essay is about _____, and the author seems to feel/think/believe _____ about the topic).

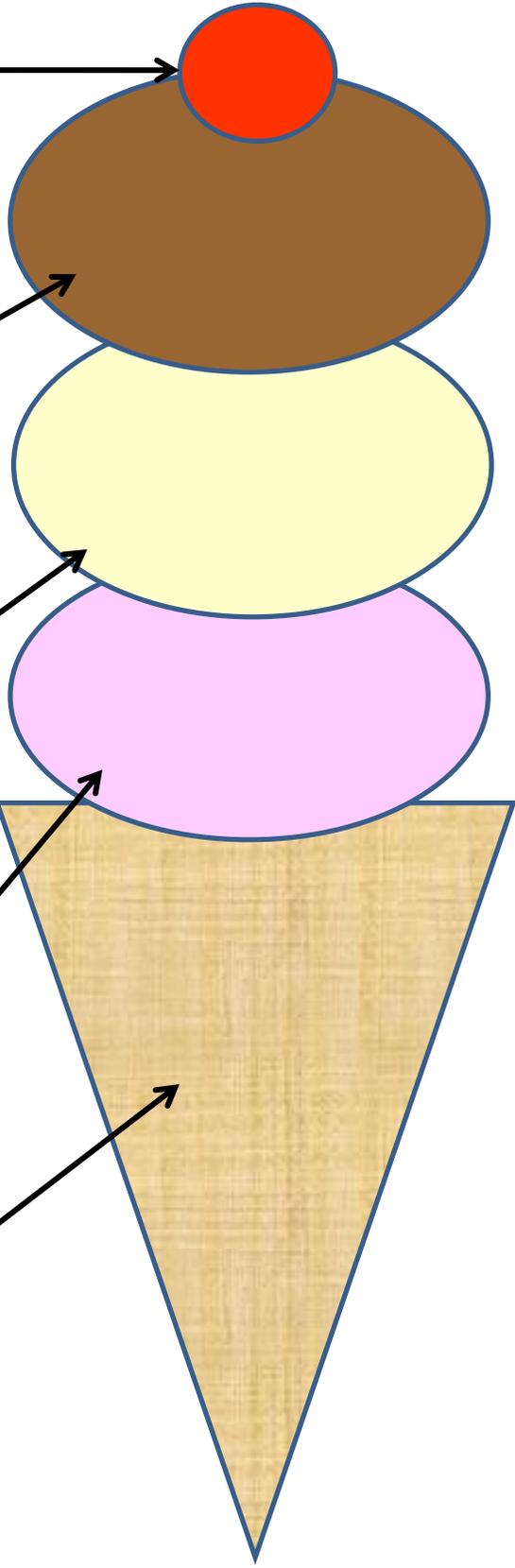
Topic Sentence:

Detail:

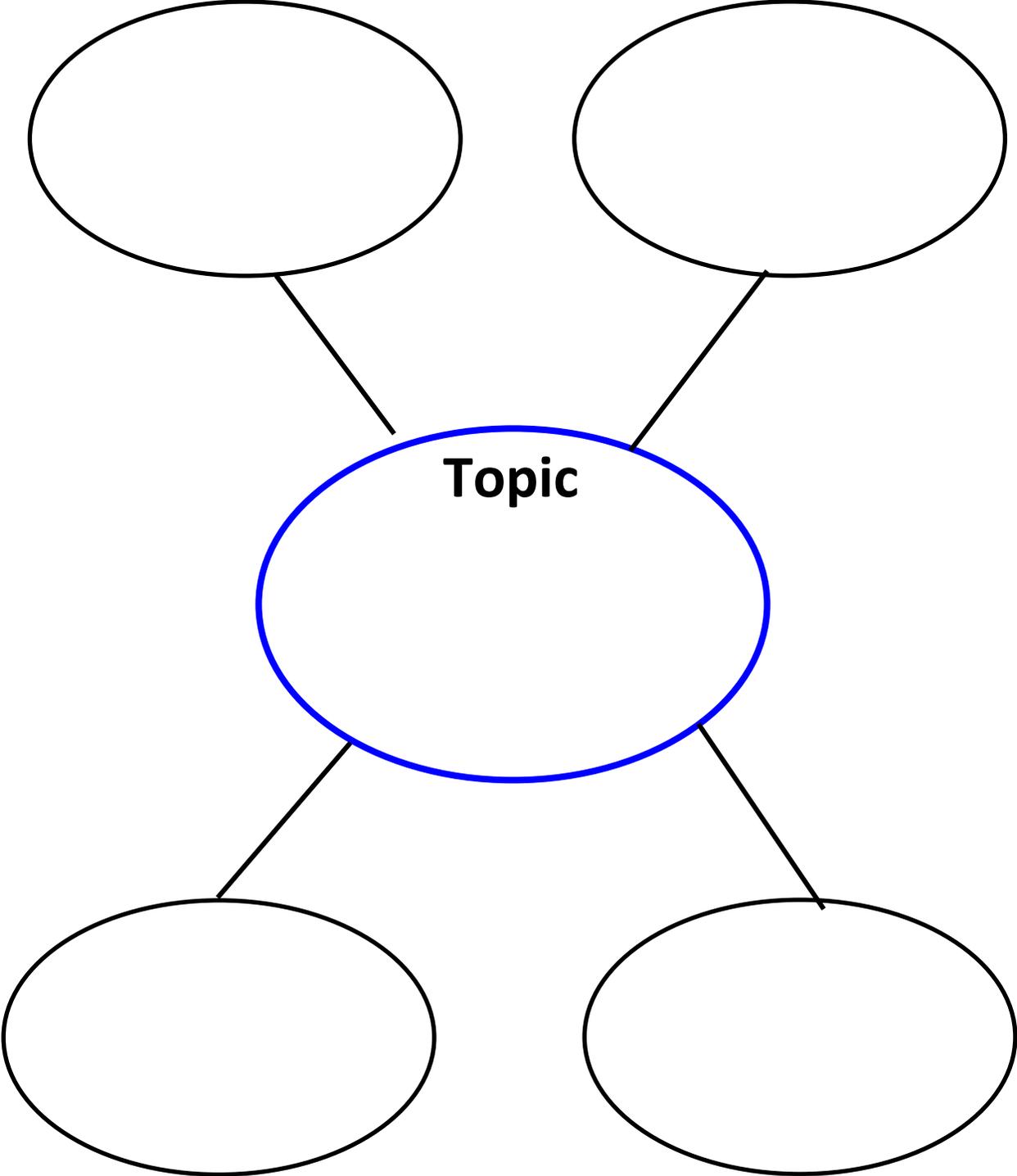
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Detail:

Concluding Sentence:



Graphic Organizer/Brainstorming Web

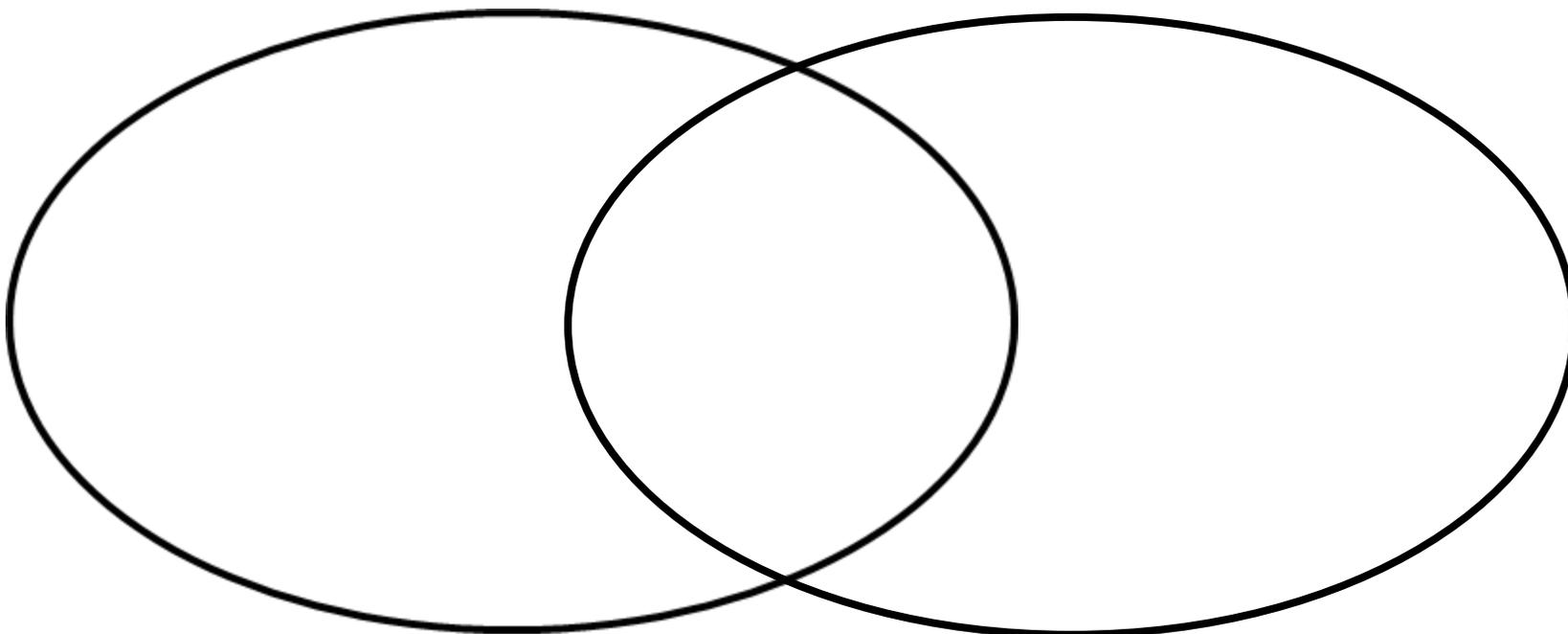


VENN DIAGRAM

Different

The Same

Different



Narrative
