### Strategies for Scaffolding and Activating Background Knowledge

**Procedures:** Use to enhance background knowledge activation in Comprehensive Reading Program.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Teacher pre-reads material for the upcoming lesson to determine background knowledge students need to maximize understanding of the text.</th>
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<td>Step 2</td>
<td>Teacher determines if comprehensive reading program provides sufficient background knowledge.</td>
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| Step 3 | **If yes,** introduce background knowledge as outlined in the comprehensive reading program. Actively engage students in this process.  
**If no,** prepare to “front load” by:  
1) teaching additional background knowledge needed to better understand the passage and/or,  
2) selecting and reading aloud a short story or passage that provides the necessary background knowledge. |
| Step 4 | If students have prior knowledge, choose a procedure to activate that knowledge:  
1) Ask students questions and engage them in a discussion to activate their background knowledge.  
2) Activate prior knowledge using a graphic organizer.  
3) Brainstorm the topics/questions that might be covered in the upcoming reading selection. |

Western Regional Reading First Technical Assistance Center