

Supporting Science Access for All Students: Using Content Enhancements to Create Pathways to the Big Ideas

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In this article, we share lessons learned from our *Accessing Science Ideas* (ASI) project that may help science teachers make “instructional shifts” as they teach a wide range of learners in their inclusive science classrooms. We describe an approach for creating a connected set of supports to make science curricula more accessible to students with LD, as well as others who struggle in middle school classrooms. We believe that science teachers might benefit from a process for translating general learning strategies into science-specific content enhancements (CEs), much like the one we designed for the ASI project, where CEs help students focus on the work of individual science activities and reason across investigations to make sense of the concepts they are studying.

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