

Strategies for Success 2014 Secondary Literacy



Meeting Florida's Standards for ELA/Literacy/Reading

12 Strategies for Literacy Success

**This resource and more is posted on the
Secondary Literacy Wikispace at**

<http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/home>

More Information Contact:
Instruction & Interventions, Department of Literacy
Michele Rivera, Director

Margaret (Peggy) Livingston, Curriculum Supervisor
David Shelly, Curriculum Supervisor

<http://www.broward.k12.fl.us/deptliteracy/>

Instruction & Interventions Department Of Literacy
2014 Strategies for Success - Secondary Literacy Tool Kit
Supplemental Resources for High Quality Instruction (HQI) & ELOs

RESOURCE	Level	LOCATION
12 Literacy Strategies for Success		
2014 Literacy Strategies for Success (Complete Document, PDF)	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/home Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 1: Sources of Passages to Align with FCAT & CCR	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+1 Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 2: How to Facilitate and Model Close Reading Strategy	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+2 Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 3: How to Create Text Dependent Questions	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+3 Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 4: Why, How and Which Questions	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+4 Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 5: Modeling Moderate & High Complexity FCAT Style Questions	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+5 Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 6: Adding Rigor to Questions with Webb's Depth of Knowledge	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+6 Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 7: Key Literary/Academic Terms to Know From the FCAT Reading Glossary	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+7 Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 8: Drawing Evidence From Texts – Text-Based Writing	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+8 Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 9: Drawing Evidence From Texts – Text-Based Discussions	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+9 Also posted in Secondary Reading CAB Conference > FCAT folder
Strategies for Success # 10: Building Independence in Reading – Teaching Students “Fix-Up” Strategies	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+10 Also posted in Secondary Reading CAB Conference > FCAT folder

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Strategies for Success # 11: Building Academic Vocabulary – It’s More Than Context Clues	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/Strategy+11 Also posted in Secondary Reading CAB Conference > FCAT folder
FCAT 2 Question Task Cards (Updated 2012)	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/FCAT+2.0 Secondary Reading CAB Conference > FCAT folder
CCSSO The Adolescent Literacy Toolkit: Content Literacy Guide	MS/HS	Posted in Secondary Reading CAB Conference > FCAT folder and http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/The+Literacy+Coach
Document Based Questions (DBQs)	MS/HS	See Social Studies Department chair or contact Dr. Louise Ball, Curriculum Supervisor Social Studies
Informational Texts/Articles for Application of FCAT Reading/Literacy Strategies		
Articles of the Week	HS	Secondary Reading CAB Conference > FCAT folder Secondary Reading CAB Conference > High School Reading > Articles/Week
Articles of the Week, no questions, not leveled	MS/HS	Secondary Reading CAB Conference, FCAT folder
PWImpact Articles written at different Lexile Levels	MS	BrowardTeengagement.com (BCPS only. See reading coach for password.) http://browardschools.teengagement.com
PWImpact (sample units not in print books)	MS	Secondary Reading CAB Conference > FCAT folder
Comprehension Instructional Sequence (CIS) Lessons aligned to PWImpact	MS	Secondary Reading CAB Conference > FCAT folder > CIS Lessons 6-8
Comprehension Instructional Sequence (CIS) Lessons for High Schools	HS	Secondary Reading CAB Conference > FCAT folder > CIS Lessons 9-12
Edge NGSSS Benchmark Assessments	HS	Secondary Reading CAB Conference > High School Reading > Edge
Edge FCAT Connections Lessons (Edge A/B and C)	HS	Secondary Reading CAB Conference > High School Reading > Edge
FAIR Scaffolded Discussion Templates	MS/HS	Secondary Reading CAB Conference, FCAT folder More information at http://www.fcrr.org/pmrn/opm.asp
District Databases – Including Opposing	MS/HS	http://beep.browardschools.com/ssPortal/Students/research.htm

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Viewpoints, More		
Find a Book (based on Lexile Level)	MS/HS	http://www.lexile.com/fab/fl/
USF's Lit 2 Go		http://etc.usf.edu/lit2go/
Florida DOE FCAT Resources		
Current FL DOE FCAT 2014 Information	MS/HS	http://fcat.fldoe.org/fcat2/ Also posted in Secondary Reading CAB Conference > FCAT folder
Instructional Framework of Literacy Strategies and Resources Aligned to Data (w direct links to benchmarks in CPALMS)	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/FCAT+2.0
CPALMS	MS/HS	http://www.cpalms.org/Public/
Florida Achieves Portal to Florida Focus & FCAT Explorer	MS/HS	http://www.florida-achieves.com
FCAT Released and Sample Tests	MS/HS	http://fcat.fldoe.org/fcat2/fcatitem.asp Also posted http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/FCAT+2.0
Reading Achievement Level Descriptions – What should a student at Level 1,2,3,4,5 know and be able to do at each grade level?	MS/HS	http://fcat.fldoe.org/fcat2/alds.asp Also posted http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/FCAT+2.0
FCAT 2.0 2014 Test Design Summary	MS/HS	http://fcat.fldoe.org/pdf/designsummary.pdf
FCAT Content Focus Reports	MS/HS	http://fcat.fldoe.org/fcat2/contentfocus20.asp
FCAT 2.0 Item Specifications (Revised November 2012 for FCAT 2.0)	MS/HS	Secondary Reading CAB Conference, FCAT folder http://fcat.fldoe.org/fcat2/itemspecs.asp
Pearson ePAT	MS/HS	Electronic Practice Tests for FCAT http://www.pearsonaccess.com/cs/Satellite?c=Page&childpagename=Florida%2FfIPALPLLayout&cid=1205461226846&pagenam=fIPALPWrapper#
USF FCAT Express	MS/HS	University of South Florida: http://fcit.usf.edu/fcat8r/default.htm (Grade 8) http://fcit.usf.edu/fcat10r/default.htm (Grade 10)
FCAT 2.0 Writing		

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FCAT 2.0 Holistic Scoring Rubrics	MS/HS	http://fcat.fldoe.org/rubrcpag.asp
FCAT 2.0 Writing Calibration Guides	MS/HS	http://fcat.fldoe.org/fcat2/wcsg.asp
FCAT 2.0 Writing FAQs	MS/HS	http://fcat.fldoe.org/fcat2/pdf/13fcat2writing.pdf
FCAT 2012 and 2013 Archive of Resources	MS/HS	Secondary Reading CAB Conference > FCAT folder
2014 FCAT Writing Strategies for Success & District training (MS)	MS/HS	http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/FCAT+2.0+Writing
2013 FCAT Writing Strategies for Success & District training	MS/HS	Secondary Reading CAB Conference > FCAT folder Secondary Literacy Wiki: http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/home
Mentor Texts & Writing	MS/HS	<i>Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts</i> , by Kelly Gallagher
SpringBoard Strategies		http://browardsecondaryliteracycoaches.pds-hrd.wikispaces.net/English+Language+Arts

Strategy # 1: Make Complex Texts Central To Instruction

Make the close reading of complex texts central to instruction—rather than ancillary—and focus on grade-level, complex, literary and informational texts that demand close reading and re-reading for understanding. Draw from the released texts/passages from prior FCATs, the Articles of the Week, and content related texts.

Close reading is a finely detailed, specific examination of a text in order to find the focus or design of the work, either in its entirety, in the case of a short poem, or a portion of a text, as in the case of a selected passage. The purpose of close reading is to help students:

- Understand the purpose the text
- See the ideas in a text as being interconnected
- Look for and understand meaning
- Engage in a text while reading
- Go beyond “surface” reading
- Ask and answer their own questions while reading

Types of texts/passages:

- Fiction/Literary Texts: Short Stories; Poetry; Historical Fiction; Fables; Folk Tales, Tall Tales; Legends; Myths; Fantasy; Drama; Excerpts from longer works.
- Nonfiction: Biographical and Autobiographical Sketches; Diaries, Memoirs, Journals, Letters; Essays (Personal and Classical Narratives); Critiques.
- Primary Sources/Nonfiction: Historical Documents (e.g., Bill of Rights); Essays (e.g., Informational, Persuasive, Analytical, Historical, Scientific); Letters, Journals, Diaries.
- Secondary Sources/Nonfiction: Magazine and Newspaper Articles; Editorials; Encyclopedia Articles.
- Functional Materials: Consumer Documents (e.g., Warranties, Manuals, Contracts, Applications); Embedded in Text (e.g., Tables, Charts, Maps, Graphs, Illustrations, Photographs, Captions, Text Boxes); How-To Articles; Brochures, Fliers; Schedules; Website Pages.

Lengths of texts/passages:

- 9th Grade FCAT 2.0: 300-1400 words, average length: 900 words

Grade	Number of Words per Passage	
	Range	Average
3	100–700	500
4	100–900	500
5	200–1000	600
6	200–1100	700
7	300–1100	700
8	300–1200	700
9	300–1400	900
10	300–1500	1000

- 10th Grade FCAT 2.0/ FCAT 2.0 Retakes: 300-1400 words, average length: 1000 words
- FCAT 1.0 Retakes: 300-1700 Words, average length: 900 words

Sources of texts/passages:

- Databases in the BEEP Student Portal (Gale Info/Trac, World Book, etc.)
- Released passages from prior FCATs with answer keys.
- Articles of the Week (Kelly Gallagher)
- Content related literary fiction and informational texts
- Lit2Go The University of South Florida's Lit2Go database has many public domain resources on Florida history. Click on the link to Florida. MPG and print versions of the works are available. Note some links have not been updated, but many are active and this resource is worth a search. Access at <http://etc.usf.edu/lit2go/>
- Project Gutenberg provides access to thousands of public domain works. Access at http://www.gutenberg.org/wiki/Main_Page

Source: FL Department of Education, *FCAT 2.0 Reading Test Item Specifications* (2010-12)

Strategy # 2:

Model Close Reading of Complex Texts

Model how to read complex texts closely to determine:

- a) what the text says explicitly
- b) make logical inferences from it, and
- c) cite the specific textual evidence in writing and speaking to support conclusions drawn from the text.

Step 1:

Determine what the text says explicitly and make logical inferences from it. Cite specific textual evidence (in writing or speaking) to support conclusions drawn from the text.

Step 2:

Determine central ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.

Step 3:

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Step 4:

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Step 5:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Step 6:

Assess how point of view or purpose shapes the content and style of a text.

Step 7:

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Step 8:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Source: Just Read, Florida, Monthly Conference Call Resources, 2010-11

Strategy # 3: Ask Text-Dependent Questions

A Guide to Creating Text Dependent Questions for Close Analytic Reading

Text Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions.

As the name suggests, a text dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln’s “Gettysburg Address,” the following would not be text dependent questions:

- *Why did the North fight the civil war?*
- *Have you ever been to a funeral or gravesite?*
- *Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the “Gettysburg Address.”

Good text dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words

- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax,

particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

Source: *Achieve the Core: Steal These Tools!* <http://www.achievethecore.org/steal-these-tools/>

Strategy # 4: Ask Why, How, and Which Questions

Simple to ask, require complex thinking to answer.

Why?

- Why do things happen the way they do?
- Why questions require students to analyze, problem solve, determine cause and effect.
- Why is X an example of Y? (Ex: Why is photosynthesis an example of endothermic reaction?)

Rather than asking students to supply the factual recall, this kind of why question gives the students the fact and asks them to explain it.

How?

- How does this work?
- How can things be made better?

How questions require students to synthesize different information.

Which?

- Which is best?

Which questions require students to make thoughtful decisions and to make choices based on evidence.

Source: *Just Read, Florida!*, Comprehension Instructional Sequence workshops (2010-12)

Strategy # 5:

Model Moderate and High Complexity Questions Based on FCAT 2.0 Question Stems

Use the moderate and high complexity questions from the 2010 FCAT 2.0 Item Specifications as question stems for classroom discussion, guided literacy learning activities, and independent practice.

FCAT 2.0 includes questions of varying Cognitive Complexity including low, moderate, and high complexity items. Provide students with opportunities for guided and independent practice completing learning tasks around questions of moderate and high cognitive complexities. Moderate and high complexity items are weighted more than low complexity items, and students who can answer these questions will earn higher developmental scale scores on the FCAT. Use the FCAT Reading 2.0 Item Specifications, Questions Stems, and Task Cards as guides for writing your own questions.

Low complexity: (10-20% of points on FCAT 2.0)

“Just read the lines”

- More than 70% of students are likely to respond correctly.
- Requires one step: demonstrate simple skills or abilities
- Signal words: *Recall, observe, question, or represent basic facts*

Examples of question stems for low complexity tasks:

- *Identify the correct meanings of grade level words*
- *Locate details in a text, graph, chart, or diagram*
- *Recognize the correct order of events in a text*
- *Identify figurative language in a text*

Moderate complexity: (45-65%) of points on FCAT 2.0)

“Read between the lines”

- Between 40% and 70% of students are likely to respond correctly
- Requires two steps: comprehend and then process the text
- Signal words: *Summarize, infer, classify, gather, organize, compare, display; explain, describe or interpret*
- Make simple inferences within the text

Examples of question stems for moderate complexity tasks:

- *Analyze word structure to determine the meaning of unfamiliar words*
- *Interpret the information found in text features*
- *Draw conclusions and make inferences from text*
- *Recognize text structure and patterns of organization*

High complexity: (25-35%) of points on FCAT 2.0

“Read beyond the lines.”

- Fewer than 40% of students are likely to respond correctly
- Requires multiple steps: involving abstract reasoning and planning. Requires students to synthesize details across the two texts and then generalize beyond the texts.
- Makes heavy demands on student thinking
- *Explain, generalize, make multiple connections*
- May involve identifying theme and implicit main ideas
- Make complex inferences or complex analyses within and across texts
- Take information from one portion of text and apply information to a new task.

Examples of question stems for high complexity tasks:

- Analyze the use of figurative language in text
- Evaluate strong versus weak arguments
- Describe and illustrate how common themes are found across texts
- Determine the validity and reliability of information within/across texts
- Identify and analyze the meaning of affixes and words and phrases with Greek/Latin derivations.

Source: FL Department of Education, *FCAT 2.0 Reading Test Item Specifications (2010-12)*

Strategy # 6:

Add Rigor to Instruction with Webb's Depth of Knowledge

Apply Webb's Depth of Knowledge to planning and implementing instructional tasks. 80-90% of the questions on FCAT 2.0 are moderate to high complexity, and the majority of instructional time should be dedicated to promoting moderate to high levels of complex, higher order thinking tasks.

Webb's Depth of Knowledge (DOK) is a classification scheme that identifies four ways that students interact cognitively with content.

DOK LEVEL 1 – RECALL OR SIMPLE REPRODUCTION OF INFORMATION

- Requires one step to solve: Recall, observe, question, or represent basic facts.
- Demonstrate simple skills or abilities.
- Require only basic understanding of text.
- Require verbatim recall from text or simple understanding of a single word or phrase.

Examples of FCAT question stems for Webb's DOK Level 1:

- Identify the correct meanings of grade level appropriate words.
- Locate details in text.
- Locate details on a graph, chart, or diagram.
- Recognize the correct order of events in a text.
- Identify the figurative language in a text.

FCAT released Item reflecting Webb's DOK Level 1:

In the author's opinion, who is the most important swing musician of all time?

- A. Glenn Miller
- B. Duke Ellington
- C. Benny Goodman
- D. Louis Armstrong

DOK LEVEL 2 – SKILLS AND CONCEPTS; COMPREHENSION AND PROCESSING TEXT

- Requires two steps: Comprehension and the subsequent processing of text.
- Students must make simple inferences within the text.
- Students might be asked to *summarize, infer, classify, gather, organize, compare, display, explain describe, and/or interpret.*

Examples of FCAT question stems for Webb's DOK Level 2:

- Use context clues to identify the meanings of unfamiliar words.
- Determine how details support the main idea.
- Interpret information found in text features (e.g. charts, graphs, diagrams, subheadings, etc.)
- Identify cause-and-effect relationships.
- Determine the author's main purpose or perspective.
- Identifies similarities and differences.
- Recognize elements of plot.
- Demonstrate an understanding of plot development.
- Recognize text structures/patterns of organization in a text.
- Recognize summary statements pertaining to a text.
- Compare word meanings.
- Identify the main idea.
- Draw conclusions and make inferences
- Determine the correct meanings of words with multiple meanings in context

FCAT released Item reflecting Webb's DOK Level 2:

Which statement best expresses the main idea of this article?

- A. Art forms are fads that are enjoyed temporarily.
- B. Personal preferences influence musical appreciation.
- C. *The value of music lies in how it enhances human life.*
- D. The success of an artist is measured by future generations.

DOK LEVEL 3 – STRATEGIC THINKING, PREDICTION, ELABORATION

- Makes heavy demands on student thinking
- Students explain, generalize, and/or make multiple connections
- Requires several steps involving abstract reasoning and planning
- May involve identifying theme or the implicit main idea
- Make inferences within or across texts
- Take information from one text and apply the information to a new task
- Perform complex analyses of connections between texts

Examples of FCAT question stems for Webb's DOK Level 3:

- Analyze the use of figurative language in a text.
- Show how text features (e.g. charts, graphs, diagrams, subheadings) contribute to a text.
- Determine an author's purpose, perspective or bias and describe how it affects the text.
- Evaluate strong vs. weak arguments in a text.

- Analyze similarities and differences.

FCAT released Item reflecting Webb’s DOK Level 3

According to the passage, the client’s most notable quality is his

- A. Desire for a peaceful vacation.
- B. Enthusiasm for a new experience
- C. Admiration for nature’s array of colors.
- D. *Appreciation for life’s simple pleasures.*

DOK LEVEL 4 – EXTENDED REASONING AND COMPLEX ANALYSES

- Requires high cognitive demands
- Students are expected to make connections, relate ideas within the content or among content areas, and select or devise one approach among many alternatives on how the situation can be resolved.
- Due to the complexity of cognitive demand, DOK 4 may be performance based items that require an extended period of time to complete, and therefore, items at this level of complexity are not assessed by FCAT.

WEBB’S DOK IS NOT ABOUT VERBS:

Words like “explain” or “analyze” have to be considered in context. “*Explain where you live*” does not raise the depth of knowledge needed to respond. Even if the student has to use addresses or landmarks, the student is only recalling and reciting (DOK1).

- *Describe three characteristics of metamorphic rocks.*(DOK 1 - Requires simple recall.)
- *Describe the difference between metamorphic and igneous rocks.* (DOK 2 - Requires cognitive processing to determine the differences in the two rock types.)
- *Describe a model that you might use to represent the relationships that exist within the rock cycle.* (DOK 3 - Requires deep understanding of rock cycle and a determination of how best to represent it.)

WEBB’S DOK IS NOT THE SAME AS LEVEL OF DIFFICULTY:

Difficulty is a reference to how many students answer a question correctly. Questions can be low complexity and high difficulty.

“The word “exaggerate?” in this sentence means...”

DOK 1 - Requires simple recall. If most students know the definition, this question is an easy question.

“The word “prescient” in this sentence means...”

DOK 1 – Also requires simple recall. If most students do not know the definition, this question is a “difficult” question.

WEBB’S DOK IS ABOUT INTENDED OUTCOMES:

What are the mental processes that must occur to answer a question, perform a task, or generate a product? For example, adding is a mental process. Knowing the rule for adding is the intended outcome that influences the DOK. Once someone learns the “rule” of how to add, $4 + 4$ is DOK 1 (recall) and is also easy. Adding $4,678,895 + 9,578,885$ is also DOK 1 (recall) but may be more difficult.

EXTENDING THE LENGTH OF AN ACTIVITY ALONE DOES NOT NECESSARILY CREATE RIGOR:

Task	Complexity Level
Collecting data samples over several months.	DOK 1 Recall
Organizing data on a chart.	DOK 2 Skills/Concepts
Using the chart to make and justify predictions.	DOK 3 Strategic Thinking
Developing a generalized model from the data and applying it to new situations.	DOK 4 Extended Thinking

WHEN WRITING QUESTIONS KEEP IN MIND:

- Longer selections should be substantial enough to support 10-20 items.
- No single selection is appropriate for assessing ALL benchmarks.
- It takes two or more texts that are related in theme or topic to assess certain benchmarks.
- Selections can be paired for better benchmark coverage.
- A difficult selection can generate easy items.
- An easy selection can generate difficult items.
- Clearly state problems or questions.
- Include clear and well-defined terms.
- Avoid the use of negative statements whenever possible.

Strategy # 7:

Know the Key Terms in the FCAT Reading Item Specifications Glossary

Teach students the key terms in the Reading Item Specifications Glossary. Provide explicit and systematic instruction for students to generate text-validated responses to text answering questions addressed by the terms and using the terms in discussion and written responses to questions.

REPORTING CATEGORY 1: VOCABULARY

Benchmark LA.910.1.6.3:

The student will use context clues to determine the meanings of unfamiliar words.

- *Context clues:* Words assessed should be unfamiliar to most students and may be two grade levels above the assessed grade

Benchmark LA.910.1.6.8:

The student will identify advanced word/phrase relationships and their meanings.

- *Analyze words/text:*
- *Word relationships:* Synonyms, antonyms, homonyms and homophones; analogies will not be assessed.

Benchmark LA.910.1.6.9:

The student will determine the correct meaning of words with multiple meanings in context.

- *Multiple meanings:* words may be assessed with words below, at, or two levels above the assessed grade

Benchmark LA.910.1.6.7:

The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.

- *Word Structure:* Prefixes, suffixes, and root words
- *Analyze Words/Phrases Derived from Greek, Latin, and Other Languages*

Benchmark LA.910.1.6.11:

The student will identify the meaning of words and phrases from other languages commonly used by writers on English (e.g. ad hoc, post facto, RSVP)

- *Words and phrases from other languages*

REPORTING CATEGORY 2: READING APPLICATION

Benchmark LA.910.1.7.2:

The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning.

- *Author's Purpose:* Identifiable author's purpose for writing, including, but not limited to, persuading, entertaining, conveying a particular tone or mood, informing, or expressing an opinion.
- *Author's perspective:*
- *Author's bias:*

Benchmark LA. 910.1.7.3:

The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

- *Main idea (stated or implied)*
- *Summary statement*
- *Relevant details*
- *Conclusions/Inferences*
- *Predictions*

Benchmark LA.910.1.7.4:

The student will identify cause-and-effect relationships in text.

- *Cause/effect:* Texts contain identifiable causal relationships embedded in the text and/or contain sufficient facts and details to assist students in discerning implied causal relationships (within/across texts)

Benchmark LA.910.1.7.5:

The student will analyze a variety of text structures (e.g., comparison/ contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text.

- *Text Features/Organizational Patterns:* Comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description

Benchmark LA.910.1.7.7:

The student will compare and contrast elements in multiple texts.

- *Compare:* Similarities (within/across texts)
- *Contrast:* Differences (within/across texts)

- Grade-level appropriate texts should include elements that can be compared or contrasted and may include, but are not limited to, *character, setting, descriptive language, subject, author’s purpose, author’s perspective, main idea, themes, and topics*. Similarities and differences should not be assessed together

REPORTING CATEGORY 3: LITERARY ANALYSIS

Benchmark LA.910.2.1.5:

The student will analyze and develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot) and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

- *Theme:*
- *Character Development* (e.g., protagonist/antagonist)
- *Character Point of View*
- *Setting*
- *Plot Development:* foreshadowing, flashback, theme, setting)
- *Conflict:* internal or external)
- *Resolution:*

Benchmark LA.910.2.1.7:

The student will analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

- *Descriptive Language:* tone, irony, mood, imagery, alliteration, onomatopoeia, allusion, satire)
- *Figurative Language:* simile, metaphor, symbolism, personification, hyperbole, imagery, pun)

REPORTING CATEGORY 4: INFORMATION AND MEDIA LITERACY

Benchmark LA.910.6.1.1:

The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding.

- *Text Features* (Titles, subtitles, headings, subheadings, sections, charts, tables, graphs, illustrations, maps, diagrams, captions, stanzas, italicized/bold text, text boxes, bulleted or numbered lists, timelines, schedules, advertisements, sidebars, photographs, labels, legends, keys, captions)

Benchmark LA.910.2.2.1: (moved from Reporting Category 2 for 2013 FCAT 2.0 Reading)

The student will analyze and evaluate information from text features (e.g. transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).

- *Text Features* (e.g., titles, subtitles, headings, subheadings, sections, charts, tables, graphs, illustrations, maps, diagrams, captions, stanzas, italicized/bold text, text boxes)

Benchmark LA.910.6.2.2:

The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly using standardized citations.

- *Synthesize* - Identify relationships among two or more ideas; combine or put together information from two or more sources, including information under pictures and on maps and charts, combining information to draw conclusions; compare how information is presented similarly or contrast how information is presented differently from that found in another text
- *Analyze* Examine parts to understand how they work together, to create meaning as a whole. Analysis includes to compare, to contrast, to deduce, or to categorize.
- *Evaluate*: to formulate opinions about what is read. Through this process, readers develop their own ideas about characters and events.
- *Validity*: Correctness or soundness of text
- *Reliability*: Dependability, correctness or soundness of text
- *Functional texts*: Websites, consumer documents, how-to articles, brochures, fliers, real world documents

Source: FL Department of Education, FCAT 2.0 Reading Item Specifications (2010-12)

Strategy # 8:

Text-Based Writing: Draw Evidence from Text, Well-Defended Claims, Logical Inferences and Analysis

Engage students in text-based writing. Give students daily writing activities in which they must draw evidence from texts, support logical inferences, and present careful analyses, well-defended claims, and clear information.

The Carnegie Corporation published a report in 2010 entitled, *Writing to Read: Evidence How Writing Can Improve Reading*. The core of the research focused on four writing practices that have demonstrated significant improvement of students' reading achievement:

- Have students write extensive responses to a text: including personal reactions as well as analyzing and interpreting the text.
- Have students write summaries of a text: including writing synopses, completing outlines or graphic organizers that were subsequently converted to summaries.
- Have students write notes about a text: including unstructured directives for note-taking and formal note-taking using outlines or columned notes, or concept maps.
- Have students answer questions about a text in writing or create and answer written questions about a text: especially when students have to verify answers from the text (Text-Dependent Questions).

Students who have difficulty and/or don't like reading often have difficulty and/or don't enjoy writing. Students must make connections between the reading of the text and writing about what they are reading to support students in "writing to learn." Strategies for supporting "writing to learn" include: responding to prompts, reflective writing in reading journals or reading logs, completing assignments and post reading activities, and student inquiry, research projects, and project based learning.

Before Reading Text-based Writing (based on previewing and predicting):

- Admit Slips
- Bloom's Critical Thinking Cue Questions*
- Brainstorming
- Cornell Notes
- Double-entry Journal*
- Two column notes
- FCAT Item Specifications Questions
- Free Writes

- Graphic Organizers
- KWL/KWHL*
- Quick Write*/*
- Webbing*

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During Reading Text-based Writing (Based on incremental and whole text readings)

- Ask and Answer Own Questions
- Cornell Notes
- Coding/Comprehension Monitoring*
- Double-entry Journal*
- Two column notes
- Free writes
- Graphic Organizers
- KWL/KWHL*
- Margin notes
- Metacognitive Markers*
- Paraphrasing
- Quick Write*/*
- Questioning the Text
- ReQuest
- Summarizing
- Webbing*

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After Reading Text-based Writing (Based on reading and rereading texts):

- Ask and Answer Own Questions
- Cornell Notes
- Double-entry Journal*
- Two column notes
- Fishbowl Discussion*
- Free writes

- Graphic Organizers
- Group Summarizing
- Jigsaw*
- Journals and learning logs
- KWL/KWHL*
- Paraphrase, summarize, or “gist” notes and statements
- Paraphrase or summarize content captured on graphic organizers
- Paraphrase, summarize and synthesize information for oral presentations
- Project-Based Learning
- QuickWrite*/*
- RAFT
- Reciprocal Teaching*
- Reflective writing for “Tickets out the Door”
- Request*
- Research projects
- Save the Last Word*
- SIFT
- SOAPStone
- TP-CASTT
- Writing Process (Drafting, Revising, Peer Review, Editing, Publishing)

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Strategy # 9: Text-based Discussions

Activating and building background knowledge helps students connect what they know to what they are about to learn. This also helps to motivate and engage students in the learning. Some teachers provide so much background knowledge that students don't need to read the text in order to understand it. They get the gist from the clues in the discussion.

Students must do more than connect their reading to "self." When teaching and learning is focused on rigor, guided by College and Career Readiness, students demonstrate their comprehension and understanding of what they read first, before engaging their opinions, appraisals, or interpretations. Questions and learning tasks require careful comprehension of the text before asking for further connections.

- Students should demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations.
- Require students to demonstrate that they have followed the details and logic of an author's argument before they are asked to evaluate the thesis or compare the thesis to others.
- When engaging in critique, require students to return to the text to check the quality and accuracy of their evaluations and interpretations.
- Students can and should make connections between texts, but this activity should not supersede the close examination of each specific text.

Evidenced-based Discussion Strategies:

- Carousel
- Discussion Groups
- Double Entry Journals
- Group Summarizing*
- Jigsaw*
- Oral Reading Interpretation
- Reciprocal Teaching
- Recitation
- ReQuest***
- Role Playing
- Think-Pair-Share
- Save the Last Word

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Strategy # 10:

Gradual Release Model - Promoting Independence in Reading

The Gradual Release Model starts with explicit instruction and teacher modeling (I Do), supports with guided instruction, collaborative and practice (We Do), with the goal of student independence and application of knowledge to new situations (You Do.)

To ensure that teachers implement instruction that's achieves the "You Do," they must gradually decrease instructional scaffolding to increase student independence. Students must do the hard work of thinking, reading, reflecting, analyzing, speaking, and writing.

Effective instructional scaffolding enables all students to access complex texts directly without preempting or replacing a text by translating its contents for students. That means less pre-created notes and advanced organizers for students, fewer teacher lectures and more students reading, thinking, listening, speaking, and writing to acquire new knowledge, skills, and information.

Teach students strategies to activate their own prior knowledge:

- Preview headings or key concepts.
- Make a prediction and confirmation chart.
- Keep it short. Previewing should not take longer than 2-3 minutes.
- Revisit after reading to review, confirm or refute predictions, summaries, and connections.

Teach students to independently select and use graphic organizers based on specific text structures or patterns:

- Before reading - to introduce important information, to solicit prior knowledge from students, and to make predictions (e.g. Anticipation Guides, KWLS).
- During reading - to represent and discuss connections, to confirm or refute predictions, and to record important information (e.g. Story Maps, 2 or 3 column notes).
- After reading - to write summaries, to review information, and to make connections (e.g. Frayer models)
- Match graphic organizers to text type and pattern of organization (T-Chart for Compare/Contrast; Flow Chart for Chronology or Sequence)

Teach students to recognize "six signals" that let them know when they are not comprehending text or "getting it:"

- The voice inside your head isn't interacting with the text. There are two voices in your head: one reads or recites the text and the other has a conversation with the text, asking questions, agreeing or disagreeing, making connections. When only the "recitation" voice is turned on, you won't remember what you just read.
- The camera in your head shuts off. When you can no longer visualize what's happening, you won't get it.

- Your mind begins to wander. When you are too far removed from the text, you must reconnect.
- You can't remember what you just read and can't retell what just happened.
- You have clarifying questions that you can't answer.
- You're reading about a character and you can't remember when that character was introduced.

Teach students to use specific “fix-up” strategies to repair misunderstanding:

- Reread
- Restate, paraphrase, or retell what you read to someone
- Use context clues or structural analysis (prefixes, suffixes and roots) to figure out unknown words or ideas.
- Post a sticky note or margin note where you got confused (to come back to)
- Read ahead for clarification
- Make a prediction
- Ask yourself a question and try to answer it
- Try to visualize what happening in the text
- Look for clues in the visuals
- Stop and think about what you have already read
- Use “think aloud”
- Slow down or speed up
- Scan the conventions of print (bullets, bold text, captions, etc.)
- Look for patterns

Teach students to paraphrase and summarize:

- Summarize small amounts of text before longer texts
- Provide modeling, feedback, and many opportunities to practice summarizing.
- Select one topic sentence or invent a topic sentence if one is not explicitly stated
- Use one word to replace a list of related items
- Delete trivial or redundant information
- Re-read to make sure the summary makes sense
- Write a one-sentence summaries.
- Write summaries on all graphic organizers.
- Provide examples and non-examples of summaries to help students recognize and produce summaries that contain only key ideas.

Teach students to ask and answer their own questions:

- Teach students to answer specific types of questions, such as those whose answers are explicitly stated in the text and those that require the student to make inferences.
- Provide students with strategies to evaluate teacher-generated questions (Question Answer Relationships or QAR).

Strategy # 11:

Academic Vocabulary - More than Context Skills

Less than 25% of words in the English language can be discerned via context clues. Textbooks and school resources over scaffold students by providing embedded definitions, vocabulary keys and other resources that are not found in authentic, complex texts. There may be 5 benchmarks in the Vocabulary Reporting Category, but knowledge of vocabulary impacts the achievement of students across all benchmark focused instruction.

To provide explicit and systematic vocabulary instruction:

- Model daily the use of targeted, complex language and academic vocabulary in natural contexts.
- Immerse students in rich and varied language experiences.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Locate the most powerful academic words in a text/passage and integrate questions and discussions that explore their meanings through discussions of key ideas.
- Identify any other academic words that students would profit from focusing on and plan discussion questions and/or create additional questions using the Item Stems to focus attention on them.

Vocabulary Routines include:

- Academic vocabulary
- Multiple meaning words
- Morphological analysis (roots + prefix/suffixes)
- Contextual analysis
- Word phrases
- Word relationships
- Words from languages other than English
- Homophones

Vocabulary Strategies:

- Coding
- Diffusing*
- Double-Entry Journal
- Frayer Model*
- Inside-Outside
- Interactive Word Wall*
- Knowledge Rating Guide*
- Marking the Text*
- Metacognition Markers*

- QHT*
- REWARDS Strategy
- Semantic Feature Analysis*
- Vocabulary Journal/Notebook
- Word Maps*
- Word Sort*
- Word Study/Structural Analysis

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FCAT 2.0 Reading Glossary of Terms

Students should know the key academic vocabulary of FCAT tasks as defined in the [FCAT Glossary](#).

English Teacher's Companion (James Burke)

The English Teacher's Companion has an [Academic Vocabulary Word List](#).

Vocabulary Through Morphemes

Vocabulary Through Morphemes provides 82 mini-lessons for learning the Greek, Latin, and Anglo Saxon prefixes, suffixes and root words and can be used for pull-out and push in tutoring in mini-lesson format or as full 55 minute lesson sequences for before/after and Saturday School reading camps. All high schools were provided multiple copies of the teacher resource with student blackline masters and instructional resources on CD ROM. See the Reading coach for more information.

Vocabulogic

The author, Susan Ebbers, publishes a biweekly Vocabulary Blog and resources to support vocabulary instruction on the Vocabulogic website at: <http://vocablog-plc.blogspot.com/>

Word Generation

Word Generation is a free, online resource for developing academic vocabulary. Although designed for middle schools, the resources can be used with high school intensive reading students as well. All materials can be downloaded and preprinted for student and teacher use. Access at <http://wordgeneration.org/>

Strategy # 12:

From Learning to Read to Reading to Learn: Literacy for Life

Support students in literacy instruction that helps them progress from “learning to read” to “reading to learn.”

The Adolescent Toolkit: Content Area Literacy Guide

The Adolescent Toolkit: Content Area Literacy Guide provides concrete literacy strategies for supporting all students as they progress from “learning to read” to “reading to learn.” The guide includes a collection of strategies that support students’ literacy development and understanding of content. Each strategy includes a description, purpose, step-by-step directions for use, and suggestions for differentiated applications. Each description also contains a quadrant chart that illustrates how each instructional strategy might be implemented in an English, mathematics, science, or social studies classroom.

Adolescent Literacy Toolkit: Content Area Literacy Guide is [here](#).

Beep Student Portal Databases

The BEEP Student Portal databases provide access to engaging real world texts and resources, including many public domain works available through World Book Advanced. Extension activities and resources to support authors and text are in Teaching Books.net. “Opposing Viewpoints” in the Gale database is useful for accessing current, relevant, quality non-fiction resources for reading and research and teachers and students may search by Lexile Level as well as topic.

In the Student Portal in [BEEP](#). See the Media Specialist for more information.

Articles Of The Week

Kelly Gallagher, author of *Readicide: How Schools Are Killing Reading and What You Can Do About It* has defined the need for real-world text about topics of current interest and importance for students in a global society. Secondary Reading has assembled more than 50 high interest informational articles to build stamina, benchmark focus skills, and background knowledge to help our students achieve greater success on the FCAT Reading 2.0 and FCAT Reading Retakes, ACT, and PERT. Each article includes 5 benchmark focused questions and there are 8 articles with fully developed Comprehension Instructional Sequences developed for them.

Articles of the Week are posted in [BEEP](#).

Comprehension Instructional Sequence (CIS)

The Comprehension Instructional Sequence is a research-based sequence of instruction that supports deeper engagement with complex, grade level texts. Students will deeply process and comprehend a literary or informational text through reading and rereading, generating questions and answers based on the text, and participating in extended text discussions. The teacher instructs from an essential question(s), provides relevant vocabulary instruction, reads aloud to students while the students code text, students read the text and participate in directed note-taking. The CIS helps to bring world relevance to text reading, establish a purpose for reading, provide relevant vocabulary instruction, model fluent reading, provide opportunities for students to become interactive with the text, and think critically about information in the text. The step-by-step guide and resources for implementing are available from the Reading Coach and/or NGCAR-PD Trainer at your school.

Comprehension Instructional Sequence (CIS) Lessons for middle school and high school are posted in [BEEP](#).

PwImpact Broward Teengagement

The District's portal for pwimpact is Broward Teengagement and it includes student and teacher resources, webinars, and other support for Books 3, 4, 5, 6, 7, and 8.

District schools may obtain the user name and password from their Literacy Coach. The sections on data analysis and technology extensions can be more challenging and are especially recommended for supplemental and extension instruction.

Browardteengagment is at <http://browardschools.teengagement.com/> and in the Online Textbooks in the Teacher Portal in [BEEP](#).

Edge FCAT Connections

These district created lessons are extended learning activities aligned with each of the 7 units in Edge B and C. (There are no FCAT Connections Lessons for Edge A.) Each resource includes benchmarked focused instruction, additional FCAT style reading passages, vocabulary study, and assessments. Student resources are blackline format and ready for printing or projection. Access through the BEEP Teacher Portal > Learning Village > Edge unit plans at

Edge FCAT Connections Lessons are in the Online Textbooks in the Teacher Portal in [BEEP](#).

Edge Online: Re-Teaching Lessons

Reteaching lessons are available through the Edge online resources and are aligned with the reading strategies and literary analysis focus for each of the units and clusters in Edge A, B and C. Identify specific reteaching lessons based on the benchmark focus or need as identified by data (such as the Edge Cluster tests). For example, use re-teaching lessons

identified for Literary Analysis/Nonfiction Text Features when additional benchmark instruction is needed for LA.910.2.2.1 (Analyze and evaluate information from text features, Reporting Category 3) or LA.910.6.1.1. (Explain how text features aid the reader's understanding, Reporting Category 4).

Edge Online is in the Online Textbooks in the Teacher Portal in [BEEP](#).

Edge Online: Edge Library Teacher Guides

Each guide provides teacher resources including an overview of the book, information about the author, chapter-by-chapter guide, discussion guide, pre, during and post-reading activities, and assessments. The Guides also include reproducible blackline masters of Student Journals and instructional activity pages for whole group, small group, and individual and independent instruction.

Edge Library Teacher Guides are in the Online Textbooks in the Teacher Portal in [BEEP](#).

Townsend Press Resources: Townsend Library Guides

Teachers using the *Ten Steps to Improving* or *Ten Steps to Advancing College Reading Skills* should create accounts to access the instructor resources for the series at Townsend Press.net. Resources for extended learning opportunities include the Townsend Library Guides for every book in the Townsend Library as well as audio files for audio-assisted reading of the Bluford series. In addition, the online learning center includes power points, vocabulary, assessments and other resources to support the Ten Steps instruction.

Townsend Press Ten Steps Library Guides are at: <http://www.townsendpress.net>

Fair Scaffolded Discussion Templates

Scaffolded discussion templates are included in the FAIR Toolkit to foster student engagement and involvement in interpreting meaning from written text. Students are taught to use evidence from the text to answer questions and draw conclusions /make inferences based on textual information and one's own knowledge using Question Answer Relationships (QAR). Discussion templates can be used for modeling, instruction, assessment, or individualized support. The passages are Lexiled, provided in Oral Reading Fluency form, and include benchmark based comprehension questions.

Access the FAIR Scaffolded Discussion Templates [here](#)

To go back to the Strategy 11, click [here](#). To go on to the Strategy 1 click [here](#).