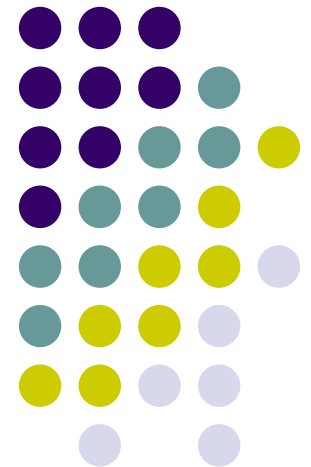


Instructional Procedure & Task Cards

Curriculum & Instruction
Miami-Dade County Public Schools
August 5-8, 2007

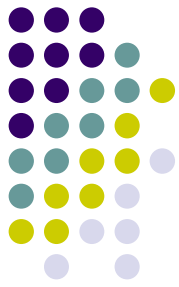


Session Goals/Objectives



- Describe Miami-Dade County Public Schools' FCAT Task Cards and Instructional Procedure
- Procedures for Implementation of FCAT Task Cards
- Improve instruction with use of the Instructional Procedure
- Improve student questioning and metacognitive abilities with use of the FCAT Instructional Procedure

FCAT READING
CONTENT FOCUS BY BENCHMARK



GRADES 3–5

REPORTING CATEGORIES: CONSTRUCTS MEANING FROM INFORMATIONAL TEXT
CONSTRUCTS MEANING FROM LITERATURE (LITERARY TEXT)

SUNSHINE STATE STANDARDS BENCHMARKS	GRADES 3–5
<i>Cluster 1: Words and Phrases in Context</i>	<i>Content Focus</i>
LA.A.1.2.3 Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.	<ul style="list-style-type: none"> • Prefixes • Suffixes • Multiple meanings • Root words • Antonyms • Synonyms • Word relationships • Analysis/inferences
<i>Cluster 2: Main Idea, Plot, and Purpose</i>	<i>Content Focus</i>
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	<ul style="list-style-type: none"> • Chronological order • Main idea/essential message • Details/facts
LA.A.2.2.2 Identifies the author’s purpose in a simple text.	<ul style="list-style-type: none"> • Author’s purpose • Author’s point of view
LA.E.1.2.2 Understands the development of plot and how conflicts are resolved in a story.	<ul style="list-style-type: none"> • Plot development • Character development • Conflict/conflict resolution • Character point of view
<i>Cluster 3: Comparisons and Cause/Effect</i>	<i>Content Focus</i>
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.	<ul style="list-style-type: none"> • Contrast • Comparison
LA.E.1.2.3 Knows the similarities and differences among the characters, settings, and events presented in various texts.	<ul style="list-style-type: none"> • Similarities/differences (characters) • Similarities/differences (settings) • Similarities/differences (events)
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]	<ul style="list-style-type: none"> • Cause/effect
<i>Cluster 4: Reference and Research</i>	<i>Content Focus</i>
LA.A.2.2.8 Selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects.	<ul style="list-style-type: none"> • Reference information (synthesize multiple sources) • Reference information (within text) • Interpret graphical information

■ In order to cover the content focus for each benchmark special considerations need to be made. Items or questions are developed for the content focus and are listed under the overarching benchmark.

■ For example, LA.A.2.2.1 is the “Main Idea and Essential Message” Benchmark, yet it includes chronological order, as well as details and facts. That is why we created task cards that support all aspects of the benchmark in addition to the content focus.

■ It is extremely important that teachers instruct and assess each content focus to ensure that the students are prepared to construct meaning from any text and are thoroughly prepared for FCAT Reading. There should be NO instructional surprises!

Elementary Task Cards



<p style="text-align: center;">PLOT DEVELOPMENT/RESOLUTION (L.A.E.2.2.2)</p> <p>Design a question that requires students to identify plot development and/or problem resolution in the story?</p> <ul style="list-style-type: none"> • What word/words best describe the character? • What problem did the character face? • What happens that causes the character to change from the beginning end of the story? • How is the problem solved in the story? • What in the story indicates that the problem is solved? • What events lead to the resolution of the problem in the story? • Which sentence first lets the reader know the character feels _____ about _____? <p>*****</p> <ul style="list-style-type: none"> • What words or phrases create the tone of _____? • What is the overall tone of the story? • The author probably compares _____ to _____ because ... (analyzing figurative language) 	<p style="text-align: center;">AUTHOR'S PURPOSE (L.A.A.2.2.2)</p> <p>Design a question that requires students to identify the author's purpose and support it by returning to the text for details and information.</p> <ul style="list-style-type: none"> • What does the author mean when he/she writes _____? • Why did the author write the article? • What is the author's purpose in writing this article? • With which statement would the author most likely agree? • Why did the author begin the article/story with _____? • Why did the author include the description of _____ in the article/story? • The author of _____ would most likely want to read which of the following article/story? • Why did the authors of _____ and _____ write these stories/articles? • Which books would the author of _____ most likely read in order to write this article/story?
<p style="text-align: center;">CAUSE AND EFFECT (L.A.E.2.2.1)</p> <p>Design a question that requires students to describe the cause or effect of an action or event in fiction, nonfiction, poetry or drama.</p> <ul style="list-style-type: none"> • What caused _____ to _____? • What effect did _____ have on _____? • What are the events that caused _____? • What might happen if _____? • What is the effect of _____? • Why does a character take a particular action _____? • What were the results of an event or action? <p>*****</p> <ul style="list-style-type: none"> • What is the main reason/cause that _____ happens? • Which factor forces/influences _____? 	<p style="text-align: center;">REFERENCE AND RESEARCH</p> <p style="text-align: center;">(MULTIPLE REPRESENTATIONS OF INFORMATION)</p> <p style="text-align: center;">(L.A.E.2.2.8)</p> <p>This Benchmark could actually include any of the other tested benchmarks such as Cause/Effect, Compare/Contrast, etc. It requires the student to gather the information from charts, graphics, photos, maps and captions as well as the text.</p> <p>Design a question using a stem from the matching benchmark task card and direct the reader to the appropriate graphic and the text to answer the question e.g. <i>Look at the picture next to step 5. Why is the box held up in the air?</i></p>



SUPPORTING DETAILS

(L.A.A.2.2.1)

Design a question for which students must identify relevant facts and details in order to form an answer. Encourage higher order thinking by asking questions which require students to infer.

How?

What happened?

Why?

What caused?

- ◆ How does _____ support the idea that _____?
- ◆ Why does _____ offer to _____?

MAIN IDEA (L.A.A.2.2.1)

Design a question that requires students to find the main idea of the passage. Support answers with details and information from the story/article

- What is the MAIN IDEA of this story/article?
- Write a summary of _____.
- Why do you think this story/article has the title “_____”?
- Retell a portion of the story.
- What would be another good title for this story?
- What is the essential message in the story/article?
- What is the primary topic of the article?

- ◆ Which sentence gives the best summary?
- ◆ Which accomplishment/idea is the most valuable?
- ◆ Which statement best describes the lesson/moral of this story?

CHRONOLOGICAL ORDER

(L.A.A.2.2.1)

Design a question for which students must use sequencing in order to form an answer.

- What happened just BEFORE/AFTER _____?
- What happened first, last, etc. ...?
- What happened between _____ and _____?
- What is the first step in _____?
- Retell the events leading up to/following _____.

VOCABULARY (L.A.A.1.2.3)

Design a question that requires students to determine the meaning of a word in context, including the use of prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, homonyms, and word relationships.

- Read this sentence from the passage.
Copy sentence or phrase from passage here.
What does the word _____ mean?
What does the author mean when he says _____?
- Choose the word that means the SAME as _____.
- Choose the word that means the OPPOSITE of _____.
- What two words best describe the word _____.
- Which two words mean the same/opposite?



COMPARE AND CONTRAST (L.A.A.2.2.7)

Design a question which requires students to recognize the use of comparison and contrast in text. Support your answer with facts and details from the story/article.

- How are _____ and _____ ALIKE?
- How is _____ DIFFERENT from _____?
- How is _____ both SIMILAR to and DIFFERENT from _____?
- What is one DIFFERENCE between _____ and _____?
- How is _____ dissimilar to _____?
- What are the DIFFERENCES between _____ and _____?
- What are the SIMILARITIES between _____ and _____?

- ◆ Why does the author compare _____ and _____ in the passage?
- ◆ What do _____ and _____ have in common?
- ◆ What advantage does _____ have over _____?
- ◆ The author probably compares _____ to _____ because . . . (analyzing figurative language)

SIMILARITIES/DIFFERENCES IN TEXT

(L.A.E.1.2.3)

Design a question which requires students to find similarities and differences in characters, settings, and events presented in various texts.

- How are _____ and _____ ALIKE?
- How is _____ DIFFERENT from _____?
- How is _____ both SIMILAR to and DIFFERENT from _____?
- What is one DIFFERENCE between _____ and _____?
- How is _____ dissimilar to _____?
- How did the character change from the beginning of the story until the _____?
- What are the DIFFERENCES between _____ and _____?
- What are the SIMILARITIES between _____ and _____?

- ◆ The author probably compares _____ to _____ because . . . (analyzing figurative language)

Miami-Dade County Public Schools' Instructional Procedure



Instructional Procedure

Plan Instructional Focus

- Select appropriate informational and/or literary text
- Target Primary & Secondary* Benchmarks/GLEs/CBCs
- Choose Strategy/Graphic Organizer/Question Task Cards to develop primary benchmark question depending of the length of the piece and the obvious text structure
- Determine Critical Concept Vocabulary as well as vocabulary from the text aligned with the spectrum of the Vocabulary Benchmark
- Develop Phonics Patterns/Grammar/Structure/Spelling
- Provide multiple opportunities to reread for Fluency

Teacher Directed Instruction – Selected Grade Level Text

Before

Activate/build background knowledge
Introduce critical concept vocabulary using webs/maps
Preview and predict selection
Set a purpose for reading

During

Initial Reading to adjust prediction, summarize, and address Author's Purpose
Repeated readings using various modes (shared reading, buddy reading, silent reading) to develop fluency, vocabulary connections to draw inferences and make benchmark connections

After

Use selection to teach appropriate strategy/organizer for retention and application of benchmarks and questioning.

Teacher Modeling/Think Aloud

- Teacher/student analyze questions by discussing what is necessary to fulfill the requirement of the task
- Teacher/students examine text to support the responses.

Write Answers To The Questions

- Students write individual answers
- Students share written responses in pairs/groups

Improving Responses

Compare and Justify

- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection

Develop Better Responses

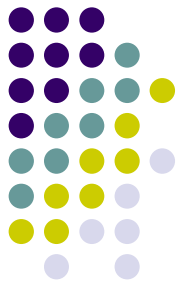
- Use student responses to build and model complete paraphrased text-based answers

Application For Ongoing Instruction

- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary benchmarks using the reading standards format

*Primary Benchmark refers to the comprehension skill most evident in the reading selection. Secondary Benchmarks are the additional comprehension skills that are consistent with text structure and genre format. The following benchmarks must be addressed with all text when reading for meaning: Main Idea, Author's Purpose, and Vocabulary.

- Developed in 2001
- Implemented in all Elementary schools
- Used across the curriculum



Plan Instructional Focus

- Select appropriate informational and/or literary text
- Target Primary & Secondary Benchmarks/GLEs
- Choose Strategy/Graphic Organizer/Question Task Cards to develop primary benchmark question depending on the length of the piece and the obvious text structure
- Determine Critical Concept Vocabulary as well as vocabulary from the text aligned with the spectrum of the Vocabulary Benchmark
- Develop Phonics Patterns/Grammar/Structure/Spelling
- Provide multiple opportunities to reread for Fluency

Teacher Directed Instruction – Selected Grade Level Text



Before

- Activate/build background knowledge
- Introduce critical concept vocabulary using webs/maps
- Preview and predict selection
- Set a purpose for reading

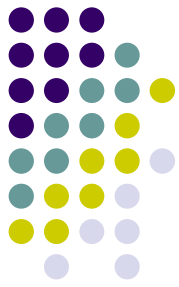
During

- **Initial Reading** to adjust prediction, summarize, and address Author's Purpose
- **Repeated readings** using various modes (shared reading, buddy reading, silent reading) to develop fluency, vocabulary connections to draw inferences and make benchmark **connections**

After

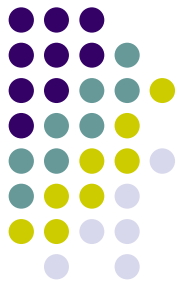
- Use selection to teach appropriate strategy/organizer for retention and application of benchmarks and questioning.

Teacher Modeling/Think Aloud



- Teacher/student analyze questions by discussing what is necessary to fulfill the requirement of the task
- Teacher/students examine text to support the responses.

Write Answers To The Questions



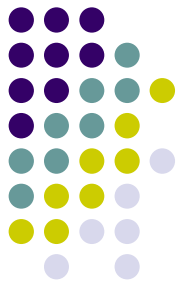
- Students write individual answers
- Students share written responses in pairs/groups

Improving Responses



- ***Compare and Justify***
- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection
- **Develop Better Responses**
- Use student responses to build and model complete paraphrased text-based answers

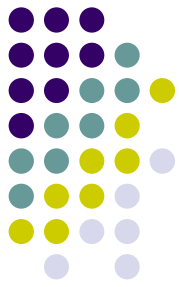
Application For Ongoing Instruction



- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary benchmarks using the reading standards format
- **Primary Benchmark** refers to the comprehension skill most evident in the reading selection. **Secondary Benchmarks** are the additional comprehension skills that are consistent with text structure and genre format. The following benchmarks must be **addressed with all text** when reading for meaning: **Main Idea, Author's Purpose, and Vocabulary.**

Using a passage for Instruction

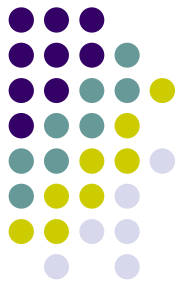
Plan Instructional Focus



The teacher must:

- Read the passage.
- Decide how to develop background information.
- Select key vocabulary words.
- Select key words from the questions to alert students as to which benchmark the question is targeting. (Have your FCAT Task Cards handy.)

Before Reading



The teacher and students will:

- Activate/Build background
- Introduce critical concept vocabulary using webs and maps
- Preview selection to determine what type of text and discuss text features: Informational, Literary, Poetry
- Establish purpose for reading, i.e. “We are going to read this passage to determine the main idea.”

During Reading:



- Repeated Readings using various modes
- Stop frequently to:
 - Clarify (discuss unknown words, context clues, prefixes, suffixes, etc.)
 - Summarize
 - Monitor understanding
 - Visualize
 - Question (Students should ask themselves teacher-like questions)

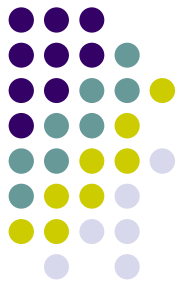
After Reading:

- Quick oral summary of entire text.
- Ask students, “What would be another good title for this passage?”

After Reading:

Multiple Choice Procedure

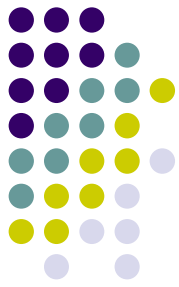
(For all multiple choice questions):



- **Cover** the answer choices and read the question
- Discuss what the question is asking
 - Key Words
 - Benchmark
 - Go back to the text with students to find possible answers and support
 - Students underline answer in text, when applicable
 - ORALLY discuss the answer. Students should have the answer “in their heads”
 - Uncover the answer choices
 - Go through each distracter and discuss why some answers don’t fit the question completely
 - Find the BEST answer choice and discuss why it IS the BEST answer

After Reading:

Short and Extended Response Procedure



Teacher Modeling/ Think Aloud

- Teacher and student analyze question by discussing what is necessary to fulfill the requirement of the task:
 - Discuss what the question is asking
 - Key Words
 - Benchmark
- Teacher/students examine text to support their responses (Have students go back into the text and underline details relevant to question).
- Students should have the answer “in their heads.”

Write Answers to the Questions

- Students write individual answers independently.
- Students pair-up and share their responses.

Improving Responses

- Have several students share their responses with the class.
- Guide students in discussing whether the answer fulfills the task and are supported by details from the selection.
- Allow students to improve their original answers.
- Use student responses to build and model a complete paraphrased text-based answer on the overhead or board.

Session Summary



- Miami-Dade County Public Schools' FCAT Task Cards are tools created to support the Instructional Procedure
- The Instructional Procedure is a framework for deep teaching
- When used in collaboration, these procedures can improve students' metacognitive abilities
- FCAT Task Cards and the Instructional Procedure can be applied across the curriculum



For more information

Contact

Miami-Dade County Public Schools Curriculum and Instruction

Phone: 305-995-3120

Fax: 305-995-2436

Web address:

<http://languageartsreading.dadeschools.net>