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Part 4 | Appendix

APPENDIX CONTENTS

Planning Checklist for Implementing Schoolwide Reading Intervention	271
Characteristics of Effective Readers	275
Accuracy Guidelines	277
Sample Instructional Sequence for Reading Instruction (Based on a 45-minute Class)	279
Guide to Adapting Instruction	281
Previewing Planning Sheet	283
Level 1 “Right There” Questions Planning Sheet	285
Level 2 “Putting It Together” Questions Planning Sheet	287
Level 3 “Making Connections” Questions Planning Sheet	289
Previewing and Questioning Learning Log	291
Question Cards: Red (Front)	293
Question Cards: Red (Back)	295
Question Cards: White (Front)	297
Question Cards: White (Back)	299

Question Cards: Blue (Front)	301
Question Cards: Blue (Back)	303
Mental Imagery Log	305
Main Idea Form	307
Main Idea Log	309
Signal Words	311
Identifying Text Structure	313
Elements of Narrative Text	315
Elements of Expository Text	317
Story Map	319
Main Idea Web	321
K-L Chart	323
Cause-Effect Chart (Herringbone)	325
Cause-Effect Chart (Semantic Map)	327
Cause-Effect Chart (Basic)	329
Chronological Ordering/Sequencing	331
Temporal Sequencing	333
Compare/Contrast	335
Description (Web)	337
Description (Chart)	339
Problem-Solution	341
Problem-Solution-Result	343
Position-Reason	345
Semantic Feature Analysis Grid	347
Fruyer Model	349
The Origins of English	351
Word Part Clue Evaluation Chart	353
Common Prefixes	355
Common Suffixes	357
Common Greek and Latin Roots	359

Context Clue Strategy	361
Types of Context Clues	363
Guide for Context Clues Practice	365
The Vocabulary Strategy	367
Vocabulary Strategy Worksheet	369
Fluency Chart	371
Syllable Types	373
Multisyllable Word Reading Strategy	375
Guidelines for Reviewing a Reading Program	377

Planning Checklist for Implementing Schoolwide Reading Intervention

REVIEW CURRENT READING PRACTICES WITHIN THE SCHOOL.

- Does the school have a unified vision and plan for ensuring that all students are able to read and learn from academic text and are motivated to read? Are administrators and teachers committed to implementing the plan?
- Is there a safe and positive schoolwide environment?
- Have content area teachers received quality professional development related to teaching vocabulary and comprehension strategies?
- Do content area teachers consistently teach and encourage students to implement a small number of research-based vocabulary and comprehension strategies? Are the same strategies used across all classes?
- Are benchmark reading assessments administered three times per year to identify students who need supplemental reading classes or intervention?
- Do reading teachers or tutors implement research-supported programs and teaching approaches to provide strategic intervention to students who perform somewhat below grade level and/or have problems comprehending academic text?
- Do reading teachers or other intervention specialists implement research-supported, explicit, systematic reading programs to provide intensive intervention to students with severe reading difficulties?
- Is the progress of students in strategic and intensive intervention monitored two times per month to determine whether they are responding adequately to intervention?
- Have reading teachers or other interventionists received quality professional development emphasizing scientific research-based practices in teaching struggling readers?

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DEVELOP A PLAN FOR COLLECTING, MANAGING, AND USING BENCHMARK AND PROGRESS MONITORING DATA.

- Who will administer benchmark assessments?
- Who will organize the results and analyze them to determine which students need strategic or intensive intervention?
- Reading teachers or interventionists should administer progress monitoring assessments, but may need some assistance. If so, who will assist them?
- Who will compile progress monitoring data and display them as easily interpreted graphs or in other accessible formats?
- It is recommended that groups of reading teachers, other teachers, and possibly administrators meet regularly to examine the progress monitoring data so that they can identify students who are not making adequate progress and collaborate to make plans for accelerating the progress of these students. Who will organize these meetings?

DEVELOP A SCHOOLWIDE PLAN FOR IMPLEMENTING CONTENT AREA STRATEGIES AND ROUTINES.

- If there is a need for professional development in a system of positive behavior supports to ensure a safe and positive schoolwide environment, who will provide this professional development, and who will ensure that the system is implemented?
- Is there a plan for providing quality professional development to content area teachers? Does this plan include ongoing support in the form of regular study group sessions and/or coaching?
- Are content area teachers committed to implementing the same set of research-based strategies and routines across classes in order to assure that students learn key vocabulary and are able to read and understand academic text in each discipline?
- Are content area and reading teachers given adequate time to plan and collaborate to overcome obstacles to integrating these strategies and routines into their instruction?
- Is a system established for problem-solving and decision-making related to this component of schoolwide intervention?

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DEVELOP A SCHOOLWIDE PLAN FOR IMPLEMENTING STRATEGIC INTERVENTION.

- Who will provide strategic intervention?
- Will strategic intervention take place in reading classes or in tutoring sessions?
- When will strategic intervention be provided?
- Where will strategic intervention be implemented?
- Is a system in place for monitoring the progress of strategic intervention students two times per month and using the results to guide instructional decisions?
- Are criteria established for entry and exit from strategic intervention?
- How will assessment data be used to group and regroup students, to plan targeted instruction, and to make adaptations to ensure students meet grade-level benchmarks/objectives?
- Is a system established for problem-solving and decision-making related to strategic intervention?
- Is time provided for collaboration among reading intervention teachers?
- Is professional development on the progress monitoring instrument, the use of assessment data to inform instruction, and scientific research-based reading instruction planned for intervention teachers?

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DEVELOP A SCHOOLWIDE PLAN FOR IMPLEMENTING INTENSIVE INTERVENTION.

- Who will provide intensive intervention (e.g., specialized reading teacher or special education teacher)?
- When and how often will intensive intervention be provided?
- Where will intensive intervention be implemented?
- Is the relationship of intensive intervention with dyslexia, Section 504, and special education services determined?
- Is a system in place for monitoring the progress of intensive intervention students two times per month and using the results to guide instructional decisions?
- Are criteria established for entry and exit from intensive intervention?
- How will assessment data be used to group and regroup students, to plan targeted instruction, and to make adaptations to ensure students meet grade-level benchmarks/objectives?
- Is a system established for problem-solving and decision-making related to intensive intervention?
- Is time provided for collaboration among reading intervention teachers?
- Is professional development on the progress monitoring instrument, the use of assessment data to inform instruction, and scientific research-based reading instruction planned for intervention teachers?

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Characteristics of Effective Readers	
Comprehension	Vocabulary
<ul style="list-style-type: none"> • Establish a purpose for reading. • Activate background knowledge. • Monitor reading for understanding. • Construct mental images while reading. • Identify main idea and supporting details. • Summarize text. • Generate and answer questions. • Recognize text structure. • Distinguish fact and opinion. 	<ul style="list-style-type: none"> • Use background knowledge to understand word meaning. • Are aware of multiple-meaning words. • Are aware of word origins. • Understand word parts. • Generalize word meanings across content areas. • Use strategies to understand new word meaning. • Are motivated to learn new words.
Fluency	Word Recognition
<ul style="list-style-type: none"> • Read 100–150 words per minute. • Have automatic word recognition skills. • Self-correct. • Group words into meaningful chunks. • Read with expression. • Chunk words into meaningful phrases. • Demonstrate prosody: the ability to interpret reading cues such as punctuation with appropriate pauses, stops and intonation. • Understand that reading practice leads to fluent reading. 	<ul style="list-style-type: none"> • Apply knowledge of letter-sound correspondence in order to recognize words. • Use structural analysis to recognize words. • Use knowledge of word parts to identify words.

Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). Special education reading project secondary institute — Effective instruction for secondary struggling readers: Research-based practices. Austin, TX: Author.

Accuracy Guidelines

of words read correctly in 1 minute / total # of words read =
Accuracy Level

Independent Level

≤ 1 in 20 words is difficult 95%–100% accuracy

Instructional Level

≤ 1 in 10 words is difficult 90%–94% accuracy

Frustration Level

Difficulty with ≥ 1 in 10 words ≤ 90% accuracy

Sample Instructional Sequence for Reading Instruction
(Based on a 45-minute Class)

Every Day for the First 4–6 Weeks of Intervention	
Component(s)	Time Range (in mins.)
Fluency (Partner Reading)	7–10
Vocabulary Instruction (Prefixes, Suffixes, Base Words, and Roots)	8–10
Multisyllable Word Reading Instruction and Practice	18–24
Spelling Dictation	4–6

Sample Weekly Schedule for Remainder of Intervention	
Component(s)	Time Range (in mins.)
Monday	
Fluency (if needed) or Other Text Reading (Partner Reading)	7–10
Multisyllable Word Reading Practice or Vocabulary Word Part Review	6–8
Vocabulary Instruction	15–25
Spelling Dictation	6–8
Tuesday	
Fluency (if needed) or Other Text Reading (Partner Reading)	7–10
Vocabulary Review and Practice	5–7
Comprehension Strategy Instruction (Modeling and Guided Practice)	10–15
Passage Reading, Applying Comprehension Strategy	15–20
Wednesday	
Fluency (if needed) or Other Text Reading (Partner Reading)	7–10
Vocabulary Review and Practice	5–7
Comprehension Strategy Instruction, continued	8–10

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Sample Weekly Schedule for Remainder of Intervention

Component(s)	Time Range (in mins.)
Passage Reading, Applying Comprehension Strategy	20–25
Thursday	
Fluency (if needed) or Other Text Reading (Partner Reading)	7–10
Multisyllable Word Reading Practice or Vocabulary Word Part Review	6–8
Vocabulary Review and Practice	8–10
Comprehension Strategy Instruction, continued; Passage Reading, Applying Comprehension Strategy	25–35
Friday	
Fluency (if needed) or Other Text Reading (Partner Reading)	7–10
Comprehension Review	6–8
Expository Writing (Write a summary of the passage or write an essay using the same text structure as the passage, guided by a graphic organizer.)	25–35

Guide to Adapting Instruction

Adaptation Category	Definition	Examples
Instructional Content	Skills and concepts that are the focus of teaching and learning	Determining main ideas Reading words with closed syllable patterns Summarization
Instructional Activity	The actual lessons used to teach and reinforce skills and concepts	Semantic mapping Main idea strategy Teaching the Multisyllable Word Reading Strategy
Delivery of Instruction	The procedures and routines used to teach instructional activities	Grouping—whole class, small group, or partners Modeling and thinking aloud Connecting to background knowledge Multiple opportunities for practice
Instructional Material	Supplemental aids that are used to teach and reinforce skills and concepts	Narrative or expository text Manipulatives Charts Flashcards Recorded text

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Previewing Planning Sheet

PLANNING SHEET PREVIEWING

1. Preteach Proper Nouns or Critical Concept Nouns

Introduce, read, and define. Students write brief definition in learning log.

Who:

Where:

What:

2. Preview Text

Introduce the big idea of the text selection.

What is the most important idea that you want all students to understand and remember from this reading?

Important key concepts, subheadings, bolded print, etc.

Connections to prior learning:

Adapted with permission from materials developed by the Teacher Quality Research Project through funding from the U.S. Department of Education's Institute of Educational Sciences, grant contract number R305M050121A (Enhancing the Quality of Expository Text Instruction and Comprehension Through Content and Case-situated Professional Development; D. Simmons, S. Vaughn, & M. Edmonds).

Level 1 "Right There" Questions Planning Sheet

PLANNING SHEET LEVEL 1 QUESTIONS

1. Preteach Proper Nouns or Critical Concept Nouns

Introduce, read, and define. Students write brief definition in learning log.

Who:

Where:

What:

2. Preview Text

Introduce the big idea of the text selection.

What is the most important idea that you want all students to understand and remember from this reading?

Important key concepts, subheadings, bolded print, etc.

Connections to prior learning:

3. Model Level 1 Questions

Questions to use as examples:

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Level 2 "Putting It Together" Questions Planning Sheet

PLANNING SHEET LEVEL 2 QUESTIONS

1. Preteach Proper Nouns or Critical Concept Nouns

Introduce, read, and define. Students write brief definition in learning log.

Who:

Where:

What:

2. Preview Text

Introduce the big idea of the text selection.

What is the most important idea that you want all students to understand and remember from this reading?

Important key concepts, subheadings, bolded print, etc.

Connections to prior learning:

3. Model Level 2 Questions

Questions to use as examples:

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Level 3 "Making Connections" Questions Planning Sheet

PLANNING SHEET LEVEL 3 QUESTIONS

1. Preteach Proper Nouns or Critical Concept Nouns

Introduce, read, and define. Students write brief definition in learning log.

Who:

Where:

What:

2. Preview Text

Introduce the big idea of the text selection.

What is the most important idea that you want all students to understand and remember from this reading?

Important key concepts, subheadings, bolded print, etc.

Connections to prior learning:

3. Model Level 3 Questions

Questions to use as examples:

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Previewing and Questioning Learning Log

Name: _____ Partner's Name: _____ Date: _____

Chapter or Selection Name: _____

Unfamiliar Proper Nouns or Big Idea Words

1. _____ Person Place Thing/Event

2. _____ Person Place Thing/Event

3. _____ Person Place Thing/Event

4. _____ Person Place Thing/Event

What is the topic (or "big idea") of the selection?

What do you already know about the topic?

Make a prediction: What will you learn about the topic?

Why do you think you will learn that?

Generate three questions about the important ideas (use who, what, when, where, why, and how).

LEVEL ____

1.

Answer:

Provide the evidence! How do you know that?

LEVEL ____

2.

Answer:

Provide the evidence! How do you know that?

LEVEL ____

3.

Answer:

Provide the evidence! How do you know that?

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Level 1—Right There

- Questions can be answered in one word or one sentence
- Answers can be found word-for-word in the text
 - Who? ➤ Where?
 - What? ➤ Why?
 - When? ➤ How?

Level 1—Right There

- Questions can be answered in one word or one sentence
- Answers can be found word-for-word in the text
 - Who? ➤ Where?
 - What? ➤ Why?
 - When? ➤ How?

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Level 1—Examples

- What is the capital of Texas?
- Who was Jane Long?
- Where did the Mexican War begin?

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Level 2—Putting It Together

- Questions can be answered by looking in the text
- Answers require one or more sentences
- To answer the questions, you have to look in more than one place and put information together

- Who?
- What?
- When?
- Where?
- Why?
- How?

Level 2—Putting It Together

- Questions can be answered by looking in the text
- Answers require one or more sentences
- To answer the questions, you have to look in more than one place and put information together

- Who?
- What?
- When?
- Where?
- Why?
- How?

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- What?
- When?
- Where?
- Why?
- How?

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- What?
- When?
- Where?
- Why?
- How?

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Level 2—Examples

- How did ranchers get their cattle to the markets?
- Describe the events leading to Texas joining the United States.
- Why was it harder for enslaved people to have a family life than plantation owners?

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Level 3—Making Connections

- Questions cannot be answered by using text alone
- Answers require you to think about what you just read, what you already know, and how it fits together
- How is ___ like (similar to) ___ ?
- How is ___ different from ___ ?
- How is ___ related to ___ ?

Level 3—Making Connections

- Questions cannot be answered by using text alone
- Answers require you to think about what you just read, what you already know, and how it fits together
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Level 3—Social Studies Examples

- Why is the Alamo important in Texas History?
- How is the Texas Declaration of Independence similar to the United States Declaration of Independence?
- How is the Civil War different from the Mexican War?

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MENTAL IMAGERY LOG

Title:

Paragraph 1

Paragraph 5

Paragraph 2

Paragraph 6

Paragraph 3

Paragraph 7

Paragraph 4

Paragraph 8

Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). Meeting the needs of struggling readers: A resource for secondary English language arts teachers. Austin, TX: Author; based on McNeil, J. D. (1992). Reading comprehension: New directions for classroom practice (3rd ed.). New York: Harper Collins; Wood, K. D., & Harmon, J. M. (2001). Strategies for integrating reading and writing in middle and high school classrooms. Westerville, OH: National Middle School Association; and Gambrell, L. B., & Bales, R. J. (1986). Mental imagery and the comprehension-monitoring of fourth- and fifth-grade poor readers. Reading Research Quarterly, 21, 454–464.

MAIN IDEA FORM

Name(s) _____ Date _____

Title or Topic of the Selection _____

Paragraph	Who or What is the Paragraph About?	Most Important Information About the "Who" or "What"	Key Details

Note: The complete main idea statement is formed by combining the "Who or What" column with the "Most Important Information" column.

Adapted with permission from Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D. (2001). Collaborative strategic reading: Strategies for improving comprehension. Longmont, CO: Sopris West.

MAIN IDEA LOG

Title of passage: _____

Identify three or four important ideas from the passage:

1. _____

2. _____

3. _____

4. _____

Write the main idea of the entire passage (10 words or less):

Generate three questions about the important ideas:
(Who? What? When? Where? Why? How?)

1. _____

2. _____

3. _____

Create one question about the passage that might be on a test:

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Signal Words

Cause-Effect		
How or why an event happened; what resulted from an event		
Accordingly	For this reason	Next
As a result of	Hence	Resulting from
Because	How	Since
Begins with	If . . . then	So that
Consequently	In order to	Therefore
Due to	Is caused by	Thus
Effects of	It follows	When . . . then
Finally	Leads/led to	Whether

Chronological Order/Temporal Sequencing		
The order of events/steps in a process		
After	Following	On (date)
Afterward	Formerly	Preceding
Around	Immediately	Previously
As soon as	In front of	Second
At last	In the middle	Shortly
Before	Initially	Soon
Between	Last	Then
During	Later	Third
Eventually	Meanwhile	To begin with
Ever since	Next	Until
Finally	Not long after	When
First	Now	While

Compare/Contrast		
How two or more things are alike/different		
Although	Even though	Nevertheless
And	However	On the contrary
As opposed to	In common	On the other hand
As well as	In comparison	Opposite
Better	In contrast	Otherwise
Both	In the same way	Same
But	Instead of	Similar to
Compared with	Just as/like	Similarly
Despite	Less	Still
Different from	Likewise	Whereas
Either	More than	Yet

(continued on the next page)

Description/Categorization

How something looks, moves, works, etc.; a definition or characterization

Above	Down	Near
Across	For example	On top of
Along	For instance	Onto
Appears to be	Furthermore	Outside
As in	Generally	Over
Behind	Identify	Refers to
Below	In addition	Such as
Beside	In back of	To illustrate
Between	In front of	To the right/left
Consists of	Including	Typically
Describe	Looks like	Under

Problem-Solution

What's wrong and how to fix it

Answer	Problem	The problem facing
Challenge	Puzzle	The task was
Clarification	Question	Theory
Difficulty	Reply	This had to be accomplished
Dilemma	Resolution	To fix the problem
How to resolve the issue	Response	To overcome this
Lies	Riddle	Trouble
Obstacles	Solution	Unknown
One solution was	Solved by	What to do
Overcomes	The challenge was	What was discovered
Predicament		

Position-Reason

Why a point or idea should be supported; what's wrong with an idea

Accordingly	It is contended	Therefore
As illustrated by	It is evident that	Thesis
Because	It will be argued that	This contradicts the fact that
Consequently	Must take into account	This must be counterbalanced by
For instance	Since	This view is supported by
For this reason	The claim is limited due to	Turn more attention to
In conclusion	The implication is	What is critical
In order for	The position is	What is more central is
It can be established	The strengths of	

Identifying Text Structure

If the author wants you to know...	The text structure will be...
How or why an event happened; what resulted from an event	Cause-Effect
The order of events/steps in a process	Chronological Order/Sequencing
How two or more things are alike/different	Compare/Contrast
How something looks, moves, works, etc.;; a definition or characterization	Description/Categorization
What's wrong and how to fix it	Problem-Solution
Why a point or idea should be supported; what's wrong with an idea	Position-Reason

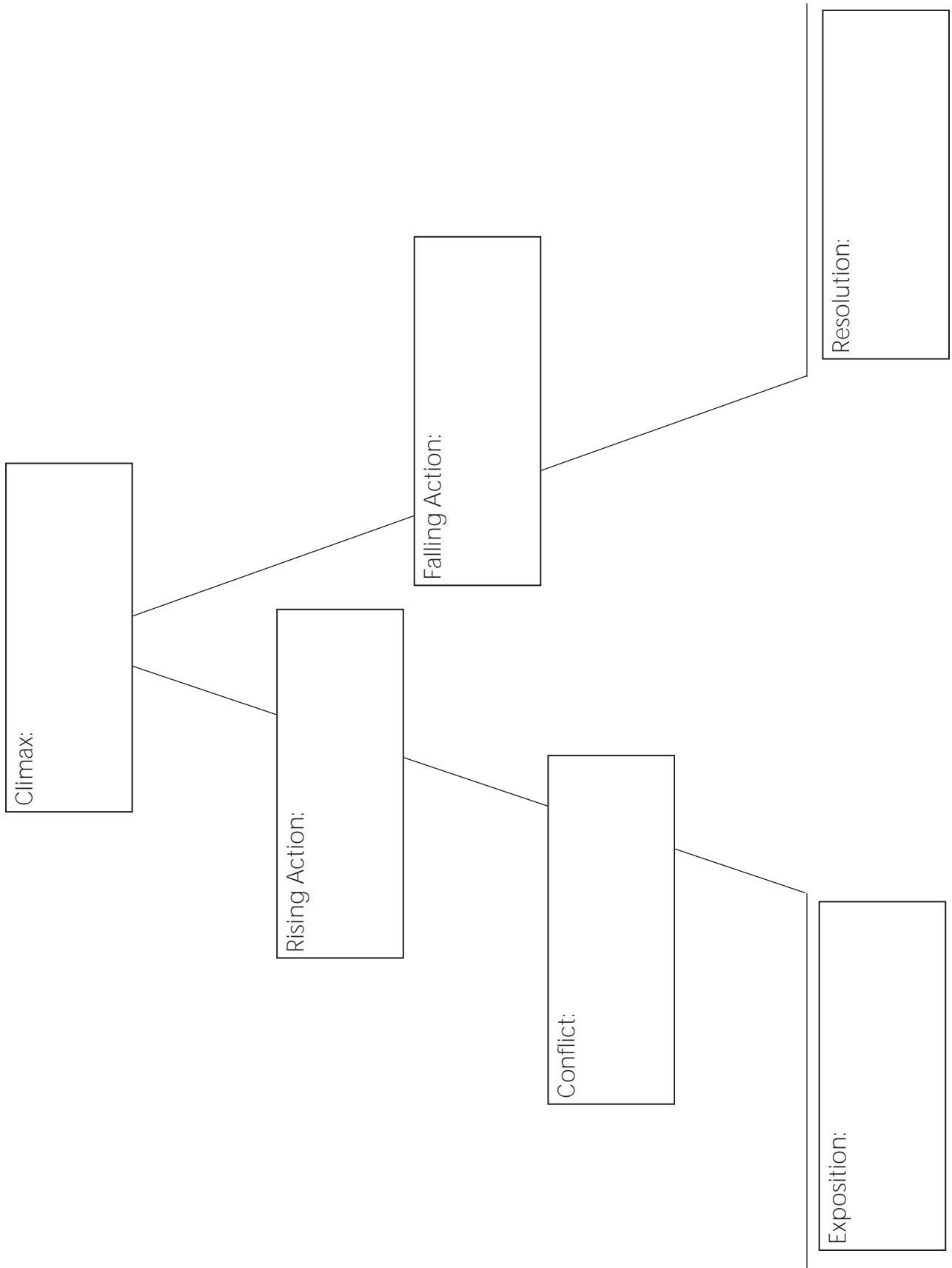
Elements of Narrative Text				
Examples	Fiction Autobiographies Legends	Historical Fiction Biographies Folktales	Science Fiction Fantasies Myths	Plays Mysteries
Purpose	To entertain or inform			
Characteristics	<p>Follow a familiar story structure</p> <p>Beginning: Introduction of setting, characters, and conflict</p> <p>Middle: Progression of plot, which includes rising action, climax, and falling action</p> <p>End: Resolution or solution to the problem</p>			
Narrative Terms (student-friendly definitions)	Exposition	Introduction of setting, characters, background information, and conflict		
	Setting	Time and place		
	Characters	People, animals, or other entities in the text		
	Conflict	Problem		
	Internal Conflict	A character's struggle within himself/herself		
	External Conflict	A character's struggle with another character		
	Rising Action	Events leading up to the climax; trying to solve the problem		
	Climax	Emotional high point of the story; conflict is addressed		
	Falling Action	Consequences or events caused by the climax		
	Resolution	Final outcome		

Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). Special education reading project secondary institute — Effective instruction for secondary struggling readers: Research-based practices. Austin, TX: Author.

Elements of Expository Text		
Examples	Newspapers Textbooks Magazine Articles Brochures Catalogues	
Purpose	To inform	
Characteristics	Titles Headings Subheadings Boldface Words Charts Tables Diagrams Graphics	
Organization	One expository passage may be organized using several different text structures.	
Types of Organization	Cause-Effect	How or why an event happened; what resulted from an event
	Chronology/Sequence	The order of events/steps in a process
	Compare/Contrast	How two or more things are alike/different
	Description/Categorization	How something looks, moves, works, etc.; a definition or characterization
	Problem-Solution	What's wrong and how to fix it
	Position-Reason	Why a point or idea should be supported; what's wrong with an idea

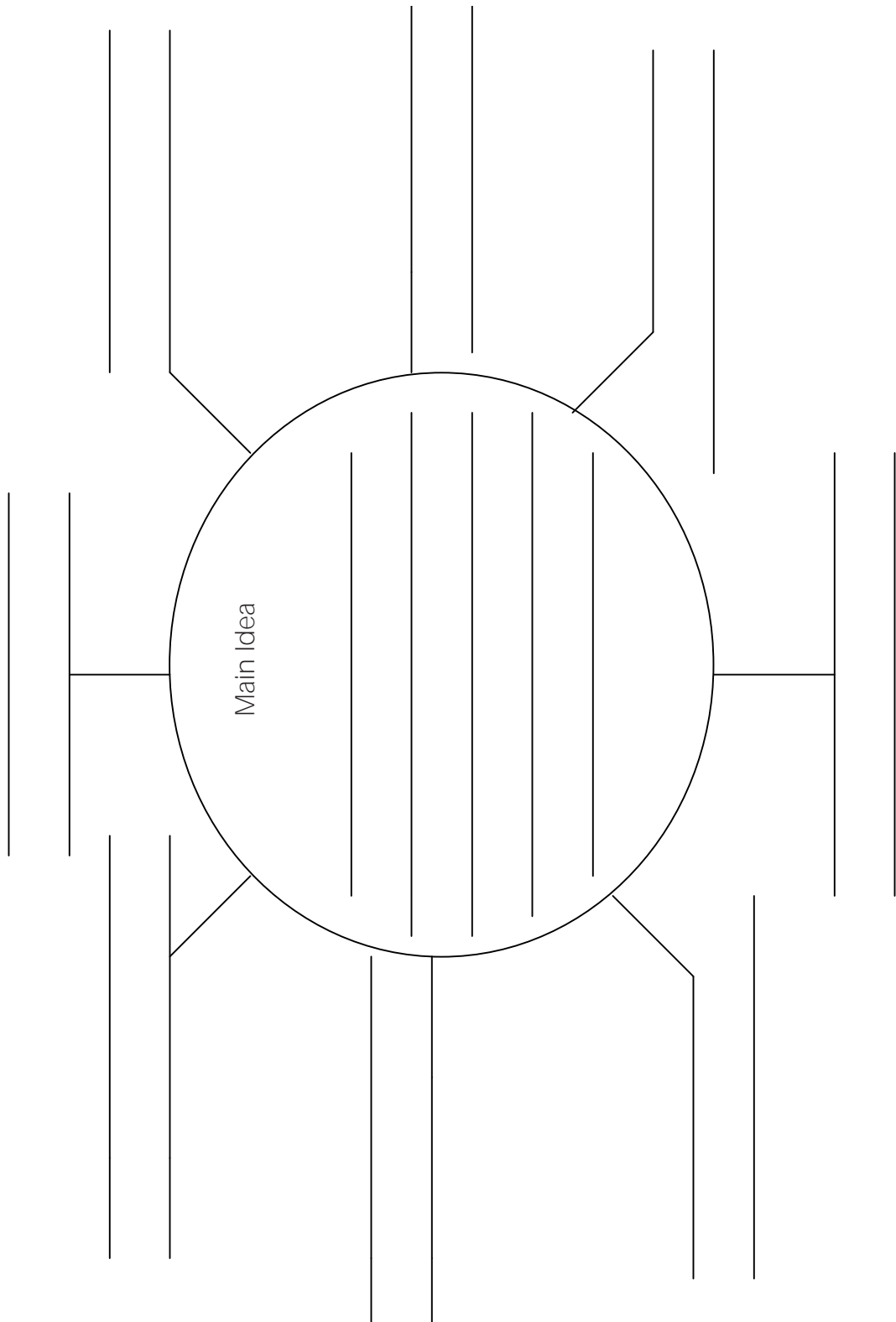
Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). Special education reading project secondary institute — Effective instruction for secondary struggling readers: Research-based practices. Austin, TX: Author.

Story Map



Adapted with permission from University of Texas Center for Reading and Language Arts. (2003). Special education reading project secondary institute — Effective instruction for secondary struggling readers: Research-based practices. Austin, TX: Author.

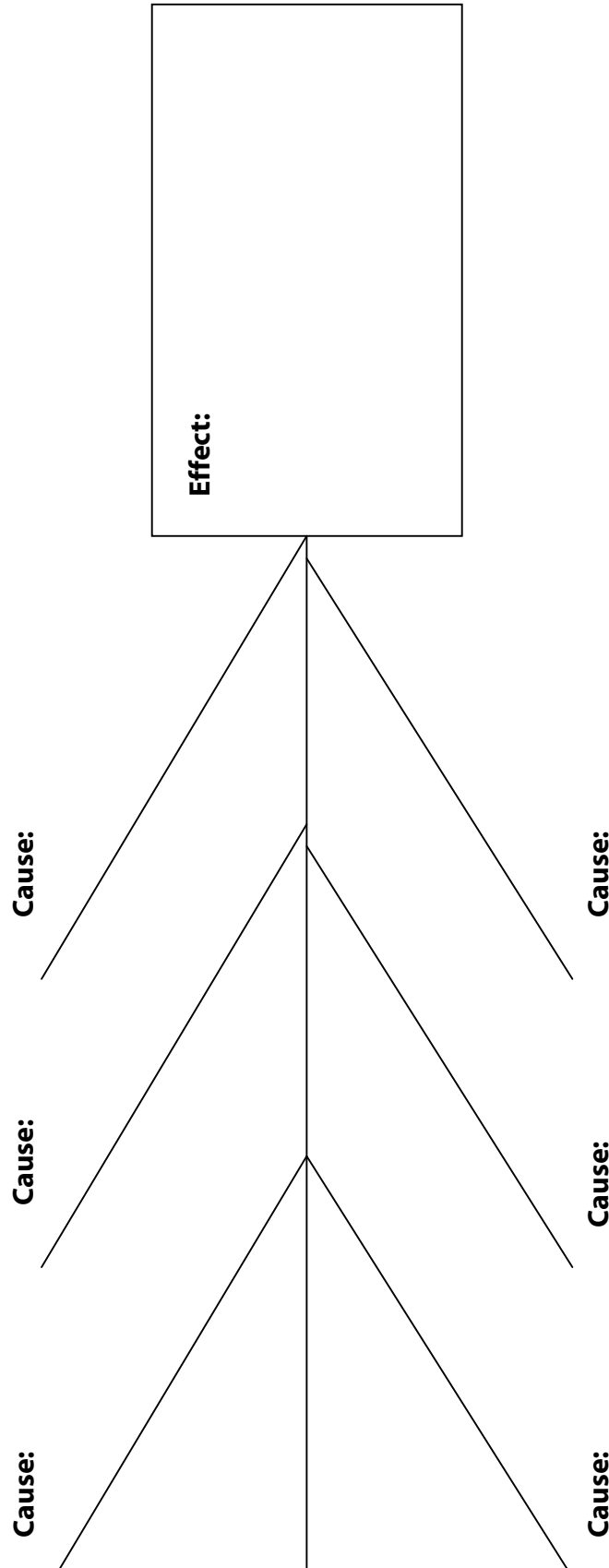
Main Idea Web



K-L Chart	
K now What do I already know?	L earn What did I learn?

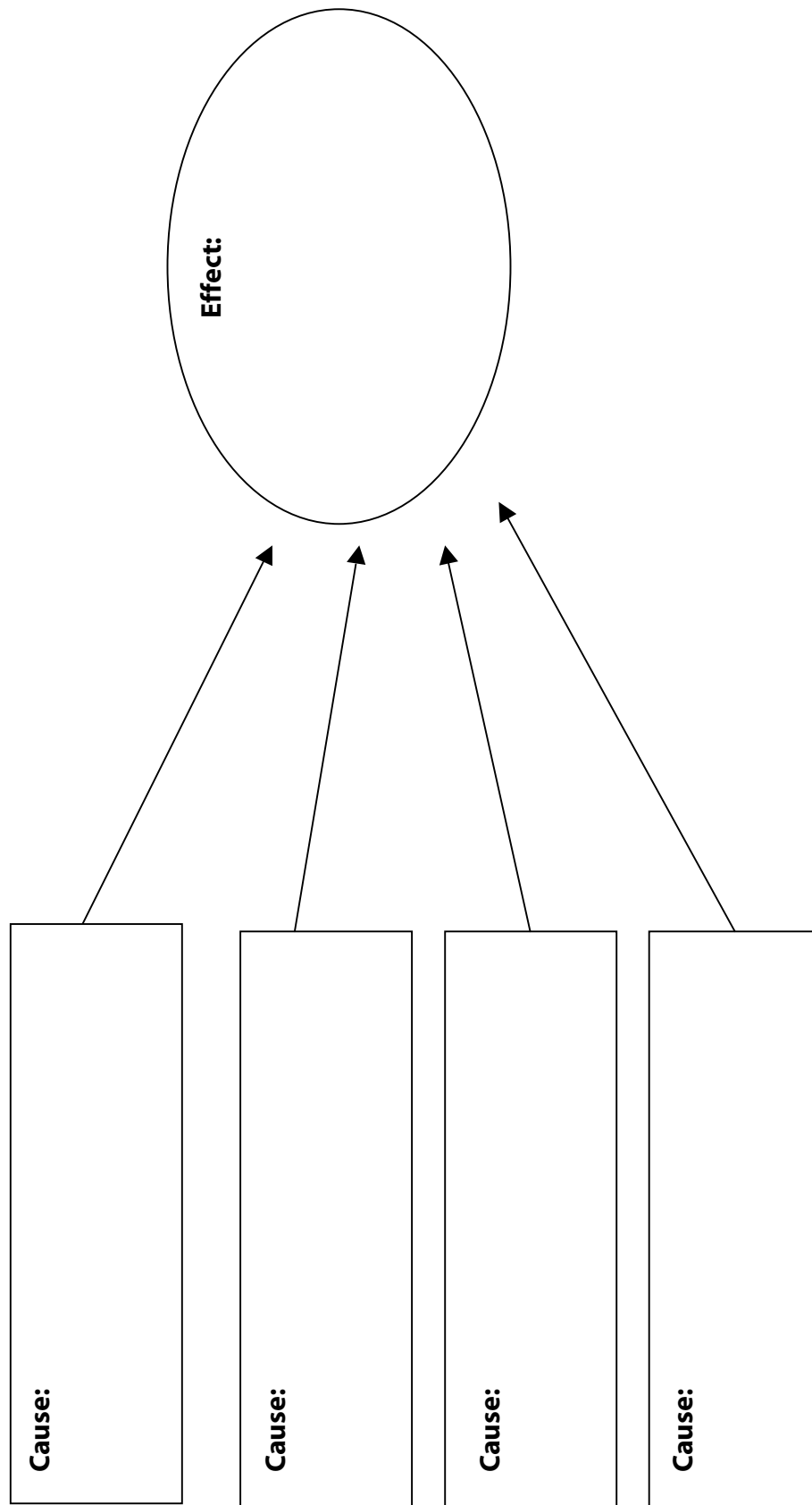
Adapted with permission from Ogle, D. M. (1986). K-W-L: A teaching model that develops active reading of expository text. The Reading Teacher, 39, 564–570.

Cause-Effect Chart (Herringbone)

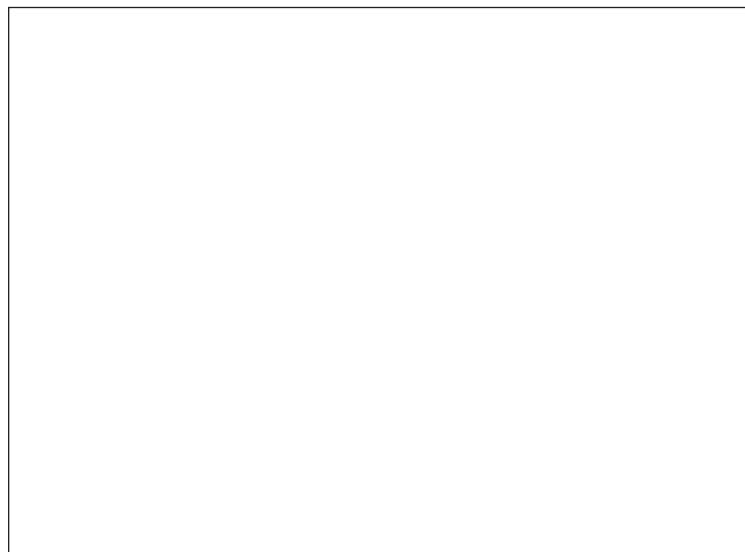
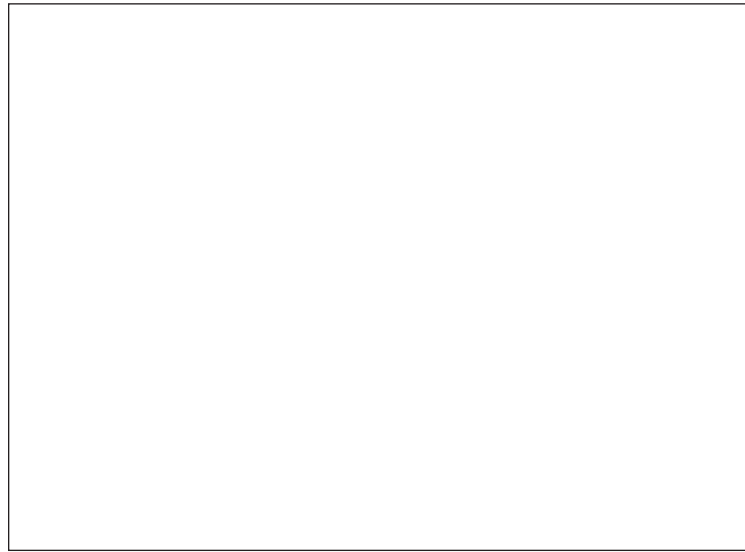


Based on Jones, B. F., Pierce, J., & Hunter, B. (1989). *Teaching students to construct graphic representations*. *Educational Leadership*, 46(4), 20–25.

Cause-Effect Chart (Semantic Map)



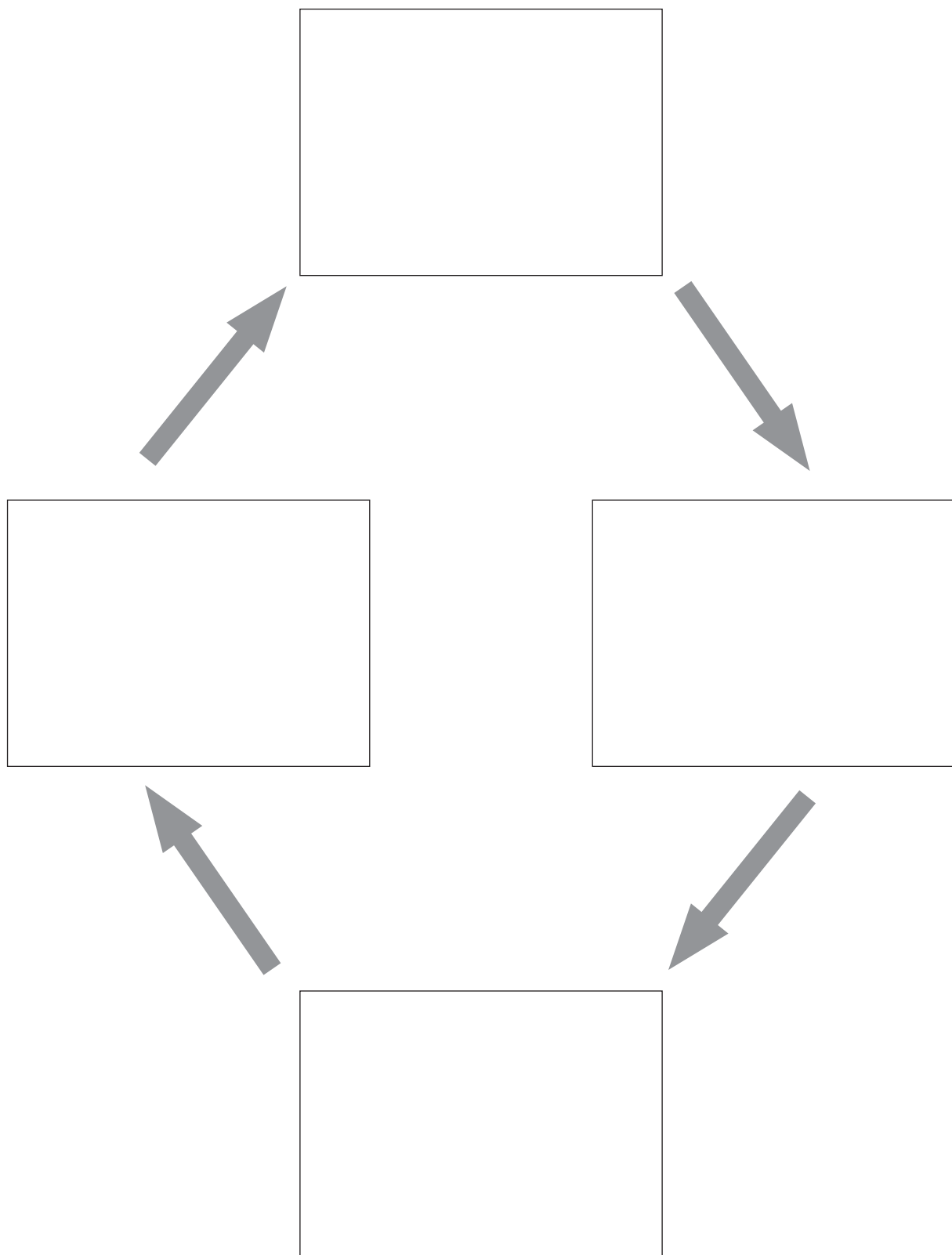
Cause-Effect Chart (Basic)



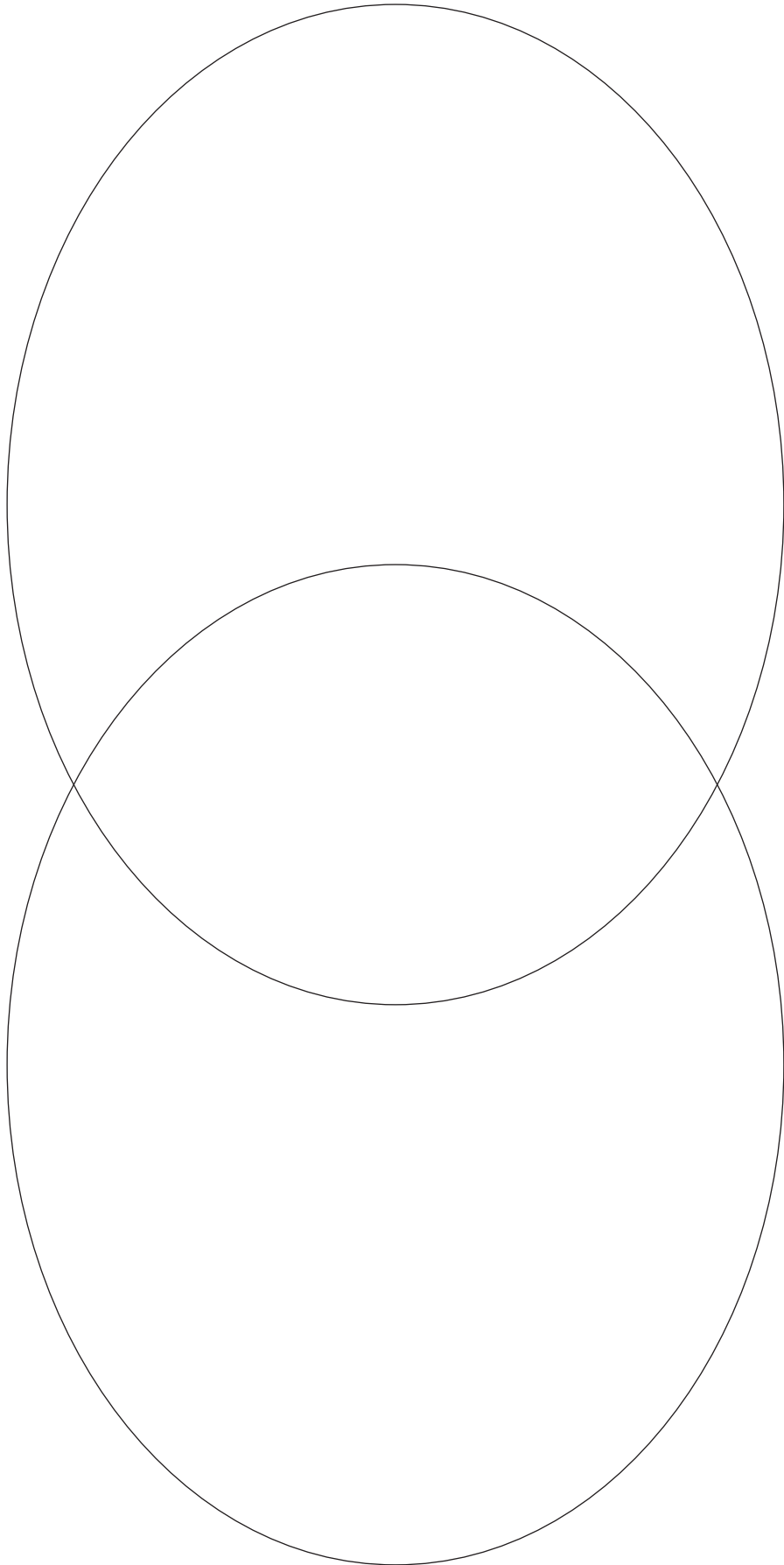
Chronological Ordering/Sequencing

A vertical timeline template for chronological ordering. It features a thick gray arrow pointing downwards on the left side, with 12 horizontal lines extending to the right from the arrow's shaft, providing space for writing events in sequence.

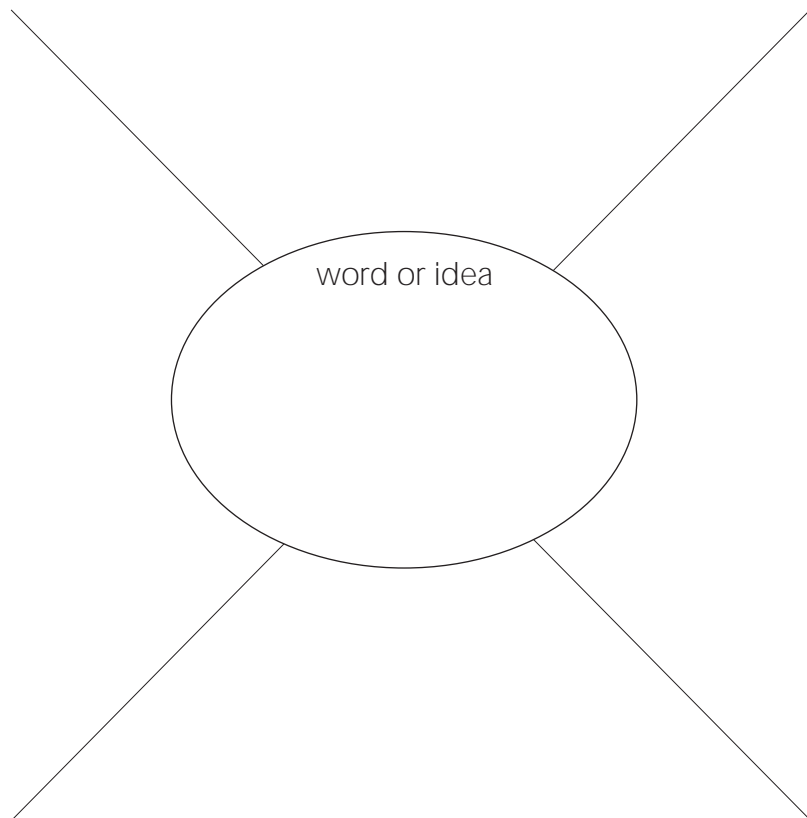
Temporal Sequencing



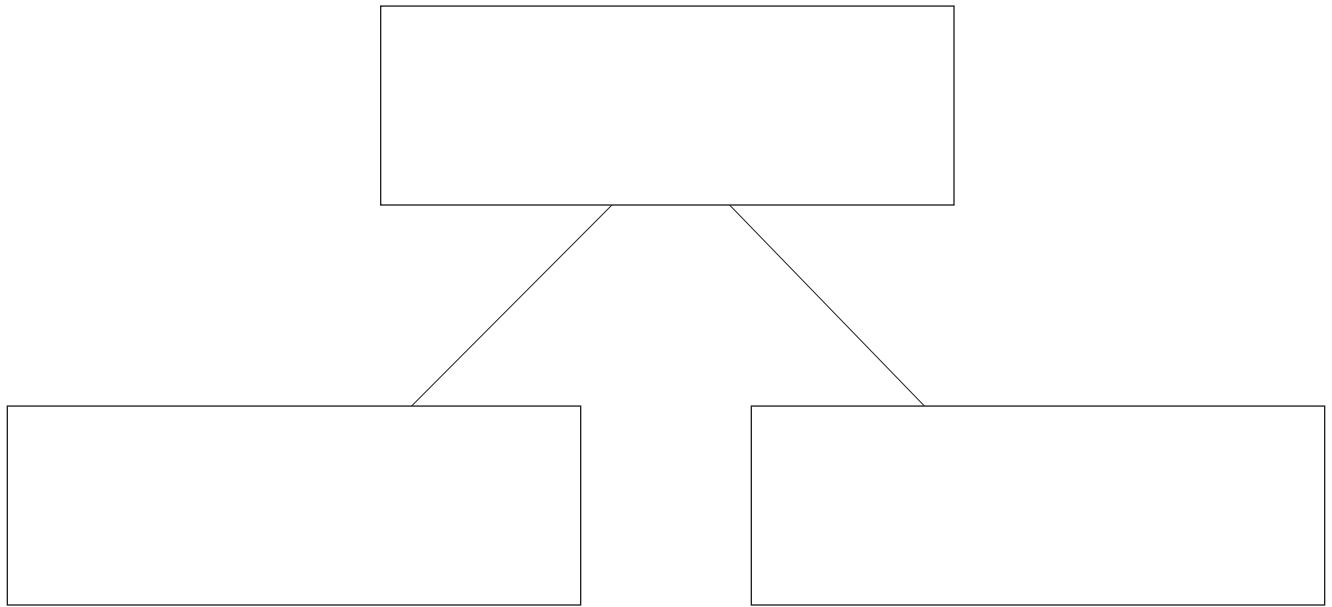
Compare/Contrast



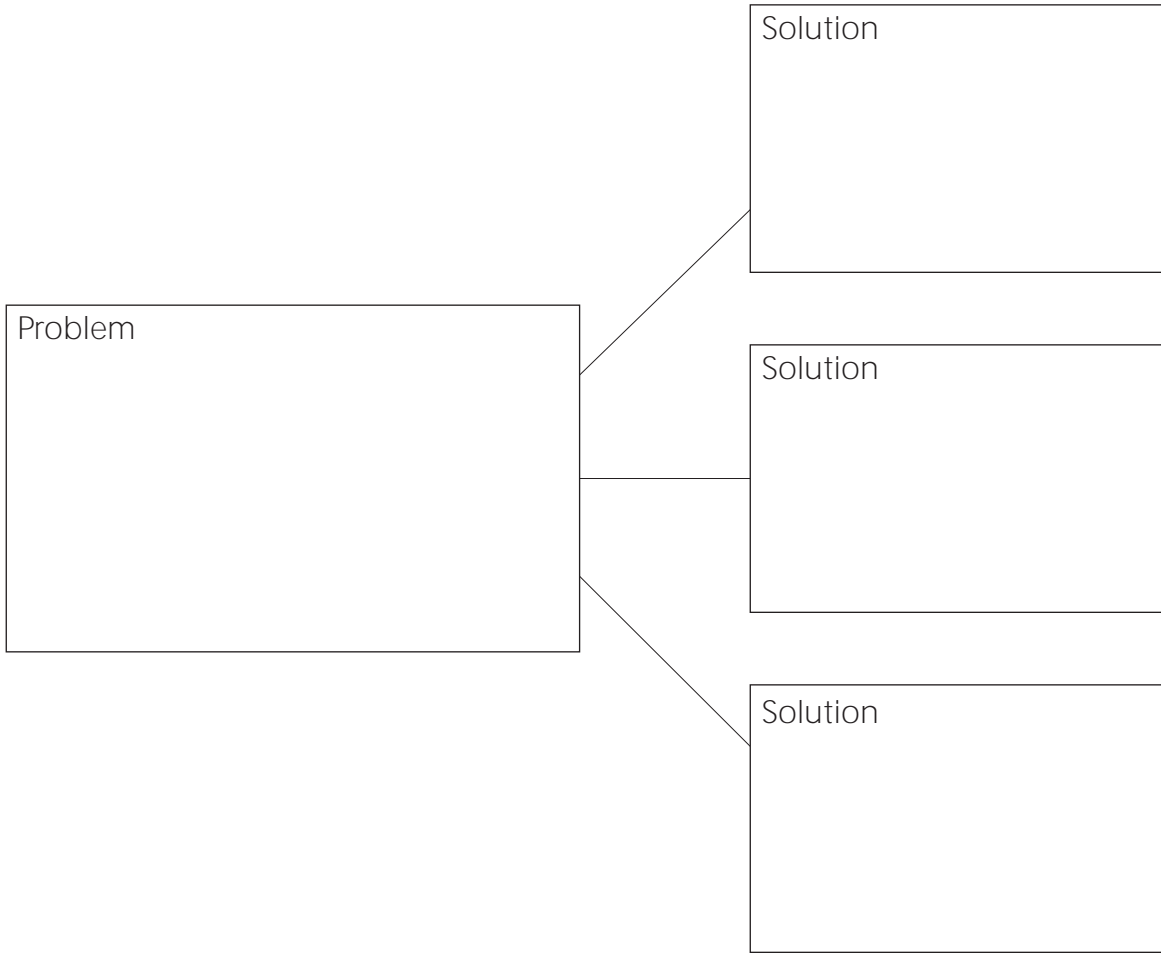
Description (Web)



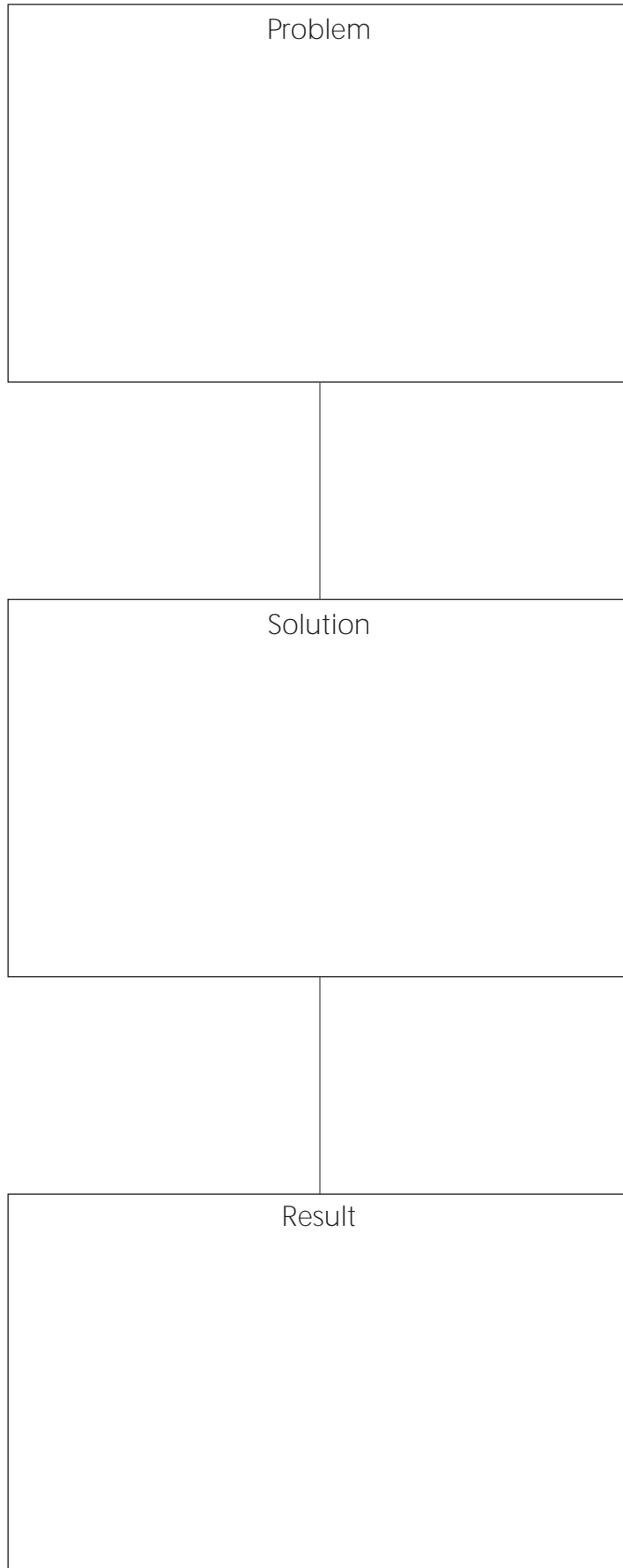
Description (Chart)



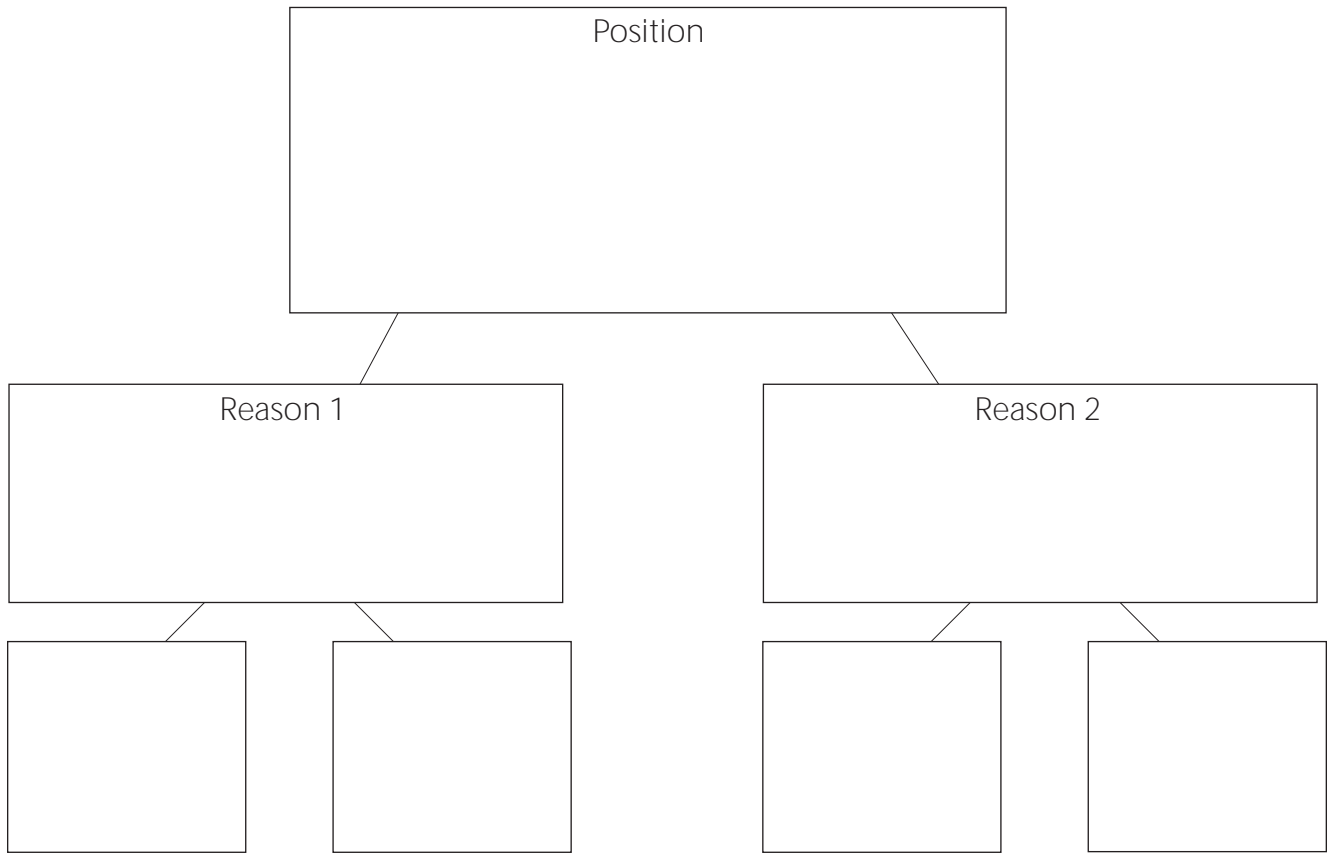
Problem-Solution



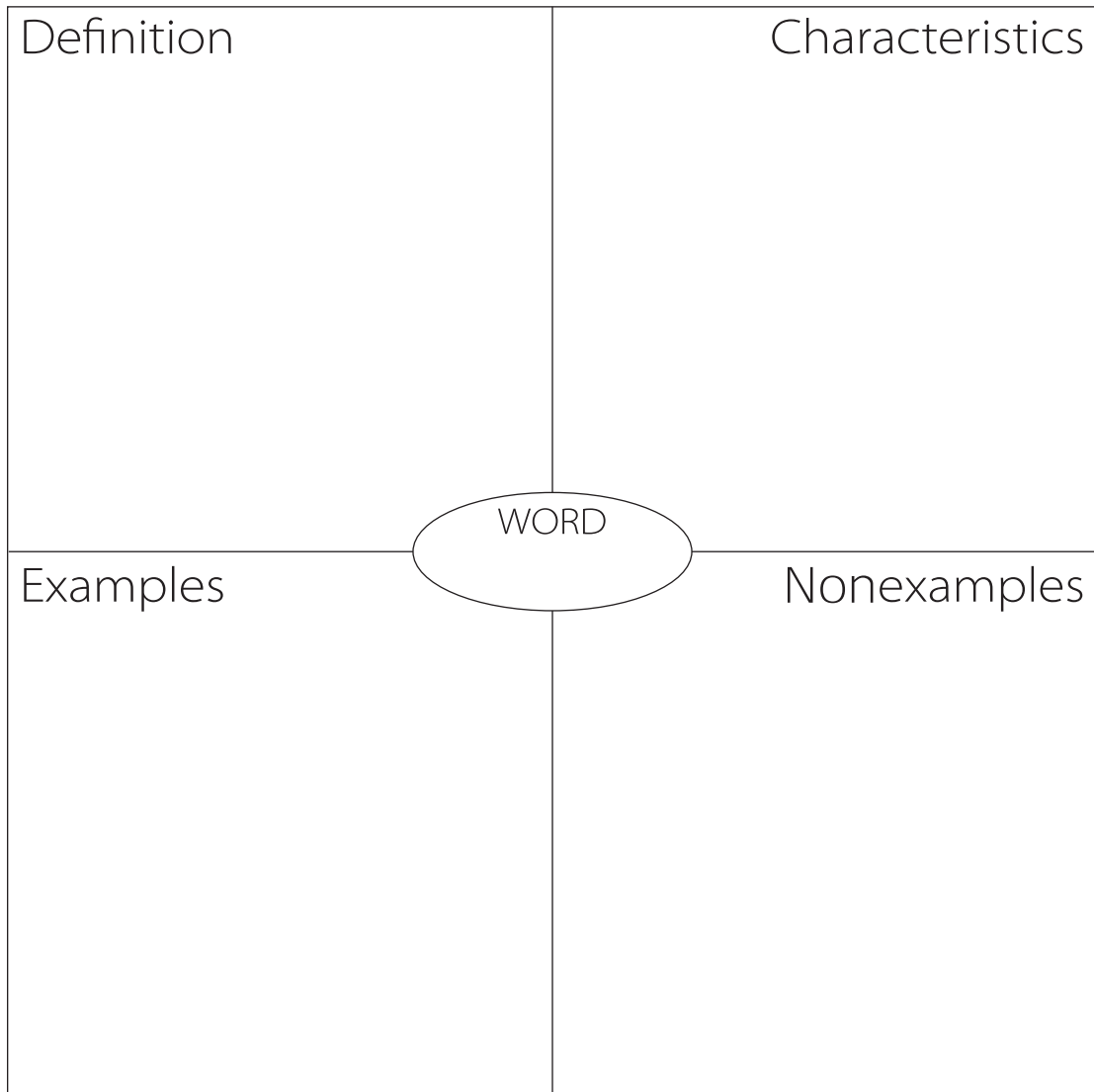
Problem-Solution-Result



Position-Reason



Frayer Model



Adapted with permission from Frayer, D. A., Frederick, W. C., & Klausmeier, H. G. (1969). A schema for testing the level of concept mastery (Technical report No. 16). Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.

