

**TAKS Reading
Preparation Grade 3
Teacher Edition**



SAMPLE

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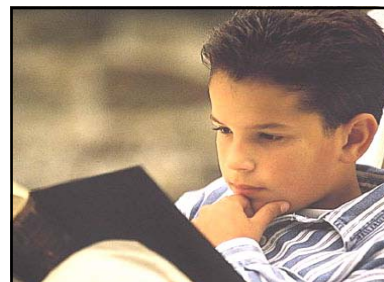
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Introduction

Overview of Materials

WHY IS TEACHING READING IMPORTANT?

Reading is central to learning—in school, in the workplace, and in everyday life. How well students learn to read sets the foundation for their future success.



This is critical information for educators. It tells us that teaching reading well must be a top priority for every teacher and instructional leader. To teach reading well, all educators must

- Understand the reading skills and comprehension processes necessary to obtain meaning from written text.
- Have a thorough knowledge of the research-based practices known to impact student achievement.
- Monitor student progress to guide future instruction.

TAKS PREPARATION MANUALS

This manual, *TAKS Reading Preparation*, is designed to help educators meet the challenge of teaching reading well. Materials in this resource include:

Curriculum, Instruction, and Assessment Foundational Information

TAKS Preparation Manuals provide critical information on the curriculum to be taught, the components of an effective instructional lesson, and the importance of multiple forms of assessment to monitor student progress and guide instruction. This foundational information can be found in the Introduction section.

Lessons and Assessments

Teacher-ready lessons are grouped under each of the TAKS objectives. Corresponding selected-response and/or performance assessments are included to measure students' understanding as a result of the instruction provided.

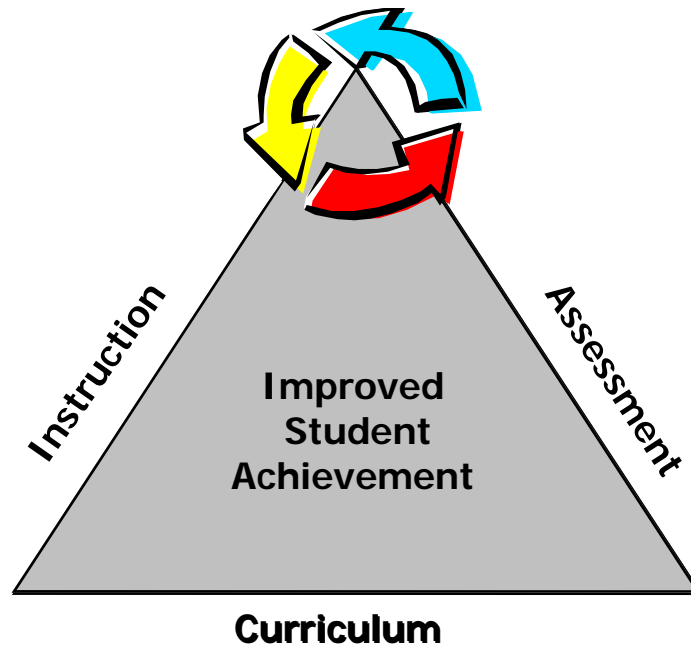
Appendices

The appendices contain blackline masters of all lesson activity pages and materials necessary to administer and score the selected-response and performance assessments.

Introduction

Curriculum, Instruction, Assessment Framework

TAKS PREPARATION MANUAL *CURRICULUM, INSTRUCTION, ASSESSMENT FRAMEWORK*



Many times test preparation materials focus only on assessing student understanding through “practice-type” assessments. While assessment is a critical component of the student learning process, it must be thoroughly connected to the curriculum base from which the instruction is delivered and to the components of effective instructional delivery.

The materials in this booklet provide a thorough explanation of the three necessary components in an effective instructional framework designed to increase student achievement.

Curriculum: What is the foundation on which effective student instruction rests?

Instruction: What are the components of an effective instructional lesson?

Assessment: What types of assessment should be used to monitor student understanding as a result of the instructional process? How can this information be used in a continuous cycle to analyze assessment data and plan and deliver targeted instruction?

Introduction

Curriculum Overview

WHAT IS THE CURRICULUM?

The Reading and Language Arts Texas Essential Knowledge and Skills (TEKS) form the curriculum base for reading instruction. The TEKS define the learning standards of what Texas students should know and be able to do at every grade level and in every course to move successfully through school. The knowledge and skills statements provide a scope of the instructional work and the student learning to be accomplished in reading and language arts in kindergarten through grade 12. These statements are arranged in a sequential order that is indicated by the grade level or course. Some essential knowledge and skills statements are addressed at a single grade level, but many are addressed throughout the grades. This exemplifies that throughout the curriculum students continue to hone their reading comprehension skills from early elementary school through high school on increasingly more difficult text.



HOW IS MASTERY OF THE CURRICULUM MEASURED?

Blueprint information

The Texas Assessment of Knowledge and Skills (TAKS) is the testing program designed to measure student mastery of the TEKS. While the TAKS assessment does not specifically measure the mastery of all of the Texas Essential Knowledge and Skills, it does include many of the knowledge and skills expectations directly and also includes several more knowledge and skills expectations indirectly as many of the student expectations are prerequisites to those assessed directly on TAKS. Questions on the TAKS assessment are formed to reflect good instructional classroom practice and accurately measure student learning. The TAKS is not designed to “be the curriculum” for reading instruction for students. The purpose of the TAKS is to measure student learning of the TEKS curriculum.

The Texas Assessment of Knowledge and Skills (TAKS) is organized into objectives. The objectives are broad statements that serve as headings under which the Texas Essential Knowledge and Skills (TEKS) can be purposely grouped. The objectives, or meaningful subsets of the TAKS, are designed to be identical across grade levels rather than specific to a certain grade level. The TAKS Reading objectives for third through eighth grade and for ninth through eleventh grade are purposely the same.

Introduction

Curriculum: Grade 3 TAKS Reading Objectives

There are four identical TAKS Reading Objectives for grades three through eight. The reading selections used to measure student mastery of these objectives may be narrative (fictional), expository (informative), mixed pieces (combine two types of writing into a single selection), or paired selections at grades 4 and above (two selections designed to be read together). The reading selections for third grade will be approximately 500 to 700 words in length.

The TAKS Reading objectives, the TEKS student expectations, and the number of questions assessed from each objective at grade three are listed below.

| Objective 1: Basic Understanding of Texts | | |
|--|---|---|
| Word Identification | <ul style="list-style-type: none"> • Root words, prefixes, suffixes, endings (3.5D) • Word order/context to confirm meaning (3.5E) | 15 TAKS questions at grade three |
| Vocabulary Development | <ul style="list-style-type: none"> • Context to build meaning (3.8C) • Synonyms, antonyms, multi-meaning words (3.8D) | |
| Comprehension | <ul style="list-style-type: none"> • Retell important events in stories (3.9C) • Produce summaries (3.9H) | |
| Objective 2: Knowledge of Literary Elements to Understand Texts | | |
| Literary Concepts | <ul style="list-style-type: none"> • Character's traits, feelings, relationships, changes (3.11H) • Importance of setting to meaning (3.11I) • Recognize story problem/plot (3.11J) | 7 TAKS questions at grade three |
| Objective 3: Use of Strategies to Analyze Texts | | |
| Comprehension | <ul style="list-style-type: none"> • Retell important events in stories (3.9C) • Represent text information using story maps, graphs, and charts (3.9I) | 6 TAKS questions at grade three |
| Literary Concepts | <ul style="list-style-type: none"> • Distinguish different forms of texts (3.11A) • Recognize features of genres (3.11C) | |
| Objective 4: Application of Critical Thinking Skills to Analyze Texts | | |
| Comprehension | <ul style="list-style-type: none"> • Make and explain inferences-determining important ideas, causes/effects, making predictions, drawing conclusions (3.9F) • Distinguish fact from opinion (3.9J) | 8 TAKS questions at grade three |
| Literary Response | <ul style="list-style-type: none"> • Support with examples from text (3.10C) | |
| Total of 36 questions for Grade 3 TAKS Reading | | |

Introduction

Instruction Overview

WHAT ARE THE COMPONENTS OF AN EFFECTIVE LESSON?

An effective lesson that provides the most impact on student achievement has five sequential steps.

- **Explicit Instruction:** Each of the skills and concepts to be learned in the lesson must be defined. What is implicit in the task to be learned should be made explicit through explanation, demonstration, and discussion.
- **Teacher Modeling:** The teacher should model the use of the skills and concepts through a “think-aloud” process. In addition to telling students what to do, show students how. While reading out loud, the teacher should “think-aloud” questions about the text and then model how the answers to those questions can provide meaning to what is read.
- **Guided Practice:** Eventually the goal is for the reader to be able to use reading skills and comprehension processes independently to comprehend text. However, time must be provided before independent practice for the students to practice the strategy with the appropriate level of support from the teacher. Effective questioning to help students master skills and concepts is key in this portion of the lesson.
- **Independent Practice:** Students need multiple opportunities to apply the newly learned skills and processes on their own through independent practice. Learning is a cyclical process as students must continually have opportunities for independent practice to use and review skills and concepts learned.
- **Monitor Progress:** Independent practice opportunities should be monitored to evaluate student mastery and to guide future instruction that targets skills and concepts to be developed.



WHAT HAPPENS WHEN LEARNING IS NOT OBTAINED?

If the monitoring of student progress indicates that the student has not mastered the learning, this instructional model should be reentered at the appropriate point for the student. Explicit instruction may need to be reviewed and retaught; teacher modeling may need to be provided with more intensity and explanation in a small group or one-on-one setting; guided practice opportunities may need further teacher support; and during independent practice, increased feedback may need to be provided.

Introduction

Instruction: Grade 3 TAKS/TEKS/Student Lessons

Below is a summary table of TAKS Objectives and the lessons provided in this manual. The lessons are purposefully consistent throughout the grade levels and are designed to enforce the teaching of reading skills and processes with a constant instructional process; the variable is the complexity of the text. Each lesson will be several class periods in length and should be repeated multiple times with varying text.

| Objective 1: Basic Understanding of Texts | | |
|--|---|--|
| Word Identification | <ul style="list-style-type: none"> • Root words, prefixes, suffixes, endings (3.5D) • Word order/context to confirm meaning (3.5E) | <ul style="list-style-type: none"> • Lesson: Vocabulary Development |
| Vocabulary Development | <ul style="list-style-type: none"> • Context to build meaning (3.8C) • Synonyms, antonyms, multi-meaning words (3.8D) | |
| Comprehension | <ul style="list-style-type: none"> • Retell important events (3.9C) • Produce summaries (3.9H) | <ul style="list-style-type: none"> • Lesson: Summarization |
| Objective 2: Knowledge of Literary Elements to Understand Texts | | |
| Literary Concepts | <ul style="list-style-type: none"> • Character's traits, feelings, relationships, changes (3.11H) • Importance of setting (3.11I) • Recognize story problem/plot (3.11J) | <ul style="list-style-type: none"> • Lesson: Characterization • Lesson: Plot Understanding |
| Objective 3: Use of Strategies to Analyze Texts | | |
| Comprehension | <ul style="list-style-type: none"> • Retell important events (3.9C) • Represent text information using story maps, graphs, and charts (3.9I) | <ul style="list-style-type: none"> • Concepts/Skills Embedded in Other Lessons |
| Literary Concepts | <ul style="list-style-type: none"> • Distinguish forms of texts (3.11A) • Recognize features of genres (3.11C) | <ul style="list-style-type: none"> • Concepts/Skills Embedded in Other Lessons |
| Objective 4: Application of Critical Thinking Skills to Analyze Texts | | |
| Comprehension | <ul style="list-style-type: none"> • Make and explain inferences-determining important ideas, causes/effects, making predictions, drawing conclusions (3.9F) • Distinguish fact from opinion (3.9J) | <ul style="list-style-type: none"> • Lesson: Inferential Thinking |
| Literary Response | <ul style="list-style-type: none"> • Support with examples from text (3.10C) | <ul style="list-style-type: none"> • Concepts/Skills Embedded in Other Lessons |

Introduction

Assessment Overview

WHY ASSESS STUDENT PROGRESS?

Assessing student progress is a critical component of the curriculum, instruction, and assessment framework. Only through assessment can an accurate diagnosis be made of the student's strengths, weaknesses, and possible misconceptions.

There are key elements of assessment that should be considered when determining the method to be used.

- Assessment should mirror good instruction.
- Assessment should happen continuously, and not obtrusively, as a part of instruction.
- Assessment should provide information to teachers, students, and parents about the levels of understanding that students are reaching.

There are two broad categories of assessment: 1) formative assessment and 2) summative assessment. Formative assessment is ongoing and serves as a source of feedback to improve teaching and learning. Summative assessment measures what students have learned at the end of a set of learning activities. Summative information should be used to plan instruction for the next major segment of instruction.

WHAT TYPES OF ASSESSMENT WILL BE USED?

In this *TAKS Reading Preparation* resource, selected-response (multiple-choice) items, open-ended short-answer items, and performance assessments are provided to measure student progress. It is important to design a balanced assessment program that allows many routes to monitor student learning. The assessments at the end of each lesson are designed to be used formatively to provide "checkpoints" and define further instructional needs.

In addition to the assessments provided at the conclusion of each lesson, there is a complete simulated-TAKS assessment found in the Appendix. Similar to the TAKS Reading assessment, the simulated-TAKS assessment will be composed entirely of multiple-choice items for grades 3 through 8 and multiple-choice items combined with open-ended short-answer items for grades 9, 10, and grade 11 exit level. This practice assessment is designed to be a summative assessment to gauge the readiness of students to perform satisfactorily on the TAKS. Data from all of these assessments must be used to design and redesign the instructional framework that will bring the desired student achievement.

Introduction

Assessment: Selected Response

WHAT IS A SELECTED-RESPONSE ASSESSMENT?

A selected-response assessment can be a multiple-choice, true/false, matching, or fill-in-the-blank assessment to measure student mastery of knowledge. The form of selected-response assessment used in the TAKS Preparation Manuals will be multiple choice.

The goal of an effective multiple-choice item is to present the student with a task that is both important and clearly understood, and one that can be answered correctly by anyone who has achieved the intended learning outcome. A multiple-choice item should have one correct answer and several plausible wrong answers called distracters. The function of distracters is to distract those students who are uncertain of the answer.

The selected-response assessment items used in the TAKS Preparation Manuals will be

- Multiple-Choice Items
- True/False Items
- Matching Items
- Fill-in-the-Blank Items

HOW CAN A SELECTED-RESPONSE ASSESSMENT BE USED DIAGNOSTICALLY?

At a basic level, the number of multiple-choice items answered correctly can provide information on the level of mastery of the skill or process being assessed. For example, if a multiple-choice assessment is designed to assess students' vocabulary understanding, a simple tabulation of the number of correct and incorrect answers can provide information to target future instruction. Hence, if the student does not demonstrate a high level of mastery through correct answers to the assessment items, it is easy to conclude that further instruction on this reading skill is needed by that student.

At a deeper level, a multiple-choice assessment can provide more targeted information on deficiencies the student may have. In this manual, from the multiple-choice assessment items on the Vocabulary Development Assessment—Appendix G (Answer Key—Appendix H), a diagnostic component can be obtained based on the conceptual understanding being assessed through the item. The assessment items have been written to measure the understandings necessary for vocabulary knowledge: 1) the use of context clues to determine word meaning; 2) the application of vocabulary knowledge developed through explicit instruction and wide reading; 3) the relation of synonyms and antonyms to word meaning; and 4) the determination of the correct meaning for multiple-meaning words.

Introduction

Assessment: Performance Assessment

WHAT IS A PERFORMANCE ASSESSMENT?

A performance assessment allows students to demonstrate their understanding of what they should know and be able to do as a result of the instructional process. Reading performance assessments promote many elements to improve the delivery of best practice instruction in the area of reading.

- Reading performance assessments make a strong reading-writing connection for students. This connection is necessary for the most impact upon student achievement, particularly for those students struggling in the process to become effective readers or writers.
- When students respond through writing to what they have read, not only do writing skills improve but a deeper level of understanding of the material read is obtained and demonstrated. Writing about what has been read allows the reader to reflect and clarify his or her thinking.
- Performance assessments ensure that higher-order thinking and critical-thinking skills are being addressed during classroom instruction and student assessment.

HOW ARE PERFORMANCE ASSESSMENTS SCORED?

The performance assessments provided in the *TAKS Reading Preparation* manuals use passages from the most common instructional tool in the classroom—the state-adopted textbook. A performance assessment is included for each of the most commonly statewide-adopted textbooks at that grade level. After studying the performance assessments provided, teachers can create additional assessments based on other reading selections.

The reading performance assessments are scored via an instructional rubric using a 1-4 scale of possible points, with 4 being the highest score and 1 as the lowest score. Rubrics are designed to answer by what criteria should performance be judged and to define the range in quality of the performance (1-4). An instructional rubric serves the purposes of teaching and learning, as well as evaluation. The instructional rubrics included in this manual should be given to the students during instruction to support learning; students should become very familiar with the content of the rubrics. After the written response has been scored, the rubric should be used directly by students to provide informative feedback about their level of understanding of the concepts, processes, and communication skills.

Introduction

Assessment: Instructional Rubric

WHAT CRITERIA IS USED IN THE INSTRUCTIONAL RUBRIC?

The reading performance instructional rubric contains three criteria on which to provide student instruction and judge student performance. The format for each of the rubrics is shown on the next page.

Concept: Text Evidence

For this criteria, instruction and assessment should focus on the use of accurate and relevant information from the text to support the response. Text evidence can be a synopsis, a direct quotation, or a paraphrase but must be accurate and relevant.

Process: Specific Process Being Taught and Assessed

Instructional rubrics are provided for six comprehension processes assessed on TAKS: main idea (4-11), summarization (3-11), characterization (3-11), plot understanding (3-11), text comparisons and connections (4-11), and inferential thinking (3-11). These processes also align with the Texas Essential Knowledge and Skills (TEKS). The descriptions for these criteria describe the necessary learning that must take place to be able to understand and apply these processes at an independent level.

Communication

This criteria focuses on the demonstration of an organized response and age-appropriate command of conventions (spelling, punctuation, capitalization, etc.).

The same rubrics are used for all grade levels, 3-11. The purpose of using the same rubric is to promote the vertical alignment of instruction and assessment; however, developmental standards must be applied. For example, a 4-point third-grade student response would not be identical to a 4-point tenth-grade student response. The standards must vary by the level of student experience and context.

Grade-level sample student responses, scored holistically with a score point of 1, 2, 3, and 4, are included in Appendix S. Holistic scoring evaluates the student response as a whole rather than evaluating the student's performance on each of the individual criteria. Each sample student response contains an annotation to explain the holistic scoring.

In addition to scoring the student response holistically, the student's performance on each of the individual criteria should be studied for specific strengths and weaknesses in the student's learning. This information must be used to guide future instruction.

Introduction

Assessment: Instructional Rubric

| Criteria | Gradations of Quality | | | |
|-----------------------------------|--|---|---|---|
| | 4 | 3 | 2 | 1 |
| Concept: Text Evidence | Is actual, relevant textual evidence present to support the response? | | | |
| Process | Main Idea: Is the central point that the author makes about the topic stated in the main idea statement? | | | |
| | Summarization: Is the most important information in the text synthesized into an effective paragraph? | | | |
| | Characterization: Is the response based upon the information stated directly or implied about the character? | | | |
| | Plot Understanding: Does the response address the events in the story that significantly affect the storyline? | | | |
| | Text Comparisons and Connections: Does the response state what is being compared and make conclusions based on details from the work(s)? | | | |
| | Inferential Thinking: Does the response address the inference question and draw a conclusion based on text clues and background knowledge? | | | |
| Communication | Does the response demonstrate an organized progression of thought and age-appropriate command of conventions? | | | |

The complete rubrics can be found in Appendices M (main idea), N (summarization), O (characterization), P (plot understanding), Q (text comparisons and connections), and R (inferential thinking).

Introduction

Assessment: Lesson Assessment Student Record Form

HOW CAN THE STUDENT RECORD FORM BE USED TO PROVIDE DIAGNOSTIC INFORMATION?

A Lesson Assessment Student Record Form can be found on Appendix JJ and in electronic form on the CD-ROM that is provided with this manual. This form can be used to record individual student responses to the assessment items that are available at the end of each lesson to measure student learning as a result of the instructional process.

The Lesson Assessment Student Record Form provides the opportunity to provide more in-depth diagnostic information for each student beyond the total number of correct and incorrect responses. For example, for the multiple-choice assessment that follows the Vocabulary Development Lesson, the student record form assists in the identification of misunderstandings that may be causing student learning to falter. The questions have been written to measure the understandings necessary for vocabulary knowledge: 1) the use of context clues to determine word meaning; 2) the application of vocabulary knowledge; 3) the relation of synonyms and antonyms to word meaning; and 4) the determination of the correct meaning for multiple-meaning words. Understanding the type of question being assessed can provide important instructional information when evaluating correct and incorrect student responses. A consistency in correct or incorrect responses for a specific type of understanding provides information necessary to target that learning.

On the Lesson Assessment Student Record Form, there are also areas to record the student's performance on each of the performance assessment tasks. In addition to recording the holistic score (1, 2, 3, or 4), it is important to note the student's specific strengths and weaknesses in each of the criteria: Text Evidence; the process being measured—Main Idea, Summarization, Characterization, Plot Understanding, Text Comparisons and Connections, or Inferential Thinking; and Communication.

By completing the Lesson Assessment Student Record Form to record the student's responses, diagnostic information on misunderstandings, strengths, and weaknesses can be clearly shown. For the optimal impact on student achievement, these data should be used to plan future instruction. A sample completed Lesson Assessment Student Record Form for two of the lesson assessments is shown on the next page. The complete Lesson Assessment Student Record Form, located on Appendix JJ and on the CD-ROM, allows the recording of student performance on all of the lesson assessments.

Introduction

Assessment: Sample Lesson Assessment Student Record Form

Name: Texas Student

LESSON ASSESSMENT STUDENT RECORD FORM

| Objective 1: Basic Understanding | VOCABULARY DEVELOPMENT | | | | | | | | |
|----------------------------------|------------------------|-----------------------------------|------------------|----------------------|---|---------------------|------------------|------------------------|------------------|
| | Question | Context Clues | | Vocabulary Knowledge | | Synonyms & Antonyms | | Multiple-Meaning Words | |
| | | Correct Answer | Incorrect Answer | Correct Answer | Incorrect Answer | Correct Answer | Incorrect Answer | Correct Answer | Incorrect Answer |
| | 1 | | | | | | 1 | | |
| | 2 | 1 | | | | | | | |
| | 3 | | | 1 | | | | | |
| | 4 | | 1 | | | | | | |
| | 5 | | | | | 1 | | | |
| | 6 | | 1 | | | | | | |
| | 7 | | | | 1 | | | | |
| 8 | | 1 | | | | | | | |
| TOTAL | 1 | 3 | 1 | 1 | 1 | 1 | | | |
| SUMMARIZATION | | | | | | | | | |
| Holistic Score | | Notes on Strengths and Weaknesses | | | | | | | |
| 4 | | Text Evidence | | | No relevant text evidence | | | | |
| 3 | | Summarization | | | Described unrelated parts of the text | | | | |
| 2 | | Communication | | | Response not organized clearly | | | | |
| 1 | X | Overall | | | Appears to have difficulty understanding the text | | | | |

From this sample of a portion of the Lesson Assessment Student Record Form, it is clear that the student has misunderstandings that need targeted instruction. The next diagnostic step for this student would be to do further assessment to determine if instruction is needed on basic skills for decoding unknown words. Instruction in foundational skills prerequisite to the skills assessed on TAKS may help this student understand the TAKS reading selections and apply critical-thinking skills.

Introduction

Assessment: Class Summary Forms

WHAT ASSESSMENT CLASS SUMMARY FORMS ARE AVAILABLE?

Lesson Assessment Class Summary Form

In addition to the Lesson Assessment Student Record Form, a Lesson Assessment Class Summary Form is available on Appendix KK and on the CD-ROM.

The Lesson Assessment Class Summary Form allows for all students' responses to the lesson assessments to be recorded on one document. While the individual student record form provides diagnostic information pertinent to each student, the class summary form gives the teacher and the instructional leader an overall view of the performance of the entire class. Reviewing the performance of the entire class provides information on the instruction that is needed by all students while the individual student record form allows the teacher to plan instruction designed to meet the needs of each student. For maximum usage of assessment data to guide instruction, it is suggested that student responses are recorded on both the Lesson Assessment Student Record Form—Appendix JJ and the Lesson Assessment Class Summary Form—Appendix KK. The forms are also available on the CD-ROM.

Simulated-TAKS Class Summary Form

In addition to the selected-response and performance assessments provided at the conclusion of each lesson, there is a complete Simulated-TAKS Assessment found in Appendix LL (Answer Key—Appendix MM). This practice assessment is designed to be a summative assessment to gauge the readiness of students to perform satisfactorily on the TAKS.

A Simulated-TAKS Class Summary Form is located on Appendix NN. Both sets of data, individual student data and class summary data, should be used when planning future instruction. Class summary data is especially helpful when forming small groups of students to target learning needs. The sample Lesson Assessment Class Summary Form on the next page provides an example of how these data can be used to form small groups for instruction.

| Class Summary Form | | | | |
|--------------------|--------|--------|--------|--------|
| Student | Obj. 1 | Obj. 2 | Obj. 3 | Obj. 4 |
| Ahu, A. | 12 | 5 | 3 | 5 |
| Ayala, M. | 9 | 4 | 4 | 5 |
| Berg, L. | 6 | 3 | 2 | 3 |
| Dodd, T. | 11 | 4 | 3 | 6 |
| Rios, J. | 9 | 5 | 4 | 4 |

Introduction

Assessment: Sample Lesson Assessment Class Summary Form

TEACHER: Ms. Sample

CAMPUS: Anywhere Campus

| Student Name | Vocabulary Assessment | Performance Assessments | | | |
|--------------|--|-------------------------|---------------------|-----------------------|-------------------------|
| | Use of context clues, vocabulary knowledge, synonyms & antonyms, multiple-meaning words /8 | Summarization /4 | Characterization /4 | Plot Understanding /4 | Inferential Thinking /4 |
| Student 1 | 6/8 | 3/4 | 3/4 | 4/4 | 3/4 |
| Student 2 | 7/8 | 2/4 | 2/4 | 3/4 | 3/4 |
| Student 3 | 2/8 | 1/4 | 2/4 | 2/4 | 1/4 |
| Student 4 | 6/8 | 2/4 | 3/4 | 3/4 | 4/4 |
| Student 5 | 3/8 | 2/4 | 2/4 | 3/4 | 2/4 |
| Student 6 | 8/8 | 3/4 | 3/4 | 4/4 | 3/4 |
| Student 7 | 6/8 | 2/4 | 2/4 | 3/4 | 2/4 |
| Student 8 | 7/8 | 3/4 | 2/4 | 3/4 | 3/4 |
| Student 9 | 8/8 | 3/4 | 4/4 | 4/4 | 4/4 |
| Student 10 | 6/8 | 2/4 | 2/4 | 3/4 | 2/4 |
| Student 11 | 4/8 | 2/4 | 2/4 | 3/4 | 2/4 |
| Student 12 | 2/8 | 2/4 | 2/4 | 2/4 | 1/4 |
| Student 13 | 8/8 | 4/4 | 3/4 | 4/4 | 4/4 |
| Student 14 | 8/8 | 3/4 | 3/4 | 3/4 | 3/4 |
| Student 15 | 3/8 | 2/4 | 2/4 | 3/4 | 2/4 |

By evaluating these data, small groups of students can be formed to provide instruction that targets identified needs. In this sample, a small group could be formed for students 3, 5, 11, 12, and 15 to focus on using strategies for word identification and vocabulary understanding. Small groups of students could also be formed to target the teaching of comprehension processes. Because inferential thinking is a vital component of all reading processes, it would be beneficial to provide small group instruction for those students who have identified needs in this area. Students 3, 5, 7, 10, 11, 12, and 15 would benefit from the intensity that small group instruction could provide to this important learning.

Introduction

Assessment: Grade 3 Lesson/Assessment Summary

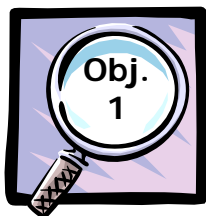
Below is a summary table of the Grade 3 lessons and assessments provided at the conclusion of each lesson. Both the selected-response and performance assessments are designed for the student responses to be used diagnostically to guide instruction. The Lesson Assessment Student Record Form and the Lesson Assessment Class Summary Form can be used to record and analyze student responses.

| Lesson | Selected Response | Performance Assessment |
|--|--|--|
| Objective 1: Basic Understanding of Texts | | |
| Lesson: Vocabulary Development | 10 questions with diagnostic correlation | |
| Lesson: Summarization | | Summarization Performance Assessment with Instructional Rubric and diagnostic correlation |
| Objective 2: Knowledge of Literary Elements to Understand Texts | | |
| Lesson: Characterization | | *Characterization Performance Assessment with Instructional Rubric and diagnostic correlation |
| Lesson: Plot Understanding | | Plot Understanding Performance Assessment with Instructional Rubric and diagnostic correlation |
| Objective 3: Use of Strategies to Analyze Texts | | |
| Concepts/Skills Embedded in Other Lessons | | |
| Objective 4: Application of Critical Thinking Skills to Analyze Texts | | |
| Lesson: Inferential Thinking | | Inferential Thinking Performance Assessment with Instructional Rubric and diagnostic correlation |

*Sample student responses (anchor papers) Appendix S.

Objective 1: Basic Understanding of Texts

Summary



The overall goal of Objective 1 is to read for the basic meaning of a text. For students to successfully reach this goal, the following reading skills and comprehension processes must be mastered.

- **READING SKILLS:** Use context and other word-identification strategies to understand the meaning of the words that are read (3.5D, 3.5E, 3.8C, 3.8D)
- **COMPREHENSION PROCESSES:** Retell important events in stories and produce summaries of text selections (3.9C, 3.9H)

| READING SKILLS/ COMPREHENSION PROCESSES | QUESTIONING STRATEGIES | RESOURCES |
|---|---|---|
| <p>Vocabulary Development</p> | <ul style="list-style-type: none"> • What does the word _____ mean in this paragraph? • Read the sentences around _____. Can you find an explanation for the word _____? • Can you figure out the meaning of _____? Use what you know about prefixes (suffixes, root words). • What words can you think of that mean the opposite (same) as _____? • _____ has many meanings. Look up the word in the dictionary. Can you figure out what _____ means in this paragraph? | <p>Graphic Organizers in Appendix:</p> <ul style="list-style-type: none"> • Concept of Definition Map |
| <p>Summarization</p> | <ul style="list-style-type: none"> • What is this selection (paragraph) mainly about? • What are the important details in this selection? You should answer the questions who, what, when, where, why, and how. • Can you tell/write a summary of this selection by including what the selection is mostly about and the important details? | <p>Graphic Organizers in Appendix:</p> <ul style="list-style-type: none"> • Important Events in a Story • Summarizing Expository Text |

Vocabulary Development Lesson

- Root words, prefixes, suffixes, endings (3.5D)
- Word order/context to confirm meaning (3.5E)
- Context to build meaning (3.8C)
- Synonyms, antonyms, multi-meaning words (3.8D)

Materials

- Word Meaning Wall Card—Appendix A
- Word Meaning Student Card—Appendix F
- Read aloud narrative or expository text
- Student narrative or expository text
- Concept of Definition Map—Appendix T
- Vocabulary Development Assessment—Appendix G
- Lesson Assessment Student Record Form—Appendix JJ or CD-ROM

Definition Wall Card

Word Meaning

- Look at root words, prefixes, and suffixes.
- Use the words that are somewhere near an unknown word to determine its meaning.
- Use the other words in the sentence to figure out the meaning of a multiple-meaning word. Reconfirm the meaning with a dictionary.

Procedures

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|---|--|
| Explicit Instruction of Concepts | 1. Explain to students the importance of using textual clues to identify words and develop an extensive vocabulary. |
| | 2. Identify ways to determine the meaning of an unknown word: 1) use of word parts (prefixes, suffixes, roots); 2) use of context clues; and 3) efficient use of the dictionary. |
| | 3. Demonstrate breaking a word into its parts to determine meaning (i.e., unfriendly, disable, reheat, impatient, unhelpful, powerful, comfortable). |
| | 4. Explain that context clues are words somewhere around the unknown word. These clues can explain, define, describe, or give an example of the unknown word. Show sentence examples such as "Marie was in the <u>choir</u> at her old school. She hopes her new school will have a group that sings together." |
| | 5. Review that some words have more than one meaning. The meaning for a particular word in a sentence depends on how the word is used. Usually the other words in the sentence assist with determining the exact meaning. Studying the multiple meanings of the word in the dictionary can help reconfirm the correct meaning. |

Vocabulary Development Lesson

Continued

| | |
|-------------------------------------|--|
| Teacher Modeling of Concepts | <p>1. Before beginning to read aloud a narrative or expository selection, tell students the focus of the read-aloud session will be to practice independent word-learning strategies—strategies that allow readers to identify words and understand their meanings.</p> |
| | <p>2. Throughout the read aloud, model the concept of stopping the reading to clarify the meaning of what has been read. Think-aloud that the understanding of the text is not clear due to the unknown or unclear meanings of some words.</p> |
| | <p>3. For unclear text, model the three key independent word-learning strategies to unlock a word's meaning: 1) use of word parts (prefixes, suffixes, roots); 2) use of context clues; and 3) efficient use of the dictionary.</p> |
| | <p>4. For words with multiple word parts, model how to break the word into its parts and define each word part to gain meaning. Tell students that using this strategy will be especially helpful to understand the meanings of words in science and social studies textbooks.</p> |
| | <p>5. Model the discovery of word meaning through context clues. Think-aloud the clues to meaning that are found in the text around the word. Talk about text clues that demonstrate, explain, define, describe, and provide examples to give meaning to the unknown word. Learning words from context is a long-term process and will require extended teacher modeling and student practice.</p> |
| | <p>6. To model using the dictionary, stress <i>how</i> to use what is found in a dictionary entry to translate the content of the definitions into usable word knowledge. Model looking up the meaning of an unknown word, thinking-aloud about the various definitions in an entry, and deciding which is the most appropriate definition for a particular context.</p> |
| | <p>7. Model all strategies multiple times providing explicit explanations of how, why, and when to use the independent word-learning strategy.</p> |

Vocabulary Development Lesson

Continued

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| Guided Practice of Concepts | <p>1. From the student selection to be read, determine words that will be pre-taught. Pretaught words should be limited to a few words that impact meaning; the words should be crucial to the understanding of the text.</p> |
| | <p>2. For all pretaught words, the first step is to read the sentence from the text that contains the word. Instructional methods to teach new vocabulary should combine an emphasis on understanding the definition and the meaning in context.</p> |
| | <p>3. Continue helping students understand the meaning of each of the pretaught designated words through a combination of the following activities:</p> <ul style="list-style-type: none">• Complete a Concept of Definition Map—Appendix T.• Discuss the meaning of the word: the difference between the new word and related words, meaning of the same word in different sentences, etc.• Rewrite definitions.• Create sentences that contain the new word; for more challenge, use more than one new word in a sentence.• Make up a story in which a new word features prominently. |
| | <p>4. During guided practice, involve students actively in word learning. Students remember more when they relate new information to known information by redefining the word in their own words, generating examples and non-examples, producing antonyms and synonyms, etc. Encourage students to use the Word Meaning Wall or Student Card for reminders on word-meaning strategies.</p> |
| | <p>5. Throughout guided practice, use focused questioning to encourage discussion to teach word meanings. Questioning strategies include:</p> <ul style="list-style-type: none">• What does the word _____ mean in this paragraph?• Read the sentences around _____. Can you find an explanation for the word _____?• Can you figure out the meaning of _____? Use what you know about prefixes (suffixes, root words).• What words can you think of that mean the opposite (same) of (as) _____?• _____ has many meanings. Look up the word in the dictionary. Can you figure out what _____ means in this paragraph? |

Vocabulary Development Lesson

Continued

| | |
|-----------------------------|---|
| Independent Practice | 1. Conduct a consistent, multi-day cycle of independent practice of word identification/vocabulary development for the highest impact on student achievement. |
| | 2. Activity One: Have students define the new words and discuss the use of each word in context. |
| | 3. Activity Two: Have students review the definitions by completing sentences for each word in their Vocabulary Notebook. |
| | 4. Activity Three: Have students work in pairs on a timed activity to match the words with their definitions. |
| | 5. Activity Four: Have students repeat the timed activity outlined in activity three. Afterwards, have students individually write a scenario using as many of the new words as possible. |
| | 6. Activity Five: Have students take a post-test over the new words. |

| | |
|-------------------------|---|
| Monitor Progress | 1. Keep anecdotal records on vocabulary knowledge shown by the student during class discussions of new vocabulary and text meaning. |
| | 2. Chart students' progress on weekly vocabulary post-tests. Students may be motivated by having individual student-tracking charts. |
| | 3. Administer Vocabulary Development Assessment—Appendix G (Answer Key—Appendix H). |
| | 4. Record student performance on the Lesson Assessment Student Record Form—Appendix JJ or CD-ROM. Through diagnostic analysis of the student's responses, analyze conceptual misunderstandings: context clues, multiple-meaning words, and lacking foundational skills to gain meaning. |
| | 5. Use monitoring progress information to provide targeted reteaching of skills/processes. |

References

Scott & Nagy, 1997; Schwartz & Raphael, 1985; TEA, 2000

Summarization Lesson

- Retell important events (3.9C)
- Produce summaries (3.9H)

Materials

- Summarization Wall Card—Appendix B
- Summarization Student Card—Appendix F
- Rubric for Summarization—Appendix N
- Models of Good Summaries
- Read aloud narrative or expository text
- Student narrative or expository text
- Graphic Organizers
 - Main Idea—Appendix U or V
 - Important Events in a Story—Appendix W
 - Summarizing Expository Text—Appendix X
- Summarization Performance Assessments—Appendix I
- Lesson Assessment Student Record Form—Appendix JJ or CD-ROM

Definition Wall Card

Summarization

- Retell the main events or ideas in your own words.
- Write a concise version of the text in a short paragraph—don't give your own opinions.
- For expository text, the summary should contain the main idea and the most important details.
- For a story, the summary should be a plot summary: what happened in the beginning, the middle, and the end.

Procedures

| | |
|---|---|
| Explicit Instruction of Concepts | 1. Explain to students that a summary focuses on the reading selection as a whole—not the individual parts of the selection. |
| | 2. Identify the key elements of a good summary: <ul style="list-style-type: none"> • A summary retells the main events or ideas in the writer's own words. • A summary is a concise version of the text in a short paragraph. A summary is more than one sentence. Typically, a good summary is 1-2 paragraphs in length. • A summary does not contain interpretations or opinions. It is a factual summarization of the text. |
| | 3. Review the differences between a summary of expository text (informational text) and a summary of a story (narrative text). <ul style="list-style-type: none"> • A summary of expository text contains the main idea (what the author wants the reader to remember most about the subject or topic) and the most important details of the selection. • A summary of a story is a plot summary of the main events that happen in the beginning, the middle, and the end of the story. |
| | 4. Show the Models of Good Summaries for both an informational text and a story. Highlight the components that make each one a good summary. |

Summarization Lesson

Continued

Teacher Modeling of Concepts

1. Read through the Summarization Wall Card—Appendix B to review with students the key elements of summarization. Students could follow along with their personal student-sized cards—Appendix F.
2. Show the Models of Good Summaries for both narrative and expository text. Point out the components in each of the models.
 - Highlight the main idea and the supporting details in the informational text summary.
 - Make clear the summarization of the plot—what happened at the beginning (opening), the middle (major events), and the end (resolution)— in the story summary.
3. Read aloud an informational selection that is approximately 1 page in length. An age-appropriate newspaper or newspaper-like article may be used. Before reading, tell students that after reading the text, the goal will be to write a summary of the selection together.
4. As the teacher reads the selection aloud, two things should take place:
 - The teacher should model reading for meaning by thinking-aloud questions and answers to clarify meaning of the text. Emphasize questions that promote summarization of informational text:
 - What is the topic of this selection?
 - What is the most important thing or the main idea about the topic?
 - What are the most important details in this selection? These details should answer who, what, where, when, why, and how.
 - The teacher should model note taking by recording responses to the questions. A large form of the Main Idea Graphic Organizer—Appendix U or V, or the Summarizing Expository Text Graphic Organizer—Appendix X could be used to record this information.
5. Use the information recorded to model forming a summary of the text. First form a main idea statement followed by the most important details.
6. Read aloud the summary formed and compare it to the Summarization Definition Wall Card to show students that it has the key elements required.
7. Repeat steps 3-7 using a story selection. Focus questions on what happened in the beginning (opening), the middle (major events), and the ending (resolution) of the story. A large version of the Important Events in a Story Graphic Organizer—Appendix W could be used to record responses. That information would then be compiled into a complete, concise summary.

Summarization Lesson

Continued

| | |
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| Guided Practice of Concepts | <p>1. For initial guided practice opportunities for summarizing text, limit the length of the selection to approximately one page in length. Gradually increase the length and complexity of the text. For readers that need more support in learning to form a summary, work with one type of text at a time.</p> |
| | <p>2. Before beginning a guided practice opportunity, review the key elements of summarization by using the Summarization Wall Card—Appendix B or Student Card—Appendix F. Until this process becomes automatic for students, the key elements should be reviewed.</p> |
| | <p>3. Have students read the text independently or in pairs. Before reading, tell the students that a summary of the selection will be developed after reading the selection. Setting the stage for the purpose of reading assists all readers, especially those struggling with the development of reading skills and comprehension processes.</p> |
| | <p>4. After the students have completed reading the text independently or in pairs, as a group discuss the key elements that would make a good summary of this text. To guide the discussion, use the questions that feature the type of text that was read.</p> <p>Narrative Text:</p> <ul style="list-style-type: none">• What happened in the beginning (opening) of this story? (The opening should describe the characters, setting, and story problem.)• What happened in the middle of the story (the major events)?• What happened in the end of the story to resolve the problem? <p>Informational Text:</p> <ul style="list-style-type: none">• What is the topic of the selection?• What is the most important thing or the main idea about the selection?• What are the most important details (who, what, when, where, why, and how)? |
| | <p>5. Provide the level of teacher support necessary to have individual students or pairs complete a narrative text graphic organizer (Important Events in a Story—Appendix W) or the expository text graphic organizer (Summarizing Expository Text—Appendix X or Main Idea—Appendix U). As this process is repeated with another text, gradually reduce the level of support provided to allow the student to develop independence in this skill.</p> |
| | <p>6. Have students work independently or in pairs to compile the information in the graphic organizer into a 1-2 paragraph summary. Assist students as they revise and edit their summary and as they compare their summary with the Summarization Wall Card to analyze the completeness and quality of their written summary.</p> |

Summarization Lesson

Continued

| | |
|-----------------------------|--|
| Independent Practice | 1. Have the students independently read a narrative or expository selection. Encourage students to take notes as they read that will help to summarize the text. |
| | 2. Allow pairs of students to discuss the selection using the summarization questions modeled during guided practice. |
| | 3. Have students independently complete the appropriate graphic organizer for the type of text read. As students demonstrate proficiency in their ability to summarize text, completing the graphic organizer may or may not be a part of independent practice. |
| | 4. Direct students to write a summary of the text, using the information in the graphic organizer, if applicable. For students needing additional support, provide the first sentence of the summary, and direct the students to complete the summary to form a 1-2 paragraph concise summarization of the text. |
| | 5. Have students revise or edit their summary for clear sentence-to-sentence movement and spelling, punctuation, capitalization, etc. correctness. |
| | 6. For some independent practice opportunities, allow the students to score their own or a partner's summarization response using the Rubric for Summarization—Appendix N. For other independent practice times, the teacher will want to score the summarization response. |
| Monitor Progress | 1. Closely monitor students' written summary responses for the use of the three scoring criteria: accurate and relevant text evidence, appropriate summarization concepts, and good communication skills, such as organization and a command of the conventions (spelling, capitalization, grammar, etc.). |
| | 2. Record students' progress on independent assignments to write a text summary. Note each student's strengths and weaknesses, and use this information to reenter the instructional process with the level of support necessary. |
| | 3. Administer the Summarization Performance Assessments—Appendix I from the desired textbook. Record student responses on the Lesson Assessment Student Record Form—Appendix JJ or CD-ROM. |

References

Burke, 2000; Honig, Diamond, & Gutlohn, 2000; Lewin & Shoemaker, 1998; Robb, 2000; Robb, Klemp, & Schwartz, 2002; Taylor, 1986; TEA, 2002