

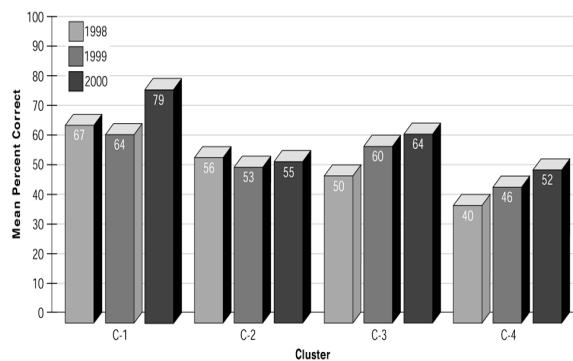
FCAT READING – CLUSTER 4: REFERENCE AND RESEARCH

Cluster 4 of the FCAT Reading measures students' ability to locate, organize, interpret, synthesize, and evaluate information from a variety of sources. Analysis of the longitudinal study done over three years (1998-2000) shows that in grades 4, 8, and 10 (the only grades tested during that time frame), **“students performed least well” in Cluster 4, Reference and Research.** It is therefore imperative that media specialists become familiar with and provide instruction in the areas that are tested, as shown on the following pages. (Source: Florida Department of Education, *Lessons Learned: FCAT, Sunshine State Standards and Instructional Implications, Data through 2000, 2002.*)*

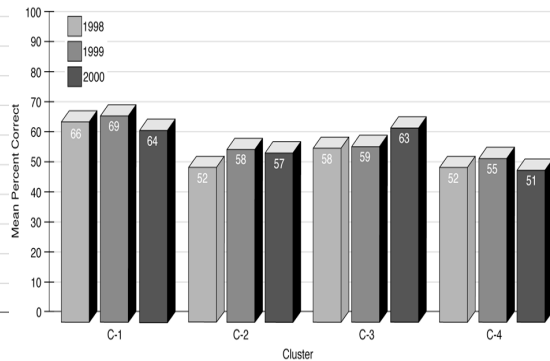
A full copy of the report is available in each school or may be downloaded from
<http://fcap.fldoe.org/lessonsllearned.asp>

Mean Percent Correct by Benchmark Cluster / Standard Curriculum Students 1998, 1999, 2000

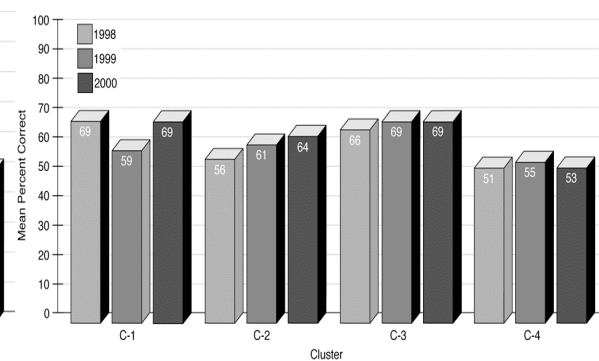
Reading-3 (R-3)
Grade 4



Reading-5 (R-5)
Grade 8



Reading-7 (R-7)
Grade 10



C1=Words and Phrases in Context C2=Main Idea, Plot, and Author's Purpose C3=Comparisons and Cause/Effect C4=Reference and Research

* The longitudinal data has not been similarly analyzed since this study was completed in 2002.

Focus of Following Benchmarks: Multiple Sources

Grade 4	Grade 8	Grade 10
<p><u>Benchmark LA.A.2.2.8</u> The student 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.</p> <p><u>Benchmark LA.A.2.2.5</u> The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.</p> <p>Students must master a number of skills related to reading grade-appropriate texts. A typical Grade 4 text would contain words and at least one other form of information: a map, a chart, a photograph, and/or a dictionary or encyclopedia entry. Grade 4 students should also be prepared to work across texts. Some questions only require the student to select, organize, and interpret information.</p> <p>Grade 3 – MC Grade 4 – MC, SR, ER Grade 5 – MC</p>	<p><u>Benchmark LA.A.2.3.5</u> The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task.</p> <p><u>Benchmark LA.A.2.3.6</u> The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research projects.</p> <p><u>Benchmark LA.A.2.3.7</u> The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.</p> <p>These benchmarks build on the skills for Grade 4. Grade 8 students must be able to interact with a greater variety of references (e.g., magazines, newspapers, indexes, tables, graphs). In addition, headings and subheadings for these references may be implied, not stated. Therefore, Grade 8 students may be asked to identify a heading and/or subheading that fits the information in the text.</p> <p>Grades 6, 7 – MC Grade 8 – MC, SR, ER</p>	<p><u>Benchmark LA.A.2.4.4</u> The student locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.</p> <p><u>Benchmark LA.A.2.4.6</u> The student selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.</p> <p><u>Benchmark LA.A.2.4.8</u> The student synthesizes information from multiple sources to draw conclusions.</p> <p>These benchmarks build on the skills for Grades 4 and 8. Grade 10 students are expected to handle an even wider variety of references (e.g., illustrations, advertisements, schedules). Students at Grade 10 must also be able to make complex connections between different parts of the text. Benchmark LA.A.2.4.8 is designed to measure the synthesis and inferencing skills of Grade 10 students.</p> <p>Grade 9 – MC Grade 10 – MC, SR, ER</p>

MC: Multiple Choice

SR: Short Response

ER: Extended Response

Implications for Classroom Instruction

Students who had difficulty failed to return to the text to verify the validity of information or failed to infer conclusions from the material.

Items involving the strength of an argument proved problematic, as did items that required students to work with the concepts “best” or “most” (i.e., using judgment) when all answers are based on details in the text.

Grade 4	Grade 8	Grade 10
<p>Students must be able to use grade-appropriate texts, one containing words and at least one other form of information: a map, a chart, a photograph, and/or a dictionary or encyclopedia entry. They should use a wide range of reading materials representing diverse cultures, genres.</p> <p>Since students often have less experience with informational (expository) text, provide additional explicit instruction and practice in strategies designed to increase comprehension of these types of text.</p> <p>Students need additional instruction and practice in when, how, and why to use maps, graphs, diagrams, illustrations, and other graphic information. Skills that should be stressed include determining the topic, understanding organization, locating relevant information, comparing numerical data, comparing nonnumerical data, and making inferences.</p>	<p>Since students often have less experience with informational (expository) text, provide additional explicit instruction and practice in strategies designed to increase comprehension of these types of text.</p> <p>In addition to providing additional critical reading application activities, students need opportunities to develop a deeper understanding of the text. To teach for deeper understanding, instructional strategies such as jigsaw, partner reading, reciprocal teaching, and knowledge as design can be used.</p>	<p>Since students often have less experience with informational (expository) text, provide additional explicit instruction and practice in strategies designed to increase comprehension of these types of text.</p> <p>Students who had difficulty meeting the benchmark lacked skills in analyzing and synthesizing content presented in the article or passage. Students’ skills in the areas of reference and research would improve with additional post-reading activities related to analyzing and synthesizing content. These might include answering written questions and completing written summaries. Given the difficulty that students have in summarizing, it is suggested that teachers provide explicit instructions regarding the steps involved in completing written summarization.</p>

Resources for Media Center Instruction

Grade 4	Grade 8	Grade 10
<p>Broward Schools, <i>Information Literacy Performance Assessment, Elementary Level</i>.</p> <p>Broward Schools, <i>Information Literacy Skills Toolkit</i>, RPM Tasks 2, 3, 4, and 5.</p> <p>Ryan, Jenny and Steph Capra, <i>Information Literacy Toolkit, Grades Kindergarten-6</i>, ALA, 2001.</p> <p><i>Trophies series</i>.</p> <p>Valenza, Joyce Kasman, <i>Power Tools</i>, ALA, 1998.</p>	<p>Broward Schools, <i>Information Literacy Performance Assessment, Middle School</i>.</p> <p>Broward Schools, <i>Information Literacy Skills Toolkit</i>, RPM Tasks 2, 3, 4, and 5.</p> <p>Ryan, Jenny and Steph Capra, <i>Information Literacy Toolkit, Grades 7 and Up</i>, ALA, 2001.</p> <p>Valenza, Joyce Kasman, <i>Power Tools</i>, ALA, 1998.</p>	<p>Broward Schools, <i>Information Literacy Performance Assessment, High School</i>.</p> <p>Broward Schools, <i>Information Literacy Skills Toolkit</i>, RPM Tasks 2, 3, 4, and 5.</p> <p>Ryan, Jenny and Steph Capra, <i>Information Literacy Toolkit, Grades 7 and Up</i>, ALA, 2001.</p> <p>Valenza, Joyce Kasman, <i>Power Tools</i>, ALA, 1998.</p>

Relationship to the RPM

- ◆ Grades 4, 8, and 10: Students must be able to work across texts to:
 - ◆ Select, organize, and interpret information
 - ◆ Apply, analyze, synthesize, or evaluate different parts of the text
 - ◆ Recognize irrelevant information, misapplied information, and flawed conclusions
 - ◆ Use all of the sources mentioned (e.g., text, picture, graph, chart, etc.)
 - ◆ Differentiate between the sources (e.g., the text says _____ while the picture shows _____.)
 - ◆ Paraphrase, support, and interpret the results.

- ◆ Grades 8 and 10: Students must be able to:
 - ◆ Interact with a wider variety of references (e.g., magazines, newspapers, indexes, tables, graphs)
 - ◆ Interpret implied headings and subheadings for these references
 - ◆ Identify a heading and/or subheading that fits the information in the text

- ◆ Grade 10: Students must be able to:
 - ◆ Handle an even wider variety of references (e.g., illustrations, advertisements, schedules)
 - ◆ Make complex connections between different parts of the text
 - ◆ Exhibit synthesis and inferencing skills

(Adapted by School Board of Broward County, Core Curriculum Department, from Florida Department of Education, *Lessons Learned: FCAT, Sunshine State Standards and Instructional Implications, Data through 2000, 2002.*)

Focus of Following Benchmarks: Validity and Accuracy

Grade 8	Grade 10
<p>Not tested in elementary school.</p> <p><u>Benchmark LA.A.2.3.8</u> The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact from opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.</p> <p>This benchmark measures students' understanding of how fact and opinion influence a text, how arguments are developed in a text, and how the author's viewpoint influences the content of a text. Many questions require students to choose the best evidence from the text for a particular assertion or to choose which type of support the author uses for a particular argument. Others require students to determine how information from the text (e.g., facts, opinions, arguments) might be accurately applied to a new situation. Grade 8 students must demonstrate these skills both within and across texts. They must also be able to discuss in a short-response format the quality of both the author's argument and the support provided.</p> <p>Grades 6, 7 – MC Grade 8 – MC, SR</p>	<p>Not tested in elementary school.</p> <p><u>Benchmark LA.A.2.4.7</u> The student analyzes the validity and reliability of primary source information and uses the information appropriately.</p> <p>This benchmark builds on the skills for Grade 8. However, Grade 10 students are tested with informational text only and must be prepared to analyze many different forms of data (e.g., maps, charts, graphs, statistical tables) along with text. Students at this level must be able to apply information from the text to a wider range of new situations and to offer support from the text for a given argument. Grade 10 students should be able to determine an author's reliability based on information within or across texts (e.g., an article with a biography containing the author's credentials). Grade 10 students must also be able to answer validity and accuracy questions in all three formats: MC, SR, and ER.</p> <p>Grade 9 – MC Grade 10 – MC, SR, ER</p>

Implications for Classroom Instruction

Grade 8	Grade 10
<p>Provide students additional practice in using strategies for determining the validity of information in a passage, recognizing faulty arguments or potential author bias, discriminating between evidence and opinion, and identifying the author's purpose.</p> <p>Students who had difficulty failed to return to the text to verify the validity of information or failed to infer conclusions from the material. Similarly, items involving the strength of an argument proved problematic, as did items that required students to work with the concepts "best" or "most" (i.e., using judgment).</p>	<p>Provide students additional practice in using strategies for determining the validity of information in a passage, recognizing faulty arguments or potential author bias, discriminating between evidence and opinion, and identifying the author's purpose.</p> <p>Students who have difficulty with items from this benchmark tended to fall back on personal experience rather than on the text.</p>

MC: Multiple Choice

SR: Short Response

ER: Extended Response

Resources for Media Center Instruction

Grade 8

Broward Schools, *Information Literacy Performance Assessment, Middle School*.
Broward Schools, *Information Literacy Skills Toolkit*, RPM Task 4.
Ryan, Jenny and Steph Capra, *Information Literacy Toolkit, Grades 7 and Up*, ALA, 2001.
Valenza, Joyce Kasman, *Power Tools*, ALA, 1998.

Grade 10

Broward Schools, *Information Literacy Performance Assessment, High School*.
Broward Schools, *Information Literacy Skills Toolkit*, RPM Task 4.
Ryan, Jenny and Steph Capra, *Information Literacy Toolkit, Grades 7 and Up*, ALA, 2001.
Valenza, Joyce Kasman, *Power Tools*, ALA, 1998.

Relationship to the RPM

- ◆ Grades 8 and 10 – Students must be able to work across texts to:
 - ◆ Understand how fact and opinion influence a text
 - ◆ Understand how arguments are developed in a text
 - ◆ Understand how the author's viewpoint influences the context of a text
 - ◆ Choose the best evidence from the text for a particular assertion
 - ◆ Choose which type of support the author uses for a particular argument
 - ◆ Determine how information from the text (e.g., facts, opinions, arguments) might be accurately applied to a new situation
 - ◆ Demonstrate these skills both within and across texts
 - ◆ Discuss in a short-response format the quality of both the author's argument and the support provided
- ◆ Grade 10 – Students must be able to:
 - ◆ Use informational text only
 - ◆ Analyze many different forms of data (e.g., maps, charts, graphs, statistical tables) along with text
 - ◆ Apply information from the text to a wider range of new situations
 - ◆ Offer support from the text for a given argument
 - ◆ Determine an author's reliability based on information within or across texts (e.g., an article with a biography containing the author's credentials)
 - ◆ Answer validity and accuracy questions in all three formats (MC, SR, and ER)

(Adapted by School Board of Broward County, Core Curriculum Department, from Florida Department of Education, *Lessons Learned: FCAT, Sunshine State Standards and Instructional Implications, Data through 2000, 2002.*)