**Fidelity Checklist**

DARTS (Direct Activities Related to Text)

**Research of DARTS:**

Reading is an active process that requires students to select, apply, and monitor multiple strategies.

(Wixson & Lipson, 1991). This can seem like an overwhelming and daunting task. Direct Activities Related to Text (DARTs) are activities that get students to engage with the text that they are reading (Syaveny, 2017). This strategy was developed in 1984 by the practitioners, Gardner and Lunzer (Pamelasari & Khusniati, 2013).

There are two different types of activities that fall under the DARTs method. There are reconstruction activities which enable students to use a text that has been modified by the teacher, and there are analysis activities during which students use unmodified texts. A teacher would use reconstruction activities by having students reconstruct a text by filling in missing words, phrases, or sentences in a text (Syaveny, 2017). Analysis activities involve the students segmenting the text into different units of information and then labeling the segments.

The purpose of these activities is to help students remember information, to develop the main idea emphasized in a text, to increase motivation by actively involving students, and to encourage students to actively and independently read (Pamelasari & Khusniati, 2013).

**Science of Reading connection**:

The DARTs reading strategy has proven to increase reading comprehension through stimulating curiosity, promoting exploration, and increasing vocabulary knowledge. The DARTs strategy is widely known for being a helpful tool for learning science concepts and terms. While vocabulary is an integral part of science studies, it is vital to reading comprehension as well. The DARTs activities help students develop independence and problem-solving skills when encountering unknown words in a text. Many students enjoy DARTs activities and are excited to complete them. One important aspect of DARTs is that it strengthens a student’s ability to predict, explore, and struggle with problem vocabulary. This skill is vital in overall reading comprehension.

Date: Activity/Class:

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| **DARTs** | **YES** | **NO** | **COMMENTS** |
| 1. Introduce the text being read and prepare the student for reading by activating prior knowledge, raising questions, and making predictions about the text. |  |  |  |
| 2. Explain to the student that he or she will be writing a subheading for each paragraph that is read. Explain that the subheading tells the most important part of the paragraph. Give an example of a subheading: (i.e. *If I read a paragraph about Bob picking flowers for his mom for Valentine’s day, I might write “Bob gave flowers to mom.”*) |  |  |  |
| 3. Ask the student to read the first paragraph of the story and stop when they get to the end of the paragraph (indicate where the end of the paragraph is if they are unsure). Then, prompt the student, *what just happened in that paragraph? What is the most important thing that we should include in the subheading?* Accept student contributions and help modify where needed (with each paragraph, the student will need less and less support). |  |  |  |
| 4. Have the student read and write a subheading for the second paragraph, then the third, and so on, for a total of 10-15 minutes, depending on what the student can handle (support the student and offer suggestions/scaffolds when needed). |  |  |  |
| 5. After the 10-15 minutes have finished, affirm the student for their hard work. Then tell the student to go back to the beginning and read what they wrote for the subheading of each paragraph have the student read back with the students over each subheading that they wrote. |  |  |  |
| 6. The last part of this activity consists of asking the student comprehension questions about the specific tests or about their takeaways (for example, what was your favorite part of the book?). |  |  |  |
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| Total steps completed accurately: |  |
| Percentage of steps completed accurately: |  |

Additional notes or comments: