**Fidelity Checklist**

DARTs (Directed Activity Related to Texts)

**The Directed Activity Related to Texts** strategy (DARTs) enables students to comprehend their reading and interact with texts presented in the classroom. With DARTs, the student can identify and reflect upon certain parts of a text as per the teacher’s instruction by either reconstructing or analyzing textual material. In reconstruction, the student will take a text that has been modified (e.g., words are missing) and it is his/her responsibility to reconstruct the text in its proper order.

This type of DART is more game-like in its makeup and allows for the student to investigate the material and their own knowledge to put the final product together.

The other type of DART involves analysis. In an Analysis-DART, the student will take an unmodified text and look for specified targets via the teacher's instruction. These specified targets could refer to metaphors or similies found in Language Arts, which the student would categorize and identify by underlining, circling, or even highlighting.

DARTs can be used for any subject that contains text. Using the DART strategy can supplement anything from magazines and newspapers to history and science.

**Science of Reading:** The Simple View of Reading–used in the Science of Reading–has a particular formula for predicting a student’s reading comprehension score. It is as follows, Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC) (Gough & Tunmer, 1986). Strong reading comprehension comes from word recognition (translating print into language) and language comprehension (translates into linguistic terms) (Adlof et al., 2006). Whichever is the lower of the two, the reading comprehension score will be just as low (Farrell et al., 2019). Using DARTs, this strategy enables students to reflect on the text and interact with them to boost reading comprehension skills. A DART can aid a student’s development of decoding and language comprehension with its game-like quality and deconstructing language into smaller components, or “bite-sized” chunks of information. DARTs allow students to translate their understanding of a subject onto paper and open their minds to predicting what they are about to learn. These qualities ‌aid a student in greater reading comprehension.

Date: Activity/Class:

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| **DARTs** | **YES** | **NO** | **COMMENTS** |
| 1. Introduce the title or main idea of the reading material.    1. Invite students to make predictions about the poem/story/text. |  |  |  |
| 1. Give the DART handout to students.    1. Analyzing means you give students an unmodified text, and reconstruction means you give them a modified text. |  |  |  |
| 3. Go through the directions of this handout (e.g., “The student will need to place words in the proper context using their knowledge of vocabulary/word meanings.”). |  |  |  |
| 4. Have the student look over the DART. Ask them to use the context of the story and their own knowledge of sentence structures and vocabulary to reconstruct the story/poem to make it sensible.   1. Give about 12-15 minutes for the student to finish. |  |  |  |
| 5. After the attempt, go over the DART with the student to see how accurately the answers compare to the actual text. |  |  |  |
| 6. Discuss the answers with the student. Affirm if done well, but if there are corrections to be made, go over why (e.g., maybe he or she mixed up a word with multiple meanings). |  |  |  |
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| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: