

Fidelity Checklist Pre-Reading Plan

The Pre-Reading plan is designed to help students draw on prior knowledge in order to understand the topic discussed in the class readings. It gives students the opportunity to figure out what they know, and don't know about the topic. It is also a collaborative experience, in that it allows students to piggyback off each other's thoughts and ideas, which leads to activation of prior knowledge.

To prepare for the Pre-Reading Plan, a teacher must go through the material and pull out a few key terms of the social studies lesson. These words will provide the basis for the discussion, and they will give the students a chance to understand the concepts important for them to understand while reading. In class, words are presented to the students one at a time. The students share what comes to mind when they hear that word. The words they say can be general or specific, and all the words are written on the board. After the first round of associations from the students, the teacher asks why they chose the words they did, going down the list until there is a justification written next to each word. Students are then asked if any other words or associations come to mind while moving down the list; while encouraging students to discuss and build off each other's thoughts.

The teacher should encourage discussion as much as possible so that the students are able to participate in reading, aware of their own prior knowledge and of the gaps in their knowledge.

Science of Reading connection: The Scarborough Reading Rope (2018) combines Language Comprehension and Word Recognition in order to create skilled readers. One of the strands that is wound into Language Comprehension is Background Knowledge; the part of the Reading Rope that integrates with a Pre-Reading Plan. Students work together to figure out what background knowledge they have before beginning reading.

Date: Activity/Class:

PRE-READING PLAN	YES	NO	COMMENTS
1. Present the students with a list of words that they will be learning about in the assigned reading.			
2. Write the first word on the board and ask students to share, one at a time, what associations they have with that word. Record on the board.			
3. For each association, ask the class why particular ideas came up for each of them, and what connections it has to the original word.			
4. Once the list of words, associations, and descriptions are complete, ask the students if any other ideas come to mind during the discussion, and add those to the board as well.			
5. As students read the assigned material, point out the concepts discussed during the Pre-Reading activity, and ask students if they feel like they			

understand the concept in a more comprehensive manner.			
Total steps completed accurately:			
Percentage of steps completed accurately:			

Additional notes or comments: