DARTS

DARTS **(Direct Activities Relating to Texts)** can assist in engaging struggling readers with texts beyond simply decoding / functional reading.

Reconstruction Activities

The students work with a text modified by the teacher. Students aim to reconstruct the meaning of the text by completing or re-sequencing text or diagrams.

1. Text Completion

Students complete the text by re-adding deleted words or phrases.

Students 'up-level' the text by replacing simple words with more powerful words of similar meaning i.e. shouted → roared

2. Sequencing

Segments of text are rearranged into a logical sequence of events.

Segments of text are classified by the student. Headings need not always be given.

3. Prediction

Students predict the next event or stage after reading a series of segments of text. Students write next part or the end of the text. Students could come up with a rational prediction and an absurd prediction.

4. Table Completion

Students complete the cells of a table. All headings are provided. · Students are given a blank matrix and data and have to devise the row and column headings.

5. Diagram Completion

Students have to complete the diagram with a choice of labels / text provided.

Deconstruction Activities

Students investigate a text by locating information within the text and labelling it.

1. Text Marking

Students locate and underline parts of the text. This usually involves identifying text with the same meaning or collecting information about a character.

2. Labelling

Students use the labels provided by the teacher to label parts of the text.

3. Segmenting

Students break text into meaning or information units and label / annotate segments of text.

4. Table Construction

Students produce columns and row headings for tables and fill in cells using data/text provided.

5. Diagram Construction

Students construct flow diagrams to describe a process or branching trees to describe a hierarchical classification having been provided with text.

6. Student-generated Questions

Students create questions about the text and swap with other students.

7. Summary

Students produce headings and summarise information.

Spider diagrams

These can be used by students to get their ideas down as quickly as possible when no particular sequence is needed. A number of spider diagrams can

be used to group ideas around different headings. i.e. settings, characters, events

Flow diagrams

These are particularly useful when the student needs to sequence events or stages. They can help students describe the steps in practical work or plan the events of a story.

Concept Mapping

This term describes a method of ordering events by time or listing ideas by importance. It is most often used by students to summarise what they know about a topic or event. e.g.