Evidence and Lessons Learned from A Secondary Schoolwide Literacy Model Approach

Ohio Literacy Academy
June 4, 2026

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Acknowledgements

- U.S. Department of Education, Institute of Education Sciences (IES), Office of Special Education Programs (OSEP), and Office of Elementary and Secondary Education (OESE)
- Maryland State Department of Education (MSDE)
- Our school partners
- Partners at The University of Texas at Austin Meadows Center for Preventing Educational Risk

Agenda

- Intros
- Background and the need for schoolwide literacy models
- Lessons learned from a schoolwide literacy model approach
- Final reflection

What this Workshop IS and IS NOT…

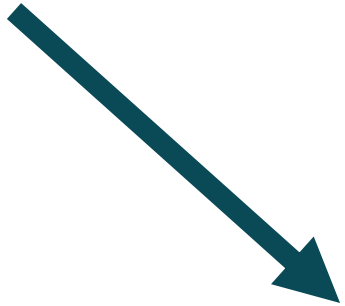
A story of lessons learned from a series of rigorous research studies

An overview of practices and resources

An opportunity to learn about and reflect on considerations for implementation

A detailed professional development session

Going to get in the ‘weeds’



www.aimcoaching.org
www.meadowscenter.org

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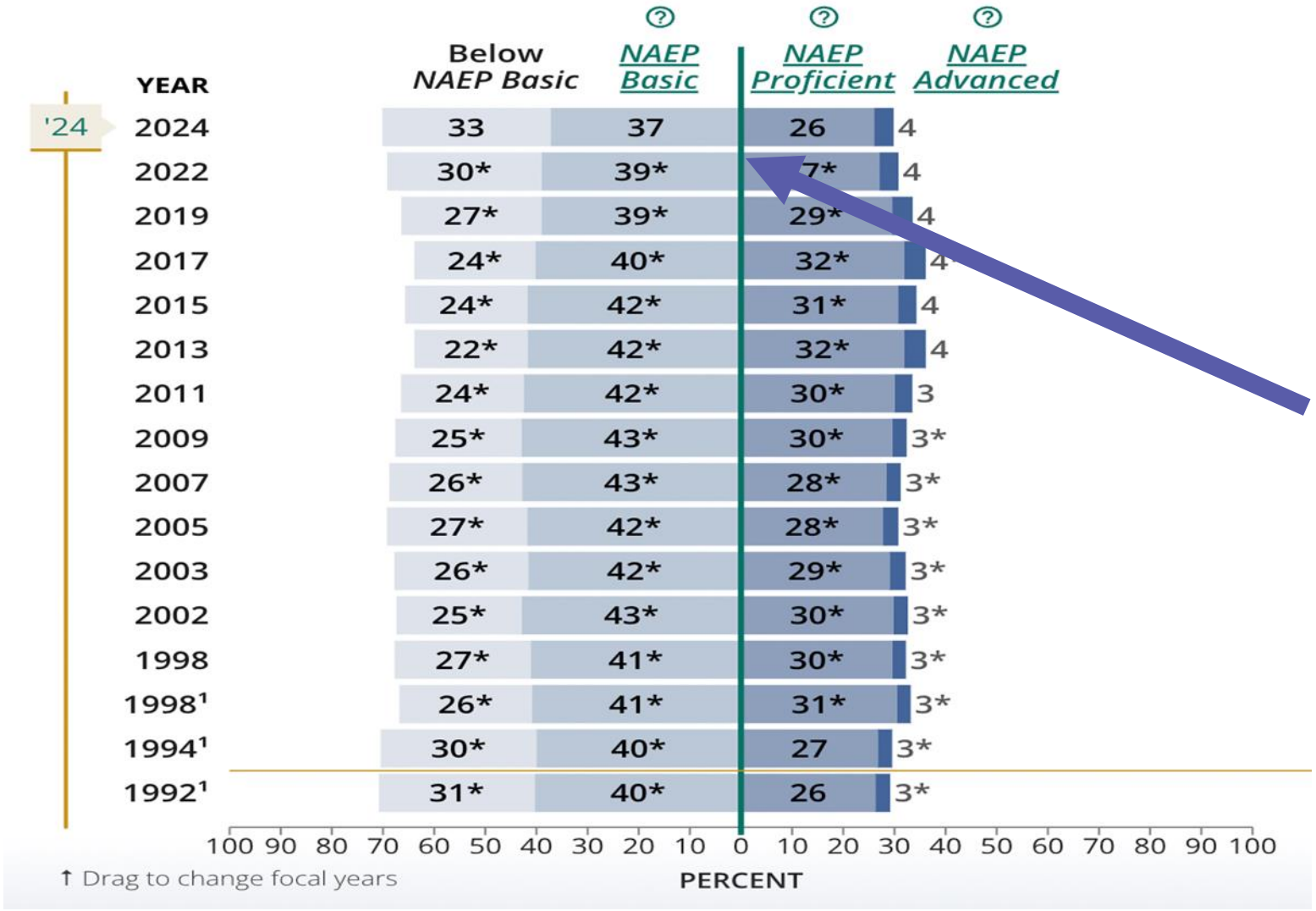
Background and the Need for Schoolwide Literacy Models

The **Reality**

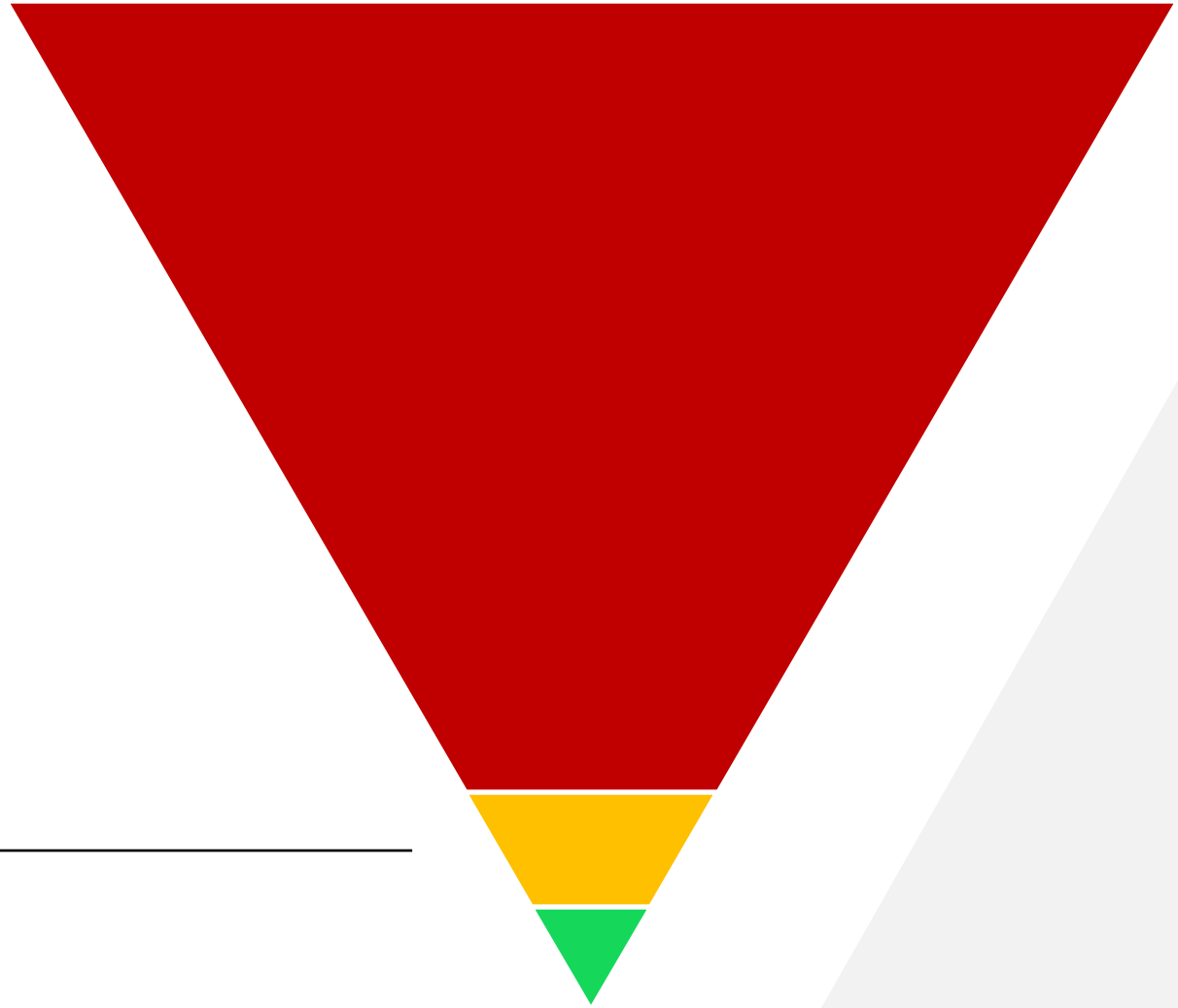
Many Middle School Students Struggle with Reading



NAEP Proficient

- locate **information**
- identify **main idea**
- make **simple inferences**
- interpret **meaning of a word** as it is **used in text**

Flipped Triangle



There’s a need to be able to **read and comprehend complex text to acquire content knowledge** at the secondary level

Every Morning…

Integrated Literacy & Knowledge Building Approach

Elementary

Coherent and Cumulative Content

\+ ELA

↳ Content Rich ELA Curricula

↳ Literacy Skills and Knowledge Base Needed for Comprehension and Content Acquisition

Secondary

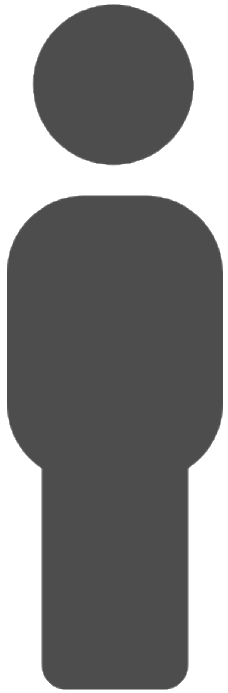
EB Literacy Practices

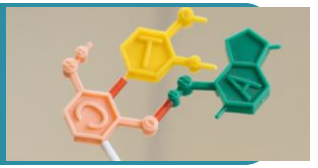
\+ Coherent and Cumulative Content [their curriculum]

↳ Integrated Literacy and Knowledge Building Approach

↳ Literacy Skills and Knowledge Base Needed for Comprehension and Content Acquisition

School-Wide Literacy Model Approach: Providing for Struggling Readers in an Efficient Way



1	Science 
1	Social Studies
1	ELA
5	Reading/SPED

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Guidance from the Institute of Education Sciences

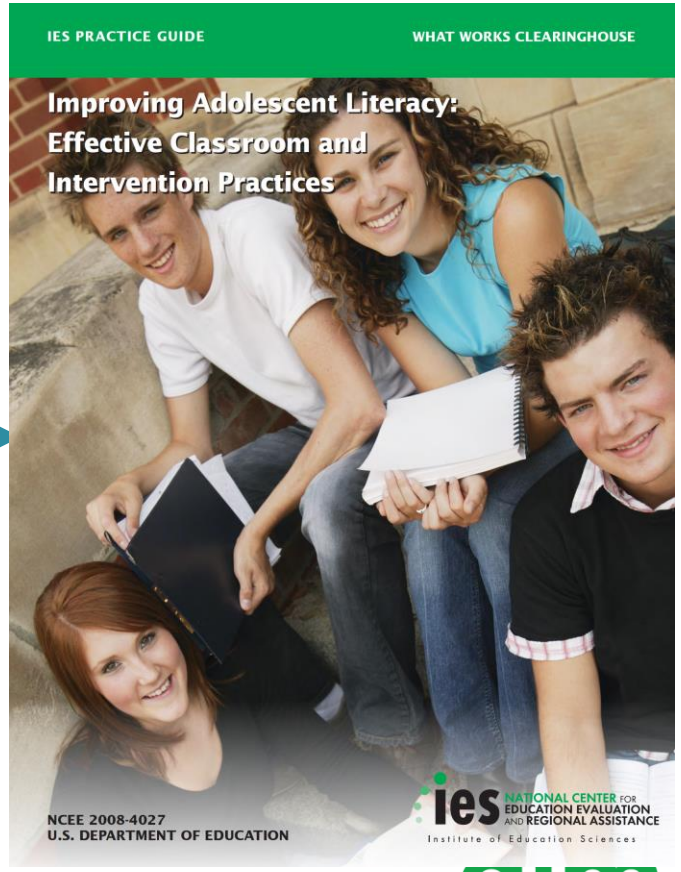
U.S. Department of Education

Institute of Education Sciences

Research arm of the U.S. DOE

Independent and Non-Partisan

Mission: Provide scientific evidence on which to ground education practice



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IES Recommendations Based on Strong or Moderate Scientific Evidence

Provide explicit vocabulary instruction	Strong	Modeling and Guided Practice
Provide explicit comprehension		
Increase student motivation and engagement in literacy learning	Moderate	
Make available intensive interventions for struggling readers	Strong	Corrective Feedback

"They always tell us to get the main idea but no one ever shows us—how do you [actually] get the main idea?"

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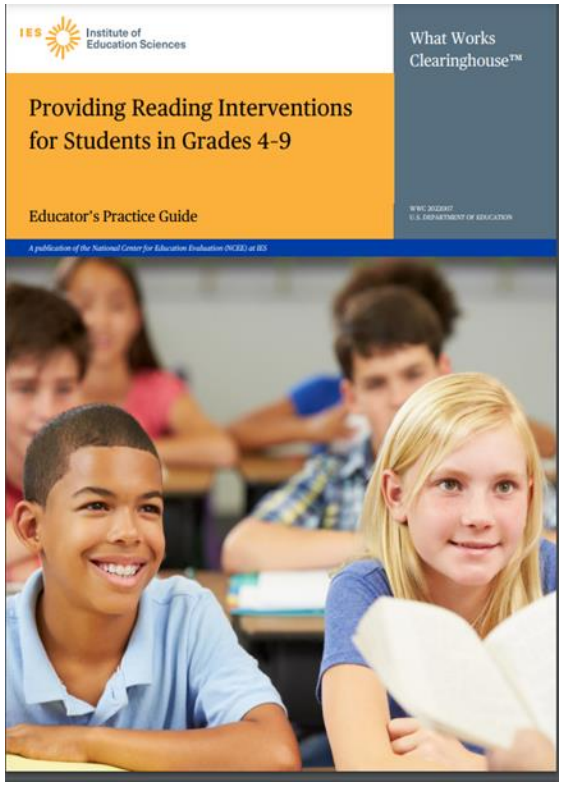

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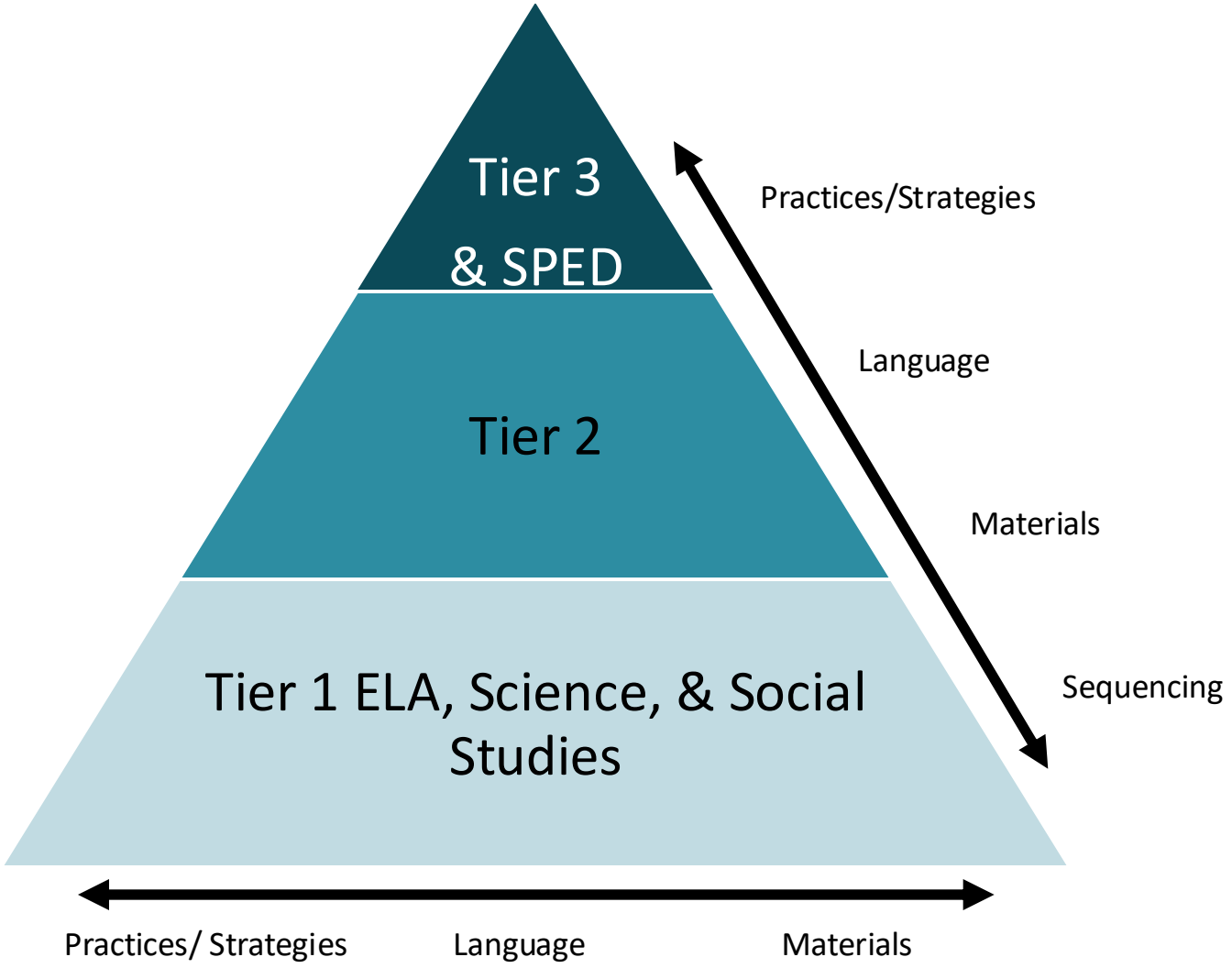
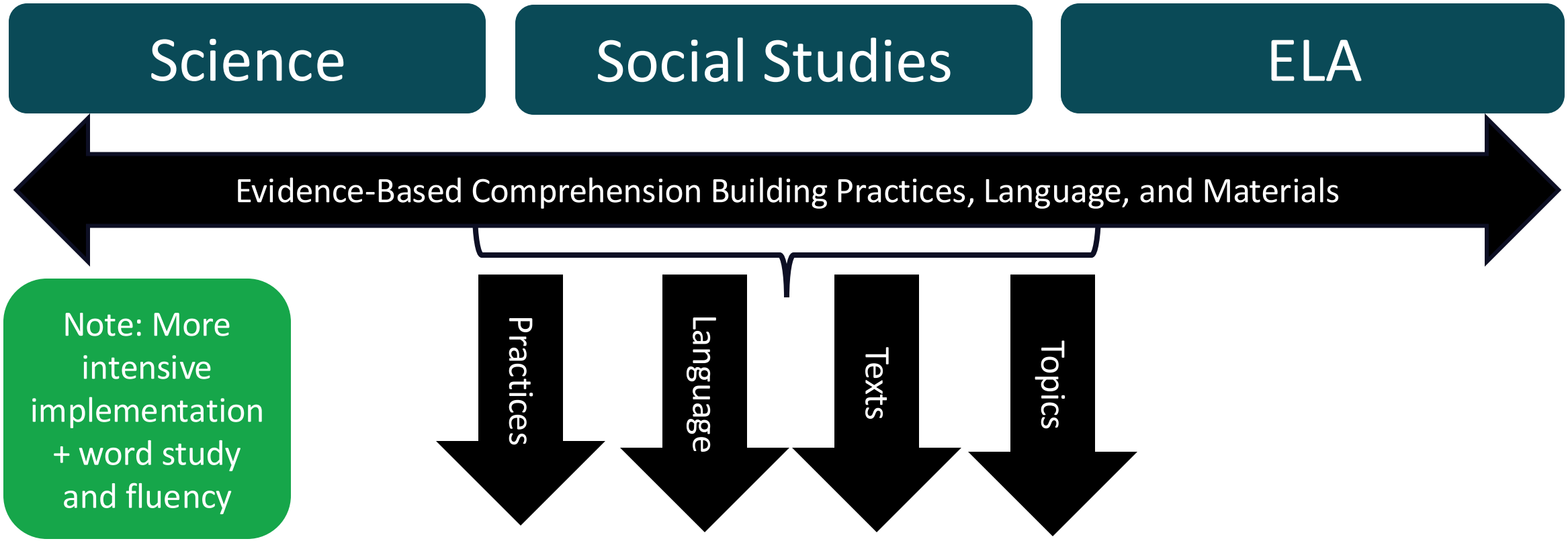
IES Recommendations Based on Strong or Moderate Scientific Evidence: Providing Reading Interventions for Students in Grades 4-9 (2022)

Build students decoding skills so they can read complex multisyllabic words	Strong	Modeling and Guided Practice
Provide fluency-building activities to help students read effortlessly	Strong	Opportunities to Respond and Practice
Routinely use a set of comprehension-building practices to help students make sense of text	Strong	
Provide students with opportunities to practice making sense of stretch text	Moderate	Corrective Feedback

Alignment Across & Between Tiers of Support



Example: Alignment Between Tiers



Note: More intensive implementation + word study and fluency

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Example: Alignment Between Tiers

#2

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Pact Plus Lesson: Segregation in the 1930s	Roll of Thunder, Ch. 1	Roll of Thunder, Ch. 2	Pact Plus Lesson: Great Depression	Roll of Thunder, Ch. 3
Science	Review: Earth's relations with sun and moon	Build and evaluate models of the sun, moon, and earth	Pact Plus Lesson: Lunar Phases	Review and write about models of earth, sun, and moon	Pact Plus Lesson: Solar and lunar eclipses
Social Studies	Textbook: Agriculture in the 1930s	Pact Plus Lesson: Stock Market Crash	Textbook: Dust bowl	Oral histories of the 1930s	Partner reading: Primary sources from the South in the 1930s
Reading Intervention	Introduce sentence-level gist statements and practice with less complex text about segregation in the 1930s (strategy instruction + background knowledge)	Pact Plus Lesson: Lunar Phases (preview Essential Words, simpler culminating question, more time on comprehension canopy, less complex text)	Multisyllabic word decoding and encoding evidence-based program	Pact Plus Lesson: Solar and lunar eclipses (simpler culminating question, more time on comprehension canopy, less complex text)	Pact Plus Lesson: Segregation in the 1930s (review ELA class materials; additional practice using essential words)
Special Education	Pact Plus Lesson: Lunar Phases - Day 1 (simpler culminating question, more time on comprehension canopy, sentence-level gist of less complex text)	Pact Plus Lesson: Lunar Phases - Day 2 (culminating question from science class, review multisyllabic words and academic vocabulary, continue sentence-level gist)	Pact Plus Lesson: Solar and lunar eclipses - Day 1 (simpler culminating question, more time on comprehension canopy, sentence-level gist of less complex text)	Pact Plus Lesson: Solar and lunar eclipses - Day 2 (culminating question from science class, review multisyllabic words and academic vocabulary, continue sentence-level gist)	Pact Plus Lesson: Segregation in the 1930s (simpler culminating question, repeat comprehension canopy with more or different media, practice sentence-level gist of class text with high level of teacher support)

Wexler et al., in review

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Lessons Learned from a Schoolwide Literacy Model Approach

- **Phase I:** PACT (IES)
- **Phase II:** PACT Plus (OSEP)
- **Phase III:** AIM Coaching (IES)
- Phase IV: The AIM Package (OSEP)

Phase I: PACT

US History; 8th grade; unit-based content approach

Comprehension Canopy	Essential Words	Critical Reading	Team-Based Learning
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion	Comprehension checks and knowledge acquisition

Vaughn et al. 2013; 2015

Phase I: PACT
A Content Approach to Comprehension

- Characterizes written content as the **vehicle for instruction**, engaging students in building coherent representations of the ideas presented in print
- Construction-Integration Model (Kintsch, 1998) operationalizes this approach
- Students **integrate background knowledge** and **units of information from a text** to create a mental representation of the text, **facilitating meaning-making** as they progress through a text

<u>Instructionally</u>

- Includes a focus on **discourse about text** (i.e., meaningful talk about a text; beck & McKeown, 2006), supported by teacher facilitation and feedback

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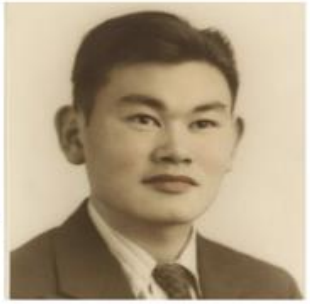
PACT: Critical Reading

AIM SCHOOLWIDE PACT LESSONS

FRED KOREMATSU

SECTION 1



Fred Korematsu was born on January 30, 1919, in Oakland, California. He is best known for being a civil rights activist. Growing up, Fred faced racism. Many people in the United States looked down on people of Asian descent and thought they were inferior. After graduating from high school, Fred worked at a shipyard. Then when he showed up to work one day, he was fired because of his Japanese ancestry.

What is one example of racism that Fred K experienced when growing up?

SECTION 2

Things got worse for Japanese Americans in December 1941. On December 7, Japan bombed Pearl Harbor, a naval base in Hawaii. The attack was a surprise, and many Americans began to question the loyalty of Japanese Americans to the United States. Two months later, President Roosevelt signed Executive Order 9066. The government applied the order mostly to Japanese Americans living on the West Coast, relocating them from their homes to special camps known today as internment camps. The government at the time argued that this relocation was necessary for national security. Many Japanese Americans cooperated with the order. They left their homes and moved to internment camps. These camps were like a prison. Families lived in cramped spaces and were not allowed to leave.

How did things get worse for Japanese Americans after the bombing of Pearl Harbor?

SECTION 3

Fred refused to follow the order. He even changed his name and appearance to try and hide his Japanese ancestry. Despite this, he was discovered. He was arrested and found guilty of violating the order. Fred believed that his conviction was unjust. He felt that the executive order went against the rights and freedoms guaranteed in the Constitution. Fred argued that people were imprisoned in the internment camps based on their race. Along with the American Civil Liberties Union, he fought back in court. Eventually, his case was heard by the Supreme Court in 1944. However, the Supreme Court ultimately voted against Fred. They decided that the executive order was justified and not motivated by race. After losing his appeal, Fred moved to an internment camp. The other people in the camp stayed away from Fred. They were scared of being seen as troublemakers if they talked to him.

Why did Fred think his conviction was unjust?
Why might other people imprisoned in internment camps not have wanted to be seen as troublemakers alongside Fred K?

SECTION 4

When World War II ended, Fred moved to Michigan and attempted to live a normal life. His conviction made his life difficult, and he had trouble finding a job. He continued to have trouble even after moving back to his home state of California. Years later, researchers discovered that the government knew that Japanese Americans did not pose a risk to the nation during the war. The government had hidden this evidence and continued forcing Japanese Americans to move to internment camps. Because of this new knowledge, a judge overturned Fred's conviction in 1983.

What was the truth about internment camps?
How did this truth affect Fred K's conviction?

SECTION 5

Fred remained an activist for the rest of his life. He advocated and fought for an official apology from the United States government. He cautioned against extreme national security measures after the 9/11 attacks. He was awarded the Presidential Medal of Freedom in 1998. His birthday, January 30, is observed as "Fred Korematsu Day of Civil Liberties and the Constitution" in several states, including California, Virginia, and Florida. Fred's legacy shows the importance of speaking up and fighting against unjust situations, no matter the odds.

How did Fred continue to advocate for justice later in life?

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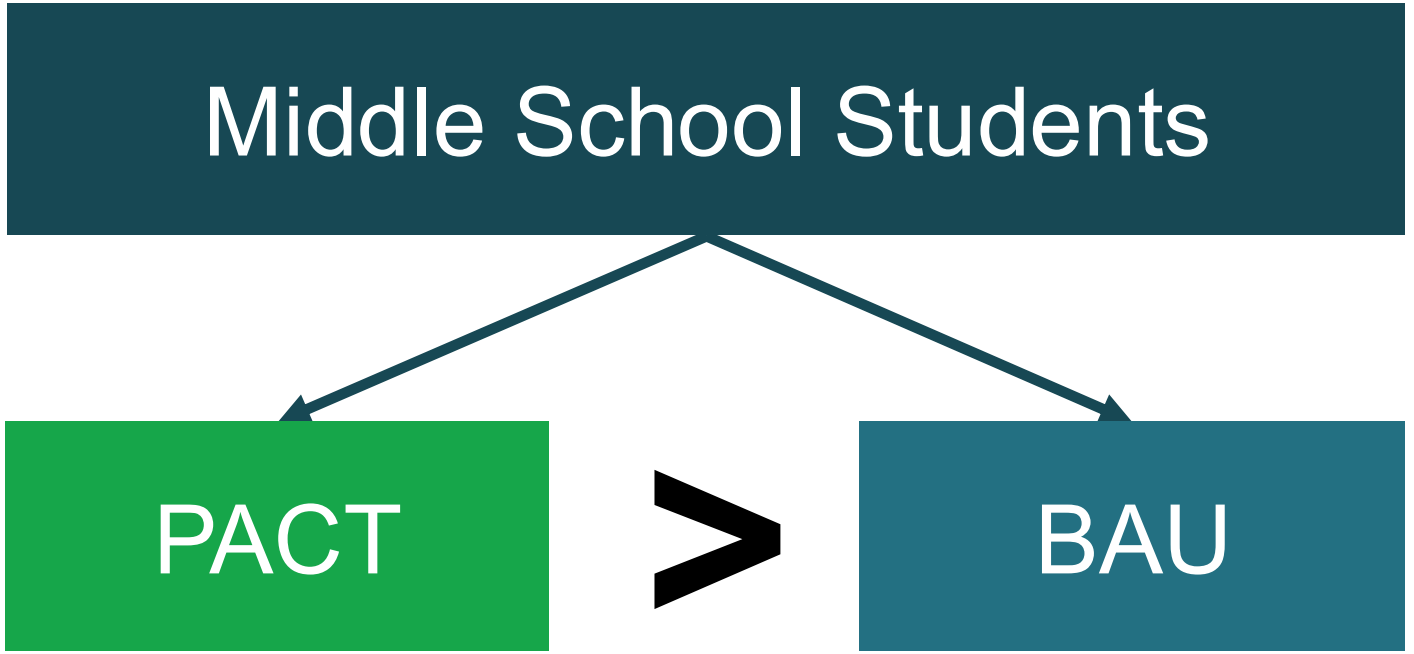
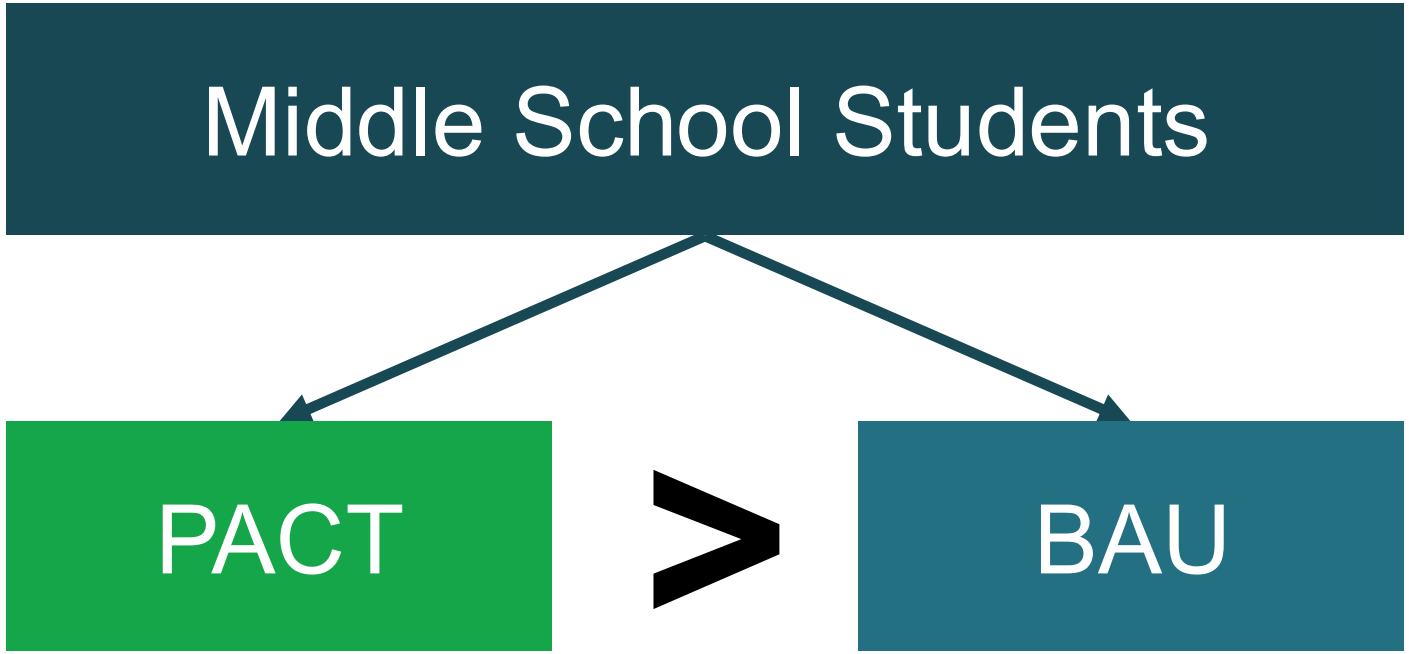
PACT
Efficacy



Content Knowledge
Content Area Reading Comprehension
General Reading Comprehension

Vaughn et al., 2013

PACT
Efficacy



Content Knowledge
Content Area Reading Comprehension

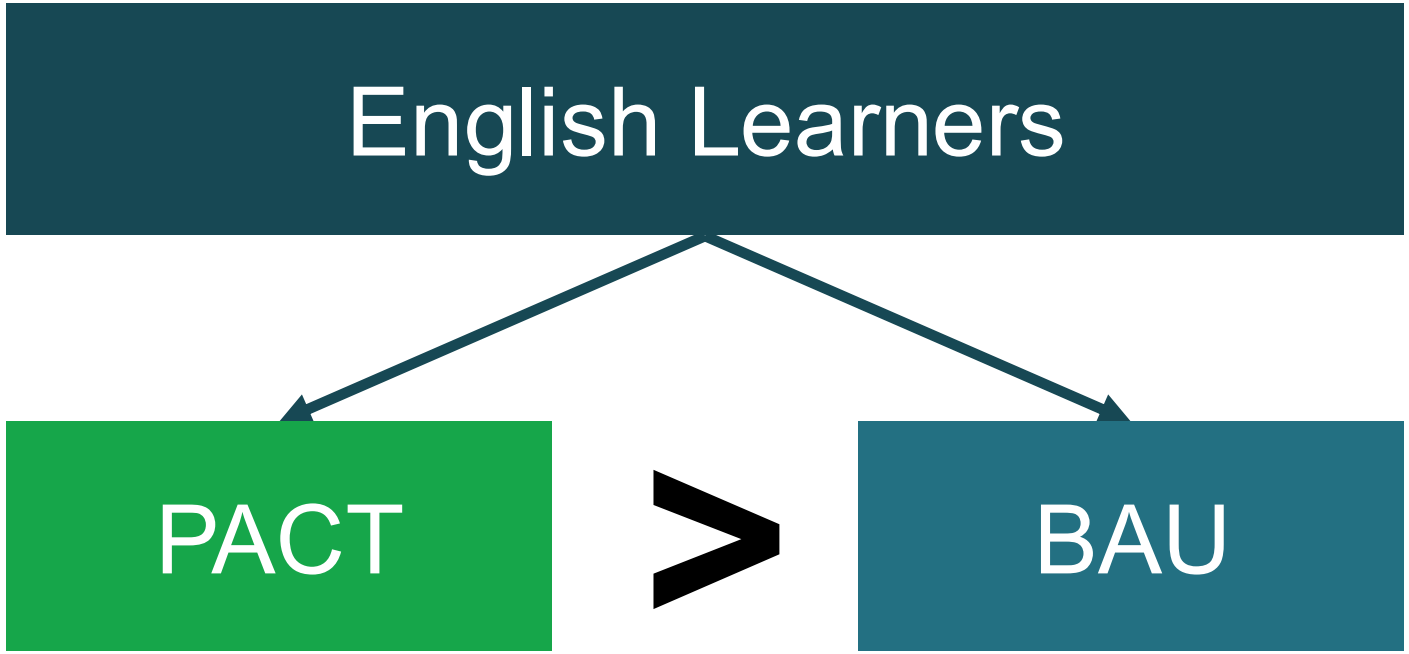
Vaughn et al., 2015

PACT
Efficacy

Content Knowledge
Content Area Reading Comprehension

Swanson et al., 2015

PACT
Efficacy



Content Knowledge
Content Area Reading Comprehension

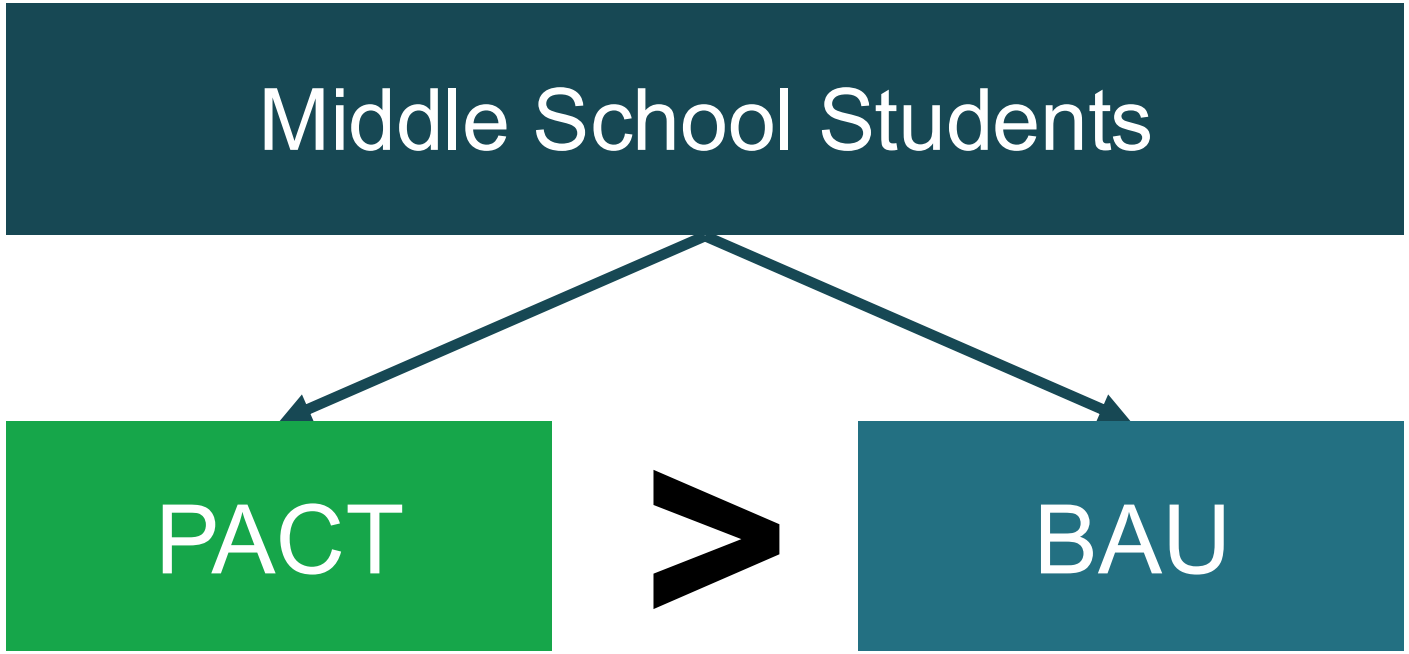
Vaughn et al., 2017

PACT
Efficacy

Content Knowledge
Content Area Reading Comprehension

Wanzek et al., 2016

PACT Effectiveness

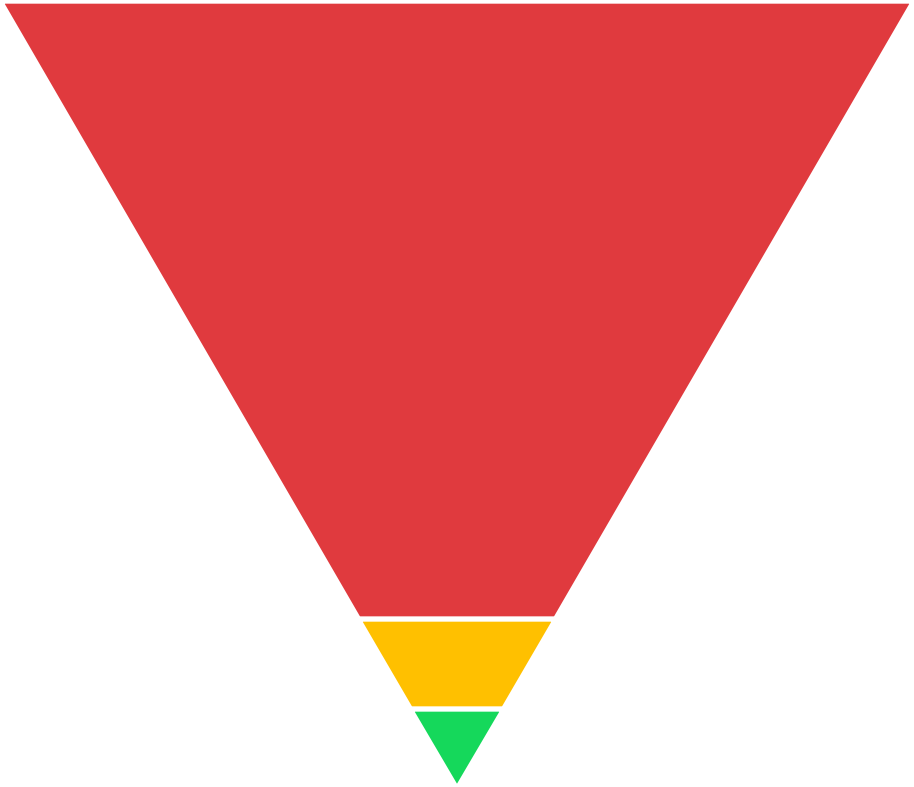


Content Knowledge
Content Area Reading Comprehension

Roberts et al., 2023

Phase II: PACT Plus

How can we extend PACT **beyond social studies**?



PACT Plus Practices

PACT PLUS
PROMOTING ADOLESCENTS' COMPREHENSION OF TEXT

Content and curriculum agnostic; text-based

Comprehension Canopy	Essential Words	Critical Reading
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion

THE SAME AS PACT

Implementation Summary

Sustaining Teacher and Administrator Perceptions of…

The Practices

- simple
- routine-like
- allowed for 'customization'

The Students

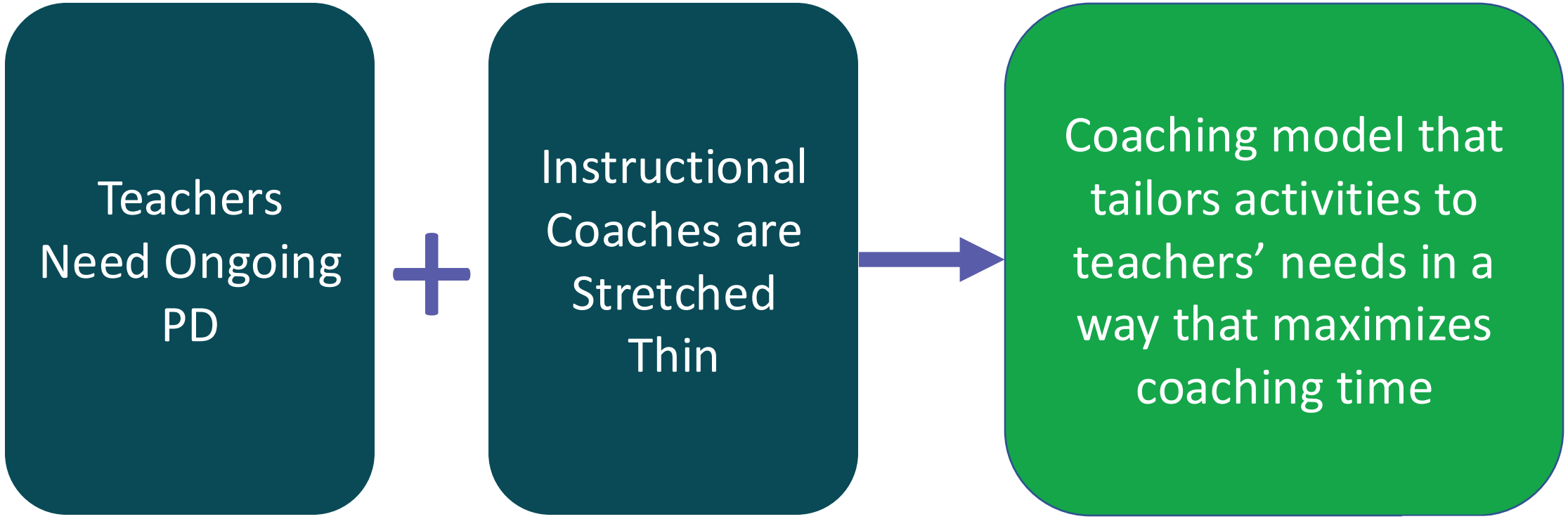
- the practices are beneficial for many students
- some would have benefitted from some more intensive/explicit instruction

The School Level Supports

- Admin prioritized and ensured effectiveness
- coaching was helpful but not 'enough' to address teachers' varying skill and will needs

Wexler et al. (2022)

Identifying a Need



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Phase III: AIM Coaching

IES:

To evaluate AIM Coaching under *rigorous research conditions*—with a focus on promise of effectiveness

(Wexler, Swanson, & Roberts)

www.aimcoaching.org

2020

Year 1 Multi-Survey Study	Year 2 Design & Pilot Testing	Year 3 Pilot RCT	Year 4 Sustainability

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Wexler et al. (2022)

More Intensive Explicit Instruction Options

The Integration of Strategy Instruction: Get the Gist with Gist Pointers

PACT Plus Practices

Content and curriculum agnostic; text-based

Comprehension Canopy	Essential Words	Critical Reading
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading and text-based discussion

PACT Plus Practices in AIM Coaching

Content and curriculum agnostic; text-based

Comprehension Canopy	Essential Words	Critical Reading
Building background knowledge	Building vocabulary knowledge	Facilitating text comprehension through reading with text-based discussion **and get the gist**

INTEGRATED A STRATEGY APPROACH

Embedded Explicit Strategy Instruction Option

Get the Gist Cue Card
Step 1 – Answer: Who or what is this section mostly about?
• Is anyone or anything mentioned most frequently? • Be sure to check pronouns, pictures, captions, and headings.
Step 2 – Answer: What is the most important information about the who or what?

• What information relates to the:
  ○ who or what,
  ○ culminating question, and/or
  ○ essential word(s)?
• Be sure to check pictures, captions, and headings.

Step 3 – Write a gist statement.

• Be sure your statement identifies:
  ○ the most important who or what and
  ○ the most important information about the who or what.
• Be sure your statement is short but complete with:
  ○ a capital letter,
  ○ a period, and
  ○ approximately 10 words.

AIM SCHOOLWIDE PACT LESSONS

FRED KOREMATSU

SECTION 1

Fred Korematsu was born on January 30, 1919, in Oakland, California. He is best known for being a civil rights activist. Growing up, Fred faced racism. Many people in the United States looked down on people of Asian descent and thought they were inferior. After graduating from high school, Fred worked at a shipyard. Then when he showed up to work one day, he was fired because of his Japanese ancestry.

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Introduction and Prior Knowledge

Comprehension Canopy

5-7 minutes

Teacher provides class with background information necessary to comprehend the text with 1) an introduction to the topic of the text and 2) a springboard.

1. Introduce the topic of the text

You may already know a great deal about plants. You may already know that they need water and sunlight to gather nutrients to grow. The process that plants use to transfer water and sunlight into nutrients is called photosynthesis.

2. Springboard

Show students the springboard images

Image 1: Different plants grow in different areas and are specially designed to grow there. Let me show you a few. This first plant is a fern. It grows in the shady places in the rainforest. Do you notice how its fronds are very large? It's so that the plant can gather as much sunlight as possible. The plant is large and bright green because the soil is so rich in nutrients.

Image 2: Now, let's look at another set of plants. These plants are in the desert.

Turn to your partner. Tell two things you notice about how these plants grow and why they might be that way.

Give about 30 seconds to discuss and ask a couple of groups to share.

So, plants look different based on where they grow. Today, you are going to learn about a plant that grows in such a difficult place, that it doesn't act like a typical plant at all!

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Essential Word Components

Nutrients

A substance that plants, animals, and people need to live and grow.

Related Words: foods, nutrition

Example Usage:
Some soil is low in nutrients.

Example:
Soil can provide nitrogen, oxygen, and iron.

Nonexample:
Red dye #5 is in foods, but it is not a nutrient.

Turn and Talk: What are your favorite things to eat? What nutrients are in your favorite things to eat?

Photo by Klaus Nielsen from Pexels; Photo by pixabay from Pexels

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Model Get the Gist

The Venus flytrap is an insect-eating plant that lives mostly on the East Coast. Found primarily in swampy parts of the United States, like North and South Carolina, the Venus flytrap has colorful pink and green hues. Like most other plants, Venus flytraps get some nutrients from the soil, but since swampy areas tend to have soil that is nutrient-poor, it is hard for the plant to get nutrients from there. As a result, the flytrap has evolved to not only rely on the soil to survive. The Venus flytrap is a carnivorous plant because it catches insects and eats them to get the nutrients that it can't get from the soil.

Section 1	
Who/What?	**Most Important Information**
Venus flytrap	
Gist Statement	

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Model Get the Gist

The Venus flytrap is an insect-eating plant that lives mostly on the East Coast. Found primarily in swampy parts of the United States, like North and South Carolina, the Venus flytrap has colorful pink and green hues. Like most other plants, Venus flytraps get some nutrients from the soil, but since swampy areas tend to have soil that is nutrient-poor, it is hard for the plant to get nutrients from there. As a result, the flytrap has evolved to not only rely on the soil to survive. The Venus flytrap is a carnivorous plant because it catches insects and eats them to get the nutrients that it can't get from the soil.

Section 1	
Who/What?	**Most Important Information**
Venus flytrap	Eats insects to get nutrients Lives in swamps Gets little nutrients from soil
Gist Statement	
The Venus flytrap eats insects because it gets few nutrients from soil.	

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Implementation Summary

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- simple
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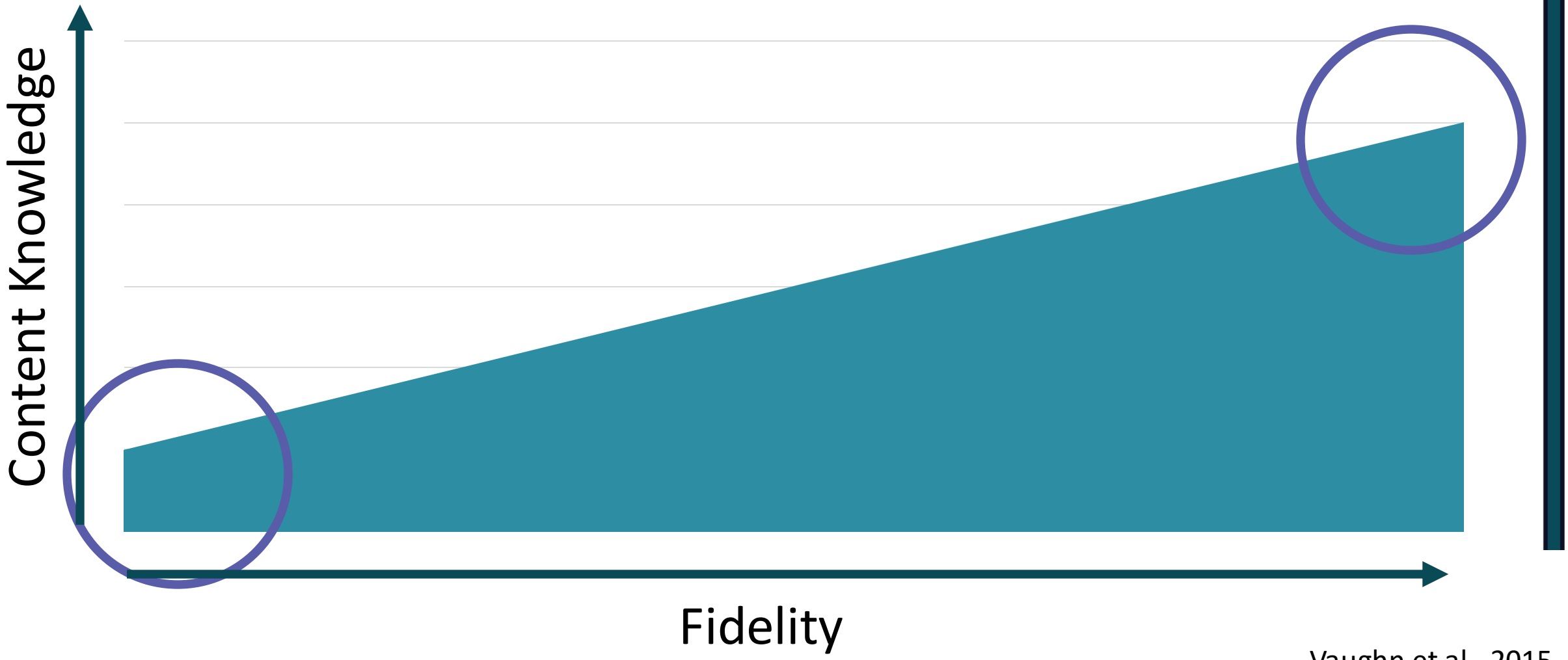
Wexler et al. (2022)

Fidelity with Allowable Customization

Negotiables and Non-Negotiables

Fidelity Matters: PACT Study



Vaughn et al., 2015

Tension Between Fidelity and Students' Needs

EDUCATION OPINION

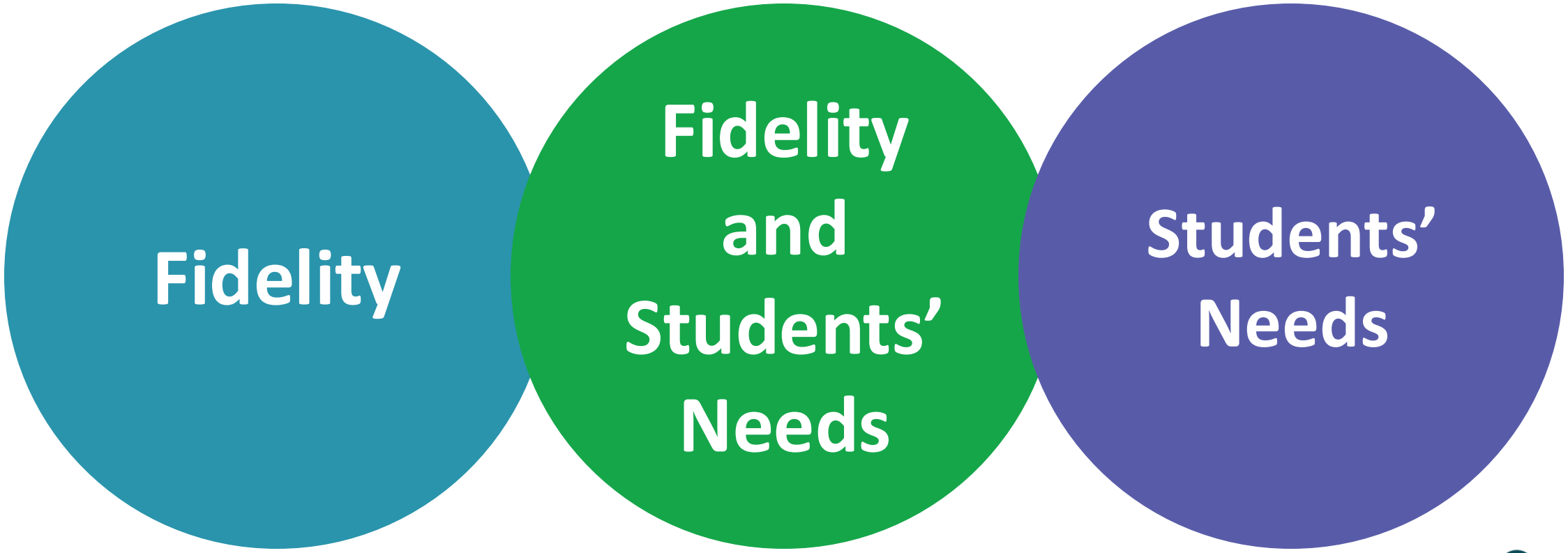
Why Is Fidelity Always Seen as the New Four-Letter Word?

By George Toman — January 05, 2020 6 min read

Let’s Consider This….

- How **practitioners** perceive and implement an intervention provides **valuable insight** into its potential acceptability, feasibility, usability, and sustainability (Harn, et al., 2013; Rademaker, et al., 2021).
- **Some adaptations** may even **increase the efficacy** of the intervention (Castro, Barrera, & Martinez, 2004; Webster-Stratton et al., 2011).

Fidelity Accounting for Students' Needs



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Pacing

Minute	Monday	Tuesday	Wednesday	Thursday	Friday
5		Comprehension Canopy			
10		Essential Words			
15		CR Sections 1-4 + Culminating Question			
20					
25					
30					
35					
40					
45					

Pacing: Another Option

Minute	Monday	Tuesday	Wednesday	Thursday	Friday
5	Comprehension Canopy	CR Section 2	CR Section 3	CR Section 4 + Culminating Question	
10	Essential Words				
15	CR Section 1				
20					
25					
30					
35					
40					
45					

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PACTive Ingredients

Practice	Non-Negotiables	Negotiables – when appropriate
Comprehension Canopy	Provides background information necessary to comprehend the text Keep it short	Uses springboard format other than visual; Facilitates turn and talk with small groups vs pairs
Essential Words	Teaches 1-2 words Keep it short	Does not use EW organizer; Does not include non-example
Critical Reading	Facilitates comprehension and content acquisition	Uses an explicit instruction continuum based on data

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Embedded Explicit Strategy Instruction Option

Strategy Instruction Approach: Get the Gist

Content Approach: Comprehension Questions

Get the Gist Cue Card
Step 1 – Answer: Who or what is this section mostly about?
• Is anyone or anything mentioned most frequently? • Be sure to check pronouns, pictures, captions, and headings.
Step 2 – Answer: What is the most important information about the who or what?

• What information relates to the:
  ○ who or what,
  ○ culminating question, and/or
  ○ essential word(s)?
• Be sure to check pictures, captions, and headings.

Step 3 – Write a gist statement.

• Be sure your statement identifies:
  ○ the most important who or what and
  ○ the most important information about the who or what.
• Be sure your statement is short but complete with:
  ○ a capital letter,
  ○ a period, and
  ○ approximately 10 words.

AIM SCHOOLWIDE PACT LESSONS

FRED KOREMATSU

SECTION 1

Fred Korematsu was born on January 30, 1919, in Oakland, California. He is best known for being a civil rights activist. Growing up, Fred faced racism. Many people in the United States looked down on people of Asian descent and thought they were inferior. After graduating from high school, Fred worked at a shipyard. Then when he showed up to work one day, he was fired because of his Japanese ancestry.

What is one example of racism that Fred K experienced when growing up?

SECTION 2

Things got worse for Japanese Americans in December 1941. On December 7, Japan bombed Pearl Harbor, a naval base in Hawaii. The attack was a surprise, and many Americans began to question the loyalty of Japanese Americans to the United States. Two months later, President Roosevelt signed Executive Order 9066. The government applied the order mostly to Japanese Americans living on the West Coast, relocating them from their homes to special camps known today as internment camps. The government at the time argued that this relocation was necessary for national security. Many Japanese Americans cooperated with the order. They left their homes and moved to internment camps. These camps were like a prison. Families lived in cramped spaces and were not allowed to leave.

How did things get worse for Japanese Americans after the bombing of Pearl Harbor?

SECTION 3

Fred refused to follow the order. He even changed his name and appearance to try and hide his Japanese ancestry. Despite this, he was discovered. He was arrested and found guilty of violating the order. Fred believed that his conviction was unjust. He felt that the executive order went against the rights and freedoms guaranteed in the Constitution. Fred argued that people were imprisoned in the internment camps based on their race. Along with the American Civil Liberties Union, he fought back in court. Eventually, his case was heard by the Supreme Court in 1944. However, the Supreme Court ultimately voted against Fred. They decided that the executive order was justified and not motivated by race. After losing his appeal, Fred moved to an internment camp. The other people in the camp stayed away from Fred. They were scared of being seen as troublemakers if they talked to him.

Why did Fred think his conviction was unjust?
Why might other people imprisoned in internment camps not have wanted to be seen as troublemakers alongside Fred K?

SECTION 4

When World War II ended, Fred moved to Michigan and attempted to live a normal life. His conviction made his life difficult, and he had trouble finding a job. He continued to have trouble even after moving back to his home state of California. Years later, researchers discovered that the government knew that Japanese Americans did not pose a risk to the nation during the war. The government had hidden this evidence and continued forcing Japanese Americans to move to internment camps. Because of this new knowledge, a judge overturned Fred's conviction in 1983.

What was the truth about internment camps?
How did this truth affect Fred K's conviction?

SECTION 5

Fred remained an activist for the rest of his life. He advocated and fought for an official apology from the United States government. He cautioned against extreme national security measures after the 9/11 attacks. He was awarded the Presidential Medal of Freedom in 1998. His birthday, January 30, is observed as "Fred Korematsu Day of Civil Liberties and the Constitution" in several states, including California, Virginia, and Florida. Fred's legacy shows the importance of speaking up and fighting against unjust situations, no matter the odds.

How did Fred continue to advocate for justice later in life?

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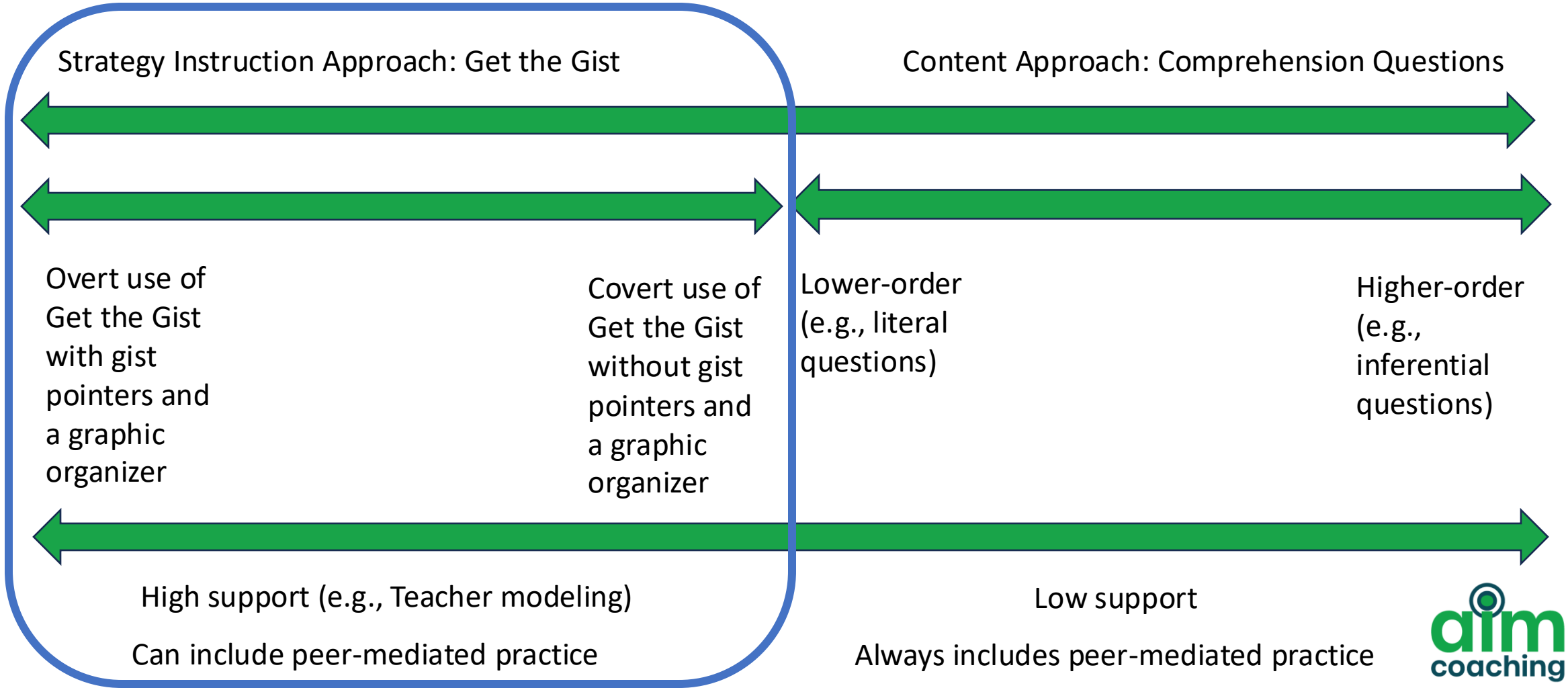
Critical Reading Text-Based Discussion Approach: An Explicit Instruction Continuum



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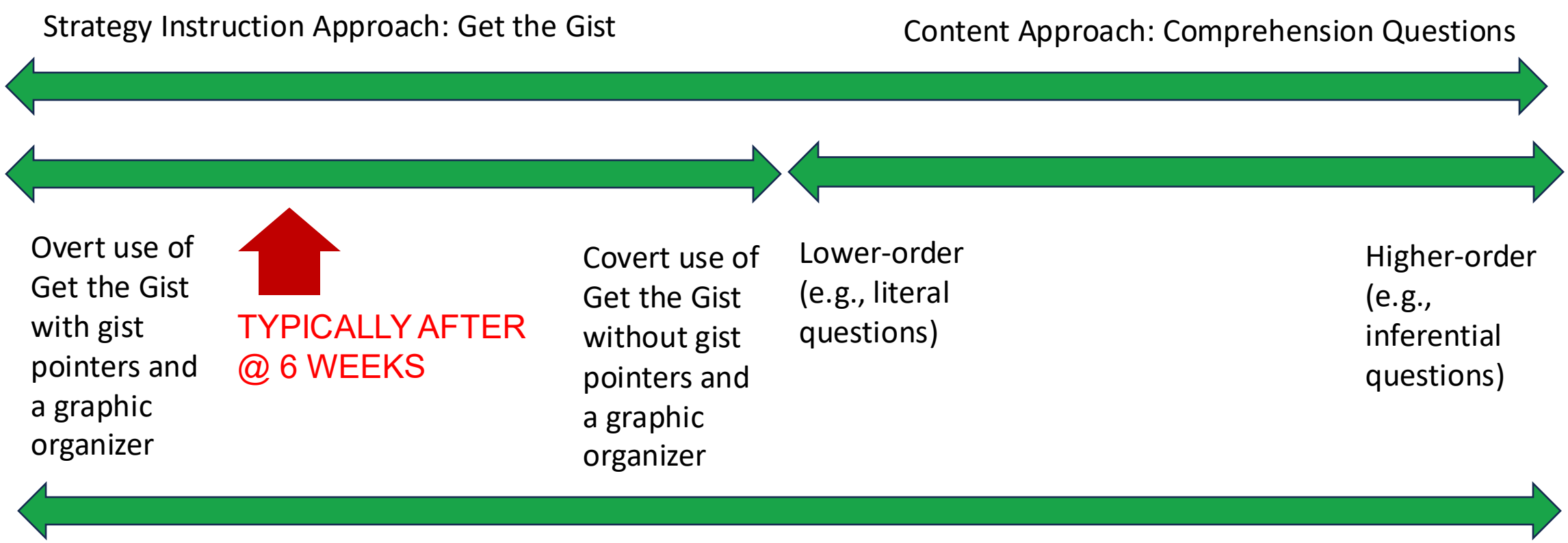
Critical Reading Text-Based Discussion Approach: An Explicit Instruction Continuum



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Partner Reading Get the Gist Cue Card

Step 1 - Read the section.

- Partner 1 reads the section.
- Partner 2 follows along.

Step 2 - Get the gist.

- Partner 1: Who or what is this section mostly about?
- Partner 2: I think this section is mostly about _____.
- Partners discuss.

- Partner 2: What is the most important information about the who or what?
- Partner 1: I think the most important information is _____.
- Partners discuss.

- Write the gist statement.

Step 3 - Repeat Steps 1 and 2.

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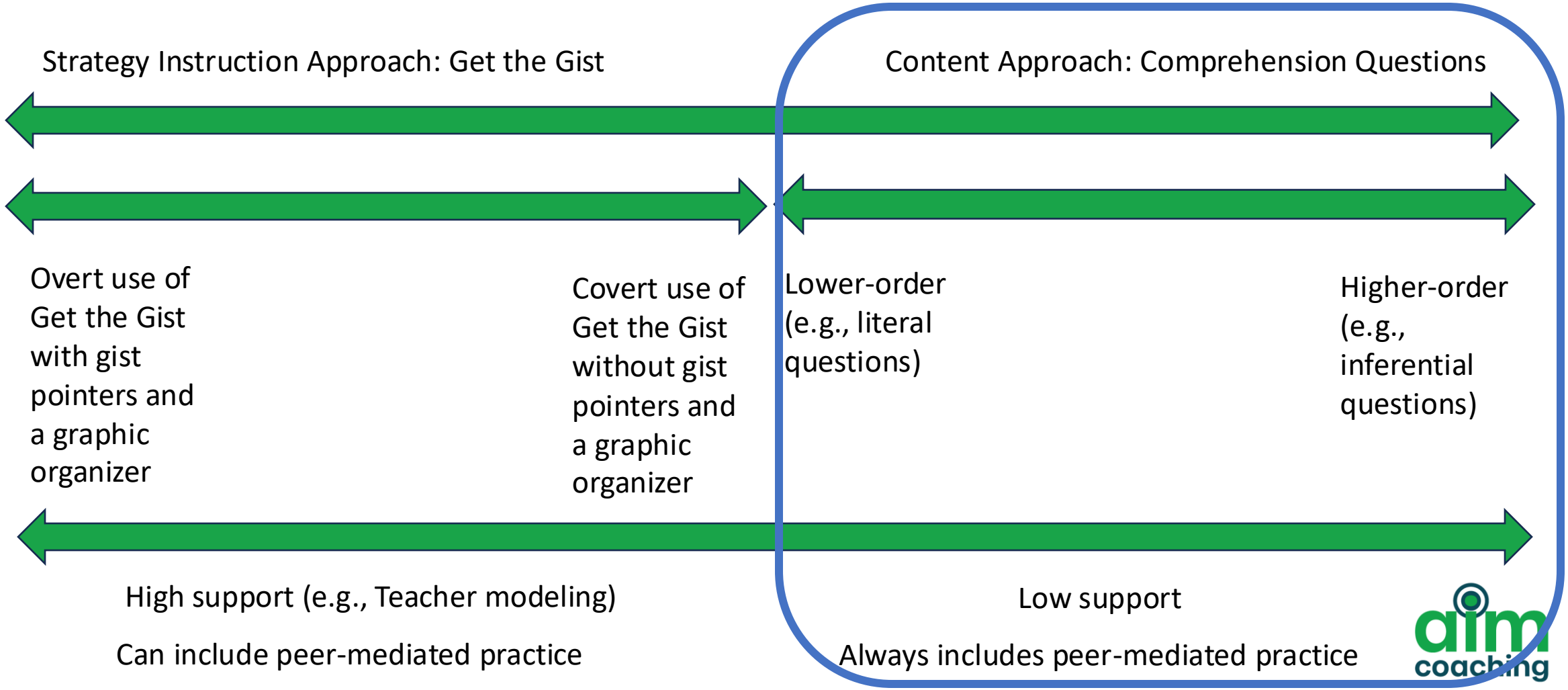
Critical Reading Text-Based Discussion Approach: An Explicit Instruction Continuum



Section 1 Comprehension Question:
Why does the Venus flytrap eat insects?

My Knowledge from Comprehension Canopy and Essential Words	Important Information from the Section

My Response to Comprehension Question

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Section 1 Comprehension Question:
Why does the Venus flytrap eat insects?

My Knowledge from Comprehension Canopy and Essential Words	Important Information from the Section
• Living things need nutrients to grow and be healthy	

My Response to Comprehension Question

Section 1 Comprehension Question:
Why does the Venus flytrap eat insects?

My Knowledge from Comprehension Canopy and Essential Words	Important Information from the Section
• Living things need nutrients to grow and be healthy	• Swamp soil doesn't have a lot of nutrients • Venus flytraps eat insects to get more nutrients

My Response to Comprehension Question

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Section 1 Comprehension Question:
Why does the Venus flytrap eat insects?

My Knowledge from Comprehension Canopy and Essential Words	Important Information from the Section
• Living things need nutrients to grow and be healthy	• Swamp soil doesn't have a lot of nutrients • Venus flytraps eat insects to get more nutrients

My Response to Comprehension Question

Venus flytraps eat insects because they can't get a lot of the nutrients they need to grow and be healthy from the soil in swamps.

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Facilitate Partner Reading Using the Cue Card

Partner Reading Comprehension Questions Cue Card
Step 1 - Partner 1 reads the section.
Step 2 - Partner 2 answers the comprehension question.
Step 3 - Partner 1 indicates whether they agree or disagree with Partner 2's answer and explains why using information from the text or from prior knowledge. "I agree because the text says…" "I disagree because the text says… So, I think…" "I agree/disagree because I learned in essential words/comprehension canopy…"
Step 4 – Partners switch roles and repeat steps 1 through 3 for the next section of text.

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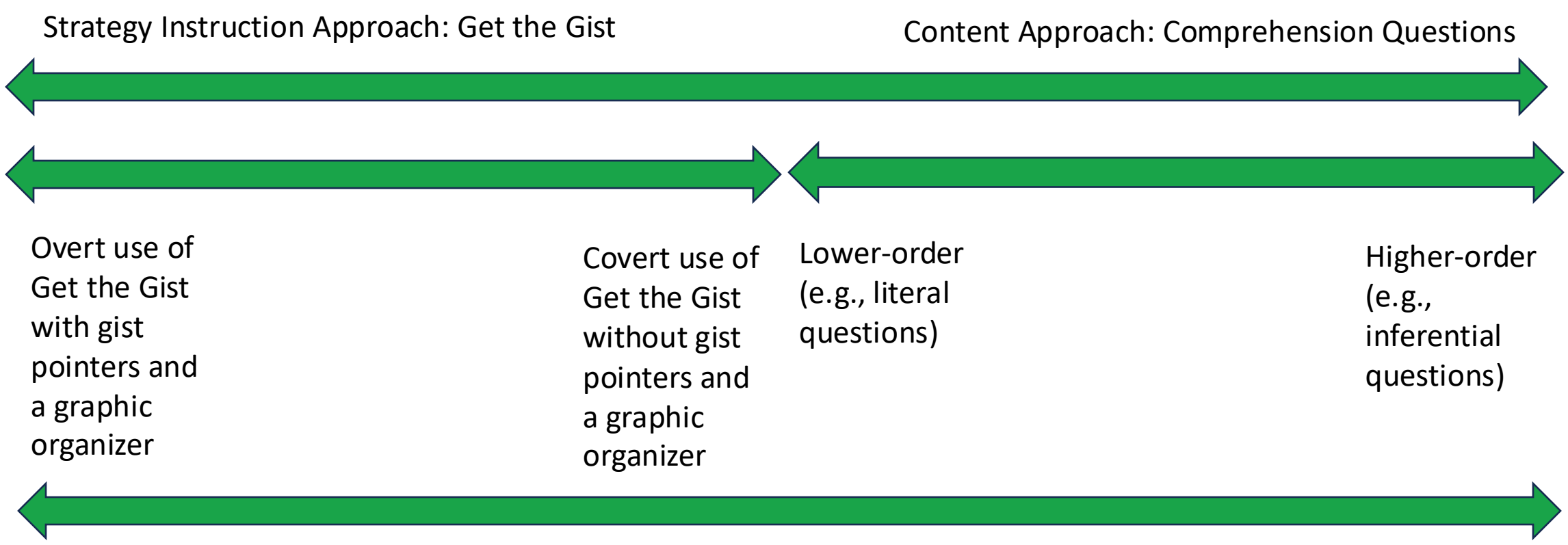
Making Data-Based Decisions

How do I know if students are making progress and how do I adapt instruction?

Critical Reading Text-Based Discussion Approach: An Explicit Instruction Continuum



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Sample Progression for Critical Reading

Critical Reading with Get the Gist
- Gist pointers/Cue Card
- Graphic organizer

Peer-Mediated Critical Reading with Get the Gist
- Gist pointers/Cue Card

Peer-Mediated Critical Reading with Get the Gist
- Gist pointers/Cue Card
- Graphic organizer

Peer-Mediated Critical Reading with Comprehension Questions

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Sample Progression for Critical Reading

Critical Reading with Get the Gist
- Gist pointers/Cue Card
- Graphic organizer

Peer-Mediated Critical Reading with Comprehension Questions

Peer-Mediated Critical Reading with Get the Gist
- Gist pointers/Cue Card

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Making Data-Based Decisions:
How do I know students are demonstrating proficiency?

Consider students':

- Annotations related to gist pointers or comprehension questions
- Graphic organizers (i.e., gist statements, responses to culminating questions)
- Written answers to comprehension questions
- Responses during text-based discussions
- Performance related to PACT Plus in other classes
- Reading assessment data

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Fred Korematsu

Fred Korematsu was born on January 30, 1919, in Oakland, California. He is best known for being a civil rights activist. Growing up, Fred faced racism. Many people in the United States looked down on people of Asian descent and thought they were inferior. After graduating from high school, Fred worked at a shipyard. Then when he showed up to work one day, he was fired because of his Japanese ancestry.

Fred Korematsu was a Japanese American civil rights activist who experienced racism.

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Data-Based Decision Making

#4

Who/what errors

- Unspecific subject (“man” instead of “Fred Korematsu”)
- Missing subject (“was a civil rights activist” instead of “Fred Korematsu was a civil rights activist”)
- Incorrect subject

Most important information errors

- No detail provided
- Supporting detail (“Fred Korematsu worked at a shipyard”)
- Extraneous detail (“Fred Korematsu fixed boats at a shipyard ” - not in the text)

Direct copy errors

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Final Reflection

#5

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Thank you!