



BDA Framework

Created: 08/2016 by the National FFA Organization

DESCRIPTION:

The BDA strategy works with any reading assignment. The teacher can give students a three-column handout with the headers "B" for "Before Reading," "D" for "During Reading," and "A" for "After Reading," or students can make these columns on their notebook paper. Have students write in column "B" a question they'd like answered, what they expect to read about, or something they hope to learn from what they are about to read. Have them write in column "D" something specific that they plan to think about and look for during reading. Have them write in column "A" something they learned from the reading and process why the information is important and how it can be applied.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Predict information in the material.
2. Discuss and explain facts and information in the material.

EXAMPLE ACTIVITIES: This strategy can be used with any reading that students are assigned. In addition, it can be modified to help students summarize words or main ideas from a video, website or class lecture. This worksheet can also be completed in pairs to promote educational dialogue.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

Common Core - Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core - Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Common Core - Language

- CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core - Science & Technical Subjects

- CCSS.ELA-LITERACY.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

- CCSS.ELA-LITERACY.RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

NAME: _____

BDA Framework

DIRECTIONS:

The BDA strategy works with any reading assignment. The teacher can give students a three-column handout with the headers "B" for "Before Reading," "D" for "During Reading," and "A" for "After Reading," or students can make these columns on their notebook paper. Have students write in column "B" a question they'd like answered, what they expect to read about, or something they hope to learn from what they are about to read. Have them write in column "D" something specific that they plan to think about and look for during reading. Have them write in column "A" something they learned from the reading and process why the information is important and how it can be applied.

B	D	A
Before Reading	During Reading	After Reading

Aligned to the following standards: CCSS.ELA-RI.9-10.1; CCSS.ELA-RI.9-10.2; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS.ELA-W.9-10.4CCSS.ELA-L.9-10.6

