



Concept Ladder

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DESCRIPTION: A concept ladder is an advanced organizer used to help students develop questions that will guide their reading and understanding of a text. Students develop a question for each rung of the ladder based on their existing background knowledge and/or a common reading experience around a concept. These questions then help establish a purpose for reading.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify common themes and patterns in text, video or lecture information.
2. Articulate the importance of finding commonalities in information.

EXAMPLE ACTIVITIES: This strategy can be used with any reading students are assigned. 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.9-10.4 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.9-10.6 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.

NAME: _____

Concept Ladder

DIRECTIONS:

Use the concept ladder to develop questions about _____ as it relates to your assigned reading. (*This worksheet can be applied to any article/topic that is assigned by the teacher. Fill in the above blank with the topic assigned by the teacher.*)

Concept:

Question 1:

Question 2:

Question 3:

Question 4:

Why is it important to reflect on an article as we read it?

How will you apply the concept of reflection to future articles that you read?

NAME: _____

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.9-10.4; CCSS.ELA-L.9-10.6

Example: Concept Ladder

DIRECTIONS:

Use the concept ladder to develop questions about positioning as it relates to your assigned reading. (*This worksheet can be applied to any article/topic that is assigned by the teacher. Fill in the above blank with the topic assigned by the teacher.*)

Concept Ladder: Positioning

Concept:

Positioning

Question 1:

What is product differentiation?

Question 2:

Why is it important for a company to differentiate its products?

Question 3:

What is perceptual mapping?

Question 4:

What are the seven positioning bases?

Why is it important to reflect on an article as we read it?

Answers will vary.

How will you apply this concept to future articles that you read?

Answers will vary.