



## Introductory Journey Through the B.E.S.T. Standards Grades 6-12

Facilitator Name:  
Just Read, Florida!



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# Objectives

## **Understand the features of the B.E.S.T. English Language Arts (ELA) Standards:**

- Design of the B.E.S.T. ELA Standards

## **Understand related changes in instruction for the secondary level:**

- Text Selection
- Stacking of Benchmarks
- Infusion of Literary Periods
- Reasoning Instruction
- Rhetoric Instruction
- Secondary Foundations



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# Design of the B.E.S.T. ELA Standards

FLORIDA'S B.E.S.T. STANDARDS  
**ENGLISH  
LANGUAGE  
ARTS**

# Benchmarks, Clarifications and Appendices Carry the Full Weight of the Standards.

## **■ ELA.10.R.2 Reading Informational Text**

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### *Structure*

ELA.10.R.2.1: Analyze the impact of multiple text structures and the use of features in text(s).

### Benchmark Clarifications:

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

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### *Central Idea*

ELA.10.R.2.2: Analyze the central idea(s) of historical American speeches and essays.

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### *Purpose and Perspective*

ELA.10.R.2.3: Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.

### Benchmark Clarifications:

*Clarification 1:* In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

*Clarification 2:* See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

# Examine the Spiraled Vertical Progression

Examples	
<b>Theme</b>	2 <sup>nd</sup> Grade
<b>Rhetoric</b>	6 <sup>th</sup> Grade
<b>Universal Themes</b>	Introduced in 6 <sup>th</sup> Grade; Mastered in 9 <sup>th</sup> Grade
<b>Central Idea</b>	2 <sup>nd</sup> Grade
<b>Juxtaposition</b>	11 <sup>th</sup> Grade
<b>Archetypes</b>	8 <sup>th</sup> Grade

- Pay close attention to the language of each individual benchmark.
- If language in a clarification introduces a concept, that concept also needs to be addressed.

# ELA Expectations



# ELA Expectations Are Important!

ELA Expectation	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.



Appendix A: K-12 ELA Expectations for Students K-12 ELA Expectations	
ELA Expectation	Clarifications
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

# ELA Expectations in the Secondary Classroom

## ELA.K12.EE.4.1

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

## Example

Students engage in a classroom debate to explain and justify their claims.

## ELA.K12.EE.5.1

Use the accepted rules governing a specific format to create quality work.

## Example

Students use a style guide to format their writing such as MLA, APA, etc.





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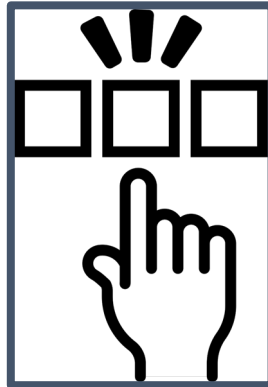
## Changes in Instruction in B.E.S.T. Standards for Secondary

Text Selection  
Stacking of Benchmarks  
Infusion of Literary Periods  
Reasoning Instruction  
Rhetoric Instruction  
Secondary Foundations



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# Text Selection



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# Sample Booklist

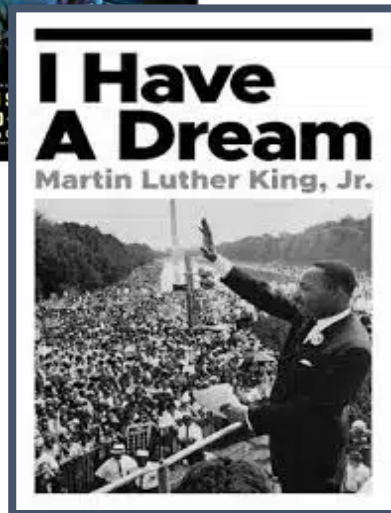
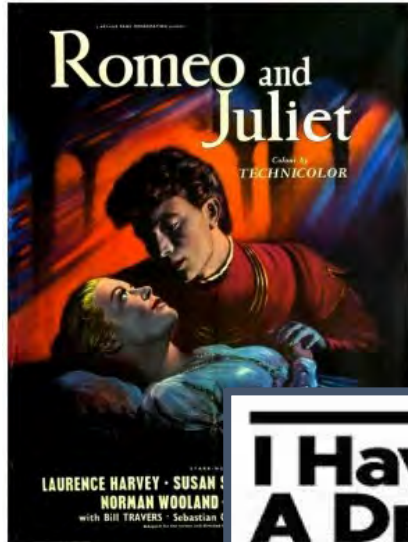
	ELA.10. R.1.1	ELA.10. R.1.2	ELA.10. R.1.3	ELA.10. R.1.4	ELA.10. R.2.1	ELA.10. R.2.2	ELA.10. R.2.3	ELA.10. R.2.4	ELA.10. R.3.1	ELA.10. R.3.2	ELA.10. R.3.3	ELA.10. R.3.4
Analyze how key elements enhance or add layers of meaning and/or style in a literary text.		Analyze and compare universal themes and their development throughout a literary text.	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.	Analyze the impact of multiple text structures and the use of features in text(s).	Analyze the central idea(s) of historical American speeches and essays.	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	Analyze how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Analyze how mythical, classical, or religious texts have been adapted.	Analyze an author's use of rhetoric in a text.
<i>Cry, The Beloved Country</i> by Alan Paton	•		•							•	•	
<i>Fahrenheit 451</i> by Ray Bradbury	•	•								•		•
<i>Frankenstein</i> by Mary Shelley	•	•	•							•	•	
<i>Galatea</i> by Madeline Miller	•	•								•	•	
<i>Land of Hope: An Invitation to the Great American Story</i> by Wilfred M. McClay					•	•	•	•		•		•
<i>Lord of the Flies</i> by William Golding	•	•	•						•	•		

# Text Selection

**Students should be exposed to a diverse selection of quality texts.**

**Students should be exposed to texts from the ELA and civics booklists.**

**Texts may be in a variety of formats.**

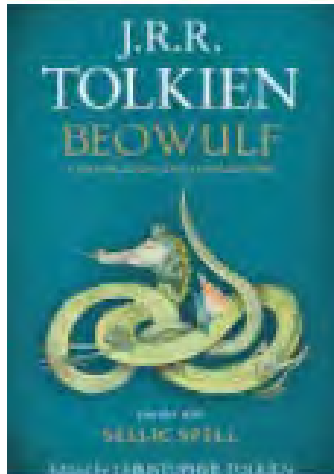


**50%**  
Literature  
&  
**50%**  
Informational  
Text



## The full text should be used where possible.

Excerpts can be permissible where there is a sense of completeness:



- For literary texts, there should be a complete story arc.
- For informational texts, the text should be able to stand alone with minimal scaffolding.

\*Texts can be included as text sets.



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# Stacking Benchmarks



# ELA Benchmark Stacking

**Deliberate and meaningful integration** of multiple ELA benchmarks during instruction:

- **Purpose of the Stack** - Explanation of why the selected benchmarks were chosen to be taught together for specific learning outcomes
- **Spotlight Benchmarks** - Benchmarks that are explicitly taught during the task
- **Accompanying Benchmarks** - Benchmarks that are reviewed during the task to support the learning of the spotlight benchmarks





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# Literary Periods



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# Literary Time Periods in B.E.S.T.

**6<sup>th</sup>-8<sup>th</sup>  
page 78**

Colonial and Early National Period (1600–1830) *American Literature*  
Romantic Period (1790–1870)  
Realism and Naturalism Period (1870–1930)  
Modernist Period (1910–1945)  
Contemporary Period (1945–present)

**9<sup>th</sup>-12<sup>th</sup>  
page 104**

Classical Period (1200 BCE–455 CE)  
Medieval Period (455 CE–1485 CE)  
Renaissance Period (1300–1600)  
Restoration and 18th Century (1660–1790) *British Literature*  
Colonial and Early National Period (1600–1830) *American Literature*  
Romantic Period (1790–1870)  
Realism and Naturalism Period (1870–1930)  
Modernist Period (1910–1945)  
Contemporary Period (1945–present)

# Literary Time Periods Instruction

**Literary Time Periods  
Instruction**

**Provides context for  
students to gain a more  
meaningful experience with  
texts**

**Encourages a deeper  
appreciation of the rich  
content of ELA**

# Literary Time Periods in Practice

<b>Benchmark</b>	<b>ELA.11.R.1.4: Analyze ways in which poetry reflects themes and issues of its time period.</b>
<b>Text</b>	<p><b>Excerpt from “Are Women People?” by Alice Duer Miller</b></p> <p>“You must not go to the polls, Willie,  Never go to the polls,  They're dark and dreadful places  Where many lose their souls;  They smirch, degrade and coarsen,  Terrible things they do  To quiet, elderly women—  What would they do to you!” (Stanza 2)</p>
<b>Activity</b>	<p>This text was published in 1915 before women could vote in the United States. What is the importance of providing information about the time period for this text?</p>



**Rhetoric:** the art or skill of speaking or writing formally and effectively to persuade or influence people  
(Glossary, p. 218)





## Rhetorical Appeals

<u>Rhetoric</u>	<u>Descriptor</u>	<u>Example</u>
Ethos	An appeal to credibility, ethics, or moral principles	A text written to encourage support for the protection of the Florida panther features <u>an interview with a renowned biologist who is an expert on endangered species.</u>
Kairos	An appeal to time or place	A text written to evoke haste in responding to the declining Florida panther population <u>discusses the implication of panther mortality rates.</u>
Logos	An appeal to logic or reason	A text incorporates <u>sound reasoning supported by the citation of relevant statistics</u> in order to attract monetary support for legislation proposed to protect endangered species.
Pathos	An appeal to emotion	A text includes the use of <u>vivid, emotive language, intended to incite intense feeling in a reader regarding the destruction of the Florida panther's natural habitat.</u>

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## Rhetorical Devices

<u>Device</u>	<u>Description</u>	<u>Example</u>
Antithesis an- 'ti-thə-səs	the rhetorical contrast of ideas by means of parallel arrangements of words, clauses, or sentences	“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way.” <i>A Tale of Two Cities</i> , Charles Dickens
Asyndeton ə- 'sin-də- tən	omission of the conjunctions that ordinarily join coordinate words or clauses	“I came; I saw; I conquered.” <i>Julius Caesar</i> , William Shakespeare
Chiasmus kī- 'az-məs	an inverted relationship between the syntactic elements of parallel phrases	“In his face Divine compassion visibly appeerd Love without end, and without measure Grace” <i>Paradise Lost</i> , John Milton
Irony	the use of words to express something other than and especially the opposite of the literal meaning	“Go ask his name: if he be married. My grave is like to be my wedding bed.” <i>Romeo and Juliet</i> , William Shakespeare



# Rhetoric


**Rhetoric connects purpose to the act of writing.**



**An awareness of rhetoric helps to build discernment in the audience.**




**Knowing the techniques of rhetoric creates more effective communicators.**



**Understanding rhetoric gives the reader/listener a more thorough understanding of the levels of meaning within a piece.**

## R.3.4 Understanding Rhetoric

R.3.4 Understanding Rhetoric	
ELA.12.R.3.4	Evaluate <b>rhetorical choices across multiple texts</b> .
ELA.11.R.3.4	<b>Evaluate</b> an author's use of rhetoric in text.
ELA.10.R.3.4	<b>Analyze</b> an author's use of rhetoric in a text.
ELA.9.R.3.4	Explain <b>an author's use of rhetoric</b> in a text.
ELA.8.R.3.4	Explain <b>how an author uses rhetorical devices to support or advance an appeal</b> .
ELA.7.R.3.4	<b>Explain the meaning and/or significance of rhetorical devices</b> in a text.
ELA.6.R.3.4	<b>Identify rhetorical appeals in a text</b> .

<b>Introduction of Rhetorical Appeals</b>	<b>Introduction of Rhetorical Devices</b>	<b>Examine Clarifications</b>
<p><b>6th Grade:</b> Ethos, Logos, Pathos</p> <p><b>11th Grade:</b> Kairos</p>  <p><b>Pages</b> <b>177 - 178</b></p>	<p><b>7th Grade:</b> Irony, Rhetorical Question</p> <p><b>8th Grade:</b> Antithesis, Zeugma</p> <p><b>9th Grade:</b> Metonymy, Synecdoche</p> <p><b>10th Grade:</b> Asyndeton</p> <p><b>11th Grade:</b> Chiasmus</p>	<p><b>Clarification 1:</b></p> <p>Rhetorical devices for the purposes of this benchmark are the <b>figurative language devices from 9.R.3.1</b> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy and synecdoche.</p>



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# Reasoning



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# Types of Logical Reasoning

Deductive	Inductive	Abductive
<i>Characteristics:</i>		
<ul style="list-style-type: none"> <li>• Begins with a premise</li> <li>• Uses a given fact or set of facts to deduce other facts</li> <li>• Does not provide new information</li> <li>• Follows a pattern, “if this is true, then this is also true”</li> <li>• Begins with the general and moves to the specific</li> </ul>	<ul style="list-style-type: none"> <li>• Begins with a specific observation and applies to a broad conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Begins with a pattern or a trend</li> <li>• Uses a pattern to extrapolate information consistent with the given pattern</li> <li>• Begins with the specific and moves to generalize</li> </ul>
<i>Examples:</i>		
Premise: Whales are mammals. Fact: Orcas are a type of whale. Conclusion: Orcas are mammals.	Observation: The bakery across the street always has a line out the door. Conclusion: The bakery sells delicious treats.	Pattern: My grandparents all have grey hair. Conclusion: All elderly people have grey hair.



# Logical Fallacies as Defined in B.E.S.T.

“Logical fallacies are errors found in the reasoning of an argument. The errors are often in the form of invalid arguments or are irrelevant or flawed points that undermine or weaken the argument.”



**Pages  
181 - 182**

# Reasoning

<b>R.2.4 Argument</b>	
ELA.12.R.2.4	Compare the development of multiple arguments <b>in related texts</b> , evaluating the validity of the claims, the authors' reasoning, <b>use of the same information, and/or the authors' rhetoric.</b>
ELA.11.R.2.4	Compare the development of <b>multiple arguments on the same topic</b> , evaluating the effectiveness and validity of the claims, <b>the authors' reasoning</b> , and the ways in which the authors use the same information to achieve different ends.
ELA.10.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, <b>and analyzing the ways in which the authors use the same information to achieve different ends.</b>
ELA.9.R.2.4	Compare the development of <b>two opposing arguments on the same topic</b> , <b>evaluating the effectiveness and validity of the claims.</b>
ELA.8.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, <b>identifying ways in which the argument could be improved.</b>
ELA.7.R.2.4	Track the development of an argument, <b>analyzing the types of reasoning used and their effectiveness.</b>
ELA.6.R.2.4	Track the development of an argument, <b>identifying the types of reasoning used.</b>

# Reading Informational Text Argument ELA.6-8.R.2.4

<p><b>ELA.6.R.2.4:</b> Track the development of an argument, identifying the types of reasoning used.</p>	<p><b>ELA.7.R.2.4:</b> Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p>	<p><b>ELA.8.R.2.4:</b> Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p>
<ul style="list-style-type: none"> <li>• <b>Clarification 1:</b> For more information on types of reasoning, see <u>Types of Logical Reasoning</u>.</li> <li>• <b>Clarification 2:</b> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See <u>Fallacies in Reasoning (Informal)</u>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clarification 1:</b> For more information on types of reasoning, see <u>Types of Logical Reasoning</u>.</li> <li>• <b>Clarification 2:</b> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See <u>Fallacies in Reasoning (Informal)</u>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clarification 1:</b> For more information on types of reasoning, see <u>Types of Logical Reasoning</u>.</li> <li>• <b>Clarification 2:</b> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See <u>Fallacies in Reasoning (Informal)</u>.</li> </ul>



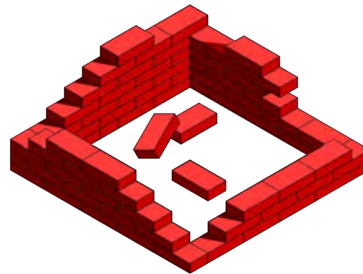
# Reading Informational Text Argument ELA.9-11.R.2.4

<p><b>ELA.9.R.2.4:</b> Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p>	<p><b>ELA.10.R.2.4:</b> Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p>	<p><b>ELA.11.R.2.4:</b> Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p>	<p><b>ELA.12.R.2.4:</b> Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.</p>
<ul style="list-style-type: none"> <li>• <b>Clarification 1:</b> Validity refers to the soundness of the arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clarification 1:</b> Validity refers to the soundness of the arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clarification 1:</b> Validity refers to the soundness of the arguments.</li> <li>• <b>Clarification 2:</b> For more information on types of reasoning, see <u><a href="#">Types of Logical Reasoning</a></u>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clarification 1:</b> For more information on types of reasoning, see <u><a href="#">Types of Logical Reasoning</a></u>.</li> <li>• <b>Clarification 2:</b> See <u><a href="#">Rhetorical Appeals</a></u> and <u><a href="#">Rhetorical Devices</a></u>.</li> <li>• <b>Clarification 3:</b> Validity refers to the soundness of the arguments.</li> </ul>



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# Secondary Foundations

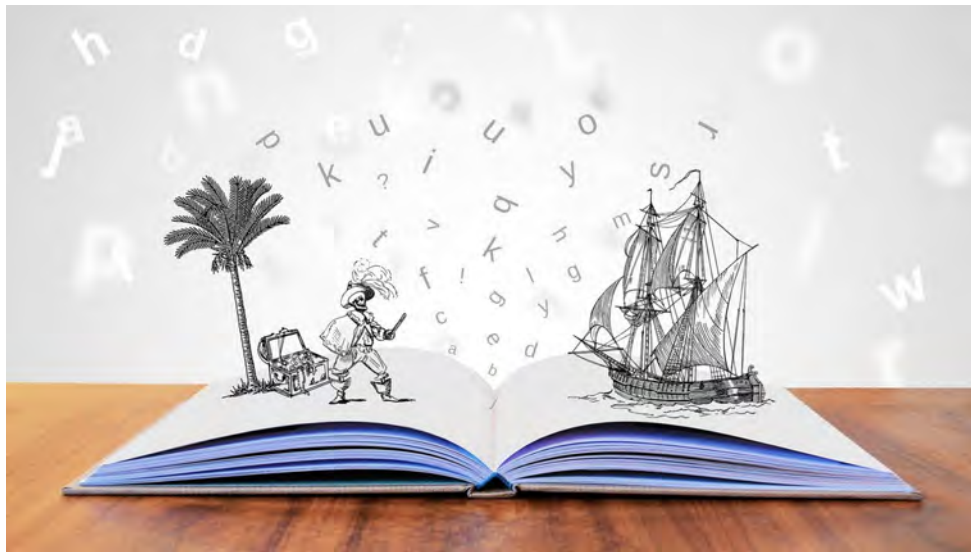


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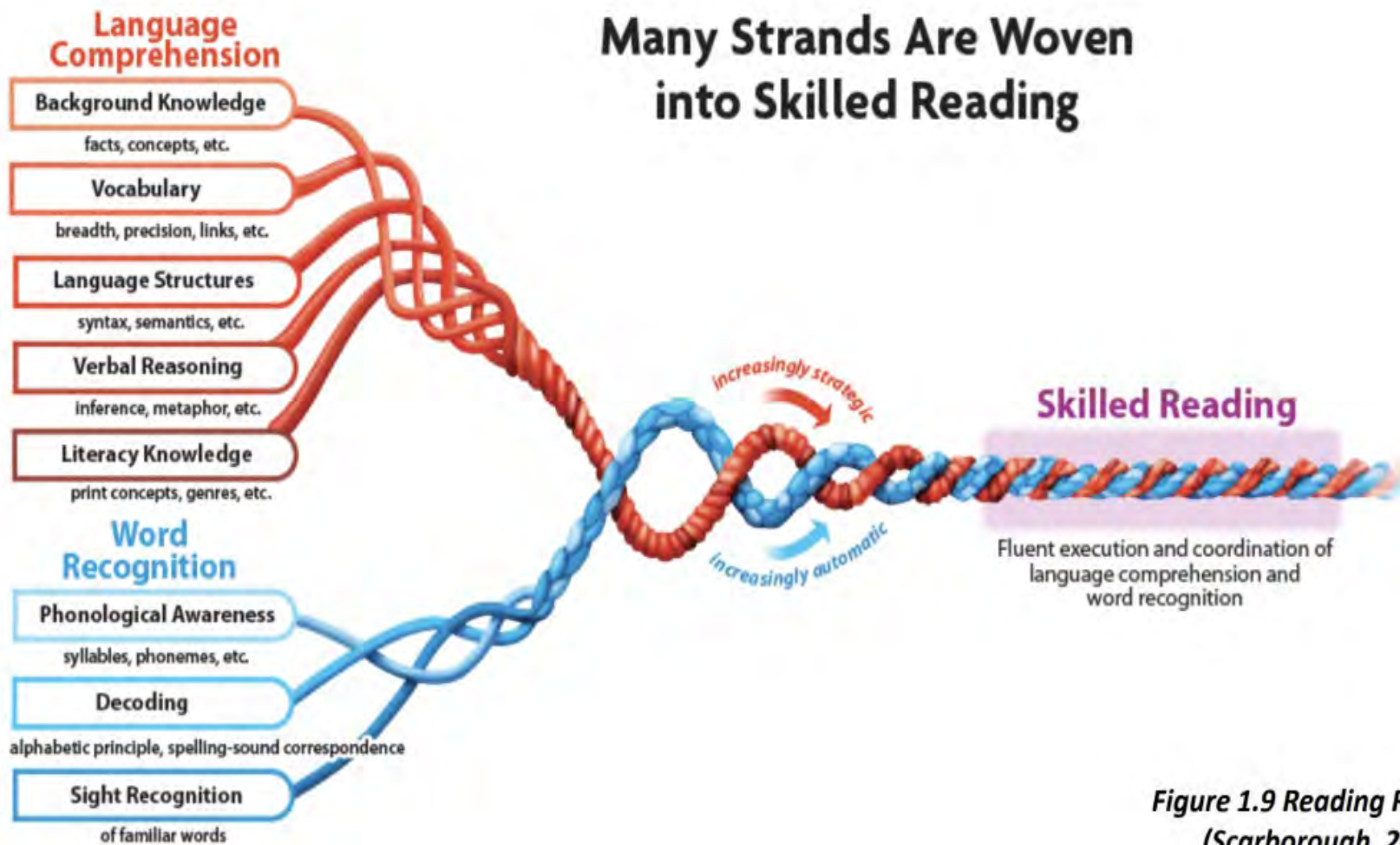
## 6-12 Foundational Reading Intervention Standards

<p><b>Phonological Awareness</b></p>	<p><b>ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds.</b>  a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.  b. Accurately segment single-syllable and multisyllabic words.</p>
<p><b>Phonics and Word Analysis</b></p>	<p><b>ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.</b>  a. Use an array of strategies to decode single-syllable and multisyllabic words.  b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</p>
<p><b>Encoding</b></p>	<p><b>ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.</b>  a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</p>
<p><b>Fluency</b></p>	<p><b>ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</b></p>

“There is no comprehension strategy powerful enough to compensate for the fact you can’t read the words.”  
(Anita Archer, 2008)



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*Figure 1.9 Reading Rope  
(Scarborough, 2001)*

## MULTIDIMENSIONAL FLUENCY SCALE

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Expression &amp; Volume</b>	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
<b>Phrasing</b>	Reads in a monotone voice with little sense of boundaries; frequently reads word-by-word.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some chopiness; reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
<b>Smoothness</b>	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at conversational pace; appropriate rate throughout reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

SCORE \_\_\_\_\_

Adapted from Zutell, J. & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency in. *Theory to Practice*, 30, 211-217.

# Oral Reading Fluency Norms

From Hasbrouck, J. & Tindal, G. (2017). An update on compiled ORF norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching. University of Oregon.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		97	116
	75		59	91
	<b>50</b>		<b>29</b>	<b>60</b>
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	<b>50</b>	<b>50</b>	<b>84</b>	<b>100</b>
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	<b>50</b>	<b>83</b>	<b>97</b>	<b>112</b>
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
4	90	153	168	184
	75	125	143	160
	<b>50</b>	<b>94</b>	<b>120</b>	<b>133</b>
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	<b>50</b>	<b>121</b>	<b>133</b>	<b>146</b>
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	<b>50</b>	<b>132</b>	<b>145</b>	<b>146</b>
	25	112	116	122
	10	89	91	91

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## Interventions for Secondary Students

Reading Intervention must target the area(s) of need as determined by diagnostic assessment data on the components of reading and progress monitored with an appropriate assessment tool that measures growth in the target area(s) until the student becomes proficient.

### Learner Profiles

There are three common profiles of non-proficient decoders in the secondary grades. Some students may fit more than one profile. Educators should conduct regular collaborative problem-solving meetings to consider additional factors such as vision, hearing, attention, memory, health concerns, years in an English language program, and home life.

**Profile 1** consists of students who have irregular gaps in their foundational reading skills sometimes due to interrupted schooling. This might mean a gap in knowledge of vowel sounds for one student, blends for another, and decoding multisyllabic words for another. Once the specific gap(s) is/are identified and addressed, these students often quickly catch up to their peers.

**Profile 2** consists of students who are English Language Learners. These students can further be divided: *Profile 2A*: Students who have a strong background in literacy in their home language and can apply that knowledge to English with the support of ESOL strategies in the general curriculum. *Profile 2B*: Students without a strong background in literacy in any language and may need support beyond ESOL strategies and could have an unidentified learning disability.

**Profile 3** consists of students with persistent reading difficulties and may include students with phonological processing deficiencies or those with learning disabilities.

Students with Profile 1, 2, or 3 require systematic, explicit, differentiated, and multisensory instruction in order to become proficient readers regardless of age or grade level.



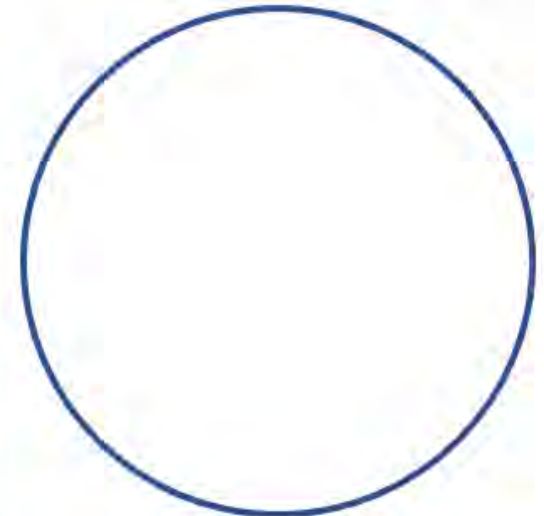
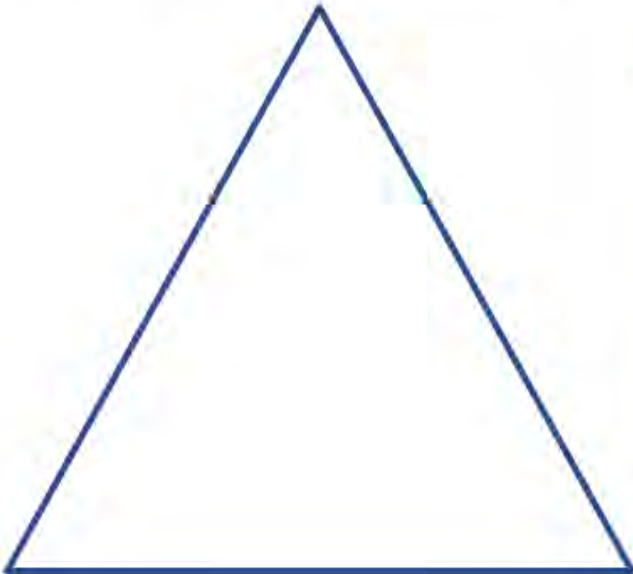


# Triangle – Square – Circle Reflections

3 significant ideas I am taking away from today's session...

What concepts from the session are squared away in my mind?

What one or two questions are still circling in my head?



# Resources

- [Anita Archer - Explicit Instruction](#)
- [Florida B.E.S.T. Standards: English Language Arts](#)
- [Just Read, Florida! Reading Model Lesson Series-Fluency](#)
- [Hollis Scarborough's Reading Rope](#)





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