**Framework Implementation Guide**

Strategy: Guided Highlighted Reading

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| **Critical Component**  **(Non-negotiable)** | **Ideal “Gold Standard” of Implementation** | **Acceptable Variation of Implementation** | **Unacceptable Variation of Implementation** |
| Select Article or item | * Accessible to all students or identified as standardize test question. * Identify advanced vocabulary needs. * Plan to activate prior knowledge. | * Guided Highlighted ACT Passages * Other premade Guided Highlighted passages. | * Article is not pre-selected and presented as a “cold” read. |
| Activation of Prior Knowledge | * Teacher gives background on subject matter. * Teacher uses tools (i.e. Quickwrite, quote, film clips, think-pair-share) to activate prior knowledge of students when new information is presented or when reviewing. | * Teacher occasionally “tells” the students the background information. * Teacher occasionally reads information to the students prior to activating their prior knowledge. | * Tools are used without prior planning. * No background is given. * No purpose is set. * Teacher doesn’t use any tool to activate prior knowledge. * New information is not explained. |
| Discussion | * Use of Accountable Talk. * Discussion format is pre-determined. * Appropriate information to be highlighted is determined based on the goal for the discussion. | * Teacher occasionally summarizes or recaps a shortened version of the original piece of text or item. * Teacher allows students to create discussion questions. | * Teacher provides no context for the text or item. * Teacher does not give any examples. * Teacher does not plan for the type of discussion needed. |
| Highlighted Reading | * Teacher moves the students along the text by telling them the paragraph number and what to highlight. * Teacher gives students more time when they see the word “inference” next to the prompt. * Decide on the pacing of the guided highlighted reading based upon the experience of the class. | * Teacher repeats questions. * Teacher adjusts pacing. * Teacher reads the paragraph to them and has the student skim the text for the proper response. * Teacher models several paragraphs. * Teacher gives students questions to read as they listen. | * As the students become successful with this activity, the scaffolding is not gradually reduced. * The teacher moves to quickly, and beyond the capability of the students. |
| Reflective Activity | * Students compare their highlighted text with one another. * Students compare their highlighted text with teacher. * Students take a formative assessment. * Students take a practice ACT test. | * Teacher occasionally collects student evidence through products, observations, and conferences. * Teacher plans when to use formative assessment, but the method of how to assess may change. * Feedback is given after the lesson, but there is still opportunity to show improvement prior to the summative assessment. * Teacher occasionally provides descriptive feedback. | * Assessment happens on the fly – it is not planned. * Reflective Activity does not tie back to selected article or item. * No opportunity to deconstruct the text and do the reasoning needed to respond to the text or the items provided. * Students do not analyze their own work. |