**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.
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| 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.
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| 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.
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| 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.
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| 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.
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