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| **School Improvement Plan**  **Activity Category** | **Critical Component**  How does this key feature contribute to the overall outcome of this practice? | **“Gold Standard” for Implementing**  **the Critical Component**  What would you see when this component is implemented well? | **Acceptable Variation for Implementing**  **the Critical Component**  What adaptations are acceptable/contextual without losing value? | **Unacceptable Variation for Implementing**  **the Critical Component**  Define the boundaries of unacceptable implementation. |
| **Getting Ready to Implement** | **Professional Preparation** | -Building Leaders purchase essential materials: highlighters, folders, access to passages  -Teachers complete Close and Critical Reading training  -Teachers have access to resources available at <http://www.missionliteracy.com/> including suggested reading passages and assessments | When preparing students for the ACT, teachers may use ACT passages.  When using the strategy to help students comprehend content area information, the passages must relate to the subject-area content being taught. |  |
| **Implement** | **Question #1**  **What does the text say?** | - Teacher reveals the focus for the read is identifying ***main ideas and key details***, and that Guided Highlighting will be used to help them do this.  -Teacher identifies the ***text structure*** and passage title, source, date, etc. ***Text features*** may be pointed out at this time as well.  -Teacher engages students in an anticipatory set that taps ***prior knowledge*** related to the reading topic  --Teacher provides students with a one or two sentence summary of the reading.  -Teacher points out and explains any ***vocabulary*** that students should be reviewed before the reading.  -Students skim the text independently.  -Teacher provides student with ***prompts*** that lead students to highlight main ideas and key details.  -Students compare their highlighted text with each other, discussing why that information is important.  -Teacher reviews the highlighted text, engaging students in a whole class discussion about why the information is important.  -Teacher assesses students’ understanding of the main ideas and key details of the text through:  a. multiple choice questions or  b. summary activity | Teachers determine which vocabulary students will need to have defined before reading the text, paying special attention to tier 2 and 3 vocabulary.  Teachers may choose the form of assessment that best fits the text. (Usually either multiple choice or summarizing activities.) |  |
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| **Implement** | **Question #2**  **How does the text say it?** | -Teacher and students review main ideas and key details identified in the last reading.  -Teacher reveals the new focus is identifying elements of ***author’s craft***  -Teacher engages students in one of two activities:  A. Teacher provides ***prompts*** that lead students to highlight elements of author’s craft (genre, text structure, text features, source information, tone, writing techniques).  -Students compare their highlighted text with each other, discussing why that information is important.  -Teacher reviews the highlighted text, engaging students in a whole class discussion about why the information is important.  **OR**  B. Teacher provides students with scaffolding documents to help them identify elements of author’s craft (genre, text structure, text features, source information, tone, writing techniques).  -Teacher assesses students’ understanding of elements of author’s craft used in the text by having students write an author’s craft analysis using the information they gained from either the guided highlighted activity or the scaffolding documents. | Teachers may choose to engage students in guided highlighted reading to identify elements author’s craft, provide students with scaffolding documents helping them recognize elements of author’s craft, or both |  |

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| **Implement** | **Question #3**  **What does the text mean?** | -Teacher reveals the focus is identifying the ***Author’s Purpose and underlying meaning of text***  -Teacher models the ***Text Signals*** that cues the reader to identify purpose of the text  -Teachers model identifying the ***Author’s Point of View*** or ***Perspective***  -Teacher engages students in answering ***text-dependent questions*** focused on underlying meaning and author’s purpose.  -Students identify how the ***Author uses Mood, Tone, Style, Text Features, Imagery, or Figure of Speech*** to achieve author’s purpose  -Students identify what the author may have omitted from the text  -Students determine the ***Credibility of the Text*** or if the text is current  -Students engage in small group discussion using the Levels of Meaning graphic organizer.  -Students engage in whole class discussion based on the Levels of Meaning graphic organizer.  -Teacher assesses students’ understanding of author’s purpose and underlying meaning by having students write an analysis using the information they gained through class discussion, text dependent questions, and the Levels of Meaning graphic organizer. | Teachers may choose to use either text dependent questions, Levels of Meaning graphic organizer, both, or other discussion methods in helping their students discover the author’s purpose and underlying meaning of the text. |  |
| **Question #4**  **What does the text mean to me?** | -Teacher reveals the focus is making a connection between the text and one’s life.  -Teacher shares the ***Three Types of Connections*** readers make with text: text-to-self, text-to-text, and text-to-world  -Students engage in activities that help them make connections between the ***Theme/Thesis*** and their own lives.  -Students use text-to-self, text-to-text, and text-to-world connections in small group and whole class discussions.  -Teacher assesses students’ understanding by having them write an explanation about how the text connects with their own lives and the world around them. |  |  |
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| **Monitor** | **Monitoring Teacher Implementation** | -Teachers use an implementation record sheet to record:   1. When students engage in informational text reading (4x/week) 2. When students engage in GH reads for summary (weekly/biweekly) 3. When students engage in analytical reads for craft (weekly/biweekly)   -Teachers use the Close and Critical Reading Walkthrough Template to self-monitor their own implementation of the strategy  -Peer observers and administrators use the Close and Critical Reading Walkthrough Template to collect teacher information on the instructional delivery of Close and  Critical reading. |  |  |
| **Monitor** | **Monitoring Student Impact** | -Teachers administer the Pre-Reading ACT to Pretest students.  -Teachers use the D-PLAN (9th), PLAN (10th), and ACT (11th) as the posttest  -Teachers collect student evidence (student graphic organizers, student dialogue observations, and 1 to 1 meetings with students.)  -Teachers/Students record the multiple choice score from each read each week. |  |  |
| **Evaluate** | **Evaluate**  **Data Dialogues** | - Teachers and administrators collaborate to analyze teacher implementation data (monthly)  - Teachers and administrators collaborate on adjustments that need to be made based on implementation data  -Teachers and administrators collaborate to analyze student GH reads for summary and craft 2x/monthly.  -Teachers set new targets for the next 2 weeks.  -Teachers collaborate to analyze student multiple choice response to complex text reads |  |  |