

A Six Step Guide to Guided Highlighted Reading



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A Six Step Guide to ACT Guided Highlighted Reading

Step 1 Background Knowledge

When the text presents ideas that seem outside the students' realm of experience, it is important to provide a summary of **background knowledge**.

The teacher should present enough information to connect to the students' frame of reference.

The teacher will:

- Read this information to the students prior to activating their prior knowledge.
- Put this information in a PowerPoint slide or on an Elmo.

Example

- Value of a quarter
- Clarify what a collection is by giving examples (Pokemon cards, baseball cards, Stretchy Bracelets, etc.)

Step 2 Tapping Prior Knowledge

Tapping Prior Knowledge is a comprehension strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading.

From: http://www.readingrockets.org/strategies/anticipation_guide

The teacher will:

- Guide students to activate their prior knowledge and focus their thinking on what they will be learning in the passage by responding to the questions or statements in the prompt. This could be done in discussion, quickwrites, think-pair-shares, journaling, ticket in the door, etc.

Example

Have you ever collected quarters? Have you noticed the quarters look different from one another? Why might that be? Do you know what the differences represent? Do you have the map for collecting the quarters? Do you know how much an actual quarter is worth?

Step 3 Summary

A **summary** or recap is a shortened version of the original. The main purpose of such a simplification is to highlight the major points from the genuine (much longer) subject, e.g. a text, a film or an event. The target is to help the audience get the gist in a short period of time.

From: en.wikipedia.org/wiki/Summary

The teacher will:

- Read the summary to the students. This could be done as part of a guided reading PowerPoint.

Example

Summary: This is a short passage about the new quarters. Remember, the quarter is worth 25 cents. Many people are collectors of the quarters.

Step 4 Analysis of Text (How the text is written)

Note: It is important that students have multiple exposures to the various types of reading in order to identify their strengths. They should know the types and format of different structures.

Genre is defined as a class or category of artistic endeavor having a particular form, content, technique, or the like: *the genre of epic poetry; the genre of symphonic music.*

From: <http://dictionary.reference.com/browse/genre>

The teacher will:

- Tell students the genre of the text.

Example
Descriptive
Cause/Effect

Text Analysis is concerned with not only with understanding individual remarks, but also with recognizing the structure of a discussion. We examine what a text does to convey ideas. We might read this way to understand how an editorial justifies a particular conclusion, or how a history text supports a particular interpretation of events.

From: <http://www.criticalreading.com/description.htm>

The teacher will:

- Tell students how the text is written with examples.

Example

How the text was written: This second grade passage was written to inform the reader about the government benefits of the new quarters. The author describes how much it costs the government to make a quarter versus the value of the quarter. The author uses quotes from collectors to illustrate his point. The author makes a prediction about the financial benefit of the potential earnings that come from saving quarters. The author uses sarcasm at the end of the passage with the statement "Not exactly small change!" The punctuation at the end of the sentence demonstrates the author's passion for the subject.

Step 5 Vocabulary

Vocabulary

The teacher will:

- Read the words and definitions. Words are bolded and defined in the paragraph in which they appear. The teacher reads the word and definition. If time permits have students say the word five times. Students can say and write the words on the text/passage.

Example:

Highlight the word honored.

Highlight the word government.

Highlight the word difference.

Highlight the word change.

Step 6 Guided Highlighted Reading

Benefits for **Guided Highlighted Reading**:

- 1) It builds fluency and stamina needed for the timed reading on the ACT.
- 2) It models for students how they scan and find important elements in each paragraph.
- 3) It internalizes the process by doing this over and over again.

In preparation for the **guided highlighted reading** the teacher will:

- Have students notice the number of paragraphs and the numbers associated with the paragraphs of the passage.
- Have students notice the title of the passage and who wrote it.
- Have students do a quick (30 seconds - skim and scan of the passage).

Note: After the highlighted reading, they will look at the questions, read the passage, and answer the questions. *As students become more adept to working with these passages, the teacher will gradually have them begin to review the questions and do their own underlined and annotations.*

For the guided highlighted reading the teacher will:

- Move the students along the text by telling them the paragraph number and what to highlight.
- Give 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. *It is important that the teacher moves quickly, but not beyond the capability of the student. If students seem frustrated, read the paragraph to them, and then have them skim the text for the proper response. Once students become more comfortable, remove the scaffolding.*

Resources:

Neuroscience support for repetition and learning

<http://www.txtwriter.com/Onscience/Articles/repetitionlearn.html>

<http://www.learninginfo.org/repetition-wires-brain.htm>

<http://www.brain-scape.com/marketing/research.html>

<http://www.infinitywalk.org/HealthCare/Neuralpriming-3.htm>

<http://www.accelerated-learning-online.com/process/reinforce.asp>

Power of Strategy instruction

<http://www.diigo.com/annotated/e0e4d570a67c3402da9ed32a43f27cd0>