

A Seven Step Guide to ACT Guided Highlighted Reading



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The following guide can be used with the MISD, ACT Close and Critical Reading binder.

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:

Background Knowledge

(The overview to be given by the teacher to the students prior to the highlighted reading.)

The War of the Worlds by H. G. Wells (1898) is a science fiction novel by H. G. Wells describing an invasion of late Victorian England by Martians equipped with advanced weaponry. It is a seminal depiction of an alien invasion of Earth.

The War of the Worlds was an episode of the American radio drama anthology series *Mercury Theatre on the Air*. The first two thirds of the 60-minute broadcast was presented as a series of simulated news bulletins, which suggested to many listeners that an actual Martian invasion was in progress. Compounding the issue was the fact that the *Mercury Theatre on the Air* was a 'sustaining show' (it ran without commercial breaks), thus adding to the dramatic effect. Although there were sensationalist accounts in the press about a supposed panic in response to the broadcast, the precise extent of listener response has been debated.

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:

Anticipation Guide: *Seventy years ago, science fiction was new. Contrast how people respond to science fiction today compared to then. Think about a science fiction film or story that really scared you. How did you react?*

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.

Summary:

This essay provides both the causes and effects of the radio broadcast of the dramatization of *The War of the Worlds* by H.G. Wells. The analysis of both the causes and effects came from the research by Cantril's team immediately following the broadcast. The reasons given for the listeners' reaction was due to many factors including being unfamiliar with science fiction, uncharacteristic behavior of the radio station, the realism of the reporting and reporters, and the context of a world on the brink of war, and a decade of the great depression.

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

Note: It is important that students have multiple exposures to the various types of ACT Reading Texts in order to identify their strengths. They should know the types and format of the four texts: Prose Fiction, Social Studies, Humanities, and Natural Science.

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

Genre: A personal narrative essay with the intent to persuade.

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 is Written: this cause and effect essay provides a rationale for the program causing panic among its listeners. It begins with the description the uncharacteristic nature of the program especially for that radio station. The findings of the Hadley Cantril team (research team that collected data immediately after the broadcast) became the basis for the description of the behaviors and the rationale for why the people reacted the way they did to the broadcast.

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:

Paragraph 6

Highlight how he will maintain both heat and fresh air.

Vocabulary: **Hermetically sealed:** airtight.

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.

Step 7 ACT Questions

The teacher will:

- Direct the students to read the questions, read the passage, and answer the questions. This should take approximately 10 minutes.
- Review the answers with the students and discuss the results.
- Have students keep record of their score in order to analyze their strengths.

The goal of this activity is to help students respond correctly to every question. This provides students with an opportunity to deconstruct the text and do the reasoning needed to respond to the questions found on the ACT. Otherwise, they are just rehearsing poor test taking skills. As the students become successful with this activity, the scaffolding is gradually reduced.

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>