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| **School Improvement Plan**  **Activity Category** | **Key Feature**  How does this component contribute to the overall outcome of this practice? | **“Gold Standard” for Implementing**  **a Key Feature**  What would you see when this component is implemented well? | **Acceptable Variation for Implementing**  **a Key Feature**  What adaptations are acceptable/contextual without losing value? | **Unacceptable Variation for Implementing**  **a Key Feature**  Define the boundaries of unacceptable implementation. |
| **Getting Ready to Implement** | **Professional Preparation** | Building Leaders purchase essential materials needed for Close and Critical Reading  -Teachers will complete three hour online course of Close and Critical Reading at <http://www.missionliteracy.com/> during August PD day  -Teachers will have access to resources available at <http://www.missionliteracy.com/> including suggested reading passages and assessments |  |  |
| **Implement** | **Question #1**  **What does the text say?** | - Teacher reveals the focus for the read is Guided Highlighting  -Teacher guides (modeling) students through ***text highlighting*** relevant content  - Teacher provides **Questions** to highlighted text for students to respond in writing or orally  -Teacher provides relevant ***Text Features***  -Teacher models the importance of ***Paragraph 1***  -Teacher reveals the focus is ***Summarization***  -Teacher references ***Key Sentences*** in text are connected to main idea of text  -Students ***dialogues*** about the questions  -Teachers solicit ***Student Thinking***  -Students engage in ***Summary Activity*** |  |  |
| **Question #2**  **How does the text say it?** | -Teacher reveals the focus is ***Craft***  -Teacher shares ***Author’s Purpose*** for text  -Teacher shares focus is ***Author’s Point of View***  -Teacher models how readers detect text ***Genre***  -Students use a **Graphic Organizer** |  |  |
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| **Implement** | **Question #3**  **What does the text mean?** | -Teachers model identifying the **Author’s Purpose**  -Teachers model the ***Text Signals*** that cues the reader to convey purpose for the text  -Teachers model identifying the ***Author’s Point of View*** or ***Perspective***  -Students identify how the ***Author uses Mood, Tone, Style, Text Features, Imagery, or Figure of Speech*** to achieve author’s purpose  -Students in ***Dialogue*** groups  -Students in responding to ***Reflective Questions***  -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 participate in ***Socratic Circles*** |  |  |
| **Question #4**  **What does the text mean to me?** | -Teacher models making connections between ***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 making connections between the ***Theme/Thesis*** and one’s life  -Students use text-to-self, text-to-text, and text-to-world connections in ***Dialogues*** |  |  |
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| **Monitor** | **Monitoring Teacher Implementation** | -Teachers use a 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 will use the Close and Critical Reading Walkthrough Template to self-monitor their own implementation of the strategy  -Peer observers and administrators will 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 |  |  |