Close & Critical Sequence for Guided Highlight Reading Lessons - Question #2

How Does the Text Say It? (Critical Reading)

*Grab a different color highlighter!

Step 1 Review

• Brief revisit of Question #1 and text features.

> 21 Comprehension Text Structures
> Author's Purpose, Cause & Effect, Character, Classify & Categorize, Compare & Contrast, Drawing Conclusions, Explicit Information, Fact & Opinion, Figurative Language, Genre Main Idea, Plot, Point of View, Predicting, Pronoun Reference, Sequence, Setting, Text Features,Theme, Vocabulary in Context, Voice

Step 2 Summary

• What are the genre, organization, features, word choice, figures of speech, etc.?
• How is the information organized ? (e.g. time, topic, cause/effect,compare/contrast, persuasion)
• What genre does the selection represent? From what point of view/perspective was this written?
• How does the piece open—exposition, lead, etc.? Whose voice did the author choose as narrator?
• What are the sources of information and fact? Is there more than one source of information? What role does dialogue play in the text?
• What language is used—technical, dialect, variant spellings, archaic words, etc.? What are the style, mood, and tone?
• What word choice, imagery and figures of speech (e.g. simile, metaphor, alliteration, irony, repetition, personification, etc.) does the author use?

Step 3 Guided Highlight

• Guided Highlight for craft structure and perpective - Informational Text
• With informational text this step of reading involves recognizing the structure, craft, and function of the discussion. The text is analyzed to determine what a text does to convey ideas. The text is analyzed for structure, organization, genre, language, purpose andperspective. This step is to determine the "how" of the text: How are topics discussed? How are example and evidence used? How are conclusions reached? How are the purpose and perspective conveyed? How is language used to inform and influence the reader?

Step 4 Student Response

• Answer passage comprehension questions.
• Use activities that teach students to analyze structure with graphic organizers, language denoting the structure, and disciplines' dominating structures.
• Graphic Organizers for Text Structures-Have students use graphic organizers to display the structure of the various types of text.
• Guided Highlighted Reading for Analysis of Text-(Uses the same procedures as Guided Highlighted Reading in Step# 1 except prompts are developed to highlight the language that shows the structure, perspective, and craft of the text.)

> *Scaffolding based on student need. Please use these steps as a guideline only.

Adapted from Dan Kurland by Weber, Nelson, Schofield & Wozniak – For elementary use by Horwood, Labadie & Hasenauer