

HOW CAN GUIDED HIGHLIGHTED READING HELP STUDENTS MEET COMMON CORE STATE STANDARDS AND SUCCEED ON PARCC AND SBAC ASSESSMENTS?

By Barbara A. Nelson

Common Core State Standards (CCSS) expect students to read closely so that they can summarize:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCSS Anchor Standard #2 for Reading)

The CCSS assessments from the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC) will ask students to demonstrate their ability to summarize both fiction and nonfiction texts. Participating in Guided Highlighted Reading (GHR) will help students meet CCSS and succeed on PARCC and SBAC assessments. Responding to GHR prompts helps students attend to text to read closely and with a purpose, and in this case, to summarize.

When students respond to GHR summary prompts, they are practicing finding the most important information or events in a selection that should be included in a summary. Then as students practice writing summaries using information they have highlighted during the GHR process, they get a clear idea of what should be included in a summary. This constant practice is important not only for students to meet reading anchor standard #2, but also because both the PARCC and SBAC assessments call on students to choose sentences or phrases that should be included in a summary of a particular text. In SBAC assessments, students are asked to choose from a list the sentences that should be included in a summary of a story or article. In PARCC assessments, students are asked to “drag and drop” sentences that should be included in a summary into an answer box often in the order these sentences occur in a selection. Students who, in response to GHR prompts, have highlighted sentences or phrases that should appear in a summary and then written a summary will meet CCSS standard #2 and be successful on assessments.

A short example, using a piece of **complex text** from grades 6–8 of CCSS Appendix B, will help illustrate this:

- 1 The Inventory categorizes plants as High, Moderate, or Limited, reflecting the level of each
- 2 species' negative ecological impact in California. Other factors, such as economic impact or
- 3 difficulty of management, are not included in this assessment. It is important to note that even
- 4 Limited species are invasive and should be of concern to land managers. Although the impact
- 5 of each plant varies regionally, its rating represents cumulative impacts statewide. Therefore, a
- 6 plant whose statewide impacts are categorized as Limited may have more severe impacts in a
- 7 particular region. Conversely, a plant categorized as having a High cumulative impact across
- 8 California may have very little impact in some regions.

California Invasive Plant Council. Invasive Plant Inventory.
<http://www.cal-ipc.org/ip/inventory/index.php> 2006–2010. (2010)

After summarizing the selection, a teacher might construct the following summary prompts:

In line #1, find and highlight what the inventory is categorizing. (“plants”)

In line #1, find and highlight the three inventory categories. (“High” “Moderate” “Limited”)

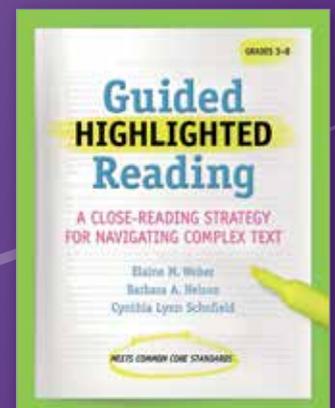
In lines #1 and #2, find and highlight what the categories reflect. (“...the level of each species' negative ecological impact in California.”)

In line #5, find and highlight what determines whether a plant is categorized as High, Moderate, or Limited. (“...cumulative impacts statewide.”)

After highlighting and checking their responses, the students will be ready to write a summary of the selection. Continued practice in Guided Highlighted Reading will ensure that students fulfill anchor standard #2 and increase students' probability of success on assessment items requiring summarization of complex text.

For further examples of GHR prompts for this selection, see pages 109–117 of *Guided Highlighted Reading* by Elaine Weber, Barbara Nelson and Cynthia Schofield, from Capstone Professional, 2012.

Barbara A. Nelson is a co-author of *Guided Highlighted Reading: A Close-Reading Strategy for Navigating Complex Text*, 2012, Capstone Professional.



**Guided Highlighted Reading: A Close-Reading Strategy
for Navigating Complex Text** ■ 978-1-936700-53-0

2012, Capstone Professional \$23.95

CapstoneClassroom.com ■ phone: 888.262.6135