

ACT Series

Part Two: Applying ACT Reading Skills to HQIM



2024

Objectives

1. Understand the purpose and implications of the ACT Reading test on student achievement.
2. Draw correlations between the skills needed to succeed on the ACT Reading Test and the skills needed to be a good reader.
3. Address reading skills needed on the ACT through the HQIM already in use.

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Let's Review!

ACT basics and HQIM



Research from ACT

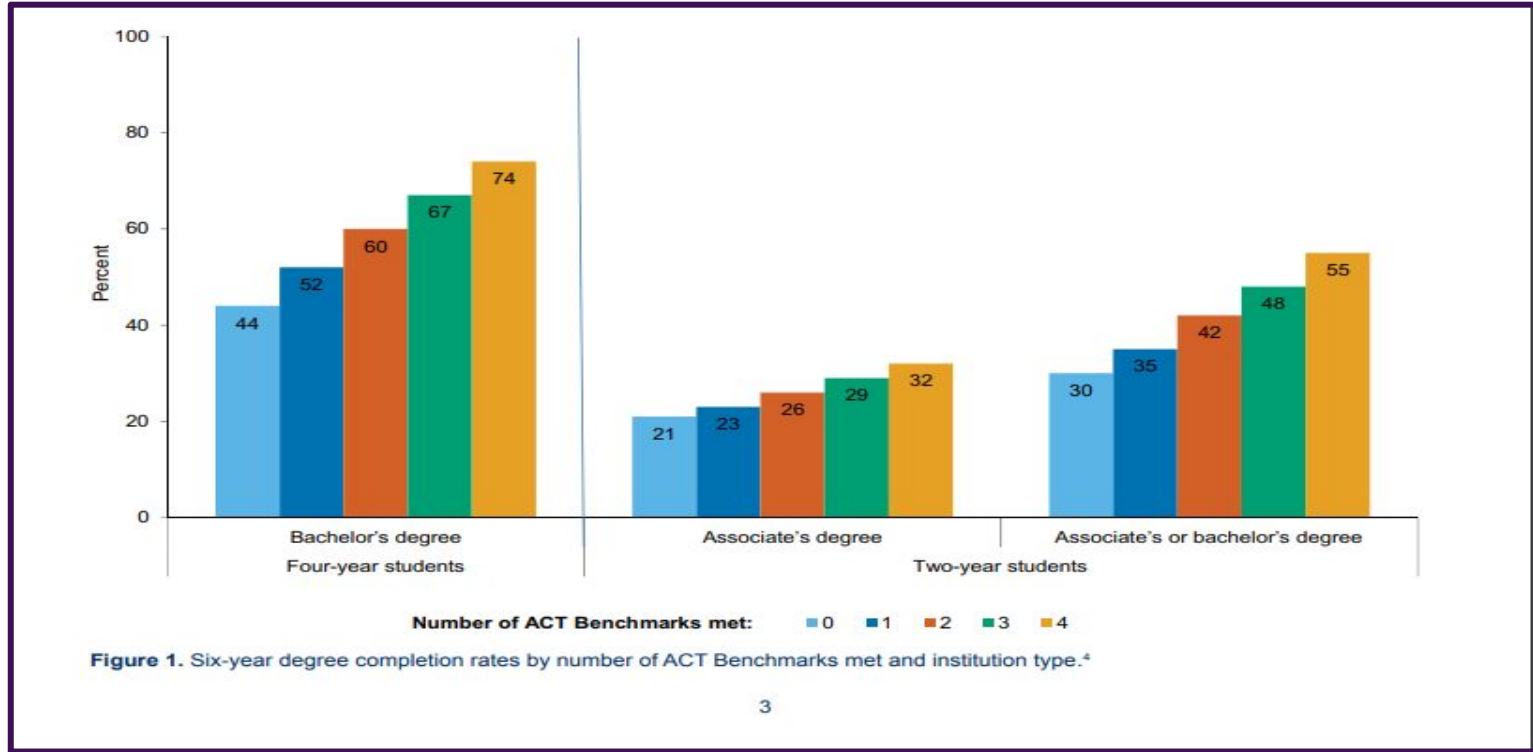
Table 1. ACT College Readiness Benchmarks

ACT Test Score	College Courses	Benchmark
English	English Composition I	18
Mathematics	College Algebra	22
Reading	American History, Other History, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23
STEM	Calculus, Chemistry, Biology, Physics, Engineering	26
ELA	English Composition I, American History, Other History, Psychology, Sociology, Political Science, Economics	20

“What are the ACT College Readiness Benchmarks”
By Jeff Allen PHD & Justine Radunzel PHD



Research from ACT



3

“What are the ACT College Readiness Benchmarks”

By Jeff Allen PHD & Justine Radunzel PHD



Key Ideas and details

- The passage states/indicates/reveals...
- According to the passage...
- The narrator/author states/describes/refers...
- It can be reasonably inferred...
- The passage most strongly suggests...
- Based on the passage...
- Which of the following is best supported...
- The main point of the passage...
- The main idea of the passage...
- One theme of the passage...
- Which of the following best summarizes/paraphrases lines x-x

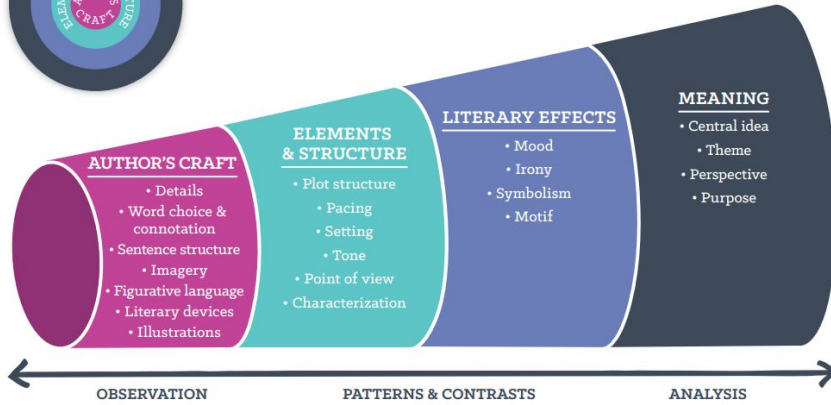
Craft and Structure

- As it is used in line X the word/phrase... most nearly means...
- The primary purpose of the passage...
- The author includes the quotation from...
- In the context of the passage, the main function of the 3rd paragraph is to...

Integration of knowledge and Idea

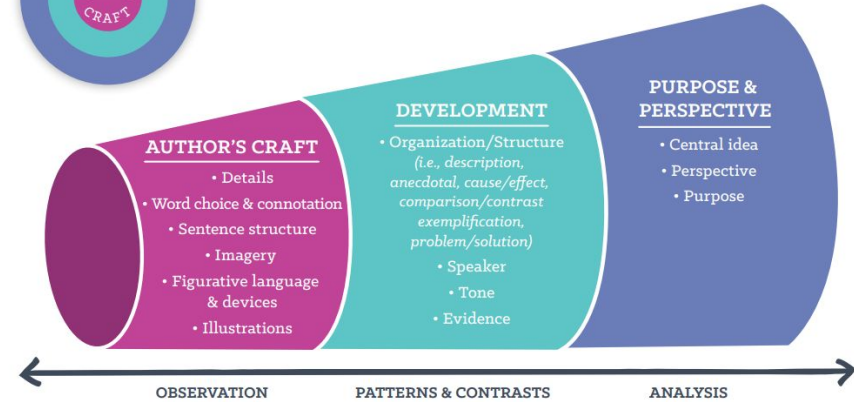
- Questions specifically referring to both passage A and B
- Analyzing/identifying evidence used to support claims
- Ask students to synthesize info in graphic with a passage
- According to the graphic vs. passage or passage and the graphic

READER'S CIRCLES | LITERARY TEXTS



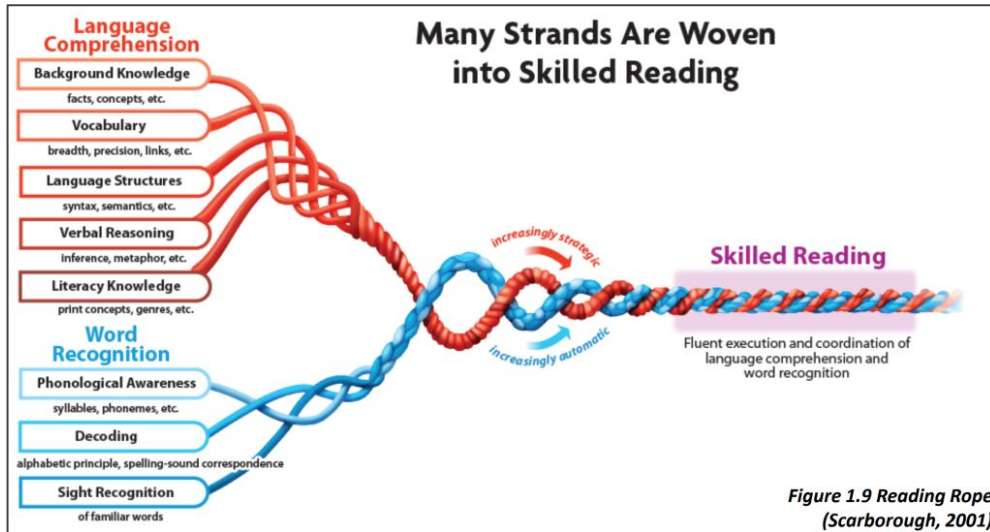
Louisiana Believes

READER'S CIRCLES | INFORMATIONAL TEXTS



Louisiana Believes

The Reader's Circles



There are clear connections between most strands of the Reading Rope and the skills needed to do well on the ACT.

- KID Questions: Lang. Structures, Verbal reasoning, Literacy Knowledge
- C&S Questions: Vocabulary, lang. Structure, literacy knowledge
- IKI Questions: Verbal reasoning, language structures.

Scarborough's Reading Rope Connection

Let's Apply It!

Using Guidebooks



Guidebooks

For the examples used in this presentation, we will be using Guidebooks. You can access this curriculum at <https://louisianacurriculumhub.com/>.

Specifically, we will be using the 10th grade unit: *Bioethics*; Section 1, Lesson 3.

Take a moment to pause this video to access this lesson so you can follow along.

We will be working with the informational text, “Bioethics and Policy-- A History.” Take few minutes to preview the lesson and the text before returning to this training.

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Lesson 3

In this lesson, students will support their understanding of the complexities of bioethics by exploring the origin of bioethics as a field of study through reading “Bioethics and Policy-- A History” and responding to some of the questions posed by the author.



Lesson Look Fors

- Can students identify the origin of bioethics in the world of medicine?
- Can students summarize and identify factors that contribute to the need for bioethical studies?

Note in the lesson objectives that summarizing and identify supporting details are part explicitly noted.



Activities

1

CORE

10 MIN

Prepare to Read: Background Knowledge

We will build our knowledge of bioethics by completing the prepare to read section on the reading closely tool. This will help us prepare to read “Bioethics and Policy-- A History.”

Let’s preview and backwards design:

One of the end goals of this is to summarize and identify factors that contribute to the need for bioethical studies— both of these are examples of skills needed for KID questions. However, as we look through the lesson, we can find opportunities for several types of questions that would organically address ACT skills organically.

Before we continue, we will need to preview the other lesson activities and the text to determine where we can best leverage the HQIM to incorporate ACT skills. *If you did not do so on the previous slide, please pause this video and do so now.*

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Activity 2

1 2 3 4 5 6 7

We will read and annotate the first paragraph from “Bioethics and Policy-- A History” to establish our understanding.

Directions

Materials

Listen to and follow along with the read aloud of the first paragraph from “Bioethics and Policy-- A History.”

During the reading, annotate the text for the development of bioethics.

Use the annotation reference guide.

Consider the reading focus.

Reading focus:

- Why is there a need for bioethics in medical care?

Teaching Notes

5 min

Have students complete this activity as a class. Read aloud the first paragraph from “Bioethics and Policy-- A History” or play an audio recording as students follow along.

Pause at various points during the read aloud and prompt students to annotate the text.

If students need support during the activity:

- Provide direct support or examples.
 - Prompt students to use the annotation reference guide.
 - Encourage students learning English as a new language to annotate the text in their home language as appropriate.
- Model how to note key words or phrases from a text.
- Read the text aloud and stop at any word or phrase that fits the activity description or task.

Careful Planning

As you look through the lesson activities and teaching notes, you will find places to insert ACT Skills that also help accomplish the goals of the lesson. For example, in the first paragraph, there is an opportunity to teach vocabulary in context, as well as key ideas and details.

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Bioethics and Policy—A History

by Daniel Callahan

Published September 21, 2015

The word “ethics” makes many people nervous. It can connote religious or ideological **dogmatism**, hard-nosed rules about right and wrong. Or it can mean an endless quest to determine just what is right or wrong, a quest burdened by 2,500 years of disagreement. Yet whatever one perceives ethics to be, it is impossible to escape dealing with it. We have to ask how best to direct our personal lives, how best to live with other people, and how best to organize and manage our society. For Aristotle, ethics was a branch of politics, and politics needs to be rooted in some notion of the common good and to develop assorted laws, policies, and other means to regulate society. How best to live our private lives is a different but not unrelated question: what do I owe my fellow citizens as I try to work out what would be best for me? And what is best for me?

Resources for teaching vocabulary in context will be available in the Literacy Library and Canopy soon.

Explain to students that on the ACT, they will not be able to look up words they do not know but still have to answer questions about words they may not know.

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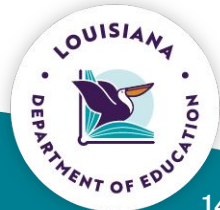
The word “ethics” makes many people nervous. It can connote religious or ideological **dogmatism**, hard-nosed rules about right and wrong. Or it can mean an endless quest to determine just what is right or wrong, a quest burdened by 2,500 years of disagreement. Yet whatever one perceives ethics to be, it is impossible to escape dealing with it. We have to ask how best to direct our personal lives, how best to live with other people, and how best to organize and manage our society. For Aristotle, ethics was a branch of politics, and politics needs to be rooted in some notion of the common good and to develop assorted laws, policies, and other means to regulate society. How best to live our private lives is a different but not unrelated question: what do I owe my fellow citizens as I try to work out what would be best for me? And what is best for me?

You could pose this question after reviewing vocabulary in context skills through some direct and explicit instruction.

The word “dogmatism” as it is used in line 2 of the passage, most closely means...:

- A. Steadfastness
- B. Belief
- C. Disbelief
- D. Theory

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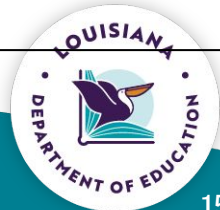
The underlined portion of this text can lend itself to discussions and questions about author’s purpose/text structure:

Firstly, we could ask students “The author most likely uses the example of Aristotle’s definition of ethics to...”

Secondly, we could ask students “The author chooses to pose rhetorical questions at the end of paragraph 1 in order to...”

Both of these questions address ACT skills while also having students work deeply with a complex text towards the lesson goals.

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Activity 3



We will read and annotate "Bioethics and Policy-- A History" to establish our understanding.

Directions

Materials

Read "Bioethics and Policy-- A History" independently.

During the reading, annotate the text identifying how and why bioethics was developed and record new understanding supported by the text on their reading closely tool.

Use the annotation reference guide.

Consider the reading focus.

Reading focus:

- Why is there a need for bioethics in medical care?

Teaching Notes

20 min

Have students work independently to complete this activity. Direct students to complete the activity.

If students need support during the activity:

- Ask guiding questions.
 - Why was there a need for the development of bioethics?
- Provide direct support or examples.
 - Guide students through the context of complex terms.
 - Direct students to use the annotation reference guide.

Work with students to annotate the text for these specific details that the lesson points to. This will lend itself to a discussion about what is a main idea vs. a supporting detail. This will translate to KID questions on the ACT and help them better comprehend the text.

The boxed guiding question would lend itself to an ACT style question. Select a line of text that could be used to support the need for development of bioethics; create a question asking what main idea that detail supports.

Key Details/Main Idea

Example question:

According to the passage, which statement best supports the idea that there was a need to develop bioethics?

you can open this up to discussion or provide them with answer choices

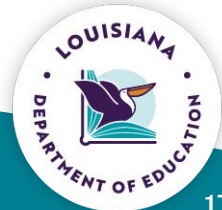


It has sometimes been said that, in stable times, one hardly has to think of ethics at all. Rules for living our private lives and living together with others are settled and taken for granted. A worry about ethics typically emerges when serious political, scientific, and cultural changes are afoot. That was exactly the case with the emergence of bioethics. Prior to the 1960s or so, medical ethics was mainly in the hands of physicians. It had scarcely changed from the ancient Hippocratic tradition and focused almost exclusively on the welfare of patients and medical professionalism.

By the 1960s, however, a wide range of new ethical problems came rushing into view, all of them driven by spectacular advances in medicine and biology. The old medical ethics could not contain their scope and variety: new genetic knowledge, reliable contraception and safe abortion, organ transplantation, a new and needed definition of death, sophisticated ways to keep people alive (often too long), the first signs of anxiety about health care costs, and a more educated public that was less willing to accept “doctor knows best,” physician paternalism. The issues were moving well beyond the boundaries of medical ethics, and the word bioethics was coined to capture that rich complexity.

From the first it was understood that bioethics had to cast a wide net, moving from the most intimate doctor-patient encounters at the bedside to the most public kinds of decisions on the provision of health care. Good ethics in that context meant working at both ends of a spectrum: a serious grappling with basic issues of human nature, rights, and dignity—where should medicine be taking us?—and dealing with the most practical of policy matters. The latter mean the fashioning of regulations for the allocation of, say, scarce organs for transplantation, or determining appropriate rules for terminating treatment of a dying patient. It soon came to mean, as well, the fairest way of organizing a health care system and paying for ever more expensive medical care.

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By the 1960s, however, a wide range of new medical technologies had emerged, all of them driven by spectacular advances in medicine and biology. The opening of new frontiers in medicine, such as safe abortion, organ transplantation, and genetic engineering, brought new genetic knowledge, reliable contraception and new ways to keep people alive (often too long), the first signs of anxiety about health care. The issues were more complex than ever before, and physicians were less willing to accept “doctor knows best,” physician paternalism. The issues were more complex than ever before, and the boundaries of medical ethics, and the word bioethics was coined to capture that rich complexity.

Words that indicate time and/or transitions in a text are important for students to understand—they need to know their function in a text. Often ACT will ask chronology questions, but it will also use transition words to ask about structure as well.

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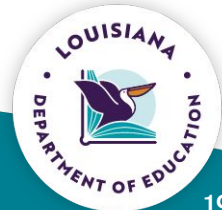
The lines highlighted in green serve to mark main ideas where the yellow are supporting/key details used to support these ideas. While not always the case, especially in fiction, many times the main ideas of a paragraph can be found in the topic and transition sentences.

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By the 1960s, however, a wide range of new ethical problems medicine and biology. The old medical ethics could not contain safe abortion, organ transplantation, a new and needed definition signs of anxiety about health care costs, and a more educated paternalism. The issues were moving well beyond the boundaries complexity.

You can leverage your texts to create questions for discussion or multiple choice questions that are worded using ACT question stems that still serve the purpose of the lesson.

Here you could pose the question, which details in the 2nd two paragraphs best supports the idea that bioethics was necessary due to political, scientific, or cultural changes?

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We will answer questions about the details of bioethics to deepen our understanding.

Directions

Develop your response to the question to attend to the details of the development of bioethics from “Bioethics and Policy-- A History.”

Question:

1. How does bioethics impact the cost of healthcare?

Then share your response with the class. Support your response with evidence from the text.

Materials

Teaching Notes

5 min

Have students complete this activity as a class. Direct students to answer the question to attend to the details of the text.

Prompt students to share their response.

If students need support during the activity:

- Ask guiding questions.
 - What could impact the cost of healthcare?
 - How do bioethics impact this cost?
 - Why healthcare costs would be an issue for bioethics.

Provide direct support or examples.

- As needed, define “attend to details” as “The process of recognizing and interpreting specific details, word choice and connotation, sentence structure, imagery, figurative language, literary and rhetorical devices, illustrations to deepen understanding of a text.”
- As students share their responses, use teacher talk moves.
- Prompt students to use the conversation stems in the academic conversation reference guide.

Again, utilizing what is already in the instructional materials is going to be the best approach to embedding ACT skills into your core instruction.

Notice that the direct supports or examples point to you analyzing things like structure, word choice, specific details, etc. to better understand the text. All of which students will do on the ACT.

Anchor Charts

Consider creating anchor charts in your classroom that you can refer to quickly when working with texts that serve dual purposes: jogging their memories about ACT skills and helping them to be better readers.

Some ideas for charts to have:

- ACT question types with stems
- [An annotation guide](#)
- Vocabulary in context guide
- Main idea vs. key details
- [How to summarize](#)
- Transitional words/phrases and their meanings
- Characteristics of various text structures

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Some Disclaimers:

- There is a time and a place for everything: students will also need some timed practice on actual ACT passages–but the skills outlined here are good reinforcement.
- Speaking of reinforcement, you need to make sure that when you are specifically focusing on a skill or a part of the text that aligns to ACT, you explicitly point this out for students to start seeing connections.
- I do, we do, you do is a powerful tool and proven to be effective.
- We continue to add resources to the literacy webpage that can assist teachers in supporting students with many of the skills outlined in this presentation – please peruse them if you need more support!

Please contact louisianaliteracy@la.gov



Next steps

- Start looking for places in your own curriculums to plan for instruction that will help your students with ACT skills within your HQIM.
- Reach out to us for support! You can contact us at louisianaliteracy@la.gov
- Stay tuned for the next two installments in this series:
 - ◆ Part Three: The ACT English Test Basics
 - ◆ Part Four: Applying ACT English skills to HQIM

Thank you for joining us!

