**The Next Chapter**

**Session 4: CONSIDER THIS -**

**Best Practice to Inform Our Planning**

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| time | activity | notes |
| 15 minutes | Welcome (Slide 1)  Review of where we’ve been so far (Slide 2)  Let’s consider the “list” of skills needed to teach reading.  HANDOUT – Knowledge and Skills for Teaching Reading  Have participants read (scan) the article to themselves then do a 3-minute Quick Write.  Next, turn and talk at your table: What does this have to do with TNC?  Goals for Session 4 (Slide 3) | Have participants seat by grade (table tents) |
| 20 minutes | Read aloud: *The Day the Crayons Quit* by Drew Daywalt  Your Turn: time to discuss the assignment from session 3. Times are on the slide.  What evidence do you have of your students’ NEW understanding?  What was hard? What was successful? Finish up with 5 minutes for general comments. (Slide 4) |  |
| 25 minutes | Let’s turn our attention to some foundational best practices  Now we want to think about some underlying “best practices” as we plan  (Slide 5)  UDL (Slides 6 – 15) Turn and Talk  Rescue vs Scaffolding (Slides 16 – 19) HANDOUT – When Working Hard is Hardly Working |  |
| 40 minutes | Guided Highlighted Reading scaffolded, as a form of Close & Critical Reading  Use “My Father’s Butterflies” from RAISE  (Slide 20)  HANDOUT - text  HANDOUT – Close Reading Sequence charts & GRR graphic |  |
| 15 minutes | BREAK |  |
| 10 minutes | The big idea is COMPREHENSION (Slide 21)  We keep the 4 Questions at the heart of our thinking – the goal is NEW comprehension  One way to get to deeper comprehension is Close Reading; one strategy within Close Reading is Guided Highlighted Reading.  HANDOUT – Comprehension Circles graphic w/heart |  |
| 60 minutes | (Slide 22) Now we want you to do try it. To understand the process, you need to struggle with something hard. The directions are on slide 22. They will use the 15th Amendment HANDOUT selection in their packet. Also have them look at the Text Complexity Analysis Worksheet (Aspen Institute) HANDOUT. |  |
| 10 minutes | Now let’s look at another grade level example. Run through the Fisher & Fry slides from the Michigan ASCD presentation quickly, where he uses *The Day the Crayons Quit* as his example. Refer to the Worksheet for Analysis of Text Complexity of a Literacy Text HANDOUT |  |
| 10 minutes | Assignment for next time HANDOUT (Slide 23)  Wrap up (Slide 24)  Ticket out the door HANDOUT |  |

Email ahead of time:

Closely Reading Informational Text in the Primary Grades (Fisher & Frey)