ENGLISH LANGUAGE ARTS CONTENT MODULES

ELA Content Module 3
Title: Close Reading to Build Understanding
Grades 6 – 8

Module Overview *What are the overarching goals of this module? Why are those goals important? How do they connect to what's come before and what will come after?*	
The major focus of Content Module 3 is close reading, and so much of the content is designed to deepen participants' understanding of these ELA instructional shifts: complexity and evidence. Throughout the module, participants explore various topics to better understand what close reading is and how it helps students build understanding of complex texts. These topics include qualitative complexity, the "Reader's Circles" model for close reading, text-dependent questions, direct vocabulary instruction, and speaking and listening. In this module, participants also launch their first cycle of inquiry around the question: "Can my students cite relevant and specific textual evidence to support a claim drawn from the text?" In Sessions 1-5, participants learn new content about close reading, and in Session 6 they make a plan to implement this new learning with students (by leading a text-based discussion in their classrooms). Before participants return for Content Module 4, they will implement this text-based discussion and collect evidence of student learning.	
Key Understandings *What are the 2-4* most *important takeaways from this module?*	**Products** *What will participants produce during this module?*

• (Shift 1: Complexity) To prepare **all** students for college and careers, we must provide opportunities for them to read and engage with complex texts.
  ○ Analyzing a text's qualitative complexity is important because it helps teachers make intentional decisions about how to support all students in accessing complex text.
• (Shift 2: Evidence) Text-based instruction makes the text the expert in the room, and it supports students in reading, understanding, and expressing their understanding of complex texts.
  ○ Text-dependent questions are a key component of text-based instruction. These questions require students to go back into the text for evidence and to deeply understand the text. They act as a scaffold and help readers make meaning of a complex text.
• The "Reader's Circles" are the Guidebooks' approach to close reading. They provide a model for supporting students in reading and understanding complex texts. Engaging in Reader's Circles involves doing multiple reads of a complex text, each time for a different purpose (or to look through a different "lens") with the ultimate goal of uncovering the text's deeper meaning. The Reader's Circles are built into Guidebooks lessons and units (although the framework is flexible).
	• **During the Module:**
	  ○ Analyze the qualitative complexity of a text in our shared unit and understand why analyzing complexity is so important
	  ○ Unpack the Reader's Circles (model for close reading) in the Guidebooks
	  ○ Understand the qualities and purpose of text-dependent questions
	  ○ Evaluate text-based student responses
	  ○ Experience what direct vocabulary instruction looks like in the Guidebooks and practice planning for it
	  ○ Learn a protocol for planning a text-based discussion
	  ○ Create a plan to lead a text-based discussion with students
	• **Following the Module:**
	  ○ Implement a Guidebooks text-based discussion (planned during Session 6) with students
	  ○ Collect and bring back evidence of student learning (using our evidence collector template)

Facilitation Recommendations	
Module Length	6, hour-long sessions
Time of Year	Ideally will be delivered as early as possible in the school year (between August - July)
Audience Size	Designed for a maximum of 30 participants, but activities may be adjusted as needed to accommodate significantly larger or smaller group sizes
Session Pairing Options	These 6 sessions can be delivered separately or all together as a full day of learning. You may also choose to combine two or more sessions into a two- or three-hour long block. When scheduling Content Module 4, ensure that you leave ample time for teachers to implement their text-based discussion (planned in Session 6) and collect evidence of students learning.

Preparing to Facilitate

What materials and supplies are needed to facilitate this module? What must the facilitator do to prep for the actual session?

Materials Printing Instructions

The materials for this Content Module include page numbers for participant reference and blank pages to support ease of use and organization after printing. Our recommendations for printing and use of these materials are:

- Print all handouts double sided for participants
- Review facilitator notes in your PPT to identify printing instructions for specific handouts
- Print copies of the PPT slides for participants (6 per age)

Additional Supplies Needed:

- Projector
- Speakers (for the video)
- PPT Presentation Clicker
- Cardstock

Facilitator Pre-Work and Prep:

- Internalize the PowerPoint session slides and facilitator notes
- Familiarize yourself with session handouts and make enough copies for each participant
- Rehearse this session

Handouts and Materials Table of Contents

This zip file contains 1 combined file of all note catchers in this Content Module and additional files that should be printed separately and handed out to participants for use during the module.

Session #	Session	Handout	Location
1	Qualitative Analysis as a Foundation for Text-Based Instruction	Session 1 Note Catcher	Y2_CM3_6-8_Combined Note Catchers, Page 1
2	Defining Close Reading in the Guidebooks	Session 2 Note Catcher	Y2_CM3_6-8_Combined Note Catchers, Page 9
		Session 2 Lesson Samples	Y2_CM3S2_6-8_Readers Circle Sequence of Lessons
3	Re-Thinking the Role of TDQs	Session 3 Note Catcher	Y2_CM3_6-8_Combined Note Catchers, Page 21
		Session 3 Student Responses Gallery Walk	Y2_CM3S3_6-8_ Student Response Gallery Walk Charts
4	Unpack Direct Vocabulary Instruction in the Guidebooks	Session 4 Note Catcher	Y2_CM3_6-8_Combined Note Catchers, Page 27
5	Speaking and Listening	Session 5 Note Catcher	CM3_6-8_Combined Note Catchers, Page 39
6	Preparing to Teach	Session 6 Note Catcher	Y2_CM3_6-8_Combined Note Catchers, Page 49

Text Access Overview

How can I access the texts needed for this Content Module?

To access the texts used in this Content Module:

- Download and print the Content Module materials for each teacher.

The table below lists texts required for each session and access instructions for these texts if they are not available in the attached Content Module materials.

Session #	Text	Author/Source	Access Instructions
1	Frankenstein (Excerpt)	Flowers for Algernon Unit (Grade 8)	In Content Module Materials
1	The Story of Prometheus: I and II (Full Text)	Flowers for Algernon Unit (Grade 8)	In Content Module Materials
2	A Visit from St. Nicholas (Excerpt)	Clement Clarke Moore, Poetry Foundation	In Content Module Materials
2	The Story of Prometheus: I and II (Full Text)	Flowers for Algernon Unit (Grade 8)	In Content Module Materials
3	A Visit from St. Nicholas (Excerpt)	Clement Clarke Moore, Poetry Foundation	In Content Module Materials
3	The Story of Prometheus: I and II (Full Text)	Flowers for Algernon Unit (Grade 8)	In Content Module Materials
4	The Story of Prometheus: II (Full Text)	Flowers for Algernon Unit (Grade 8)	In Content Module Materials
4	Which Words Do I Teach and How? (Excerpt)	David Liben, Achieve the Core	In Content Module Materials

Questions or comments about these materials?
Please email ELAContentLeaders@schoolkitgroup.com.

Creative Commons Licensure
(c) 2018 SchoolKit, LLC. Except as otherwise noted, this document is available under the Creative Commons CC-BY Attribution 4.0 International License. This document includes third party content, which is marked and attributed to others where appropriate. Such third party content is not available under the CC-BY license.