**GMS: Module W2: ELA December 1, 2016**

*Approaching Complex Text, Part I*

**Agenda**

1. OPENING ACTIVITIES
2. TEXT PREPARATION: Well Begun is Half Done
3. READING STRATEGIES
4. CHECKS FOR STUDENT UNDERSTANDING
5. PLAN THIS AFTERNOON

All workshop materials can be found at the following website: <http://mattersofeducation.org/workshop_materials/guilmette/>

Password: lawrence

1. OPENING ACTIVITIES
2. Complex Texts TS: Compass Points, Color-Symbol-Image, 3-2-1

Participants will work individually and then share out full group to identify what they see as the salient aspects of Complex Texts

B. Key Steps to Approaching a Complex Text

(and the value of cooperative learning)

1. Text Selection
2. Preparing the Text
3. Reading the Text: Strategies, strategies everywhere
4. Assessing Understanding through Active Engagement

**AND HOW ALL FOUR STEPS ARE CONNECTED!!**

II. ANALYZING COMPLEX TEXT: Step #1: BEFORE THE FIRST WORD

1. Possible Options
2. Background information--on the topic or genre
3. Language support--references to other works, topics
4. Pre-teaching vocabulary: Tier 2 and 3 words
5. Guiding Questions
6. Adding Text Features
7. Altering the text
8. Using visuals: SEE-THINK-JUSTIFY-WONDER images that may enhance comprehension (and timing of this--before or after a first read)

Meta Questions:

* Are there any changes to the text that are off limits?
* How much do you do??
* How much should you provide for them?
* How often?

B. Unpack some of this

The World **INSIDE** the Text/The World **OUTSIDE** the Text

C. MODEL/PRACTICE Before The First Word

Round 1: Article #1 in Readings Packet

1. Pre-Teach Vocabulary
2. Add Text Features
3. Add Visuals to Support??

Round 2: Practice on Ray Bradbury Excerpt or *A Work in Progress: The Teen Brain*

III. ANALYZING COMPLEX TEXT, Step #2: Reading the Text

1. Big Questions
2. which strategy for which text
3. which strategy for which kids
4. both informed by: what is your goal for the students (acknowledging this answer may vary among your students)--consideration of Task for which Reading will be used

B. Strategies (just a sampling):

* Say-Mean-Matter (a/k/a What? So What? Now What?)
* Close Reading
* Partner Reading
* Think-Alouds
* The Final Word
* Jigsaw
* Chalk Talk

C. MODEL/PRACTICE

1. DB will model two reading strategies using *What’s Going On In Your Teen’s Brain* (Informational Text with a different perspective on the topic)
2. Group will practice on one of the other 3 texts or ones they brought

IV. ANALYZING COMPLEX TEXT, Step #3: Checks for Understanding

1. The importance of formative assessment
2. A few favorite strategies (and all involve questioning which is a good foundation for Socratic Seminar)

* Numbered heads together
* Reciprocal Teaching
* Chalk Talk
* Fishbowl

C. Model/Practice

1. DB will model two strategies for the group using Article #1
2. Practice on either Ray Bradbury on What’s Going On… or the text you brought

V. Lesson study for this afternoon.

1. Today create the 50 minute lesson
2. Assignment-options
3. Narrative from Informational Text
4. Narrative Before/After Fiction

Importance of unpacking writing prompt--do they really know what the task is??

GRAFT

**G**enre

**R**ole

**A**udience

**F**ormat

**T**opic

C. Possible Writing Prompts

1)Tell about a time when “your eyes glazed over” or you were with someone whose eyes did.

2) FOMO: Imagine a day in your life without electronic devices. Write about how you spent an hour of the day.

3) Your teacher gives you a period to do research on line. Write about that experience and if “your eyes glazed over.”

4) You are the Minister of Tourism for the German city of Augsburg. Imagine how it came to be that you have traffic lights in the sidewalk.

D. The importance of modeling/providing examples

VI. Observation form-: WHAT ARE WE LOOKING FOR?-

Target

Text

Task

VI: EXIT TICKET

RED LIGHT: Something that stopped me from learning today

YELLOW LIGHT: A question I had today

GREEN LIGHT: Something I learned today…