

Module 4.2

How to Go Deeper Creating Analytical Thinkers

Pages 122–134

Estimated Time: 1 Hour, 15 Minutes



Prior to Meeting

- Have participants read pages 122 to 134, beginning with the section titled “A Critical Look at Close Reading.”
- Remind participants of their assignment from Chapter 4, Module 1.
- Ask participants to bring a passage, article, poem, or other short text related to their content that a student (or adult) may have difficulty comprehending.

Materials You Need for This Module

- PowerPoint slides for Chapter 4, Module 2
- Chart Paper on stand and markers
- Copies of Standards for Motivation and Engagement
- Copies of **Handout 4.4** printed from <http://encyclopedia2.thefreedictionary.com/Quarks>

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce the module.
2. Project **PowerPoint Slide 3** and remind participants that the module focuses on these characteristics of a college- and career-ready student.
3. Have participants turn and talk about the lesson they used in their class from Chapter 4, Module 1. Ask them to talk about the ways in which the lesson supported this description.
4. Ask for volunteers to share with the entire group.

Segment Two: Exploring Close Reading (Approximately 25 Minutes)

1. Provide participants with **Handout 4.4**, “A Simple Definition of Quarks” (print copies from <http://encyclopedia2.thefreedictionary.com/Quarks>).

2. Ask them to “closely” read the handout and jot down strategies they used as they attempted to make sense of the text.
3. When everyone has finished reading (or given up), ask volunteers to share the strategies or practices they utilized to comprehend the text. Write their responses on chart paper under the heading “Close Reading Strategies.”
4. Project **PowerPoint Slide 4** and read aloud.
5. Ask participants how the group’s list of close reading strategies compares to Beers & Probst’s practices for close reading.
6. As the discussion continues, add any other strategies or practices to the chart and then display the chart for the remainder of the session.

Segment Three: Using Close Reading to Untangle Text (Approximately 25 Minutes)

1. Refer participants to Ms. Garcia’s lesson on *Rosa Parks: My Story* (pages 128, 130, 132, and 133). Allow time for rereading if necessary.
2. Place participants in small groups and have them discuss the lesson using the prompts on **PowerPoint Slide 5**.
3. Ask one volunteer from each group to share major talking points.
4. Point out that collaborative activities often take repeated attempts, with the teacher tweaking the process as she determines what works and what doesn’t. You may also wish to remind participants that collaborative activities work differently with different groups of students or classes.
5. Ask participants to join with a partner and exchange the passages that they brought with them for this session.
6. Project **PowerPoint Slide 6** and ask participants to follow the directions.
7. Ask volunteers to share their experience with the entire group.

Segment Four: Close Reading in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 7**.
2. Ask participants to adapt the activity they did with a partner and use it in their own classroom with an appropriate text. Refer to “How to Replicate Ms. Garcia’s Lesson on Close Reading” on page 134 if necessary. They should video record or write down student comments during the activity and come prepared to share with others during the next session.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 8** and read aloud.
2. Ask participants to respond to the slide in their learning logs.