**The Next Chapter**

**Session 9: MAKING THE TRIP MORE MEANINGFUL:**

**Deeper Comprehension**

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| Time | activity | notes |
| 5 minutes | Welcome (Slide 1)  Checking our map…where we’ve been and where we’re going (Slide 2) |  |
| 20 minutes | Your turn: time to discuss the assignment from session 6. (Slide 3) They will have 15 minutes to discuss, then we need to process this around the room…they will have questions! Play it by ear – if you get the “lull”, move to the big group discussion.  Goals for Session 9 (Slide 4) |  |
| 10 minutes | We’re now going to circle back and think about deeper comprehension and how we assess that – our topic for tonight.  ACTIVITY – At your tables, take the cards provided and sort them in order from the lowest level of comprehension to the most complex. (5 minutes)  Now show Slide 5 and discuss  HANDOUTS – The Continuum of Literacy Learning K-8 and Comprehension Continuum (Pass these out when they finish activity) |  |
| 30 minutes | Sulzby Storybook Classification Scheme  What is it? (Slides 6 – 8)  Use the HANDOUT packet to go through the parts.  Read *Are You My Mother?* Aloud  Show video of child “reading” the book.  Discuss what level this child would be and why. What did you notice?  Finally, what would be next for this student? |  |
| 20 minutes | Creating Relevance and Rigor – Kylene Beers activity (alternative to K-W-L)  The problem with K-W-L (and we’ve all been there!) is that students often generate irrelevant “facts” or misconceptions. Then you are stuck having to honor their contribution but it gets off track from where you are headed with this pre-reading activity. They also often don’t have any idea what the want to know. They may have no interest in the topic and it is hard to get them to engage in K-W-L. This activity replaces the traditional K-W-L.  Kylene says that the only thing she tells them ahead of time is whether the text they are going to be reading is narrative or non-fiction. She then proceeds with this activity.  (Slides 9 – 11)  Participants use the 12 words/phrases to form 5 sentences with a partner. Once the sentences are formed, call on students to share. These are recorded on the first column of a two-column table. Once all of the words/phrases are accounted for or when students don’t have anything new, ask what questions these statements generate. These are recorded on the second column. Now students have a *reason* to read the article. |  |
| 15 minutes | BREAK |  |
| 20 minutes | Retelling  Definition (Slide 12)  Rationale (Slides 13-14)  Remember the GRR… (Slide 15) Be sure to stress that we do everything orally first, then move to independent or written.  Remind participants about the DOK: we are connecting to deeper thinking! (Slide 16)  HANDOUT – 3D Bloom’s Taxonomy  Have a discussion: Where is retelling on this graphic? Where is summary?  There is a continuum to this!   * If you are using a DRA or DRA2 to assess reading, a retelling is an important component to test comprehension. In the DRA it is called a Summary, but what they are really asking for is a Retelling. * Remember that Summary is a higher comprehension skill. * We’ll talk about how to get to deeper comprehension (deeper than a retelling) in a minute.   Do a practice retelling using the Go! Shape Map (shortened version, stressing predicting using only the title of the book-don’t show the cover yet!-and tapping prior knowledge). Use the book, *Oh No, George!* This actually forms the first level of the Profundity Scale so it fits nicely.  Review the Retelling Rubrics HANDOUTS (Shape GO! Map, The Heart of Retelling Chart, Ideas for Innovating Heart of Retelling Chart Categories, Retelling Rubrics) |  |
| 30 minutes | Profundity – what is it and why bother? (Slides 17-21)  Narrative Profundity (HANDOUTS)  *The Profundity Scales are a heuristic that help teachers assess how deeply a student is able to drill down into comprehension. Think about the Depth of Knowledge chart; we are requiring students to do deeper and deeper thinking as they get to Level 3 and 4. It is the same with the Profundity Scale; we are teaching students the questions they need to consider, using a scaffold, in order to dig to the deeper meaning in a text.*  *Compare this also to the 4 Questions for the CCS. The Profundity Scale (and the teaching that goes with it) is just another way to get at this deeper meaning. The Scale then allows you to assess it.*  Have the participants look over their packet of materials for Narrative. Point out that we have already done the physical plane for our book, *Oh No, George!*  Talk your way through the other planes briefly, then go back to the sample chart while filling out the template for the next plane using *Oh No, George!* Depending on the time, do several more of the planes as practice.  End by stressing that it is really difficult to get to the transformational plane, just as it is really difficult to get to DOK 4. It’s not just about new thinking, it must truly transform your thinking and create action. We should not expect that all text allows for that depth. |  |
| 30 minutes | Expository Profundity (HANDOUT)  Use the “The American Crocodile” article from ReadWorks (Lexile 760- 2nd grade) HANDOUT  Go through the Expository packet, explaining how you would teach each level. Have participants go to ReadWorks and show them how to find an expository text at the appropriate lexile. If they do not have a device with them, have them choose one of the articles already printed from the pile provided. Have them spend the next 15 minutes working with a partner or in threes to fill in the Expository Profundity heuristic.  Bring everyone back together to discuss the teaching and how you would use this for assessment. |  |
| 20 minutes | Assignment for next time (Slide 22)  Sample of Portfolio and what might be expected for the “presentation” |  |
| 10 minutes | Wrap up and Ticket Out the Door (Slide 23) |  |