



Featuring **COURTNEY GORDON**

# Planning, Facilitating, & Writing After *a Close Reading*



## Training Details:

**DATES:** March 7, 2019

**LOCATION:** Wabash Valley  
Education Center,  
3061 Benton St.,  
West Lafayette, IN

**TIME:** 8 a.m.-3 p.m.

## Training Overview

There has been much talk about raising the complexity of the texts students are reading. However, rigorous reading isn't just about the text selection. It's also about targeting multi-faceted, deep thinking during reading. This session will help teachers plan and facilitate a meaningful close reading in five steps. After reading a complex text, students need to *do* something with what they learned. More than simply summarizing the text, students need to analyze and even argue the author's ideas in writing.

## Training Topics:

- Dissect the reading standards for the close-reading expectations.
- Learn how to assess a text's complexity beyond simply looking at its reading level.
- Plan text-dependent questions that keep students rooted in the text.
- Examine a variety of reader tools and technology that allows students to annotate print and digital texts.
- Acquire prompts and cues to help students address their own confusions and misunderstandings about the reading.
- Provide opportunities for appropriately rigorous tasks that include brief constructed responses and longer extended responses.
- Identify complex tasks that target a variety of purposes, including persuasive, argumentative, informative, and narrative writing.
- Reiterate the importance of juggling multiple texts, including print, digital, video, and visual texts.
- Acquire strategies for teaching students to make text-to-text connections in order to draw comparisons and synthesize multiple ideas.

## When you leave, you'll be able to:

- ▶ Determine if a text is complex and worthy of a close reading.
- ▶ Introduce close reading to students in a variety of kid-friendly ways.
- ▶ Prepare a set of text-dependent questions that keep students rooted in the text and follow the same sequence as standardized reading assessments.
- ▶ Facilitate text-based conversations that require textual evidence.
- ▶ Teach students ways to track and annotate the journey of their thinking.

"I am never let down when I come to a Smekens (training). I leave every time with realistic teaching strategies, fantastic resources, and a clear plan on how to go back to school and use what I have learned." **Christa Benedict** • teacher at Immaculate Heart of Mary School, Cincinnati, OH