

## **Using Formative Data from Close Reading Activities**

**Karen A. McCay**

**1 January 2019**

### **Introduction**

This month's professional development module provides resources on breaking a Close Reading into chunks for students and collecting formative assessment data after each chunk of learning to check for understanding. The next professional development module will follow closely along with this digital module by providing strategies for modifying instruction for both struggling readers and accelerated learners after each assessment.

### **Planning and Chunking a Close Reading**

This article provides a Close Reading lesson planning template and an example of how to break a Close Reading into manageable steps. The primary breakdown is to use a 3-Read Strategy:

1. First Read: Identify key ideas and details of the text.
2. Second Read: Identify the structure of the text and essential style elements (craft) of the text
3. Third Read: Identify author's purpose by analyzing the integration of knowledge and ideas and how they are developed throughout the entire text

### **Formative Assessment Pieces**

#### **Collecting Reflection Journals**

This article discusses one PLC's use of reflection journals after one step in a Close Read. The journals are fairly short and easy to check for student understanding after any step in the process, and they require students to engage their metacognition at the end of a step as they reflect on their learning goals for the day.

### **Formative Assessment Chart**

This resource provides multiple formative assessment strategies for when we want to try something different but have limited planning time for brainstorming, and most of the strategies would provide excellent checks for understanding after each step in the Close Reading process.

### **Formative Assessment Video**

The video from Wisconsin Department of Public Instruction provides a very effective overview of using formative assessment during Close Readings, and it forecasts the next digital training module on differentiating instruction for struggling readers as well as advanced readers.

### **Reflection**

Either as a PLC team or as an individual, explain which portions of this digital professional development model were most beneficial to you and why. Next, explain how you plan to implement a strategy from this training next week in your classroom. Finally, what feedback can you provide on how this training could be more effective for future PLC teams?