



Collegial Circle Final Report

Please type in the information on this form, print it and send it to the Teacher Center along with the Collegial Circle copies in the check list below. Also, attach it to an email to Catherine Thomas to share in the Teacher Center's online Collegial Circle Archive. Thank you for being a part in the effort to improve teaching and learning for our students.

COLLEGIAL CIRCLE INFORMATION

Title of Circle: Analysis of Complex Text in Third Grade Standards Area: Elementary ELA
 Common Reading Units
 Facilitator: Kristin Thrash School(s): All Elementary
 Beginning Date: 7/17/12 Ending Date: 8/10/12 # of Hours: 10.0
 Participants (list): Kristin Thrash (MCE), Pamela Patton (PR), Angela Carpin (MCE), Shawn Beldue (TR), Bernadette Canfield (TR), Patricia Mahar (TR), Melanie Ernst (JR)

Please attach copies of the following to this report:

- ✓ Collegial Circle Attendance Log (required for payment)
- ✓ Collegial Circle Meeting Log
- ✓ Log of Strategies Implemented
- ✓ Samples of implementation strategies or student work samples if applicable
- ✓ Collegial Circle Reflection Sheets (each member fills one out)

COLLEGIAL CIRCLE DESCRIPTION

(Type your answer in the grey box below the question. The size of the box will adjust to the length of your answer.)

What were the anticipated objectives of this Circle?

Teachers will thoughtfully and carefully chunk and annotate texts from two of the common core reading units. They will also develop a skill set that will allow teachers to chunk and annotate other texts in the future.

Here is our plan

1. Meet to study the attributes of complex text as presented in *Text Complexity* by Fisher, Frey and Lapp. (this includes density, figurative language, purpose, genre, organization, narration, text features, standard English and variations, register, background knowledge, prior knowledge, cultural knowledge, vocabulary)
2. Teachers will, on their own, read two books: *Just Grace* (Harper) and *Clementine* (Frazee)
3. Meet to chunk book and develop text-dependent questions for close reading
4. Teachers will, on their own, read the picture books *The Empty Pot* (Demi), *The Brave Parrot* (Martin), *Swamp Angel* (Isaacs), *Why Mosquitoes Buzz in People's Ears* (Aardema), *Borreguita and the Coyote* (Aardema), *Cinderella* (Perrault), *Yeh-Shen: A Cinderella Story from China* (Louie & Young), *Wishbones: A Folk Tale from China* (Wilson), *They Egyptian Cinderella* (Climo & Heller), and *The Golden Sandal: A Middle Eastern Cinderella Story* (Hickox).
5. Meet to chunk book and develop text-dependent questions for close reading

What grade level(s) and or subject area(s) would benefit from this Circle?

Grade 3 ELA Teachers

FINAL REFLECTIONS

(Type your answer in the grey box below the question.)

Was the outcome/goal of this Collegial Circle met? Explain.

Yes. We were able to discuss during our first meeting the attributes of complex texts as listed in our Anticipated Objectives. We read independently two books as part of the Read to Retell a Popular Series Grade 3 Common Core Reading Unit as well as one to two picture books as part of the Folktale and Cinderella Variations Grade 3 Common Core Reading Unit. We met to develop timelines for the Read to Retell a Popular Series books as well as located pages numbers for possible teaching points as seen in our work samples attached. We met to discuss the picture books from the Folktale and Cinderella Variations unit to develop characteristic matrices as seen in our work samples attached.

How did the Collegial Circle assess whether the outcome was met?

We shared out different versions of timelines, text dependent questioning opportunities as well as matrices to develop a deeper knowledge of the texts in which we and our students would be reading as well as have prepared possible exemplar pieces of the work that our classes and individual students would be doing during the 2012-2013 school year. Developing this repertoire of work completed all of our Anticipated Objectives as established in our Collegial Circle Proposal.

How did your work impact teaching/learning? Include student work samples, lesson plans, peer reviews, etc.

The possible exemplar pieces will assist with preparation, planning and instruction for the new Grade 3 Common Core Reading Units for the 2012-2013 school year. Exemplars will be utilized to assist with changes in instruction as a formative assessment. We hope that our prework prior to instruction will assist with the teaching of these units as well as a tool to provide feedback to the ELA Standards Leader.

Comments/additional information to share.