

# **PDIG Report 2017-2018**

## **Exploring Texts Through Close Reading**

### **Project Description**

The project was carried out with some modifications. The initial two-day face-to-face workshop was held in Gaspe, on December 11th and 12th. Four teachers were in attendance, one teacher was unable to attend because of medical leave. This teacher worked one-on-one with the ELA consultant in January to review the MEES tools and *Note and Notice* by Beers and Probst. Because of time constraints, we decided that we would only track the progress of three students in each class. Near the end of the project, because of the excess of travel funding, a one-day final meeting was organized. Three teachers met face-to-face and one teacher joined online. I was able to meet and plan a lesson with only four of the five teachers.

### **Project Goals**

The MEES tools, the *Reader Response Learning Continuum* and *Teaching Ideas* were examined and seen as useful resources. Teachers agreed that it would be beneficial to add to the *Teaching Ideas* further by examples, videos and graphic organizers for each idea.

The main focus of the PDIG was on close reading strategies. Teachers were able to introduce close reading strategies of fictional texts, using *Note and Notice* by Beers & Probst as the core resource. This part of the project was very successful, with most teachers planning to incorporate this resource into their teaching next year. When we examined the responses of the three chosen students from each class, some progress was noted from December to April. But, because of the short time frame, it is difficult to make definite conclusions. We will more closely examine the responses from the chosen students at the June marking center.

The importance of collaboration amongst teachers and release time to do this work cannot be overstated. This is especially true for teachers who live in isolated communities such as Fermont and the Magdalen Islands, where PD opportunities are often restricted because of travel expenses.

### **Project Outcomes**

Gains in teachers' expertise were self-assessed using the Learning Continuum for the Teaching of Response. At the initial workshop, teachers were asked to place themselves on the learning continuum. On the final meeting day, teachers were again asked to place themselves on the continuum.

Gains in student growth of three students/class were informally noted. Given the short time frame for the project, the end-of-year responses of the chosen students will be examined at the June Marking Center for grade 6.

## **Reinvestment**

At the June meeting of the Language Network, the shared folder of created resources will be made available to consultants from other school boards. At the ESSB Marking Center on June 13th, the findings of the project will be presented to other grade 6 teachers. Access to the shared folder of resources will be given to interested teachers. The final meeting was extremely productive, resulting in meaningful discussion about the project implications, sharing of resources, and initial steps in planning for implementation in the coming year.