**Viewing Guide, Third Grade Session on CCR Standards and Close Reading**

Materials needed

* Access to the PPT of the session
* Unpacking a Standard, grade 3
* Tracking a Standard
* Copy of the curriculum map for one week
* Analyzing a Close Reading
* Short Guide to Critical Reading
* Copy of slide 36

**Directions for the video of the live session**

1. Watch the video of the session. Pull up the PPT presentation to follow along as you view the video.
2. Stop on slide 7 and unpack a standard, as directed on the video, using the handout “Unpacking a Standard.”
3. Continue the video until slide 12. Stop and track a standard, using the handout “Tracking a Standard.”
4. Continue the video until slide 20. Stop and briefly review the curriculum map, as indicated on the slide.
5. Skip the section of the video where the close reading of *Horses* is modeled; you will have a different example to watch.
6. Finish watching this video.

**Directions for the video of the third grade close reading**

Watch the video in one viewing, using the “Analyzing a Close Reading” handout to take notes. Think about/discuss the following points when you are finished:

1. This text was selected for several reasons: it is a Common Core exemplar text, so it is appropriately complex; SCS purchased class sets of the text for all school in 2013; the text is in the first nine weeks curriculum map; it is an illustrated text in which the illustrations convey as much meaning as do the words. How could you use this in your classroom?
2. As you watch the clip, think about how the reading takes place across multiple days. Why do you think this is necessary, given the requirements of the CLIP instructional design?
3. How does the first reading differ from the second? Why do you think it was structured in this way?
4. Why did the “teacher” allow students to choose how they read the text on the second reading?
5. Look at the attached (triangle) diagram detailing the types of questions asked during a close reading. By yourself or with a partner, classify some of the questions that were asked during the close reading.
6. Why do you think this particular text was selected for a close reading lesson at the beginning of third grade? Think about the actual text, the message, the demands of the content, and any other factors that come to mind.
7. How did the questions asked during this demonstration reflect the suggestions found on the “Short Guide to Critical Reading” handout?
8. How did this demonstration either confirm your previous opinions about close reading or challenge them?
9. What questions do you still have about close reading?