

# Professional Learning Guide

*Rigorous Reading: 5 Access Points  
for Comprehending Complex Texts*

<b>INTRODUCTION AND PURPOSE</b>	<b>3</b>
<b>MODULE 1. Ramping Up for Complex Texts</b>	<b>5</b>
<b>MODULE 2. Access Point One: Purpose and Modeling</b>	<b>17</b>
<b>MODULE 3. Access Point Two: Close and Scaffolded Reading Instruction</b>	<b>27</b>
<b>MODULE 4. Access Point Three: Collaborative Conversations</b>	<b>45</b>
<b>MODULE 5. Access Point Four: An Independent Reading Staircase</b>	<b>55</b>
<b>MODULE 6. Access Point Five: Demonstrating Understanding and Assessing Performance</b>	<b>67</b>
<b>Text-Dependent Questions Template</b>	<b>78</b>
<b>Four Principles of Scaffolded Reading Instruction Graphic Organizer</b>	<b>79</b>

---

Retrieved from the companion website for *Rigorous Reading: 5 Access Points for Comprehending Complex Texts* by Nancy Frey and Doug Fisher. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2013 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.



# Introduction and Purpose

## Introduction

This Professional Learning Guide offers a framework for professional development to support K–12 teachers in guiding and instructing all students in the comprehension of complex texts. While this guide is intended for school site professional developers to use with teachers, it may also be used by literacy coaches, in grade-level or cross-grade-level study groups, in professional learning communities, or by administrators and district leaders of professional development. Individual teachers who are seeking to further their professional development may also use this guide to enhance their skills and knowledge in teaching students, K–12, how to gain access to complex texts.

## **Purpose of Rigorous Reading: 5 Access Points for Comprehending Complex Texts**

In this guide, the goal of Nancy Frey and Doug Fisher is to offer educators research-based literacy instruction to support all students, K–12, in achieving proficient understanding of complex texts based on the *gradual release of responsibility* framework through five access points:

1. Purpose and Modeling
2. Close and Scaffolded Reading Instruction
3. Collaborative Conversations
4. An Independent Reading Staircase
5. Demonstrating Understanding and Assessing Performance

With a shared vision and goals, educators can collaborate with one another to deliver clear and purposeful instruction that provides students, K–12, with opportunities to become highly effective in reading complex texts. These five access points provide teachers with strong literacy instruction addressing the Anchor Standards 1 and 10 in the Common Core State Standards.

## Module Sessions

Approximate completion times for each module are provided within this guide; however, times may vary based on the needs, collaboration style, and interaction of your group. Additionally, modules vary in length. They may be combined in several all-day workshops or presented over a series of shorter sessions to suit your needs. All modules are organized with the following headings:

- Materials You Will Need
- Segment Outlines
- Wrap Up
- Supplementary Sessions

Supplementary Sessions are provided as an extension for participants who would like to enhance their professional development, deepen their knowledge, or enrich a dialogue.

## Materials for Sessions

In the “Materials You Will Need” sections of the sessions you will find references to the following:

**Video clips:** We suggest using the existing Frey and Fisher classroom video clips and recommend specific clips for use during each session. You can access these via the QR codes that are located in this book. They are also housed on the companion website at [www.corwin.com/rigorousreading](http://www.corwin.com/rigorousreading). If you have similar or relevant videos familiar to your group, please feel free to include them as well if it will support the effectiveness and improvement of your group’s instructional practice.

**PowerPoint slides:** These are available at [www.corwin.com/rigorousreading](http://www.corwin.com/rigorousreading).

**Copies of figures:** The figures referenced are located in this book. You can also print them out from [www.corwin.com/rigorousreading](http://www.corwin.com/rigorousreading).

# Module 1

## Ramping Up for Complex Texts

### ► Estimated Time: 1 Hour 15 Minutes

---

The purpose of this module is to understand and examine text complexity and close reading in relation to Reading Anchor Standard 1 and Anchor Standard 10. Teachers will examine Anchor Standard 10, gaining knowledge and know-how in text analysis by learning how to identify and evaluate the three elements involved in determining text complexity: quantitative evaluation, qualitative evaluation, and matching readers with texts and tasks. Furthermore, teachers will recognize the importance of the framework of *gradual release of responsibility* (e.g., Fisher & Frey, 2008; Pearson & Fielding, 1991), and its impact on students with access to complex texts. This module builds the foundational knowledge for the subsequent five modules. Spending quality-focused time during this first module will greatly enrich the effectiveness of further sessions.

---

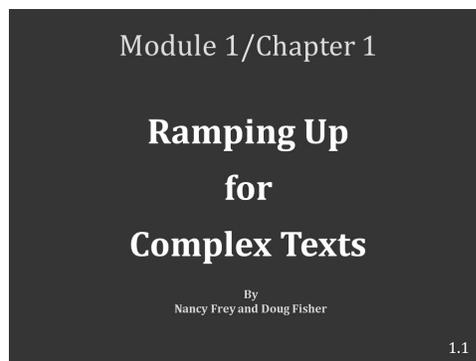
## Materials You Will Need

1. Highlighters
2. PowerPoint Slides 1.1–1.12
3. Copies of **Figure 1.1:** Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently
4. Copies of **Figure 1.3:** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
5. Qualitative Measures for Text Complexity Rubric (Supplementary Session), pages 47–48 in *Text Complexity: Raising Rigor in Reading* by Doug Fisher, Nancy Frey, and Diane Lapp
6. Videos
  - a. **Video 1.1:** “Doug discusses text complexity.”
  - b. **Video 1.2:** “Nancy reviews a text for the factors of complexity.”
  - c. **Video 1.3:** “Doug discusses close reading.”
  - d. **Video 1.4:** “Teacher modeling comprehension strategies.”
  - e. **Video 1.5:** “Doug talks about the gradual release of responsibility.”

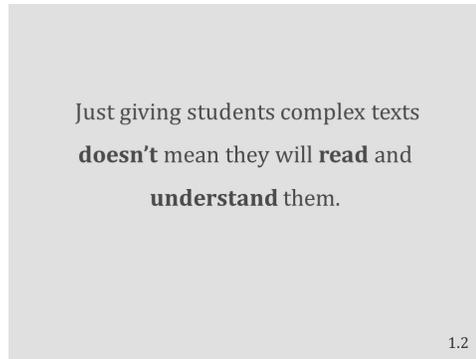
### ► Segment I: Approximately 10 Minutes

#### Stating the Purpose of This Session

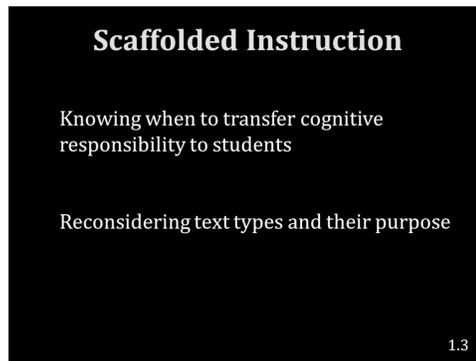
- a. Have participants read pages 1–3 of Chapter 1 in *Rigorous Reading*, which describe Doug and Nancy’s personal experiences with complex texts that included too much or too little scaffolded instruction.



- b. After reading, have participants turn and talk: Why and *how* can either type of experience affect students' ability to access complex texts?
- c. Project **PowerPoint Slide 1.2**. Ask for volunteers to share responses with the whole group.



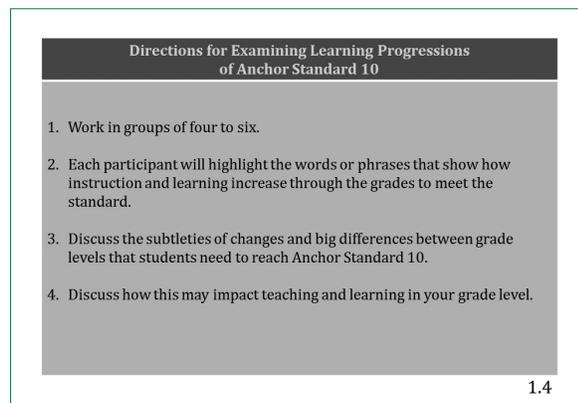
- d. Project **PowerPoint Slide 1.3**. Sum up this introduction time by stating how intentional instruction is scaffolded instruction; that is, it is knowing when to transfer the cognitive and metacognitive responsibility to students, and reconsidering the types of texts and their purpose for instruction.



## ► Segment II: Approximately 10 Minutes

### Examine the Learning Progressions of Anchor Standard 10: Read and Comprehend Complex Literary and Informational Texts Independently and Proficiently

- a. Project **PowerPoint Slide 1.4**: Directions for Examining Learning Progressions of Anchor Standard 10, or provide participants with a copy.



- b. Pass out copies of **Figure 1.1**: Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
- c. In groups of four to six, vertical or grade level, have participants identify and highlight on their copies the learning progressions: What is added to the standard for each next grade level, K–12, for Anchor Standard 10?
- d. If you wish, project **PowerPoint Slide 1.5** as an example. Note that kindergarten is highlighted completely since the standard begins here and is new for this grade.

## Anchor Standard 10 Learning Progressions

Grade	Expectations for Literature	Expectations for Informational Texts
3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
2	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	With prompting and support, read informational texts of appropriate complexity for grade 1.
K	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.

1.5

- e. Discuss the subtleties of the changes and the big differences between grade levels in Anchor Standard 10. How might teaching and learning be affected?
- f. Have groups reflect on new concepts and skills that are introduced at their grade level. Reflect on the importance of meeting Anchor Standard 10.

**Figure 1.1** Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

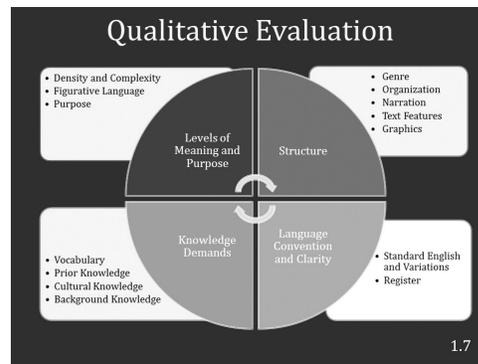
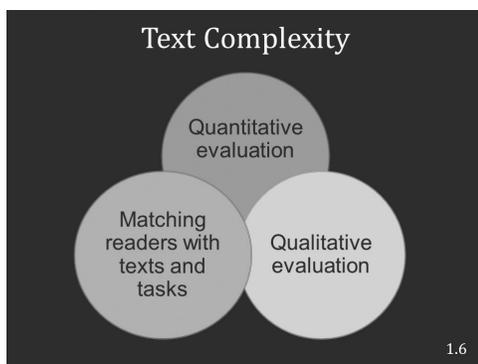
Grade	Expectations for Literature	Expectations for Informational Texts
12	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
11	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
9	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
7	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade	Expectations for Literature	Expectations for Informational Texts
5	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
4	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
2	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	With prompting and support, read informational texts appropriately complex for grade 1.
K	Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.

Source: Copyright © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

► **Segment III: Approximately 30 Minutes**  
**The Three Elements of Text Complexity**

- a. Watch **Video 1.1**: “Doug discusses text complexity.”
- b. After viewing, project **PowerPoint Slide 1.6** and **Slide 1.7**. Have your participants split into groups of three to examine the three elements of text complexity: quantitative evaluation, qualitative evaluation, and reader and task considerations.



- c. Project **PowerPoint Slide 1.8**: Directions for Jigsaw Activity for Three Elements of Text Complexity, or provide participants with a copy.

**Directions for Jigsaw Procedure for Three Elements of Text Complexity**

1. Work in groups of three.
2. Each person chooses a text complexity element:
  - a. Quantitative Evaluation and the New Definition of Text Complexity
  - b. Qualitative Evaluation
  - c. Matching Readers With Texts and Tasks
3. Read for 5 minutes.
4. Write down salient points on graphic organizer to share.
5. Share significant points with group.

1.8

- d. Have each person within a group choose a different element of text complexity and read the corresponding section from Chapter 1 of *Rigorous Reading*. Have them take notes of the salient points to share with the other group members. (Note: You may want to have the participant who is reading the quantitative evaluation section also read starting from the subheading A New Definition of Text Complexity, as this section provides additional information for quantitative evaluation.)
- e. Have the groups conduct a jigsaw discussion of the three elements of text complexity.
- f. Watch **Video 1.2**: “Nancy reviews a text for the factors of complexity.”

### ► Segment IV: Approximately 10 Minutes

#### Examining the Learning Progressions of Anchor Standard 1: Reading Closely

- a. Project **PowerPoint Slide 1.9**: Directions for Examining Learning Progressions of Anchor Standard 1, or provide participants with a copy.
- b. Pass out copies of **Figure 1.3**: Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- c. In groups of four to six, vertical or grade level, have participants identify the learning progressions: What is added for each next grade level, K–12, for Anchor Standard 1?
- d. Highlight the words or phrases that show how instruction and learning increase through the grades to meet the standard. Kindergarten is highlighted completely since the standard begins here and is new for this grade.
- e. Discuss the subtleties of the changes and the big differences between grade levels in Anchor Standard 1. How might teaching and learning be affected?
- f. Have groups reflect on new concepts and skills that are introduced at their grade level. Reflect on the importance of meeting Anchor Standard 1.

**Figure 1.3** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade	Expectations for Literature and Informational Texts
11–12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
9–10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1	Ask and answer questions about key details in a text.
K	With prompting and support, ask and answer questions about key details in a text.

Source: Copyright © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

**Directions for Examining Learning Progressions  
of Anchor Standard 1**

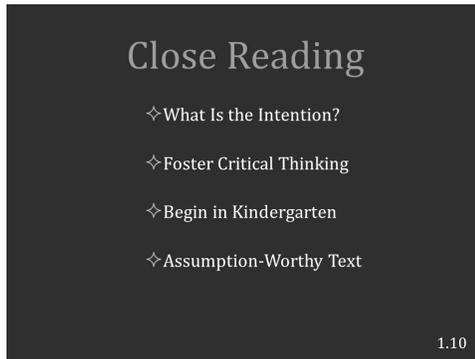
1. Work in groups of four to six.
2. Each participant will highlight the words or phrases that show how instruction and learning increase through the grades to meet the standard.
3. Discuss the subtleties of changes and big differences between grade levels that students need to reach Anchor Standard 1.
4. Discuss:
  - a. How might teaching be affected?
  - b. Reflect on new concepts and skills that are introduced at your grade level.
  - c. Reflect on the importance of meeting Anchor Standard 1.

1.9

## ► Segment V: Approximately 10 Minutes

### An Introduction to Close Reading

- a. Watch and discuss **Video 1.3**: “Doug discusses close reading.”
- b. Turn and talk to cover significant points relevant to a close read.
- c. Project **PowerPoint Slide 1.10** to highlight the following:
  - i. Intention
  - ii. Foster critical-thinking skills for deeper comprehension
  - iii. Begin in kindergarten
  - iv. Assumption-worthy text

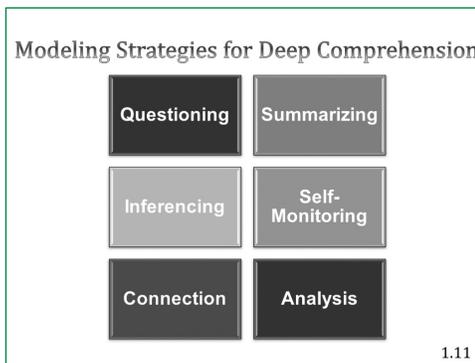


- d. Inform participants that in Chapter 3, and in Module 3 Segments III and IV, close reading will be discussed in further detail.

## ► Segment VI: Approximately 10 Minutes

### The Importance of Comprehension Strategies Instruction for Accessing Complex Texts

- a. Have participants generate a list of the types of comprehension strategies they currently use and how they currently use them.
- b. Use **PowerPoint Slide 1.11** to discuss the comprehension strategies and the pathway they provide for accessing complex texts.



- c. Watch **Video 1.4:** “Teacher modeling comprehension strategies.” Have participants look for the type of comprehension strategies the teacher is using and the reasons he or she is using a specific strategy.
- d. Remind participants of the danger of teaching comprehension strategies in isolation because it may interfere with deep comprehension (see text pages 17–18 for more information and quote).

## ► Segment VII: Approximately 10 Minutes

### The Gradual Release of Responsibility

- a. Watch **Video 1.5**: “Doug talks about the gradual release of responsibility.”
- b. Discuss significant points and implications for accessing complex texts with a partner.
- c. Discuss how this framework builds and provides for purposeful intentional instruction for students to access complex texts.

## ► Wrap Up: Approximately 5 Minutes

### One Final Note

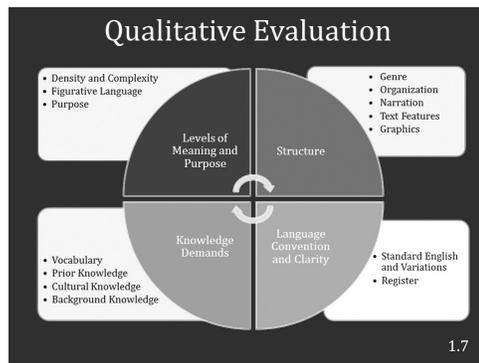
Inform participants how the next sessions will build on the five access points from the text. Share the titles and brief descriptions from **PowerPoint Slide 1.12**:

- Access Point One: Purpose and Modeling
- Access Point Two: Close and Scaffolded Reading Instruction
- Access Point Three: Collaborative Conversations
- Access Point Four: An Independent Reading Staircase
- Access Point Five: Demonstrating Understanding and Assessing Performance

## ► Supplementary Segments

- a. **Analyzing texts.** In follow-up sessions, such as those for specific grade levels, have teachers use the Qualitative Measures Rubric of Text Complexity Rubric on page 47 and 48 in *Text Complexity: Raising Rigor in Reading* by Doug Fisher, Nancy Frey, and Diane Lapp.
- b. Supply student texts or have teachers bring texts they have used previously for instruction.
- c. Begin with quantitative evaluation. Then project **PowerPoint Slide 1.7** and use the rubric to evaluate the qualitative aspects of the text. If the texts are suitable, make a note of the list of factors that support the four broad levels of complexity highlighted on the rubric: levels of meaning and purpose, structure, language conventionality and purpose, and knowledge demands.

- d. If texts evaluated are not appropriate for the teachers' grade level, give those texts to another, more appropriate grade level, as these texts may have no purposeful intention to support students in deeper comprehension.



## References

- Fisher, D., & Frey, N. (2008). *Better learning for structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: ASCD.
- Pearson, P. D., & Fielding, L. (1991). Comprehension instruction. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 815–860). Mahwah, NJ: Erlbaum.



# Module 2

## Access Point One

### Purpose and Modeling

#### ► Estimated Time: 2 Hours

---

The purpose of this module is to help participants understand the importance, key principles, and indicators of modeling how to read complex texts through think-alouds, demonstrations, and annotation. Additionally, participants will identify the characteristics of a quality purpose statement and will understand how a quality purpose statement will both engage students and support them in accessing complex texts and completing assigned tasks.

---

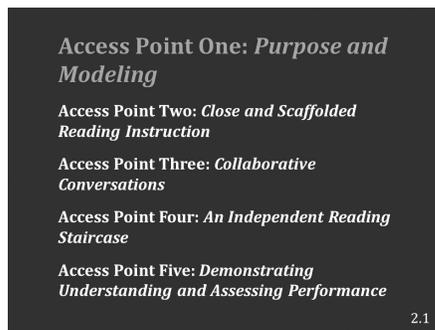
#### Materials You Will Need

1. Copies of **Figure 2.1: Planning for Purpose and Modeling**
2. **PowerPoint Slides 2.1–2.10**
3. Poster paper, markers and tape, if needed, for Segment III **Examining the Five Principles of Modeling**
4. Videos

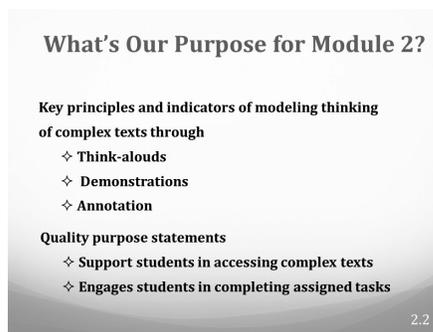
- a. **Video 2.1:** “A teacher models for her students.”
- b. **Video 2.2:** “An elementary teacher models word solving.”
- c. **Video 2.3:** “A high school teacher models word solving.”
- d. **Video 2.4:** “A collection of purpose statements in elementary classrooms.”
- e. **Video 2.5:** “A collection of purpose statements in secondary classrooms.”
- f. **Video 2.6:** “Making sure students know the purpose.”
- g. **Video 2.7:** “Complex texts and standards” (optional for supplementary sessions).

► **Segment I: Approximately 3 Minutes**  
**Stating the Purpose of This Session**

- a. If you wish, project **PowerPoint Slide 2.1** to begin Segment I.



- b. Project **PowerPoint Slide 2.2**.



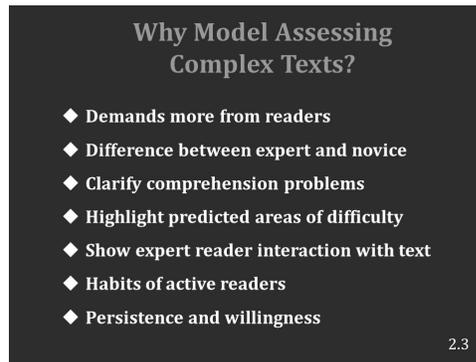
- c. State the purpose of this module for participants:
  - i. To understand the importance, key principles, and indicators of modeling for students—through think-alouds, demonstrations, and annotation—how to read and comprehend complex texts.
  - ii. Identify the characteristics of a quality purpose statement and understand how a quality purpose statement will both engage students and support them in accessing complex texts and completing assigned tasks.

## ► Segment II: Approximately 15 Minutes

### Modeling: How to Access Complex Texts

- a. If participants have not previously read Chapter 2, have them read the Introduction and Accessing Complex Texts Requires Modeling sections now.
- b. Tell participants they are going to watch a teacher modeling in the classroom. Use **Video 2.1**: “A teacher models for her students.”
- c. Have participants write down their observations of the modeling the teacher does for her students. What are the ways the teacher modeled her thinking about a complex text for the students?
- d. After the video, have participants turn and talk with a partner regarding the types of modeling that they observed in the lesson. Share a few responses with the whole group.
- e. Ask the group: *Why* is it important to model for students *how* to access complex texts? Summarize the following points (**PowerPoint Slide 2.3**) if they do not come up in the discussion:
  - i. Complex texts demand more from readers than readings that are a comfortable and an appropriate match.
  - ii. There is a difference between how expert and novice readers approach complex texts: novice readers often give up or approach all texts in the same manner.
  - iii. Modeling allows the teacher to clarify comprehension problems, to highlight predicted areas of difficulty, and to show how an expert reader interacts with a complex text.

- iv. Modeling demonstrates the habits of active readers
- v. Modeling demonstrates persistence and a willingness to read a difficult text because it is worth it.



### ► Segment III: Approximately 60 Minutes

#### Examining the Five Principles of Modeling

- a. In teams of five, participants examine the five principles and methods for modeling through a small-group teamwork presentation.
- b. If you wish, project **PowerPoint Slide 2.4: Directions for Examining Five Principles and Methods for Modeling**, or provide participants with a copy of these instructions.
- c. Have participants count off, starting with 1 and ending with 5, and repeating this procedure until all participants are assigned a number from 1 to 5. All participants who are number 1 form a group, number 2s form a group, and so on until you have five groups (Note: If you have a large group and the teams have more than five members, you may want split up to form more than one team).
- d. Assign each group a principle to examine:
  - i. Model that which is difficult for students
  - ii. Model ways to resolve problems
  - iii. Model how you interact with text
  - iv. Model through think-alouds
  - v. Model through interactive shared readings

- e. Each team prepares a short 5–10 minute presentation on the elements and the methods of that particular principle.
- f. After each principle is presented, provide additional key points not mentioned in presentations.
- g. After presentation(s) of Principle 2: Model ways to resolve problems, watch one of the following videos depending on grade levels taught by your participants (or use both if you have a mix of grade levels and staff): **Video 2.2:** “An elementary teacher models word solving”; **Video 2.3:** “A high school teacher models word solving.”
- h. If you wish, project **PowerPoint Slide 2.5**. After viewing the video, discuss the relationship between Common Core State Standards and the importance of using context clues, word parts or morphology, and other resources to uncover the meaning of unknown words.

**Directions for Examining Five Principles and Methods for Modeling**

1. Work in groups of five.
2. Each team will read and examine the principle of modeling that is assigned.
3. Prepare a short 5–10 minute presentation on the salient points.
4. All team members will participate in the presentation.
5. Remember, your team is the expert on your principle.
6. Think of the other teams as novice learners, and after your presentation they should be expert learners in that content.
7. Above all, have fun!

2.4

**Discuss**

- What is the **relationship** between **Common Core State Standards** and the **importance** of using **context clues, word parts or morphology**, and other **resources** to **uncover the meaning of unknown words**?

2.5

## ► Segment IV: Approximately 2 Minutes

### Key Points of Modeling How to Read Complex Texts

- a. If you wish, project **PowerPoint Slide 2.6:** Key Points of Modeling.
- b. Recap for participants the key points of modeling how to read complex texts:
  - i. Students may develop habits that they will use independently.
  - ii. Modeling is often accompanied by a think-aloud that consistently contains “I” statements to invite the learner into the mind of the teacher.

- iii. Modeling provides students with examples, not formulas, which they can follow while they complete their own work.
- iv. Annotating the text while reading is a crucial in order to closely read complex texts.
- v. Teachers should model their use of resources and model the appropriate ways to ask other people for help.

**Key Points of Modeling**

- Students may **develop habits** that they will **use independently**.
- Modeling is often accompanied by a **think-aloud** that consistently contains **"I" statements** to invite the learner into the **mind of the teacher**.
- Modeling provides students with **examples, not formulas**, which they can follow while they complete their own work.
- **Annotating** the text while reading is **crucial** in order to closely read complex texts.
- Teachers should model their **use of resources** and model the appropriate ways to **ask other people for help**.

2.6

## ► Segment V: Approximately 2 Minutes

### Significance of Quality Purpose Statements

If you wish, project **PowerPoint Slide 2.7: Quality Purpose Statements**

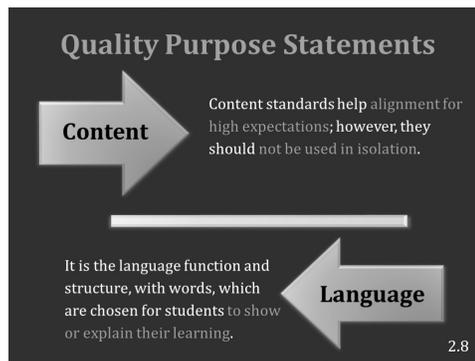
- a. Impart to participants the four significant goals of a Quality Purpose Statement:
- b. Inform students what they will learn and ways in which they may show or explain their comprehension.
- c. Support the teacher in lesson planning, so student assignments and tasks are in alignment with the expected learning outcomes.
- d. Drive instruction, differentiation, and assessment.
- e. Create the foundation of quality lesson planning and instructional delivery.



## ► Segment VI: Approximately 20 Minutes

### Identifying the Components of Quality Purpose Statements

- a. Discuss with the participants the two components of purpose statements: content and language. If you wish, project **PowerPoint Slide 2.8**.
  - i. Content—Content standards help alignment for high expectations; however, they should not be used in isolation.
  - ii. Language—This refers to the function and structure of the purpose statement: the words we choose to describe how students will demonstrate or express their learning.



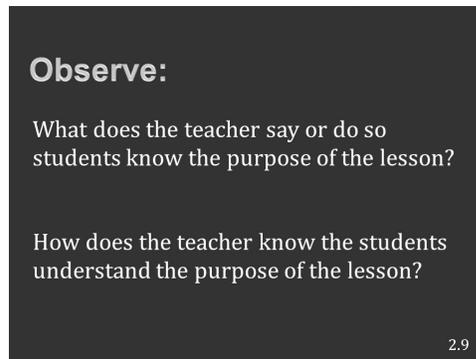
- b. View **Video 2.4**: “A collection of purpose statements in elementary classrooms,” or **Video 2.5**: “A collection of purpose statements in secondary classrooms.”
- c. While viewing the video, have participants take notes on the type of language and the content the teachers use in their purpose statements.

- d. After the video, have participants turn and talk with a colleague about what they noticed in terms of the content and language the teachers used in their purpose statements.
- e. Share a few comments with the whole group.

## ► Segment VII: Approximately 15 Minutes

### Making Sure Students Know the Purpose

- a. Watch **Video 2.6**: “Making sure students know the purpose.” Have participants focus on how the teacher in the video ensures the students know the purpose of the lesson
- b. After the video, Project **PowerPoint Slide 2.9**. Discuss with the whole group what the teacher in the video did to ensure the students recognized the purpose of the lesson.
  - i. “What does she say or do so students know the purpose of the lesson?”
  - ii. “How does the teacher know the students know the purpose of the lesson?”



## ► Wrap Up: Approximately 3 Minutes

### One Final Note

- a. Summarize two noteworthy points for Access Point One: Purpose and Modeling. If you wish, project **PowerPoint Slide 2.10**: One Final Note.
  - i. Creating and stating a clear purpose statement set a very strong foundation and structure for an effective and relevant lesson.

- ii. When students are given access to how you, as an expert reader, solve comprehension problems through explicit modeling and annotation, they can then apply these practices during their own independent reading.
- b. Announce next session—Access Point Two: Close and Scaffolded Reading Instruction.

**One Final Note**

- Creating and stating a clear purpose statement set a **strong foundation** and structure for an effective and relevant lesson.
- When students are **given access** to how you, as an expert reader, solve comprehension problems through explicit modeling and annotation, they can then **apply these practices** during their own independent reading.

Next session: Access Point Two: *Close and Scaffolded Reading Instruction* 2.10

## ▶ Supplementary Session(s): Approximately 30 Minutes Planning for Complex Texts

In follow-up session(s) such as with teachers of specific grade levels, have teachers use **Figure 2.1**: Planning for Purpose and Modeling.

- a. Supply complex texts for specific grade levels or have teachers bring complex texts they have used previously for instruction.
- b. Participants will work in groups of two or three to develop lessons for complex texts with a focus on Purpose and Modeling.
- c. Have participants teach the lesson(s) to their classes. Plan a time to meet, discuss, and reflect on the lesson(s) in further sessions.

Figure 2.1 Planning for Purpose and Modeling
<b>Assessed Need:</b> I have noticed that the students in my classroom need to work on:
<b>Standards:</b>
<b>Text I will use:</b>
<b>Materials needed for this lesson are:</b>
<b>Purpose of the lesson is:</b>
<b>Model</b> <ul style="list-style-type: none"> <li>• Parts to emphasize</li> </ul>

Figure 2.1 (Continued)
<b>Scaffold</b> <ul style="list-style-type: none"> <li>• Questions to ask</li> </ul>
<b>Assess</b> <ul style="list-style-type: none"> <li>• These are the students who need extra support</li> </ul>
<b>Practice</b> <ul style="list-style-type: none"> <li>• Students will practice using the strategy or skill during</li> </ul>
<b>Reflection</b> <ul style="list-style-type: none"> <li>• What did I notice about what my students understood?</li> <li>• What did I notice about my students' misunderstandings?</li> </ul>

Copyright © 2013 by Corwin. All rights reserved. Reprinted from *Rigorous Reading: 5 Access Points for Comprehending Complex Texts* by Nancy Frey and Douglas Fisher. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.



# Module 3

## Access Point Two

### Close and Scaffolded Reading Instruction

#### ► Estimated Time: 3.5 Hours

---

The purpose of Module 3 is for participants to identify and understand the six essential practices of close reading instruction. Additionally, they will understand the importance of the six categories of text-based questions, which are paramount to close reading instruction. Participants will also comprehend the Four Principles of Scaffolded Instruction and understand how questions and prompts are fundamental to the practice of scaffolded instruction. These principles and practices will help participants gain a thorough understanding of these two instructional practices, close and scaffolded reading, and how they are avenues to support students as they begin to take responsibility for their learning, and become analytic readers.

---

#### Materials You Will Need

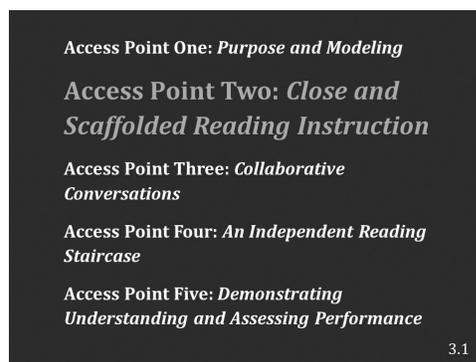
1. Copies of **Four Principles of Scaffolded Reading Instruction Graphic Organizer** and **Text-Dependent Questions Template** for Supplementary Session

2. Copies of **Figure 3.2:** Text-Dependent Questions, **Figure 3.3:** Sample Text-Dependent Questions, **Figure 3.4:** Types of Prompts, and **Figure 3.5:** Types of Cues (if participants do not have *Rigorous Reading* with them).
3. **PowerPoint Slides 3.1–3.14**
4. Videos
  - a. **Video 3.1:** “Close reading with sixth-grade English language learners.”
  - b. **Video 3.2:** “Students rereading and discussing a complex text in high school English.”
  - c. **Video 3.3:** “Close reading of historical information.”
  - d. **Video 3.4:** “Close reading and text-dependent questions in upper elementary school.”
  - e. **Video 3.5:** “Close reading in the primary grades.”
  - f. **Video 3.6:** “Teacher working with groups of students to facilitate their understanding.”
  - g. **Video 3.7:** “Teacher using prompts and cues to guide learning.”
  - h. **Video 3.8:** “Teacher working with small groups of students to generate questions.”

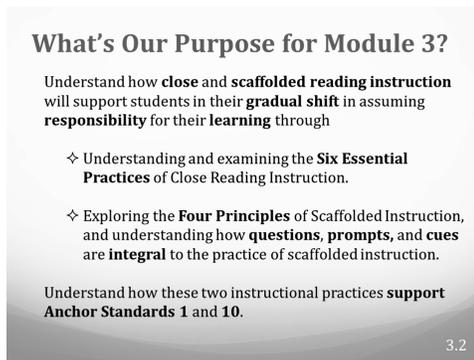
## ► Segment I: Approximately 3 Minutes

### Stating the Purpose of This Session

- a. Project **PowerPoint Slide 3.1** to begin Segment I.



- b. Project **PowerPoint Slide 3.2**: What's Our Purpose for Module 3? Read through it with participants.
- i. Understand how close and scaffolded reading instruction will support students in their gradual shift in assuming responsibility for their learning through:
    1. Understanding and examining the Six Essential Practices of Close Reading Instruction.
    2. Exploring the Four Principles of Scaffolded Instruction, and understanding how questions, prompts, and cues are integral to the practice of scaffolded instruction.
  - ii. Understand how these two instructional practices support Anchor Standards 1 and 10.

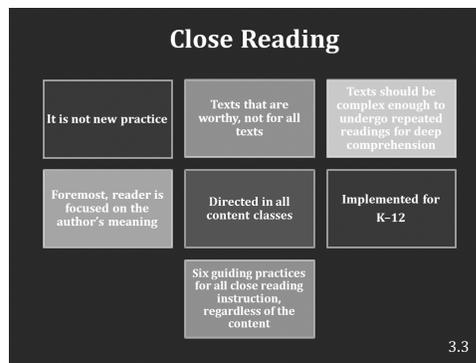


## ► Segment II: Approximately 10 Minutes

### Up Close With Close Reading

- a. Provide participants with a brief background of close reading. (Note: depending on your group, you may want the participants to read this section in the text and then share salient points with the whole group). If you wish, project **PowerPoint Slide 3.3**. Share notable points that were not mentioned (also found in **PowerPoint Slide 3.3's** notes section):
  - i. It is not new practice.
  - ii. Use with texts that are worthy: it is not for all texts (mentioned in Chapter 1 and in Module 1, Segment III).
  - iii. Texts should be complex enough to undergo repeated readings for deep analysis (mentioned in Chapter 1 and in Module 1, Segment III).

- iv. Foremost during a close read, the reader is focused on the author’s meaning.
- v. Close readings should be directed in all content classes in which complex texts play a role because each discipline and/or subject area has texts with distinctive characteristics to analyze and interpret.
- vi. Close reading instruction may be used K–12.
- vii. There are six guiding practices for all close reading instruction, regardless of the content.



► **Segment III: Approximately 15 Minutes**

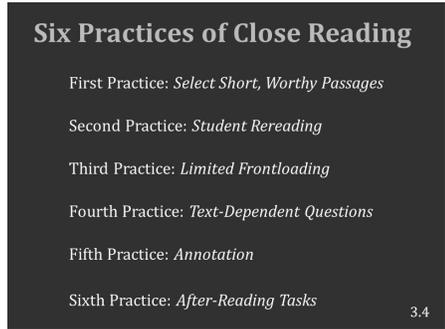
**Close Reading With English Language Learners**

- a. Watch **Video 3.1:** “Close reading with sixth-grade English language learners.”
- b. After the video, have participants turn and talk with a colleague about observations of the lesson.
- c. Share relevant points with the whole group.

► **Segment IV: Approximately 1 Hour 20 Minutes  
(if you choose to view all videos)**

**Examining and Observing the Six Practices of Close Reading**

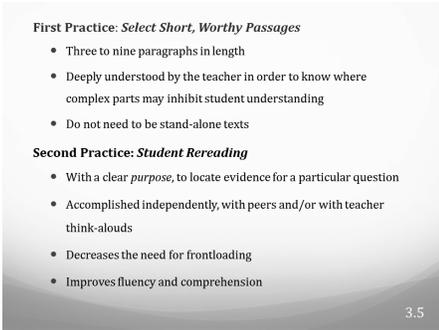
Project **PowerPoint Slide 3.4.**



Because there are three videos, each one corresponding with one of the six practices, it is best to examine, as a whole group, each practice individually.

### First Practice: Select Short, Worthy Passages (Approximately 10 Minutes)

- a. Find the section titled Select Short, Worthy Passages in Chapter 3 of this book, pages 46–47. Have participants read, highlight, and note significant features of the practice (i.e., short, worthy passages and why they are significant) .
- b. Have participants share their findings with the whole group.
- c. If you wish, project **PowerPoint Slide 3.5**. Here are a few important points to share, if not mentioned:
  - i. Normally a passage between three and nine paragraphs in length is best for practicing analytic skills.
  - ii. Texts should be deeply understood by the teacher in order to know where the complex and difficult parts may inhibit student understanding.
  - iii. Texts do not need to be stand-alone texts.



## Second Practice: Student Rereading (Approximately 20 Minutes)

- a. In the book, have participants read, highlight, and note significant features of the practice, and why they are significant.
- b. Have participants share their findings.
- c. Next, have participants view **Video 3.2**: “Students rereading and discussing a complex text in high school English,” looking for elements they read about and noticed.
- d. Discuss the participants’ observations.
- e. If you wish, project **PowerPoint 3.5**. Here are a few significant points to share, if not mentioned:
  - i. Rereadings should have a clear *purpose*, and are frequently connected to looking for evidence to a particular question. (Clear, quality purpose statements are discussed in Module 2/Chapter 2.)
  - ii. Rereadings may be accomplished independently, with peers and/or with teacher think-alouds.
  - iii. Rereading decreases the need for frontloading.
  - iv. Rereading improves fluency and comprehension.

The image shows a screenshot of a PowerPoint slide. The slide has a light gray background with a dark gray footer. The text on the slide is as follows:

**First Practice: Select Short, Worthy Passages**

- Three to nine paragraphs in length
- Deeply understood by the teacher in order to know where complex parts may inhibit student understanding
- Do not need to be stand-alone texts

**Second Practice: Student Rereading**

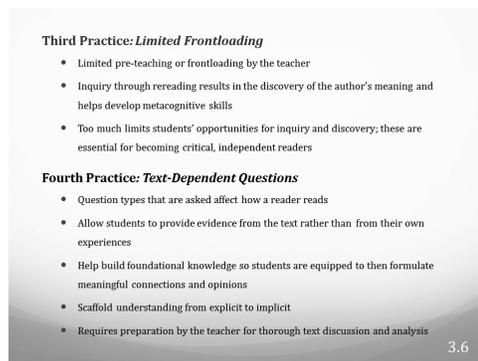
- With a clear *purpose*, to locate evidence for a particular question
- Accomplished independently, with peers and/or with teacher think-alouds
- Decreases the need for frontloading
- Improves fluency and comprehension

3.5

## Third Practice: Limited Frontloading (Approximately 20 Minutes)

- a. In the book, have participants read, highlight, and note significant features of the practice, and why they are significant.
- b. Have participants share their findings.

- c. Next, have participants view **Video 3.3:** “Close reading of historical information,” looking for elements they read about and noticed.
- d. Discuss their observations.
- e. If you wish, project **PowerPoint Slide 3.6.** Here are a few key points to share if not mentioned:
  - i. There is very little pre-teaching or frontloading by the teacher.
  - ii. The inquiry through rereading that results in the discovery of the author’s meaning helps develop metacognitive skills.
  - iii. Too much frontloading or pre-teaching limits students’ opportunity for inquiry and discovery; these are essential for students to become critical, independent readers.



### Fourth Practice: Text-Dependent Questions (Approximately 20 Minutes)

- a. Have participants read, highlight, and note significant features of the practice, and why they are significant.
- b. Have participants share their findings.
- c. Next, have participants view **Video 3.4:** “Close reading and text-dependent questions in upper elementary school,” looking for elements they read about and noticed.
- d. Discuss their observations and insights.
- e. If you wish, project **PowerPoint Slide 3.6.** Here are notable points to share if not mentioned:

- i. Question types that are asked affect how a reader reads.
- ii. Text-dependent questions should allow students to provide evidence from the text rather than their own experiences.
- iii. These types of questions help build foundational knowledge, so students are equipped to then formulate meaningful connections and opinions.
- iv. If you wish, project **PowerPoint Slide 3.8**: The Six Types of Text-Dependent Questions that scaffold understanding from explicit to implicit.
- v. Requires preparation by the teacher for thorough text discussion and analysis.

**Six Types of Text-Dependent Questions**

Whole	Question Types	Standards
Across Text	Opinions, Arguments Intertextual Connections	8, 9
Entire Text	Inferences	3, 7
Segments	Author's Purpose	6
Paragraph	Vocabulary and Text Structure	4, 5
Sentence	Key Details	2
Word		
Part	General Understanding	1

3.8

### Fifth Practice: Annotation (Approximately 15 Minutes)

- a. Have participants read, highlight, and note significant features of the practice annotation and why they are significant.
- b. Have participants share their findings.
- c. Discuss their observations and insights.
- d. If you wish, project **PowerPoint Slide 3.7**. Here are a few noteworthy points to share if not mentioned:
  - i. When students are allowed to mark up the text, they play an active role in growing their knowledge and understanding.
  - ii. Annotation should be completed with each rereading guided by text-dependent questions.

- iii. Use student annotations as formative assessments.
- iv. Annotation slows the readers down for deeper understanding, so it becomes a habit of mind.
- v. Use universal annotation marks. Project **PowerPoint Slide 3.9: Universal Annotation Marks**
- vi. There is no wrong answer in annotating, the only wrong thing is not to annotate.

**Fifth Practice: Annotation**

- Students play an active role in growing their knowledge and understanding
- Should be completed with each rereading guided by text-dependent questions
- Use student annotations as formative assessments
- Slows the readers down for deeper understanding, so it becomes a habit of mind
- Use universal annotation marks
- No wrong answer in annotating; the only wrong thing is not to annotate

**Sixth Practice: After-Reading Tasks**

- Necessitate students to refer to the text
- Help students deepen their comprehension far beyond what they would be able to accomplish on their own
- Instruction in writing a Précis piece develops a deeper textual understanding

3.7

**Universal Annotation Marks  
Read With a Pen**

Grades K-2 • Use Wiki sticks, sticky notes, SmartBoards  
• Model your thinking with annotation

Grades 3-5 • Underline the major points  
• Circle words or phrases that are confusing to you  
• Use a ? and write out your question

Grades 6-8 • Use ! for things that surprise you  
• Draw an → to link connections

Grades 9-12 • Mark ex to denote examples, write comments in the margins  
• Numerate arguments, important details

3.9

## Sixth Practice: After-Reading Tasks (Approximately 10 Minutes)

- a. In the book, have participants read, highlight, and note significant features of the practice and why they are significant.
- b. Have participants share their findings.
- c. Discuss their observations and insights.
- d. If you wish, project **PowerPoint Slide 3.7**. Here are a few notable points to share if not mentioned:
  - i. Post-reading tasks should require students to refer back to the text.
  - ii. Tasks should help students deepen their comprehension far beyond what they would be able to accomplish on their own.
  - iii. Instruction in writing a Précis piece develops a deeper textual understanding of the text, as it should be a clear and concise summary of the essential points, without a personal opinion or connection.

**Fifth Practice: Annotation**

- Students play an active role in growing their knowledge and understanding
- Should be completed with each rereading guided by text-dependent questions
- Use student annotations as formative assessments
- Slows the readers down for deeper understanding, so it becomes a habit of mind
- Use universal annotation marks
- No wrong answer in annotating, the only wrong thing is not to annotate

**Sixth Practice: After-Reading Tasks**

- Necessitate students to refer to the text
- Help students deepen their comprehension far beyond what they would be able to accomplish on their own
- Instruction in writing a Précis piece develops a deeper textual understanding

3.7

## ► Segment V: Approximately 20 Minutes

### Close Reading for Young Readers, K–3

- Find the section titled Close Reading for Young Readers in Chapter 3 in *Rigorous Reading*, pages 60–63. Have participants read, highlight, and note significant features of the practice and why they are significant.
- Have participants share their findings.
- Have participants view **Video 3.5**: “Close reading in the primary grades,” looking for elements they read about and noticed.
- Discuss their observations.
- If you wish, project **PowerPoint Slide 3.10**. Here are a few notable points to share if not mentioned:
  - Exposure to complex texts challenges students’ thinking.
  - Two instructional practices for close reading (close listening):
    - Interactive Read-Alouds* (Fisher, Flood, Lapp, & Frey, 2004)—same practices: a short, worthy text, text-dependent questions, limited frontloading, and after-listening tasks to refer back to the text, as grades 3–12, except there is no annotation.
    - Shared Reading—all the same practices for grades 3–12, but simple annotation and after-listening tasks.

Close Reading for Young Readers K–3

- Exposure to complex texts challenges students' thinking.
- Two instructional practices for close reading (close listening):
  - *Interactive Read-Alouds* (Fisher, Flood, Lapp, & Frey, 2004)—same practices:
    - ✓ a short, worthy text
    - ✓ text-dependent questions
    - ✓ limited frontloading
    - ✓ after-listening tasks to refer to the text, as grades 3–12
    - ✓ no annotation
  - Shared Reading—all the same practices for grades 3–12:
    - ✓ simple annotation
    - ✓ after-listening tasks

3.10

## ► Segment VI: Approximately 20 Minutes

### Understanding the Four Principles of Scaffold Reading Instruction

- a. Project **PowerPoint Slide 3.11**: Directions for Jigsaw Procedure for the Four Principles of Scaffolded Reading Instruction, or provide participants with copies.
- b. Have participants form groups to conduct a jigsaw discussion of the Four Principles of Scaffolded Reading Instruction. Use the graphic organizer on page 79 of this guide if desired. (You may wish to copy and use this in Modules 4–6 as well).
- c. Each person is assigned to read a different short section from *Rigorous Reading* and take notes of the salient points to share with the other group members.
- d. View **Video 3.6**: “Teacher working with groups of students to facilitate their understanding.”
- e. Have participants discuss principles of accessing complex texts that were observed, along with other relevant points.

Directions for Jigsaw Procedure for the Four Principles  
of Scaffolded Reading Instruction

1. Work in groups of three.
2. Each person chooses one of the following principle elements to read, take notes on, and share:
  - a. The student, not the teacher, is the reader.
  - b. Small groups differentiate support.
  - c. Students have different strengths and supports.
  - d. Grouping patterns change frequently.
3. Read for 5 minutes. Write down salient points on the graphic organizer to share.
4. Share significant points with group.

3.11

## ► Segment VII: Approximately 30 Minutes

### Guiding Readers With Questions and Prompts

- a. Questioning is just as essential in scaffolded instruction as it is in close reading instruction; however, the questions used in scaffolded instruction aim to address students' misconceptions and errors while reading.
- b. Have participants read and discuss with a partner the section of Chapter 3 titled Questions to Check for Understanding on pages 66–67.
- c. Have participants view **Video 3.8**: “Teacher working with small groups of students to generate questions.”
- d. Discuss significant points from the video.
- e. Here are a few notable points to share if not mentioned:
- f. Questioning is a time to clear up errors and misunderstandings, not the time for assessment.
- g. It is essential to use additional prompts and cues—not provide answers when learners make errors or have misconceptions.
- h. Have participants examine and discuss **Figure 3.4**: Types of Prompts.

**Figure 3.4** Types of Prompts

Type of Prompt	Definition/When to Use	Examples
Background knowledge	Used when there is content that the student already knows, has been taught, or has experienced but has temporarily forgotten or is using incorrectly.	<ul style="list-style-type: none"> <li>As part of a science passage about the water cycle, the teacher asks, "What do you remember about states of matter?"</li> <li>When reading about a trip to the zoo, the teacher asks, "Remember when we had a field trip to the zoo last month? Do you recall how we felt when it started to rain?"</li> </ul>
Process or procedure	Used when established or generally agreed-on rules or guidelines are not being followed and a reminder will help resolve the error or misconception.	<ul style="list-style-type: none"> <li>The student is saying a word incorrectly, and the teacher says, "When two vowels go walking. . . ."</li> <li>When the student has difficulty starting to develop a writing outline, the teacher says, "I'm thinking about the mnemonic we've used for organizing an explanatory article."</li> </ul>
Reflective	Used to encourage students to be metacognitive and to think about their thinking, which can then be used to determine next steps or the solution to a problem.	<ul style="list-style-type: none"> <li>The student has just read something incorrectly, and the teacher asks, "Does that make sense? Really think about it."</li> <li>When the student fails to include evidence in her writing, the teacher asks, "What are we learning today? What was our purpose?"</li> </ul>
Heuristic	Used to help learners develop their own way to solve problems. These are informal problem-solving procedures. They do not have to be the same as others' heuristics, but they do need to work.	<ul style="list-style-type: none"> <li>When the student has difficulty explaining the relationships between characters in a text, the teacher says, "Maybe drawing a visual representation of the main character's connections to one another will help you."</li> <li>When a student gets stuck and cannot think of what to write next, the teacher says, "Writers have a lot of different ways for getting unstuck. Some just write whatever comes to mind, others create a visual, others talk it out with a reader, and others take a break and walk around for a few minutes. Will any of those help you?"</li> </ul>

Source: Adapted from Fisher and Frey (2013a).

## ► Segment VIII: Approximately 20 Minutes

### Using Cues to Shift Attention

Cues are warranted when errors and misconceptions have not been cleared with prompts.

- Have participants read, discuss, and examine with a partner the section of the book titled Cues to Shift Attention on page 70 and **Figure 3.5: Types of Cues.**

**Figure 3.5** Types of Cues

Type of Cue	Definition	Example
Visual	A range of graphic hints that guide students through thinking or understanding.	<ul style="list-style-type: none"> <li>• Highlighting places on a text where students have made errors</li> <li>• Creating a graphic organizer to arrange content visually</li> <li>• Asking students to take a second look at a graphic or visual from a textbook</li> </ul>
Verbal	Variations in speech used to draw attention to something specific or verbal attention getters that focuses students thinking.	<ul style="list-style-type: none"> <li>• "This is important . . ."</li> <li>• "This is the tricky part. Be careful and be sure to . . ."</li> <li>• Repeating a student's statement using a questioning intonation</li> <li>• Changing volume or speed of speech for emphasis</li> </ul>
Gestural	Teacher's body movements or motions used to draw attention to something that has been missed.	<ul style="list-style-type: none"> <li>• Pointing to the word wall when a student is searching for the right word or the spelling of a word</li> <li>• Making a hand motion that has been taught in advance such as one used to indicate the importance of summarizing or predicting while reading</li> <li>• Placing thumbs around a key idea in a text that the student was missing</li> </ul>
Environmental	Using the surroundings, and things in the surroundings, to influence students' understanding.	<ul style="list-style-type: none"> <li>• Keeping environmental print current so that students can use it as a reference</li> <li>• Using magnetic letters or other manipulatives to guide student's thinking</li> <li>• Moving an object or person so that the orientation changes and guides thinking</li> </ul>

Source: Adapted from Fisher and Frey (2013a).

- b. Then have participants view **Video 3.7:** "Teacher using prompts and cues to guide learning." Discuss significant points after the video.
- c. It is essential to use prompts and cues, and to not provide answers when learners make errors or have misconceptions.

## ► Segment IX: Approximately 3 Minutes

### Summarize the Session With Significant Point

If you wish, project **PowerPoint Slide 3.12** and **Slide 3.13** to help you summarize this session.

- a. Round robin reading is ineffective.
- b. Choral reading is not appropriate for this type of instruction.
- c. Small groups, no more than six, are not static; they should be flexible and change based on ongoing assessments.
- d. Instruction is about 10–20 minutes, based on the needs and stamina of students.

- e. It is a cognitively demanding time for students.
- f. All students benefit from scaffolded instruction, not just your struggling readers.
- g. Lessons are tailored to the group's needs, based on recent assessments.
- h. Teachers provide more support for students than in a close reading lesson.
- i. Questions are essential to scaffolded instruction.
- j. A notable point to share if not mentioned:
  - i. When cues and prompts are exhausted and misconceptions remain, provide a direct explanation.

#### Scaffolded Instruction: Be Mindful

- Round robin reading is ineffective.
- Choral reading is not appropriate for this type of instruction.
- Small groups, no more than six, are not static.
- Instruction is 10–20 minutes, based on needs and stamina.
- It is a cognitively demanding time.

3.12

#### Scaffolded Instruction: Be Mindful

- All students benefit from scaffolded instruction, not just your struggling readers.
- Lessons are tailored to group needs, based on recent assessments.
- Teachers provide more support for students than in a close reading lesson.
- Questions are essential to scaffolded instruction.
- When cues and prompts are exhausted and misconceptions remain, provide a direct explanation.

3.13

## ► WRAP UP: Approximately 3 Minutes

### One Final Note

If you wish, project **PowerPoint Slide 3.14**.

- a. Close reading and scaffolded reading instruction are vital if we want our students to independently read complex texts.
- b. These types of reading instruction allow for the shift in learning responsibility.
- c. Scaffolded reading is better for small groups of no more than six, while close reading is effective for whole-group or small-group instruction.
- d. Next Access Point: Collaborative Conversations.

### One Final Note

- Close reading and scaffolded reading instruction are **vital** if we want our students to **independently read complex texts**.
- These types of reading instruction allow for the **shift in learning responsibility**.
- **Scaffolded reading** is better for **small groups of no more than six**.
- **Close reading** is effective for **whole-group or small-group** instruction.

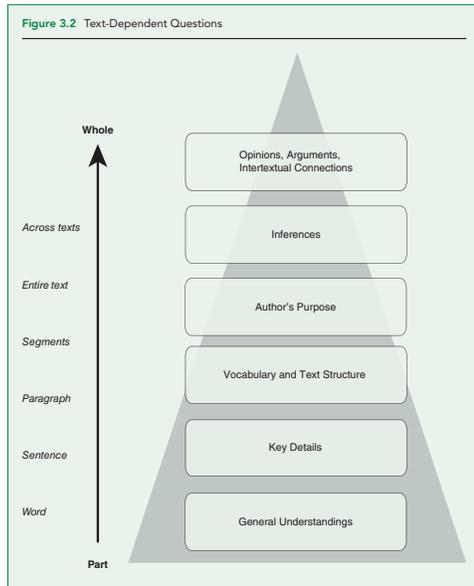
Next session: Access Point Three: *Collaborative Conversations*

3.14

### ► Supplementary Session: Approximately 30 Minutes

#### Collaboratively Creating Text-Dependent Questions for Complex Texts

- a. In follow-up sessions, such as with grade-level teams, have participants bring a short, worthy passage or an excerpt from a longer passage. If your group has been partaking of the supplementary sessions, have them bring the complex text(s) they have been using for Module 1 and Module 2. If not, have participants bring in a text to use for close reading instruction or supply complex texts for the participants that they could use for their grade level.
- b. In collaborative groups, use the **Text-Dependent Questions Template** on page 78 of this guide to develop text-dependent questions.
- c. Remind participants that they want to create questions that help students discover, through inquiry, the author's meaning and to spark thought-provoking discussions.
- d. Refer participants to *Rigorous Reading* Chapter 3 sections on Text-Dependent Questions and Annotation, as well as **Figures 3.2, 3.3, and 3.4** in that chapter. All will provide valuable support for participants in developing these types of evidence-based questions.



Source: Fisher and Frey (2013b). Used with permission. From *Common Core English Language Arts in a PLC at Work* by Douglas Fisher and Nancy Frey. Copyright 2013 by Solution Tree Press, 555 North Morton Street, Bloomington, IN 47407, 800.733.6786, solution-tree.com. All rights reserved.

**Figure 3.3** Sample Text-Dependent Questions

Question Type	Questions From <i>Frog and Toad Together</i> (Lobel, 1971) in First Grade	Questions From Chapter 10 in <i>A Night to Remember</i> (Lord, 1955) in Sixth Grade
General Understandings	Retell the story using first, next, then, and finally.	Why would the author title the chapter "Go Away"?
Key Details	What ways did they try to solve the problem of eating too many cookies?	What are two things that could have prevented this tragedy?
Vocabulary and Text Structure	How did the author help us to understand what willpower means?	How does the chronological structure help the reader understand the events?
Author's Purpose	Who tells the story?	Whose story is most represented and whose story is underrepresented?
Inferences	Do you think Toad's actions caused the seeds to grow? Why?	Why would Mrs. Brown run lifeboat number 6 with a revolver?
Opinions, Arguments, Intertextual Connections	In your opinion, is Frog a good friend to Toad? Do you think this is a happy story or a sad one?	Compare this book with <i>Inside the Titanic</i> (Brewster & Marschall, 1997). What are the similarities and differences?

Source: Fisher and Frey (2012a).

## Teaching and Reflecting

- Have participants teach a close reading lesson using the template as a guide.
- Encourage participants to take notes on the lesson and on student responses.
- Set another time to reflect and discuss how the close reading instruction went. Use the discussion as a guide for ongoing and future study.

This process may be used in future sessions on developing a Scaffolded Reading Lesson.



# Module 4

## Access Point Three

### Collaborative Conversations

#### ► Estimated Time: 2 Hours 20 Minutes

---

The purpose of Module 4 is for participants to understand the value and necessity of student peer interaction in collaborative learning settings to enable students to independently read complex texts. Participants will do this by analyzing the K–12 Speaking and Listening Anchor Standard 1 from the Common Core State Standards (CCSS). Participants will also closely examine and discuss the essential indicators and key elements of collaborative learning structures. In addition, participants will explore collaborative learning structures: literature circles, discussion roundtables, reciprocal teaching, and collaborative strategic reading.

---

#### Materials You Will Need

1. Copies of **Figure 4.1: Speaking and Listening Anchor Standard 1** (if participants do not have the book)

2. Chart paper and markers for group collaboration and presentations
3. **PowerPoint Slides 4.1–4.9**
4. Videos
  - a. **Video 4.1:** “Teacher introduces literature circles.”
  - b. **Video 4.2:** “Teaching students to collaborate.”
  - c. **Video 4.3:** “Introducing partner talk.”
  - d. **Video 4.4:** “Teacher outlining expectations, especially for language usage.”
  - e. **Video 4.5:** “Students working collaboratively on a presentation.”
  - f. **Video 4.6:** “Students collaborating to learn content.”
  - g. **Video 4.7:** “Teacher facilitates a discussion as practice for students’ collaborative work.”

### ► **Segment I: Approximately 3 Minutes**

#### **Stating the Purpose of This Session**

- a. Project **PowerPoint Slide 4.1** and **Slide 4.2** and state the purpose of this module to the participants:
  - i. Understand the value and necessity of student peer interaction in collaborative learning.
  - ii. Analyze the differences in grade-level expectations in Speaking and Listening Standard Anchor 1 in CCSS.
  - iii. Look closely at the essential indicators and key elements of collaborative learning structures.
  - iv. Explore the most effective collaborative learning structures to support students in accessing complex texts: literature circles, discussion roundtables, reciprocal teaching, and collaborative strategic reading.

Access Point One: *Purpose and Modeling*

Access Point Two: *Close and Scaffolded Reading Instruction*

**Access Point Three:**  
*Collaborative Conversations*

Access Point Four: *An Independent Reading Staircase*

Access Point Five: *Demonstrating Understanding and Assessing Performance*

4.1

## What's Our Purpose for Module 4?

Understand the **value** and **necessity** of student **peer interaction** in **collaborative learning**.

Analyze the differences in **grade-level expectations** in **Speaking and Listening Standard Anchor 1** in CCSS.

Look closely at the **essential indicators** and **key elements** of **collaborative learning structures**.

Explore the most effective **collaborative learning structures** to support students in **accessing complex texts**:

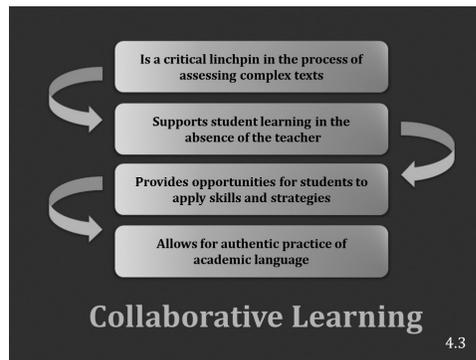
- ✦ literature circles
- ✦ discussion roundtables
- ✦ reciprocal teaching
- ✦ collaborative strategic reading

4.2

## ► Segment II: Approximately 15 Minutes

### Understanding the Value of Collaborative Conversations

- a. Begin by having participants view **Video 4.2**: “Teaching students to collaborate.”
- b. After viewing, have participants discuss the merits and characteristics of collaborative conversation as shown in the video and compare with learning in their own classrooms.
- c. If you wish, project **PowerPoint Slide 4.3**. Help participants understand, through discussion, that collaboration learning:
  - i. Is a critical linchpin in the process of accessing complex texts, as it allows students to work together to improve understanding.
  - ii. Supports students learning in the absence of a teacher. Remind participants of the *gradual release of responsibility* (Fisher & Frey, 2008; Pearson & Fielding, 1991) and the Zone of Proximal Development (Vygotsky 1978) model that they discussed in Module 1, Chapter 1.
  - iii. Provides opportunities for students to apply skills and strategies modeled during close and scaffolded reading instruction, such as practice in critical thinking, argumentation, and using evidence in their responses.
  - iv. Allows for authentic practice of academic language.



### ► Segment III: Approximately 20 Minutes

**Analyzing the Speaking and Learning Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own, clearly and persuasively.

- a. Remind participants that in Module 1 they examined the grade-level progressions for ELA Anchor Standard 1 and 10. Tell participants this time they will analyze the differences between grade-level expectations in the Speaking and Listening Anchor Standard 1.
- b. You may want to have participants bring their highlighted ELA Anchor Standards 1 and 10 from Module 1 to compare where the big jumps are between the Reading and Speaking and Listening Standards. It may be helpful to highlight how the standards are interrelated.
- c. Group participants in vertical teams, so that each group member is from a different, consecutive grade level.
- d. Refer participants to Chapter 4, where they will find **Figure 4.1:** Speaking and Listening Anchor Standard 1.

**Figure 4.1** Speaking and Listening Anchor Standard 1

SL.CCR.1	CCR Speaking and Listening Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.
Kindergarten Students:	<ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion.)</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Grade 3 Students:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.
Grade 2 Students:	<ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Grade 3 Students:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> </ul>

(Continued)

SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Grade 7 Students:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Grade 8 Students:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Grade 9-10 Students:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Grade 4 Students:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow upon information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Grade 5 Students:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Grade 6 Students:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>

(Continued)

	<ul style="list-style-type: none"> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Grade 11-12 Students:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from text and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>

Source: Copyright © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

- e. Have them discuss the subtleties of the changes and the main differences between grade levels required for students to reach Speaking and Listening Anchor Standard 1. How might teaching and learning be affected?
- f. Have groups reflect on new concepts and skills that are introduced at their grade level. Reflect on the importance of meeting Speaking and Listening Anchor Standard 1. If you wish, project **PowerPoint Slide 4.4**.

“According to this standard, students have to discuss the complex texts *they* have been reading. Not only will this aid them in comprehending the text, but it will also provide them with practice in critical thinking, argumentation, and using evidence in their responses.”

Frederick, D. (2012). *Rigorous Reading: 8 Areas Focus on Helping Students Comprehend Complex Texts*. Thousand Oaks, CA: Corwin.

4.4

## ► Segment IV: Approximately 45 Minutes

### Understanding Quality Indicators of Task Complexity to Build Strong Structures for Collaborative Learning

- a. View **Video 4.3**: “Introducing partner talk.”
- b. Discuss the how this structure, partner talk, facilitates access to complex texts.
- c. Project **PowerPoint Slide 4.5**: Directions for Jigsaw Procedure for Quality Indicators of Task Complexity to Build Strong Structures for Collaborative Learning, or pass out copies of the instructions.
- d. Ask participants to follow the instructions for the jigsaw technique, first by selecting a focus from the below list of the Quality Indicators of Task Complexity for each group:
  - i. Designs that require students to work together.
  - ii Structures that elevate academic language.
  - iii. Structures that ensure grade-level work.
  - iv. Design for productive failure.
- e. When all groups have completed the activity, ask groups that have Task Complexity Indicator 1 and 2 to present first.
- f. When the group(s) with the second indicator, *structures that elevate academic language*, have finished their presentations, view **Video 4.4**: “Teacher outlining expectations, especially for language usage.”

- g. Discuss as a whole group the key points presented in the video. Also discuss observations regarding the use of academic language in the video.
- h. Groups continue to present their indicators.
- i. After the last presentation on the final task complexity indicator, *design for productive failure*, view **Video 4.5**: “Students working collaboratively on a presentation.”
- j. Discuss as a whole group the key points presented. Also discuss any observations they made regarding the indicators of task complexity.
- k. Ask participants to discuss current strengths and needs regarding these structures. What needs to happen to build in these strong structures in their classrooms?

**Directions for Jigsaw Procedure for Quality Indicators of Task Complexity to Build Strong Structures for Collaborative Learning**

1. Work in groups of four or five.
2. Each group chooses a different task complexity indicator:
  - a. Designs that require students to work together (also read introduction after Building Structures for Collaborative Learning)
  - b. Structures that elevate academic language.
  - c. Structures that ensure grade-level work
  - d. Designs that allow for productive failure
3. Read corresponding section in Chapter 4 (5-7 minutes).
4. Write down salient points on chart paper to share with group (5 minutes).
5. Think of your group as the expert learners on this indicator and the larger group (your audience) as the novice learners.
6. Have fun and be creative!

4.5

## ▶ Segment V: Approximately 20 Minutes

### Recognizing Key Elements of Collaborative Learning

- a. Have participants remain in the same groups. This time each participant in the group reads, then shares with their group, significant findings from one of the key elements of collaborative learning:
  - i. grouping
  - ii. goal setting
  - iii. accountability measures of collaborative learning
- b. View **Video 4.6**: “Students collaborating to learn content.”
- c. Have participants reflect, in writing, on elements they feel they implement very well, or that they need to strengthen; this should be a focus for future work. Share with a partner.

- d. Summarize the importance of these key elements with **PowerPoint Slides 4.6–4.7**: Quality Indicators and Key Elements of Collaborative Learning.

**Collaborative Learning Quality Indicators**

- ❖ Rethink demanding content with new learning structures.
- ❖ Use language frames to building academic language.
- ❖ Remember that productive failure is good and healthy.
- ❖ Maintain a level of academic rigor.
- ❖ Consider task complexity and the degree of student engagement.

4.6

**Collaborative Learning Key Elements**

- ❖ Post, teach, and revisit norms for interaction.
- ❖ Group students heterogeneously.
- ❖ Have students set goals.
- ❖ Promote individual and group accountability.

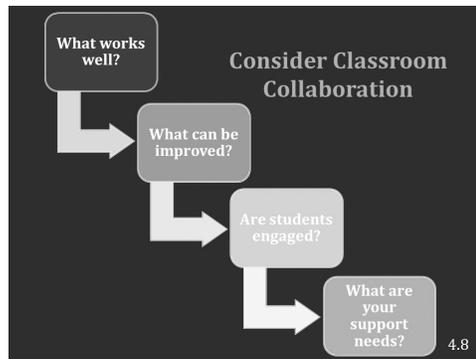
4.7

## ► Segment VI: Approximately 30 Minutes

### Exploring Collaborative Learning Structures for Student Engagement in Complex Texts

- a. Have participants form new groups, no larger than six per group; encourage participants to work with new people.
- b. Each group will examine *one* of the four structures for student engagement in complex texts and will report back to the large group with a presentation:
  - i. literature circles
  - ii. discussion roundtables
  - iii. reciprocal teaching
  - iv. collaborative strategic reading
- c. Provide chart paper and markers for participants if needed.
- d. Have literature circle groups share charts of important points with the whole group first. After the literature circle groups have presented their key points, view **Video 4.1**: “Teacher introduces literature circles.” Discuss key points from observations and group presentation.
- e. Continue, with all groups presenting. After all groups have presented, view the final **Video 4.7**: “Teacher facilitates a discussion as practice for students’ collaborative work.”

- f. If you wish, project **PowerPoint Slide 4.8**. Have participants think about their current practices/structures for student collaboration. What works well? What can be improved? Are students engaged? What may you need or want more support in? Share with a partner or through a Learning Management System if your school site has one—or start a thread on Edmodo.



## ► Wrap Up: Approximately 5 Minutes

### One Final Note

Project **PowerPoint Slide 4.9**.

- a. Remind participants that through their collaborations today they probably reread the text, talked with group members to analyze and synthesize meaning, and used specialized (academic) language for this content. This is similar to what we are asking our students to do!
- b. Ask participants to reflect on the following:
  - i. Did all your group members contribute to the task?
  - ii. Did I contribute to the task?
- c. These reflective questions can lead participants to consider issues they may encounter with their students and to think about ways they might revise an activity to deal with such an issue.
- d. Inform participants of the access point for the next session: Access Point Four: Independent Reading Staircase

### One Final Note

Through collaborations today you probably

- ↳ Reread the text.
- ↳ Talked with group members to analyze and synthesize meaning.
- ↳ Used specialized (academic) language for this content.

**Isn't this what we are asking our students to do?**

Reflect:

- ↳ Did all your group members contribute to the task?
- ↳ Did you contribute to the task?

Next session: Access Point Four: *Independent Reading Staircase*

4.9

## ► Supplementary Segments: Approximately 30 Minutes

### Mini Focus Groups of Collaborative Learning Structures

Participants who are interested in enhancing their knowledge and practical application of the learning structures can form small groups of three to six people to meet. Meetings may be informal, but have a similar structure:

- a. Revisit the text for guidance and create a lesson to apply.
- b. Teach the lesson in the classroom.
- c. Debrief the lesson: what went well, what did not work so well, what were the student responses?
- d. Revisit the text/research.
- e. Collaborative Planning: modify lessons, or plan new lessons based on what went well and what did not work well.
- f. If possible, review video lessons to reflect and plan collaborative meetings in the future.

# Module 5

## Access Point Four

### An Independent Reading Staircase

#### ► Estimated Time: 2 Hours

---

The purpose of Module 5 is for participants to understand the goal of independent learning, which empowers students to develop self-regulations skills, increase their sense of competence, and set their own goals. Participants will also analyze the similarities and differences between independent reading and sustained silent reading (SSR). Additionally, they will examine the four elements of reading conferences, the purpose of reading conferences, and understand how to use conferences for formative assessments.

---

#### Materials You Will Need

1. Copies of **Figure 5.1: Reading Conference Form**, **Figure 5.2: Relationship Between Achievement and Independent Reading**, **Figure 5.3: Differences Between SSR and Independent Reading**, and

**Figure 5.8:** Reading Journal Format for Sequence Stories (if participants do not have *Rigorous Reading* with them).

2. PowerPoint Slides 5.1–5.10
3. Copies of **Four Principles of Scaffolded Reading Instruction Graphic Organizer** for notes
4. Videos
  - a. **Video 5.1:** “Doug discusses independent learning.”
  - b. **Video 5.2:** “A student discusses SSR.”
  - c. **Video 5.3:** “Teachers talk about the use of independent reading.”
  - d. **Video 5.4:** “Nancy discusses the role of conferencing during reading.”

## ► Segment I: Approximately 3 Minutes

### Stating the Purpose of this Session

- a. Project **PowerPoint Slide 5.1** and **Slide 5.2** and introduce the purpose of this lesson.
  - i. To understand the goal of independent learning when students are accessing complex texts: that they are able to use the literacy strategies that have been taught—during modeling, close reading instruction, scaffolded reading instruction, and collaborative learning structures—and practice building effective reading habits.
  - ii. To examine how we can nurture student development through independent reading and sustained silent reading and support this through conferences.
  - iii. To analyze the similarities and differences between independent reading and silent sustained reading.
  - iv. To examine closely the four elements of conferences, and understand how to use conferences for formative assessments

Access Point One: *Purpose and Modeling*

Access Point Two: *Close and Scaffolded Reading Instruction*

Access Point Three: *Collaborative Conversations*

Access Point Four: *An Independent Reading Staircase*

Access Point Five: *Demonstrating Understanding and Assessing Performance*

5.1

## What's Our Purpose for Module 5 ?

Understand the goal of independent learning when students access complex texts:

To use the literacy strategies that have been taught through

- ✦ modeling
- ✦ close reading instruction
- ✦ scaffolded reading instruction
- ✦ collaborative learning structures

Practice building effective reading habits.

Nurture student development through independent reading and sustained silent reading through conferences.

Analyze the similarities and differences between independent reading and silent sustained reading.

Examine the four elements of conferences, and understand how to use conferences for formative assessments.

5.2

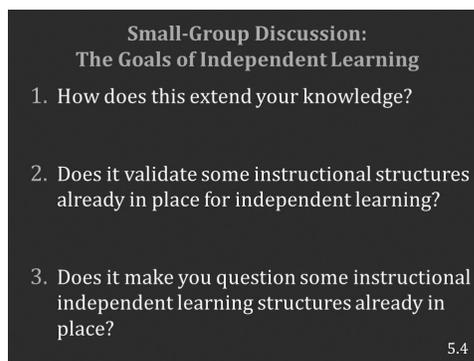
## ► Segment II: Approximately 15 Minutes

### Delving Into the Goals of Independent Learning

- a. Communicate to participants the guiding principle of CCSS: When students achieve a competent level of independence, there are increasingly greater possibilities for them to better express their own thoughts and ideas, and to further understand the thoughts and ideas of others.
- b. Have participants view **Video 5.1**: “Doug discusses independent learning.” After watching the video, have participants turn and talk about the key points or implications.
- c. Ask for volunteers to share responses with the whole group.
- d. Project **PowerPoint Slide 5.3**. and sum up with the following points:
  - i. Independent learning is not a time to have students complete workbook pages or worksheets or assign quiet busy work
  - ii. Goal of independent learning is:
    1. To empower students to develop self-regulation skills
    2. For students to increase their sense of competence
    3. For students to set their own goals



- e. If they have not done so already, have participants independently read the section titled The Goals of Independent Learning, in Chapter 5, pages 100–101.
- f. Afterward, ask participants to form groups of no more than four people and discuss the reading. If you wish, project **PowerPoint Slide 5.4**.
  - i. How does this extend your knowledge?
  - ii. Does it validate some instructional structures already in place for independent learning?
  - iii. Does it make you question some instructional independent learning structures already in place?



### ► Segment III: Approximately 30 Minutes

#### Examining Independent Reading so Students can Access Complex Texts

- a. Project **PowerPoint Slide 5.5**: Directions for Jigsaw Procedure for Examining Independent Reading to Assess Complex Texts or pass out copies of the instructions.

- b. Using the jigsaw technique, have participants get into groups of no more than four. Have each person read a section from *Rigorous Reading* on independent reading:
  - i. Vignette (Introduction) at the beginning of Chapter 5 and **Figure 5.1: Reading Conference Form**

**Figure 5.1 Reading Conference Form**

---

**Student Reading Conference**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title and Author: \_\_\_\_\_

**Retelling (check all that apply)**

- discusses important events
- offers salient details
- uses evidence from the text to support retelling
- states opinion
- provides textual support for opinion
- needs prompts to expand answers

Notes:

**Oral Reading Fluency**

- reads accurately
- fluently, in long phrases
- choppy, in short phrases
- word by word
- with expression
- flat and without expression

Notes:

**Goals for Next Meeting**

Copyright © 2013 by Corwin. All rights reserved. Reprinted from *Rigorous Reading: 5 Access Points for Comprehending Complex Texts* by Nancy Frey and Douglas Fisher. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

- ii. Introduction after Accessing Complex Texts Requires Independent Reading
- iii. Reading Volume and **Figure 5.2: Relationship Between Achievement and Independent Reading**

**Figure 5.2 Relationship Between Achievement and Independent Reading**

Percentile Rank	Minutes of Reading per Day (Books)	
	Minutes of Reading per Day (Books)	Words Read per Year
98	65.0	4,358,000
90	21.1	1,823,000
80	14.2	1,146,000
70	9.6	622,000
60	6.5	432,000
50	4.6	282,000
40	3.2	200,000
30	1.8	106,000
20	0.7	21,000
10	0.1	8,000
2	0.0	0

Source: Adapted from Anderson et al. (1988). Used with permission.

- iv. Positive Reading Attitudes

- c. Have participants make notes on salient points to share with their group members.
- d. View **Video 5.3**: “Teachers talk about the use of independent reading.”
- e. Have participants share concerns, points of interest, or validating points.

**Directions for Jigsaw Procedure for Examining Independent Reading to Assess Complex Texts**

- 1. Work in groups of four.**
- 2. Each group member chooses a different section to read in Chapter 5:**
  - a. Vignette (introduction) at the beginning of Chapter 5 and Figure 5.1: Reading Conference Form
  - b. Introduction after Accessing Complex Texts Requires Independent Reading
  - c. Reading Volume and Figure 5.2: Relationship Between Achievement and Independent Reading
  - d. Positive Reading Attitudes
- 3. Read for 5–7 minutes.**
- 4. Write down salient points on the graphic organizer and share with your group.**

5.5

## ► Segment IV: Approximately 30 Minutes

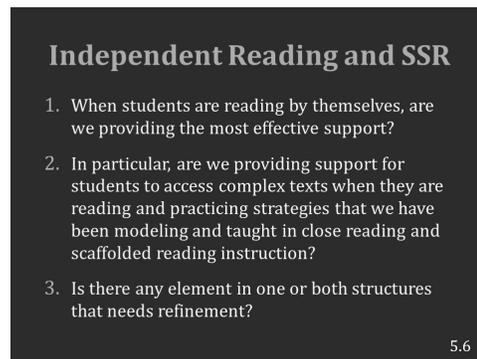
### Analyzing the Differences Between Independent Reading and SSR

- a. Have participants read **Figure 5.3**: Differences Between SSR and Independent Reading, and each corresponding section in the book. As they read, ask them to think about which autonomous reading structure they employ in their classroom.

Figure 5.3 Differences Between SSR and Independent Reading		
	Sustained Silent Reading	Independent Reading
Goals and purpose	• Reading for pleasure	• Building mastery through practice
Book selection	• Student choice with a wide range of genres and levels	• Constrained choice of increasingly complex texts
Accountability	• No records kept	• Logs and reflections are essential
What are students doing?	• Reading quietly	• Reading and writing reflections • Confering with teacher
What is the teacher doing?	• Brief book talk • Reading quietly	• Confering with students • Observing • Assessing
Follow-up activity	• Students can volunteer to briefly talk about a book; this is not always a part of an SSR session	• Students discuss their reading. The discussion is related to the purpose set at the beginning of the session

- b. View **Video 5.2**: “A student discusses SSR.”

- c. After reading, viewing, and reflecting, have participants begin a whole-group conversation. If you wish, project **PowerPoint Slide 5.6**. Here are a few conversation starters:
  - i. When students are reading by themselves, are we providing the most effective support?
  - ii. In particular, are we providing support for students to access complex texts when they are reading and practicing strategies that we have been modeling and taught in close reading and scaffolded reading instruction?
  - iii. Is there any element in one or both structures that needs refinement?



## ► Segment V: Approximately 20 Minutes

### Students Responding and Talking During Independent Reading

- a. Project **PowerPoint Slide 5.7: Students Respond During Independent Reading**, or provide participants with a copy of the instructions.
- b. Using the jigsaw technique, have participants get into groups of no more than four. Encourage participants to change their groups, as we do with our students, to interact with different participants for different perspectives.
- c. Have each person in a group read a different section of Chapter 5 under the heading Students Respond During Independent Reading. The sections are

- i. Introduction and Sticky Notes
- ii. Reading Logs
- iii. Reflection Journals
- iv. Students Talk About Texts and **Figure 5.8**

**Figure 5.8** Reading Journal Format for Sequence Stories

---

Title of book: \_\_\_\_\_ Author: \_\_\_\_\_

This book was about \_\_\_\_\_

The best part of this book was \_\_\_\_\_

One way the author could change this book is \_\_\_\_\_

Here's what happened in the text (use pictures and words)

1	2	3
4	5	6

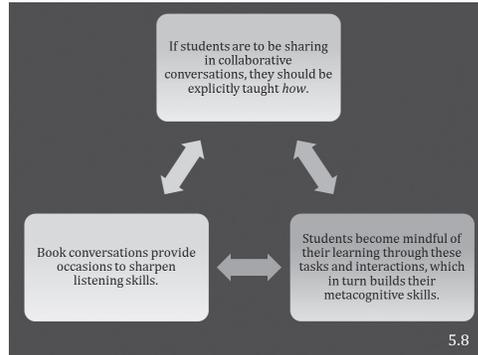
Copyright © 2013 by Corwin. All rights reserved. Reprinted from *Rigorous Reading: 5 Access Points for Comprehending Complex Texts* by Nancy Frey and Douglas Fisher. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

- d. Have each participant make notes on salient points to share with their group members.
- e. Have participants discuss which task(s) they currently use, if any, and which they would like to try, or refine.
- f. Have participants share concerns, points of interest, or validating points.
- g. Project **PowerPoint Slide 5.8**. Sum up this section with the following key points:
  - i. Book conversations provide occasions to sharpen listening skills (mentioned in Module 4/Chapter 4).
  - ii. Students become mindful of their learning through these tasks and interactions, which in turn builds their metacognitive skills.
  - iii. If students are to be sharing in collaborative conversations, they should be explicitly taught *how*.

**Directions for Jigsaw Procedure for Students Respond During Independent Reading**

1. Work in groups of four.
2. Each group member chooses a different section from Chapter 5:
  - a. Introduction and Sticky Notes
  - b. Reading Logs
  - c. Reflection Journals
  - d. Students Talk About Texts and Figure 5.8
3. Read for 5–7 minutes.
4. Write down salient points on the graphic organizer to share with your group.

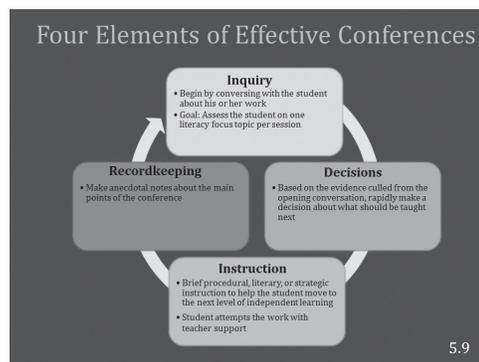
5.7



## ► Segment VI: Approximately 20 Minutes

### Conferring With Students

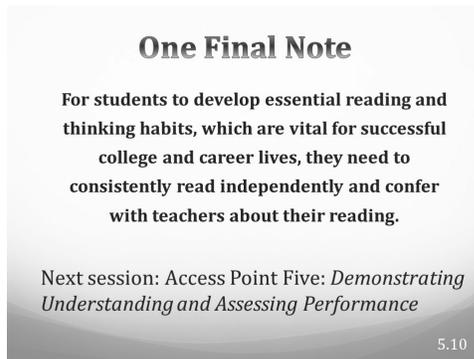
- a. Have participants view **Video 5.4**: “Nancy discusses the role of conferring during reading.”
- b. After the video, have participants turn and talk with a partner about the significant points and issues that Nancy discusses.
- c. Project **PowerPoint Slide 5.9**: Four Elements of Effective Conferences. Discuss the purpose of conferring with students as well as the four elements of an effective conference.



## ► Wrap Up: Approximately 3 Minutes

### One Final Note

- a. Project **PowerPoint Slide 5.10** and sum up this module for participants:
  - i. For students to develop essential reading and thinking habits, which are vital for successful college and career lives, they need to consistently read independently, and confer with teachers about their reading.
- b. Inform participants of the topic for the next session: Access Point Five: Demonstrating Understanding and Assessing Performance



## ► Supplementary Segments: Approximately 30 Minutes

### Mini Focus Study Group

Participants who are interested in enhancing their knowledge and practical application on the Students Responding and Talking During Independent Reading or Confering, can form small groups of three to six people.

Meetings may be informal but have a similar structure:

- a. Revisit the text for guidance and create lessons to apply
- b. Teach the lesson in the classroom
- c. Debrief the lesson: what went well, what did not work so well, what were the student responses?

- d. Revisit the text/research
- e. Collaborative Planning: modify lessons, or plan new lessons based on what went well and what did not work well.

To improve the practice of student-teacher reading conferences, ask participants to video themselves conferring with a student. Have them bring their short video to share with the other group members to discuss and address issues that the participant would like to address in conferring.



# Module 6

## Access Point Five

### Demonstrating Understanding and Assessing Performance

► **Estimated Time: 3 Hours**

---

The purpose of Module 6 is to help participants understand how to assign effective text-dependent tasks that engage students with complex texts; this will develop their metacognitive skills and better prepare them for the demands of college and their careers. Additionally, participants will examine formative assessments, such as feedback, to understand the influence that varying types of feedback have on developing and cultivating students' ability to analyze complex texts. Participants will also become familiar with types of effective feedback for the individual and the class as a whole, and what it means to “feed-up” with error analysis.

---

## Materials You Will Need

1. PowerPoint Slides 6.1–6.11
2. Copies of **Figure 6.2:** Feedback Examples and **Figure 6.3:** Grade 2 Error Analysis of Anchor Standard 5 Related to Informational Text (if participants do not have *Rigorous Reading* with them)
3. Copies of **Four Principles of Scaffolded Reading Instruction Graphic Organizer** for notes
4. Videos
  - a. **Video 6.1:** “Teacher reflects on her close reading instruction.”
  - b. **Video 6.2:** “Teacher promotes students’ reflection and metacognition after lesson.”
  - c. **Video 6.3:** “Sample student debate.”
  - d. **Video 6.4:** “Daily checks for understanding help teachers identify instructional needs.”
  - e. **Video 6.5:** “A teacher discusses his use of error analysis.”
  - f. **Video 6.6:** “Teacher reteaches students to use evidence after the error analysis revealed a need.”
  - g. **Video 6.7:** “Nancy leads a group of teachers in a data review.”

## ► Segment I: Approximately 3 Minutes

### Stating the Purpose of This Session

- a. Project **PowerPoint Slides 6.1** and **6.2** and introduce the purpose of Module 6:
- b. To understand how to assign effective text-dependent tasks so that student engagement with complex texts will develop their metacognitive skills and better prepare them for the demands of college and their future careers.
  - i. Examine the influence of feedback on students accessing complex texts.
  - ii. Consider the value of formative assessments in cultivating our students’ ability to access complex texts.

*Access Point One: Purpose and Modeling*

*Access Point Two: Close and Scaffolded Reading Instruction*

*Access Point Three: Collaborative Conversations*

*Access Point Four: An Independent Reading Staircase*

*Access Point Five: Demonstrating Understanding and Assessing Performance*

6.1

## What's Our Purpose for Module 6 ?

How to assign **effective text-dependent tasks** so that student **engagement** with complex texts will

- ✦ Develop **metacognitive** skills
- ✦ **Prepare** them for the demands of **college** and their future **careers**

Examine the **influence of feedback** on students accessing complex texts.

Consider the value of **formative assessments** in **cultivating** our **students' ability** to access **complex texts**.

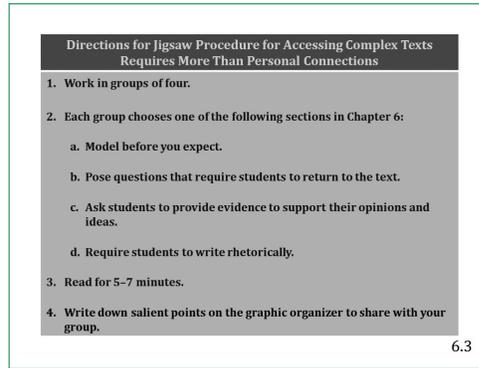
6.2

### ► Segment II: Approximately 20 Minutes

#### Using Textual Evidence, Not Just Personal Connections, to Access Complex Texts

- a. Convey to participants that CCSS standards require students to use textual evidence, compare texts, and analyze the author's meaning.
- b. Have participants read the introduction and the dialogue at the beginning of Chapter 6, and then discuss the need to return to the text when reading complex texts.
- c. Project **PowerPoint Slide 6.3**: Directions for Jigsaw Procedure for Accessing Complex Texts Requires More Than Personal Connections, or provide participants with a copy of the instructions.
- d. Using the jigsaw technique, have participants form groups of no more than four. Have each person in the group read a different section on Accessing Complex Texts Requires More Than Personal Connections:
  - i. Model before you expect.
  - ii. Pose questions that require students to return to the text.
  - iii. Ask students to provide evidence to support their opinions and ideas.
  - iv. Require students to write rhetorically.
- e. It may be useful to remind participants that points one and two were discussed in greater depth within Modules/Chapters 2 and 3
- f. Have participants make notes on salient points to share with their group members.

- g. View **Video 6.1**: “Teacher reflects on her close reading instruction.”
- h. Have participants share concerns, points of interest, and/or validating points.



### ► Segment III: Approximately 15 Minutes

#### Reflecting on the Right After-Reading Task

- a. Have participants read the beginning of the section titled Accessing Complex Texts Requires Students to Do Something After Reading, pages 126–127, as it sets the stage for the upcoming video, as well as for reflection of the participants’ personal, or schoolwide instructional practices.
- b. View **Video 6.2**: “Teacher promotes students’ reflection and meta-cognition after lesson.”
- c. Have participants share significant points and issues.

### ► Segment IV: Approximately 45 Minutes

#### Examining Right After-Reading Text-Dependent Tasks

- a. Project **PowerPoint Slide 6.4**: Directions for Jigsaw Activity for Text-Dependent Tasks, or provide participants with copies of instructions.
- b. Engage the participants in a jigsaw technique of the types of text-dependent tasks.
- c. Have participants divide into groups of four to six in a home group. Each member takes a different section from the text-dependent tasks to become an “expert”:

- i. perspective writing
  - ii. writing to prompts
  - iii. Socratic Seminar
  - iv. debates
- d. Expert groups form by task and spend about five minutes with the book reading about the task.
- e. Expert groups take five to seven minutes to discuss main points (implications for accessing complex texts) and to prepare a presentation. Have participants meet back in their home groups to teach the content of the text-dependent task to each other.
- f. View **Video 6.3:** “Sample student debate.”
- g. Discuss with participants how this text-dependent task reinforces returning to text, analytical reasoning, argumentation, refuting, and note taking and how this should be taught and revisited on more than one occasion.
- h. Summarize this section with **PowerPoint Slide 6.5:** Types of Text-Dependent Tasks.

**Text-Dependent Tasks**

<p><b>Writing to Prompts</b></p> <p>Admit Slips      Letters          Crystal Ball      Take a Stand          Found Poems      Yesterday's News          Awards</p>	<p><b>Socratic Seminar</b></p> <p>The Text          The Questions          The Leader          The Participants</p>
<p><b>Perspective Writing</b></p> <p>Role          Audience          Format          Topic</p>	<p><b>Debates</b></p> <p>Pro/Con Phase          Argument          Rebuttal          Evaluation</p>

6.5

**Directions for Jigsaw Activity for Text-Dependent Tasks**

1. Begin in home groups of four to six.
2. Each member of the home group chooses one of the following text-dependent tasks:
  - a. Perspective Writing
  - b. Writing to Prompts
  - c. Socratic Seminar
  - d. Debates
3. Expert groups form around tasks and spend about 5-7 minutes reading about the task.
4. Expert groups then take 10 minutes to do the following:
  - i. Discuss main points
  - ii. Discuss implications for accessing complex texts
  - iii. Prepare a short presentation for your home groups
5. Meet in your home groups to teach each other the content of the text-dependent task you studied.

6.4

## ► Segment V: Approximately 10 Minutes

### Understanding the Need for Formative Assessments

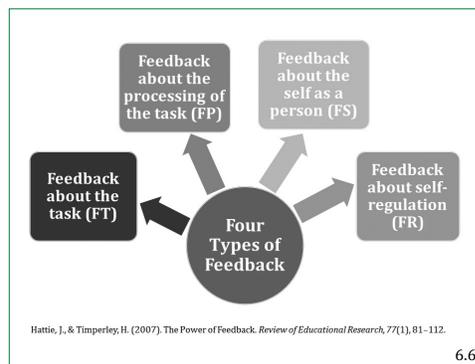
- a. Have participants list the ways they currently provide and use formative assessments in their classrooms.

- b. In Chapter 6, have participants read the introduction to the section titled *Accessing Complex Texts Requires Formative Assessments*, page 134.
- c. Have them turn and talk with a neighbor about the processes each of them has in place for effective feedback for individual students, and for the whole class.

## ► Segment VI: Approximately 20 Minutes

### Looking Closely at the Types of Effective Feedback

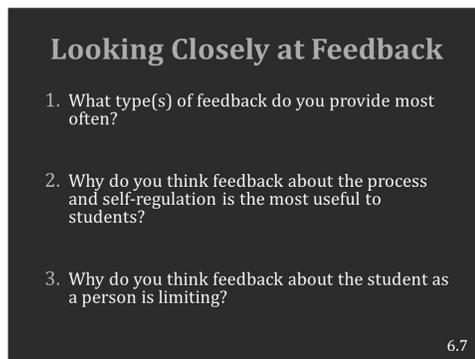
- a. If you wish, project **PowerPoint Slide 6.6**. Ask participants to look at **Figure 6.2** in the text. Spend some time discussing Hattie and Timperley's (2007) types of feedback and what each means.



**Figure 6.2** Feedback Examples

Type	Example	Usefulness
Feedback about the task (FT)	"Make sure to change this from a period to an exclamation mark."	Limited
Feedback about the processing of the task (FP)	"You seem to want to emphasize this point. Be sure to use a strong verb to capture that intensity so your reader understands this as well."	Very useful
Feedback about self-regulation (FR)	"Read that passage aloud after you rewrite it to yourself to see if it matches the level of intensity you intend."	Very useful
Feedback about the self as a person (FS)	"Good boy."	Not useful

- b. Project **PowerPoint Slide 6.7**. Ask the group to consider:
- i. What type(s) of feedback do you provide most?
  - ii. Why do you think feedback about the process and self-regulation are the most useful to students?
  - iii. Why do you think feedback about the student as a person is limiting?

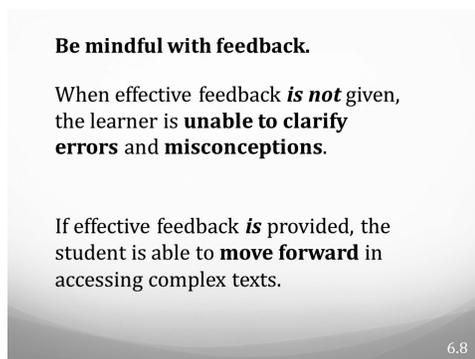


**Looking Closely at Feedback**

1. What type(s) of feedback do you provide most often?
2. Why do you think feedback about the process and self-regulation is the most useful to students?
3. Why do you think feedback about the student as a person is limiting?

6.7

- c. Have participants read the section titled Knowing the Individual: Effective Feedback, pages 134–137.
- d. Have participants reflect on the ways they provide student feedback and their own strengths and needs in this area. Discuss: what is the outcome when learners are given, or not given, effective feedback?
- e. Sum up this session with **PowerPoint Slide 6.8**. If not mentioned in discussion, communicate the following:
- i. When effective feedback is not given, the learner is unable to clarify errors and misconceptions. If effective feedback *is* provided, the student is able to move forward in accessing complex texts.



**Be mindful with feedback.**

When effective feedback *is not* given, the learner is **unable to clarify errors and misconceptions**.

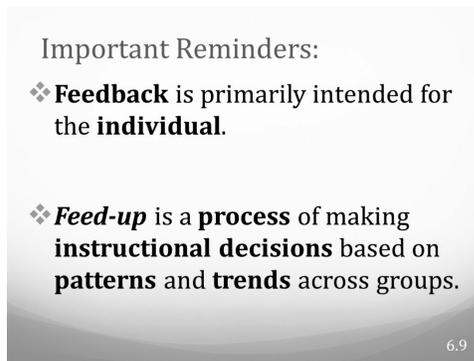
If effective feedback *is* provided, the student is able to **move forward** in accessing complex texts.

6.8

## ► Segment VII: Approximately 15 Minutes

### Getting Familiar With Feed-Up

- a. Project **PowerPoint Slide 6.9**. Convey to participants that while feedback is primarily intended for the individual, *feed-up* is a process of making instructional decisions based on patterns and trends of the whole class.



Important Reminders:

- ❖ **Feedback** is primarily intended for the **individual**.
- ❖ **Feed-up** is a **process** of making **instructional decisions** based on **patterns** and **trends** across groups.

6.9

- b. View **Video 6.4**: “Daily checks for understanding help teachers identify instructional needs.”
- c. Discuss significant points and issues.

## ► Segment VIII: Approximately 50 Minutes

### Understanding the Why and the How of Error Analysis

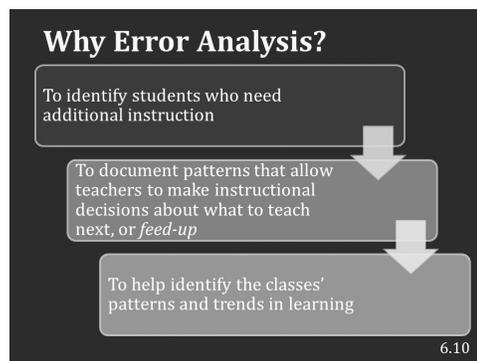
- a. Have participants read the beginning of *Knowing the Flock: Feeding Forward*, pages 137–140, and **Figure 6.3**.

**Figure 6.3** Grade 2 Error Analysis of Anchor Standard 5 Related to Informational Text

Task	Initials of Students Who Are Having Difficulty With This Skill
Locates caption	
Reads caption and relates it to the text	
Reads caption and relates it to the visual information	
Locates bold word	
Describes the role of bold words	
Finds meaning of bold word using glossary	
Locates subheading	
Describes content expected in the section based on the subheading	
Identifies appropriate visual/graphic and caption related to the text in a subheading	

Copyright © 2013 by Corwin. All rights reserved. Reprinted from *Rigorous Reading: 5 Access Points for Comprehending Complex Texts* by Nancy Frey and Douglas Fisher. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

- b. View **Video 6.5:** “A teacher discusses his use of error analysis.”
- c. Discuss the merits and challenges in using error analysis for feedback.
- d. Have participants read the section after **Figure 6.3;** then Project **PowerPoint Slide 6.10.** Discuss the purpose of the error analysis:
  - i. To identify students who need additional instruction
  - ii. To allow teachers to make instructional decisions about what to teach next, or what to *feed-up*.
  - iii. To help identify the classes’ patterns and trends in learning.

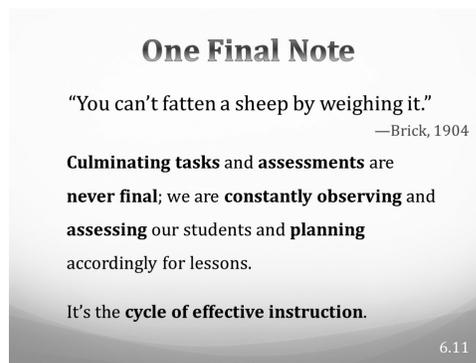


- e. View **Video 6.6**: “Teacher reteaches students to use evidence after the error analysis revealed a need.”
- f. Discuss key points.
- g. View **Video 6.7**: “Nancy leads a group of teachers in a data review.”
- h. Turn and talk with a colleague about the ways in which you now have greater understanding of feedback and how to interpret data for better informed feedback and instruction.
- i. Encourage participants to share with the whole group.

## ► Wrap Up: Approximately 3 Minutes

### One Final Note

- a. Project **PowerPoint Slide 6.11**: One Final Note.
- b. Read the quote (one of the authors’ favorites) to the participants “You can’t fatten a sheep by weighing it.” (Brick, 1904).
- c. Note that culminating tasks and assessments are never final, because we are constantly observing and assessing our students and planning accordingly for lessons. It’s the cycle of effective instruction.



## ► Supplementary Sessions: Approximately 30 Minutes

### Mini Focus Study Group

- a. Participants who are interested in enhancing their knowledge and practical application in the four Types of Text-Dependent

Tasks—Perspective Writing, Writing to Prompts, Socratic Seminar, and Debates—can form small groups of three to six people to meet. Meetings may be informal but have a similar structure:

- i. Revisit the text for guidance and create a lesson to apply
  - ii. Teach the lesson in the classroom
  - iii. Debrief the lesson: what went well, what did not work so well, what were the student responses?
  - iv. Revisit the text/research
  - v. Collaborative Planning: modify lessons, or plan new lessons based on what went well and what did not work well.
- b. Participants may want to work together as a grade level to create Error Analysis Sheets. They can then use them when teaching, meet with their grade levels to discuss the patterns and trends across their grade, or class, and collaborate on next steps of instruction based on the results of the analysis.

Text-Dependent Questions Template		
Question Type		
<i>General Understandings</i>		
<i>Key Details</i>		
<i>Vocabulary and Text Structure</i>		
<i>Author's Purpose</i>		
<i>Inferences</i>		
<i>Opinions, Arguments, Intertextual Connections</i>		

Source: Fisher and Frey (2012a).

Four Principles of Scaffolded Reading Instruction Graphic Organizer

Salient points on the topic or concept:

Section: \_\_\_\_\_

Section: \_\_\_\_\_

Section: \_\_\_\_\_

Section: \_\_\_\_\_





The Corwin logo—a raven striding across an open book—represents the union of courage and learning. Corwin is committed to improving education for all learners by publishing books and other professional development resources for those serving the field of PreK–12 education. By providing practical, hands-on materials, Corwin continues to carry out the promise of its motto: **“Helping Educators Do Their Work Better.”**