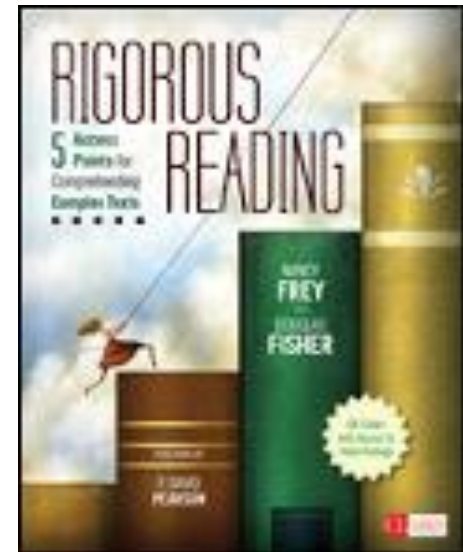


Rigorous Reading



Doug Fisher & Nancy Frey
April 7, 2015



5 Access Points

- Purpose and Modeling
- Close and Scaffolded Reading
- Collaborative Conversations
- Wide, Independent Reading
- Formative Assessments



5 Access Points

- **Purpose and Modeling**
- Close and Scaffolded Reading
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- Wide, Independent Reading
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Video



Three Questions



What am I learning today?

Why am I learning this?

How will I know that I have learned it?

5 Access Points

- Purpose and Modeling
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- Formative Assessments



STUDENT A

- 20 MINUTES PER DAY
- 1,800,000 WORDS PER YEAR
- SCORES IN THE 90TH PERCENTILE ON STANDARDIZED TESTS



STUDENT B



- 5 MINUTES PER DAY
- 282,000 WORDS PER YEAR
- SCORES IN THE 50TH PERCENTILE ON STANDARDIZED TESTS

STUDENT C

- 1 MINUTE PER DAY
- 8,000 WORDS PER YEAR
- SCORES IN THE 10TH PERCENTILE ON STANDARDIZED TEST

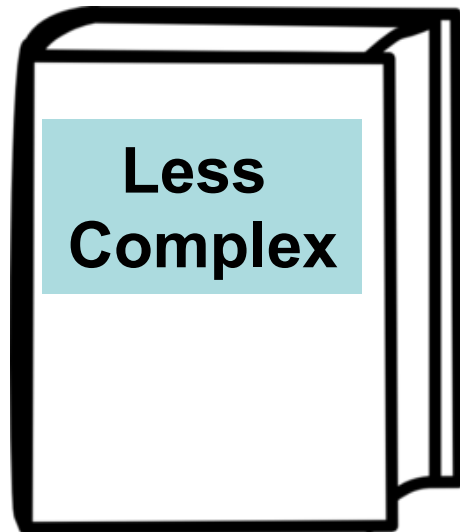


5 Access Points

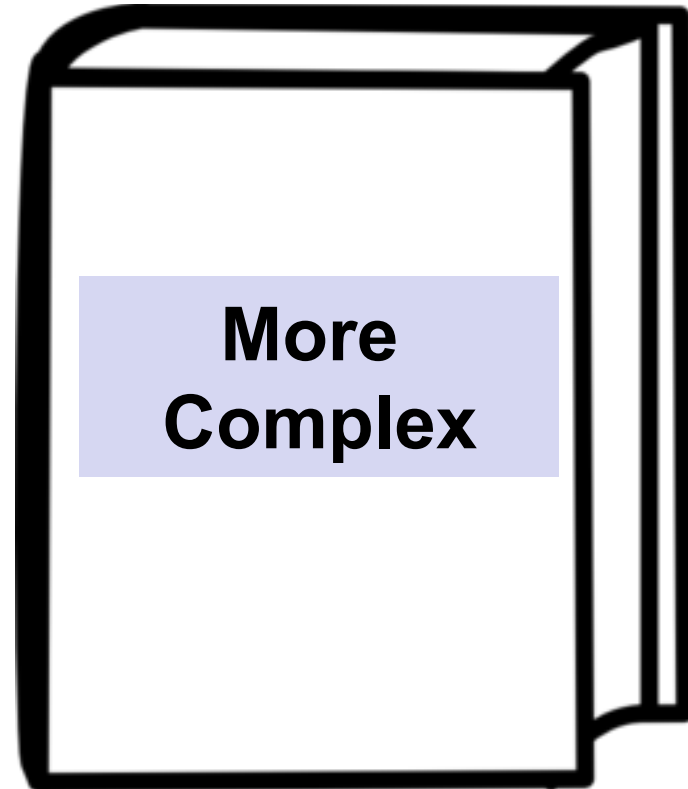
- Purpose and Modeling
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To build strength



To build stamina



Text

Quantitative

Qualitative

Reader

Cognitive capabilities

Motivation

Knowledge

Experience

Task

Teacher-led

Peer-led

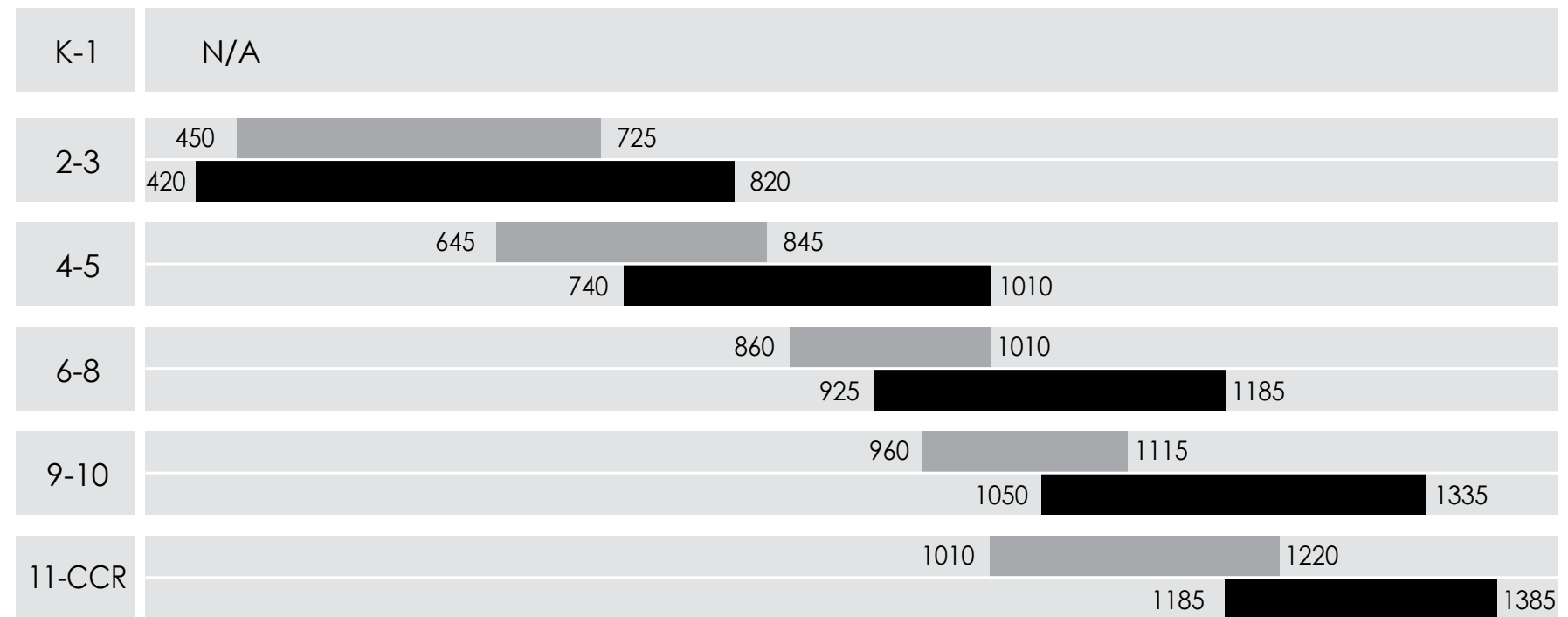
Independent

Comparison of Former and CCR-Aligned Lexile Ranges

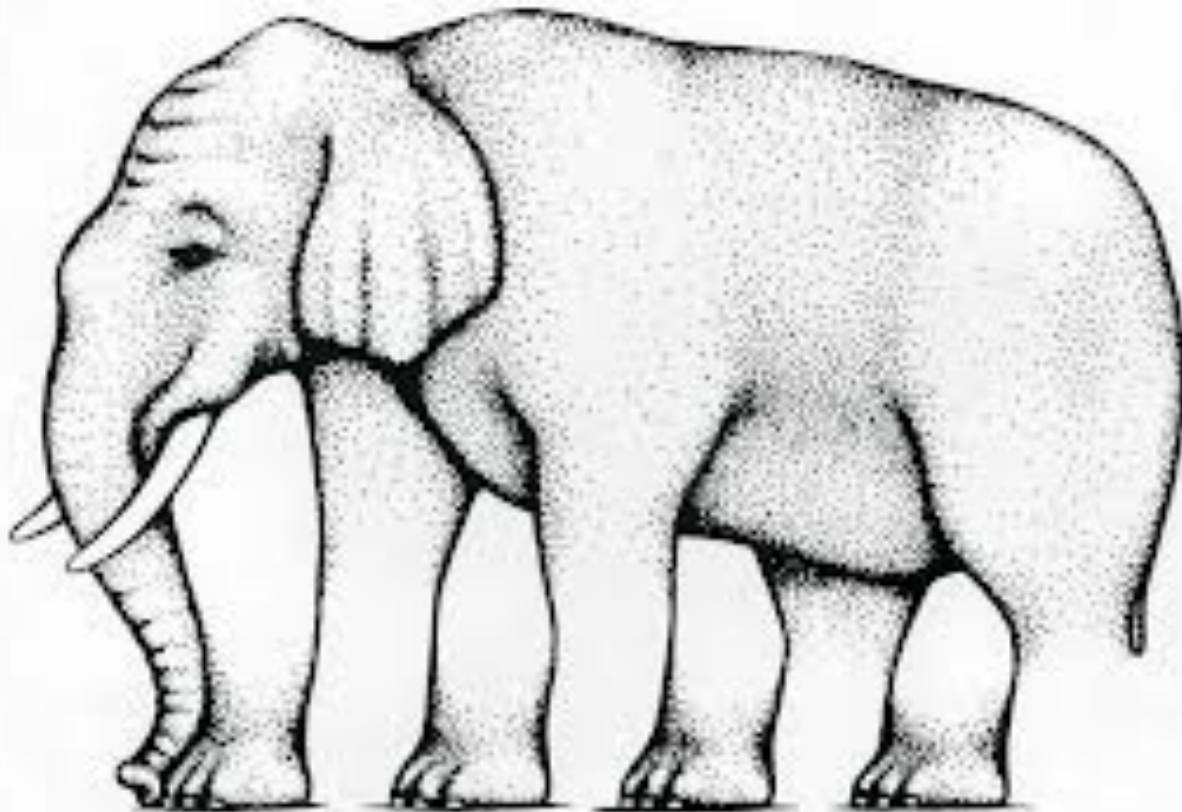
Grade Band

Former Lexile Range

CCR Aligned Lexile Range



The Power of Perception



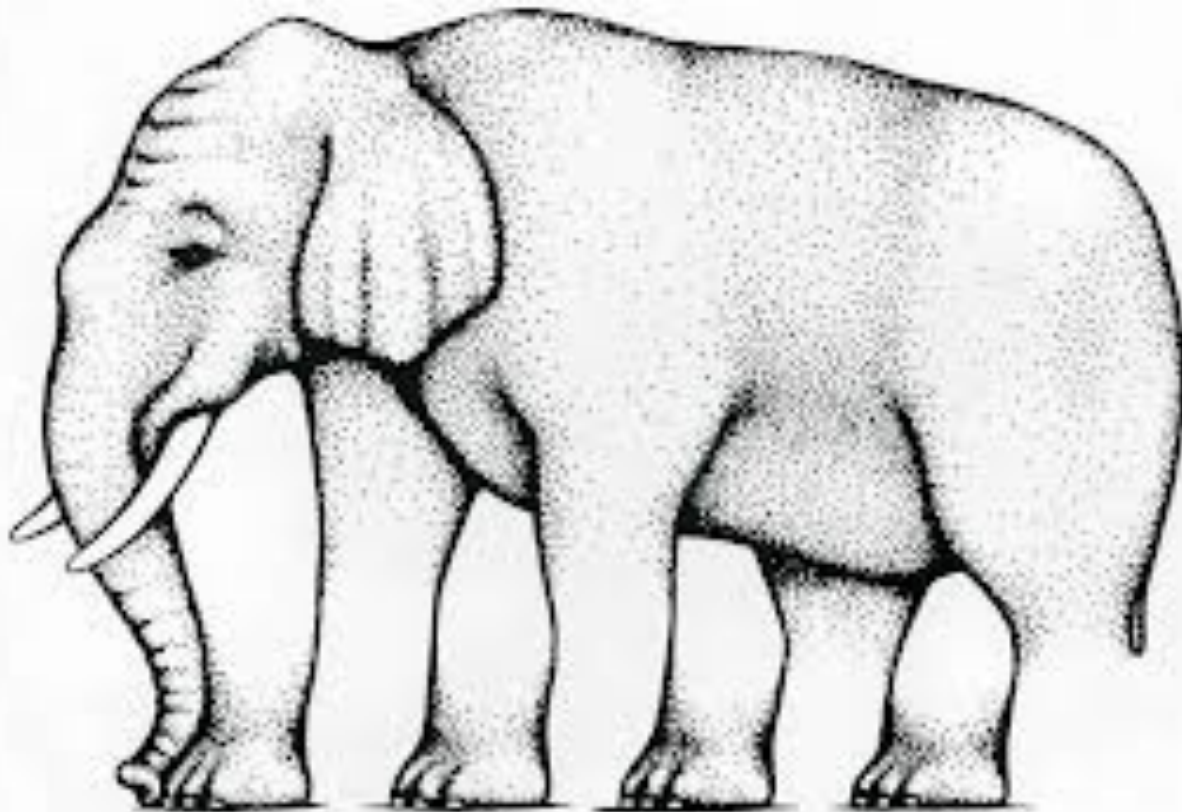




NOT EVEN THAT
EXTRA HAND
GETS MORE
ATTENTION
THAN A MOUTH
WITHOUT CARE.



The Power of Perception





NOT EVEN
THAT SIX-
FINGERED HAND
GETS MORE
ATTENTION
THAN A SMILE
WITHOUT CARE.





A photograph of a student with long brown hair sitting at a desk. The student is covering their face with both hands, suggesting stress or frustration. In front of them is an open book with dense text. To the right, there is a stack of several books. One book in the stack has a red cover and the title 'ERZÄHLUNGEN' is visible. Another book below it has 'Enes C...' on the cover. The scene is lit with warm, low-key lighting, emphasizing the student's emotional state.

Simply assigning hard books
will not ensure that students
learn at high levels!

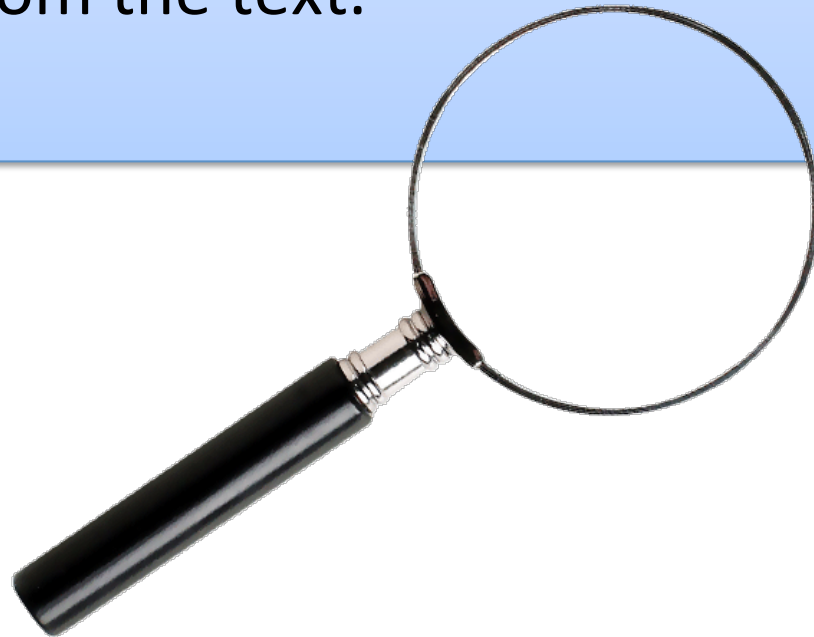
TEACH complex text

don't just

ASSIGN complex text



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.



A young girl with dark hair, wearing a grey hoodie, is shown in profile, reading a book. She is holding the book with both hands and looking intently at the pages. The background is a blurred classroom setting with wooden desks and other students. A red rectangular box is overlaid on the top left of the image, containing the text "Use a short passage".

Use a short passage

Creating a Close Reading

A young girl with dark hair, wearing a grey hoodie, is shown in profile, reading a book. She is holding the book with both hands and looking intently at the pages. The background is a blurred classroom setting with wooden desks and other students. Two red text boxes are overlaid on the image: one at the top left containing the text 'Use a short passage' and another below it containing 'Re-reading'.

Use a short passage

Re-reading

Creating a Close Reading

Facilitating Re-reading

Change the task

Read for flow. Read for annotation.

Ask a really good question

What is the author's belief about war?

Press for evidence

Where did you find that?

A young girl with dark hair, wearing a grey hoodie, is shown in profile, reading a book. She is holding the book with both hands and looking intently at the pages. The background is a blurred classroom setting with wooden desks and other students. Three red text boxes are overlaid on the left side of the image, and a large orange banner is at the bottom.

Use a short passage

Re-reading

“Read with a pencil”

Creating a Close Reading

Foundational Annotation Skills

- Underline the major points.
- **Circle** *keywords or phrases* that are confusing or unknown to you.
- Write *margin notes* restating the author's ideas.

Additional Annotations

- *Use a question mark (?)* for questions that you have during the reading. Be sure to write your question.
- *Use an exclamation mark (!)* for things that surprise you, and briefly note what it was that caught your attention.
- *Draw an arrow (←)* when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.
- *Mark EX* when the author provides an example.
- *Numerate arguments, important ideas, or key details* and write words or phrases that restate them.

Gentry

The Southpaw- Judith Viorst	
Exemplar Text	Vocabulary/Notes
<p>Janet is mad at Richard</p> <p>1</p> <p>Richard bites night back</p> <p>Dear Richard,</p> <p>Don't invite me to your birthday party, because I'm not coming. And give back the Disneyland sweatshirt I said you could wear. If I'm <u>not good enough</u> to play on your team, I'm not good enough to be friends with. WHY</p> <p>Your former friend, Janet</p> <p>P.S. I hope when you go to the dentist he finds twenty cavities.</p>	<p>repeated</p>
<p>Janet makes a comeback</p> <p>2</p> <p>Richard wants to make her mad</p> <p>Dean Janet,</p> <p>Here is your <u>stupid</u> Disneyland sweatshirt, if that's how you're going to be. I want my comic books <u>now - finished or not</u>. No girl has ever played on the Maples Street baseball team, and as long as I'm captain, <u>no girl ever will</u>.</p> <p>Your former friend, Richard</p> <p>P.S. I hope when you go for your checkup you need a <u>tetanus shot</u>.</p>	<p>MAD!</p> <p>A shot people get to keep them from getting sick from a virus called tetanus - usually enters the body through a puncture wound</p> <p>repeated</p>
<p>Dear Richard,</p> <p>I'm changing my goldfish's name from Richard to Stanley. Don't count on my vote for class president next year. Just because I'm a member of the ballet club doesn't mean I'm not a terrific ballplayer.</p> <p>Your former friend, Janet</p> <p>P.S. I see you lost your first game, 28-0.</p>	<p>repeated</p>
<p>Dear Janet,</p> <p>I'm not saving any more seats for you on the bus. For all I care you can stand the whole way to school. Why don't forget about baseball and learn <u>something nice like knitting?</u></p> <p>Your former friend, Richard</p> <p>P.S. <u>Wait until Wednesday</u></p>	<p>trics do make herself feel better (HA-HA) moment</p>
<p>Dear Richard,</p>	<p>What's this supposed to mean</p>

Student annotation in 6th grade

Student sample from Leigh McEwen, AEA 9, Iowa

A young girl with dark hair, wearing a grey hoodie, is shown in profile, reading a book. She is holding the book with both hands. The background is a blurred classroom setting. Overlaid on the image are four red rectangular boxes containing white text. At the bottom of the image is a solid orange bar with white text.

Use a short passage

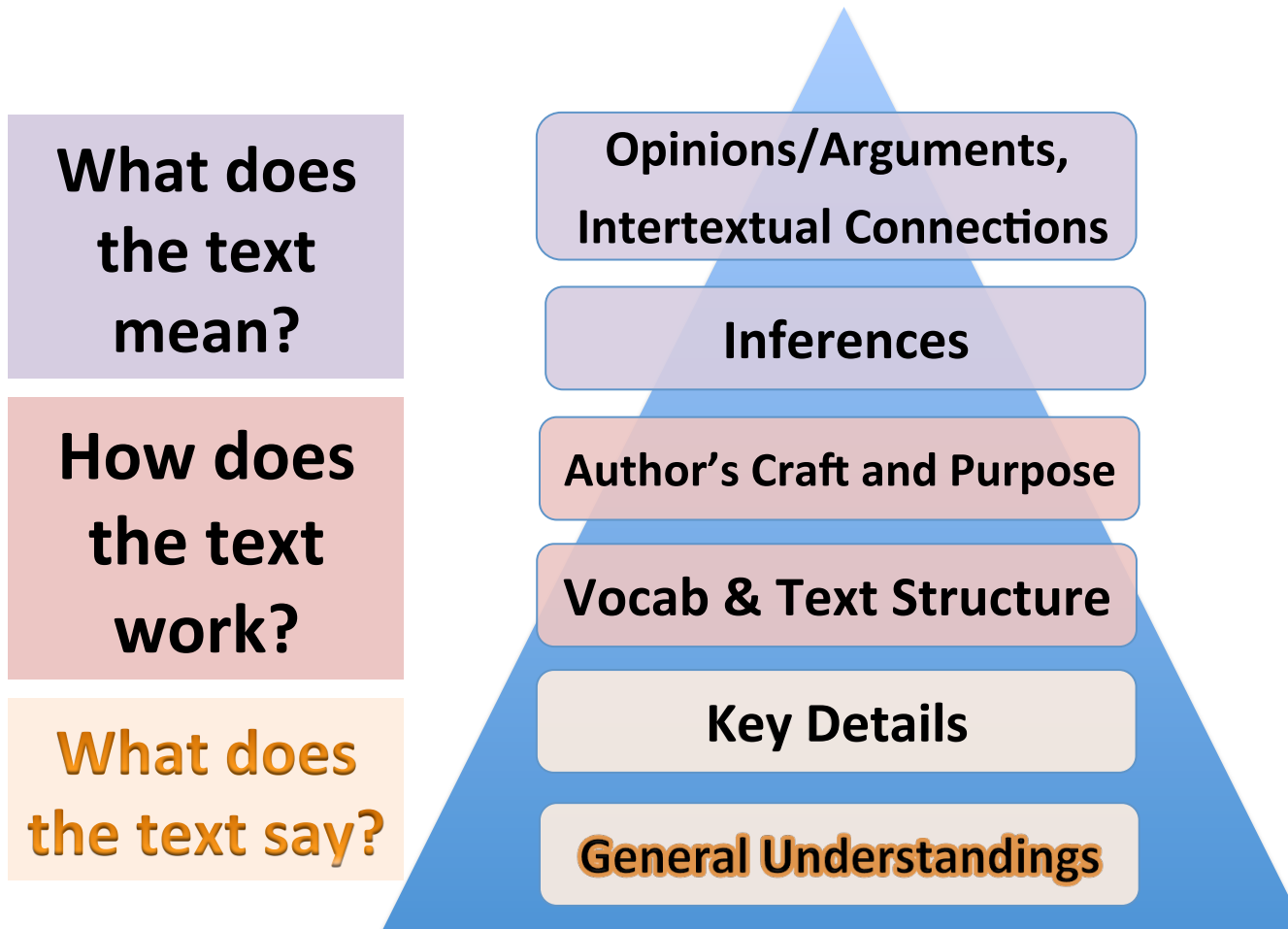
Re-reading

“Read with a pencil”

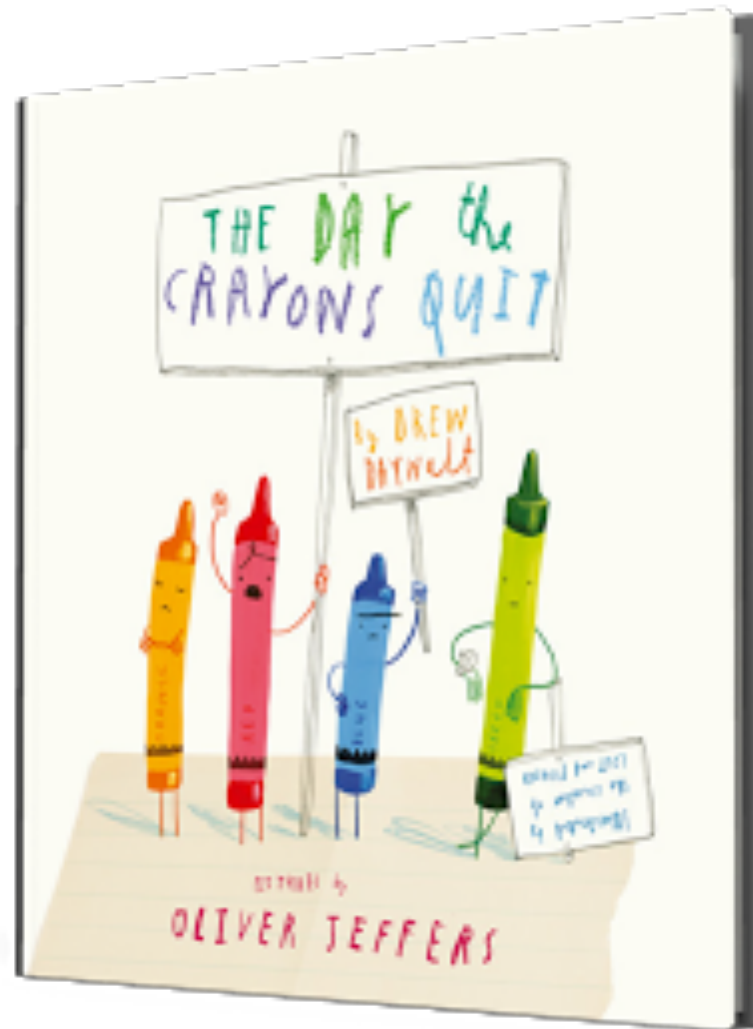
Text-dependent questions

Creating a Close Reading

Progression of Text-dependent Questions



The Day the Crayons Quit



What did Duncan find when he took his crayons out of the box one day?



Which crayons feel tired and overworked?

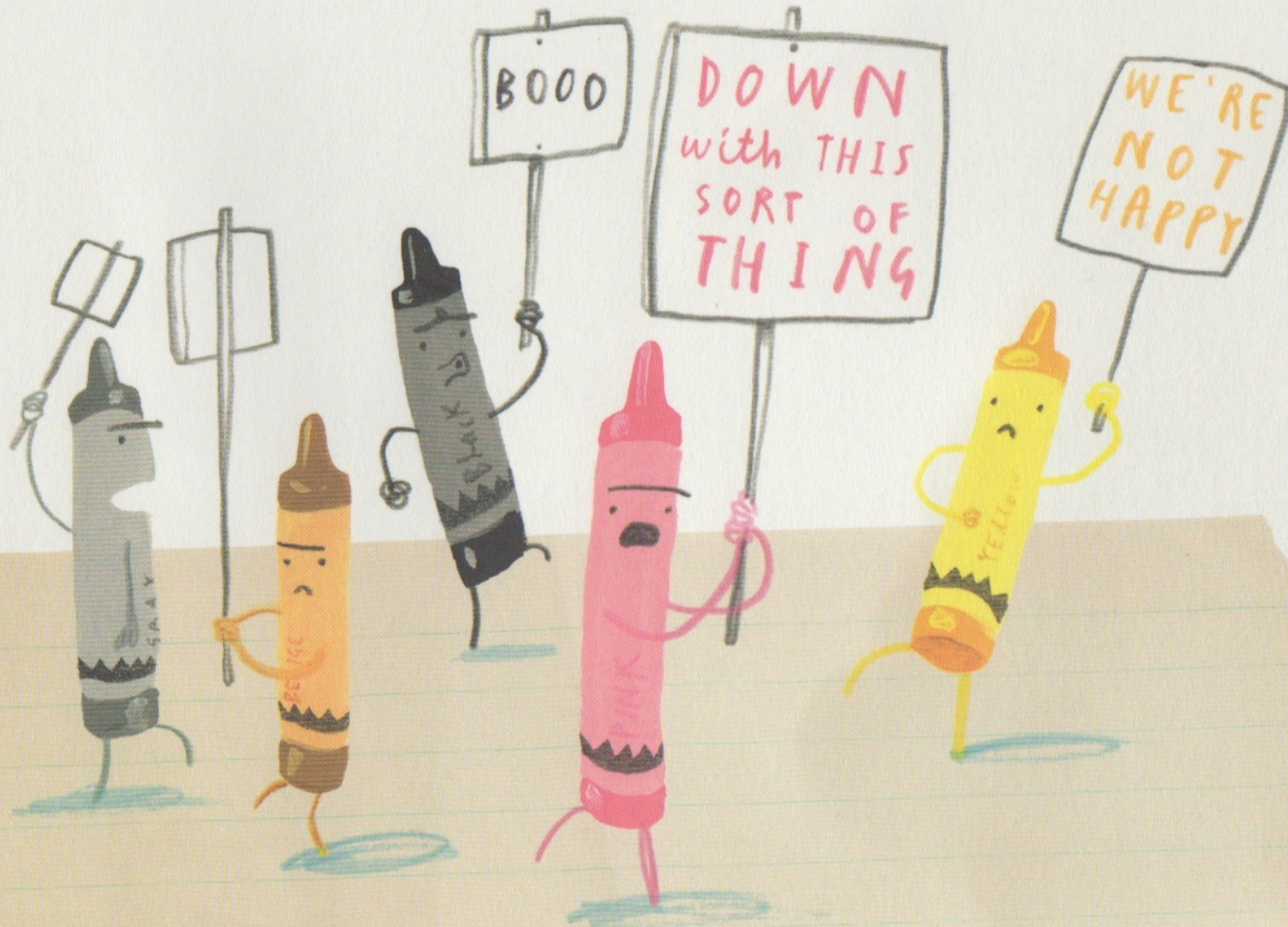
Hey DUNCAN,
It's me, RED Crayon. WE NEED to talk.
YOU MAKE me work harder than
any of your other crayons.
All year long I wear myself out
coloring FIRE ENGINES, APPLES,
strawberries and EVERYTHING
ELSE that's RED.
I even work on Holidays!
I have to color all the SANTA



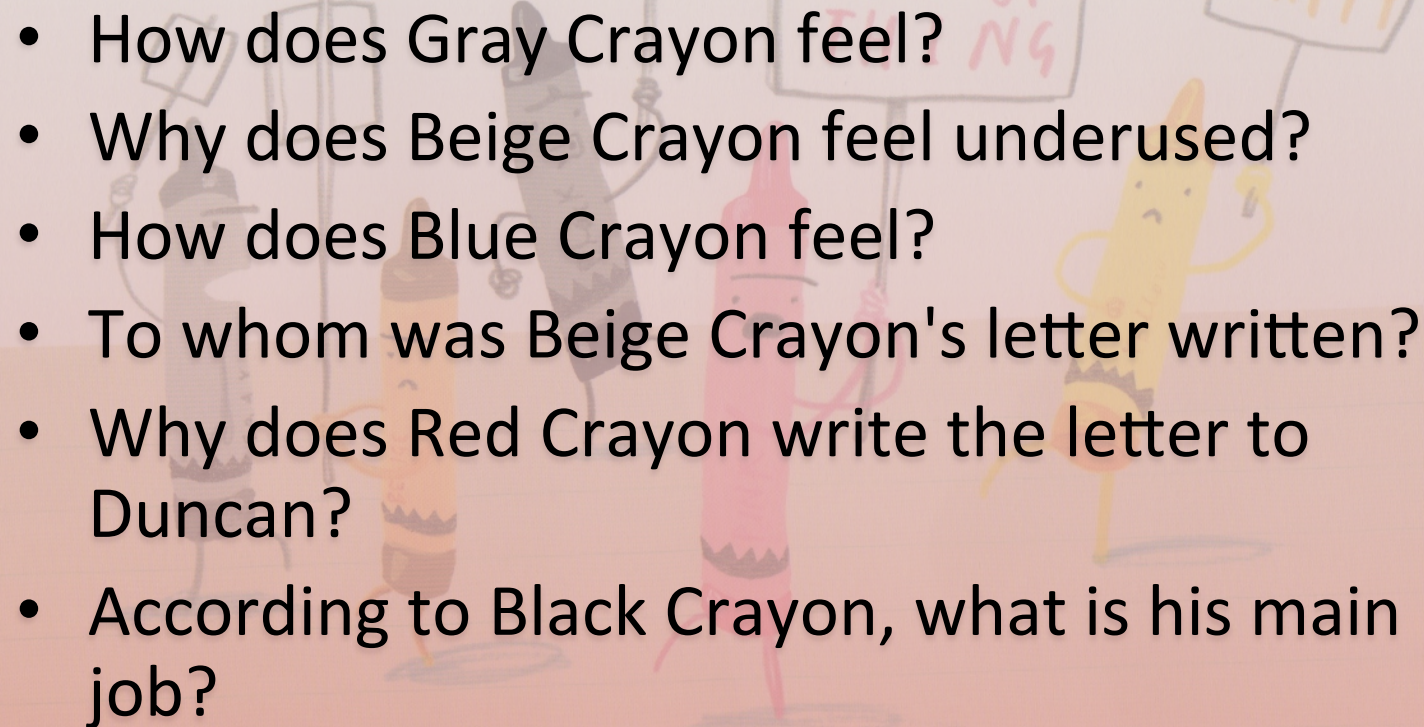
What are Yellow and Orange arguing about?

I see yellow crayon
talked to you, the BIG WHINER.
Anyway, could you please tell Mr.
Tattletale that he IS NOT the
color of the sun? I would, but
we're no longer speaking.
We both know I am clearly the
color of the sun because, on
thursday, you used me to color
the sun on **BOTH** the "monkey island"
and the "meet the zookeeper"
pages in your "DAY AT THE ZOO"

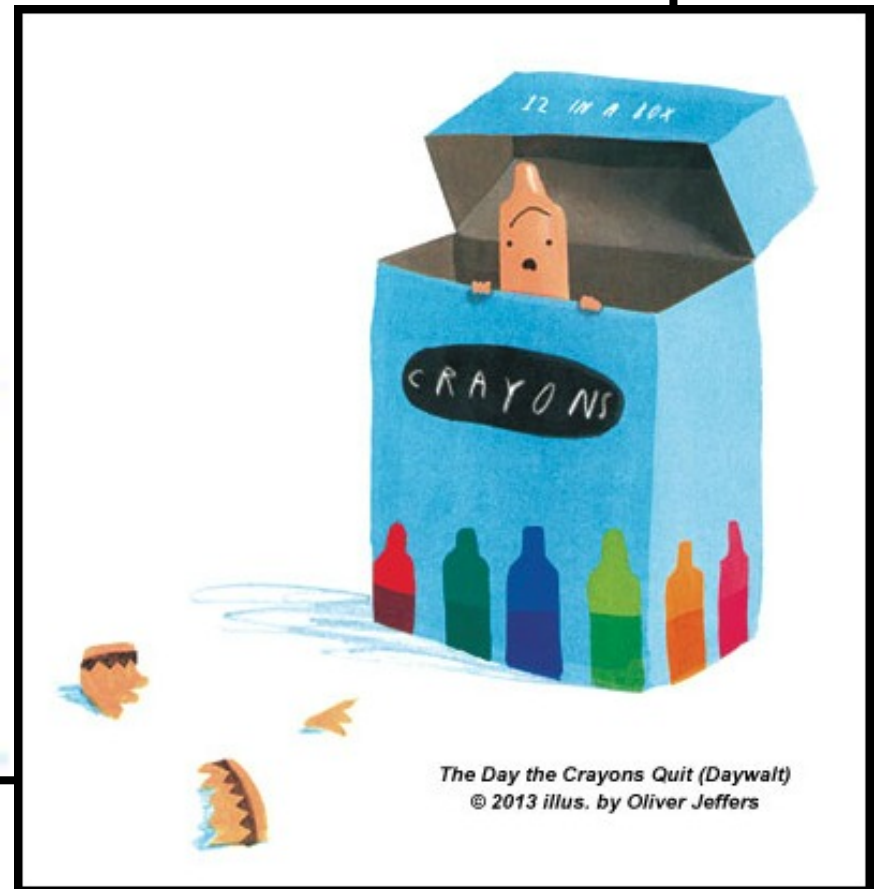
Use Key Details to Locate Evidence



Use Key Details to Locate Evidence

- 
- An illustration of five anthropomorphic crayons standing on a light-colored surface. From left to right: a black crayon holding a sign that says "BOOO", a gray crayon holding a sign that says "DOWN with THIS SORT OF THING", a red crayon holding a sign that says "WE'RE NOT HAPPY", a blue crayon, and a yellow crayon. The crayons have faces, arms, and legs. The background is a simple, light-colored wall.
- How does Gray Crayon feel?
 - Why does Beige Crayon feel underused?
 - How does Blue Crayon feel?
 - To whom was Beige Crayon's letter written?
 - Why does Red Crayon write the letter to Duncan?
 - According to Black Crayon, what is his main job?

Which crayons appear sad?
Embarrassed? How can you tell?



The Day the Crayons Quit (Daywalt)
© 2013 illus. by Oliver Jeffers

How does Duncan respond to the letters?



Video



What does the text inspire me to do?

- Presentation
- Debate
- Writing
- Socratic seminar
- Investigation and research
- Test

How about you
& Orange both
be the color of
the sun?

Dear Green, I
made the Yellow &
Orange's problem
[go away] because
I am a good
problem solver.



Dear Green
I made the
Yellow & Orange
problem because
I am a good problem
solver.



Close Reading
demands
collaborative
conversations



5 Access Points

- Purpose and Modeling
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It's not enough to have complex text in the room. Students need to read and discuss complex text.

Comprehension and Collaboration



1. Prepare for and participate in collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.

K-2 Features

- *Following the rules of discussion*
- *Moving from participation to turn taking*
- *Sustaining discussion through questioning*
- *Adult support*



3-5 Features

- *Preparation for discussion*
- *Yielding and gaining the floor*
- *Posing and responding to questions*
- *From explaining own ideas to explaining the ideas of others*



6-8 Features

- *Using evidence to probe and reflect*
- *Collegial discussions include goals and deadlines*
- *Questions connect ideas from several speakers*
- *Acknowledge new information*



9-10 Features

- *Use prepared research in discussion*
- *Voting, consensus, and decision making*
- *Ensure hearing full range of opinions or options*
- *Summarize and synthesize points of disagreement*



11-12 Features

- *Civil, democratic discussions*
- *Questions probe reasoning and evidence*
- *Resolving contradictions*
- *Determine what additional info is needed*



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