

CORWIN

Fisher & Frey

Close & Critical Reading Workshops

Developed by Douglas Fisher & Nancy Frey

Set Students on a Path to Independent Lifelong Reading

The Fisher & Frey Close and Critical Reading Workshops help teachers deepen their understanding of what quality reading instruction really looks like. Bring Douglas Fisher, Nancy Frey, or a member of their collaborative to your school or district for one or more of the following workshops.

Core Workshops

THE 5 ACCESS POINTS FOR COMPREHENDING COMPLEX TEXTS

Emphasizing student learning versus task completion, this workshop will demonstrate how a quality instructional model increases student learning and rigor in the classroom. Using the 5 access points for accessing complex texts, outlined in Rigorous Reading, educators learn how to apply the Gradual Release of Responsibility (GRR) framework to their instructional practice.

SELECTING AND TEACHING COMPLEX TEXTS ACROSS DISCIPLINES

Educators K-12 will learn how to select appropriate complex texts and craft purposeful instruction that results in all students becoming literate across grades and subjects—without losing the veracity of their disciplines.

RIGOROUS READING—ESTABLISHING PURPOSE

Purpose is the driving force for effective lesson planning. This workshop will guide participants in using standards to craft purpose statements (learning intentions) to align objectives, activities, and students' learning progression.



LEARNING OUTCOMES:

- Understand how to **choose appropriate texts**
- Learn about the **gradual release of responsibility framework** to help students become increasingly independent
- Discover how to **effectively implement close reading** through the use of well-selected, short, uncomplex passages, repeated readings, annotations, and collaborative conversations shaped by text-dependent questions
- Learn how to **formatively assess students** based on the artifacts created during reading instruction

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for more information

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TARGETED SEMINARS

Rigorous Reading—Teacher Modeling

Learn how to model the habits of an active reader when confronted with challenging text. This workshop will explain five types or purposes for modeling, demonstrating, and thinking aloud along with methods for effective modeling.

Close-Reading Instruction

This workshop will demonstrate close reading activities while introducing text dependent questions, annotations, and after-reading tasks, as well as the importance and how-to's of scaffolded reading instruction.

Scaffolded/Guided Reading

Participants will examine key elements of scaffolded reading and cover in depth the practices and principles that guide effective scaffolded reading instruction.

Collaborative Conversations Across Disciplines

This workshop will assist participants in understanding the links between speaking, listening, and social-emotional learning through collaborative conversations and presentations of knowledge and ideas.

Formative Assessment and Demonstrating Learning

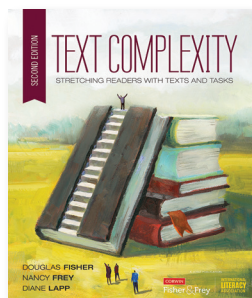
This workshop will highlight how accessing complex text requires formative assessment—and what to do after the close reading is complete.

Independent Reading

Educators K–12 will understand the goals of independent reading, the difference between independent reading and sustained silent reading, and how to have effective reading conferences and other ways students can respond to text.

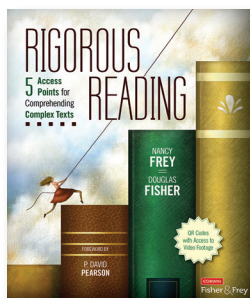
Close Reading and Text Dependent Questions

Together, participants will experience a close reading for themselves and analyze both the instructional moves made by the facilitator and the demands placed upon the adult learners. Next, participants will examine a variety of texts and learn how to develop their own text-dependent questions.



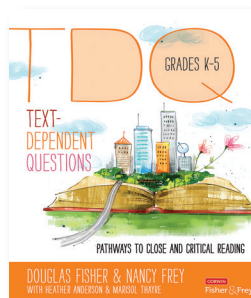
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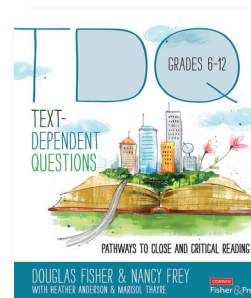
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