

Fisher & Frey on Close and Critical Reading: The PD Resource Center

presented by Douglas Fisher, Nancy Frey, and Lisa Luedeke



FISHER & FREY

ON CLOSE AND CRITICAL READING

**A LOWER-cost, HIGHER-gains
alternative to your current PD plan!**

#FisherFrey

WELCOME



FISHER
& FREY on



CLOSE AND CRITICAL READING: THE PD RESOURCE CENTER

A lower-cost, higher-gains
alternative to your current PD plan

What It Is

The screenshot shows the Fisher and Frey PD Resource Center website. At the top, there is a navigation bar with 'HOME', 'ABOUT', 'HELP', and 'CONTACT US'. Below this is a search bar and a user profile for 'Emell Warren'. The main content area is titled 'Fisher and Frey K-5' and includes a welcome message. It features three main sections: 'Getting Started' with resources like 'Implementation Guide', 'White Paper', and 'Research Brief'; 'Coach's Corner' with resources like 'Coaching Student Learning', 'First Weeks of School', 'Study Guide: First Weeks of School', 'Webinar: 3 Approaches to Coaching', and 'Webinar: 7 Core Coaching Practices'; and 'Facilitator Resources' with resources like 'Introduction to the K-5 Modules', 'KS Facilitator's Guide', 'Module 1: Focused Instruction', 'Module 2: Independent Reading', and 'Module 3: Scaffolded Reading'. On the right side, there is a sidebar with 'Announcements' (Close and Critical Reading Session), 'About the PD Resource Center' (featuring a video of a man), 'Fisher & Frey's Framework' (featuring a video of a woman), and a social media feed for #FisherFrey.

A one-of-a kind
yearlong PD platform
 on close and critical
 reading

What It Includes

- Dozens of **print** and **video** resources organized around **nine** 90-minute workshop modules
- Start-to-finish guidance on how to use the modules to **inspire collaborative change**

What's *so* different?



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to get rid of these, just write
I always carry a notebook
write these things down in. It
serves to **focus** my thoughts
a spare moment and need to

focused study on a single urgent topic



Grounded in professional
learning **research**

#FisherFrey

Builds coach *and*
teacher capacity



#FisherFrey

Designed for

flexibility

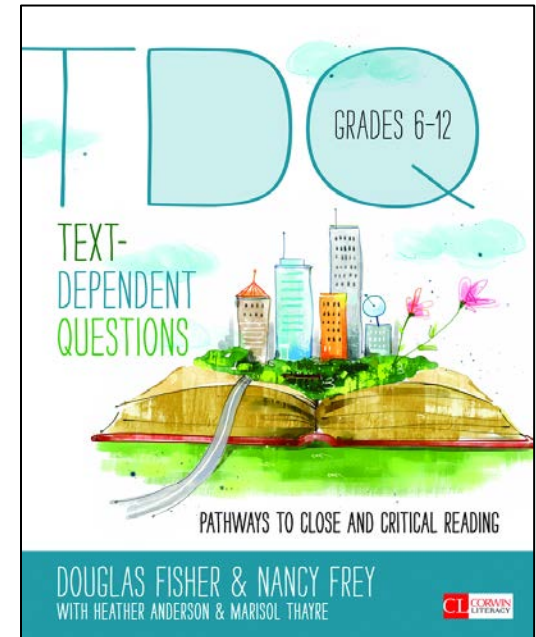
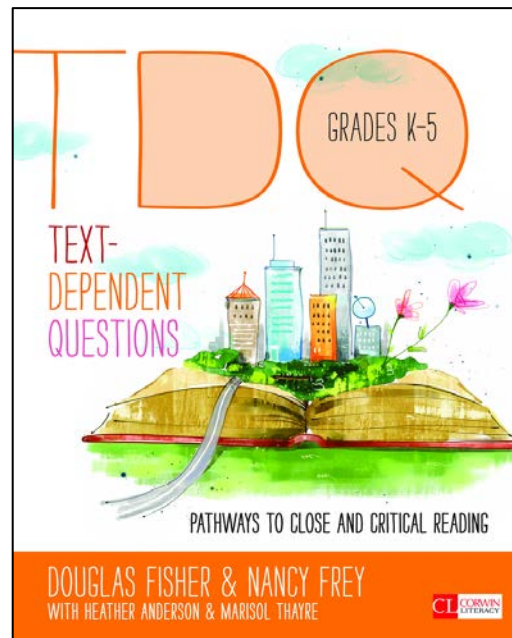
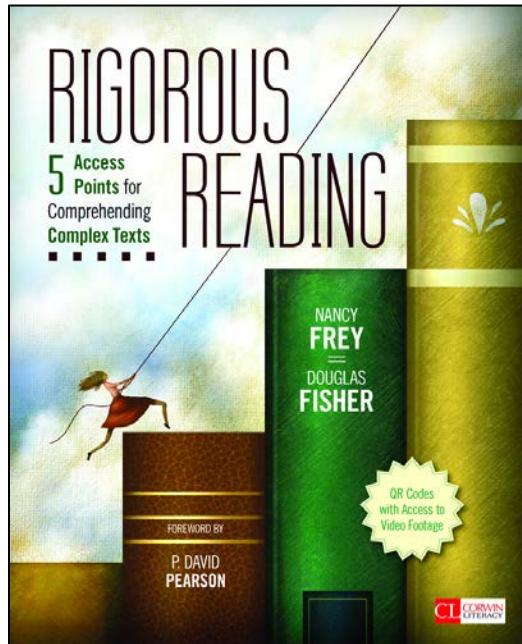


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How much is a professional *year's worth* of learning worth?



FISHER & FREY's Groundbreaking Work



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
 - Collaborative Conversations
 - Wide, Independent Reading
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Three Questions



What am I learning today?

Why am I learning this?

How will I know that I have learned it?

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Reading Volume Still Matters



STUDENT A

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



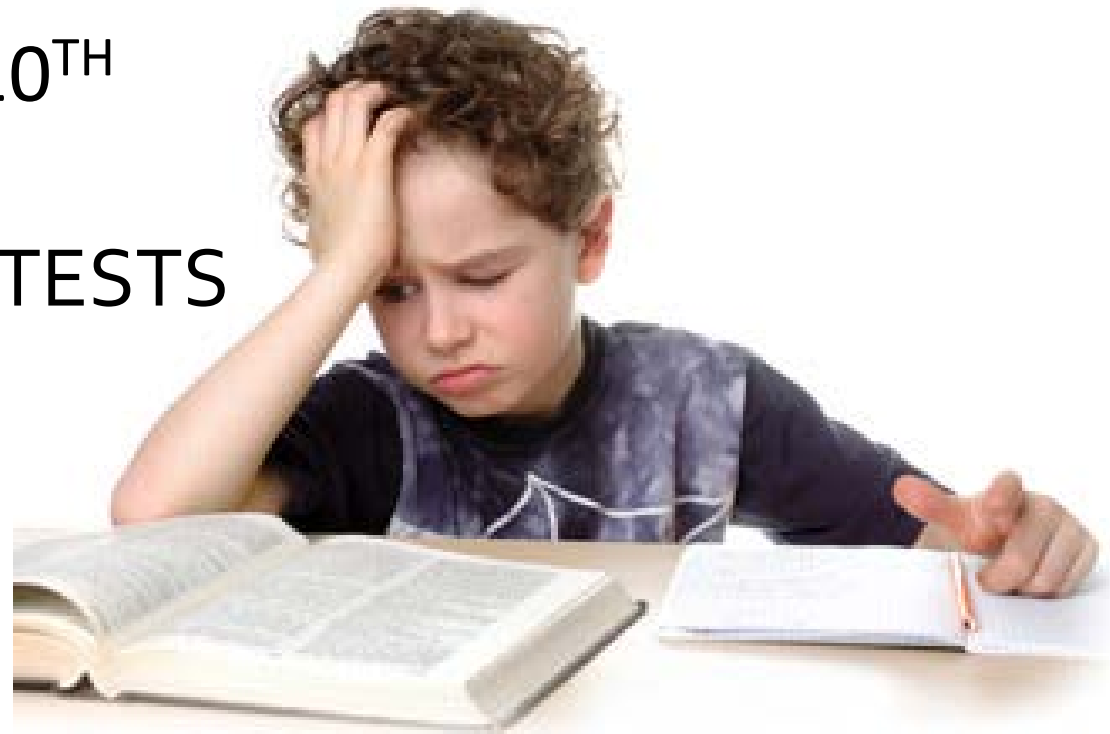
STUDENT B

- 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 TESTS

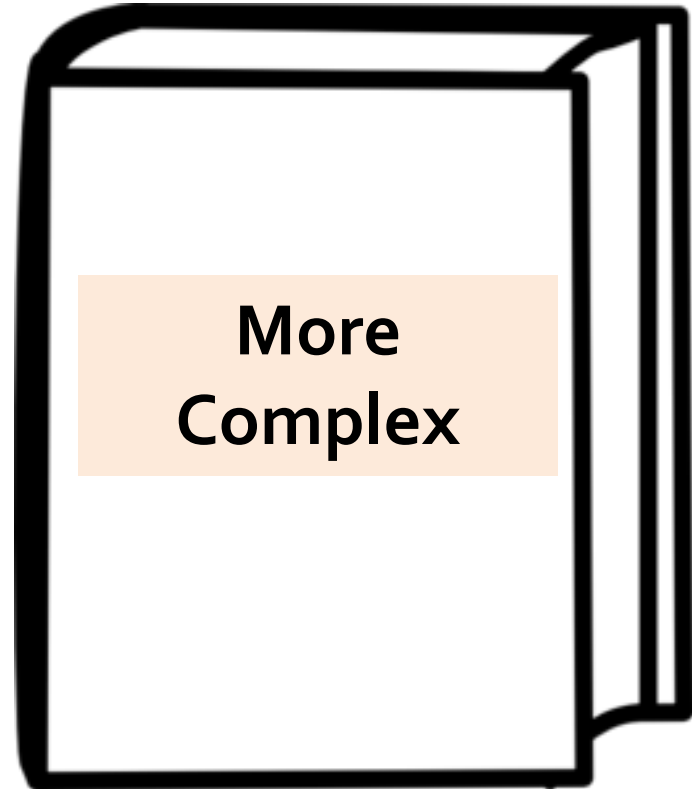
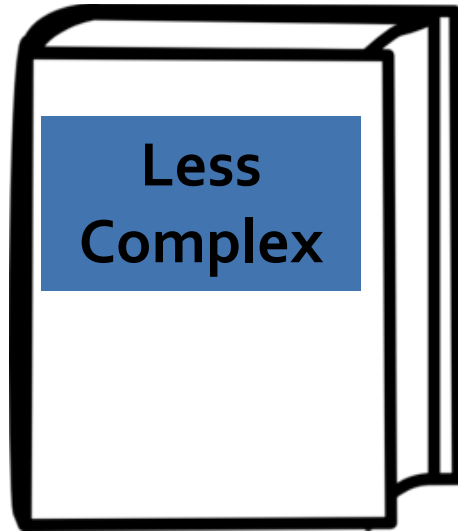


5 Access Points

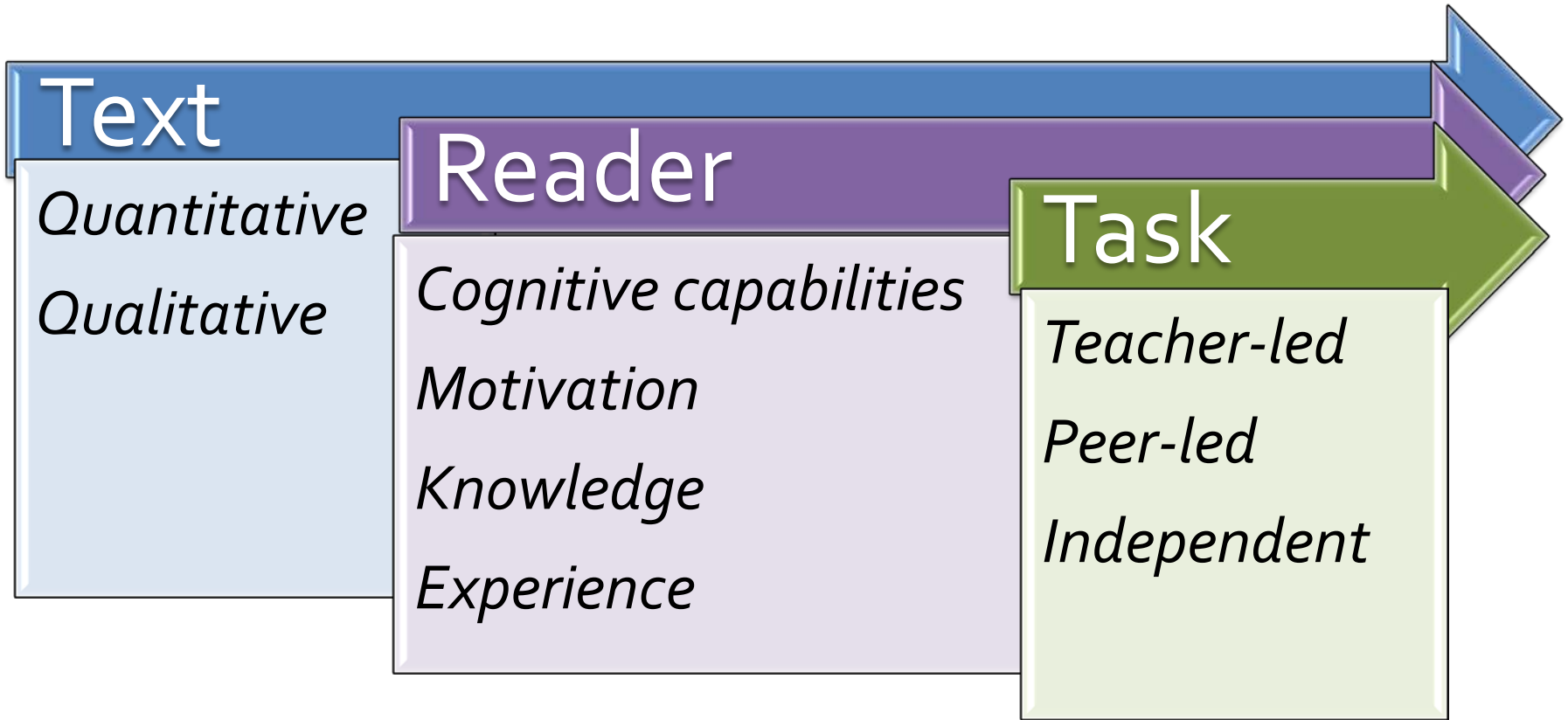
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- **Close and Scaffolded Reading**
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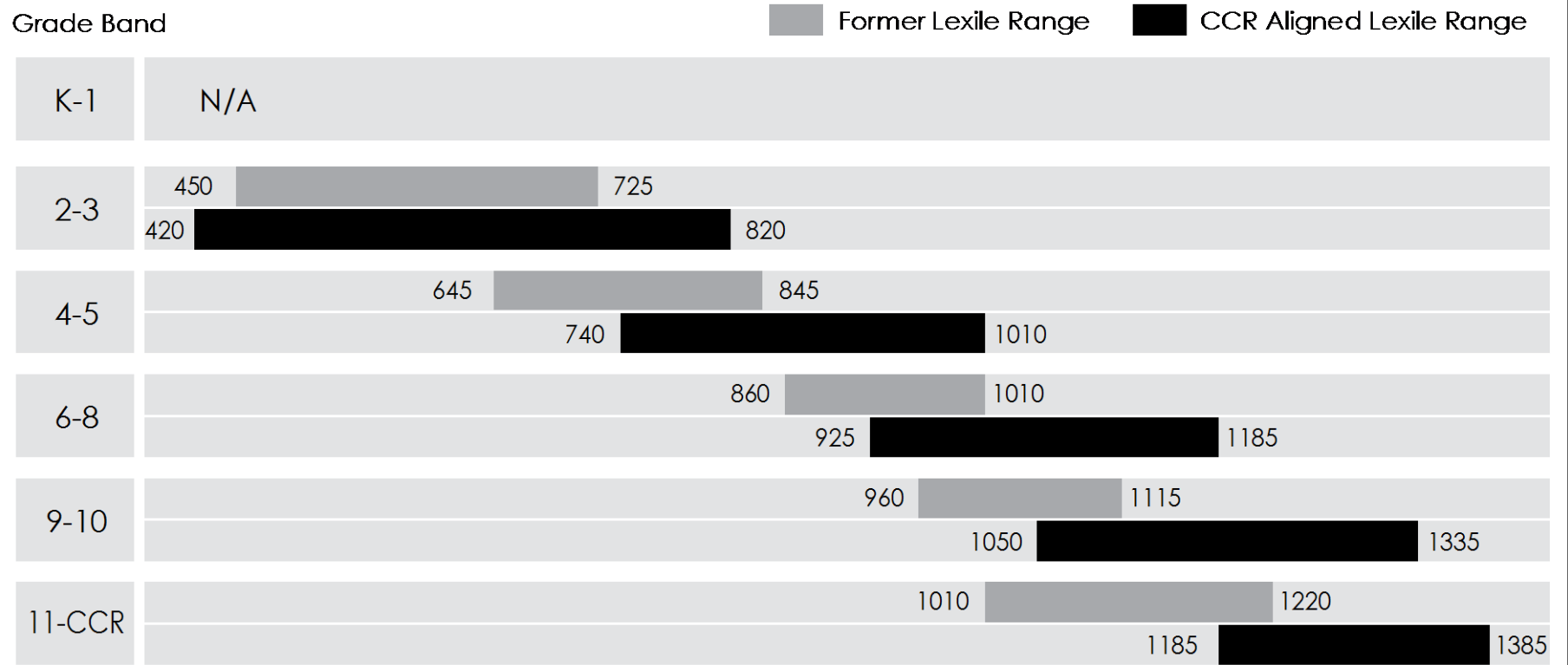
To build strength



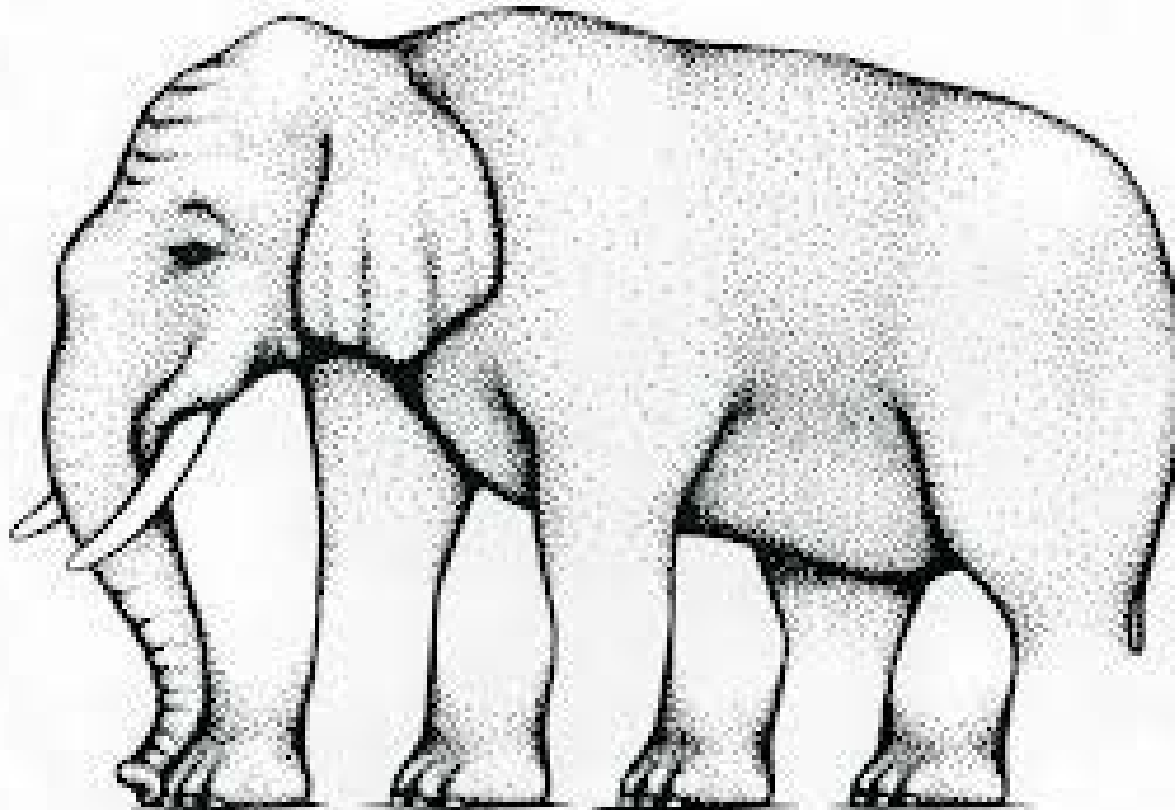
To build stamina



Comparison of Former and CCR-Aligned Lexile Ranges



The Power of Perception



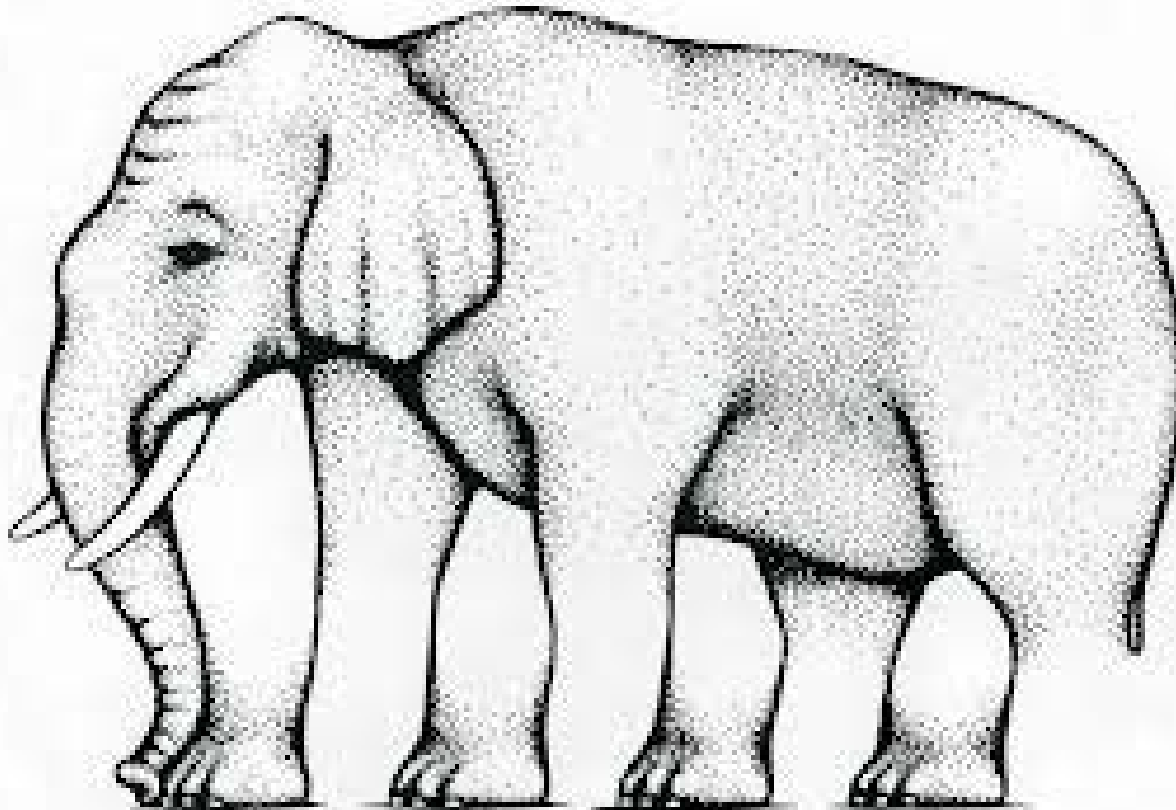


NOT EVEN
THAT SIX-
TEEN OLD BOY
GETS MORE
ATTENTION
THAN A BOY
WITHOUT CARE





The Power of Perception





NOT EVEN
THAT SIX-
TEEN OLD BOY
GETS MORE
ATTENTION
THAN A SMILE
WITHOUT CARE.





A student with long brown hair is sitting at a desk, covering their face with their hands in a gesture of frustration or exhaustion. In front of them is an open book with text on the pages. To the right, there are several stacks of books. One stack has a red book on top with the name 'Enes Čović' visible. Another stack has a book with 'ERZÄHLUNGEN' on the spine. The scene is lit with warm, low-key lighting, suggesting a dimly lit room.

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

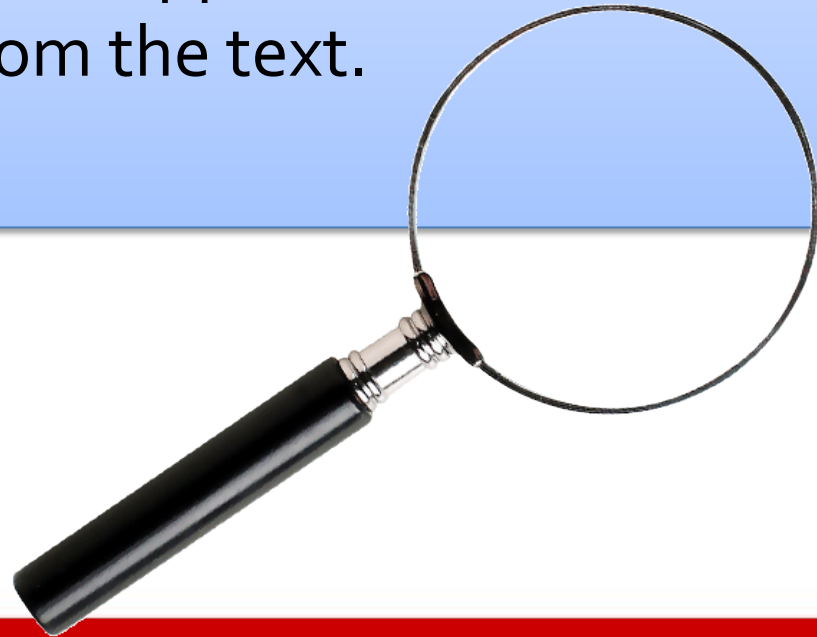
TEACH complex text

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.

**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.

**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.

**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.

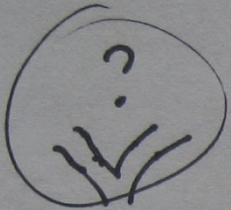
Gentry

The Southpaw- Judith Viorst		Vocabulary/Notes
Exemplar Text		
<p>Janet is mad at Richard</p> <p>1</p> <p>Richard bites right 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 to play on your team</u>, 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>		repeated
<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>	repeated
<p>Janet makes a comeback</p> <p>2</p> <p>Richard wants to make her mad</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>		repeated
<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>ins do make herself feel better (HA-HA) moment</p>	
<p>Dear Richard,</p>		What is this supposed to mean

Student annotation in 6th grade

Student sample from Leigh McEwen, AEA 9, Iowa

Tone = Whistful?
Nostalgic?



Who is the speaker?
Why not taken?

The Road Not Taken

Where does the road go?

↓ Is it autumn?

Two roads diverged in a yellow wood,
And sorry I could not travel both **regretful**
And be one traveler, long I stood

Hmm...

And looked down one as far as I could
To where it bent in the undergrowth;

shows takes time to think!

Can't know
What's down there

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same.

So, are the roads the same?

at that point —
but still, similar.

↕ not so different

No one to show the way

And both that morning equally lay
In leaves no step had trodden black.

? means stepped on

That won't happen

Oh, I kept the first for another day!
Yet knowing how way leads onto to way,
I doubted if I should ever come back.

He knows once he picks, he'll never get the chance again

TRUE — ONCE HE PICKS, IT'S DONE

I shall be telling this with a sigh

will always wonder what might have been

Literal Level:

A person is walking in the woods. + comes to a fork in the road. Tries to look down one road, but can't see where it leads. Both roads same — picks one but knows he'll never know what was down the other road. Thinks he will always wonder.

Modeling Annotations

- Figurative -
In life, there are choices where neither one is so great that it jumps at you. You have to pick, so you do. And then that choice leads to people, experiences and you don't get to

A young girl with dark hair is shown in profile, reading a book. She is wearing a grey hoodie. 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 red banner with white text and a logo.

**Use a short
passage**

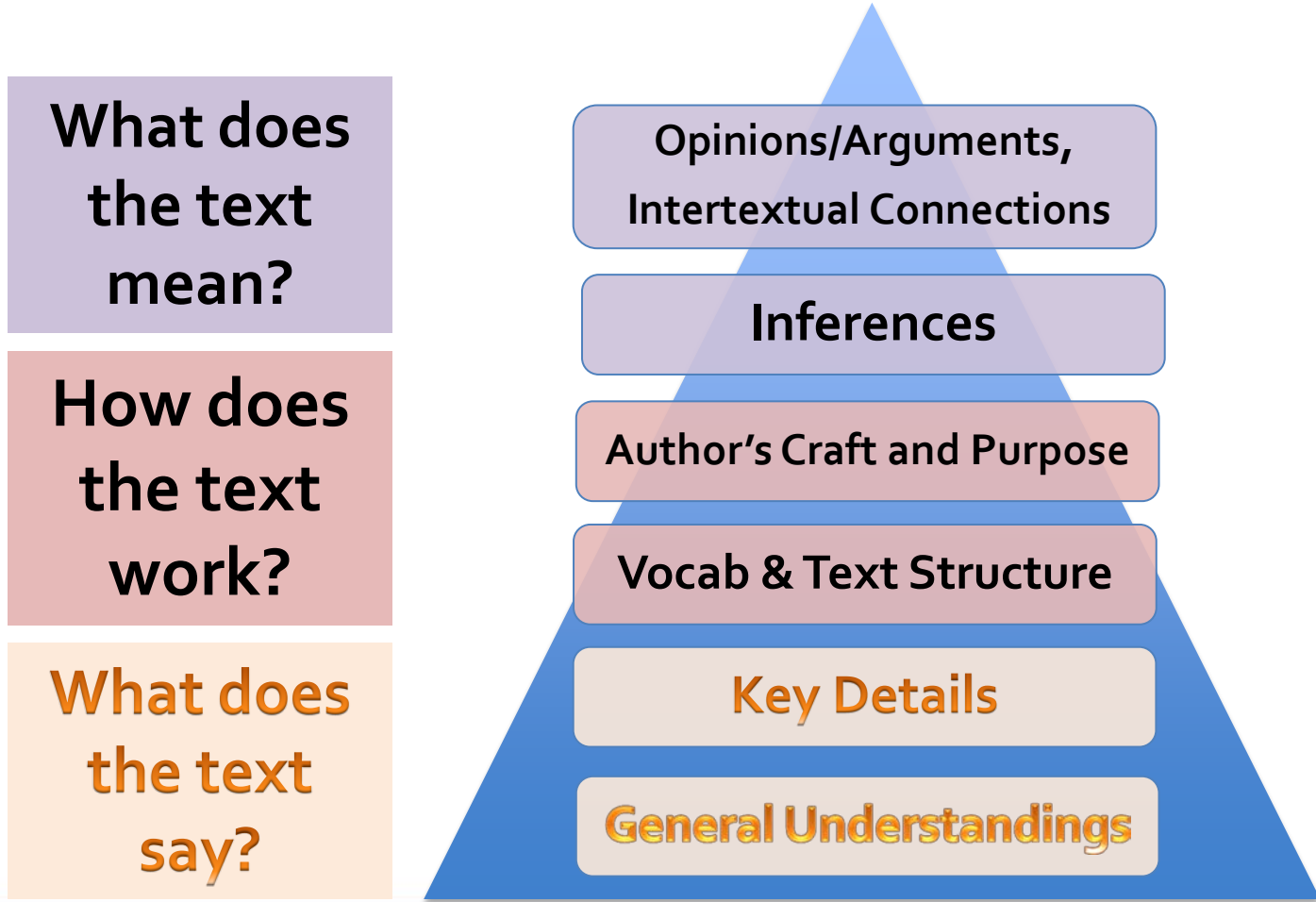
Re-reading

“Read with a pencil”

Text-dependent questions

Creating a Close Reading

Progression of Text-Dependent Questions



What does the text inspire me to do?

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



Close Reading
demands
collaborative
conversations



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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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Let's take a closer look



Fisher and Frey K-5

Welcome to Fisher and Frey's on Close and Critical Reading PD Resource Center. This site is intended to provide you with resources and tools to empower your teachers to bring close and critical reading techniques and strategies into their classrooms.

1-10 of 10 Modules

Views Per Page: 25

Page 1 of 1

PDFs Word Powerpoint Videos

Sign up for a free trial



Module 1: Focused Instruction

Appreciate the importance of focused instruction as the starting point for student learning.

7 Resources

VIEW MODULE



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24 Nov

21st century learning? iPad and book for the boys while I read about TDQs #FisherFrey
pic.twitter.com/3k9zEFb833
Show Photo

13 Sep

Close Reading n Grade 6 Social Studies to find Central Idea:
tinyurl.com/o6qfhoa #fisherfrey
@NancyFrey @DFISHERSDSU



Fisher and Frey K-5

Fisher and Frey 6-12

To access my account Sign In

Fisher and Frey 6-12

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8 Resources

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Tricia Ebarvia @triciaebarvia 24 Nov
21st century learning? iPad and book for the boys while I read about TDQs #FisherFrey
pic.twitter.com/3k9zEFb833
Show Photo

DHRhoads @DHRhoads 13 Sep
Close Reading n Grade 6 Social Studies to find Central Idea: tinyuri.com/o6qfhoa #fisherfrey @NancyFrey @DFISHERSDSU #satchat #literacy

Fisher and Frey K-5

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1-13 of 13 Modules | Views Per Page: 25

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Getting Started

Get started with Fisher and Frey's PD Resource Center!

3 Resources

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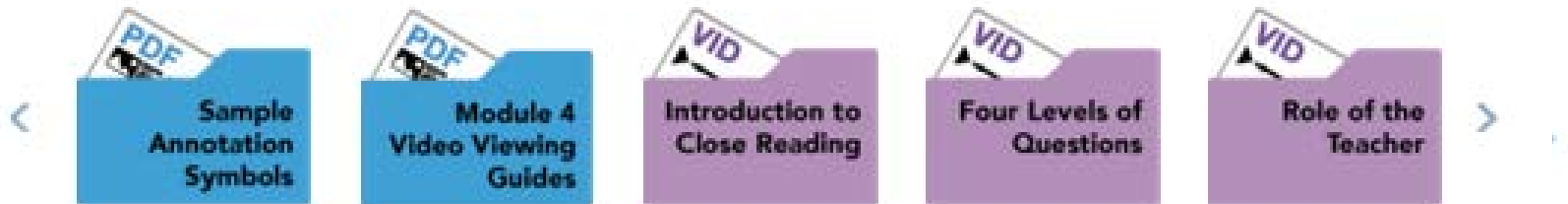


Module 4: Close Reading

Investigate the power of close and critical reading as an instructional strategy.

📄 Resources

VIEW MODULE ▶▶



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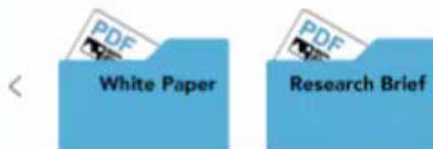
PDFs Word Powerpoint Videos

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2 Resources

VIEW MODULE



BROUGHT TO YOU BY: Corwin Elementary School

Announcements

Close and Critical Reading Session 1

Scheduled for March 23 from 3-4pm

Recommended Viewing: Check out a great example of [Word Solving](#) in Module 1

Edit

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21st century learning? iPad and book for the boys while I read about TDQs #FisherFrey
pic.twitter.com/3k9zEFb833
[Show Photo](#)

 **DHRhoads** 13 Sep

Why It Works!

The four essential PD conditions met—
PER THE RESEARCH!



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Essential PD Conditions

1. Intensive, focused, study...
at least 14 hours.

(Yoon et al., 2007)

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Essential PD Conditions

2. Grade-specific strategy exploration grounded in that discipline.

(Blank, de las Alas & Smith, 2007)

Essential PD Conditions

3. Must-see modeling

(Snow-Renner & Lauer, 2005)

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Essential PD Conditions

4. Multiple in-class opportunities to grapple with implementation.



(Fuller, 2001)



“It’s Getting Better All the Time!”

**[http://www.corwin.com/
FisherFreyResourceCenter](http://www.corwin.com/FisherFreyResourceCenter)**

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