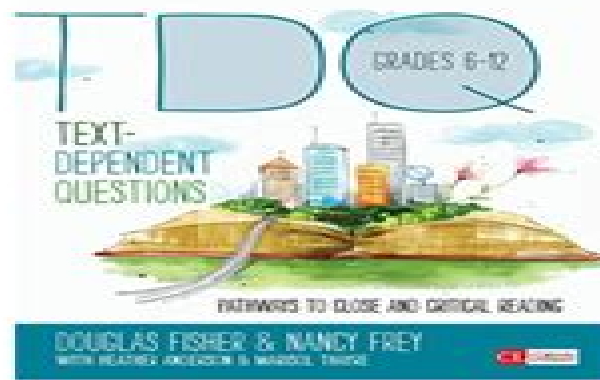


Text-Dependent Questions, Grades 6-12: Pathways to Close and Critical Reading (Corwin Literacy)



Text Dependent Questions Grades 6 12 Pathways To Close And Critical Reading Corwin Literacy

**Douglas Fisher, Nancy Frey, Heather
Anderson, Marisol Thayre**



Text Dependent Questions Grades 6-12 Pathways To Close And Critical Reading Corwin Literacy:

Text-Dependent Questions, Grades 6-12 Douglas Fisher, Nancy Frey, Heather Anderson, Marisol Thayre, 2014-09-02 Fisher Frey's answer to close and critical reading. Learn the best ways to use text dependent questions as scaffolds during close reading and the big understandings they yield. But that's just for starters. Fisher and Frey also include illustrative video texts and questions, cross-curricular examples, and an online facilitator's guide, making the two volumes of TDQ a potent professional development tool across all of K-12. The genius of TDQ is the way Fisher and Frey break down the process into four cognitive pathways: What does the text say? How does the text work? What does the text mean? What does the text inspire you to do?

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Text-Dependent Questions, Grades K-5 Douglas Fisher, Nancy Frey, Heather Anderson, Marisol Thayre, 2014-09-02 Fisher Frey's answer to close and critical reading. Learn the best ways to use text dependent questions as scaffolds during close reading and the big understandings they yield. But that's just for starters. Fisher and Frey also include illustrative video texts and questions, cross-curricular examples, and an online facilitator's guide, making the two volumes of TDQ a potent professional development tool across all of K-12. The genius of TDQ is the way Fisher and Frey break down the process into four cognitive pathways: What does the text say? How does the text work? What does the text mean? What does the text inspire you to do?

Teaching Literacy in the Visible Learning Classroom, Grades 6-12 Douglas Fisher, Nancy Frey, John Hattie, 2017 This 6-12 companion to Visible Learning for Literacy shows teachers how to use learning intentions, success criteria, formative assessment, and feedback to achieve profound instructional clarity, putting a range of learning strategies into practice.

Better Learning Through Structured Teaching Douglas Fisher, Nancy Frey, 2021-07-23 Now in its 3rd edition, Better Learning Through Structured Teaching is the definitive guide to the gradual release of responsibility, an instructional framework any teacher can use to help students to be more successful and self-directed learners. To gradually release responsibility is to equip students with what they need to master content and develop new competencies. On a day-to-day basis, it means delivering lessons intentionally structured to incorporate four interrelated phases: Focused Instruction (I do it), that sets students up for cognitive apprenticeship by establishing lesson purpose, modeling strategies and skills, and sharing information and insight; Guided Instruction (We do it together), that incorporates targeted prompts, cues, and questions to scaffold understanding; Collaborative Learning (You do it together), that allows students to consolidate and extend

understanding through accountable group tasks built on discussion and cooperative problem solving Independent Learning You do it alone that provides students opportunities to practice and apply the skills and knowledge they've acquired to create authentic products and ask new questions Authors Douglas Fisher and Nancy Frey detail the components of each phase sharing proven strategies and real life examples You'll find a variety of useful tips for classroom implementation along with new guidance on teacher credibility social emotional learning and embedding assessment throughout all four phases No matter what grade level or subject you teach Better Learning Through Structured Teaching is an essential resource for improving your practice and empowering your students

Striking a Balance Nancy L. Cecil, Albert Lozano, Mae Chaplin, 2020-05-04 Now in its sixth edition Striking a Balance clearly illustrates how to create a comprehensive early literacy program that places direct skills instruction within the context of rich and varied reading and writing experiences Text discussions dynamic activities and valuable appendices provide a variety of effective instructional resources selected based on research and teacher testimonials The sixth edition incorporates recent updates to national and state standards as well as expanded sections on working with English language learners and students with special needs while maintaining the book's essential features classroom vignettes discussion questions field based activities a student website and study guide An essential resource for early literacy instructors this textbook's practical approach fundamentally demonstrates how children develop authentic literacy skills through a combination of direct strategy instruction and motivating contexts

Developing Assessment-Capable Visible Learners, Grades K-12 Nancy Frey, John Hattie, Douglas Fisher, 2018-01-30 This book is a follow up to Visible Learning for Literacy and delves more deeply into one critical component of any Visible Learning classroom the student who has the ability to self assess Based on extensive research and with highly practical classroom scenarios and tools this resource will help teachers learn how to help their students self assess and flourish into their own teachers

Growing Tomorrow's Citizens in Today's Classrooms Cassandra Erkins, Tom Schimmer, Nicole Dimich, 2018-12-26 Rapid innovation is transforming the way people think work and connect For students to succeed today they must acquire the knowledge and 21st century skills required for college and career readiness Practical and research based this resource will help you design meaningful relevant skill assessment and instruction that promotes student mastery of critical competencies including collaboration problem solving and critical thinking skills creative thinking skills communication skills digital citizenship self regulation and more Use the most effective practices for teaching soft skills to increase college and career readiness Explore the seven critical competencies necessary for success in the 21st century Become familiar with good habits of mind and pass those habits on to students to support their soft skill development Learn how to teach critical thinking and other 21st century skills by facilitating learning that will develop the critical competencies in students Develop powerful and effective soft skill assessment methods such as student self assessments that will test student levels of competency in the seven critical areas Access free reproducibles to supplement your understanding of the text and facilitate the book's content in the classroom

Contents About the Authors Introduction Chapter 1 Cultivating Habits of the Mind Chapter 2 Self Regulation Chapter 3 Critical Thinking Chapter 4 Collaboration Chapter 5 Creative Thinking Chapter 6 Communication Chapter 7 Digital Citizenship Chapter 8 Social Competence References and Resources Index **Rigorous Reading, Texas Edition** Douglas Fisher, Nancy Frey, 2018-02-09 Newly revised and updated throughout this new Texas Edition has been specially developed to align with the Texas Essential Knowledge and Skills standards What it really means to read closely What could Fern Arable Jay Gatsby and Winston Churchill possibly have in common They all need masterful teachers to help students revel in their complexity And Nancy Frey and Doug Fisher are just the two mentors to help you make that happen Call it close reading call it deep reading call it analytic reading call it what you like The point is it s a level of understanding that students of any age can achieve with the right kind of instruction In Rigorous Reading Nancy and Doug articulate an instructional plan so clearly and so squarely built on research that teachers schools and districts need look no further The 5 Access Points Toward Proficiency Purpose Modeling Teachers think aloud to demonstrate critical thinking and how good readers always know why they are reading Close Scaffolded Reading Instruction Teachers engage students in repeated readings and discussions with text dependent questions prompts and cues to help students delve into an author s ideas Collaborative Conversations Teachers orchestrate collaborative learning to get students in the habit of exercising their analytical thinking in the presence of their peers An Independent Reading Staircase Teachers artfully steer students to more challenging books with strategic bursts of instruction and peer conferences to foster metacognitive awareness Performance Teachers offer feedback and assessments that help students demonstrate understanding of text in authentic ways and plan instruction based on student understanding There s more Also included are illustrative classroom video clips available via QR codes along with an online Facilitator s Guide with PowerPoints making Rigorous Reading the only resource a teacher school or district needs to seriously stretch students capacity to read and comprehend text [This Is Balanced Literacy, Grades K-6](#) Douglas Fisher, Nancy Frey, Nancy Akhavan, 2019-08-26 This is Balanced Literacy Grades K 6 Students learn to read and write best when their teachers balance literacy instruction But how do you strike the right balance of skills and knowledge reading and writing small and whole group instruction and direct and dialogic instruction so that all students can learn to their maximum potential The answer lies in the intentional design of learning activities purposeful selection of instructional materials evidence based teaching methods and in strategic groupings of students based on assessment data Together these create the perfect balance of high impact learning experiences that engage and excite learners In this hands on essential guide best selling authors Douglas Fisher Nancy Frey and Nancy Akhavan help you define that balance for your students lighting the path to implementing balanced literacy in your classroom Their plan empowers you to integrate evidence based approaches that include Instructional materials comprised of both informational and narrative texts The best uses of instructional delivery modes including direct and dialogic instruction Grouping patterns that work best to accomplish learning aims for

different learners at different stages Instruction in foundational skills and meaning making including oral language phonemic awareness phonics fluency vocabulary comprehension and writing Technology used as a tool for increasing learning of a specific literary process All the tips and tools you need to realize the goal of balanced literacy learning are included with classroom videos that show strategies in action Tap your intuition collaborate with your peers and put the research based strategies embedded in this roadmap to work in your classroom to implement or deepen a strong successful balanced literacy program Grow as a reading and writing teacher while leading your students to grow as readers and writers Teaching Literacy in the Visible Learning Classroom, Grades K-5 Douglas Fisher, Nancy Frey, John Hattie, 2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to Visible Learning for Literacy Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your K 5 students are ready for surface deep or transfer levels of understanding **This Is Disciplinary Literacy** ReLeah Cossett Lent, 2015-08-27 Think you understand Disciplinary Literacy Think again In this important reference content teachers and other educators explore why students need to understand how historians novelists mathematicians and scientists use literacy in their respective fields ReLeah shows how to teach students to Evaluate and question evidence Science Compare sources and interpret events History Favor accuracy over elaboration Math Attune to voice and figurative language ELA **Visible Learning for Literacy, Grades K-12** Douglas Fisher, Nancy Frey, John Hattie, 2016-03-29 Ensure students demonstrate more than a year's worth of learning during a school year Renowned literacy experts Douglas Fisher and Nancy Frey work with John Hattie to apply his 15 years of research identifying instructional routines that have the biggest impact on student learning to literacy practices These practices are visible because their purpose is clear they are implemented at the right moment in a student's learning and their effect is tangible Through dozens of classroom scenarios learn how to use the right approach at the right time for surface deep and transfer learning and which routines are most effective at each phase of learning **Evaluating the K-12 Literacy Curriculum** Colleen Pennell, 2020-02-20 As your school district undertakes the process of evaluating its K 12 reading program literacy curriculum or literacy instructional practices this book will be your go to resource Pennell offers a step by step guide for educators school leaders or professional learning communities to evaluate high quality instructional materials and standards aligned literacy practices It includes a wealth of tools such as timelines full meeting agendas stakeholder surveys and evaluation rubrics Chapters cover key topics including Literacy leadership team meetings Reviewing foundational skills Comprehension and vocabulary Evaluating writing Selecting new materials Implementing new literacy materials Supporting educators through instructional coaching and professional learning Pennell provides a straightforward

framework for how educators can work together collaboratively to analyze reflect and ultimately evaluate their school district's literacy program Each chapter is grounded in salient research on the why of literacy teaching and learning and helps you understand how instruction can be meaningfully aligned with current standards The research and theory that support effective literacy instruction including culturally responsive practices are explained in an accessible and pragmatic manner The practical tools in this book are essential for administrators and educators tasked with evaluating literacy programs and practices as well as graduate students who must learn how to audit a literacy curriculum Whether you're a school administrator teacher or reading specialist this book will ensure all your students can reach success in literacy **A Close**

Look at Close Reading Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson, 2015-05-21 The Common Core State Standards have put close reading in the spotlight as never before While middle and high school teachers want and need students to connect with analyze and learn from both literary and informational texts many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content Is there a process to follow How is close reading different from shared reading and other common literacy practices How do you prepare students to have their ability to analyze complex texts measured by high stakes assessments And how do you fit close reading instruction and experiences into an already crowded curriculum Literacy experts Barbara Moss Diane Lapp Maria Grant and Kelly Johnson answer these questions and more as they explain how to teach middle and high school students to be close readers how to make close reading a habit of practice across the content areas and why doing so will build content knowledge Informed by the authors' extensive field experience and enriched by dozens of real life scenarios and downloadable tools and templates this book explores Text complexity and how to determine if a particular text is right for your learning purposes and your students The process and purpose of close reading with an emphasis on its role in developing the 21st century thinking speaking and writing skills essential for academic communication and college and career readiness How to plan teach and manage close reading sessions across the academic disciplines including the kinds of questions to ask texts to use and supports to provide How to assess close reading and help all students regardless of linguistic cultural or academic background connect deeply with what they read and derive meaning from complex texts Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers and empowered and independent learners In this comprehensive resource you'll find everything you need to start their journey **Rigorous**

Reading, Florida Edition Douglas Fisher, Nancy Frey, 2020-05-27 Newly revised and updated throughout this new Florida Edition has been specially developed to align with Florida's new B E S T Standards What it really means to read closely What could Fern Arable Jay Gatsby and Winston Churchill possibly have in common They all need masterful teachers to help students revel in their complexity And Nancy Frey and Doug Fisher are just the two mentors to help you make that happen Call it close reading call it deep reading call it analytic reading call it what you like The point is it's a level of understanding

that students of any age can achieve with the right kind of instruction In *Rigorous Reading* Nancy and Doug articulate an instructional plan so clearly and so squarely built on research that teachers schools and districts need look no further The 5 Access Points Toward Proficiency Purpose Modeling Teachers think aloud to demonstrate critical thinking and how good readers always know why they are reading Close Scaffolded Reading Instruction Teachers engage students in repeated readings and discussions with text dependent questions prompts and cues to help students delve into an author s ideas Collaborative Conversations Teachers orchestrate collaborative learning to get students in the habit of exercising their analytical thinking in the presence of their peers An Independent Reading Staircase Teachers artfully steer students to more challenging books with strategic bursts of instruction and peer conferences to foster metacognitive awareness Performance Teachers offer feedback and assessments that help students demonstrate understanding of text in authentic ways and plan instruction based on student understanding There s more Also included are illustrative classroom video clips available via QR codes making *Rigorous Reading* the only resource a teacher school or district needs to seriously stretch students capacity to read and comprehend text

The Common Core Companion: Booster Lessons, Grades 3-5 Leslie Blauman,2015-07-14 Skill building through potent instruction day by day In these much anticipated sequels to *The Common Core Companion* Janiel Wagstaff and Leslie Blauman provide a collection of connected lessons and formative writing assessments that bring Monday to Friday clarity to the task of integrating reading and writing with ELA standards In each volume the 50 lessons are divided into fi ve week long learning sequences addressing key literacygoals A best practice glossary If Then charts unit planning calendars and other tools round out these essential references both in book and online Follow each sequence and week by week you ll build the instructional potency to help students achieve a year s worth of growth as you integrate Writing Narratives with Identifying Sensory Words in Text Research with Identifying Topic and Details Opinion Writing with Close Reading for Text Evidence Comparing and Contrasting with Publishing Using Digital Tools Informative Writing with Use of Text Features

Adolescent Realities Judith A. Hayn,Holly Sheppard Riesco,2021-11-10 *Adolescent Realities* Engaging Students in SEL through Young Adult Literature offers a connection between young adult literatures and social and emotional learning Students have many SEL needs and this book focuses on exploring SEL through the experiences of characters in contemporary books published in the last few years Each chapter offers a specific focus in SEL a middle school and high school book for teens to read and a guided plan that can be adapted to fit the needs of educators counselors and parents A great tool for guiding teen book clubs or workshops *Adolescent Realities* has the potential to make teens aware of how to apply SEL in their own lives

These 6 Things Dave Stuart Jr.,2018-06-28 Streamline literacy instruction while increasing student achievement Dave R Stuart Jr s work is centered on a simple belief all students and teachers can flourish Yet that seemingly simple goal can feel unattainable when teachers are expected to teach core content within the disciplines and improve literacy in their classrooms How can teachers and students flourish under so much pressure Stuart s advice

Take a deep breath and refocus on six known best practices establish and strengthen key beliefs then build knowledge and increase reading writing speaking and listening and argumentation in every content area every day These 6 Things is all about streamlining your practice so that you re teaching smarter not harder and kids are learning doing and flourishing in ELA and content area classrooms In this essential new resource teachers will receive Proven classroom tested advice delivered in an approachable teacher to teacher style that builds confidence Practical strategies for streamlining instruction in order to focus on key beliefs and literacy building activities Solutions and suggestions for the most common teacher and student hang ups Numerous recommendations for deeper reading on key topics In addition to teaching English and world history for more than a decade Stuart is well known for his blog DaveStuartJr com which has over 35 000 visitors each month This popular resource has been a beacon of light for more than 10 000 subscribers who refuse to freak out about the everyday challenges of teaching in a high stakes era He presents professional development workshops and institutes for schools around the United States and offers a number of online learning tools and experiences on his website

No More Fake Reading Berit Gordon,2017-07-07 For middle and high school teachers it s one of today s most vexing problems How do you motivate students with varied interests and little appetite for classic literature to stop faking their way through texts and start advancing as skilled engaged readers Independent reading is an important part of the answer but it s just that a part of the whole In this groundbreaking book Berit Gordon offers the complete solution a blended model that combines the benefits of classic literature with the motivational power of choice reading With the blended model teachers lead close examinations of key passages from classic texts guiding students to an understanding of important reading strategies they can transfer to their choice books Teachers gain a platform for demonstrating the critical reading skills students so urgently require and students thrive on reading what they want to read In this research backed book Gordon leads you step by step to classroom success with the blended model showing The basics of getting your classroom library up and running How to build a blended curriculum for both fiction and non fiction units keeping relevant standards in mind Tips and resources to help with day to day planning Ideas for selecting class novel passages that provide essential cultural capital and bolster students reading skills Strategies for bringing talk into your blended reading classroom How to reach the crucial learning goal of transfer A practical user friendly approach for assessing each student s progress No More Fake Reading gives you all the tools you need to put the blended model to work for your students and transform your classroom into a vibrant reading environment Berit Gordon coaches teachers as they nurture lifelong readers and writers Her path as an educator began in the classroom in the Dominican Republic before teaching in New York City public schools She also taught at the Teachers College of Columbia University in English Education She currently works as a literacy consultant in grades 3 12 and lives in Maplewood New Jersey with her husband and three children

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