

Doug Fisher
www.fisherandfrey.com

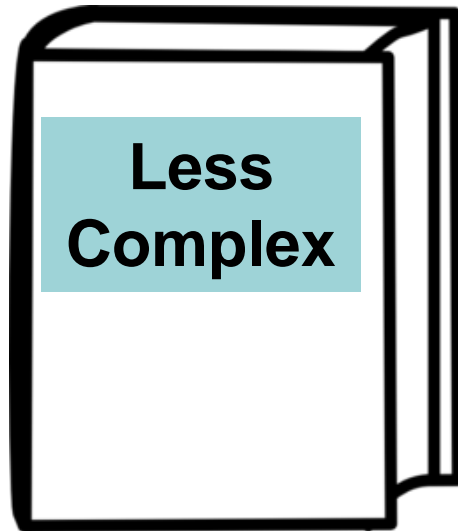
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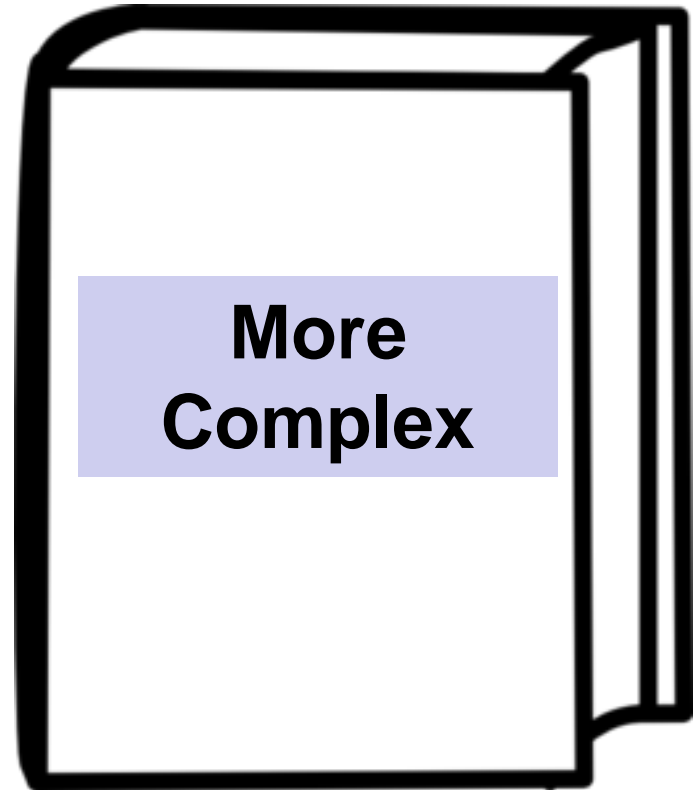


Simply assigning hard books
will not ensure that students
learn at high levels!

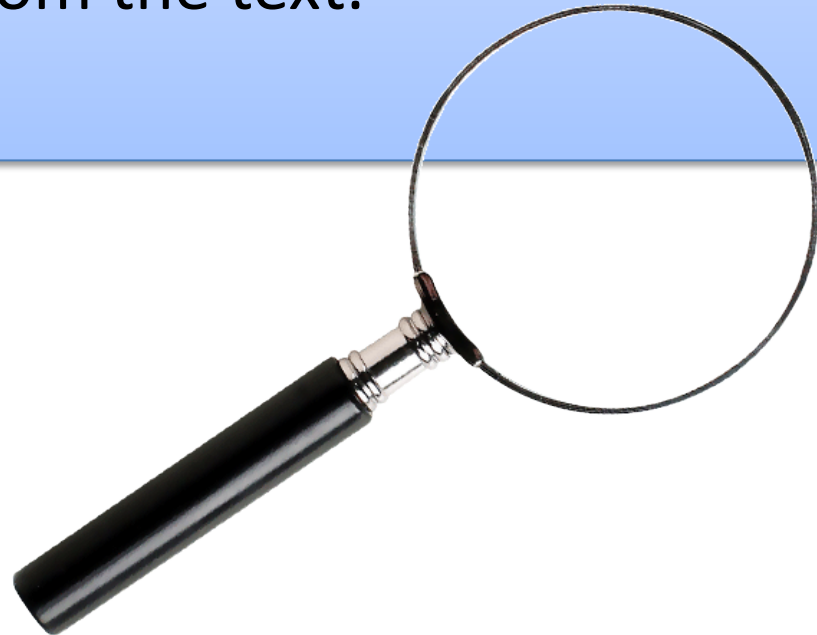
To build strength



To build stamina



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.





Use a short
passage

Creating a Close Reading

A young girl with dark hair is shown in profile, reading a book. She is wearing a light blue and white patterned shirt. The background is blurred, showing what appears to be a classroom setting with wooden desks and other students. The text "Use a short" is overlaid in a red box on the left side of the image.

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?



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.

Maximus was a
palace horse.

He was brave.

He was loyal.

He was strong.



Annotation with Wikki sticks

The Southpaw- Judith Viorst

Exemplar Text	Vocabulary/Notes
<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.</p> <p>Your former friend, Janet</p> <p>P.S. I hope when you go to the dentist he finds twenty cavities.</p>	<p>WHY</p> <p>repeated</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 protects 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>(HA-HA) moment</p> <p>What's this supposed to mean</p>

Handwritten notes on the left margin:

- Janet is not good enough
- 1
- Richard is not good enough
- back
- Janet makes a comeback
- 2
- Richard wants to make her mad

Student annotation in 6th grade

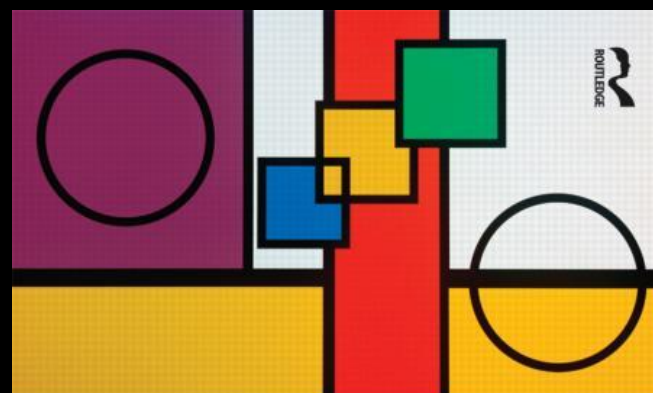
Student sample from Leigh McEwen, AEA 9, Iowa

VISIBLE LEARNING

A SYNTHESIS OF OVER 800 META-ANALYSES
RELATING TO ACHIEVEMENT

"Reveals teaching's Holy Grail"

The Times Educational Supplement



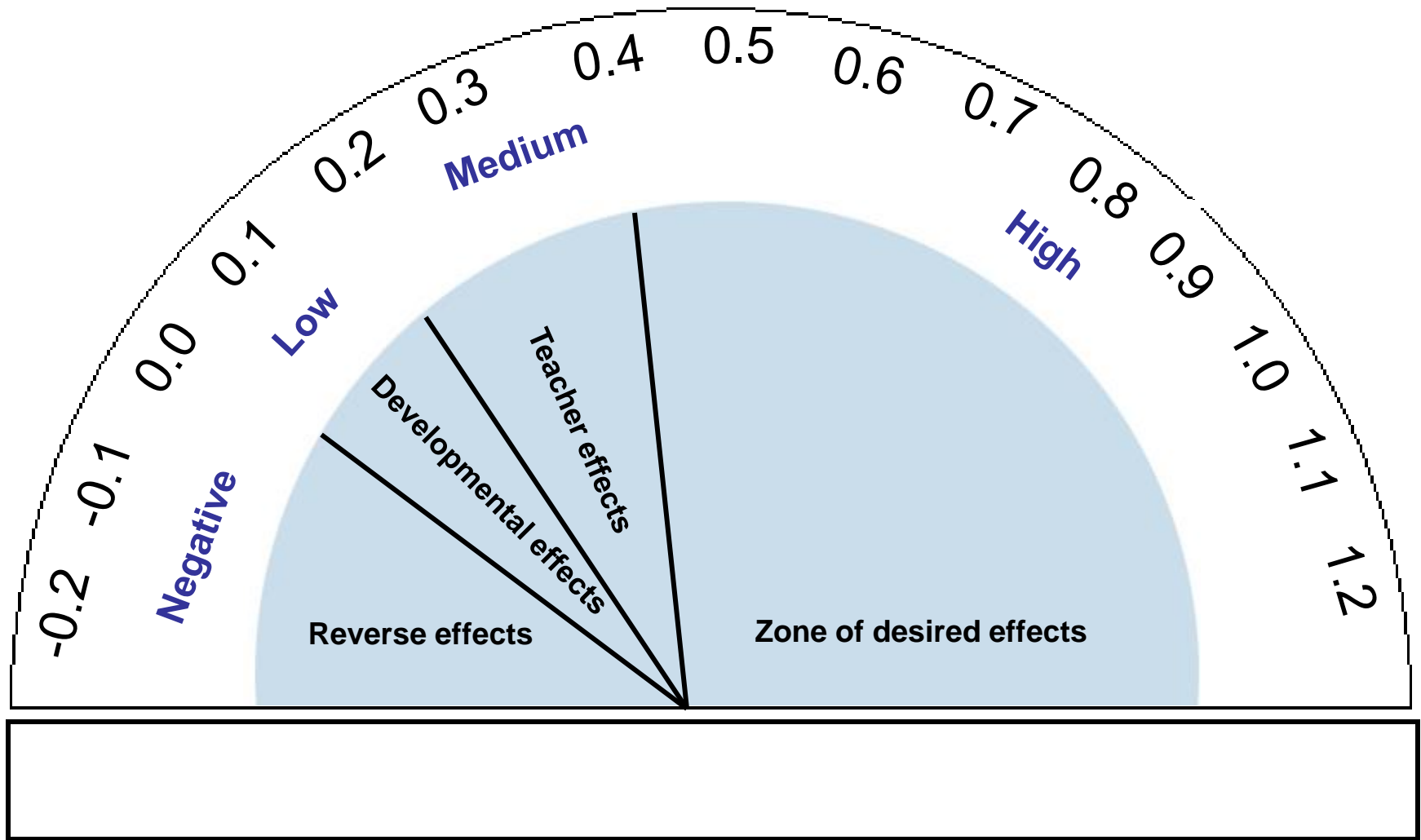
ROUTLEDGE
R

VISIBLE LEARNING FOR TEACHERS

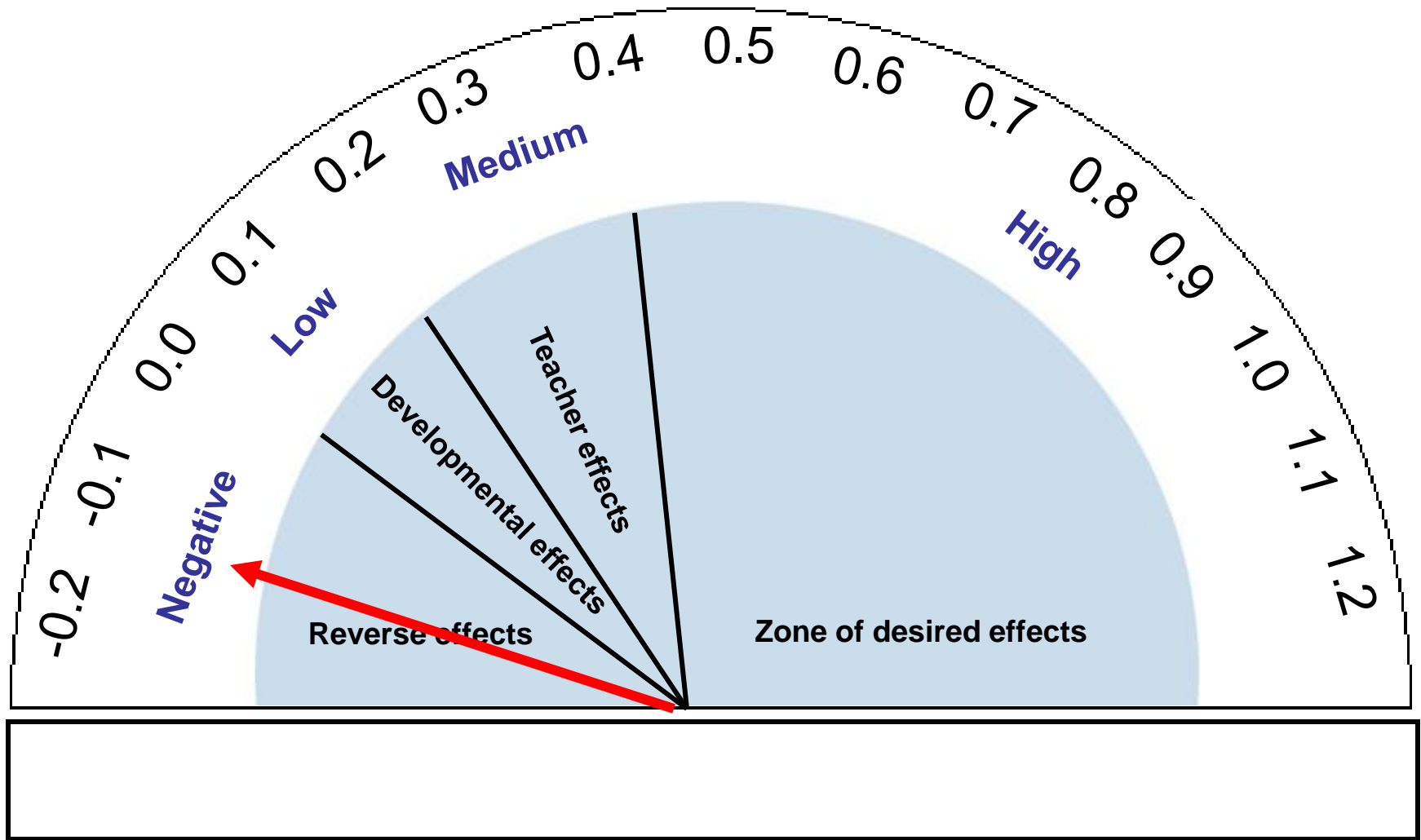
MAXIMIZING IMPACT ON LEARNING

JOHN HATTIE

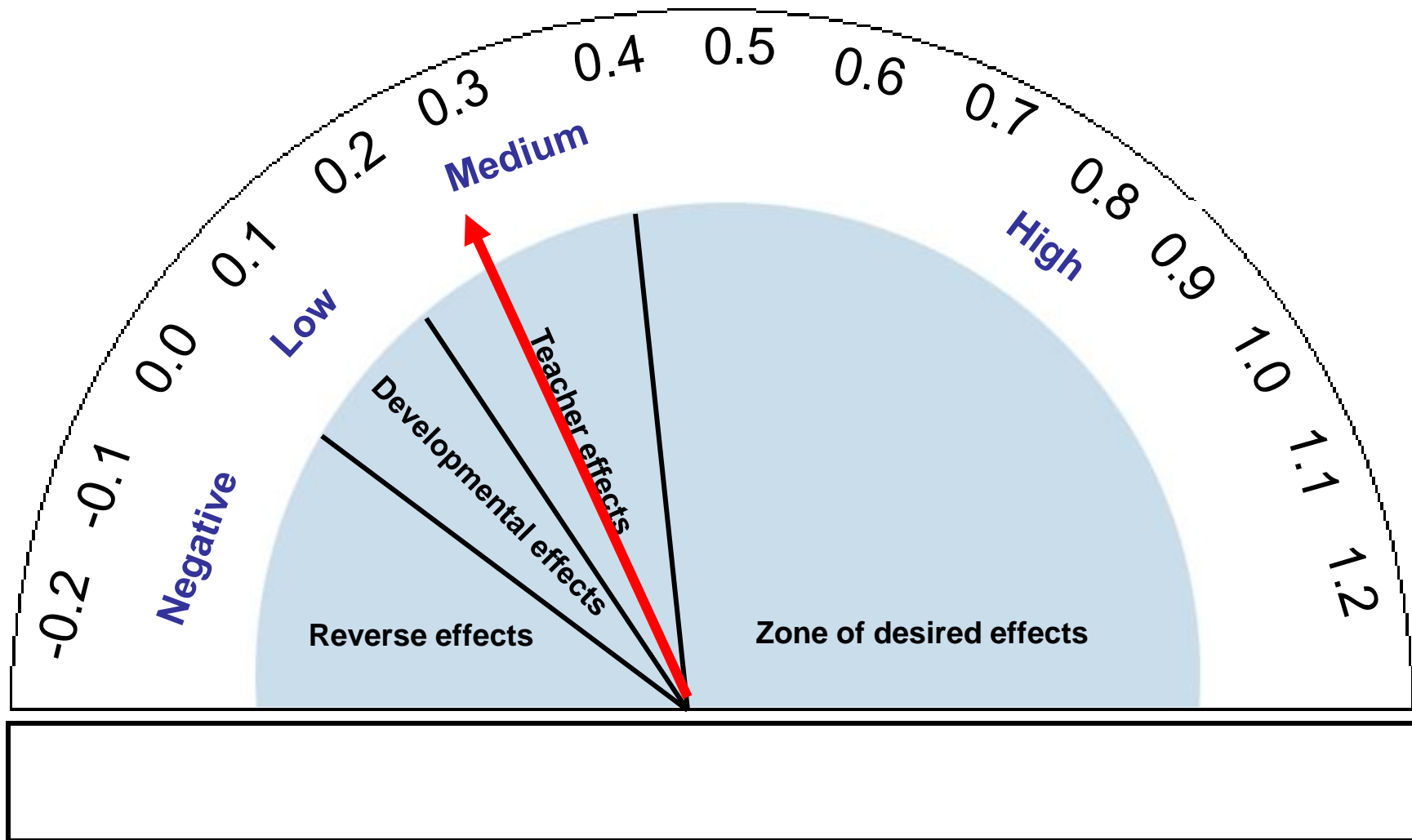




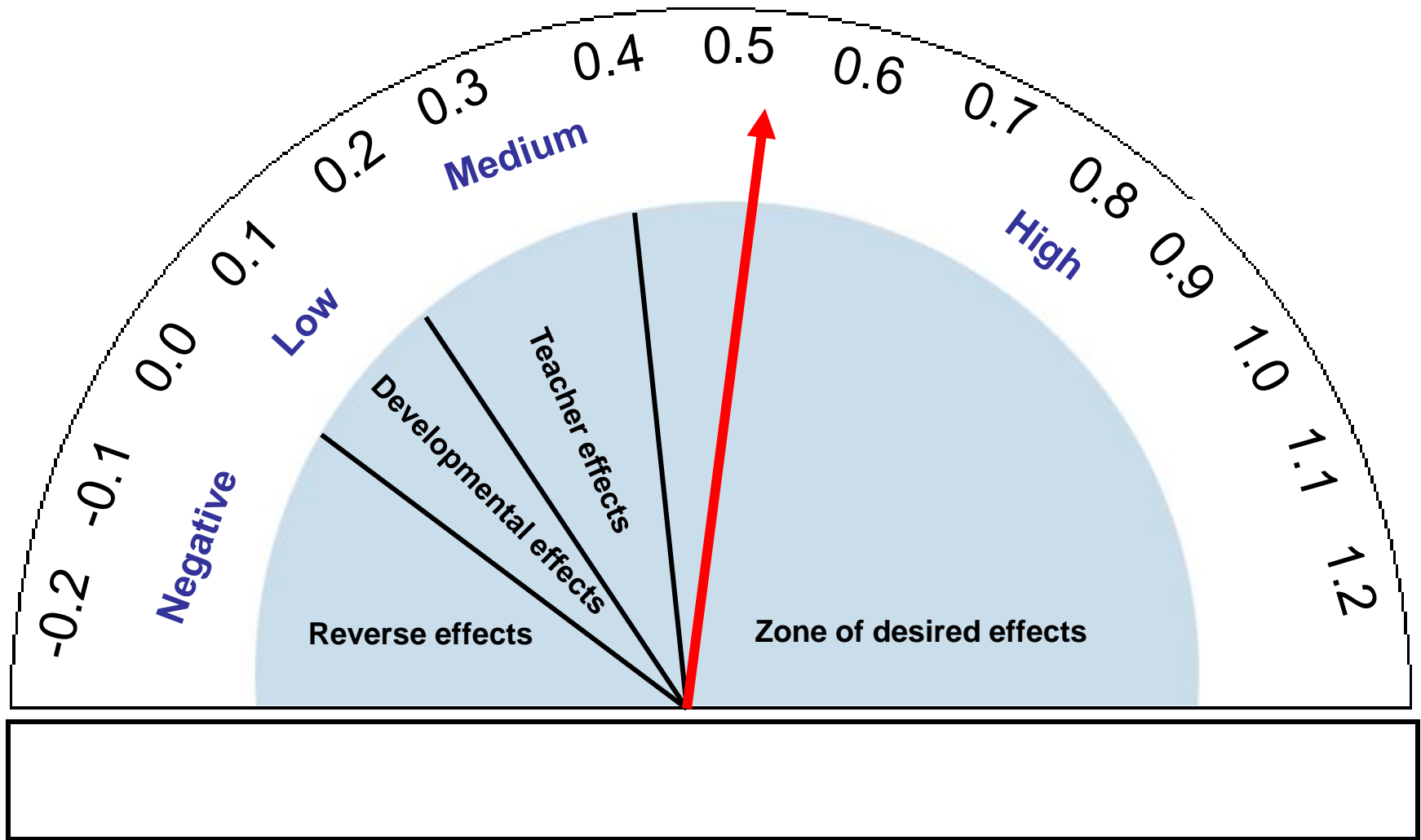
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



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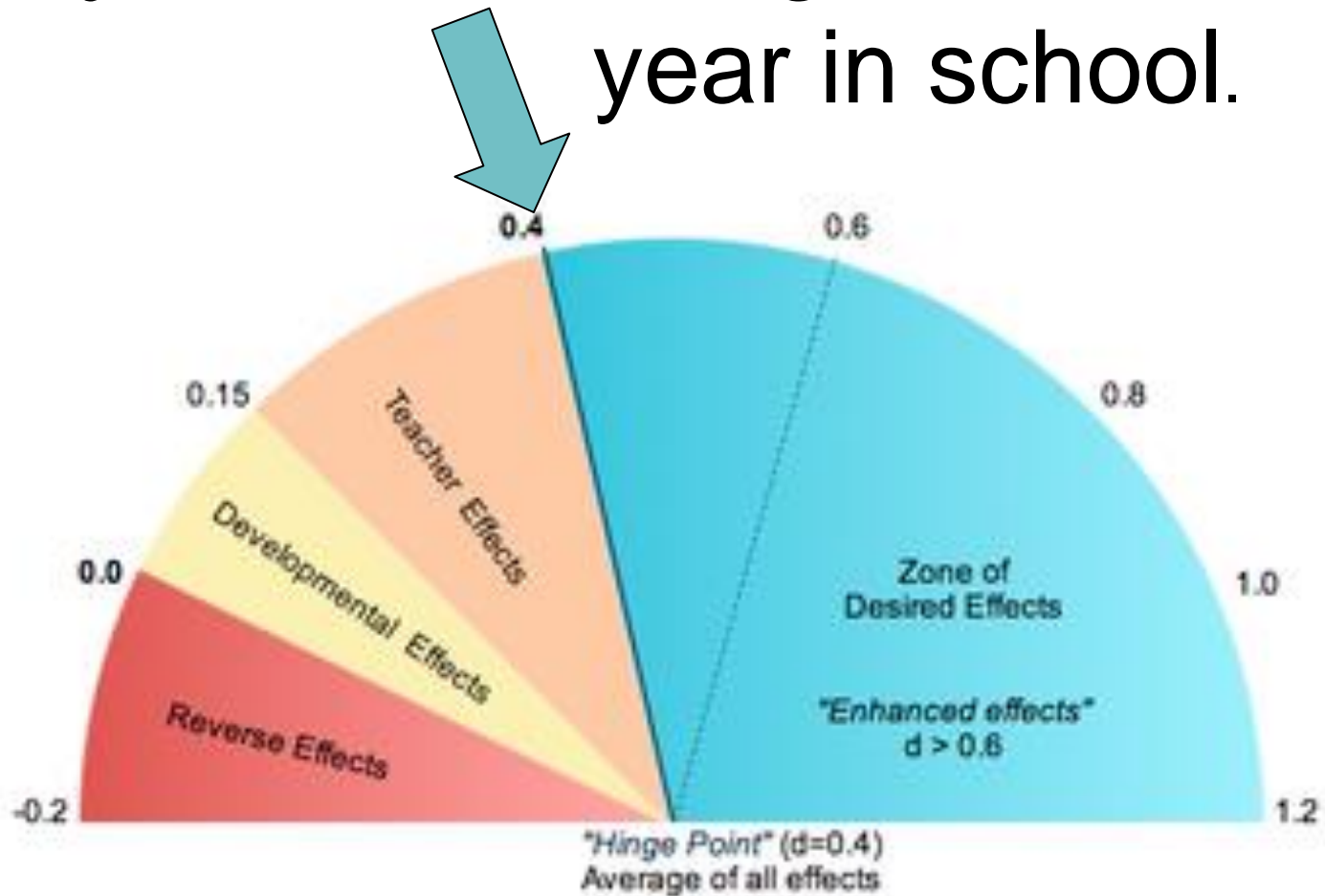


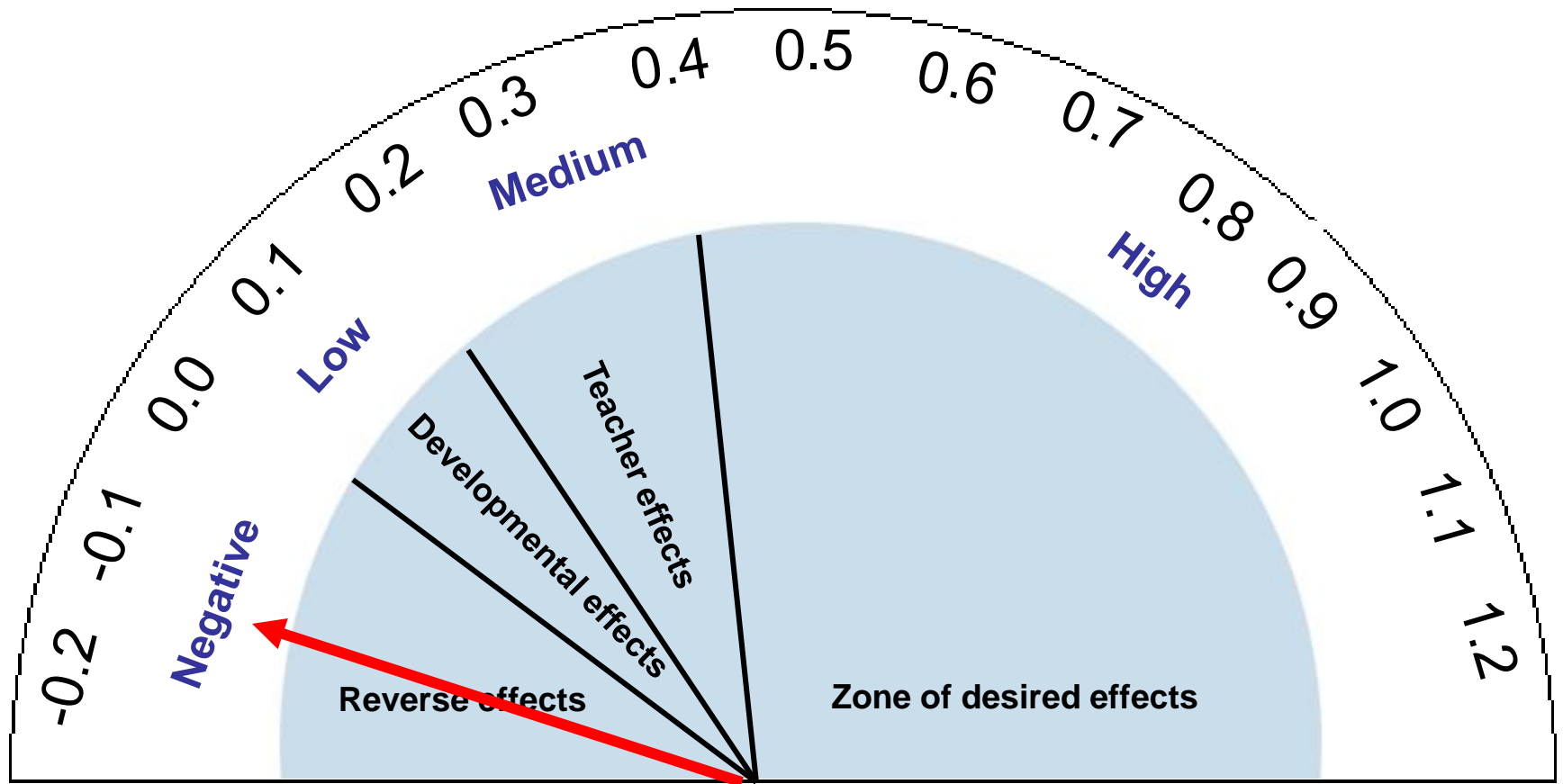
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



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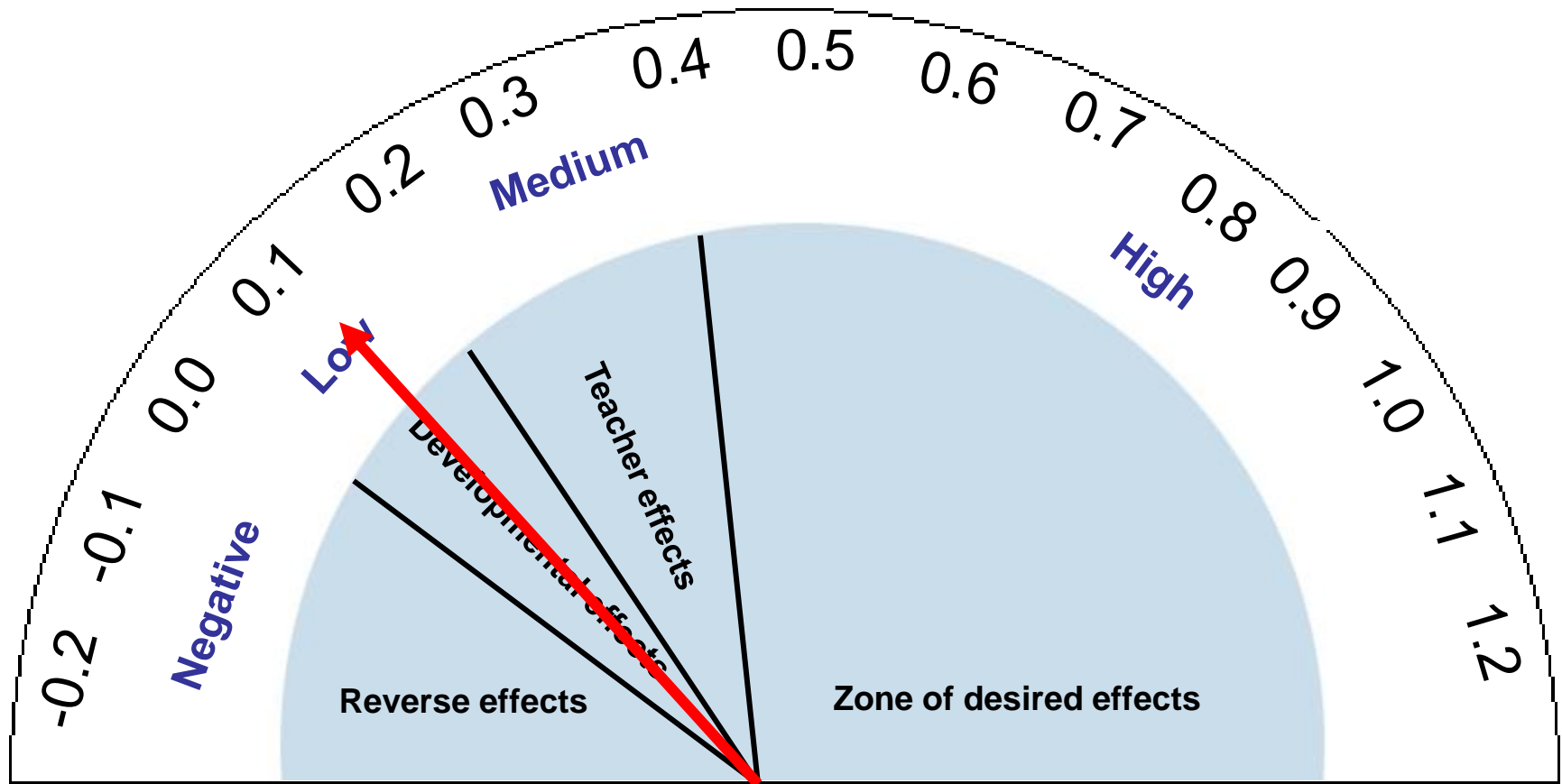
This is the hinge point –
a year's worth of growth for a
year in school.





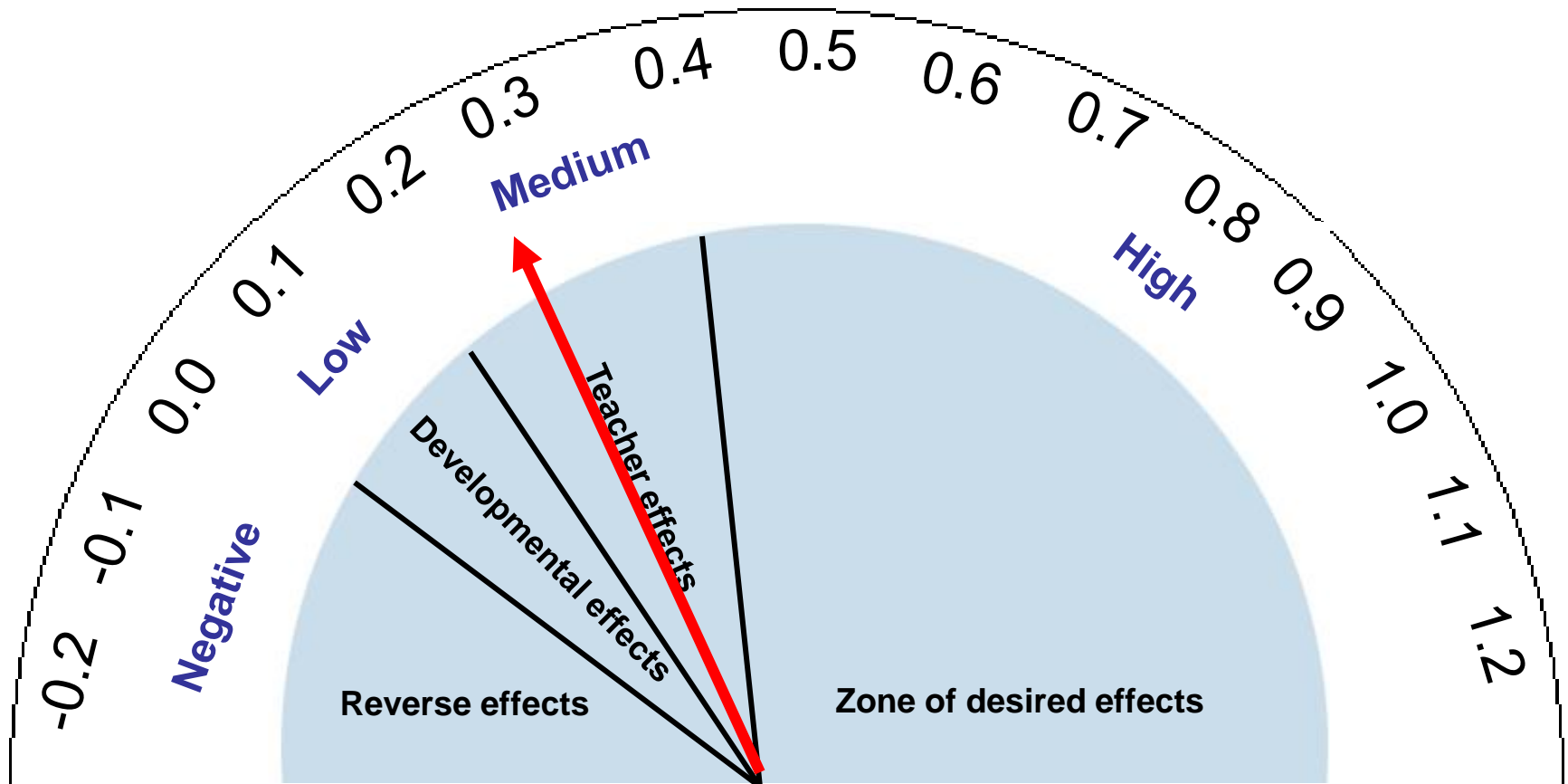
Retention: $d = -0.13$

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



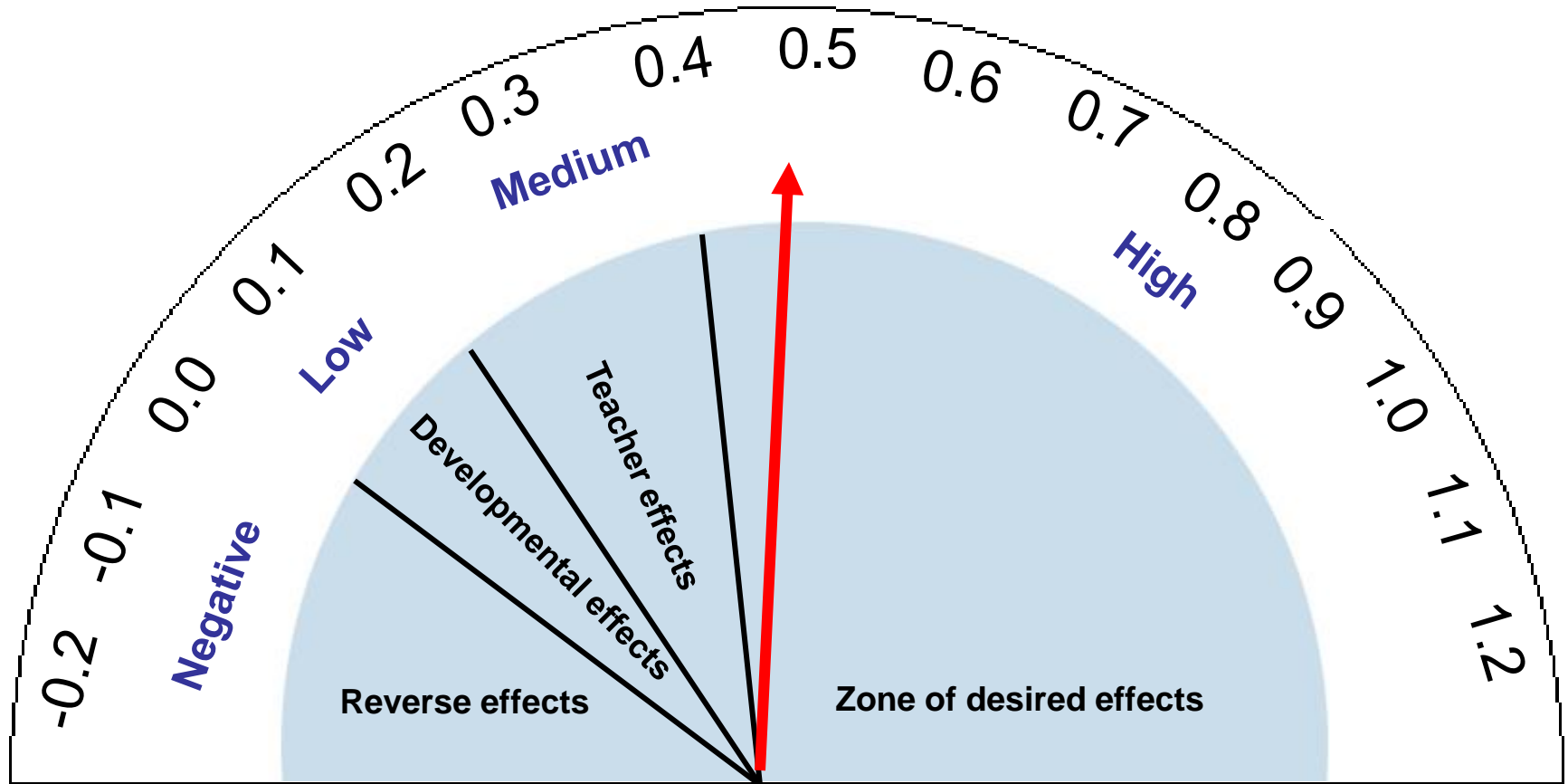
Ability Grouping/Tracking: $d = 0.12$

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



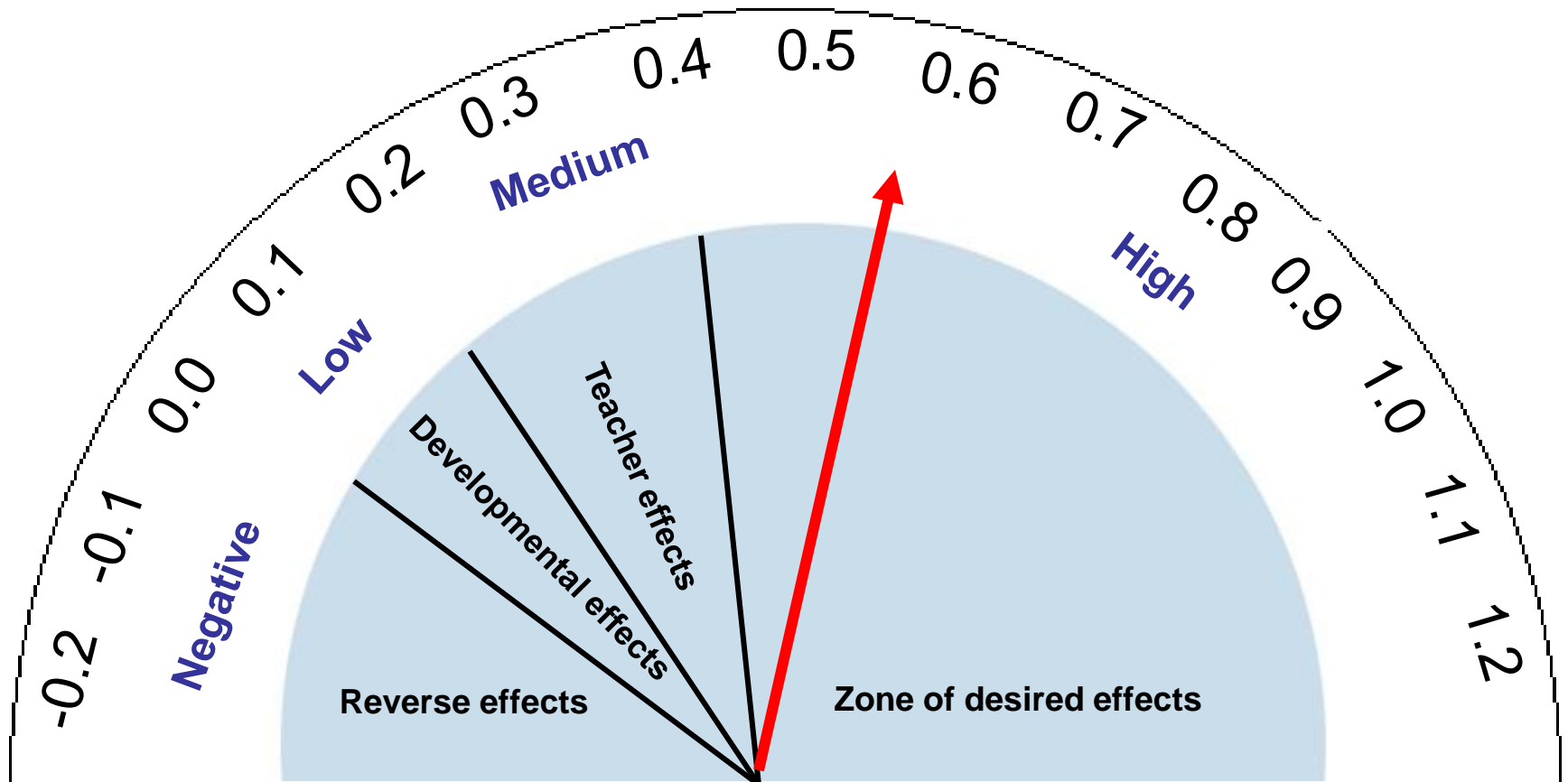
Homework: $d = .29$

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



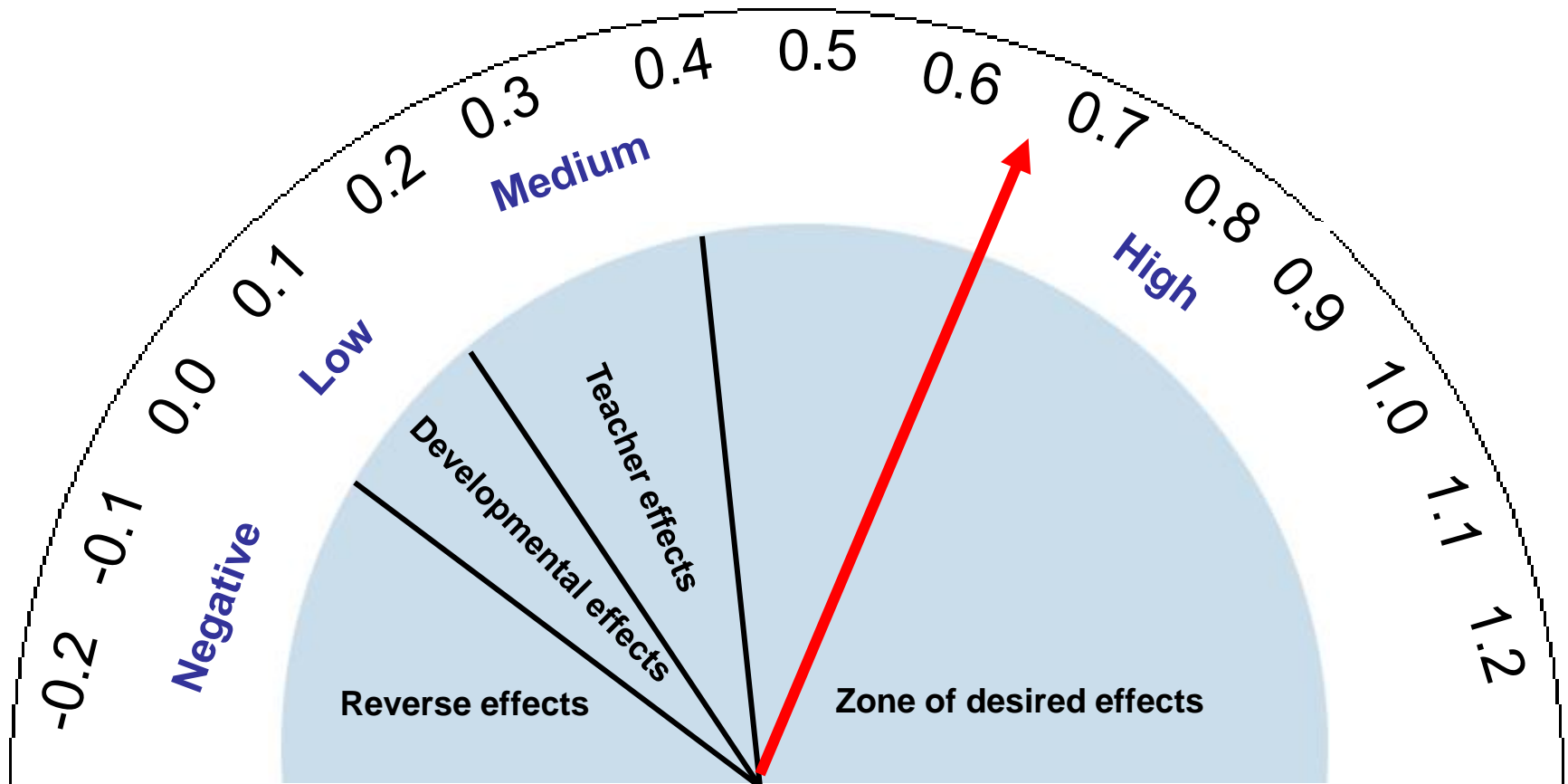
Small group learning: $d = 0.49$

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



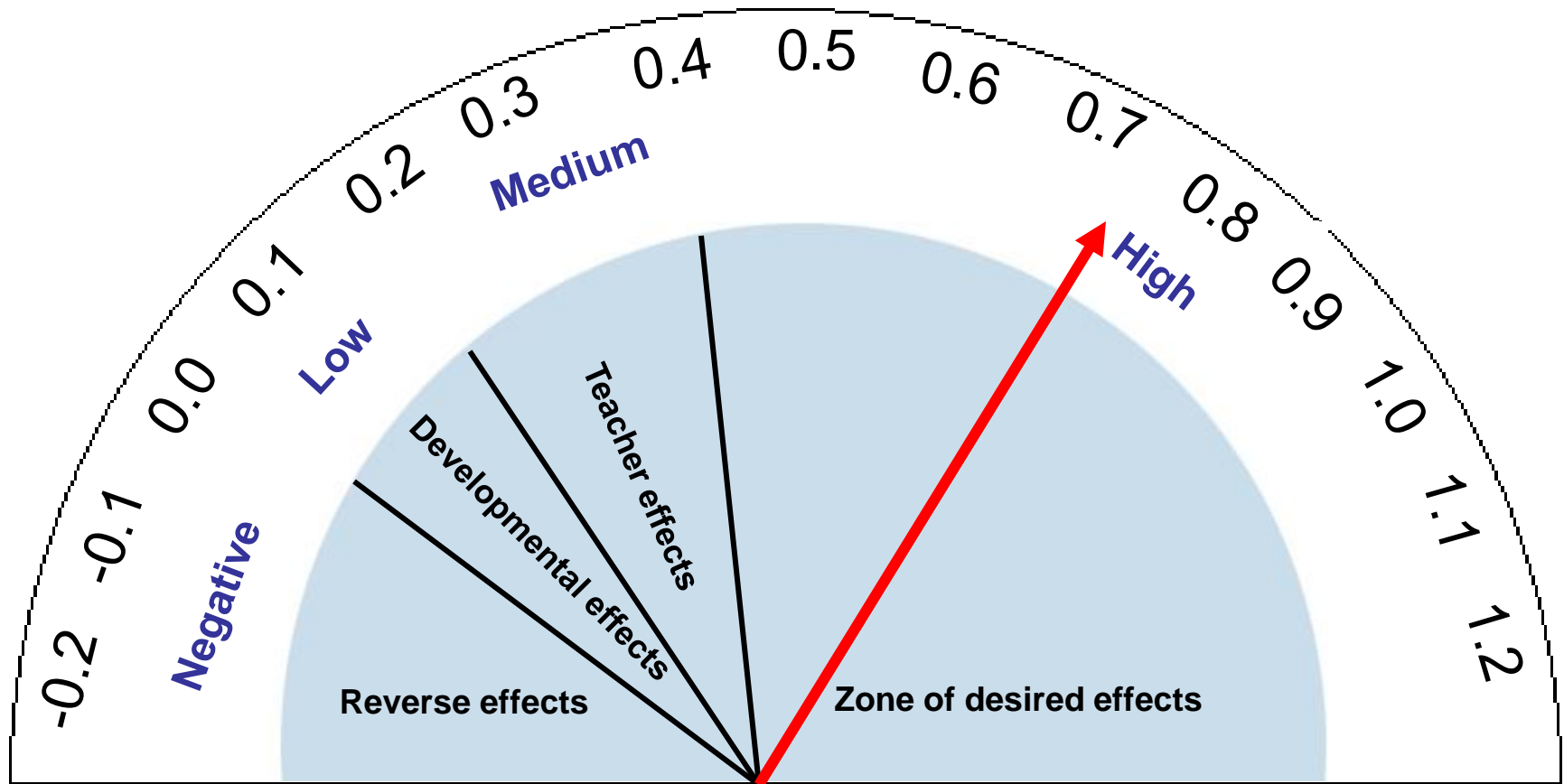
Study Skills: $d = 0.59$

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



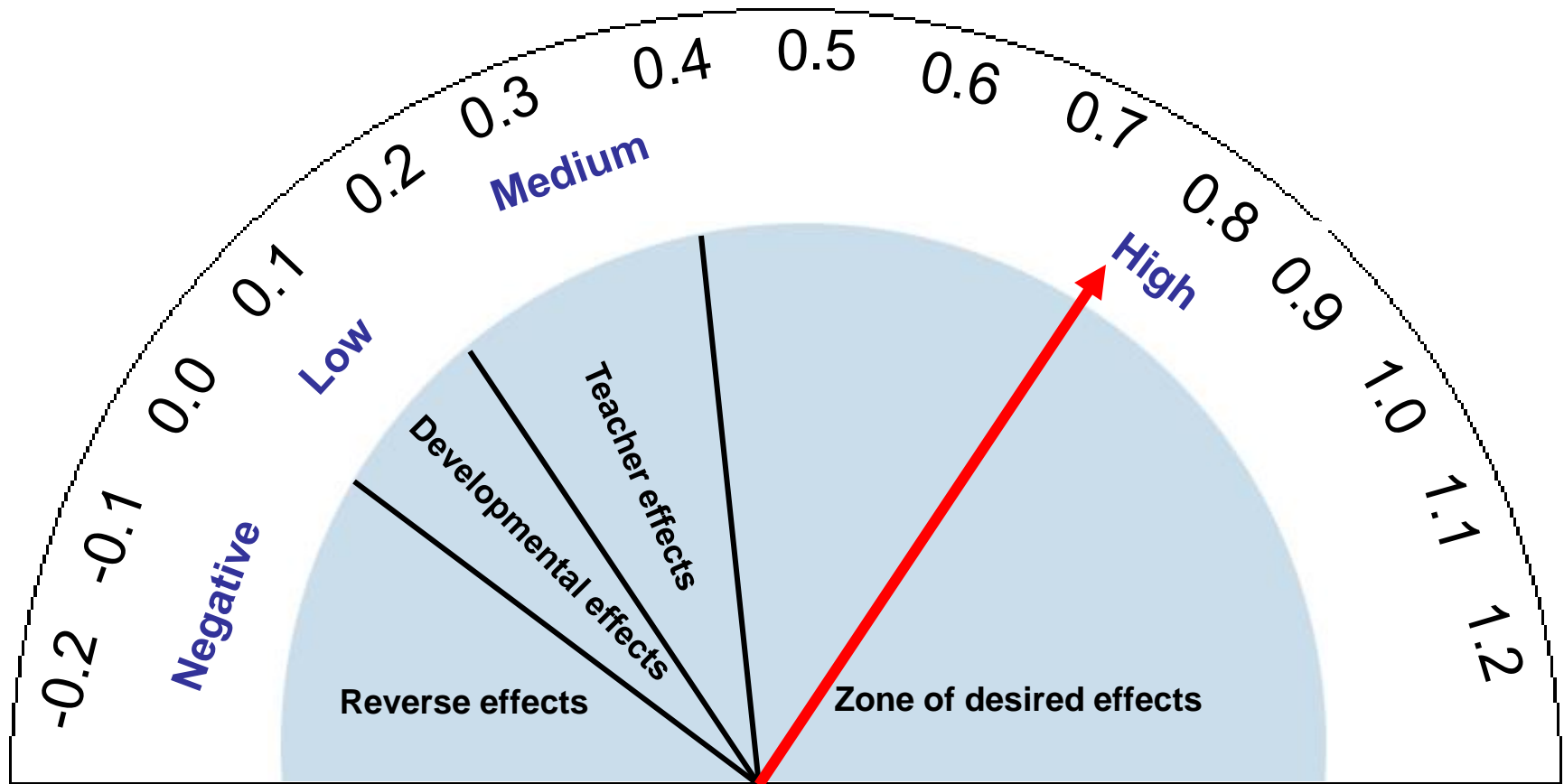
Repeated Reading: $d = 0.67$

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



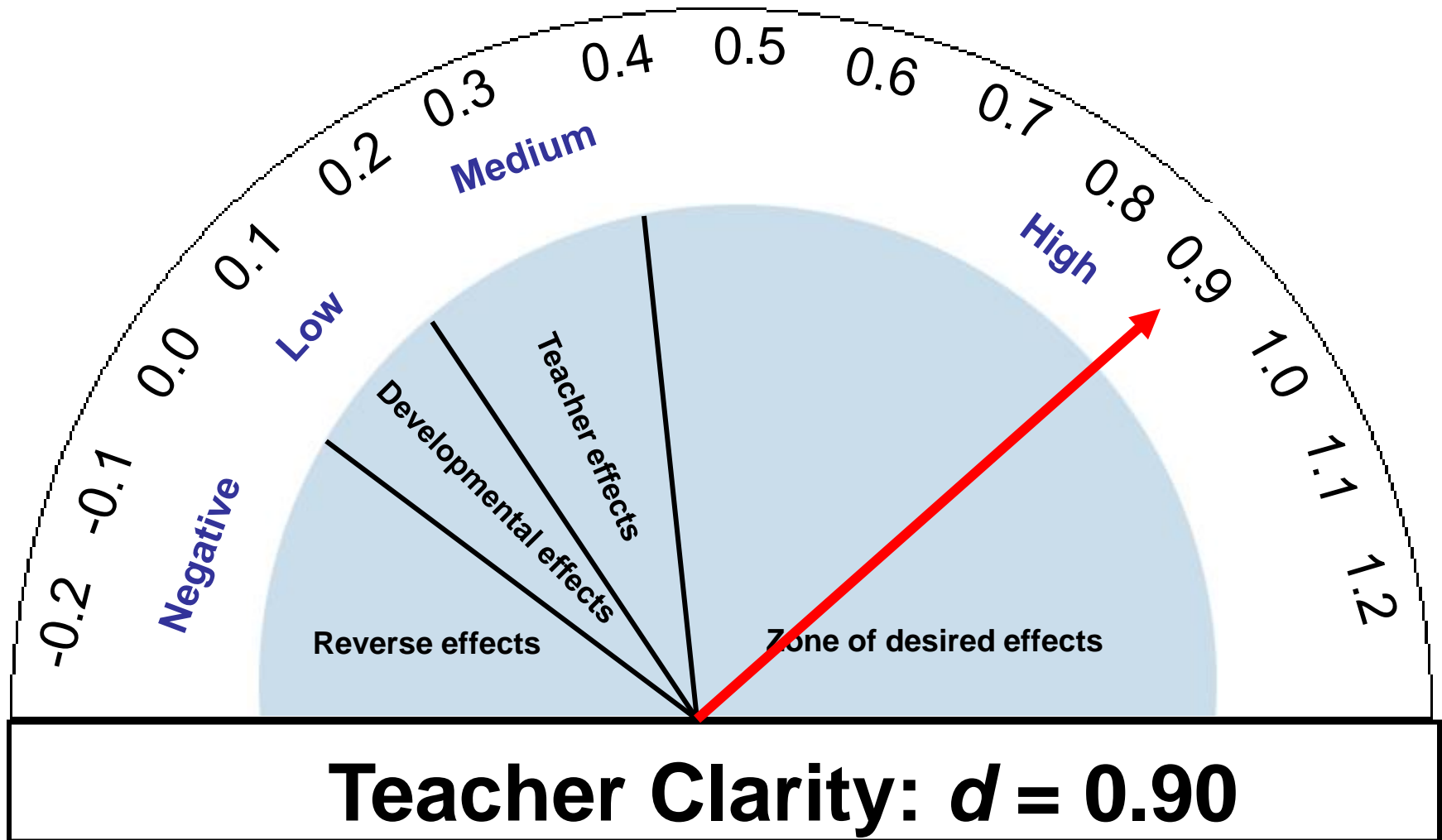
Teacher-Student relationships: $d = 0.72$

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



Classroom Discussion: $d = 0.82$

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.



Use a short

passage

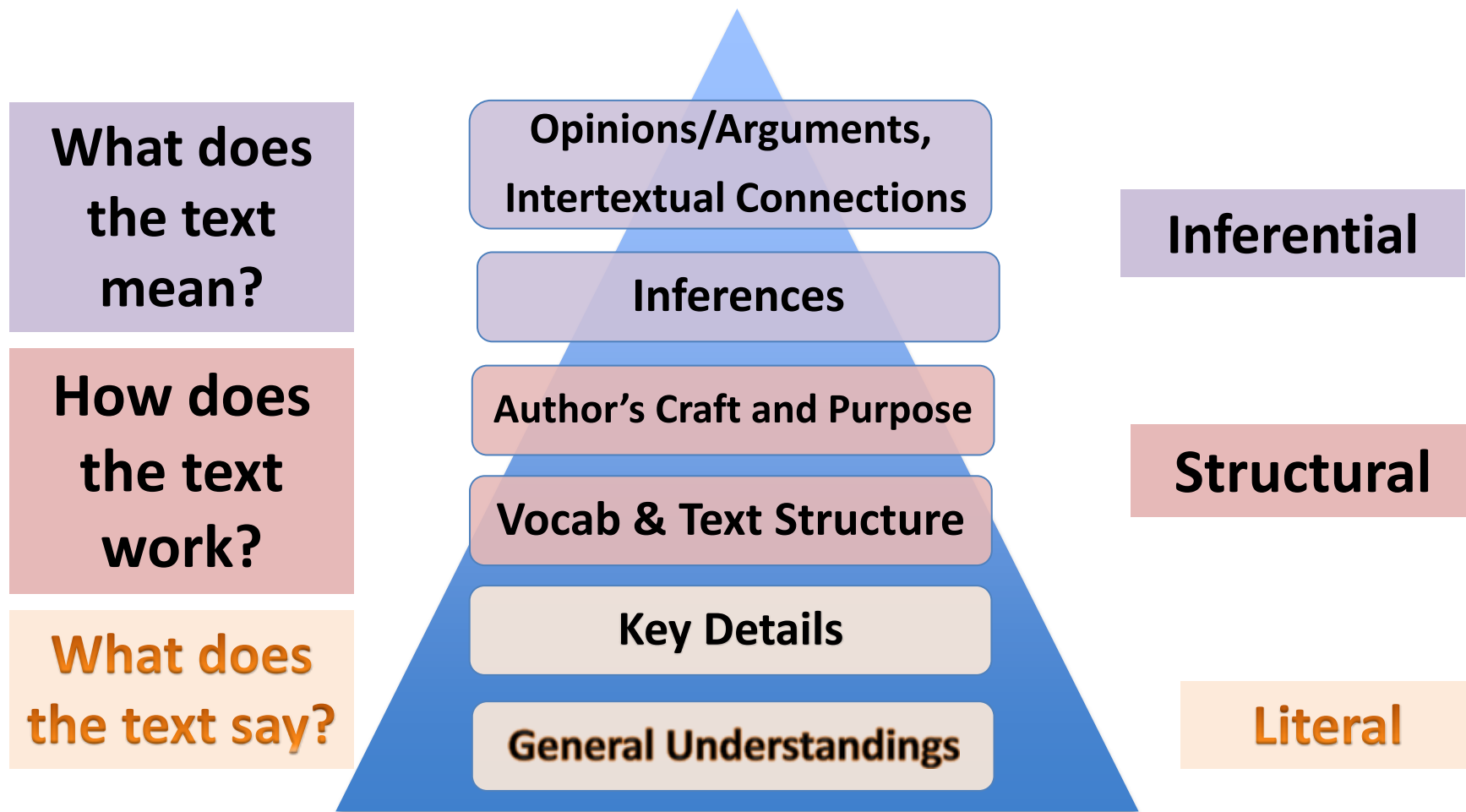
Re-reading

“Read with a pencil”

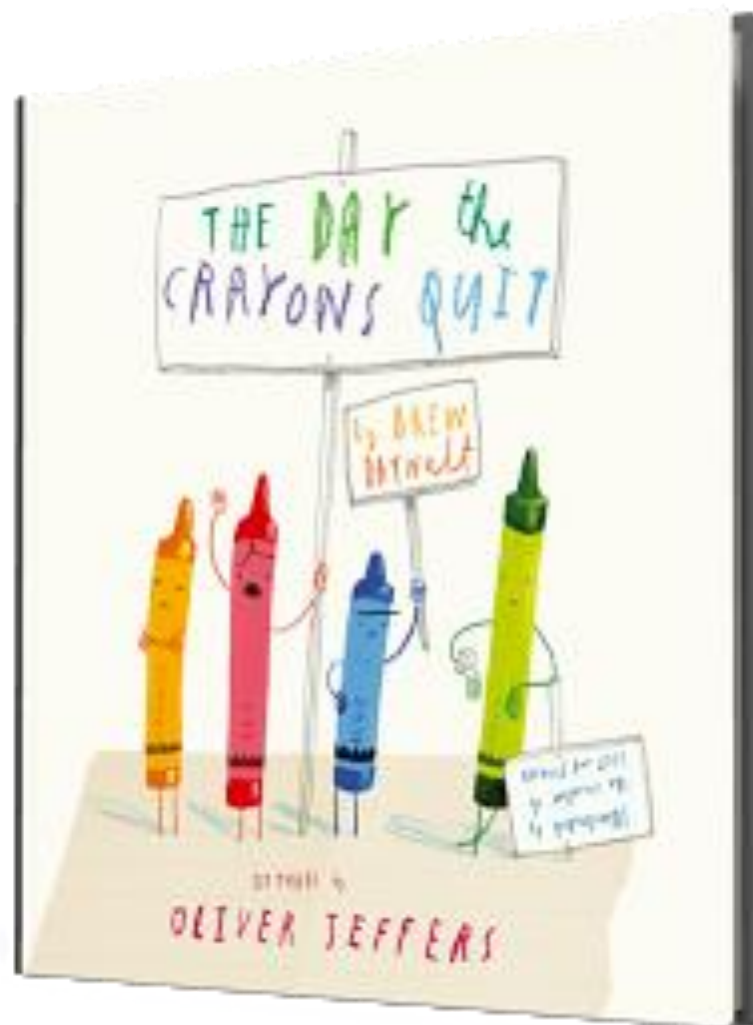
Text-dependent questions

Creating a Close Reading

Progression of Text-dependent Questions



The Day the Crayons Quit

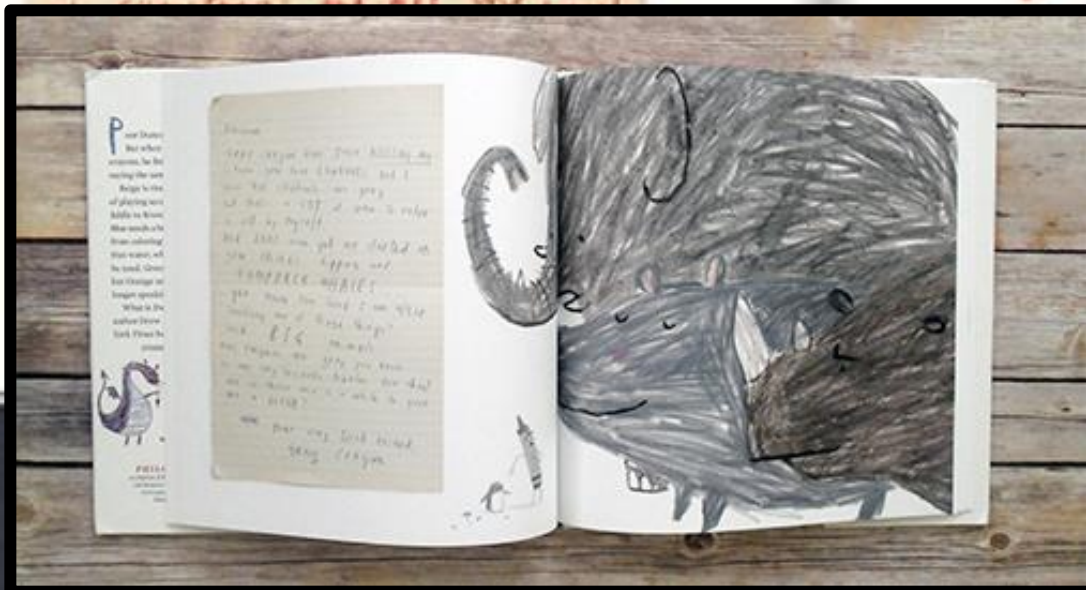


What did Duncan find when he took his crayons out of the box one day?



Which crayons feel tired and overworked?

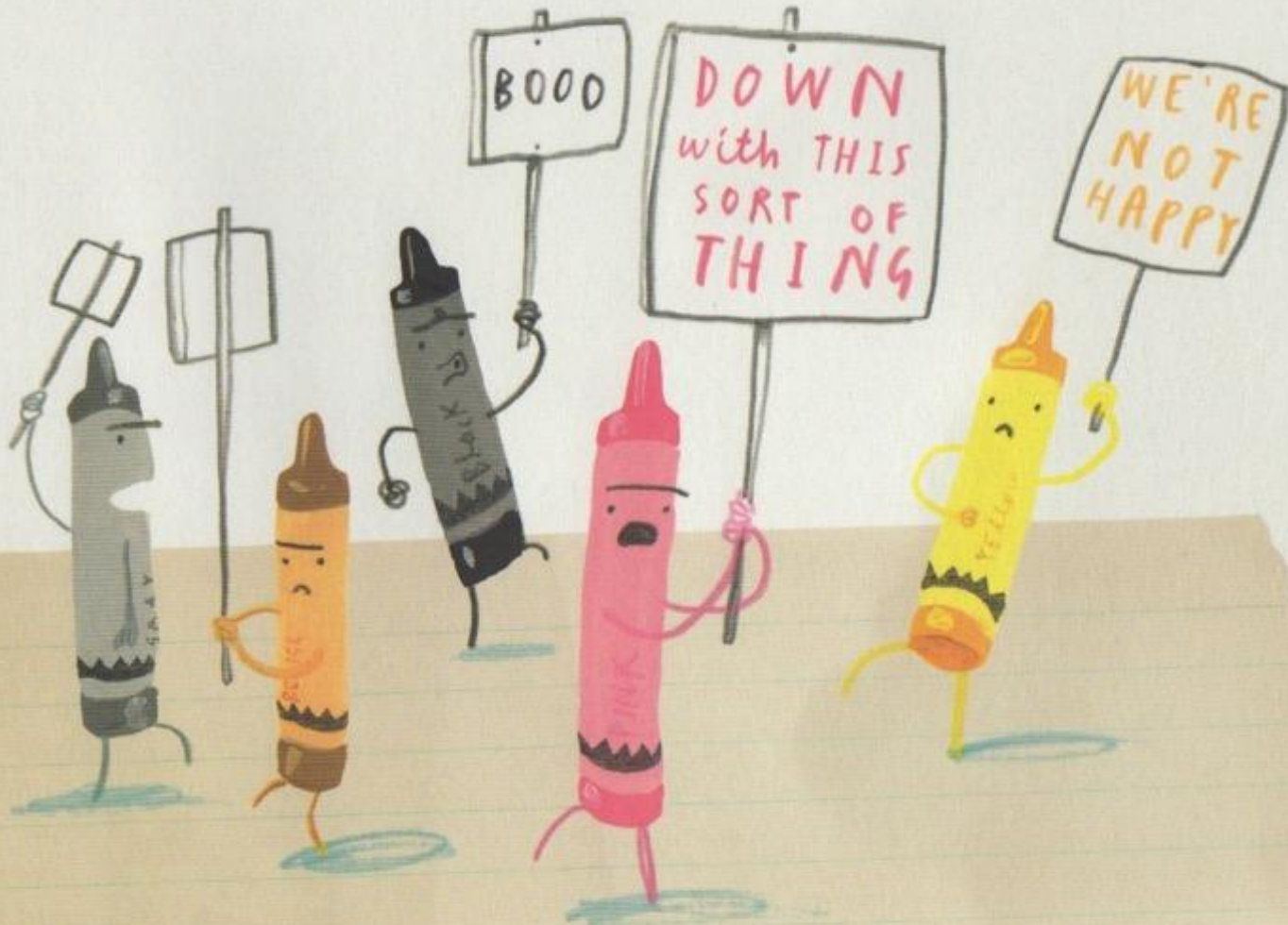
Hey DUNCAN,
It's me, RED Crayon. We need to talk.
You make me work harder than
any of your other crayons.
all year long I wear myself out
coloring FIRE ENGINES, APPLES,
strawberries and EVERYTHING
ELSE that's RED.
I even work on HOLIDAYS!
I have to color all the SANTA



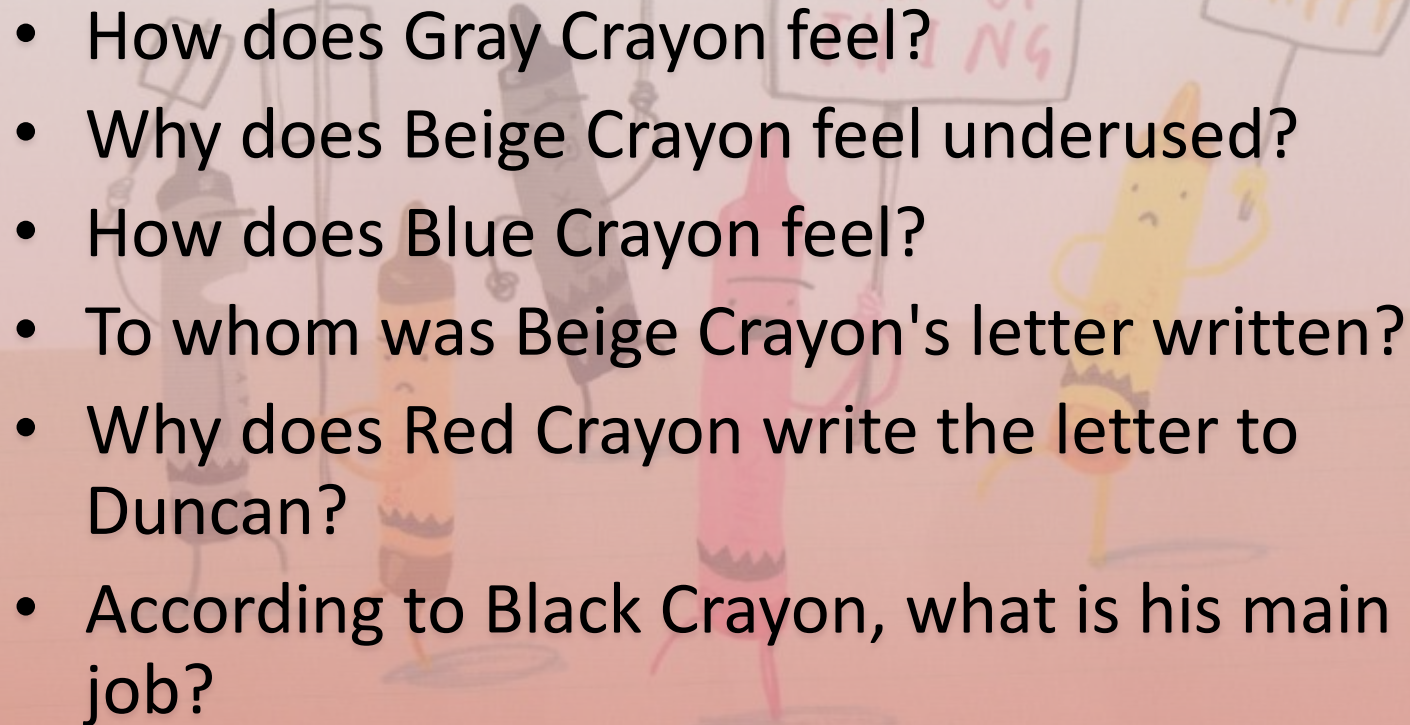
What are Yellow and Orange arguing about?

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"

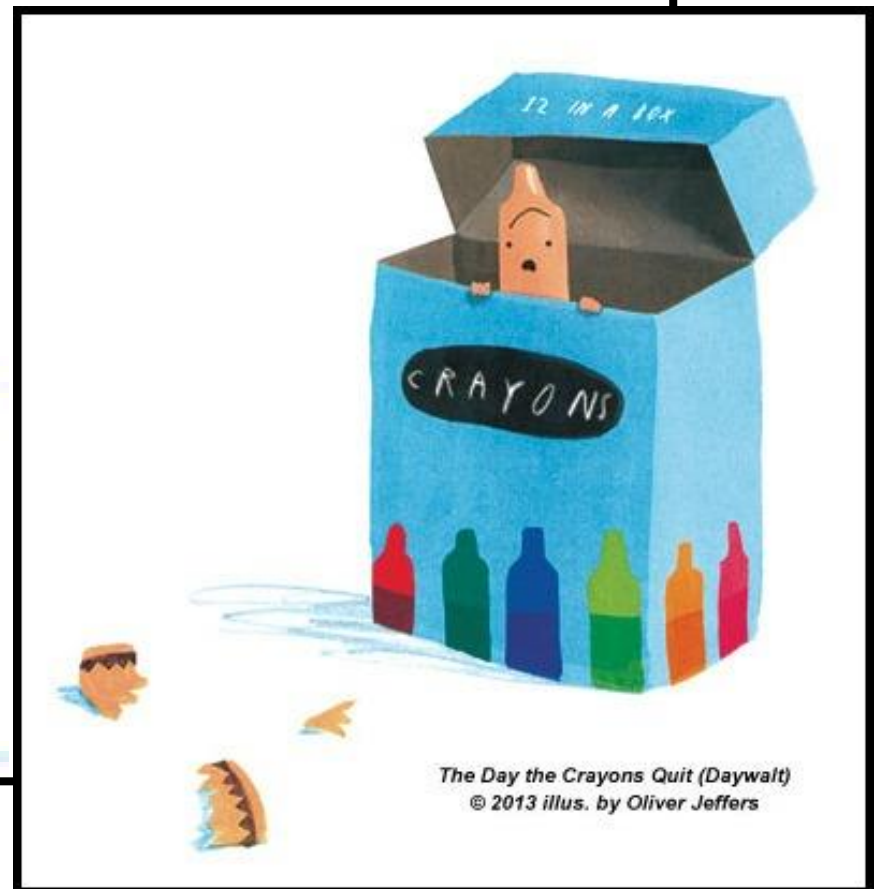
Use Key Details to Locate Evidence



Use Key Details to Locate Evidence

- 
- An illustration of four anthropomorphic crayons standing and holding protest signs. From left to right: a black crayon holds a sign that says "BOOO"; a gray crayon holds a sign that says "DOWN with THIS SORT OF THING"; a red crayon holds a sign that says "WE'RE NOT HAPPY"; and a yellow crayon holds a sign that says "WE'RE NOT HAPPY". The background is a light blue sky with a yellow sun and a few clouds. The entire scene is set against a light blue background with a yellow sun and a few clouds.
- 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?



What does the text inspire you 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 & Oranges
Problem ~~Be~~ Because
I am a Good Problem
Solver.

HEAR ME, MY CHIEFS!
I AM TIRED. MY HEART
IS SICK AND SAD.
FROM WHERE THE SUN
NOW STANDS, I WILL
FIGHT NO MORE
FOREVER

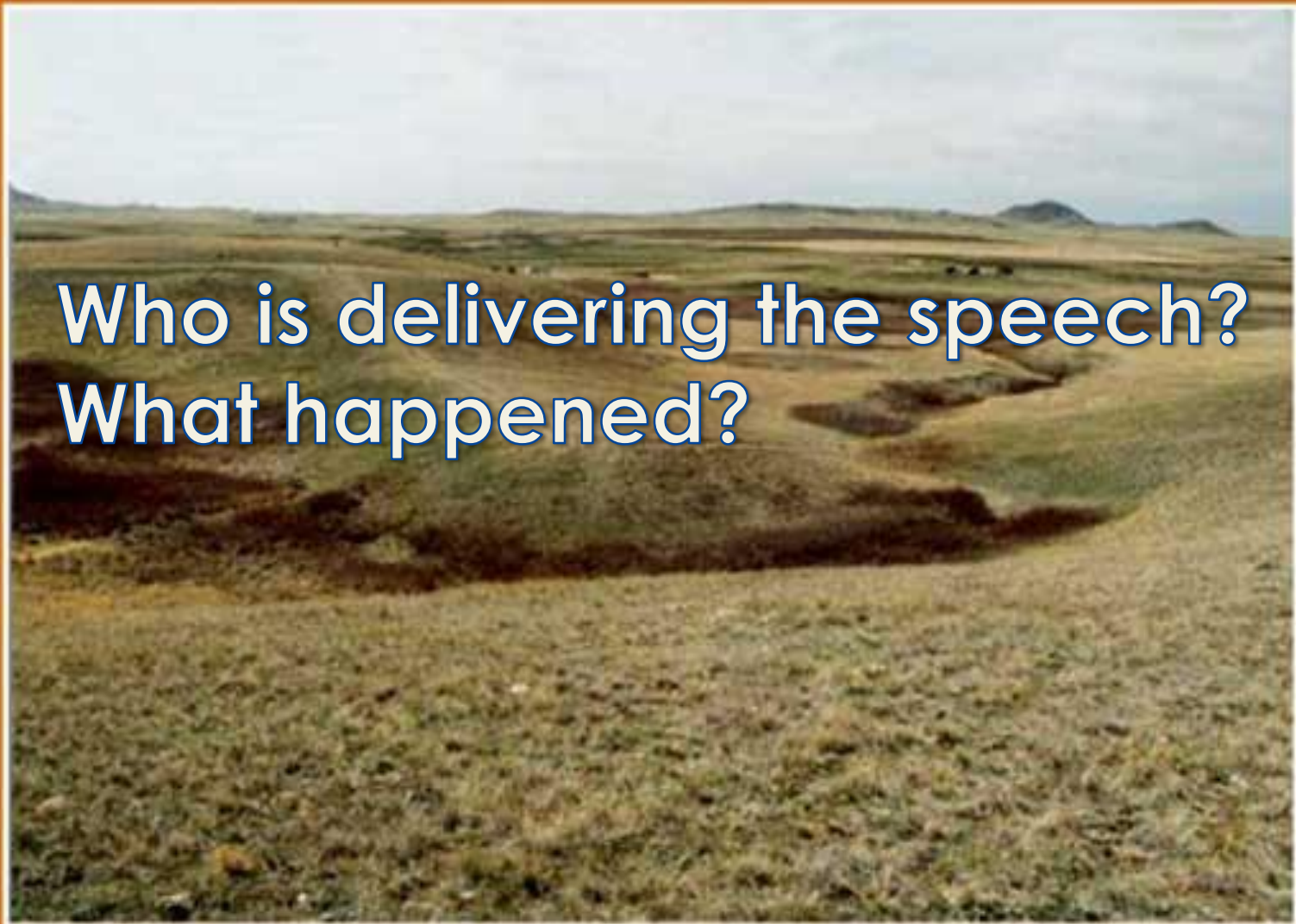
CHIEF JOSEPH

1877



What does the text say? General Understanding

Who is delivering the speech?
What happened?



What does the text say? General Understanding

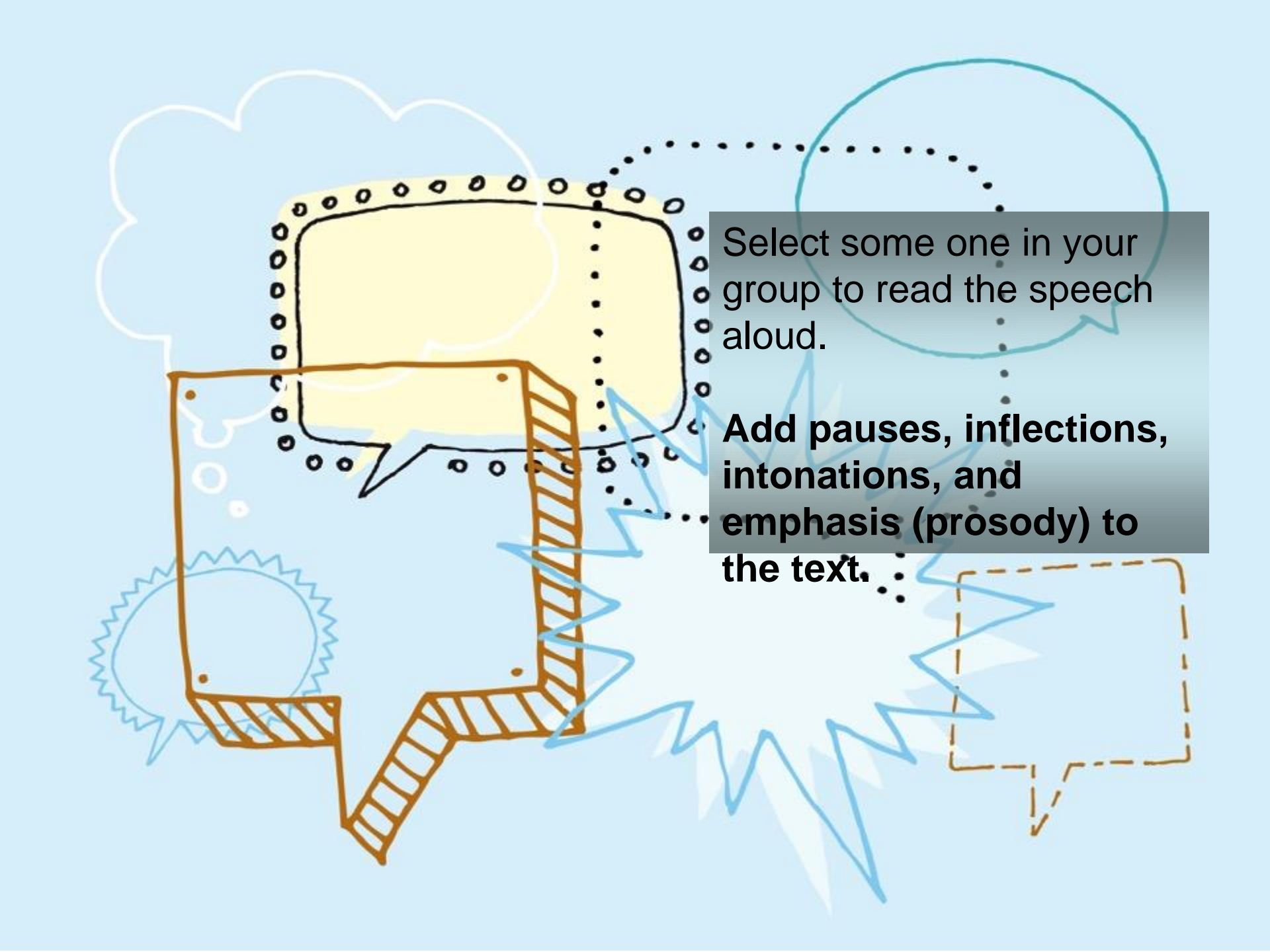


Without yet knowing who Looking Glass and Toohulhulsote are, what can we say about their roles in this decision?



What does the text say? Key Details

What concerns does Chief Joseph have about the health and welfare of his people? How do you know?

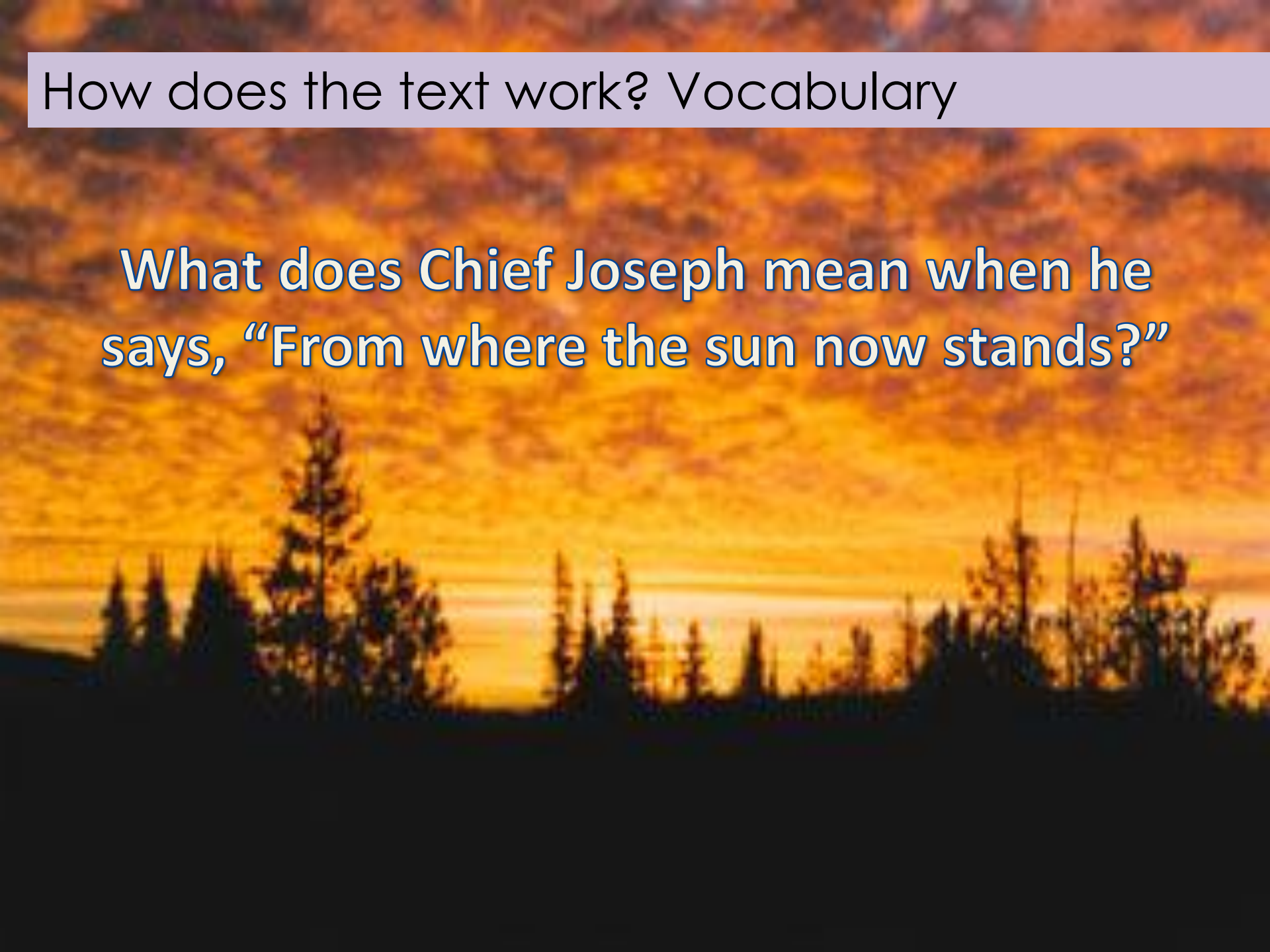


Select some one in your group to read the speech aloud.

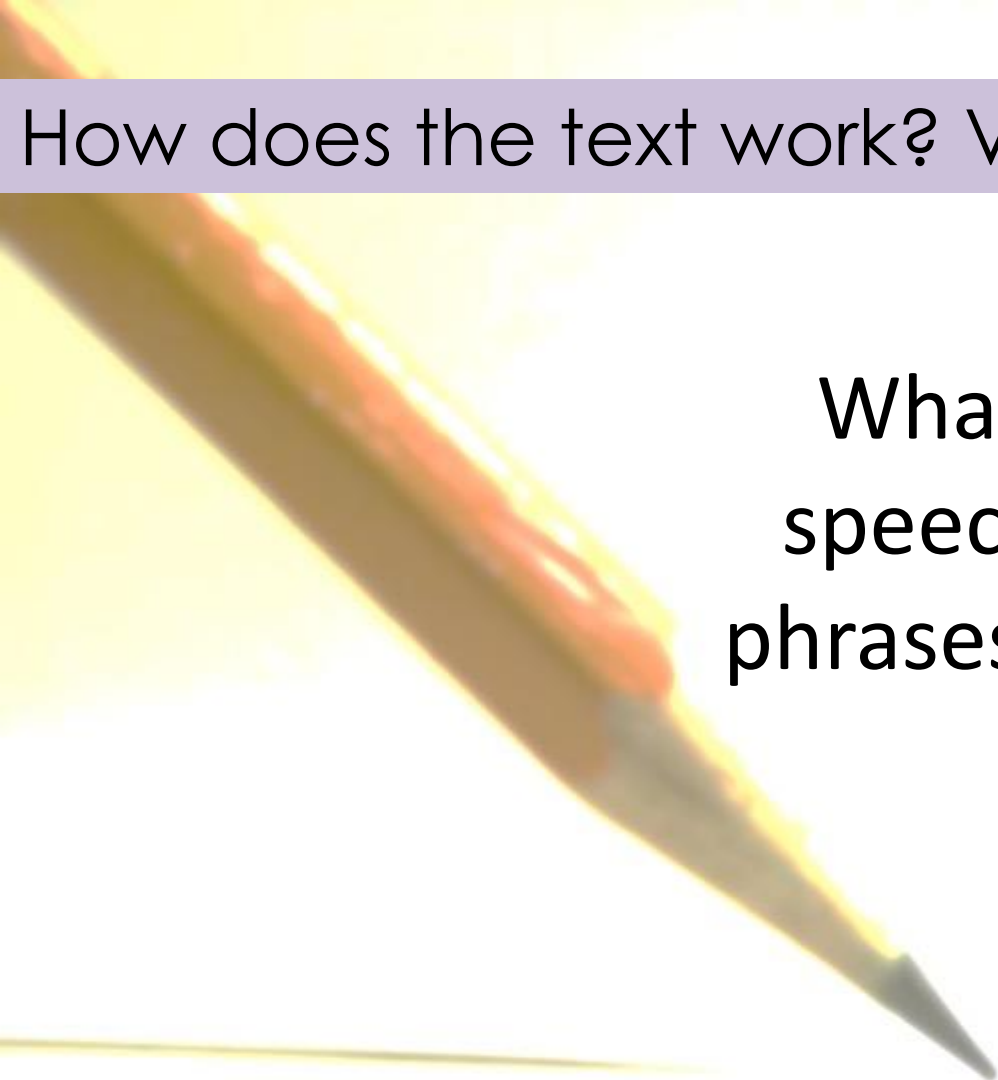
Add pauses, inflections, intonations, and emphasis (prosody) to the text.

How does the text work? Vocabulary

What does Chief Joseph mean when he says, “From where the sun now stands?”



How does the text work? Vocabulary



What is the tone of this speech? What words and phrases support your claim?



How does the text work? Structure

How does the text structure convey Chief Joseph's mood?

How does the text work? Structure

What is it about the use of the word *forever* in the last line, “I will fight no more forever” that makes this statement so memorable?



What does the text mean? Intertextual connections

Chief Joseph succeeded his father as leader of the Wallowa band in 1871. Before his death, the father said to his son:



“My son, my body is returning to my mother earth, and my spirit is going very soon to see the Great Spirit Chief. When I am gone, think of your country. You are the chief of these people. They look to you to guide them. Always remember that your father never sold his country. You must stop your ears whenever you are asked to sign a treaty selling your home. A few years more and white men will be all around you. They have their eyes on this land. My son, never forget my dying words. This country holds your father's body. Never sell the bones of your father and your mother.”

Joseph commented "I clasped my father's hand and promised to do as he asked. A man who would not defend his father's grave is worse than a wild beast."

What does the text mean? Intertextual connections

How does this second passage help you to understand the speech?
What inner conflict would Chief Joseph have experienced?
Where do you see evidence of this conflict in the speech?



What does the text inspire you to do?

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



Thank you!

