

ACHIEVE3000®

— is a proud partner in —

30
DAYS

TO IMPROVING
INSTRUCTION

with Dr. Doug Fisher

A classroom scene with students raising their hands. The image is overlaid with a semi-transparent blue filter. The text '30 DAYS' is written in a large, light blue, rounded font on the left side. The text 'TO IMPROVING INSTRUCTION' is written in a white, bold, sans-serif font in the center. Below it, 'with Dr. Doug Fisher' is written in a white, cursive font. At the bottom, 'Close Reading Series' is written in a white, bold, sans-serif font inside a teal rectangular box. The background shows a teacher and several students at desks, with a whiteboard and bookshelves visible.

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Close Reading Series

*Thank you, Thank you, Thank you for this series!
I find it so helpful and inspiring. The content and
length of the videos are in specific, bite-size amounts
and are presented in such a way that as a teacher
I feel can be used and implemented without me
feeling completely overwhelmed.*



*~Teacher Participating in the
30 Days To Improving Instruction-Close Reading Series*



Thank you Dr. Fisher for your insight and guidance. Thank you Achieve 3000 for this learning opportunity. I've been teaching for 16 years and this is the first time a PD (Professional Learning opportunity, rather) has been presented in this format.

~Teacher Participating in the 30 Days To Improving Instruction-Close Reading Series

*I look forward to completing this series
and the great impact it will have
on my teaching and for my students.*

*~Teacher Participating in the
30 Days To Improving Instruction-Close Reading Series*



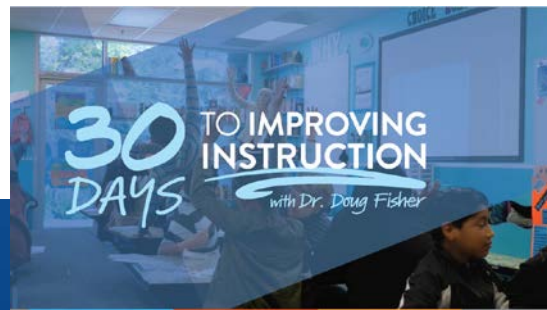
I am writing to thank your company for the wonderful online PD you are providing with Doug Fisher's videos; it is a brilliant idea and because Doug has kept it so simple, it will help so many teachers understand effective instruction in text reading.

*~Literacy Coach Participating in the
30 Days To Improving Instruction-Close Reading Series*



One success that I've had when implementing the strategies so far is being purposeful when selecting text to use with students during modeling.

*~Teacher Participating in the
30 Days To Improving Instruction-Close Reading Series*





Collecting annotations is huge! This was missing in my practice and it is a game changer!

*~Teacher Participating in the
30 Days To Improving Instruction-Close Reading Series*

Today's Session



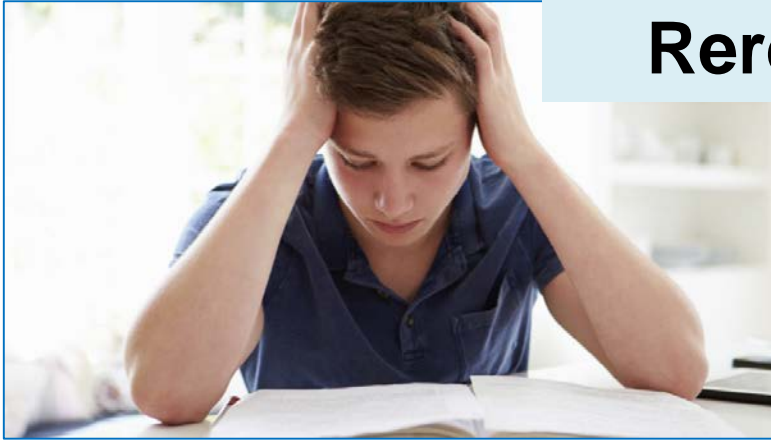
- Check in with Dr. Doug Fisher
 - 30 Days to Improving Instruction—
Close Reading Series
- Hear Tips and Strategies to
Guide Your Close Reading Lessons
- Address Your Questions



Your Questions



Rereading



Modeling



Collaborative Conversations



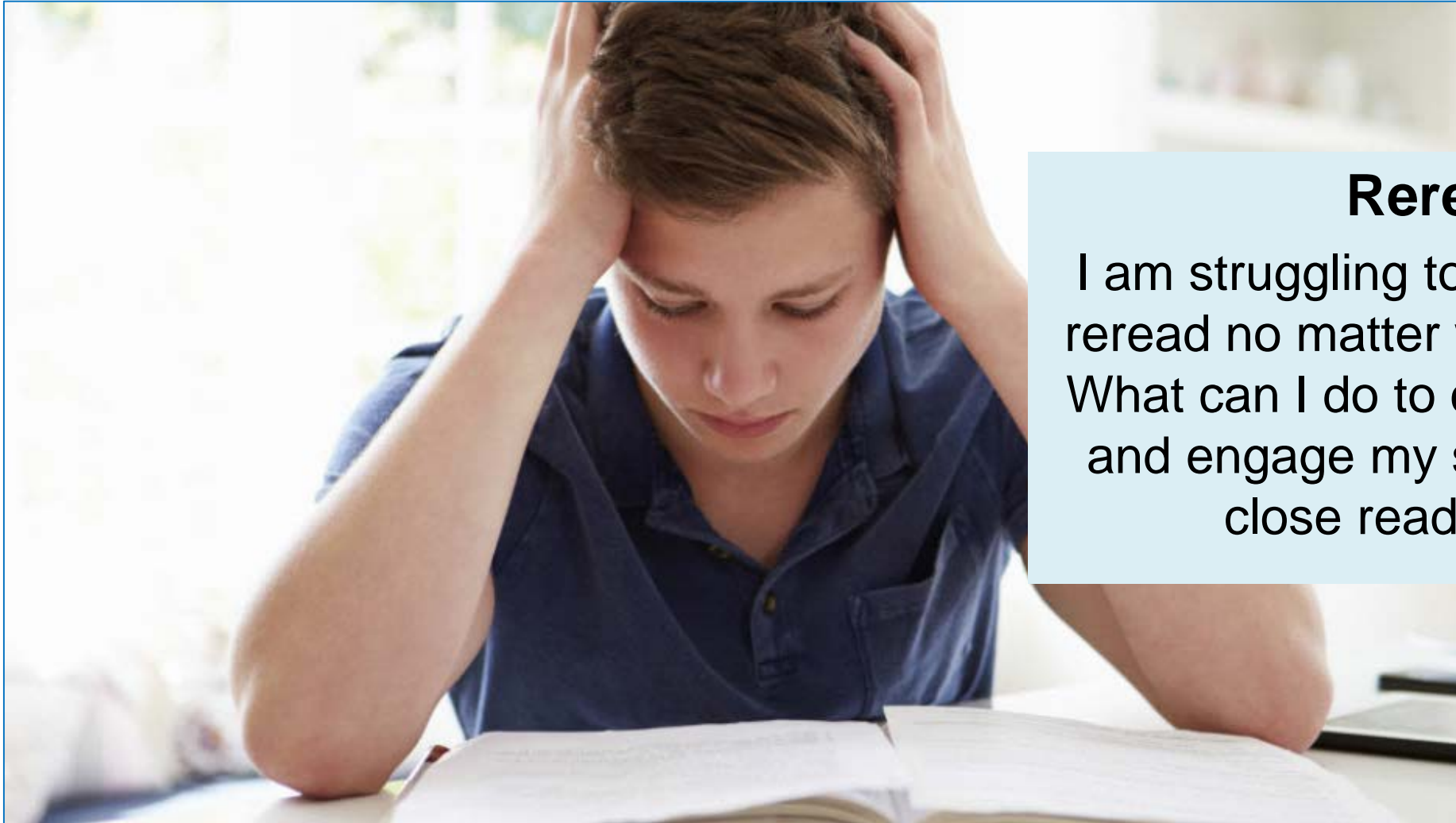
Student Self-Reflection

Agreement Sentence Frames

- The reason I believe _____ is because _____.
- I agree with _____ because of _____.
- I agree that _____ is correct because my experience with _____ confirms it.
- _____ is right about _____ because recent studies have shown that _____.
- I agree because _____ seems logical in this situation.
- I agree with the statement that _____ because I can't think of a time when this would not be true.

Sentence Frames

Your Question



Rereading

I am struggling to get my students to reread no matter what purpose is set. What can I do to continue to motivate and engage my students during the close reading process?

Encouraging 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?

Your Question



Modeling

Most of my students have the same patterns of errors. What do you suggest to do in terms of modeling without reteaching the entire lesson?



Modeling, Big and Small

- Sometimes, we need small-group instruction
- Other times, we select a less complex piece of text to model a specific aspect of text complexity
- Other times, we engage students in collaborative conversations because peers can help address this

Your Question



Collaborative Discussions

I struggle with getting my students to engage **EFFECTIVELY** in discussions during close reading. I loved what Marisol did in Days 25 -28. What can I do to keep my students engaged?

Collaborative Conversations

- Visit my website (www.fisherandfrey.com) for articles on developing routines
- Provide sentence frames and word banks
- Show students videos of other students engaged in collaborative conversations (and point out successes)

Your Question



Sentence Frames

Agreement Sentence Frames

The reason I believe _____ is because _____.

I agree with _____ because of _____.

I agree that _____ is correct because my experience with _____ confirms it.

_____ is right about _____ because recent studies have shown that _____.

I agree because _____ seems logical in this situation.

I agree with the statement that _____ because I can't think of a time when this would not be true.

Disagreement Sentence Frames

I don't agree with _____ because _____.

I disagree with the statement that _____ because _____.

I think _____ is mistaken because of _____.

I see it another way because of _____.

I can see that; however, I disagree because of _____.

I disagree with the view that _____ because recent research has shown _____.

Mixed Feeling Sentence Frames

I agree with _____, but on the other hand _____.

Though I understand that _____, I still believe that _____.

I have mixed feelings about the claim that _____. On one hand, I agree that _____. On the other hand, I'm not sure if _____.

My feelings on the issue are mixed. I support the position that _____, but I find the argument about _____ and the research on _____ to be equally convincing.

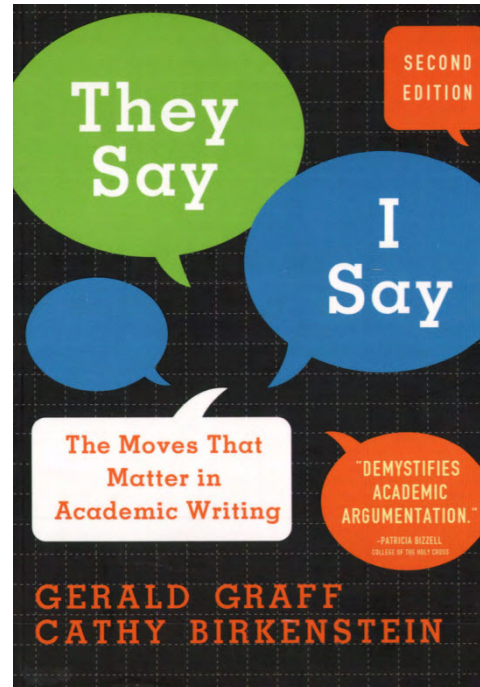
Although I agree with the idea that _____ up to a point, I cannot accept the overall conclusion that _____.

Sentence Frames

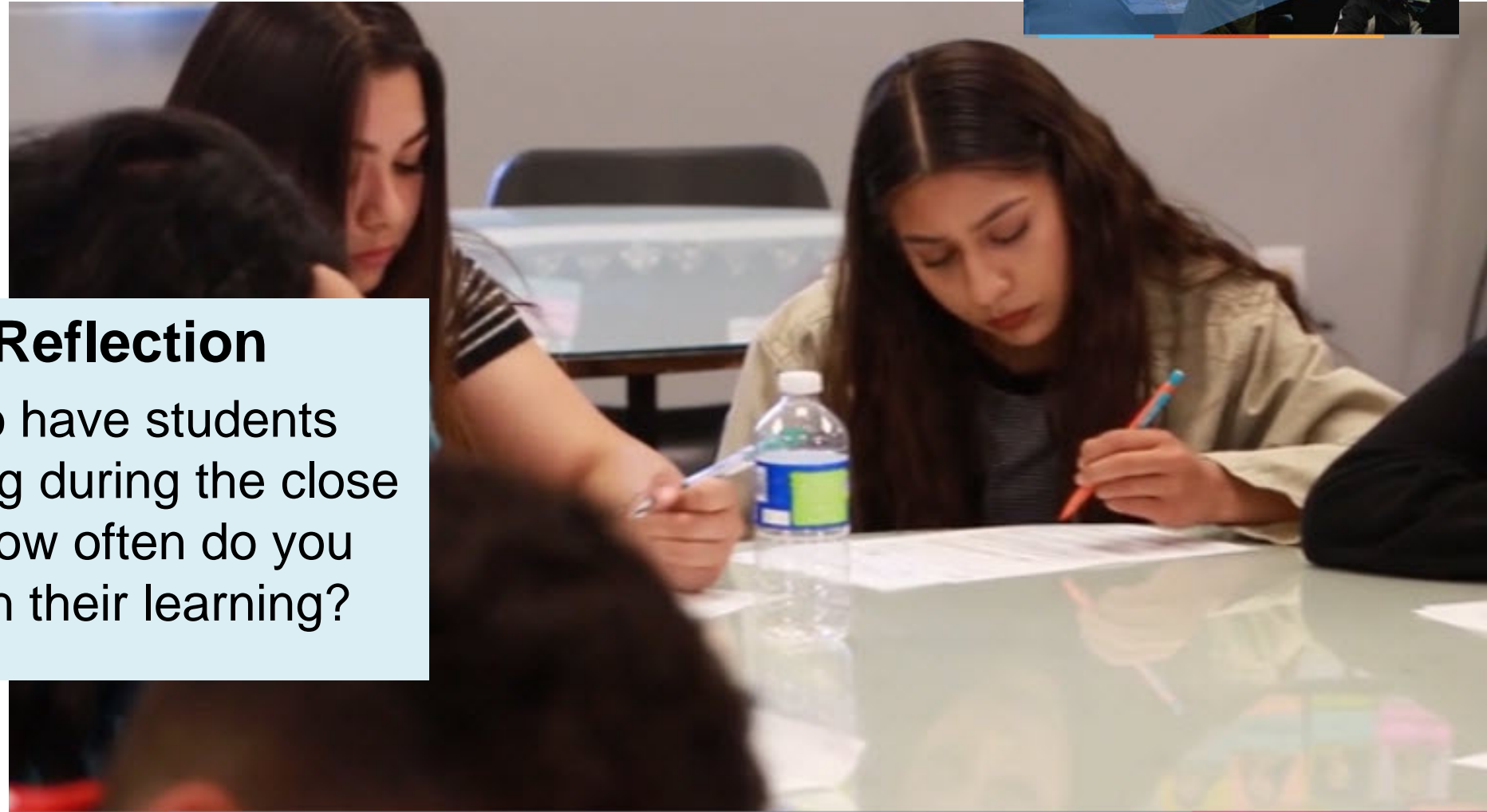
Do you have sentence starters to help students engage in collaborative conversations during each read?

Yes!

- There are always options for students to use frames (if you worry about these being a “crutch” see the book *They Say / I Say: Moves That Matter in Academic Writing*.)



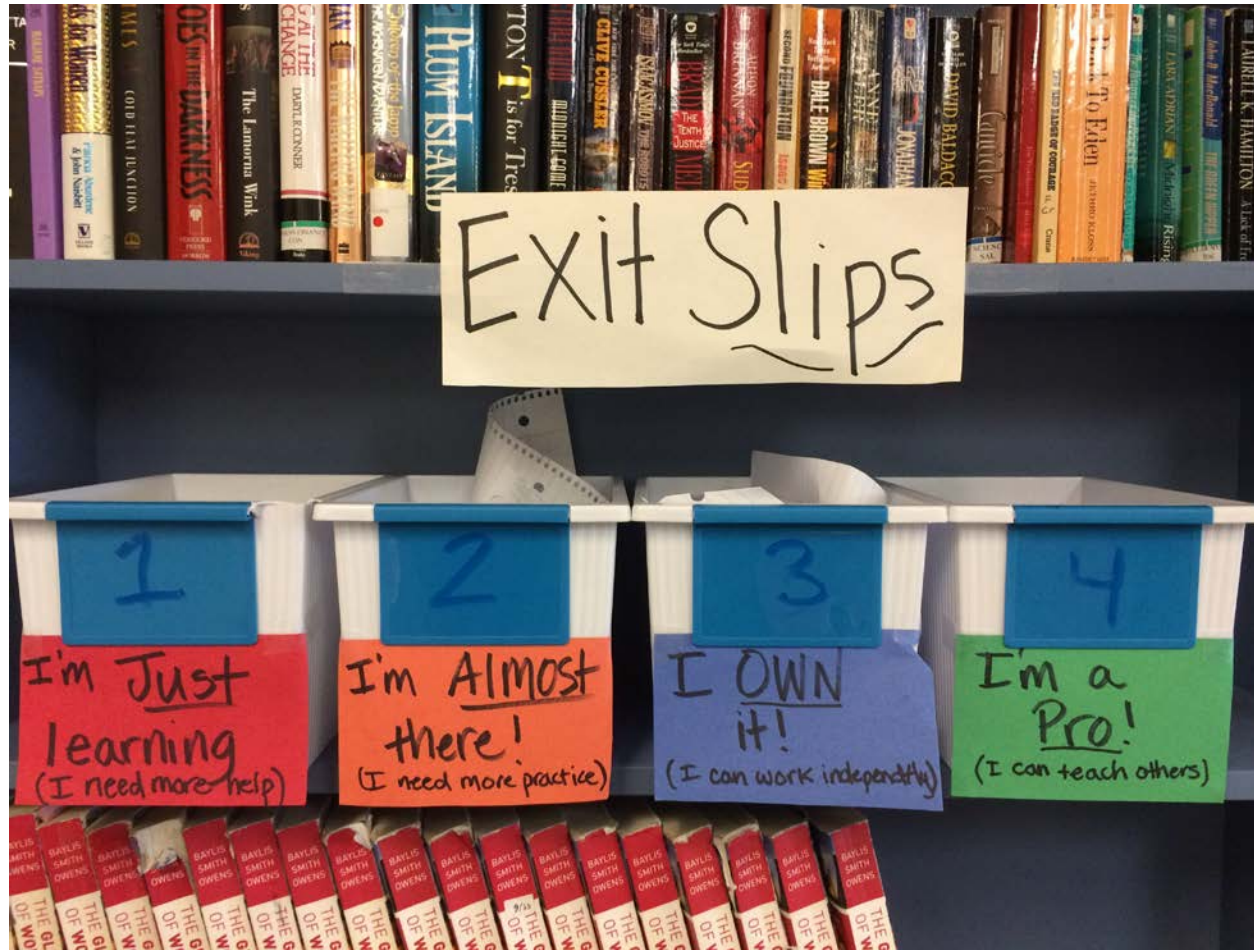
Your Question



Student Self-Reflection

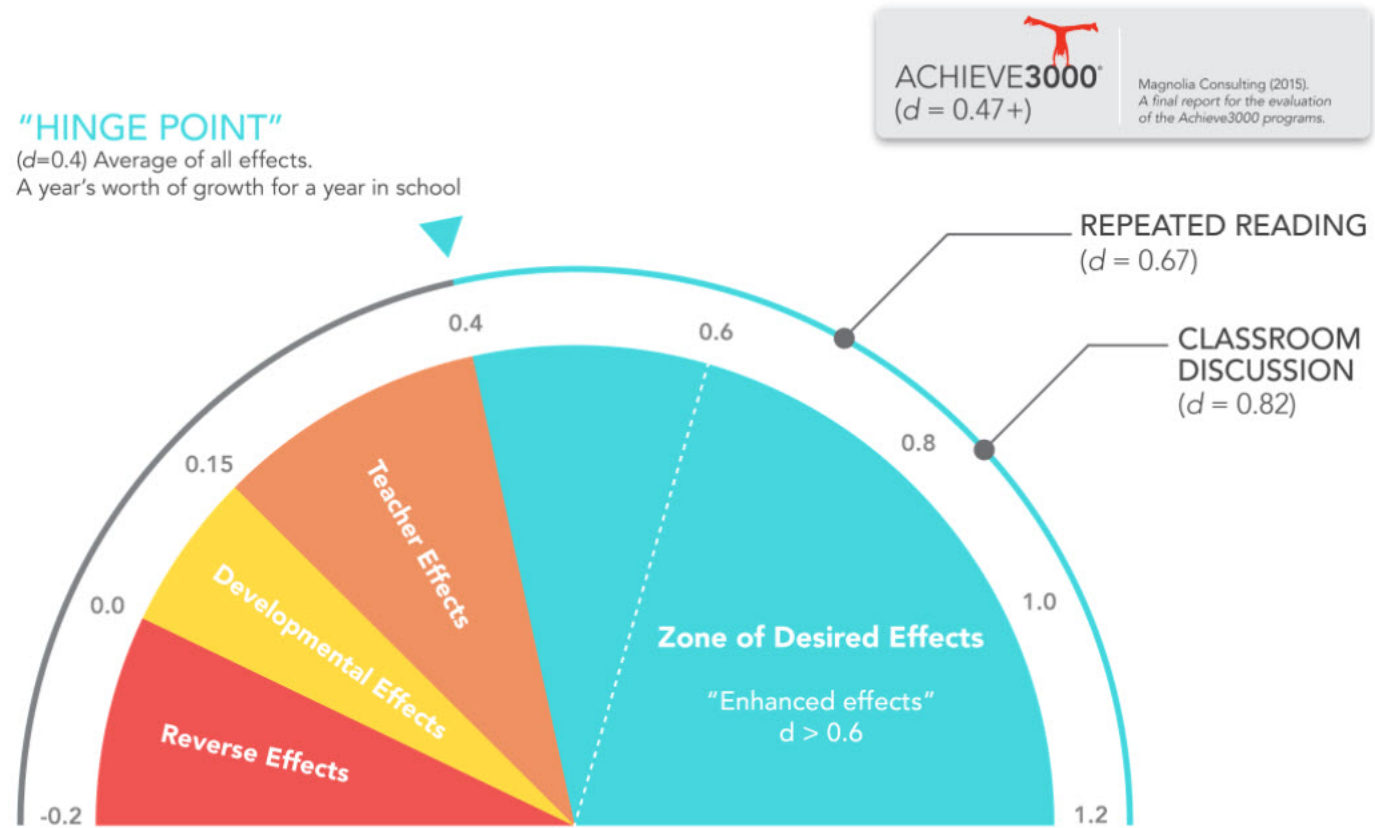
What do you use to have students reflect on their learning during the close reading process? How often do you have them reflect on their learning?

Reflections on the reading, and their process





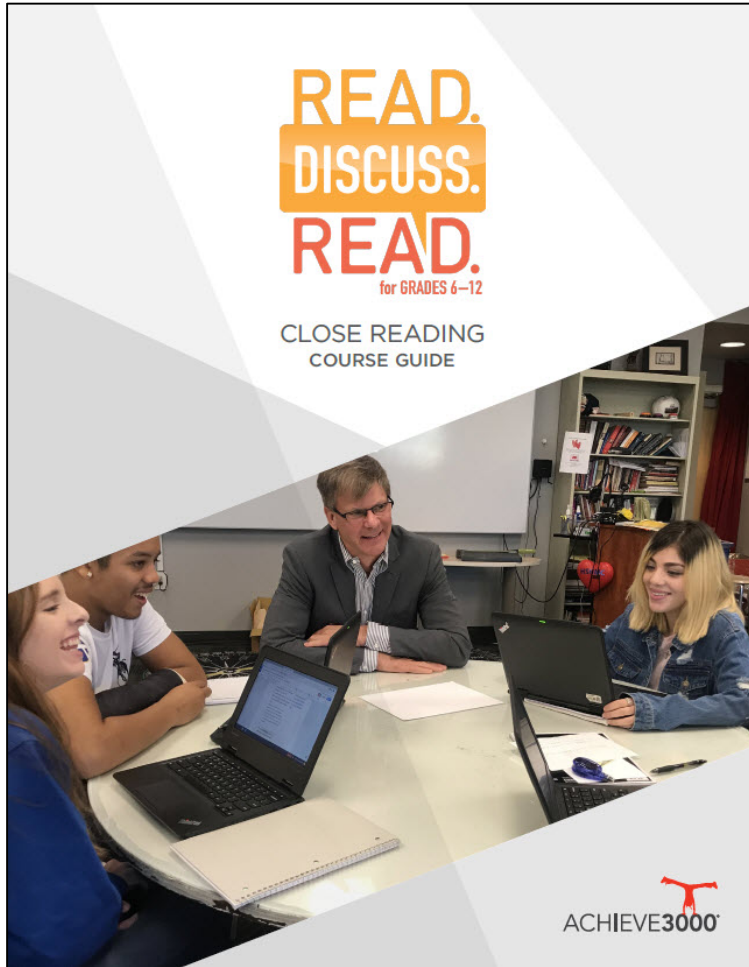
Read-Discuss-Read Courses



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

Ready-made Close Reading Lessons

READ.
DISCUSS.
READ.
for GRADES 6–12



READ.
DISCUSS.
READ.
for GRADES 6–12

CLOSE READING
COURSE GUIDE

ACHIEVE3000®

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THE LEADER IN DIFFERENTIATED INSTRUCTION

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Computers as Poets? Not Yet.

Stretch Article

HANOVER, New Hampshire. Computers have become an indispensable part of today's world. They can be useful for stocking shelves and operating cars, for example. Still, it looks like the devices won't be replacing authors anytime soon. It turns out that computers are not so great at creating original poems, short stories, or other creative works.



Scientists, poets, and others determined this in May 2016 after taking part in a Dartmouth College competition during which nouns—including *wave*, *tourist*, and *floor*—were given to computers that scientists had programmed to produce sonnets using artificial intelligence algorithms. The computers' task wasn't an easy one: A sonnet is a 14-line poem that has a certain rhyme scheme, a specified rhythm, and a set structure.

A three-judge panel, which included Pulitzer Prize-winning author Louis Menand, was asked to read ten sonnets—six that were produced by human contestants and four that were created by computers using two different algorithms. The judges' task was to see if they could identify the author as a human or a computer. In every instance, the judges were able to find the sonnet produced by a computer program. "These sonnets didn't have the flow or narrative of a good poem. Some also had "idiosyncrasies of syntax [and] uses of language that were just a little off," Menand said.

The competition included a short story segment and one involving computer and human disc jockeys (DJs). Computer algorithms were not much better at writing short stories than they were at creating poetry. For the most part, they failed to fool a panel of judges—although one judge was tricked by one story. But the sets of music, which were played from behind a black curtain, were more of a challenge. Dancers were asked to determine whether humans or computers had produced the various sets, and they struggled to do so accurately. Two algorithm entries managed to confound about 40 percent of the dancers.

Competition cofounder Dan Rockmore, a Dartmouth professor, said he was surprised at the computers' poor showing regarding the sonnets—but not that surprised, given the way the competition was set up. After all, the judges knew they were looking for computer-generated poems.

"The judges were hunting for machines...not looking at a [greeting] card and reading the poem inside," Rockmore said.

Michael Casey, a music professor at Dartmouth who also helped organize the competition, said the results demonstrated the challenges faced by machines when they try to mimic the arts. It's hard to find an algorithm that can replicate the subtleties of a story or the form and precision in a poem, Casey said. But he wasn't giving up on the idea that one day a computerized William Shakespeare could emerge.

"By doing this once, we may be able to encourage whoever is out there working on this kind of thing to take part and maybe we will get better algorithms," Casey said.

Level 1

1. What is the Article about?
2. Who is Louis Menand?
3. What is a sonnet?

Level 2

1. Briefly describe the competition, including the results, discussed in the third paragraph.
2. How did the judges know when a poem was written by a computer?
3. What does *indispensable* mean?
4. Define *artificial intelligence*.

Level 3

1. Who did the author interview for the Article? Why would these people be considered credible sources?
2. Why do Dan Rockmore and Michael Casey point out that "Internet and social media algorithms already play a role" in this discussion?
3. What reasons are given for developing computers that can create artistic pieces?
4. The Article says that music pieces were much easier for computers to write undetected. Also, a computer-written short story fooled one judge. Why do you think judges were more easily fooled by short stories and music pieces? What does this tell us about poetry in particular?

Level 4

1. What might be lost if we start using computers to create art?
2. What might be gained?

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WATCH DR. FISHER'S INTRODUCTION

<http://ww2.achieve3000.com/Read-Discuss-Read>

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Thank You!