

PROFESSIONAL LEARNING LOG



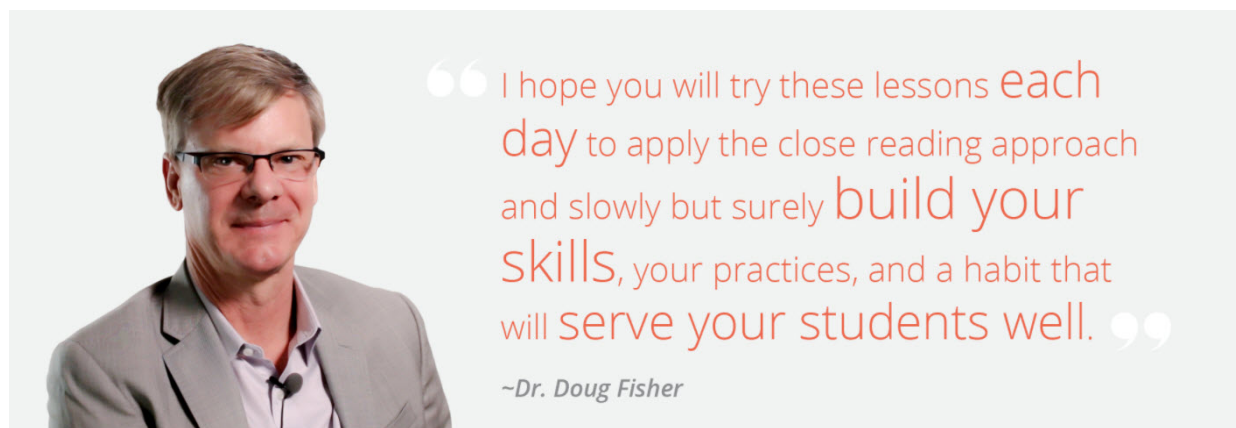
CLOSE READING SERIES

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Introduction

Welcome to the Professional Learning Log for **30 Days to Improving Instruction: Close Reading**. This tool is designed to be used in tandem with the videos and assignments for each day's content in the series. As Dr. Fisher shares expert strategies that are proven to impact student outcomes, you will learn how to analyze texts for complexity, model annotation, and much more. His approach can be integrated with your daily instruction right away.



Using the Professional Learning Log

This log is intended to capture reflections and evidence throughout the entire series as you strengthen your instructional practices with close reading techniques. It is designed with the flexibility to use as you wish—digitally or in print—as a place to record your learnings and reflections each day.

As you work through the series, consider engaging with colleagues in team meetings or professional learning community sessions. You can use the reflections from this Learning Log to promote professional dialogue around best practices in close reading.

There is a page in this Learning Log for each day of the series that includes:

- the assignment from Dr. Doug Fisher for each session; and
- space to reflect and capture evidence from learning experiences.

Session Resources

The following linked resources are referenced in specific assignments and videos, but they can be used throughout the entire series as you strengthen your instructional practices with close reading techniques.

Quantitative Measure: Lexile Levels Chart

Use the Lexile Framework for Reading by MetaMetrics® to measure the quantitative value of text. All Achieve3000 articles are tailored for 12 different Lexile levels in English and 8 in Spanish. *For use with the videos and assignments for Days 2 and 9.*

Qualitative Measures of Text Complexity Rubric

Use this rubric designed by Dr. Fisher to assess the qualitative factors of text complexity to ensure a reader-text match and to identify areas of text that need instruction. *For use with the videos and assignments for Days 2, 3, 4, 9, 19, and 29.*

Annotation Checklist

This checklist can be used to identify students' strengths and patterns of errors. *For use with the videos and assignments for Day 7.*

Analyzing Annotations to Determine Teaching Points Chart

This chart can be used to analyze a class set of annotations and identify trends and instructional needs. *For use with the videos and assignments for Days 7, 8, 11, and 23.*

Developing Text-Dependent Questions Template

This template can be used across multiple sessions to help guide the development of literal, structural, and inferential questions, and progression into inspirational tasks. *For use with the videos and assignments for Days 12, 13, 14, 19, 20, 21, and 29.*

Viewing Guide for a Close Reading Lesson

This guide can be used to unpack the close reading techniques used in the video demo lesson. The questions in this guide can also be used in a professional learning community to promote an inquiry-based approach to reflecting on instructional practices. *For use with the videos and assignments for Days 25, 26, 27, and 28.*

Additional Readings

The following articles and books can be used to provide more background about the close reading techniques presented in this series. The additional readings are listed by topic in the order they occur in the series.

General Understanding of Close Reading

Fisher, D., & Frey, N. (2014). Contingency teaching during close reading. *The Reading Teacher, 68*(4), 277-286.

Fisher, D., Frey, N., & Lapp, D. (2015). Learning cycles that deepen students' interaction with text. *Voices from the Middle, 22*(4), 15-19.

Text Complexity: Selecting Texts and Tasks for Close Reading

Fisher, D., Frey, N., & Lapp, D. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association.

Fisher, D., & Frey, N. (2015). Selecting texts and tasks for content area reading and learning. *The Reading Teacher, 68*(7), 524-529.

Text-Dependent Questions

Fisher, D., Frey, N., Anderson, H., & Thayre, M. (2015). *Text-dependent questions, Grades 6–12: Pathways to close and critical reading*. Thousand Oaks, CA: Corwin.

Modeling During the Close Reading Process

Fisher, D., & Frey, N. (2015). Teacher modeling using complex informational texts. *The Reading Teacher, 69*(1), 63-69.

Repeated Reading

Fisher, D., & Frey, N. (2017). Addressing unintended instructional messages about repeated reading. *The Reading Teacher, 71*(4), 441-449.

Alternate Ranking

Hattie, J., Fisher, D., Frey, N., & Moore, S.D. (2016). *Visible learning for mathematics, grades K-12: What works best to optimize student learning*. Thousand Oaks, CA: Corwin (specifically, pages 155-156).

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DAY 1: Welcome to 30 Days to Improving Instruction: Close Reading

After viewing today's video, reflect on the following:
<p>What's working and what's not working to support your students in accessing complex text?</p>
<p>What do your students struggle with? Why do you think they're struggling?</p>
<p>What ideas do you have to engage your students to access complex text?</p>

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DAY 2: Selecting Texts for Close Reading

Assignment After Viewing the Video

Select a piece of complex text. Analyze it to ensure that the text is in your grade-level band, using the [Quantitative Measure: Lexile Levels](#) to measure text complexity.

Then, use the [Qualitative Measures of Text Complexity Rubric](#) to identify the factors of *qualitative* text complexity in the text. Be sure to focus on all four factors as you analyze the text. This will help you identify the areas of the text that need close reading skills instruction.

Reflection

Capture new learnings based on your selection and analysis of complex text using quantitative and qualitative measures.

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DAY 3: Analyzing Qualitative Factors of Complex Text

Assignment After Viewing the Video

Take a deeper dive into the text that you analyzed in the last session. Use the [Qualitative Measures of Text Complexity Rubric](#) to identify the factors of *qualitative* text complexity, focusing on the three-point column on the rubric.

Using this data, begin mapping out a series of teaching points that can be used to guide students to a deeper understanding of complex text.

Reflection

Based on your analysis using the Qualitative Measures of Text Complexity, note the teaching points you identified for helping your students understand complex text more deeply.

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DAY 4: Setting the Purpose for Close Reading

Assignment After Viewing the Video

Revisit your analysis of the text from the previous session and focus on the three-point column on [this rubric](#) to establish the purpose. Using the three questions below and data from the analysis of the text, identify your teaching points.

1. What do you want students to learn from this lesson?
2. Why are they learning this?
3. What are your success criteria? How will you know they have learned it?

Reflection

Note your teaching points for purpose-setting:

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DAY 5: Annotating Text During Close Reading

Assignment After Viewing the Video

Introduce annotation to your students using the process shared by Dr. Fisher in the video. Then, invite your students back into the same text you read in the last session so they can reread and annotate the text while focusing on:

1. Underlining central ideas and major points
2. Circling words and phrases that are confusing
3. Using margin notes to summarize and synthesize the meaning of the text

Reflection

Reflect on how your students annotated their text:

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DAY 6: Rereading Text During Close Reading

Assignment After Viewing the Video

Invite your students to read the text again. Use Dr. Fisher's tips to engage students in the rereading process:

- Change the task.
- Ask a really good question.
- Press for evidence.

The first time they reread, ask your students a question that is literal. Then, invite students to read the text again using an inferential question. Encourage your students to engage in collaborative conversations with their peers to come to terms with what the text says and what it means.

Reflection

Reflect on the rereading process with your students:

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DAY 7: Analyzing Annotations to Identify Instructional Needs

Assignment After Viewing the Video
Analyze a class set of student annotations to identify trends and instructional needs. Consider using this checklist to analyze individual student annotations or this chart to help you analyze a class set of annotations. Next, map out your teaching points.
Reflection
Reflect on the process of analyzing student annotations to identify instructional needs:

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DAY 8: Modeling to Develop Students' Close Reading Skills

Assignment After Viewing the Video
<p>Revisit the data from your Day 7 analysis of students' annotations. Review the key trends and patterns of errors you found.</p> <p>Plan what to model based on the findings of that annotation analysis.</p>
Reflection
<p>Based on your analysis of students' annotations and the key trends and patterns of errors you identified, plan what to model, listing your teaching points here:</p>

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DAY 9: Revisiting Text Selection and Purpose-Setting for Close Reading

Assignment After Viewing the Video

Select a new piece of complex text. Analyze it to ensure that the text is in your grade-level Lexile® band, focusing on [quantitative](#) text complexity.

Then, use the [Qualitative Measures of Text Complexity Rubric](#) to identify the factors of qualitative text complexity in the text. Be sure to focus on all four factors as you analyze the text to help identify the areas of the text that need instruction.

Reflection

As you analyze the text a second time, reflect on the process you used:

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DAY 10: Engaging Students in Repeated Close Reading with Complex Text

Assignment After Viewing the Video

Engage students in another close reading experience with complex text.

For the first read, ask students to read for flow to get the general understanding of what the text is mainly about.

For the second read, have them annotate the text to practice repeated reading. Consider using the annotation techniques presented in the video:

- Underlining central ideas and major points
- Circling words and phrases that are confusing
- Using margin notes to summarize and synthesize the meaning of the text

Reflection

Reflect on how your students annotated their text using underlining, circling, and margin notes:

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DAY 11: Noticing Student Needs to Inform Teaching Points

Assignment After Viewing the Video

Look for trends in student work to track patterns of errors. Use [this checklist](#) or develop a grid to track trends. Use the data you record to inform what you will model with students.

Then, choose a new piece of text and identify teaching points based on your analysis of students' patterns of errors. You may want to write notes in the margins of the new text to ensure you are intentional and precise in your planning for what you will model.

Reflection

Reflect on the process of analyzing trends and mapping out teaching points you will model:

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DAY 12: Developing Text-Dependent Questions at the Literal Level

Assignment After Viewing the Video
<p>Revisit the text and teaching points from the previous session.</p> <p>Using the teaching points as your guide, write at least four literal questions that will push students back to the text to find evidence. List the literal questions in this template.</p>
Reflection
<p>Reflect on the process of crafting literal questions based on your teaching points:</p>

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DAY 13: Developing Text-Dependent Questions at the Structural Level

Assignment After Viewing the Video
<p>Revisit the text, teaching points, and literal questions that you developed in the previous session.</p> <p>Craft at least four structural questions that will require students to go back into the text and think about the way the author put the text together. List the structural questions in this template.</p> <p>Invite students to engage in close reading of the text. First, have students read/annotate the text for flow and then use the literal questions to drive them back into the text. Lastly, have them revisit the text again, using the structural questions to focus their reading.</p>
Reflection
<p>Reflect on the process you used to prepare and how your students responded to/engaged with the text:</p>

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DAY 14: Developing Text-Dependent Questions at the Inferential Level

Assignment After Viewing the Video

Revisit the text, teaching points, and the literal and structural questions that you developed and used in the previous session.

Craft at least four inferential questions. Consider writing questions around logical inferences, forming opinions and arguments, or comparing this text with other texts. List the inferential questions in [this template](#).

Then, ask students to return to the text and read it again using the inferential questions to frame their reading. Have them discuss their responses to the inferential questions that you've posed.

Reflection

Reflect on creating and using inferential questions with your students:

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DAY 15: Empowering Students to Showcase Learning with Tasks That Demonstrate Inspiration

Assignment After Viewing the Video

Provide students with options to demonstrate their understanding of the text by focusing on what the text inspires them to do, such as:

- Respond to a writing prompt.
- Conduct research or investigate.
- Generate new questions.
- Deliver a presentation.
- Debate about the text.
- Engage in a Socratic seminar.

Reflection

Reflect on the tasks your students chose to demonstrate their understanding of the text:

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DAY 16: Analyzing Students' Inspirational Tasks to Determine Teaching Points

Assignment After Viewing the Video
Analyze students' work from their inspiration tasks and annotations. As you analyze, look for patterns of errors and determine what needs to be taught. Then, map out your teaching points.
Reflection
Reflect on the process of analyzing inspirational tasks and annotations to inform teaching points:

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DAY 17: Reflecting on What You Have Learned and Skills You Have Developed

Assignment After Viewing the Video

Review any notes and reflections from the past sessions.

Next, reflect on your learning process, capturing your reflections in the Learning Log. Consider using the following questions to guide your reflection:

- What skills have you developed?
- What has been validated for you?
- What areas do you want to focus on to ensure your students can access complex text?

Ask your students to reflect on their learning during the close reading process. Have them focus on what is working well and one area where they need more support. Use this information to inform your next steps and teaching points.

Reflection

Reflect on your learning process to date, considering the following questions:

- What skills have you developed?
- What has been validated for you?
- What areas do you want to focus on to ensure your students can access complex text?

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DAY 18: Modeling with a Lens Toward Your Expert Blind Spot

Assignment After Viewing the Video
Revisit the patterns of errors you noted in your students' work. Select a piece of complex text. Consider selecting a Stretch Article from Achieve3000. Read the Stretch Article once with a focus on what you notice about the text. Then, read it again, focusing on areas to model for students based on their patterns of errors.
Reflection
Reflect on the process of mapping teaching points to students' patterns of errors:

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DAY 19: Selecting a Complex Text to Address Students' Needs and Crafting Literal Questions

Assignment After Viewing the Video

Select a piece of complex text that addresses students' needs. Use student reflections, patterns of student errors, and/or what was modeled in previous sessions to help guide your selection. When you select a piece of text, be sure to:

- Use the [Qualitative Measures of Text Complexity Rubric](#) to focus on the factors that contributed to the complexity of the text.
- Identify the purpose for close reading.

Craft at least four [text-dependent questions](#) at the literal level.

Invite students in to engage in a close reading of the text using the literal questions to focus their reading. Respond to students' needs and change/adjust as you move through the process.

Reflection

Reflect on the process of selecting a piece of text and crafting literal questions, and how students responded to the instruction:

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DAY 20: Crafting Structural Questions

Assignment After Viewing the Video

Revisit the text from the previous session.

Craft five or six text-dependent questions at the structural level that will require students to go back into the text and think about how the author put the text together. List the structural questions in [this template](#).

Invite students to engage in a close reading with the text using the structural questions to focus their reading. Respond to students' needs and change/adjust as you move through the process.

Reflection

Reflect on the process of engaging students in a close reading using structural questions:

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DAY 21: Crafting Inferential Questions

Assignment After Viewing the Video

Revisit the text from the previous session.

Craft a few text-dependent questions at the inferential level that require students to go back into the text and focus on the level of meaning. List the inferential questions in [this template](#).

Invite students to engage in a close reading of the text using the inferential questions to focus their reading. Respond to students' needs and change/adjust as you move through the process.

Reflection

Reflect on the process of engaging students in a close reading using inferential questions:

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DAY 22: Focusing on Close Reading Tasks That Demonstrate Inspiration

Assignment After Viewing the Video

Provide students with options to demonstrate their understanding of the text by focusing on what the text inspires them to do. Consider the following options:

- Respond to a writing prompt.
- Conduct research or investigate.
- Generate new questions.
- Deliver a presentation.
- Debate about the text.
- Engage in a Socratic seminar.

Reflection

Reflect on the tasks students chose to demonstrate understanding of the text:

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DAY 23: Responding to Students' Thinking and Work

Assignment After Viewing the Video
<p>Review student annotations and responses from the last few close reading sessions.</p> <p>Look for trends in student work to track patterns of errors and gaps in student learning. Use this checklist or develop a grid to track trends. Use the data you produce to inform what you will model with students in the next session.</p>
Reflection
<p>After reviewing student work, reflect on the process:</p>

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DAY 24: Returning to Teacher Modeling to Close Student Gaps

Assignment After Viewing the Video

Select a piece of complex text, either a familiar piece or a new text. Read the text once to get a sense of the meaning, then read it a second time to plan out what you will model.

Write notes directly on the piece of text based on patterns of errors in students' performance during previous close reading sessions or their work and annotations.

Then, use this new text to model for students and engage them in the thinking that is needed to access complex text.

Reflection

After mapping out your teaching points and modeling for students, reflect on the process:

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DAY 25: Analysis of Identifying the Purpose and Literal Questions in a Close Reading Lesson

Assignment After Viewing the Video
<p>Analyze the video demo lesson. Use the questions in the <u>Viewing Guide for a Close Reading Lesson</u> to unpack the close reading techniques used in the lesson.</p> <p>Consider viewing and discussing this video demo lesson with colleagues. The questions in the Viewing Guide can also be used in a professional learning community to promote an inquiry-based approach to reflecting on instructional practices.</p>
Reflection
<p>After viewing and reflecting on the instructional practices used in the lesson, write about what you learned:</p>

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DAY 26: Analysis of Student Engagement Using Structural Questions in a Close Reading Lesson

Assignment After Viewing the Video

Review your reflections from the previous session's video lesson. Then, analyze this session's video demo lesson. Use the questions in the Viewing Guide for a Close Reading Lesson to unpack the close reading techniques used in the lesson.

Consider viewing and discussing this video demo lesson with colleagues. The questions in the Viewing Guide for a Close Reading Lesson can also be used in a professional learning community to promote an inquiry-based approach to reflecting on instructional practices.

Reflection

After viewing and reflecting on the instructional practices used in the lesson, write about what you learned:

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DAY 27: Analysis of Student Engagement with Inferential Questions in a Close Reading Lesson

Assignment After Viewing the Video
<p>Review your reflections from the previous session’s video lesson. Then, analyze this session’s video demo lesson. Use the questions in the <u>Viewing Guide for a Close Reading Lesson</u> to unpack the close reading techniques used in the lesson.</p> <p>Consider viewing and discussing this video demo lesson with colleagues. The questions in the Viewing Guide can also be used in a professional learning community to promote an inquiry-based approach to reflecting on instructional practices.</p>
Reflection
<p>After viewing and reflecting on the instructional practices used in the lesson, write about what you learned:</p>

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DAY 28: Analysis of a Close Reading Lesson with a Focus on Inspirational Tasks

Assignment After Viewing the Video
<p>Review your reflections from the previous session's video lesson. Then, analyze this session's video demo lesson. Use the questions in the <u>Viewing Guide for a Close Reading Lesson</u> to unpack the close reading techniques used in the lesson.</p> <p>Consider viewing and discussing this video demo lesson with colleagues. The questions in the Viewing Guide can also be used in a professional learning community to promote an inquiry-based approach to reflecting on instructional practices.</p>
Reflection
<p>After viewing and reflecting on the instructional practices used in the lesson, write about what you learned:</p>

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DAY 29: Putting It All Together—Planning a Close Reading Lesson

Assignment After Viewing the Video

The final task for this series is to put it all together and plan a close reading lesson. Review previous videos/sessions and reflections from your Learning Log to map out your lesson, focusing on the following steps:

1. Select a piece of complex text to use in your close reading lesson.
2. Analyze the text using the Qualitative Measures of Text Complexity Rubric to determine your teaching points. Establish the purpose, focusing on what your students need to learn and practice:
 - What will students learn?
 - Why is this relevant?
 - How will they know that they've learned it?
3. Develop text-dependent questions at the literal, structural, and inferential levels. Consider using this template as you craft questions.
4. Invite students to engage in a close reading of the text. Respond to students' needs and change/adjust as you move through the process.

Reflection

Reflect on how your students performed and what you learned through “putting it all together” in a complete close reading lesson:

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DAY 30: Reflecting on Your Close Reading Instructional Practices

After viewing today's video, reflect on the experience of participating in this series:
<p>Review your reflections in this Learning Log for all sessions. Ask your students to reflect on their learning during the close reading process. Have them focus on what worked well and an area where they need more support. Then, focus on the final reflection questions below.</p> <p>Think about your next steps. As Dr. Fisher says, "There's always something we can do better to have more of our students achieve."</p>
What has worked for you?
How have you changed over the last 30 sessions?
What areas of strength have you developed?
What habits are now within your reach?
Where do you still need to grow?