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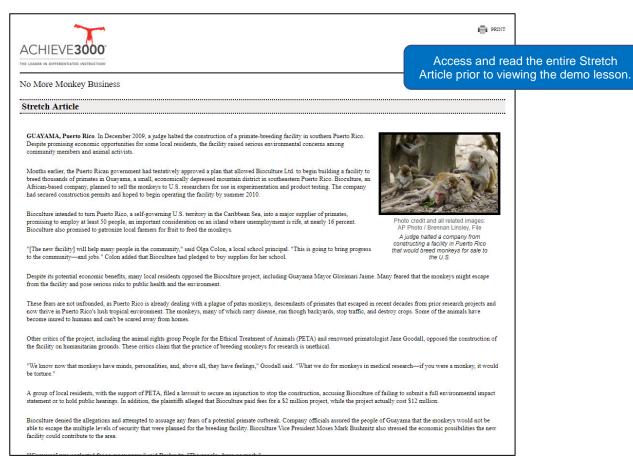
Viewing Guide to Unpack a Close Reading Lesson

PURPOSE:

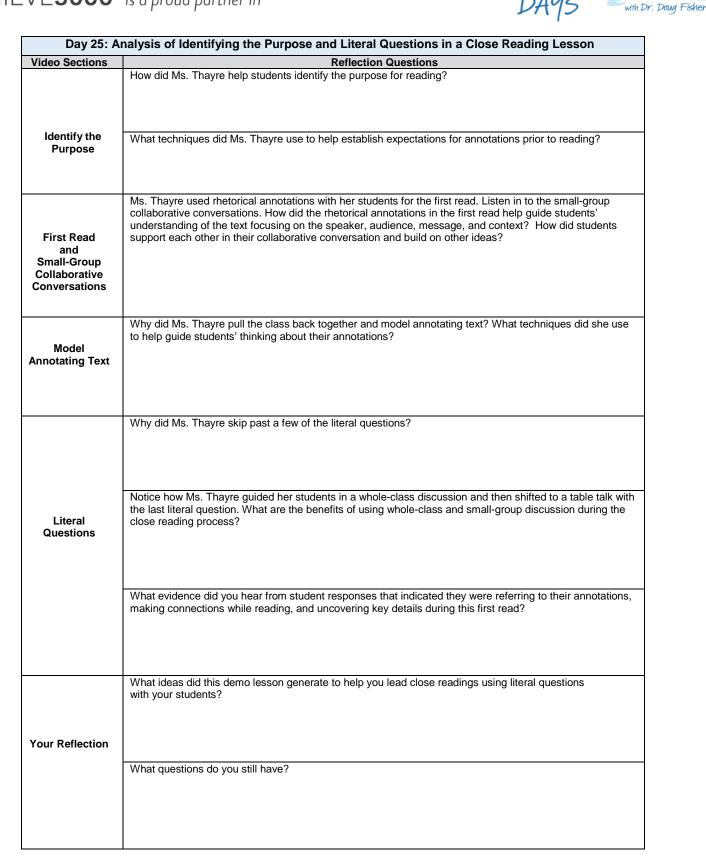
- This Viewing Guide is designed to be used with the videos from Days 25, 26, 27, and 28 in the 30 Days to Improving Instruction—Close Reading Series.
- The reflection questions in this guide are designed to help educators unpack the close-reading techniques modeled in the demo lesson, building on the content covered in Days 1-24 in the *30 Days to Improving Instruction—Close Reading Series.*
- Consider viewing the videos and discussing the questions in a professional learning community to promote an inquiry-based approach and reflection around the close-reading techniques presented in this series.

BACKGROUND INFORMATION:

- This demo lesson was filmed in an Upper Division English class at Health and Sciences High and Middle College in San Diego, CA. Dr. Doug Fisher is the Dean of Faculty Affairs at this school.
- The teacher, Ms. Marisol Thayre, used an Achieve3000 Stretch Article, *No More Monkey Business*, for the close reading lesson. She used this article in tandem with a novel study after the class read the book *The Hot Zone: A Terrifying True Story* by Richard Preston.
- Consider reading the Stretch Article *No More Monkey Business* to set the context prior to viewing all videos in the lesson. Log in to your Achieve3000 Teacher's Edition at <u>portal.achieve3000.com/</u> and search for the lesson. Use the Lexile Selector and change the Lexile to 1280, the version used in the demo lesson.



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30 TO IMPROVING INSTRUCTION DAYS with Dr. Doug Fisher

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Video Sections	Reflection Questions
	How did Ms. Thayre engage students and help identify the purpose for the second reading of the text?
Second Read— Structural Questions	
Small-Group Collaborative Conversations	How did Ms. Thayre interact with her students as they engaged in small-group collaborative conversations?
	What did Ms. Thayre do to keep the discussion moving, continue to engage her students, and encourage
	them to delve deeper into how the text works?
Class Discussion— Structural	
Questions	What evidence did you see in the students' thinking and responses regarding how they changed their behavior as they moved from literal interpretation to structural interpretation of the text?
	What ideas did this demo lesson generate to help you lead close readings using structural questions with your students?
Your Reflection	
	What questions do you still have?



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Day 27: Analysis of Student Engagement Using Inferential Questions in a Close Reading Lesson	
Video Sections	Reflection Questions
Third Read— Inferential Questions	How did Ms. Thayre set expectations for the third read and help draw on students' understanding of both the literal and structural levels of the text from the previous readings?
Small-Group Collaborative Conversations	Notice how students engaged with their peers as they tried to figure out what the text meant, thinking through the inferences they drew from the text. How did the level of engagement change, extend, and deepen?
	understanding of the potential bias in the text?
Class Discussion— Inferential Questions	How did Ms. Thayre pull the discussion points from the small-group collaborative conversation into the larger class discussion about the two quotes in the article? Notice how students built on each other's responses as they delved deeper into the meaning of the two quotes.
Your Reflection	What ideas did this demo lesson generate to help you lead close readings using inferential questions with your students?
	What questions do you still have?

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Day 28: Analysis of a Close Reading Lesson with a Focus on Inspirational Tasks		
Video Sections	Reflection Questions	
Task— Respond to a Writing Prompt	How did Ms. Thayre set expectations with her students for the inspirational task— Respond to a Writing Prompt?	
	How did this task pull everything together, from all phases of the close reading lesson, to help students demonstrate their understanding of this complex text?	
Your Reflection	Ms. Thayre focused on one inspirational task—Respond to a Writing Prompt. Think about the kinds of inspirational tasks that would inspire your students to demonstrate their understanding. List your ideas below and share/discuss with a colleague.	
Tour Renection		
	What questions do you still have?	

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DAYS