Data-Based Decision Making for Interventions

Fall 2019

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Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Norms

• Silence your cell phones.
• Please check and/or reply to emails during the scheduled breaks.
• Be an active participant.
• Do not hesitate to ask questions.
Session Goals

• Discuss the Problem-Solving Process
• Review the models for selecting appropriate interventions
• Model how the Problem-Solving Process works in practice
• Provide guidance for progress monitoring

Discussion

• What data do you use to make instructional decisions about individual students?
• How do you currently address the needs of a student who demonstrates poor decoding and/or word recognition skills?
Screening Measures

- Universal screeners are valid and reliable data collection tools and processes used to assess students’ current levels of performance in relation to grade level benchmarks, identifying students who need intervention and those who do not.

- Because screening takes place multiple times per year with all students, screeners are typically designed to be easy, quick, and repeatable.

Screening Measures

- All validated screening measures that align with scientific research on the prevention of reading difficulties include some assessment of phonological awareness in kindergarten and first grade (Moats & Tolman, 2019).
The Problem-Solving Process

1. What do we know about the student?
2. Is phonological awareness and/or word recognition a weakness?
3. Which phonics and word-recognition skills should be emphasized?
4. How does the student’s spelling compare?
5. What do we know from examining the student’s writing?
6. Given this data, what instruction is needed?

The Problem-Solving Process

1. What do we know about the student?
   • Gathering data begins with collecting information from the student’s record.
   • Look at existing data regarding a student’s overall reading proficiency.
   • Ask the following question: Is the student listed in the “urgent intervention” or “intervention” categories of the screener?

MS Approved Universal Screeners

• Formative Assessment System for Teachers (FAST) (Grades K-12)
• i-Ready (Grades K-12)
• I-Station Indicators of Progress (ISIP) (Grades K-5)
• mClass Reading 3D (Grades K-3)
• Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)
• STAR Early Literacy (Grades PK-3), STAR Reading (Grades 1-12)
Case Study: Jill, the Third-Grader

Based on the background information provided, what do you know about Jill?

Let’s Chat!

The Problem-Solving Process

2. Is phonological awareness and/or word recognition a weakness?

- If a student falls below the recognized benchmark in phonological awareness, a student should be given a diagnostic measure of phonological awareness.
The Problem-Solving Process

- If a student has a history of decoding problems and is below benchmark in oral reading or on other indicators, the next step is to determine the critical phonics skills the student is missing and to measure **word-reading accuracy, fluency, or both** (Moats & Tolman, 2019).

- **If no specific data about decoding skills are available, first examine a transcript of an Oral Reading Fluency (ORF) test** (Moats & Tolman, 2019).

Examining Oral Reading Fluency (ORF)

- If the student is below benchmark on ORF, look at both **WCPM** and the accuracy rate.
- **> 97% accuracy and errors in word recognition and decoding.**
- **High accuracy percentage and accurate on measures of phoneme segmentation and nonsense or real word reading, rate is slow.**
- Check the student's ability to read real words and nonsense words out of context.
- Check the student's ability to associate phonemes with graphemes during decoding.
- Check the student's automatic word recognition and passage reading fluency.

Case Study: Jill, the Third-Grader

What information can we gather from Jill’s Oral Reading Fluency (ORF) Assessment?

Let’s Talk

The Problem-Solving Process

3. Which phonics skills should be emphasized?

- Once you have identified that a student has underdeveloped word-recognition skills, a diagnostic decoding or phonics survey should be administered.

Note: Oral reading passages alone do not provide enough information about a student’s decoding skills.
Diagnostic Measures

- **Phonological Awareness**: Literacy Resources Incorporated (LRI), Pre-Decoding Skills Survey, Phonological Awareness Skills Test (**PAST**), and Cool Tools

- **LETRS**: Phonics and Word-Reading Survey

- **Phonics/Word Recognition**: Quick Phonics Screener (**QPS**), Cool Tools and Really Great Reading Decoding Surveys

Case Study: Jill, the Third-Grader

What information can we gather from Jill’s decoding survey?

LETS TALK
The Problem-Solving Process

4. How does the student’s spelling compare?

- Examine students’ spelling attempts on unknown words to indicate the extent to which the student is able to *spell phonetically, identify morphological structures, and remember orthographic patterns* (Moats & Tolman, 2019)
- Administer a qualitative screener of spelling development to determine student’s instructional needs. Analyze the results and identify the underdeveloped skills.

Case Study: Jill, the Third-Grader

Explain the results of Jill’s Basic Spelling Screener.

Let's talk!
The Problem-Solving Process

5. How does the student’s written expression compare to other test results?

- Collect and examine student’s writing samples to determine how the student handles the multiple cognitive, linguistic, and letter formation demands of writing.

Case Study: Jill, the Third-Grader

What do you notice from examining Jill’s written response?
6. Given the data, what instruction is needed?

- Analyze the student’s responses from the screening and diagnostic measures given.
- Create a multicomponent instructional approach for interventions, if needed.

The Road to Reading Comprehension

The Simple View of Reading and Scarborough’s Rope Model

Simple View of Reading Formula

Decoding (D) x Language Comprehension (LC) =
Reading Comprehension (RC)

(Hoover & Gough, 1990)
Reading comprehension (the ability to read printed text, process it, and understand its meaning) is the product of decoding (efficient word recognition) and language comprehension (understanding text that is read aloud).

**Scarborough’s Rope Model**

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

- **LANGUAGE COMPREHENSION**
  - Background Knowledge
  - Vocabulary Knowledge
  - Language Structures
  - Verbal Reasoning
  - Literacy Knowledge

- **WORD RECOGNITION**
  - Phon. Awareness
  - Decoding (and Spelling)
  - Sight Recognition

**SKILLED READING:** fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
Data-Based Instructional Decisions

Based on Jill’s screener and diagnostic measures, which components should be emphasized right away and how?

Open
For Discussion

Intervention and Remediation
### Intervention vs. Remediation

**Intervention:**
- Systematic and explicit instruction provided to accelerate growth in an area of identified need.
- Designed to improve performance relative to a specific, measurable goal.
- Based on valid information about current performance, realistic implementation, and includes ongoing student progress monitoring.

**Remediation:**
- Using individualized or small group teaching of students who are experiencing difficulties in specific subject areas.
- Targets academic weaknesses that may hinder learning.
- Intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate.

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### Computer-Based Interventions

Computer programs can be a **RESOURCE**, but do **not** count as the primary intervention for Tier 3, and at Tier 2 are more effective when paired with teacher-led interventions.
ALL Students

Progress Monitoring
Progress Monitoring

- Facilitates decision making practices that are based on monitoring tools;
- provides a basis for evaluating instructional programming as the instruction is occurring;
- guides the process of matching and adjusting goals, materials, levels, and grouping to the student needs;
- aids communication with students, families, and other professionals;
- continues once a student is eligible for special education services.

Progress Monitoring

- Progress monitoring should be completed on all students in the intervention process.
- The tool that is utilized for progress monitoring should match the intervention.
- It is recommended that Tier 2 students are progress monitored every other week.
- Tier 3 students should be progress monitored weekly.
Questions?

Parent Resources

- Parents’ Read-At-Home Plan (Literacy-Based Promotion Act Parent Document)
- Family Guides for Student Success (Reading & Math: Grades PK-8)
- Literacy-Based Promotion Act: Parents as Partners (Strong Readers, Strong Leaders)
- Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA (Literacy-Based Promotion Act Parent Presentation K-3)
Teacher Resources

- Literacy Focus of the Month (Transdisciplinary: Grades PK – 12)
- Meeting the Needs of All Learners Through the Effective Use of Math Manipulatives
- Math Manipulative Training (Lowest Performing Schools: Grades K-6)
- Instructional Scaffolding Document (ELA & Math: Grades PK-8)
- Kellogg Grant Exemplar Lesson & Unit Plans (ELA and Math, Grades PK – HS)
- Individual Reading Plan FAQs (Literacy-Based Promotion Act Guidance Document K-4)
- Multi-Tiered System of Supports (Transdisciplinary, Grades PK-12)

Administrator Resources

- On Demand Technical Assistance & PD (ELA, Math, Literacy, & Special Education: Grades K-12)
- MOD Discontinuation Guidance
- Early Warning System (College and Career Readiness Data Guidance Document)
- Educational Stability for Children in Foster Care (Foster Care Guidance Document)
- A Glimpse into Mississippi K-12 and CTE Classrooms (Transdisciplinary: Grades K-12)
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What Is the Process for Planning an Entire Lesson?

Text-Driven Comprehension

Fall 2019

MDE Literacy Coaches
Mississippi Department of Education
Office of Elementary Education and Reading
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Session Goals

• Review Narrative Comprehension Lesson Plan Elements
• Create a Narrative Comprehension Lesson Plan
• Review Informational Comprehension Lesson Plan Elements
• Create an Informational Comprehension Lesson Plan

Teacher’s Role

What is the teacher’s role in teaching comprehension?

• Facilitate the construction of the mental model of the text’s meanings
• Show the students what to pay attention to as they read
• Know where the lesson is going and plan the path to get there
Lesson Plan

Narrative Text

Before Reading: Narrative

Establish Purpose for Reading

Guiding Questions for Establishing a Purpose with Narrative Text:

• What was the author’s purpose for writing the text?

• What does the author want readers to learn?

• Does the author want readers to change the way they behave or think?
Before Reading: Narrative

Identify Text Structure

Elements of Story Structure:

• Characters
• Setting
• Beginning
• Middle
• Climax
• Resolution

Before Reading: Narrative

Prepare Background Knowledge

• Preview the text by walking through the illustrations
• Connect students to their own lives
• Use visuals to give a mental model of new ideas of concepts text will introduce

Building background knowledge enables students to make inferences.
Before Reading: Narrative

Select Vocabulary

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Common, Familiar Words)</td>
<td>(Most Important to Teach in Depth)</td>
<td>(Specialty Terms to Define Briefly)</td>
</tr>
</tbody>
</table>

Before Reading: Narrative

Identify Challenging Language That Might Require Explanation

- Metaphors
- Similes
- Complex Syntax
- Idioms

Guide students to paraphrase or interpret similes and metaphors.
During Reading: Narrative

**Querying** is a way of asking questions that is focused on developing the students’ understanding of underlying meaning.

- Decide where it makes sense to stop and ask questions within the text
- Questions can be explicit, implicit, or elaborative
- Use only the types of questions that are appropriate for the story and students
- Allows students to think more deeply about the text
- Connects to the overall purpose set before reading
- Use stickies or some type of way to remind the teacher where and when to stop for planned questions


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**During Reading: Narrative**

Points to consider while planning your query:

- What questions can you ask to check for understandings?
- What questions will you ask to see if students are following major changes or turning points throughout the story?
- Where will students need to make inferences?
After Reading: Narrative

Purposes for after reading activities:

• Reinforce the purpose of reading the text
• Transfer new information into a new format
• Re-read for more purposes (close reading strategy)

Examples of after reading activities:

• Complete a Story Framework Graphic Organizer
• Retell the events of the text (Act out or role-play events in the story)
• Have students answer elaborative questions
• Create a poster to outline story elements
• Write short answer responses to key questions from the story framework


Activity

Create a Narrative Comprehension Lesson Plan

• Work with a partner/small group
• Use the text provided
• Follow the Lesson Plan Checklist provided
Comprehension
Lesson Plan

Informational Text

Before Reading: Informational

Establish Purpose for Reading

Guiding Questions for Establishing a Purpose with Informational Text:

• Why did the author write the text?

• Does the text convey facts of a topic?

• Does the author of the text attempt to persuade the reader using facts to support a view?

Before Reading: Informational

Identify Text Structure

• How is the text organized?
  ➢ Main Idea/Key Details
  ➢ Compare/Contrast
  ➢ Cause/Effect
  ➢ Problem/Solution
  ➢ Sequencing

• Choose a graphic organizer based on the structure identified

Before Reading: Informational

Prepare Background Knowledge

• Connect to students prior experiences

• Create experiences, if needed, by showing photographs of the topic as visuals

• Give readers a mental framework in which new information can be filtered through

Building background knowledge enables students to make inferences.

## Before Reading: Informational

### Select Vocabulary

<table>
<thead>
<tr>
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### Before Reading: Informational

**Identify Challenging Language That Might Require Explanation**

- Metaphors
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Guide students to paraphrase or interpret similes and metaphors.

During Reading: Informational

**Querying** is a way of asking questions that is focused on developing the students’ understanding of underlying meaning.

- Decide where it makes sense to stop and ask questions within the text
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During Reading: Informational

**Points to consider while planning your query:**

- What questions can you ask to check for understandings?
- Where will students need to make inferences?
- What was the text mainly about?
- What specific information from the text can be tied back to the purpose for reading?
- What new information do the students need focus on for complete understanding?

After Reading: Informational

Purposes for after reading activities:

• Reinforce the purpose of reading the text
• Transfer new information into a new format
• Re-read for more purposes (close reading strategy)

Examples of after reading activities:

• Complete a graphic organizer that connects to the text structure
• Write short answer responses to key questions from the graphic organizer
• Summarize key information gained
• Identify main idea/details through two-column notes template
• Build a model (if text allows)


Activity

Create an Informational Text Comprehension Lesson Plan

• Work with a partner/small group
• Use the text provided
• Follow the Lesson Plan Checklist provided
Questions

Resources

**LETRS (3rd edition):**

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Close Reading
Digging Even Deeper
Fall 2019

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Mississippi Department of Education

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Session Goals

- Define Close Reading
- Examine Six Ways to Approach Close Reading
- Explore Close Reading Assessments
- Analyze Components of an Effective Close Reading Lesson
- Discuss Learning Pathways and Close Reading Units

Close Reading Defined
Close Reading Defined

"Simply stated, close reading means uncovering layers of meaning in a text."

Nancy Boyles, 2016

Oreo Close Reading Table Activity

First "Read"
- Eat your cookie as quickly as you can!
What did you notice about your cookie?

Second "Read"
- This time, close your eyes while you eat your cookie slowly. Think about the texture, the taste, and the physical makeup of the cookie.
What more did you notice about your cookie this time?
Typical Close Reading Protocol

* While the strategy will basically remain the same, the way in which close reading is approached will differ when implementing "Closer Reading."

Approaching Close Reading
Six Guidelines for Approaching Close Reading

1. Choose high-quality, picture books.
2. Teach initial close reading lesson to build content knowledge.
3. Teach close reading follow-up lessons to build skills.
4. Assess close reading appropriately with formative assessments.
5. Teach unit based instruction for students to connect texts.
6. Teach close reading through learning pathways.

High Quality Picture Books
Why use picture books for close reading?

Picture books showcase the written word at its best, and they provide helpful graphic support readers can use to make meaning.

High-quality Picture Books- Tips for Success

- Choose texts with thought-provoking themes to stretch thinking and imagination.
- Consider the length of the books you choose—students will lose focus with a story that is too long.
Build Content Knowledge

• Remember that your goal is twofold: to build students' understanding of the text's content and to get students ready to dig deeper!

• Pay close attention to complex sentences or phrases.

• Keep each read dynamic to retain student interest.

First Close Read - Build Content Knowledge
Build Comprehension Skills

Second Close Read - Build Comprehension Skills

When revisiting the text, strong comprehension lessons should be explicit.

Provide:
- A clear **explanation** of the skill objective
- **Modeling** of the process
- Time for **guided practice**
Second Close Read - Tips for Success

Build in a lot of opportunities for peer to peer practice so students don't feel quite so alone at the early stages of learning a new skill.

Close Reading Assessments
Assess with Formative Assessments

- Formative assessments examine students' day to day performance and guide our next instructional steps.
- Facilitate meaningful classroom discussion posing higher order thinking questions.

Close Reading Assessments- Tips for Success

- Data-driven instruction needs a coherent set of grade-level expectations (MCCRS).
- For written responses, consider providing some scaffolding to help students organize their thinking and to show them the kind of details that support different questions.
**Using Active Reader Cards During Reading**

*Active Reader Cards* provide the teacher with a quick and easy way of monitoring which students understand a concept or skill and which students need additional support.

*Active Reader Cards* also allow students to track their thinking using oral response *during* the lesson.

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*As students become better at observing key details, they'll likely address many of the points in teacher’s questions *before* they are asked.*
Table Activity

During Reading (Key Details):
- Listen as the teacher reads.
- Use your Active Reader Cards to show when you learn information about each element of the story.

Think Pair Share
- Discuss each element with your partner.
- What did you learn about each specifically?

Using Reading Response Frames After Reading

Reader Response Frames guide written responses after reading.

Reader Response Frames provide an organized structure for students' written responses and specify the kinds of textual evidence that a particular comprehension question requires them to identify.

*Reader Response Frames should mirror Active Reader cards.
Identify Important Word Meanings- Activity

As a table, choose 4 important words from the text to fill in your Active Reader Anchor Chart.

Highlight clues in the text that help you understand the important word and record on chart.

<table>
<thead>
<tr>
<th>Spotlight Word</th>
<th>What This Word Means</th>
<th>Why This Word Is Important</th>
<th>Clue in the Text That Helped Me Understand This Word</th>
</tr>
</thead>
</table>

Learning Pathways
Learning Pathways

Teach close reading using learning pathways that show students how to learn.

- A learning pathway is focused not on the content of the unit but on the process of learning how to learn.
- Examples of learning pathways might be how to study about a person, an animal, a place, a theme, or a character trait.

Teaching Units as Learning Pathways

Five Learning Paths included in Lessons & Units for Closer Reading

- How to study a character trait
- How to study an animal
- How to study a person
- How to study a place
- How to study a theme
What is a Learning Pathway?

- Learning pathways give students an opportunity to dig deeper into units of study.
- Each pathway is introduced during a unit preview lesson to spark students' interest.
- The final lesson for each text within the unit brings students focus back to the learning pathway.

How to Study a Character Trait

- **Unit Focus:** Why is it important to show kindness to others?
- **Anchor Texts:**
  - Melissa Parkington's *Beautiful, Beautiful Hair* by Pat Brisson
  - *Mama Panya's Pancakes: A Village Tale From Kenya* by Mary Chamberlin and Rich Chamberlin
  - *Each Kindness* by Jacqueline Woodson
  - *Ivan: The Remarkable True Story of the Shopping Mall Gorilla* by Katherin Applegate
Learning Pathway: How to Study an Animal

- **Unit focus:** How are animals the same? How are animals different?
- **Anchor Texts:**
  - *Panda Kindergarten* by Joanne Ryder
  - *Antarctic Antics: A Book of Penguin Poems* by Judy Sierra
  - *Surprising Sharks* by Nicola Davies
  - *Turtle, Turtle, Watch Out!* by April Pulley Sayre

Learning Pathway: How to Study a Person

- **Unit Focus:** How do you make a difference—even if you're a kid?
- **Anchor Texts:**
  - *Blizzard* by John Rocco
  - *The Wednesday Surprise* by Eve Bunting
  - *Rosie Revere, Engineer* by Andrea Beaty
  - *The Story of Ruby Bridges* by Robert Coles
Learning Pathway: How to Study a Place

- **Unit Focus**: What is special about this place?
- **Anchor Texts**:
  - *Antarctica* by Helen Cowcher
  - *Fernanco's Gift* by Douglas Keister
  - *Creatures of the Desert World* by Barbara Bibson and Jennifer Urquhart
  - *America the Beautiful: Together We Stand* by Katherine Lee Bates

Close Reading Units
Why Build Close Reading Units?

Close reading units help our students use critical thinking skills to build for themselves a more complex knowledge base across diverse areas of study.

Connect The Text Through Units

- Students' knowledge base and "aha!" moments expand when they make connections across the curriculum.
- Units allow for students to read down as well as across, reading complementary texts that help them gain the disciplinary knowledge needed for more complex, global understandings.
The Unit at a Glance

The Unit Preview Lesson

The Kickoff Lesson
(often done on the Thursday and Friday preceding the first full week of the unit)

The Weekly Lessons

• Day 1 of Each Week: Initial close reading lesson
• Day 2 of Each Week: After-reading discussion
• Day 3 of Each Week: Explicit skill-based lesson and optional written assessment
• Day 4 of Each Week: Explicit skill-based lesson and optional written assessment
• Day 5 of Each Week: Learning pathway discussion

The End-of-Unit Text Connection Lesson
(often done on the Monday after the last full week of the unit)

Weekly Close Reading Lessons

• Each anchor text has a corresponding 6-day lesson pathway.

• The purpose of the weekly lessons is not to teach the content of the anchor text, but to show students how to learn by making text connections.
Kickoff Lesson

• Takes place on the Friday before reading the anchor text on Monday
• Purpose is to engage students with the unit focus
• Use a short text relating to unit focus
• Challenge students with H.O.T. questions

Close Read Lesson: Days 1 and 2

• Read through text as a class.
• Build students' understanding of the central idea and supporting details.
• Text dependent questions are posed during and after reading.
Close Reading Lesson: Days 3 and 4

• Teach two skill-based lessons which are aligned to standards.

• Optional formative written assessments may be used during lessons as an extension.

• Teach lesson explicitly BEFORE completing the assessment tasks for students to have adequate practice time.

Close Reading Lesson: Day 5

• Revisit text through text dependent questions

• Choose questions based on text content and student skill level

• Reinforce learning progression, not just specific book content

• Reflect on learning pathway
Learning Pathway: How to Study a Theme

• **Unit Focus:** Why is it important to make good choices?
• **Anchor Texts:**
  - *Fireflies!* By Julie Brinckloe
  - *Those Shoes* by Maribeth Boelts
  - *Maddi's Fridge* by Lois Brandt
  - *The Empty Pot* by Demi

Close Reading Strategy- Magic Magnifying Glass

**Student supplies:** magic magnifying glass card, text
**Teacher supplies:** text dependent questions

**Directions:** After reading each chunk of text, use your "magnifying glass" to notice details that are *surprising, confusing*, or provide new understanding
• Students hold up magnifying glass when they want to share a key detail
Resources

- [http://resources.corwin.com/boyleslessons/k-2.htm](http://resources.corwin.com/boyleslessons/k-2.htm)

Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit [strongreadersms.com](http://strongreadersms.com) for more information!
Questions

ASK HARD QUESTIONS

Contact Information

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