Rigorous Reading

2 Semester Hours
of Graduate Credit

Accessing the Course

To access your course, you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience, please ensure that your browser is up to date.

Login

1. Go to https://corwin.instructure.com
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click Forgot Password? to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

Frey, N., & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex texts*. Thousand Oaks, CA: Corwin.

Course Description

Support your students to reach their full potential by applying the practical insights you will learn in this course and improve your instruction to energize your students' reading and understanding of complex texts. This course introduces a research-based approach that will help you raise the bar in reading for students of any age.

Course Objectives

By the end of this course, you will be able to deploy a range of instructional strategies, including
- whole-class, small-group, and individual instruction; and
- help students develop the capacity to independently read and fully comprehend increasingly complex texts.

Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment, as this must be met in order to receive credit.

Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

Module 1	Text Complexity: What and Why	2.5 hrs
	After completing this module, you will be able to • discuss three factors to consider when evaluating text complexity: quantitative evaluation, qualitative evaluation, and matching readers with texts and tasks; and • summarize the role that reading closely plays in reading complex texts.	Typical time to complete
Read	Text Complexity in Reading Instruction	
Watch A	What Makes This Text Complex? Part One	
Watch B	What Makes This Text Complex? Part Two	
Analyze and Evaluate	Text Complexity Evaluations	
Discuss	Your Experience	
Quiz	Text Complexity	Graded
Project	Giving Students Access to Complex Texts	Submit for grading
Reflect	Text Complexity	
Update Your Portfolio	Text Complexity	

Module 2	Modeling What Good Readers Do	2.5 hrs
	After completing this module, you will be able to • discuss three factors to consider when evaluating text complexity: quantitative evaluation, qualitative evaluation, and matching readers with texts and tasks; and • summarize the role that reading closely plays in reading complex texts.	Typical time to complete
Read	Access Point One: Purpose and Modeling	
Watch A	Focused Instruction: Purpose and Modeling	
Watch B	Modeling Word Solving: Elementary	
Watch C	Modeling Word Solving: High School	
Check Your Knowledge	Modeling and Purpose	
Create and Evaluate	Plan, Deliver, and Evaluate a Modeling Lesson	
Discuss	Your Experience Planning and Delivering a Modeling Lesson	
Quiz	Modeling What Good Readers Do	Graded
Update Your Portfolio	Modeling What Good Readers Do	

Module 3

Close Reading Instruction

After completing this module, you will be able to
- describe the six essential practices of close reading instruction: short-worthy passages, students rereading, limited frontloading, text-dependent questions, annotation, and after-reading tasks; and
- discuss how these practices help students access complex texts.

2.5 hrs
Typical time to complete

Read	The Six Practices of Close Reading Instruction	
Watch A	Close Reading in an Elementary Classroom	
Watch B	Close Reading in High School English	
Discuss	Shifting Cognitive Responsibility to Students	
Quiz	Close Reading Instruction	Graded
Project	Close Reading Instruction	Submit for grading
Reflect	Close Reading Instruction	

Module 4

Text-Dependent Questions

After completing this module, you will be able to
- describe the purpose of the six categories of text-dependent questions: general understandings; key details; vocabulary and text structure; author's purpose; inferences; and opinions, arguments, and intertextual connections; and
- formulate questions in each of these categories.

2.5 hrs
Typical time to complete

Read	Six Categories of Text-Dependent Questions	
Watch A	Levels of Questions: Kindergarten	
Watch B	Levels of Questions: High School	
Discuss	Your Questioning Strengths and Gaps	
Quiz	Text-Dependent Questions	Graded
Update Your Portfolio	Spotlight on Text-Dependent Questions	

Module 5

Scaffolded Reading Instruction

After completing this module, you will be able to
- explain the five principles of scaffolded instruction: student is the reader; small groups help differentiate support; students have similar strengths and needs; grouping patterns change frequently; and questions, prompts, and cues are needed to guide learners; and
- demonstrate the uses of visual, verbal, gestural, and environmental cues and the uses of prompts in four categories: background knowledge, process or procedure, reflection, and heuristic.

2.5 hrs
Typical time to complete

Read	Principles and Practices of Scaffolded Reading Instruction	
Watch A	The Role of Prompting and Cueing	
Watch B	Prompting and Cueing in the High School Classroom	
Watch C	Prompting and Cueing the Individual Learner	
Analyze and Create	Understanding and Practicing Prompting and Cueing	
Discuss	Planning for Scaffolded Reading Instruction	
Quiz	Scaffolded Reading Instruction	Graded
Reflect	Scaffolded Reading Instruction	

Module 6 — Collaborative Conversations

After completing this module, you will be able to
- identify the hallmarks of strong collaborative tasks: require students to work together, elevate academic language, ensure grade-level work, and design for productive failure; and
- explain how to make instructional choices regarding the three elements contributing to strong collaborative structures: grouping students, setting goals, and ensuring student accountability.

2.5 hrs Typical time to complete

Read	Building Structures for Collaborative Learning	
Watch A	Deepening Understanding Through Conversation	
Watch B	Collaborative Conversations: Fifth Grade	
Watch C	Setting Expectations for Collaborative Conversations: Fourth Grade	
Watch D	Collaborative Conversations: Close Reading	
Analyze and Create	Teaching Students to Collaborate	
Dialogue	Integrating Collaboration Into Your Instructional Routines	
Quiz	Collaborative Conversations	Graded

Module 7 — Approaches to Collaborative Reading

After completing this module, you will be able to
- describe the features of these widely used collaborative reading approaches: collaborative strategic reading, literature circles, and reciprocal teaching; and
- explain when and how to implement the widely used collaborative reading approaches.

2.5 hrs Typical time to complete

Read	Collaborative Reading Approaches	
Watch A	Elementary Teacher Introduces Literature Circles	
Watch B	High School Teacher Introduces Reciprocal Teaching	
Explore	Investigating Collaborative Reading Approaches	
Quiz	Approaches to Collaborative Reading	Graded
Project	Approaches to Collaborative Reading	Submit for grading
Reflect	Approaches to Collaborative Reading	
Update Your Portfolio	Approaches to Collaborative Reading	

Module 8 — Independent Reading

After completing this module, you will be able to
- explain how the purposes of a good teacher-mediated independent reading program supports the growth of learner self-regulation, sense of competence, and capacity to set and meet goals; and
- contrast independent reading with sustained silent reading (SSR) in these areas: goals and purpose, book selection, accountability, engagement with teacher, and follow-up activity.

2.5 hrs Typical time to complete

Read	A Strong Independent Reading Program	
Watch A	Independent Learning	
Watch B	Schoolwide SSR: What Makes It Work	
Watch C	Integrating Independent Reading Into Instruction	
Synthesize and Create	Integrating Independent Reading Into Your Instruction	
Discuss	Choosing the Best Approach	
Quiz	Independent Reading	Graded
Reflect	Independent Reading	

Module 9

Independent Reading: Tasks and Tools

After completing this module, you will be able to
- identify multiple strategies for generating student responses to independent reading: reading logs, comment cards, sticky notes, reflection journals, and collaborative conversations; and
- construct teacher–student conferences that effectively support student reading development.

2.5 hrs
Typical time to complete

Read	Tools and Tasks to Elicit Student Response	
Watch A	Why Conferring Is Important	
Watch B	Conferences: Be a Miner, Mirror, Model, and Mentor	
Create and Evaluate	Teacher–Student Conferences	
Discuss	Improving Teacher–Student Conferences	
Quiz	Independent Reading: Tasks and Tools	Graded

Module 10

Checking for Understanding

After completing this module, you will be able to
- use the preceding strategies to help students stay focused on the message and content of the text—modeling expectations, posing text-dependent questions, asking for text-based evidence to support opinions, requiring students to write rhetorically, and assigning text-dependent tasks; and
- justify the different purposes and uses of the following different text-based tasks: perspective writing, writing to prompts, Socratic Seminar, and debate.

2.5 hrs
Typical time to complete

Read	After Students Read	
Watch A	Exit Tickets	
Watch B	Elementary Writing Prompts	
Watch C	Debate Prep	
Synthesize and Create	Tasks to Check for Understanding	
Discuss	Meaningful Checks for Understanding	
Quiz	Checking for Understanding	Graded
Reflect	Checking for Understanding	
Update Your Portfolio	Checking for Understanding	

Module 11

Assessment and Feedback

After completing this module, you will be able to
- evaluate the differences and effectiveness of the following kinds of feedback: feedback about the task, about the processing of the task, about self-regulation, and about the self as a person;
- discuss how assessment shapes instruction; and
- use error analysis to differentiate instruction.

2.5 hrs
Typical time to complete

Read	Assessing Performance and Offering Feedback	
Watch A	Writing as Formative Assessment	
Watch B	Sentence Frames as Instructional Response to Error Analysis	
Watch C	Practicing Good Feedback	
Observe and Analyze	Offering Feedback	
Discuss	Putting Good Feedback to Work in Your Classroom	
Quiz	Assessment and Feedback	Graded

	Course Capstone	
Final Project	Rigorous Reading	Submit for grading
Final Reflection	Rigorous Reading	
Update Your Portfolio	Rigorous Reading	

InTASC Standards Alignment

Our courses have been aligned to the InTASC Model Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks here.

Standard	Covered in Modules
Standard 1: Learner Development	1, 9, 10, 11
Standard 2: Learning Differences	5
Standard 3: Learning Environments	6, 7, 8
Standard 4: Content Knowledge	1, 2
Standard 5: Application of Content	2, 3, 4
Standard 6: Assessment	9, 10, 11
Standard 7: Planning for Instruction	1, 5, 11
Standard 8: Instructional Strategies	3, 4, 6, 7, 8, 10

Course Policies

Grading Policy and Rubric

Component(s)	Percentage of Final Grade
Final Project	45%
Module Projects	35%
Module Quizzes	20%