

FIGURE 3.2. Lesson planning template for the three-phase plan.

Three-Phase Plan for Learning

Title of Source:		Objectives:			
Phase 1— Meet the Source		Phase 2— Meet the Strategies		Phase 3— Meet the Response	
1. Introduce source and preview.		1. Introduce strategies and model.		1. Introduce prompt and plan.	
Choose one or more: <input type="checkbox"/> Language objectives <input type="checkbox"/> Discuss structure <input type="checkbox"/> Content objectives <input type="checkbox"/> Predict with THIEVES <input type="checkbox"/> Synopsis <input type="checkbox"/> Purpose <input type="checkbox"/> New vocabulary <input type="checkbox"/> Other: Notes:		Comprehension strategies: Supporting strategy: <input type="checkbox"/> Underlining and annotating <input type="checkbox"/> Note taking <input type="checkbox"/> Other: Explanation and think-aloud notes:		Writing prompt: Notes about how students will plan: <input type="checkbox"/> Key words on sticky notes <input type="checkbox"/> Outline <input type="checkbox"/> Oral rehearsal <input type="checkbox"/> Other:	
2. Read-view-listen with coaching.		2. Guided and independent practice.		2. Write with coaching.	
Notes:		Notes:		Notes about shared writing (if needed):	
3. Discuss.		3. Discuss.		3. Share.	
Prompt: Teaching point (if needed):		Prompt:		Prompt:	

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Scenario	How you can respond
The student is off-task.	Prompt: <i>Tell me about what you are doing to preview the source.</i> If needed, follow with <i>So, what do you need to do next?</i>
The student has looked at a feature or element in the source but has not been able to write notes yet.	Prompt: <i>When you looked at that feature or part of the source, what did you predict you would learn about? Why do you think so?</i> If needed, offer to write the first note for the student as he or she responds orally. Summarize aloud what you heard the student say, and then ask him or her to repeat it. Encourage the student to immediately write down what he or she just said.
The student has written notes easily, but only about features that are easily understood.	Possible prompts: <ul style="list-style-type: none"> • <i>When you looked at this diagram (or photograph or chart, etc.), what did you notice?</i> • <i>What does this make you think about that you already know?</i> • <i>So, what are you predicting you will be learning about from this diagram?</i>
The student is writing notes easily and may need a push to think more deeply about his or her predictions, perhaps by making connections between the features or elements of the source that was previewed.	Possible prompts: <ul style="list-style-type: none"> • <i>You have made several predictions in your notes. How are they all connected? What might be the author's big idea?</i> • <i>How do two of the features you have previewed (e.g., a heading and a diagram) seem connected?</i>

FIGURE 5.10. Common conferring scenarios and suggestions for coaching.

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FIGURE 6.9. Synthesis and Main Ideas: Conferring scenarios and suggestions for coaching.

Scenario	Examples of student language	How you can respond
The student is unclear about what a main idea in the source may be.	“I don’t know.”	<p>Return to the source and engage the student in reading–viewing–listening to a section of the source that reveals the main idea or that is important in gleaning the main idea. Continue with prompts like:</p> <ul style="list-style-type: none"> • <i>What did you just learn?</i> • <i>Why do you think the author thought this was important to include in this source?</i> • <i>What other parts of the source are connected to this part?</i> <p>If needed, think aloud about what you learned, why you think this section is important, and your own thinking related to a possible main idea in the source.</p>
The student identifies a main idea, but does not share any supporting details from the source.	“It’s about when humans removed the wolves, some animals disappeared.”	<p>Possible prompts:</p> <ul style="list-style-type: none"> • <i>What information in the source made you think this?</i> • <i>What are details in the source that support this idea?</i> <p>If the student is unclear, return to the source and engage the student in rereading–viewing–listening for specific details that support this idea.</p>
The student states the topic instead of a main idea.	“It’s about the wolves in Yellowstone.”	<p>Possible prompts:</p> <ul style="list-style-type: none"> • <i>Tell me more about what you learned.</i> • <i>What’s important about how this happened?</i> • <i>There are lots of sources about this topic. What did this author-creator want to say about this topic that’s important for us to think about?</i> <p>Discuss the difference between a topic and a main idea. Return to your anchor chart with the definition of main idea.</p>
The student shares supporting details from the source, but only in very general terms and with no domain-specific vocabulary.	“It’s about how the wolves came back, and so some other animals could come back, too.”	<p>Possible prompts:</p> <ul style="list-style-type: none"> • <i>When you talk or write about what you learned, you can create a more vivid picture for someone by including specific details.</i> • <i>Let’s look back at the source and think about specific details you can use to convey or describe what you learned. This will help you remember what you learned as well.</i>

FIGURE 7.10. Monitoring for Meaning: Conferring scenarios and suggestions for coaching.

Scenario	How you can respond
The student has written several “I already knew” notes.	<ul style="list-style-type: none"> • Move the student toward deeper thinking by asking how she is synthesizing the information in the source. You might say, “I noticed that you have a lot of notes about information in the source that you already knew. What do you think is one of the author’s main ideas?” and, if needed, “Tell me more.” • Skim the student’s notes and notice if there’s a more complex part of the source for which there are no notes. Ask the student to return to that part of the source and think aloud with you about what she is learning. This might help her notice details that are new information or details she is not understanding.
The student has not written any notes about what she does not understand.	<p>Prompt the student to consider more complex parts of the source with questions like:</p> <ul style="list-style-type: none"> • <i>Was there a tricky part of the source that you didn’t understand very well?</i> • <i>What could you do to help yourself understand that part better?</i> • <i>Let’s try to figure this part out together.</i> <p>The student might identify specific obstacles to understanding, such as encountering unfamiliar vocabulary words or numerous other problems. Be prepared to teach appropriate fix-up strategies at the point of need. See Figure 7.15 (pp. 130–131) for additional fix-up strategies you might introduce.</p>
The student has written responses to facts that do not reveal how this thinking led her to new insights or how she thought beyond the information in the source.	<ul style="list-style-type: none"> • While conferring, try using one of the following prompts to support the student in thinking beyond the source or in evaluating the source: <ul style="list-style-type: none"> ○ <i>Why is this detail important?</i> ○ <i>What does it make you think?</i> ○ <i>Why do you think the author included this detail?</i> • Be prepared to think aloud for the student. You might use language like, “When I read this fact, it reminded me of . . .” or “This was new information for me and it made me realize that . . .”
The student has written a variety of notes about several aspects of the source and needs to move toward synthesizing the information written on the notes.	<p>Possible prompts:</p> <ul style="list-style-type: none"> • <i>It looks like you are thinking carefully about what you are noticing in this source. When you look across your notes, what are you thinking might be a main idea in this source?</i> • <i>When we first looked at this source, we predicted it would be about . . . [fill in the blank]. What are you thinking now? Why do you think so?</i> • <i>How does what you have learned about this topic resonate with you? How has it transformed your thinking in some way?</i>

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Scenario	How you can respond
<p>The student is looking to see what others are writing and seems unclear about which pieces of information in the source might be key details.</p>	<ul style="list-style-type: none"> • Prompt: <i>Tell me a little about what you are planning to do to identify a key detail.</i> • Think aloud about a portion of the source, modeling how you would determine which words, phrase, or visual image you think are important. • Ask the student to read–view–listen to a portion of a source and then think aloud with you about “pasta” words or phrases. Have a conversation that explores why these particular words or phrases are important.
<p>The student is writing too much information from the source in his or her notes or is copying directly from the source.</p>	<p>Prompt the student as follows, and be prepared to step in and think aloud as needed:</p> <ul style="list-style-type: none"> • <i>Tell me why you have chosen these words or phrases.</i> • <i>Remember we want to write down just enough to help us remember. Which of these words that you’ve written down would be just enough?</i> • <i>How can you say this in your own words? What does the author mean in this sentence?</i>
<p>The student is writing words and phrases from the source that seem clearly tied to a central idea.</p>	<ul style="list-style-type: none"> • Prompt: <i>Tell me how you chose these particular words.</i> • If appropriate, prompt the student to think about how he will combine the ideas into a written summary or another type of response. • Prompt: <i>What are you going to do to figure out how to start a written summary?</i>

FIGURE 8.15. Key Details: Conferring scenarios and suggestions for coaching.

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Scenario	How you can respond
<p>The student has not written anything in his notes (after being given adequate time to do so), or the student shrugs his shoulders when you ask what he has learned from a visual image.</p>	<ul style="list-style-type: none"> • Suggest to the student, “Why don’t we look at this together? Think aloud about what you notice and learn from the image.” • As the student shares what he has noticed, if needed, provide language stems like: <ul style="list-style-type: none"> ◦ <i>“I noticed that . . .”</i> ◦ <i>“This feature shows me what . . .”</i> ◦ <i>“This is an example of . . .”</i> • If the student does share information, say, “So, I hear you saying that you learned [revert to what he or she said], right? Please write that in your notes to share with others.”
<p>The student orally restates or copies information presented explicitly in the visual image or supporting print feature.</p>	<ul style="list-style-type: none"> • Gently cover the feature and what the student has written. Then say, “Tell me about what you just learned. Try to use your own words.” • If the student does not respond, be prepared to think aloud about what you noticed in the feature or to say, “Let’s look at this together.” • After some conversation, say, “Share with me what you have learned from this feature now that we have thought about it together.”
<p>The student has clearly thought about the information revealed explicitly in the feature and may need support in thinking beyond this.</p>	<ul style="list-style-type: none"> • Encourage the student to look at the visual image again and then ask one of the following questions: <ul style="list-style-type: none"> ◦ <i>“What else do you notice?”</i> ◦ <i>“Why do you think this feature is important for the author to include in this source?”</i> • Coach the student in making connections between the information in the main part of the source and the information in the feature. Be prepared to demonstrate what this looks like for the student. • If the student reveals thinking beyond the source, pose the question, “How can you reveal this thinking in your notes?”

FIGURE 9.10. Visual Images: Conferring scenarios and suggestions for coaching.

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Scenario	How you can respond
The student has identified an unfamiliar word, but he is unsure of what to do next.	<ul style="list-style-type: none"> • Invite the student to look for clues with you. Together reread or view again that section of the source. When you find a clue, start to think aloud for the student. Use language like, “I noticed . . . and this made me think . . .” • Refer to the tool you created for students to use as a reference—a bookmark or an anchor chart. Ask, “How can you use this to help you?”
The student has identified and attempted to think through the meaning of a word. When she explains what she thinks the word means, she merely repeats the words that are in the source.	<ul style="list-style-type: none"> • Prompt the student to consider how she can explain the meaning of the word using her own words. Some examples of prompts include: <ul style="list-style-type: none"> ◦ <i>How can you put that in your own words?</i> ◦ <i>So, what does the author mean by that?</i> • Be prepared to step in and think aloud about how you would define the word, using your own words.
The student has used context clues to figure out a word, but he needs support in explaining what he has learned in the source related to this new word.	<p>Possible prompts:</p> <ul style="list-style-type: none"> • <i>So, what did you learn in this part? What does that make you think?</i> • <i>What do you understand better about the topic of this source because you know what this word means?</i>

FIGURE 10.8. Vocabulary: Conferring scenarios and suggestions for coaching.

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FIGURE 11.2. Minimized blank I-chart.

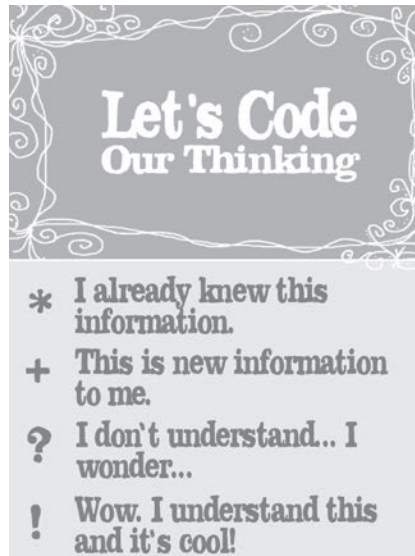
Student's name	Question #1	Question #2	Question #3
What I already know about the topic			
Resource #1			
Resource #2			
Resource #3			
Summary			

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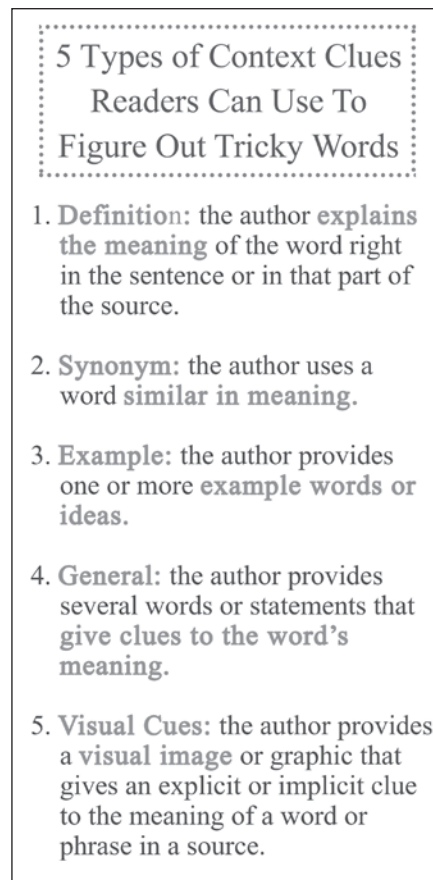
Scenario	How you can respond
The student shrugs or seems unclear when asked how the information in the source he is currently reading is similar to information in previous sources.	<ul style="list-style-type: none"> • With the student, identify a section in the new source that may help him respond to his purpose for reading. Together closely read one sentence at a time. Coach the student to stop and think about what he learned in that sentence and then how the information in that sentence is similar to or different from the information in the previous source. • Be prepared to model how you noticed a similarity or difference in details. Modeling may include noticing that a detail or piece of information in a second source is not present in the first source.
The student's response reveals a surface-level understanding of similarities in two sources. For example, she might say, "They are both about turtles."	<ul style="list-style-type: none"> • Remind the student of her purpose for reading or refer to the questions listed on the inquiry chart and say, "What have you learned from both sources that helps you answer this question?" • Refer to previous lessons on types of details authors of informational sources include to help the student explain her learning. This exercise may involve thinking about details in both sources that reveal <i>where</i>, <i>when</i>, <i>how</i>, and <i>why</i>. (See Chapter 8, Figure 8.9 for more information.)
The student refers to what she learned in one source and then in another source, but not in a way that integrates the information from both sources.	<p>Possible prompts:</p> <ul style="list-style-type: none"> • <i>If you were talking to someone about what you learned, how could you integrate this information into one or two sentences?</i> • <i>How are these details from the sources similar, or what do they have in common? How would you write about their similarities in a sentence?</i>

FIGURE 11.8. Multiple Sources: Conferring scenarios and suggestions for coaching.

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APPENDIX A-2. Sample bookmark for coding strategy.



APPENDIX A-8. Bookmark for using context clues.