
Evaluating a Range of Framing Questions

Team Tool 6.25 from *Leading for Literacy*

These framing questions were developed by teachers of different subject areas and with varying Reading Apprenticeship experience and varying experience using the observation protocol. Teams can consider which of these might yield the richest learning — for the teacher being observed and for the team as a whole — as preparation for writing their own framing questions.

- What supports are evident in this English-ESL classroom to help students comprehend text?
- How can Reading Apprenticeship help students and teacher differentiate instruction/learning while maintaining high-quality engagement with the text?
- What opportunities do students have for reading, thinking, and talking?
- In what ways and to what extent are students engaged with the text?
- What do you notice about students' interactions and discussions? In what ways do these affect student learning and engagement?
- How well are students able to identify the author's purpose in writing "The Ballad of Birmingham"? How well are students able to cite examples of irony, symbolism, and discrimination that support the author's purpose? Capture specific examples, if possible.
- How do the Reading Apprenticeship routines deepen students' understanding and interactions with the chapter from *Kindred*, by Octavia Butler, called "The Fight"?
- How are students building toward independence in their sense-making?
- What evidence of previous learning do you see as students attempt to answer this question: Who was primarily responsible for the Cold War — the United States or the Soviet Union?