

*Accessing Complex Text Through Teacher Modeling.* Frey and Fisher's Five Principles of Modeling are as follows:

1. **Anticipate areas that may prove difficult for students.** Once identified, the teacher makes thinking about these potential text challenges transparent for students—through modeling—to show how a reader engages with text to get to the place of full comprehension.
2. **Demonstrate ways readers resolve problems and confusion about text and unknown words, and showing the methods they use to monitor their understanding in order to make adjustments.** This troubleshooting ability is an important attribute proficient readers possess (Duke & Pearson, 2002).
3. **Demonstrate for students how readers interact with text and how they hold their thinking during the reading process.** The teacher demonstrates how actions such as underlining, making marginal notes, circling, and so on enhance understanding. Keene and Zimmermann (1997) refer to these as text management strategies. Closely watching another reader explicitly share the practice and purpose of such annotations ensures students understand their function as part of engaged readers' repertoire. These annotations—either written directly on the text or on Post-Its—also serve as a support for collaborative discussion.
4. **Model exactly how a skill, strategy, or concept is used through think aloud.** The teacher demonstrates by highlighting three types of knowledge: declarative (naming the skill or strategy), procedural (demonstrating how to use the skill or strategy), and conditional knowledge (stating when and why the strategy or skill is used) (Paris, Lipson, & Wixson, 1983). Too often instruction includes only declarative knowledge and students are left to fill in the "how" and "why" of the selected skill.
5. **Incorporate the powerful instructional routine of interactive shared reading.** Using an enlarged copy of the text (Holdaway, 1979) for young students and individual copies for older ones, the teacher models and engages the students in reading and in a lively discussion of the text, providing necessary scaffolding and questioning to produce an understanding of the text. Peer interactions are key components of shared reading. Teachers encourage student participation rather than default to the most common classroom discourse pattern of IRE (teacher *I*nitiates; student *R*esponds; teacher *E*valuates). IRE creates an imbalance of power in which students' contributions are marginalized in the meaning-making process (Cazden, 1988). Frey and Fisher (2013) advocate strongly for students to be active participants in discussing the text.