Access Point Two

Close and Scaffolded Reading Instruction

- Estimated Time: 3.5 Hours

The purpose of Module 3 is for participants to identify and understand the six essential practices of close reading instruction. Additionally, they will understand the importance of the six categories of text-based questions, which are paramount to close reading instruction. Participants will also comprehend the Four Principles of Scaffolded Instruction and understand how questions and prompts are fundamental to the practice of scaffolded instruction. These principles and practices will help participants gain a thorough understanding of these two instructional practices, close and scaffolded reading, and how they are avenues to support students as they begin to take responsibility for their learning, and become analytic readers.

Materials You Will Need

1. Copies of Four Principles of Scaffolded Reading Instruction Graphic Organizer and Text-Dependent Questions Template for Supplementary Session
2. Copies of **Figure 3.2**: Text-Dependent Questions, **Figure 3.3**: Sample Text-Dependent Questions, **Figure 3.4**: Types of Prompts, and **Figure 3.5**: Types of Cues (if participants do not have *Rigorous Reading* with them).

3. **PowerPoint Slides 3.1–3.14**

4. **Videos**
   a. **Video 3.1**: “Close reading with sixth-grade English language learners.”
   b. **Video 3.2**: “Students rereading and discussing a complex text in high school English.”
   c. **Video 3.3**: “Close reading of historical information.”
   d. **Video 3.4**: “Close reading and text-dependent questions in upper elementary school.”
   e. **Video 3.5**: “Close reading in the primary grades.”
   f. **Video 3.6**: “Teacher working with groups of students to facilitate their understanding.”
   g. **Video 3.7**: “Teacher using prompts and cues to guide learning.”
   h. **Video 3.8**: “Teacher working with small groups of students to generate questions.”

▶ **Segment I: Approximately 3 Minutes**

**Stating the Purpose of This Session**

a. Project **PowerPoint Slide 3.1** to begin Segment I.
b. Project **PowerPoint Slide 3.2**: What’s Our Purpose for Module 3? Read through it with participants.

i. Understand how close and scaffolded reading instruction will support students in their gradual shift in assuming responsibility for their learning through:

1. Understanding and examining the Six Essential Practices of Close Reading Instruction.

2. Exploring the Four Principles of Scaffolded Instruction, and understanding how questions, prompts, and cues are integral to the practice of scaffolded instruction.

ii. Understand how these two instructional practices support Anchor Standards 1 and 10.

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### What’s Our Purpose for Module 3?

Understand how close and scaffolded reading instruction will support students in their gradual shift in assuming responsibility for their learning through:

- Understanding and examining the **Six Essential Practices** of Close Reading Instruction.

- Exploring the **Four Principles** of Scaffolded Instruction, and understanding how questions, prompts, and cues are integral to the practice of scaffolded instruction.

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### Segment II: Approximately 10 Minutes

**Up Close With Close Reading**

a. Provide participants with a brief background of close reading. (Note: depending on your group, you may want the participants to read this section in the text and then share salient points with the whole group). If you wish, project **PowerPoint Slide 3.3**. Share notable points that were not mentioned (also found in **PowerPoint Slide 3.3**’s notes section):

i. It is not new practice.

ii. Use with texts that are worthy; it is not for all texts (mentioned in Chapter 1 and in Module 1, Segment III).

iii. Texts should be complex enough to undergo repeated readings for deep analysis (mentioned in Chapter 1 and in Module 1, Segment III).
iv. Foremost during a close read, the reader is focused on the author’s meaning.

v. Close readings should be directed in all content classes in which complex texts play a role because each discipline and/or subject area has texts with distinctive characteristics to analyze and interpret.

vi. Close reading instruction may be used K–12.

vii. There are six guiding practices for all close reading instruction, regardless of the content.

Segment III: Approximately 15 Minutes
Close Reading With English Language Learners

a. Watch Video 3.1: “Close reading with sixth-grade English language learners.”

b. After the video, have participants turn and talk with a colleague about observations of the lesson.

c. Share relevant points with the whole group.

Segment IV: Approximately 1 Hour 20 Minutes (if you choose to view all videos)
Examining and Observing the Six Practices of Close Reading

Project PowerPoint Slide 3.4.
Because there are three videos, each one corresponding with one of the six practices, it is best to examine, as a whole group, each practice individually.

**First Practice: Select Short, Worthy Passages (Approximately 10 Minutes)**

a. Find the section titled Select Short, Worthy Passages in Chapter 3 of this book, pages 46–47. Have participants read, highlight, and note significant features of the practice (i.e., short, worthy passages and why they are significant).

b. Have participants share their findings with the whole group.

c. If you wish, project **PowerPoint Slide 3.5**. Here are a few important points to share, if not mentioned:

   i. Normally a passage between three and nine paragraphs in length is best for practicing analytic skills.

   ii. Texts should be deeply understood by the teacher in order to know where the complex and difficult parts may inhibit student understanding.

   iii. Texts do not need to be stand-alone texts.
Second Practice: Student Rereading  
(Approximately 20 Minutes)

a. In the book, have participants read, highlight, and note significant features of the practice, and why they are significant.

b. Have participants share their findings.

c. Next, have participants view Video 3.2: “Students rereading and discussing a complex text in high school English,” looking for elements they read about and noticed.

d. Discuss the participants’ observations.

e. If you wish, project PowerPoint 3.5. Here are a few significant points to share, if not mentioned:

i. Rereadings should have a clear purpose, and are frequently connected to looking for evidence to a particular question. (Clear, quality purpose statements are discussed in Module 2/Chapter 2.)

ii. Rereadings may be accomplished independently, with peers and/or with teacher think-alouds.

iii. Rereading decreases the need for frontloading.

iv. Rereading improves fluency and comprehension.

Third Practice: Limited Frontloading  
(Approximately 20 Minutes)

a. In the book, have participants read, highlight, and note significant features of the practice, and why they are significant.

b. Have participants share their findings.
c. Next, have participants view **Video 3.3**: “Close reading of historical information,” looking for elements they read about and noticed.

d. Discuss their observations.

e. If you wish, project **PowerPoint Slide 3.6**. Here are a few key points to share if not mentioned:

   i. There is very little pre-teaching or frontloading by the teacher.

   ii. The inquiry through rereading that results in the discovery of the author’s meaning helps develop metacognitive skills.

   iii. Too much frontloading or pre-teaching limits students’ opportunity for inquiry and discovery; these are essential for students to become critical, independent readers.

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**Fourth Practice: Text-Dependent Questions**

(Approximately 20 Minutes)

a. Have participants read, highlight, and note significant features of the practice, and why they are significant.

b. Have participants share their findings.

c. Next, have participants view **Video 3.4**: “Close reading and text-dependent questions in upper elementary school,” looking for elements they read about and noticed.

d. Discuss their observations and insights.

e. If you wish, project **PowerPoint Slide 3.6**. Here are notable points to share if not mentioned:
i. Question types that are asked affect how a reader reads.

ii. Text-dependent questions should allow students to provide evidence from the text rather than their own experiences.

iii. These types of questions help build foundational knowledge, so students are equipped to then formulate meaningful connections and opinions.

iv. If you wish, project PowerPoint Slide 3.8: The Six Types of Text-Dependent Questions that scaffold understanding from explicit to implicit.

v. Requires preparation by the teacher for thorough text discussion and analysis.

Fifth Practice: Annotation (Approximately 15 Minutes)

a. Have participants read, highlight, and note significant features of the practice annotation and why they are significant.

b. Have participants share their findings.

c. Discuss their observations and insights.

d. If you wish, project PowerPoint Slide 3.7. Here are a few noteworthy points to share if not mentioned:

   i. When students are allowed to mark up the text, they play an active role in growing their knowledge and understanding.

   ii. Annotation should be completed with each rereading guided by text-dependent questions.
iii. Use student annotations as formative assessments.

iv. Annotation slows the readers down for deeper understanding, so it becomes a habit of mind.

v. Use universal annotation marks. Project **PowerPoint Slide 3.9: Universal Annotation Marks**

vi. There is no wrong answer in annotating, the only wrong thing is not to annotate.

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**Sixth Practice: After-Reading Tasks**

**(Approximately 10 Minutes)**

a. In the book, have participants read, highlight, and note significant features of the practice and why they are significant.

b. Have participants share their findings.

c. Discuss their observations and insights.

d. If you wish, project **PowerPoint Slide 3.7**. Here are a few notable points to share if not mentioned:

i. Post-reading tasks should require students to refer back to the text.

ii. Tasks should help students deepen their comprehension far beyond what they would be able to accomplish on their own.

iii. Instruction in writing a Prečis piece develops a deeper textual understanding of the text, as it should be a clear and concise summary of the essential points, without a personal opinion or connection.
Segment V: Approximately 20 Minutes

Close Reading for Young Readers, K–3

a. Find the section titled Close Reading for Young Readers in Chapter 3 in *Rigorous Reading*, pages 60–63. Have participants read, highlight, and note significant features of the practice and why they are significant.

b. Have participants share their findings.

c. Have participants view Video 3.5: “Close reading in the primary grades,” looking for elements they read about and noticed.

d. Discuss their observations.

e. If you wish, project PowerPoint Slide 3.10. Here are a few notable points to share if not mentioned:

i. Exposure to complex texts challenges students’ thinking.

ii. Two instructional practices for close reading (close listening):

1. *Interactive Read-Alouds* (Fisher, Flood, Lapp, & Frey, 2004)—same practices: a short, worthy text, text-dependent questions, limited frontloading, and after-listening tasks to refer back to the text, as grades 3–12, except there is no annotation.

2. Shared Reading—all the same practices for grades 3–12, but simple annotation and after-listening tasks.
Segment VI: Approximately 20 Minutes

Understanding the Four Principles of Scaffold Reading Instruction

a. Project PowerPoint Slide 3.11: Directions for Jigsaw Procedure for the Four Principles of Scaffolded Reading Instruction, or provide participants with copies.

b. Have participants form groups to conduct a jigsaw discussion of the Four Principles of Scaffolded Reading Instruction. Use the graphic organizer on page 223 if desired. (You may wish to copy and use this in Modules 4–6 as well).

c. Each person is assigned to read a different short section from Rigorous Reading and take notes of the salient points to share with the other group members.

d. View Video 3.6: “Teacher working with groups of students to facilitate their understanding.”

e. Have participants discuss principles of accessing complex texts that were observed, along with other relevant points.
Segment VII: Approximately 30 Minutes
Guiding Readers With Questions and Prompts

a. Questioning is just as essential in scaffolded instruction as it is in close reading instruction; however, the questions used in scaffolded instruction aim to address students’ misconceptions and errors while reading.

b. Have participants read and discuss with a partner the section of Chapter 3 titled Questions to Check for Understanding on pages 66–67.

c. Have participants view Video 3.8: “Teacher working with small groups of students to generate questions.”

d. Discuss significant points from the video.

e. Here are a few notable points to share if not mentioned:

f. Questioning is a time to clear up errors and misunderstandings, not the time for assessment.

g. It is essential to use additional prompts and cues—not provide answers when learners make errors or have misconceptions.

h. Have participants examine and discuss Figure 3.4: Types of Prompts.
Segment VIII: Approximately 20 Minutes

Using Cues to Shift Attention

Cues are warranted when errors and misconceptions have not been cleared with prompts.

a. Have participants read, discuss, and examine with a partner the section of the book titled Cues to Shift Attention on page 70 and Figure 3.5: Types of Cues.
b. Then have participants view **Video 3.7**: “Teacher using prompts and cues to guide learning.” Discuss significant points after the video.

c. It is essential to use prompts and cues, and to not provide answers when learners make errors or have misconceptions.

▶ **Segment IX: Approximately 3 Minutes**

**Summarize the Session With Significant Point**

If you wish, project **PowerPoint Slide 3.12** and **Slide 3.13** to help you summarize this session.

a. Round robin reading is ineffective.

b. Choral reading is not appropriate for this type of instruction.

c. Small groups, no more than six, are not static; they should be flexible and change based on ongoing assessments.

d. Instruction is about 10–20 minutes, based on the needs and stamina of students.

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**Figure 3.5** Types of Cues

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<tr>
<th>Type of Cue</th>
<th>Definition</th>
<th>Example</th>
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</table>
| Visual      | A range of graphic hints that guide students through thinking or understanding. | - Highlighting places on a text where students have made errors.  
- Creating a graphic organizer to arrange content visually.  
- Asking students to take a second look at a graphic or visual from a textbook. |
| Verbal      | Variations in speech used to draw attention to something specific or verbal attention getters that focus students thinking. | - “This is important…”  
- “This is the tricky part. Be careful and be sure to…”  
- Repeating a student’s statement using a questioning intonation.  
- Changing volume or speed of speech for emphasis. |
| Gestural    | Teacher’s body movements or motions used to draw attention to something that has been missed. | - Pointing to the word wall when a student is searching for the right word or the spelling of a word.  
- Making a hand motion that has been taught in advance such as one used to indicate the importance of summarizing or predicting while reading.  
- Placing thumbs around a key idea in a text that the student was missing. |
| Environmental | Using the surroundings, and things in the surroundings, to influence students understanding. | - Keeping environmental print current so that students can use it as a reference.  
- Using magnetic letters or other manipulatives to guide students thinking.  
- Moving an object or person so that the orientation changes and guides thinking. |

Source: Adapted from Fisher and Frey (2013a).
e. It is a cognitively demanding time for students.

f. All students benefit from scaffolded instruction, not just your struggling readers.

g. Lessons are tailored to the group’s needs, based on recent assessments.

h. Teachers provide more support for students than in a close reading lesson.

i. Questions are essential to scaffolded instruction.

j. A notable point to share if not mentioned:
   i. When cues and prompts are exhausted and misconceptions remain, provide a direct explanation.

WRAP UP: Approximately 3 Minutes

One Final Note

If you wish, project PowerPoint Slide 3.14.

a. Close reading and scaffolded reading instruction are vital if we want our students to independently read complex texts.

b. These types of reading instruction allow for the shift in learning responsibility.

c. Scaffolded reading is better for small groups of no more than six, while close reading is effective for whole-group or small-group instruction.

d. Next Access Point: Collaborative Conversations.
Supplementary Session: Approximately 30 Minutes

Collaboratively Creating Text-Dependent Questions for Complex Texts

a. In follow-up sessions, such as with grade-level teams, have participants bring a short, worthy passage or an excerpt from a longer passage. If your group has been partaking of the supplementary sessions, have them bring the complex text(s) they have been using for Module 1 and Module 2. If not, have participants bring in a text to use for close reading instruction or supply complex texts for the participants that they could use for their grade level.

b. In collaborative groups, use the Text-Dependent Questions Template on page 222 to develop text-dependent questions.

c. Remind participants that they want to create questions that help students discover, through inquiry, the author’s meaning and to spark thought-provoking discussions.

d. Refer participants to Rigorous Reading Chapter 3 sections on Text-Dependent Questions and Annotation, as well as Figures 3.2, 3.3, and 3.4 in that chapter. All will provide valuable support for participants in developing these types of evidence-based questions.
Teaching and Reflecting

a. Have participants teach a close reading lesson using the template as a guide.

b. Encourage participants to take notes on the lesson and on student responses.

c. Set another time to reflect and discuss how the close reading instruction went. Use the discussion as a guide for ongoing and future study.

This process may be used in future sessions on developing a Scaffolded Reading Lesson.