

Module 3

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.

Access Point One: Purpose and Modeling

Access Point Two: Close and Scaffolded Reading Instruction

Access Point Three: Collaborative Conversations

Access Point Four: An Independent Reading Staircase

Access Point Five: Demonstrating Understanding and Assessing Performance

3.1

- 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.

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.

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

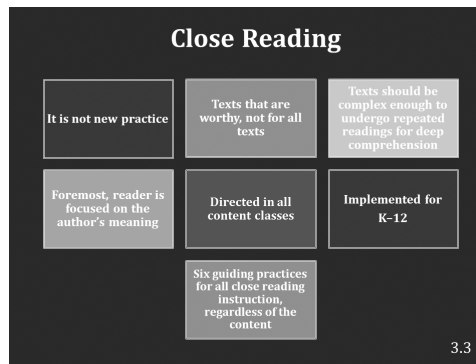
3.2

► 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**.

Six Practices of Close Reading

First Practice: *Select Short, Worthy Passages*

Second Practice: *Student Rereading*

Third Practice: *Limited Frontloading*

Fourth Practice: *Text-Dependent Questions*

Fifth Practice: *Annotation*

Sixth Practice: *After-Reading Tasks*

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.

First Practice: *Select Short, Worthy Passages*

- Three to nine paragraphs in length
- Deeply understood by the teacher in order to know where complex parts may inhibit student understanding
- Do not need to be stand-alone texts

Second Practice: *Student Rereading*

- With a clear *purpose*, to locate evidence for a particular question
- Accomplished independently, with peers and/or with teacher think-alouds
- Decreases the need for frontloading
- Improves fluency and comprehension

3.5

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.

First Practice: Select Short, Worthy Passages

- Three to nine paragraphs in length
- Deeply understood by the teacher in order to know where complex parts may inhibit student understanding
- Do not need to be stand-alone texts

Second Practice: Student Rereading

- With a clear *purpose*, to locate evidence for a particular question
- Accomplished independently, with peers and/or with teacher think-alouds
- Decreases the need for frontloading
- Improves fluency and comprehension

3.5

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.

Third Practice: Limited Frontloading

- Limited pre-teaching or frontloading by the teacher
- Inquiry through rereading results in the discovery of the author’s meaning and helps develop metacognitive skills
- Too much limits students’ opportunities for inquiry and discovery; these are essential for becoming critical, independent readers

Fourth Practice: Text-Dependent Questions

- Question types that are asked affect how a reader reads
- Allow students to provide evidence from the text rather than from their own experiences
- Help build foundational knowledge so students are equipped to then formulate meaningful connections and opinions
- Scaffold understanding from explicit to implicit
- Requires preparation by the teacher for thorough text discussion and analysis

3.6

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.

Six Types of Text-Dependent Questions

Whole	Question Types	Standards
Across Text	Opinions, Arguments Intertextual Connections	8, 9
Entire Text	Inferences	3, 7
Segments	Author's Purpose	6
Paragraph	Vocabulary and Text Structure	4, 5
Sentence	Key Details	2
Word	General Understanding	1
Part		

3.8

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.

Fifth Practice: Annotation

- Students play an active role in growing their knowledge and understanding
- Should be completed with each rereading guided by text-dependent questions
- Use student annotations as formative assessments
- Slows the readers down for deeper understanding, so it becomes a habit of mind
- Use universal annotation marks
- No wrong answer in annotating; the only wrong thing is not to annotate

Sixth Practice: After-Reading Tasks

- Necessitate students to refer to the text
- Help students deepen their comprehension far beyond what they would be able to accomplish on their own
- Instruction in writing a Précis piece develops a deeper textual understanding

3.7

Universal Annotation Marks
Read With a Pen

Grades K-2 • Use Wiki sticks, sticky notes, SmartBoards
• Model your thinking with annotation

Grades 3-5 • Underline the major points
• Circle words or phrases that are confusing to you
• Use a ? and write out your question

Grades 6-8 • Use ! for things that surprise you
• Draw an → to link connections

Grades 9-12 • Mark **ex** to denote examples, write comments in the margins
• Numerate arguments, important details

3.9

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 Précis 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.

Fifth Practice: Annotation

- Students play an active role in growing their knowledge and understanding
- Should be completed with each rereading guided by text-dependent questions
- Use student annotations as formative assessments
- Slows the readers down for deeper understanding, so it becomes a habit of mind
- Use universal annotation marks
- No wrong answer in annotating, the only wrong thing is not to annotate

Sixth Practice: After-Reading Tasks

- Necessitate students to refer to the text
- Help students deepen their comprehension far beyond what they would be able to accomplish on their own
- Instruction in writing a *Préfis* piece develops a deeper textual understanding

3.7

► Segment V: Approximately 20 Minutes

Close Reading for Young Readers, K–3

- 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.
- Have participants share their findings.
- Have participants view **Video 3.5**: “Close reading in the primary grades,” looking for elements they read about and noticed.
- Discuss their observations.
- If you wish, project **PowerPoint Slide 3.10**. Here are a few notable points to share if not mentioned:
 - Exposure to complex texts challenges students’ thinking.
 - Two instructional practices for close reading (close listening):
 - 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.
 - Shared Reading—all the same practices for grades 3–12, but simple annotation and after-listening tasks.

Close Reading for Young Readers K–3

- Exposure to complex texts challenges students' thinking.
- Two instructional practices for close reading (close listening):
 - *Interactive Read-Alouds* (Fisher, Flood, Lapp, & Frey, 2004)—same practices:
 - ✓ a short, worthy text
 - ✓ text-dependent questions
 - ✓ limited frontloading
 - ✓ after-listening tasks to refer to the text, as grades 3–12
 - ✓ no annotation
 - Shared Reading—all the same practices for grades 3–12:
 - ✓ simple annotation
 - ✓ after-listening tasks

3.10

► 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.

Directions for Jigsaw Procedure for the Four Principles
of Scaffolded Reading Instruction

1. Work in groups of three.
2. Each person chooses one of the following principle elements to read, take notes on, and share:
 - a. The student, not the teacher, is the reader.
 - b. Small groups differentiate support.
 - c. Students have different strengths and supports.
 - d. Grouping patterns change frequently.
3. Read for 5 minutes. Write down salient points on the graphic organizer to share.
4. Share significant points with group.

3.11

► 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.

Figure 3.4 Types of Prompts

Type of Prompt	Definition/When to Use	Examples
Background knowledge	Used when there is content that the student already knows, has been taught, or has experienced but has temporarily forgotten or is using incorrectly.	<ul style="list-style-type: none"> As part of a science passage about the water cycle, the teacher asks, "What do you remember about states of matter?" When reading about a trip to the zoo, the teacher asks, "Remember when we had a field trip to the zoo last month? Do you recall how we felt when it started to rain?"
Process or procedure	Used when established or generally agreed-on rules or guidelines are not being followed and a reminder will help resolve the error or misconception.	<ul style="list-style-type: none"> The student is saying a word incorrectly, and the teacher says, "When two vowels go walking. . . ." When the student has difficulty starting to develop a writing outline, the teacher says, "I'm thinking about the mnemonic we've used for organizing an explanatory article."
Reflective	Used to encourage students to be metacognitive and to think about their thinking, which can then be used to determine next steps or the solution to a problem.	<ul style="list-style-type: none"> The student has just read something incorrectly, and the teacher asks, "Does that make sense? Really think about it." When the student fails to include evidence in her writing, the teacher asks, "What are we learning today? What was our purpose?"
Heuristic	Used to help learners develop their own way to solve problems. These are informal problem-solving procedures. They do not have to be the same as others' heuristics, but they do need to work.	<ul style="list-style-type: none"> When the student has difficulty explaining the relationships between characters in a text, the teacher says, "Maybe drawing a visual representation of the main character's connections to one another will help you." When a student gets stuck and cannot think of what to write next, the teacher says, "Writers have a lot of different ways for getting unstuck. Some just write whatever comes to mind, others create a visual, others talk it out with a reader, and others take a break and walk around for a few minutes. Will any of those help you?"

Source: Adapted from Fisher and Frey (2013a).

► 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.**

Figure 3.5 Types of Cues

Type of Cue	Definition	Example
Visual	A range of graphic hints that guide students through thinking or understanding.	<ul style="list-style-type: none"> • 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 focuses students thinking.	<ul style="list-style-type: none"> • "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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Keeping environmental print current so that students can use it as a reference • Using magnetic letters or other manipulatives to guide student's thinking • Moving an object or person so that the orientation changes and guides thinking

Source: Adapted from Fisher and Frey (2013a).

- 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.

- 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.

Scaffolded Instruction: Be Mindful

- Round robin reading is ineffective.
- Choral reading is not appropriate for this type of instruction.
- Small groups, no more than six, are not static.
- Instruction is 10–20 minutes, based on needs and stamina.
- It is a cognitively demanding time.

3.12

Scaffolded Instruction: Be Mindful

- All students benefit from scaffolded instruction, not just your struggling readers.
- Lessons are tailored to group needs, based on recent assessments.
- Teachers provide more support for students than in a close reading lesson.
- Questions are essential to scaffolded instruction.
- When cues and prompts are exhausted and misconceptions remain, provide a direct explanation.

3.13

► 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.

One Final Note

- Close reading and scaffolded reading instruction are **vital** if we want our students to **independently read complex texts**.
- These types of reading instruction allow for the **shift in learning responsibility**.
- **Scaffolded reading** is better for **small groups of no more than six**.
- **Close reading** is effective for **whole-group or small-group** instruction.

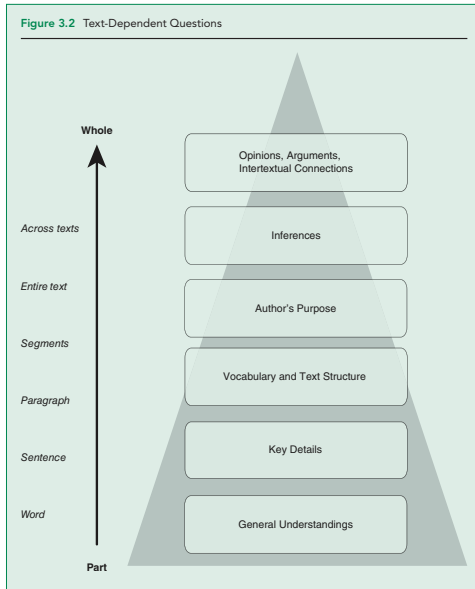
Next session: Access Point Three: *Collaborative Conversations*

3.14

► 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.



Source: Fisher and Frey (2013b). Used with permission. From *Common Core English Language Arts in a PLC at Work* by Douglas Fisher and Nancy Frey. Copyright 2013 by Solution Tree Press, 555 North Morton Street, Bloomington, IN 47407, 800.733.6786, solution-tree.com. All rights reserved.

Figure 3.3 Sample Text-Dependent Questions

Question Type	Questions From <i>Frog and Toad Together</i> (Lobel, 1971) in First Grade	Questions From Chapter 10 in <i>A Night to Remember</i> (Lord, 1955) in Sixth Grade
General Understandings	Retell the story using first, next, then, and finally.	Why would the author title the chapter "Go Away"?
Key Details	What ways did they try to solve the problem of eating too many cookies?	What are two things that could have prevented this tragedy?
Vocabulary and Text Structure	How did the author help us to understand what <i>power</i> means?	How does the chronological structure help the reader understand the events?
Author's Purpose	Who tells the story?	Whose story is most represented and whose story is underrepresented?
Inferences	Do you think Toad's actions caused the seeds to grow? Why?	Why would Mrs. Brown run lifeboat number 6 with a revolver?
Opinions, Arguments, Intertextual Connections	In your opinion, is Frog a good friend to Toad? Do you think this is a happy story or a sad one?	Compare this book with <i>Inside the Titanic</i> (Brewster & Marschall, 1997). What are the similarities and differences?

Source: Fisher and Frey (2012a).

Teaching and Reflecting

- Have participants teach a close reading lesson using the template as a guide.
- Encourage participants to take notes on the lesson and on student responses.
- 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.