

	Teacher Planning and Text Preparation	Text Structure	Language & Vocabulary	Meaning / Purpose	Knowledge Demands
Before Reading	<ul style="list-style-type: none"> ● Chunk the text for reading. ● Add Line #s to the text. ● Add visual cues to the text. ● Pre-annotate the text with purpose for reading. ● Create audio recording of the text. ● Use academic word finder to select / ID words. ● Create a glossary for the text. ● Plan sequences of TDQs focused on areas of complexity. ● Implement common, consistent routines. ● Collaboratively plan so content areas support ELA content. 	<ul style="list-style-type: none"> ● Review pertinent signal words. 	<ul style="list-style-type: none"> ● Pre-teach vocabulary key to (but not defined within) the text. 	<ul style="list-style-type: none"> ● Provide purpose for listening / reading focused on meaning / text/purpose. ● Pre-expose students to the text (audio, read-aloud, peer, etc.). 	<ul style="list-style-type: none"> ● Allow students to read text sets, articles, (watch) videos to build background on the topic prior to the complex text. ● Listen to audio of the text prior to reading. ● Set purpose for listening / reading. ● Allow students to use sentence frames to state the purpose listening / reading.
During Reading	<ul style="list-style-type: none"> ● Conduct multiple readings, each with a different purpose, but starting with an uninterrupted read, 	<ul style="list-style-type: none"> ● Draw students' attention to pertinent signal words. ● Conduct a close reading of complex passages to scaffold understanding of the text structure, ● Chunk the text and the TDQs focused on text structure (read, discuss, read more, discuss more, etc.), 	<ul style="list-style-type: none"> ● Allow use of Glossary (with or without images). ● Allow use of previously created vocabulary graphic organizer (Frayer, etc.). ● Amplify key language and vocabulary during interactive reading. 	<ul style="list-style-type: none"> ● Have students annotate signal words ● Draw students' attention to titles, subtitles, headings, and captions and how they connect to the meaning/purpose of the text. ● Pause frequently for students to provide summaries / gist / big idea. 	<ul style="list-style-type: none"> ● Chunk the text and the TDQs focused on content (read, discuss, read more, discuss more, etc.). ● Allow students to use graphic organizers (thinking map, KWL, etc.). ● Have students annotate signal words in relation to the knowledge demands. ● Pause frequently for students to provide summaries / gist / big idea.
After Reading Discussion & Activities	<ul style="list-style-type: none"> ● Allow students to listen to audio after reading, ● Conduct a guided re-reading with students who need more support, 	<ul style="list-style-type: none"> ● Include TDQs to build understanding of text structure (e.g., time shifts, sub plots, etc.). ● Provide hint cards that indicate passage / line numbers or titles / section headings / signal words relevant to elements of text structure. ● Conduct juicy sentence work to analyze the structure of the text. 	<ul style="list-style-type: none"> ● Include TDQs to build understanding of key vocabulary or language. ● Allow students to use a graphic organizer, word bank, or glossary (with or without images). ● Amplify language and vocabulary by modeling <i>and</i> providing students with opportunities to use new words. ● Adjust the amount of language (oral or written) required to answer, increasing language demands over time. ● Conduct juicy sentence work to teach or reinforce grammar used in the text. ● Provide explicit vocabulary instruction (word work; morphology; shades of meaning; multi-meaning word work, cognate words, etc.). ● Create vocabulary graphic organizers. 	<ul style="list-style-type: none"> ● Include TDQs to build understanding of the text's central meaning or purpose. ● Allow students to use sentence frames. ● Provide hint cards that indicate passage / line numbers or titles / section headings relevant to text meaning or purpose. ● Extend wait / think time. ● Allow students to read text sets to reinforce or extend meaning or purpose of the reading. 	<ul style="list-style-type: none"> ● Include a mix of factual and inferential questions requiring a mix of shorter and more extended responses so all students can participate. ● Include TDQs to build understanding of the content. ● Allow students to use sentence frames (for oral or written responses). ● Provide hint cards that indicate passage / line numbers or titles / section headings relevant to key content or knowledge. ● Provide students with extended wait / think time. ● Make visual cues (images, illustrations) visible during discussion. ● Allow students to read text sets to reinforce or extend the content of the reading.

References:

Scaffolds to Support English Language Learners in Writing and Discussion

<https://achievethecore.org/content/upload/ELL%20Supports%20for%20Writing%20and%20Discussion.pdf>

Strategies for Supporting Struggling Readers

<https://achievethecore.org/content/upload/Strategies%20for%20Supporting%20Struggling%20Readers.pdf>

Supporting All Learners with Complex Texts: Strategies to scaffold instruction of Standards-aligned, complex texts

<https://achievethecore.org/aligned/supporting-all-learners-with-complex-texts/>