

“When you grow teachers, you grow students!”



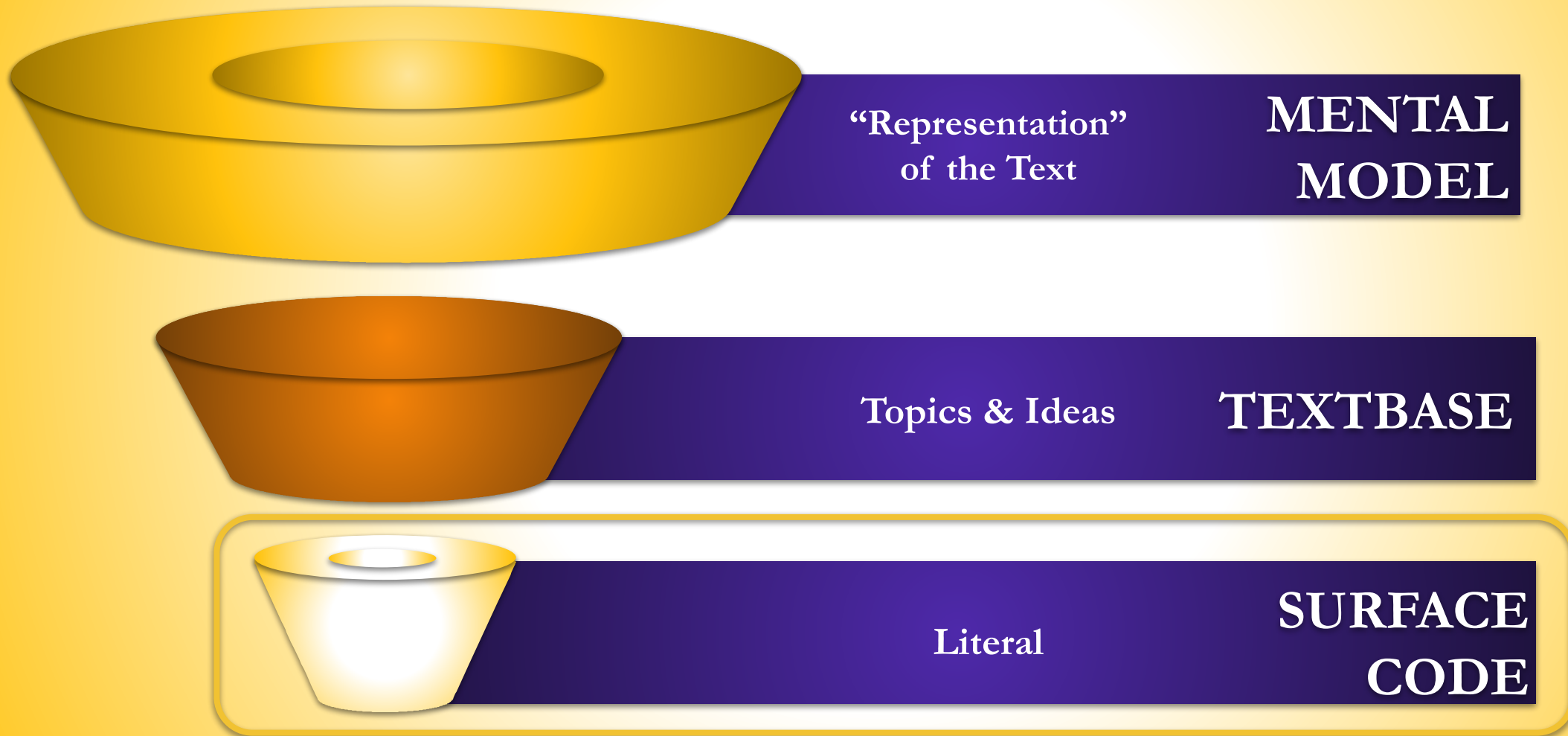
Scaffolding Older Readers Toward Proficiency

January 24, 2024

Mitchell Brookins, Ph.D.



Levels of Understanding





“Her Story” by Padma Venkatraman

Introducing Words with Visual Images



Retell the Story



1

homed in



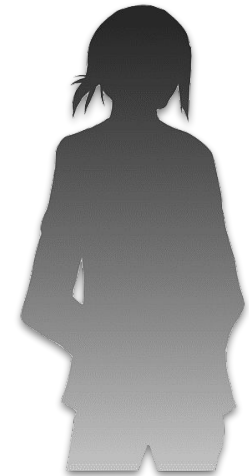
2

instinct





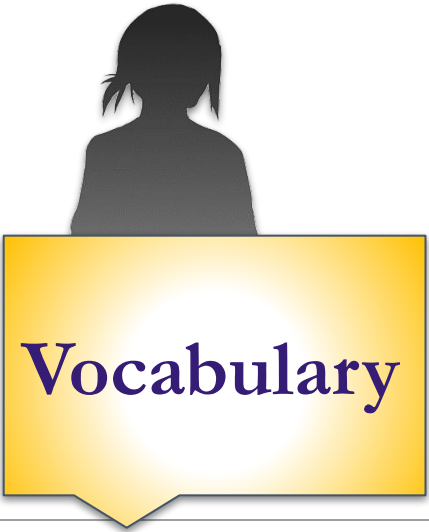
3

lurking



Cause-Problem-Solution Organizer



| Cause | Problem | Solution/Resolve |
|--|--|---|
|  <p>Quick Jot</p> |  |  <p>Vocabulary</p> |
| <ul style="list-style-type: none">The bullies nomed in and picked on her for being different. | <ul style="list-style-type: none">The the three girls didn't stop the bullies because their instinct was to protect themselves. | <ul style="list-style-type: none">The memory of the treatment of Vaishali lurks in the girl's mind |

FASCT Framework: Main Idea Stems



| Comparison | Cause & Effect | Problem & Solution |
|--|---|--|
| <div data-bbox="206 534 766 1068"><p>_____ and _____ were compared on _____.</p></div> | <div data-bbox="1029 534 1589 1036"><p>The main cause is _____ and the main effect is_____.</p></div> | <div data-bbox="1849 534 2410 1018"><p>The main problem is _____ and the main solution is _____.</p></div> |

Scaffolding Complex Texts: Literal Understanding



Visual Vocabulary



Fluency Drill

Fluency Drill

- Teacher Read Aloud
- Echo Reading
- Choral Reading
- Partner Reading
- Independent Reading

Visual Retell

1

homed in

2

instinct

3

lurking

Click & Clunk Organizer

Fix-Up Strategy

Sentence-Level Context Clues

Paragraph-Level Context Clues

Lightbulb icon

“We _____ into the cafeteria together, the three of us.”

Gist Statement

1

WHO?

WHAT?

2

IMPORTANT

3

Say it in 10 words or less!

Structured Self-Questioning

| Questions | #1 |
|----------------------------|----|
| Main Characters | |
| Setting | |
| Problem | |
| Problem Solving-Strategies | |
| Characters' Feelings | |
| Ending | |

Word Analysis

Word Analysis

acknowledge

“toward”

“awareness of information”

Cause Problem Solution Emotion

Cause

Quick Jot

- The bullies **homed in** and picked on her for being different.

Problem

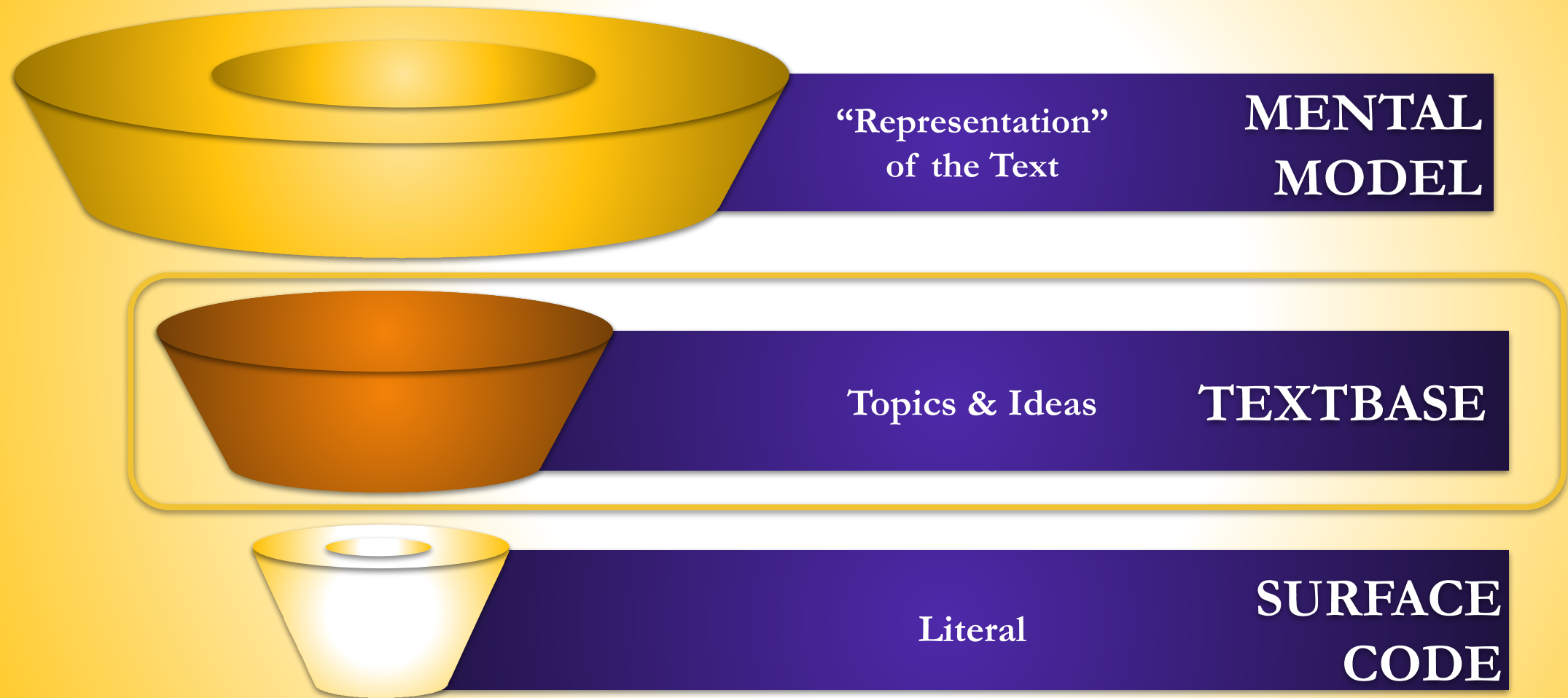
- The three bullies didn't stop their **lurking** because their **instincts** told them to protect themselves.

Solution/Resolve

Vocabulary

- The memory of the treatment of Vaishali **lurks** in the girl's mind.

Levels of Understanding



(Kintsch & Rawson, 2008)

Selecting Excerpts



Does the excerpt illuminate the central idea of the text?

Does the excerpt highlight multiple aspects of text difficulty?

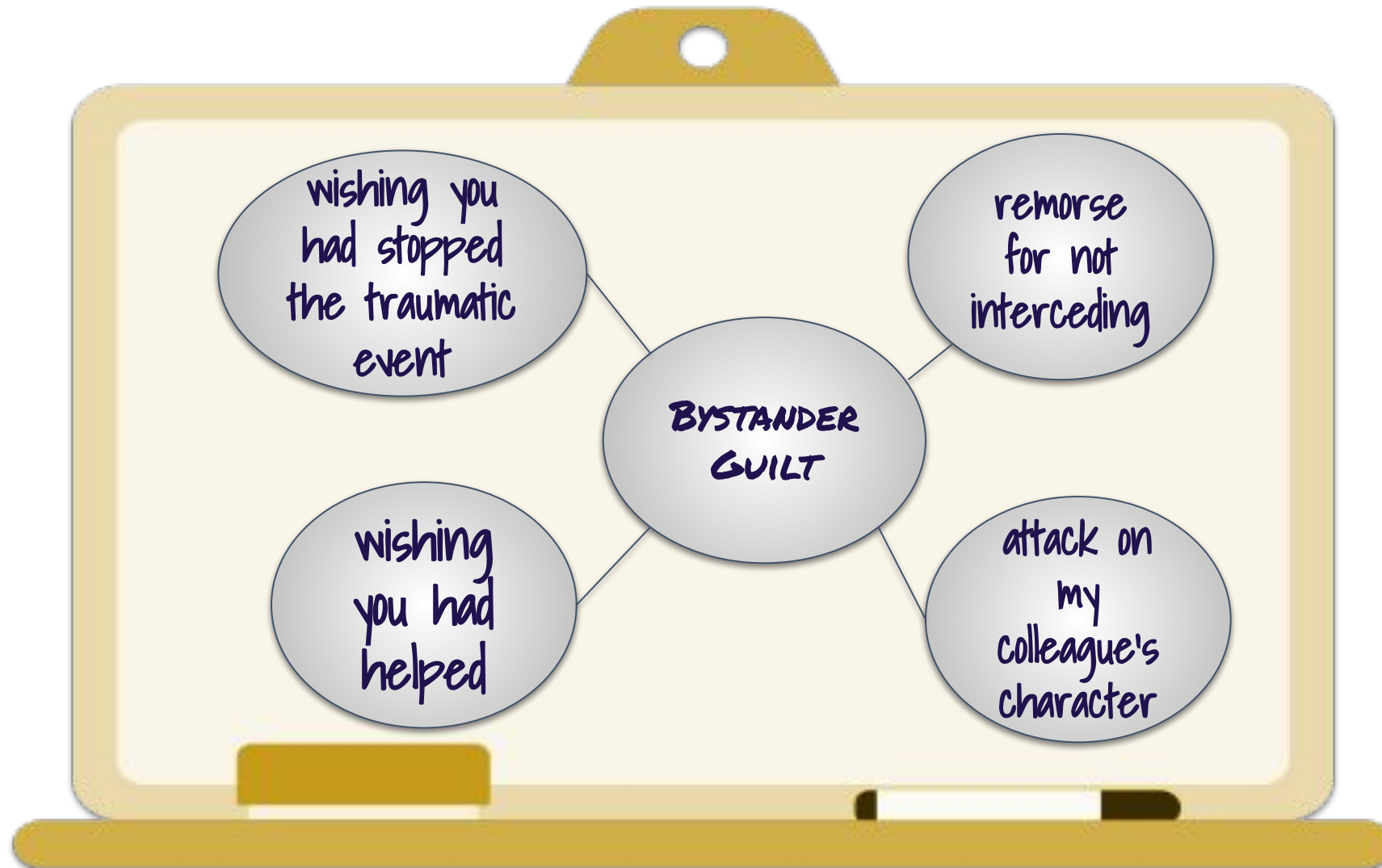
Shadows are strange things. We nearly never notice them, although they're always at our sides, behind our bodies, behind our backs. For those of us who are not blind, when, unexpectedly, the light shifts and they leap ahead of us, forcing us to **acknowledge** their existence.

Bystander Guilt

Are there critical Tier 2 and 3 words to advance students' academic vocabulary?

Is there a sentence with multiple clauses?

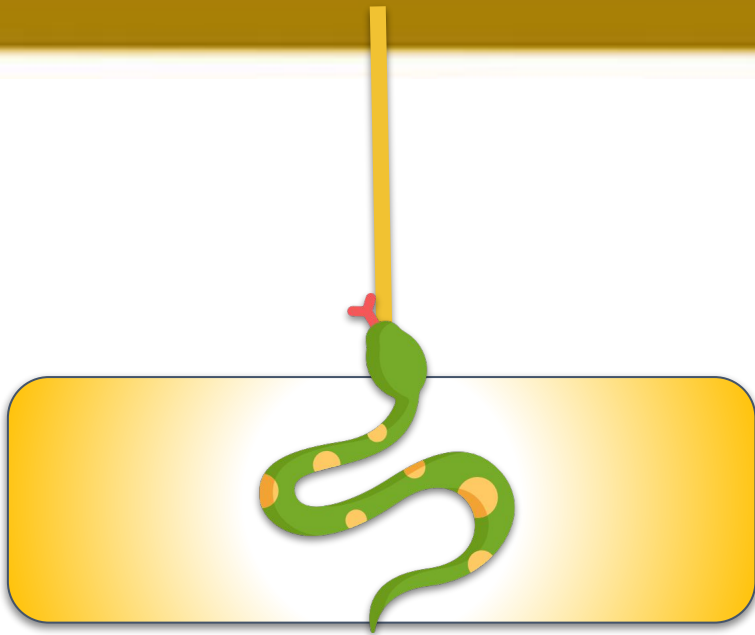
Internalize It: Whole-Class Concept Mapping



Deconstruction: Interpret the Clause



They **creep** along behind us,

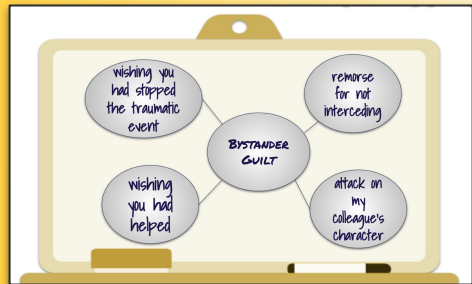


Bystander guilt **slowly**
takes over your
thoughts...

Scaffolding Complex Texts: Content & Concepts



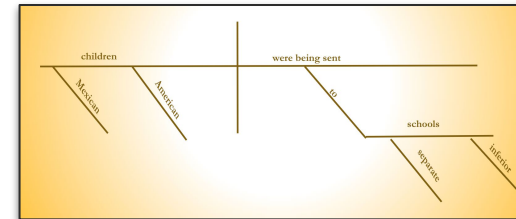
Concept Mapping



Concept Anchoring Routine

| Guilt | | Bystander Guilt |
|---|----------------------|---|
| Known Concept | | New Concept |
| emotional discomfort due to <i>your wrong-doing</i> | emotional discomfort | emotional discomfort due to <i>witnessing wrong-doing and not interceding</i> |

Language Deconstruction

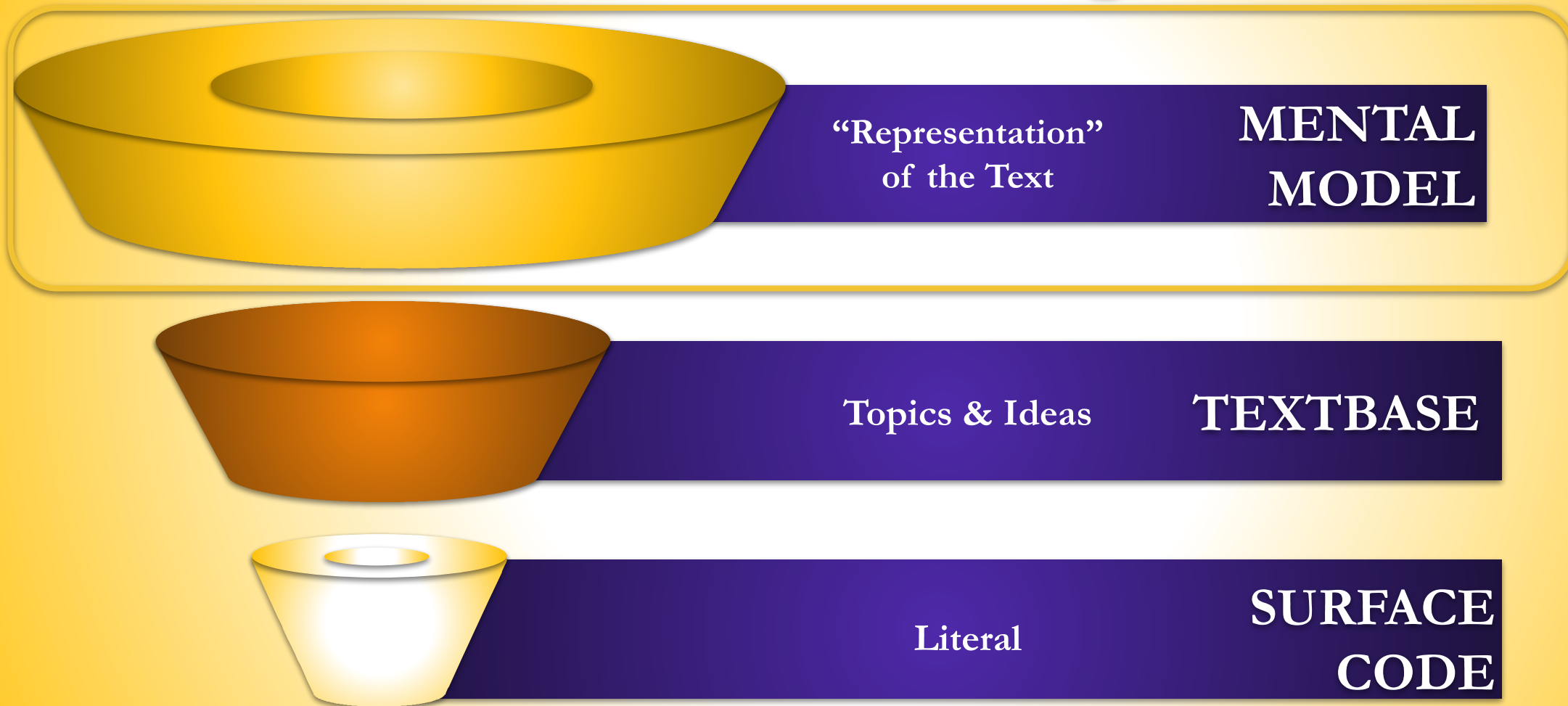


Annotating





Levels of Understanding



(Kintsch & Rawson, 2008)



empathy

IMAGERY

FLASHBACK

ALLEGORY

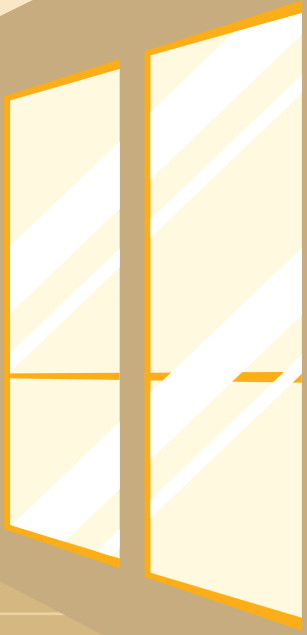
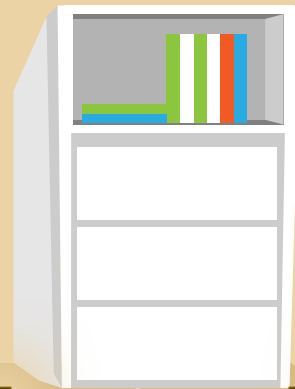
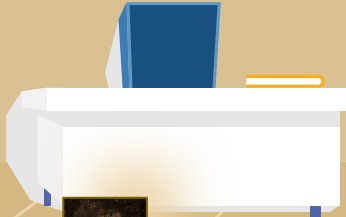
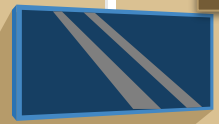
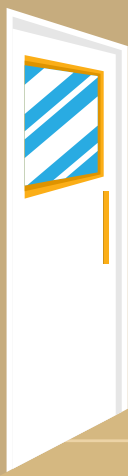
SATIRE

IRONY

IMAGERY



to use *figurative language*
to represent objects,
actions, and ideas that
appeal to *human senses*.




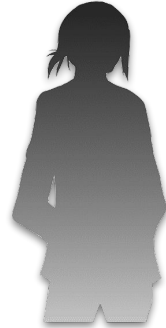
Literary Device Analysis Organizer



| Text | Imagery | Your Knowledge | Empathy | Writer's Effectiveness |
|--|--|---|--|---|
| <p>What critical text excerpt illustrates the literary technique?</p> | <p>What mental image comes to mind?</p> | <p>What relevant knowledge do you have about this concept?</p> | <p>How are you feeling about the character's situation?</p> | <p>Was the author's use of this device effective in getting you to have empathy for the character?</p> |

Literary Device Analysis Organizer



| Text | Imagery | Your Knowledge | Empathy | Writer's Effectiveness |
|--|---|---|----------------------|--|
| <p>Shadows are strange things. We nearly never notice them, although they're always attached to our bodies. They creep along behind us, lurking in wait for those brief moments when, unexpectedly, the light shifts and they leap ahead of us, forcing us to acknowledge their existence.</p> |   | <ul style="list-style-type: none">-hide-not always visible-creepy-uneasy | <h2>#unsettling</h2> | <p><i>It was an effective use of imagery that allowed me to understand how bystander guilt can become unsettling and consuming.</i></p> |

Summarize It: Explain to Others



Use the following
words to summarize
this writer's technique:

imagery

bystander
guilt

unsettling



(English Learner Success Forum, n.d.)

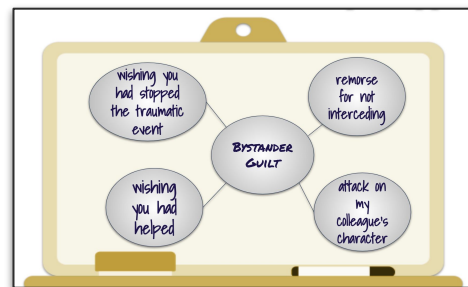
Scaffolding Complex Texts: Central Idea




Annotating



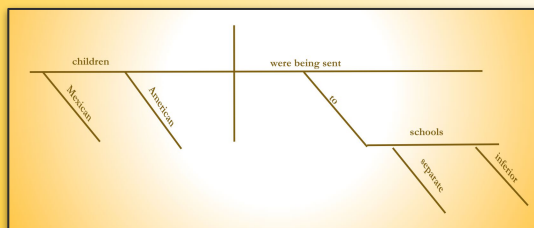
Concept Mapping



Literary Device Organizer

| Text | Imagery | Your Knowledge | Empathy | Writer's Effectiveness |
|--|---|--|--------------------|---|
| Shadows are strange things. We nearly never notice them, although they're always attached to our bodies. They creep along behind us, lurking in wait for those brief moments when, unexpectedly, the light shifts and they leap ahead of us, forcing us to acknowledge their existence. |  | -hide -not always visible -creepy -uneasy | #unsettling | It was an effective use of imagery that allowed me to understand how bystander guilt can become unsettling and consuming. |

Language Deconstruction




Textual Clue Analysis

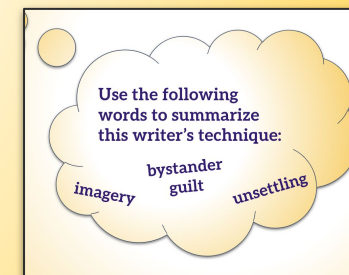
Shadows are strange things. We nearly never notice them, although they're always attached to our bodies. They creep along behind us, **lurking** in wait for those brief moments when, unexpectedly, the light shifts and they leap ahead of us, forcing us to acknowledge their existence.

How does this illustrate our shared understanding of the meaning of **bystander guilt**?

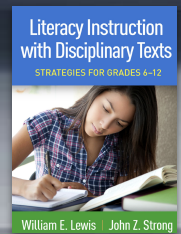
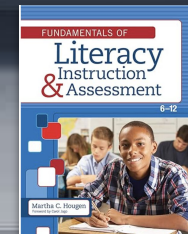
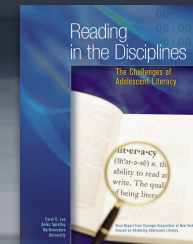
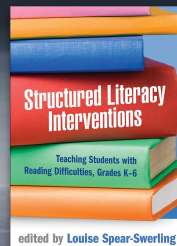
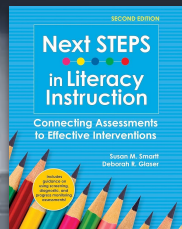
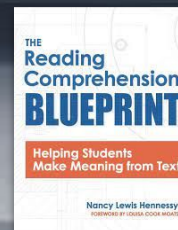
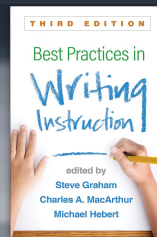
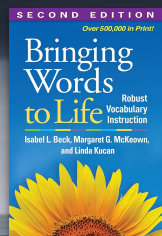
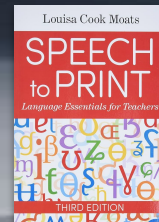
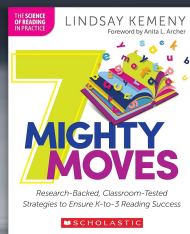
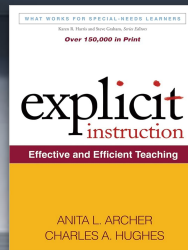
- "guilt **lingers** in your thoughts"
- "guilt **forces you to face** your inaction"
- remorse for not interceding



Word Pair

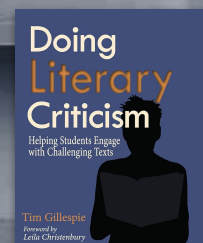
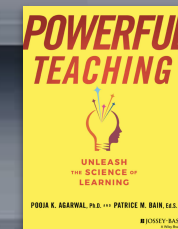
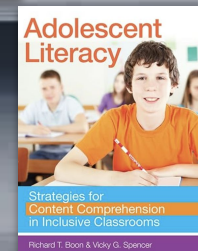
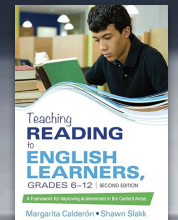


Adolescent Literacy



Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy

TIMOTHY SHANAHAN
CYNTHIA SHANAHAN
University of Illinois at Chicago





“

Reading deeply complex literary texts offer unique opportunities for students to wrestle with some of the core ethical dilemmas that we face as human beings.

”

(Fernandez, 1977; Hynds, 1989; Lee & Spratley, 2010)

Mitchell Brookins, Ph.D.

