



**Scaffolding Instruction Resulting in Successful Comprehension  
Participation Guide  
June 10, 2024**

Objectives	Agenda
<ul style="list-style-type: none"> <li>• Explain the significance of using common literacy routines across content areas</li> <li>• Identify and practice common routines to use before, during, and after reading to scaffold comprehension</li> <li>• Consider actions and framework for implementing and leading common routines</li> </ul>	<ol style="list-style-type: none"> <li>I. Shifting Expectations &amp; Practices</li> <li>II. From Strategies to Routines</li> <li>III. Reading Routines Across Content Areas</li> <li>IV. Experiencing Routines to Scaffold Comprehension</li> <li>V. Reflection &amp; Commitments</li> </ol>

**I. Shifting Expectations & Practices: *The Opportunity Myth***  
[TNTP: Opportunity-Myth Executive-Summary](#)

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When students who started the year behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher achieving peers...

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**Shifting from Leveled Texts:** Teacher support and explanation should be differentiated, not...

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**II. From Strategies to Routines**

What makes them routines, versus mere strategies, is that **they get used over and over again** in the classroom so that they **become part of the fabric of classroom culture**. The routines become **the ways in which students go about the process of learning**. Routines are the patterns of action that can be **integrated and used in a variety of contexts**. - Thinking Pathways

# Consistent Reading Routines

## Before Reading

- Build word and world knowledge
- Establish a purpose and goals for reading
- Make predictions
- Examine text structure

## During Reading

- Promote self-regulation (self-question, reread, monitor and stay focused)
- Provide academic language support
- Annotate the text

## After Reading

- Promote reflection of new knowledge (summarize, question, discuss and respond to text)
- Promote application of new knowledge (formulate and defend stances)

Before, During, After Strategies <https://www.adlit.org/in-the-classroom/strategies>



### III. Reading Routines Across Content Areas

#### Before Reading Routines

- Explicitly teach the meaning of \_\_\_\_\_ words.
- Brainstorm for the semantic \_\_\_\_\_ activity.
- Text structure: Introduce a \_\_\_\_\_ to support student organization of the text.

#### During Reading Routines

- Why do we question the text?
- Paragraph Shrinking Steps
  - Identify \_\_\_\_\_ and \_\_\_\_\_.
  - Identify the \_\_\_\_\_ information.
  - \_\_\_\_\_ all the information into \_\_\_\_\_ words or less.

#### After Reading Routines

- Unscramble the Fragment
  - Write something don't they about about know can't one  
\_\_\_\_\_
- Because, But, So
  - Instructional routines are important **because** \_\_\_\_\_  
\_\_\_\_\_
  - Instructional routines are important **but** \_\_\_\_\_  
\_\_\_\_\_
  - Instructional routines are important **so** \_\_\_\_\_  
\_\_\_\_\_

## Reflection & Commitments

How will you use this learning to increase outcomes for ALL students?

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What is the next sensible and assertive action step you take right now to support this work?

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## Key Ideas

- Common before, during, and after reading routines scaffold student comprehension.
- School-wide protocols support collective teacher efficacy.
- Covert mental activities of successful readers include monitoring, directing the pace and purpose of reading, making inferences, visualizing, and integrating ideas in the text with one's background knowledge.