

Supplementary Materials for Video Presentation

Before, During & After Reading Support in Grades 4-8

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Course Objective

Educators and instructional leaders will be able to design effective before, during, and after reading scaffolds to support *all* readers in grades 4-8 classrooms.

Key Take-Aways from Course

1. A **culturally sustaining lens** is essential to effective literacy instruction. It respects and humanizes all students, and it supports literacy development.

2. Effective **BEFORE** reading supports include establishing a purpose for reading and activating and building background knowledge.

3. Effective **DURING** reading supports help students actively make meaning *while* they read by drawing their attention to important parts of the text and supporting them with challenging academic language.

4. Effective **AFTER** reading supports ask students to reflect on and apply new knowledge. These supports are most effective if they follow strong before and during reading support.

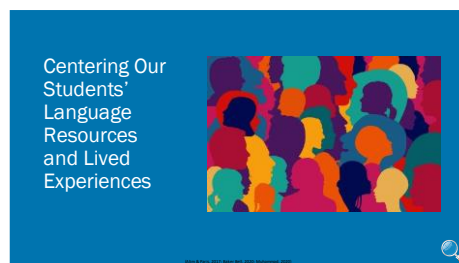
5. **Supporting ALL readers** involves all of the above *and* being ready with research-based instruction and intervention for fluency, vocabulary, and comprehension.

More Resources for: Culturally Sustaining Pedagogy

Framing Literacy Support with a Culturally Sustaining Lens (Alim & Paris, 2017)

When we're on a trip somewhere new, whether it is the wilderness or a different neighborhood or an entirely different country, we do not leave all of our language resources and knowledge at the border. We bring all the language and experiences we have with us and we use those resources to make sense of new experiences.

Students do the same with everything they do in school, including with what they read, so it's worth our time to ask the following questions. There are no quick answers to these questions. Indeed, they can drive long-term discussion and professional learning inquiry work.



- Whose voices, languages, and lived experiences are represented in our texts? Whose are not?
- How do our instructional routines invite in and *sustain* students' languages and experiences? How do they not? How can we shift our practices?

To learn more about Culturally Sustaining Pedagogy (CSP), consider reading the following two short, free articles:

Culturally Sustaining Pedagogy: An Introduction ([link to article](#))

Avanti Chajed

Center for Professional Education of Teachers (CPET), Teachers College, Columbia University

Understanding Culturally Sustaining Pedagogy ([link to article](#))

Naashia Mohamed

TESOL International Organization

More Resources for: Before Reading Support

ESTABLISHING A PURPOSE FOR READING

Establishing a purpose for reading involves asking: What knowledge, or insight, or reading process, makes this text *worth reading*? Importantly, this can be determined either for or *with* students!

Sample Reading Purpose for Desert Tortoise Article:

- *To be able to compare how desert reptiles and local reptiles survive in extreme temperature.*

Note that this example includes more than a focus on just one article. To help students connect to this article about the desert, a short unit where students would get to connect the desert tortoise article to reptiles that are local to their own neighborhoods could be meaningful. Students with physical and cultural connections to other regions of the world could also explore reptiles in those locations.

The reading purpose should inform the design of the during reading and after reading routines so that students have cohesive reading support.

Research Snapshot on Value of Reading Purposes:

“Specifically, the purposes we have for reading impact how we make meaning from a text.... O’Reilly and colleagues (2018) found that readers often read passages with a “search and find” approach unless they were given in explicit purpose for reading. In other words, explicit purposes for reading resulted in more careful and cohesive reading, and multiple other studies had similar findings...” (Townsend, 2022).

ACTIVATING AND BUILDING BACKGROUND KNOWLEDGE

KWL Charts

A KWL (Know, Want to Know, Learned) chart can be a simple and effective before-reading support for all learners, and recent research demonstrates this (Lupo et al., 2019). There are ample resources for using KWL charts ([link to resources](#)).

Establishing a reading purpose ahead of time can make KWL even more targeted and effective for supporting readers. For example, related to the desert tortoise article in the video, the KWL chart could be guided by the following questions.

KWL Chart Aligned with Desert Tortoises Article and Reading Purpose		
Know: <ul style="list-style-type: none"> • What do you know about desert tortoises and other reptiles? • What reptiles do you think live around our school and neighborhoods? 	Want to Know: <ul style="list-style-type: none"> • What do you want to know about desert tortoises and other reptiles? • What do you want to know about reptiles in our community? 	Learn: <ul style="list-style-type: none"> • What did you learn about desert tortoises and other reptiles? • What did you learn about reptiles in our community?

Text-Infused Predictions

Text-Infused Predictions also goes by the names of Vocabulary-Infused Predictions, Text Impressions (McGinley & Denner, 1987), Story Impressions, and Possible Sentences. Prior to reading, the teacher selects a list of important terms from the reading. Students then create sentences or paragraphs using the words to make predictions about the upcoming text.

This routine activates background knowledge, highlights key concepts to attend to while reading, and provides raw material for student-driven discussion before, during, and after reading.

As an example, with the desert tortoises article, students might use the following words to write predictions about the article: water, hibernate, temperature, camouflage, shell, and survival. To see more ideas for this routine, check out this brief article ([link to article](#)) from Reading Rockets.

Quad Text Sets

Quad Text Sets (Lupo et al., 2017) allow for activating and building background knowledge *with other texts*. Quad Text Sets are different from more traditional, thematic text sets in which the texts may be thematically related but little consideration is given to how complex the texts are in relation to each other. In contrast, a Quad Text Set centers one challenging text, the target text, and then includes three other texts that are strategically chosen to scaffold readers into the target text. Importantly, the three other texts can be both print-based and multimodal. Here is an more detailed overview of Quad Text Sets ([link to article](#)).

For the desert tortoise text, the scaffolding texts might include an interesting video about animal adaptations in the desert, a short, easily-accessible indigenous legend about tortoises, and a short, informational article about reptiles in the local region. These three texts would all be selected based on:

- ease of readability, i.e. they would be less challenging than the target text
- representation, as related to CSP, with the inclusion of an indigenous legend
- engagement with interesting ideas and multimodal texts
- support for activating and building background knowledge to help students make meaning while they read the desert tortoise text

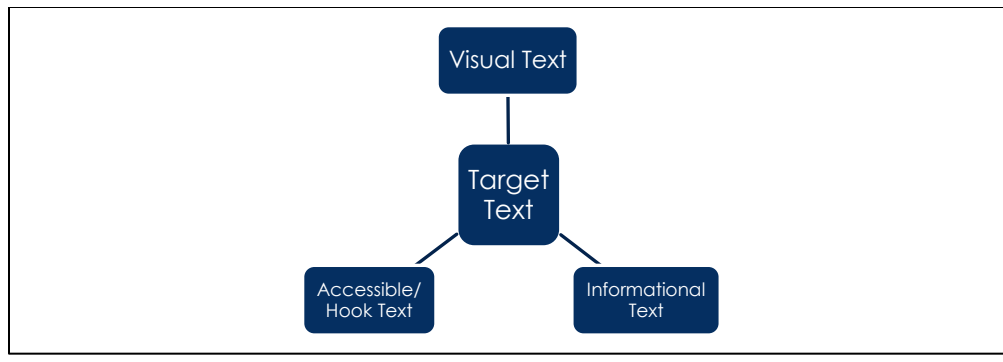


FIGURE 1. QUAD TEXT SET FRAMEWORK

Resources for: During Reading Support

APPLYING MEANING-MAKING STRATEGIES

Text Coding

Text Coding (Daniels & Zemelman, 2014) is an annotating strategy for students to use while reading. Using a simple set of codes that align with the reading purpose (like the H for habitat and A for adaptation examples from the video presentation), students are supported in identifying key ideas and asking questions. This instructional routine encourages *active* reading – students attend to specific ideas as they read. Additionally, students’ codes can prompt engaged and text-driven discussions after reading.

Supporting Students with Academic Vocabulary

Supporting students with academic vocabulary learning *while* they read can be particularly effective. For example, while reading, students may start, add to, or complete a concept map, like the one in Figure 2 (copied from Townsend, 2022).

This type of instructional routine can help students deepen word knowledge at the same time as they are actively making meaning (i.e. comprehending) what they read.

For more ideas for supporting academic vocabulary, and especially morphology, check out the video I prepared for the 2021 Ohio Department of Education Literacy Live Academy ([link to videos](#)).

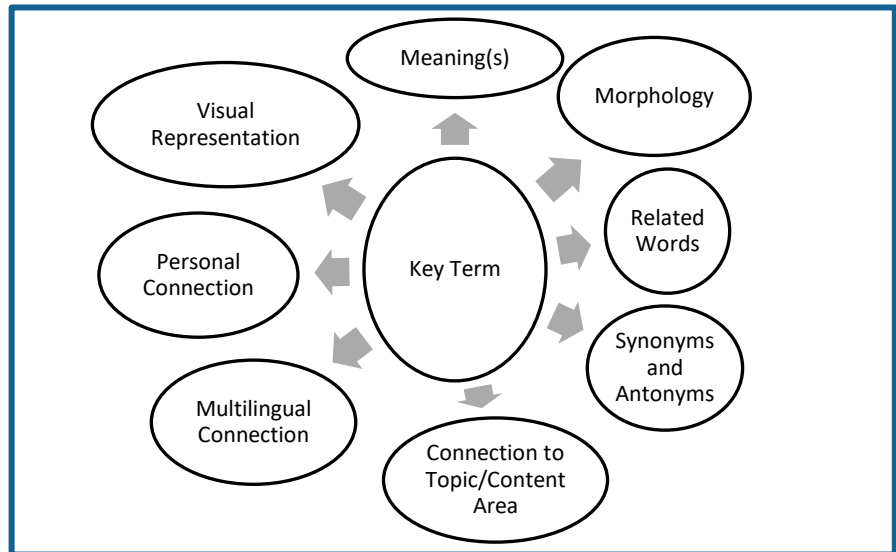


FIGURE 2. CONCEPT MAP TEMPLATE

Supporting Students with Academic Sentences

Sentences in academic texts can be long with multiple phrases and clauses. Sentences often build on each other to add information to ideas that were already stated. Students need to connect these ideas within and across sentences to make meaning while they read. Helping students make those connections can support their comprehension. Two sentence features that we can help students with are *connectives* and *anaphoric references*.

CONNECTIVES are words that connect and show relationships between ideas in a sentence or paragraph. These are words like *furthermore*, *consequently*, and *but*. Knowledge of connectives matters for reading and writing (Crosson & Lesaux, 2013).

An ANAPHORIC REFERENCE (sometimes just called anaphora) is when a word or group of words replace another word or group of words, within the same sentence or in a different sentence. Sometimes the anaphoric reference is a pronoun, as in replacing a character's name with "she." Other times, it is a synonymous word or phrase.

Can you find the connective and the anaphoric reference in these two sentences from an article from Smithsonian magazine ([link to article](#))?

"Insects, plants, feathers and microorganisms are specimens most likely to be found entrapped in amber. However, finding an aquatic critter fossilized in resin is extremely rare."

(Hint: the connective is pretty easy. For the anaphoric reference, look for a phrase that means the same as "entrapped in amber.")

Anaphora is a pretty interesting word, morphologically. The root *ana* means “back”, and the root *phora* means “to bear, carry.” So, anaphoric references literally “carry meaning back” to something that was already introduced in the text!

Unpacking Academic Words and Sentences with Interactive Reading Guides

Interactive Reading Guides (Buehl, 2011) directly prompt and support active meaning making while reading. As opposed to traditional reading or study guides in which students read independently and then answer questions or prepare for a discussion after reading, an *Interactive Reading Guide* supports students with paragraph-by-paragraph meaning-making.

The prompts can ask students to connect ideas within and across sentences *as* they read, which encourages them to think through challenging words, sentences, and ideas to support comprehension. Teacher modeling can and should be part of this; we can share think-alouds with students on how we recognize what an “it” might represent, or how we use context clues to figure out the meaning of an unfamiliar word. Here is an example of a short Interactive Reading Guide that encourages students to read together and explore features of academic sentences that can support their comprehension.

Example Sections of an Interactive Reading Guide	
<p><u>Aboveground</u>, the tortoise’s yellowish-brown shell blends with desert colors like <u>camouflage</u>. The shell protects the tortoise from accidents, heat, and cold. And <i>it</i> helps keep water from escaping from the tortoise’s body.</p>	<p><i>Partner read the first paragraph, and then discuss:</i></p> <ul style="list-style-type: none"> • Why did the author start the paragraph with “aboveground”? • If I didn’t know what “camouflage” meant, what phrases I could use to figure it out? • What does the word “it” refer to?
<p><u>But</u> the desert tortoise can’t live aboveground full time. Summer temperatures sometimes soar to 140° F, and winter temperatures drop below freezing. So the tortoise uses its sharp foreleg claws to dig long burrows underground, where it spends much of its life. <u>There</u> it enters a reduced-energy “<u>slowdown</u>,” as it takes shelter from extreme heat and cold.</p>	<p><i>Partner read the second paragraph, and then discuss:</i></p> <ul style="list-style-type: none"> • Why does author start the second paragraph with “but”? • What does the word “there” refer to in the last sentence? • What do you think a “slowdown” is similar to?

Interactive Reading Guides can include many different prompts and practice opportunities beyond those shown here. For example, as part of this Interactive Reading Guide, I could also have students complete *text coding* and create and add to a *concept map* on “desert tortoises” as they read.

Here is a good resource on Interactive Reading Guides from the American Museum of Natural History ([link to resource](#)).

More Resources for: After Reading Support

As mentioned in the video, there are any number of effective instructional routines that can help students crystallize what they learned from their reading, reflect on it, and apply it. However, these routines are only as effective as the before and during reading routines that precede them. Once we have good routines in place that help students activate and build background knowledge ahead of time and make meaning *during* reading, the sky is the limit for helping students reflect on and apply their learning from their reading. What is most critical is that *the after reading supports are aligned with the established reading purpose*.

Adlit.org is an online resource for all things adolescent literacy. In the “classroom strategies” section ([link here](#)), there are resources for before, during, and after reading routines.

More Resources for: Supporting ALL Readers

When readers need extra support, we may want to first want to examine how culturally relevant and sustaining our materials and instructional routines really are. Many resources exist for bringing more texts into our classrooms that include diverse representation ([link to podcast episode on representation in texts](#)).

Next, when our students need specific kinds of literacy support, there are excellent instructional and intervention resources to draw upon.

In 2022, the U.S. Department of Education released a new “Practice Guide”, or guidance document for teachers and administrators, on the most up-to-date, research-based approaches, on Reading Intervention for Students in Grades 4-9 ([link to guide](#)).

Also, here are three freely-available research-based programs for middle grade students:

For students who need support with academic language development for reading, discussion, and writing:

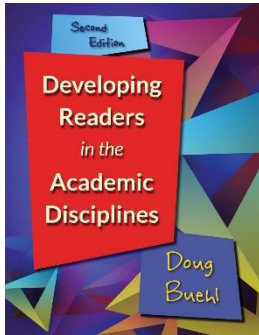
- **WordGen Weekly:** An interdisciplinary, structured approach to supporting middle school students with academic language development related to compelling and controversial topics ([link to program](#))

For students who need support with decoding and fluency:

- **Word Connections** (Toste, 2022): A supplemental reading intervention focusing on multisyllabic word reading for students in grades three and above who are at risk for reading difficulties ([link to intervention](#))

For students who need support with decoding, fluency, reading stamina and comprehension:

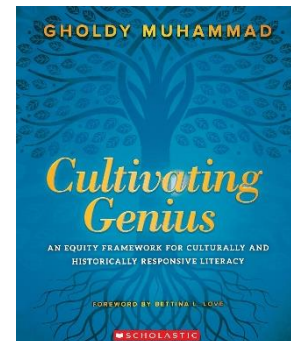
- **Strategic Adolescent Reading Intervention** (STARI; Kim et al., 2016): A tier 2 comprehensive reading intervention for middle school students reading two years below grade level ([link to intervention](#))



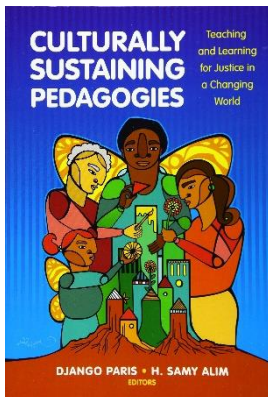
More Resources for Deeper Dives into Multiple Topics

Buehl, D. (2017). *Developing readers in the academic disciplines, 2E*. International Reading Association.

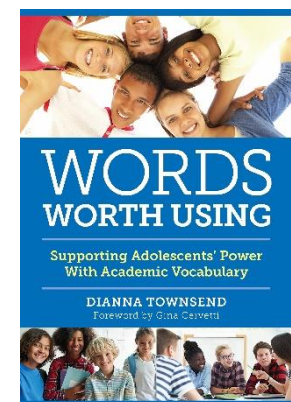
Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.



Paris, D. & Alim, H. S., Eds. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. Teachers College Press.



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