

Scaffolding Reading Comprehension in Secondary Classes

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Before, During, and After Passage Reading

<p>Before Passage Reading Interventions</p>	<ul style="list-style-type: none"> • Introduce the pronunciation of difficult words. • Teach the meaning of critical vocabulary. • Activate or teach critical background knowledge. • Preview the passage prior to reading.
<p>During Passage Reading Interventions</p>	<ul style="list-style-type: none"> • Guide students in reading the passage using procedures that engage all students. • Ask students questions to check their understanding and to model active reading. • Have students generate questions on what they read. • Engage students in using comprehension strategies: <ul style="list-style-type: none"> • Expository: verbal rehearsal, note-taking, mapping. • Narrative: story grammar.
<p>After Passage Reading Interventions</p>	<ul style="list-style-type: none"> • Have students complete a graphic organizer. • Engage students in a discussion on the material. • Teach strategies for completing assignments. • Provide engaging vocabulary practice . • Guide students in planning, writing, and editing written products such as summaries.

(Based on REWARDS PLUS published by Sopris West)

Before Passage Reading: Teach the **pronunciation** of difficult to read words.

- Select difficult to pronounce words.
- If the word is irregular or difficult to pronounce, **tell** them the pronunciation of the word.

- If the word can be sounded out, guide students in using decoding **strategies** to determine the pronunciation of the word.
 - Use the REWARDS strategy if all of the students have been taught that strategy.

REWARDS Overt Strategy

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

OR

- Segment the word into decodable parts, place loops under the word indicating the decodable parts, and guide students in reading the word.

Chapter: Time of Change: The Middle Ages

TELL		Student-friendly Explanation
Medieval Era	n	the Middle Ages; time between fall of Roman Empire and beginning of modern world
Charlemagne	n	a king and military leader
Magna Carta	n	similar to a constitution; took power from the English king
guild	n	similar to a trade union; members in the same trade
STRATEGY		
accomplishments*	n	things you have done or things that you do well
opportunities*	n	times when you can do something that you want to do; chances
annoyance*	n	the feeling of being a little angry
authority*	n	the power to do something; the power to tell other people what they must do
document*	n	a paper with important information on it
monastery	n	a place where religious men, monks, live, work, and pray
orphanage	n	a home for orphans (children without parents)

WORD RELATIVES		
feudal	adj	
feudalism	n	a system in which lords gave land to less powerful nobles in return for services
manor	n	a large country house with land
manorial	adj	
manorialism	n	a system in which peasants didn't get any land but worked on a lord's land and supplied him with food in exchange for his protection of them
Catholic	adj	Roman Catholic Church
Catholicism	n	the religion of the Roman Catholic Church
noble	n	A person who is a noble belongs to a high social class.
nobility	n	The nobility of a society are all the people who have titles and high social rank.

Before Passage Reading: Teach the meaning of critical, unknown **vocabulary** words.

- Select words that are:
 - Unknown
 - Critical to the passage
 - Useful in the future
 - More difficult

authority*	n	the power to do something; the power to tell other people what they must do
document*	n	a paper with important information on it

- Teach explicitly
 1. Introduce the word.
 2. Provide a student-friendly explanation.
 3. Illustrate with examples.Check for understanding.

1. Introduce the word.

This word is authority. What word? authority

2. Provide a student-friendly explanation.

When you have authority, you have the power to tell other people what they must do. So, if you have the power to tell other people what they must do, you have _____? authority

3. Illustrate with examples.

A police officer can pull over a speeding car. The police officer has the _____ authority

Congress can make laws. Congress has the _____ authority

Check understanding.

a. Have students discern between examples and non-examples.

Tell me who has the authority.

Who has the authority to change the school schedule, the principal or the students? The principal

Who has the authority to set wages on a job, the employees or the boss? The boss

Who would have authority to regulate the use of land in the Middle Ages, the serfs or the king? The king

b. Have students generate examples.

Make a t chart. Label the first column, authority. In the first column, list who has authority and in the second column, who that person would have authority over. For example, boss and employees. Principal and students. King and serfs.

c. Ask deep processing questions.

What are some different ways that authority may be gained?

Before Reading: Activate or teach necessary background knowledge.

Teach

1. Frontload by directly teaching necessary background knowledge.

(Slideshow on middle ages.)

2. Read and discuss background knowledge provided in textbook.
3. In advance, read material that would strengthen background knowledge.

Activate

If the students have background information, activate knowledge.

1. Ask questions to activate knowledge.
2. Use K, W, L after frontloading.

BEFORE READING: Preview the chapter.

Examine the beginning of the chapter (**title, introduction**), the middle of the chapter (**headings and subheadings**), and the end of the chapter (**summary, questions**). Record the title, headings, and subheadings on the overhead. Students may wish to record outline.

Time of Change: The Middle Ages

- **Western Europe in Collapse**
- **Charlemagne and the Christian Church**
 - The New Roman Emperor
- **The Role of the Church**
 - Monks and Nuns
- **Two Medieval Systems**
 - The Feudal System
 - Manorialism
- **Medieval Ways of Life**
 - Castle Life
 - Peasant Life
- **The Growth of Medieval Towns**
 - Guilds
- **The Late Middle Age**

During Reading. Select practices that engage all students in passage reading. Use some of these alternatives.

■ **Choral Reading**

- Read selection with your students.
- Read at a moderate rate.
- Tell your students, “Keep your voice with mine.”

■ **Cloze Reading**

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.

■ **Silent Reading**

- Pose pre reading question.
- Tell students to read a certain amount.
- Ask them to reread material if they finish early.
- Monitor students’ reading. Have individuals whisper-read to you.
- Pose post reading question.

■ **Partner Reading**

- Assign each student a partner.
- **Reader** whisper reads to partner. Students alternate by paragraph in expository materials.

During Reading. Ask teacher-directed questions or have students generate questions.

Ask students questions. Break the material into “meaningful” segments. Create questions that direct students’ attention to the critical points and check their understanding.

Have students generate questions. Have students record the headings and subheadings as they read. Under each of the headings or subheadings have students list questions.)

1. After the collapse of the Roman Empire, how did the lives of people change?
2. When there was no central government, who was called on to be the leaders?
3. What are some reasons that Charlemagne is famous?
4. In the Middle Ages, why were churches important to communities?
5. Why were monasteries important centers of learning in medieval society?
6. How did the system of feudalism benefit the lord (the higher noble) and the vassal (the lower noble)?
7. How did the system of manorialism benefit the lord and the peasants?
8. Why did the author suggest that the standard of living between the very rich and the very poor was not as great as the difference today?

During Reading: Teach and promote the use of comprehension strategies.

Paragraph Shrinking

1. Name the who or what.

(The main person, animal, or thing.)

2. Tell the most important thing about the who or what.

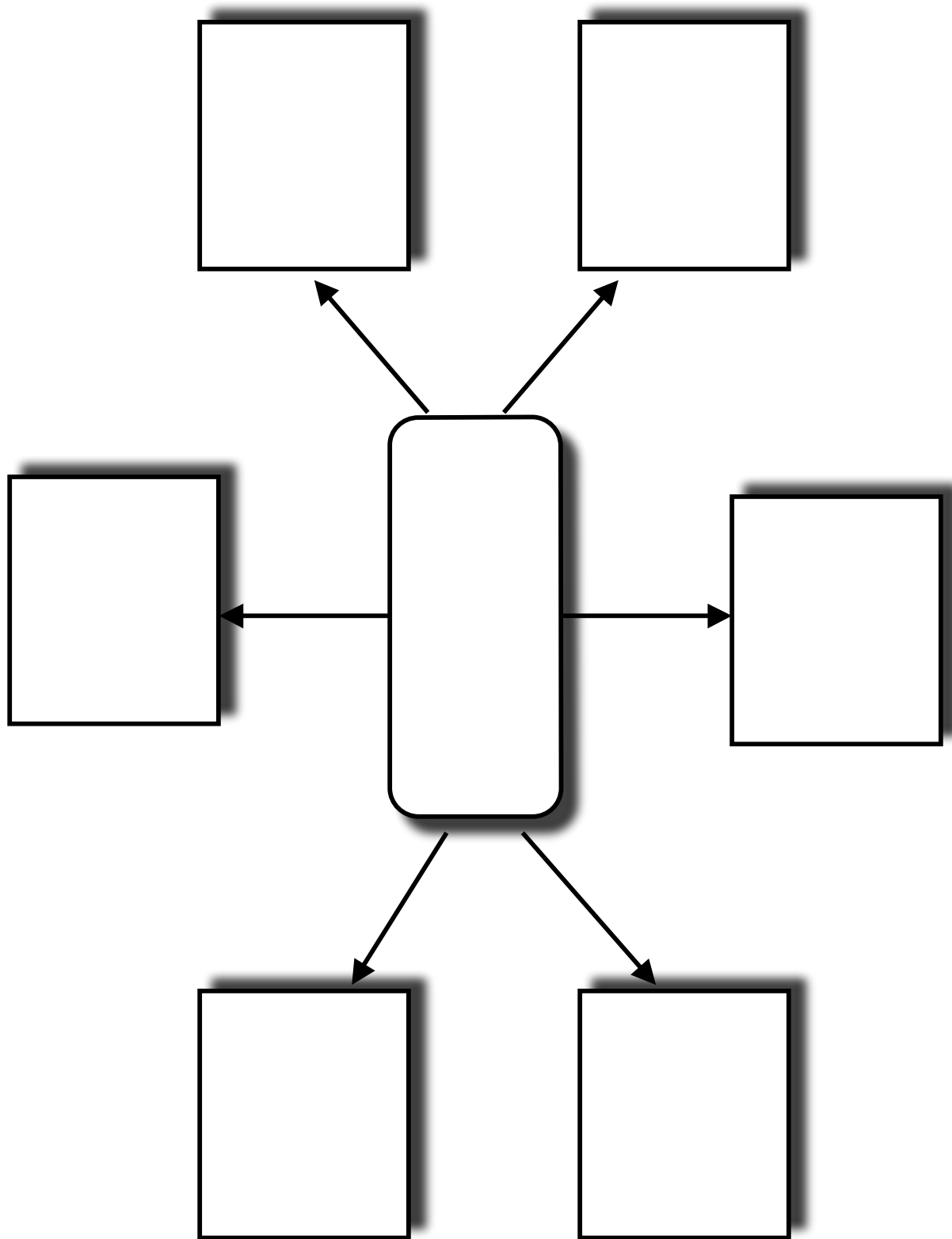
Say the main idea in 10 words or less.

(Optional: Write your main idea sentence.)

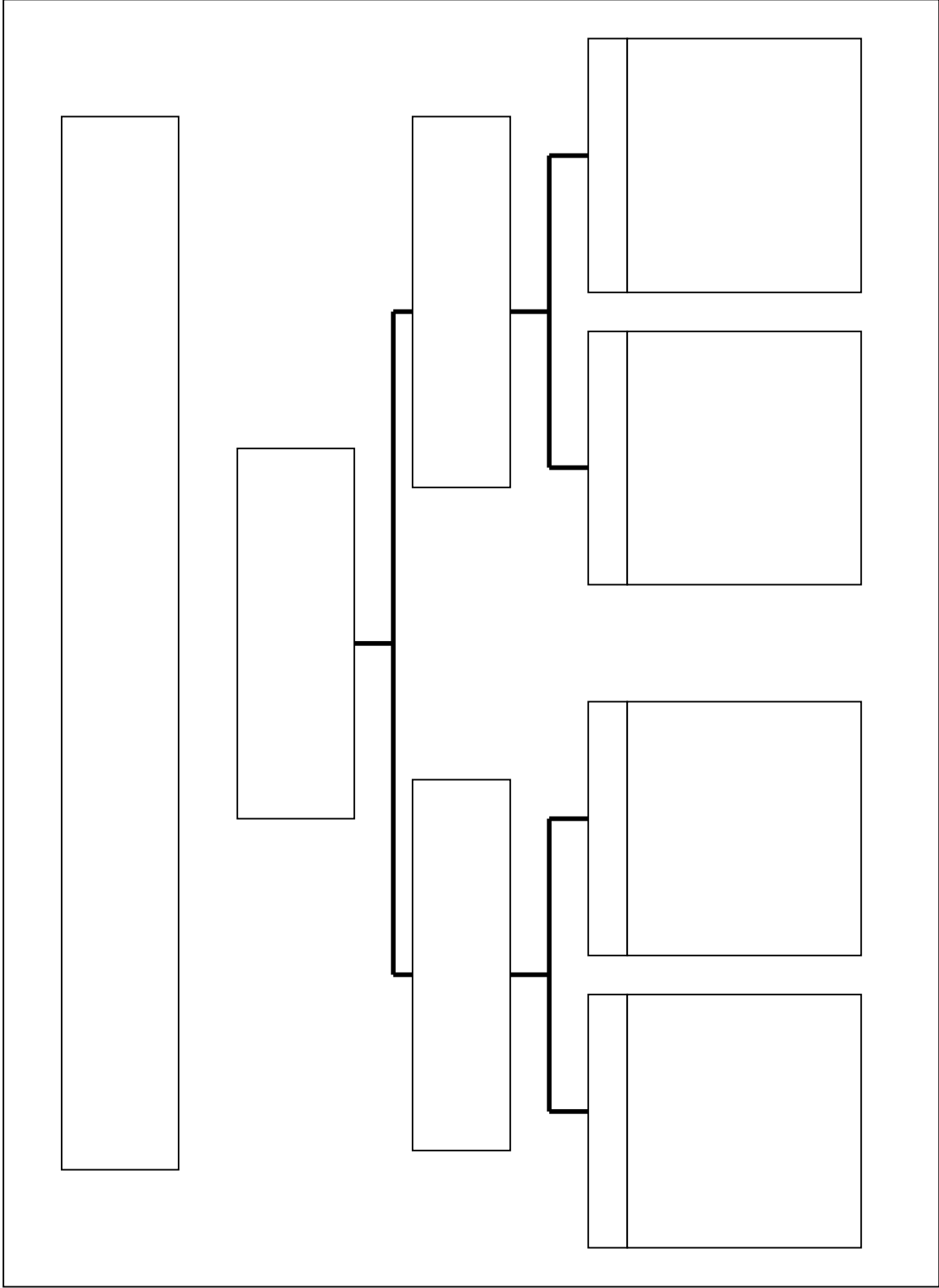
(From the PALS program by Fuchs, Mathes, and Fuchs)

After Reading: Have students complete a graphic organizer that reflects the structure of the information and summarizes the most important ideas.

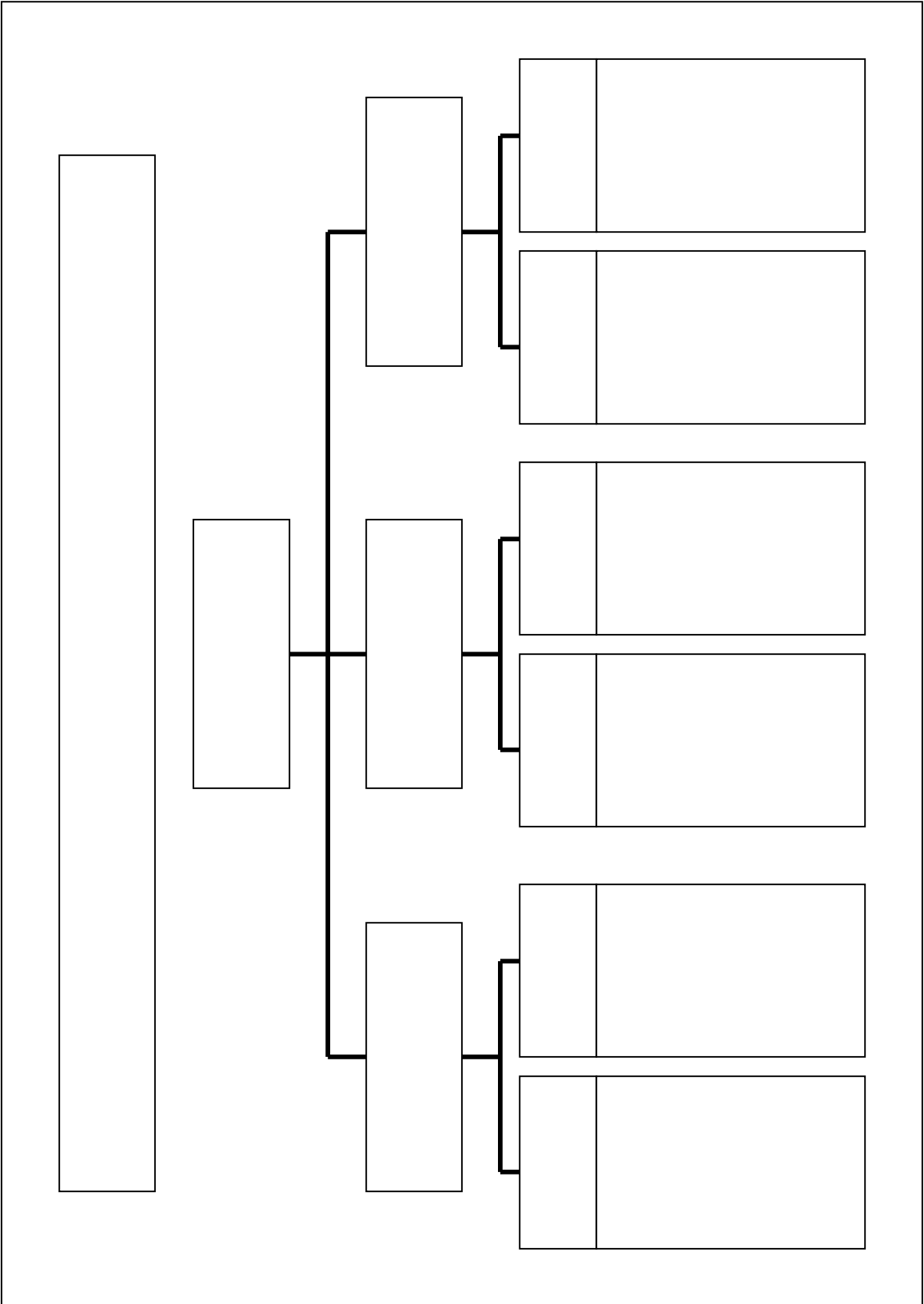
CAUSE		EFFECT
The Roman Empire collapsed.	Then.....	There was no central government and no services (e.g., roads).
The Pope and Charlemagne joined forces.	Then.....	
The church was the center of the community.	Then....	
Under the Feudal System, kings gave land to knights.	Then....	
Under manorialism, peasants raised food for the lord.	Then....	
Nobility lived in houses build for defense.	Then....	
In the 11 th century, more effective farming methods were used.	Then....	
Craftspeople joined guilds.	Then....	
Nobles in England forced King John to sign the Magna Carta.	Then....	



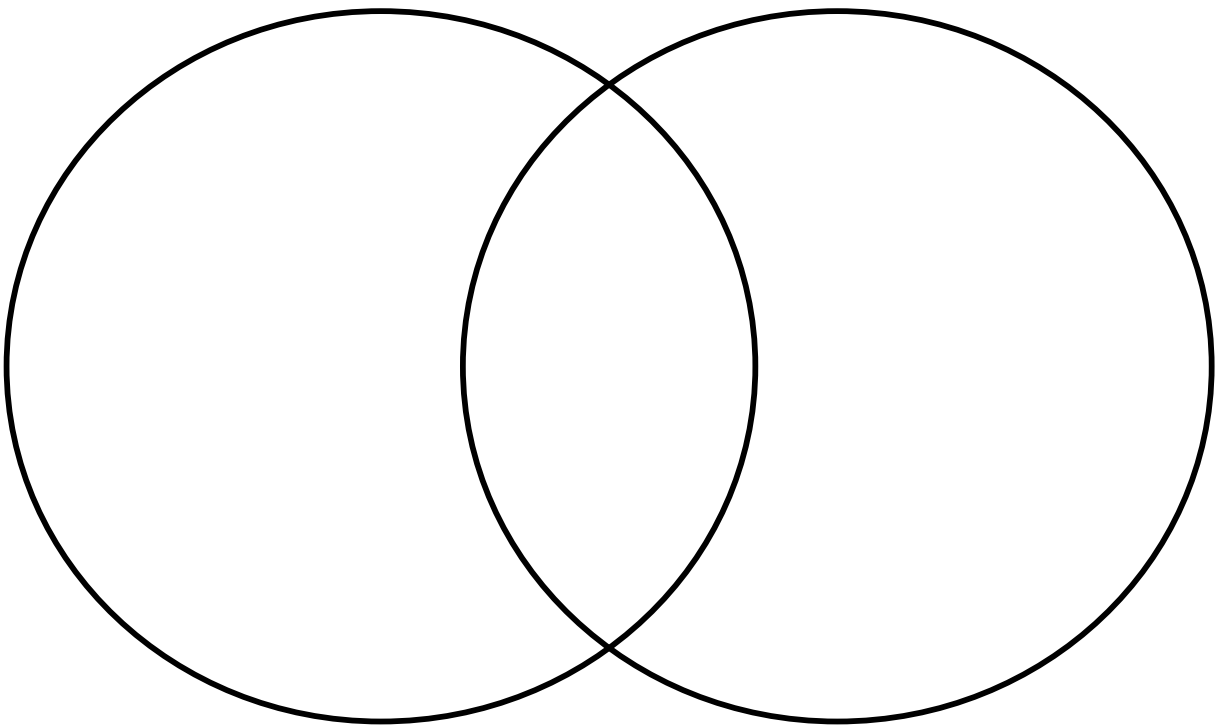
Graphic Organizer 1 - Central Idea



Graphic Organizer 2 – Hierarchy Branching



Graphic Organizer 3—Hierarchy Branching

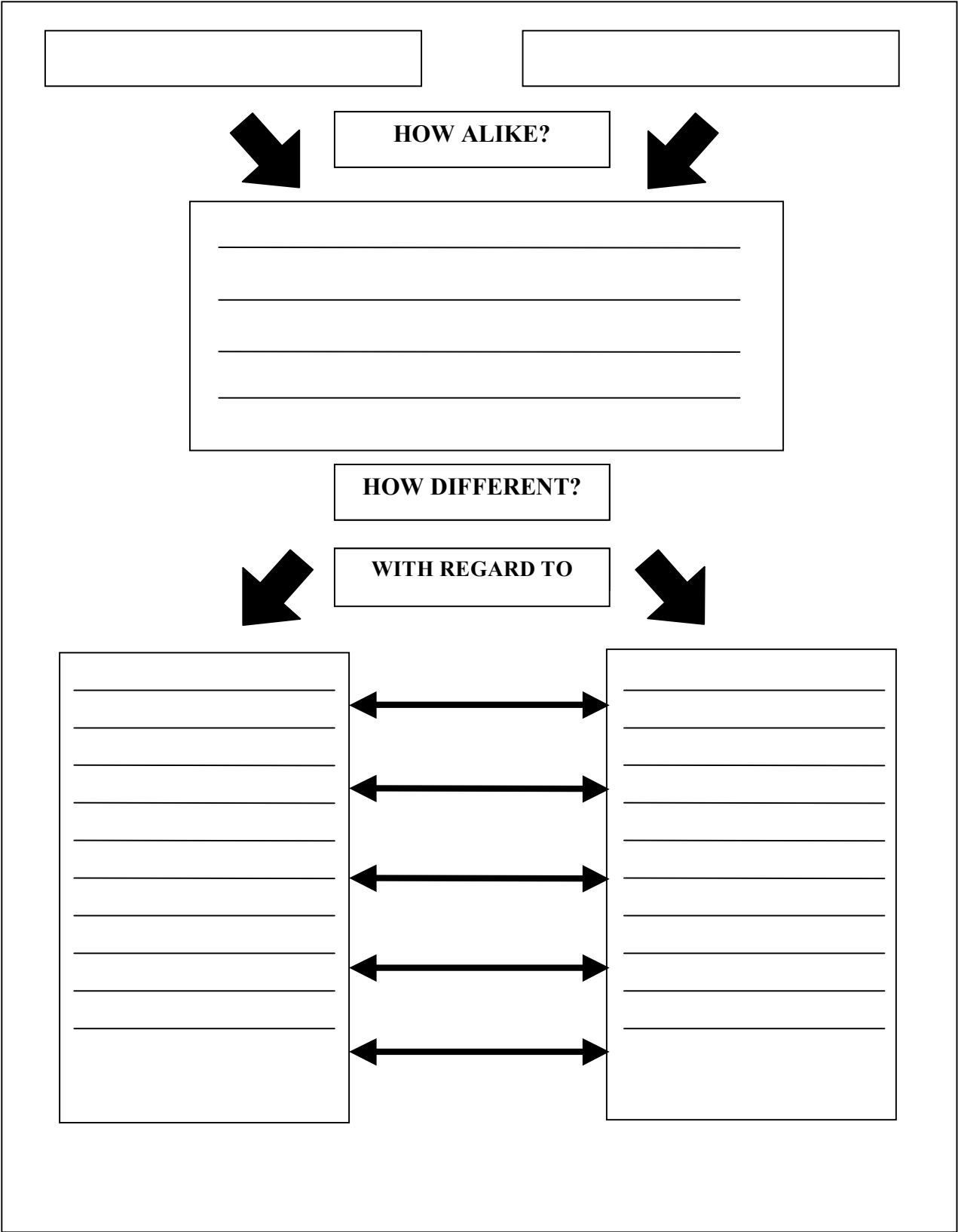


Graphic Organizer 4
Compare – Contrast

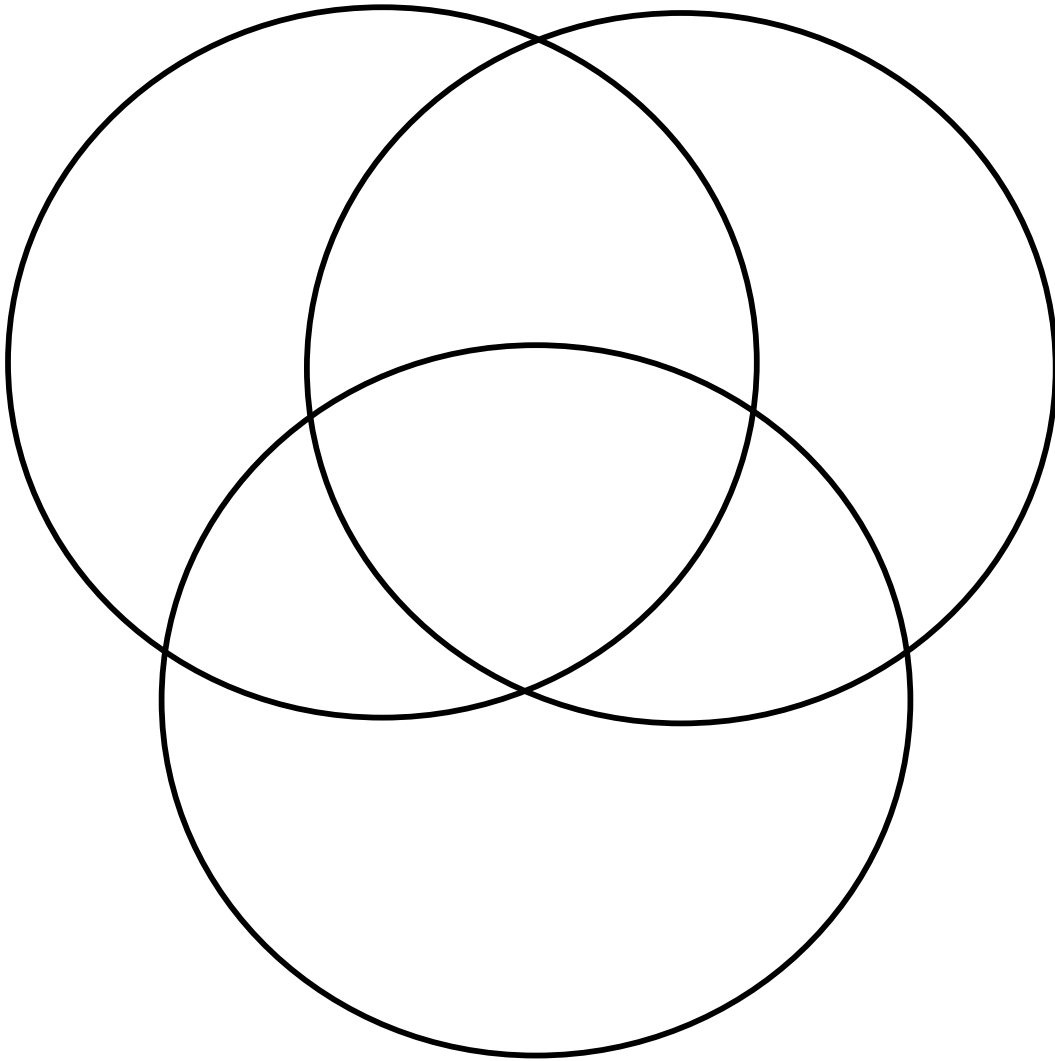
COMPARE AND CONTRAST

1	WITH REGARD	2

Graphic Organizer 5
Compare – Contrast



Graphic Organizer 6
Compare - Contrast



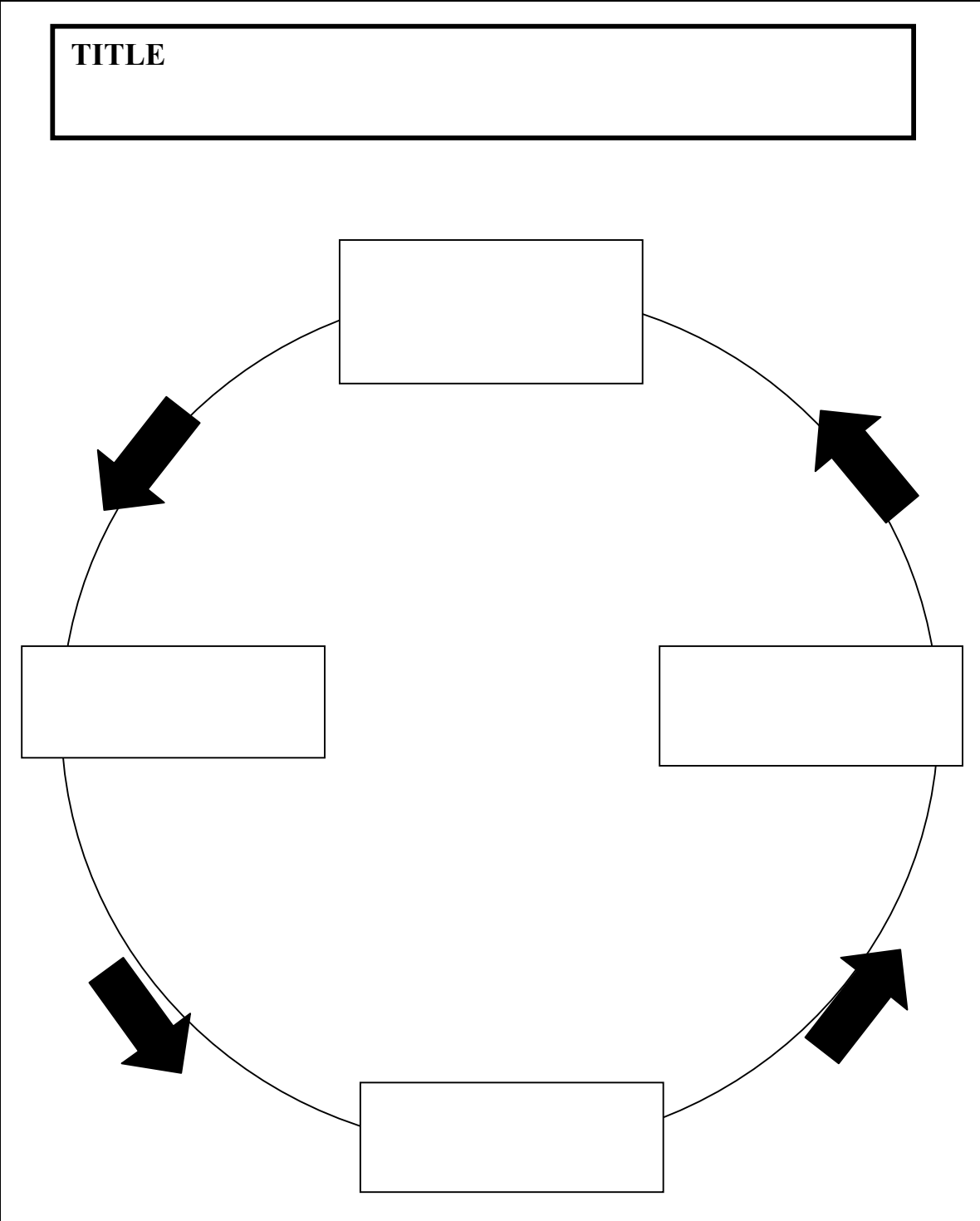
Graphic Organizer 7
Compare - Contrast

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Graphic Organizer 8
Compare - Contrast

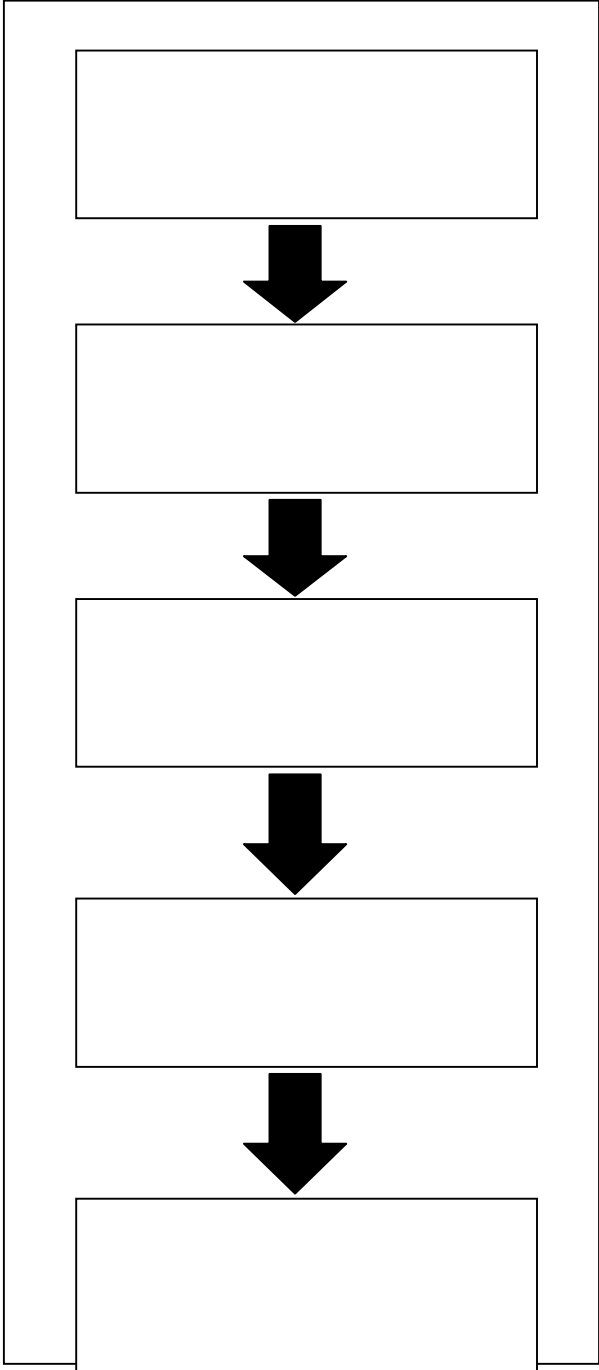
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Graphic Organizer 9
Compare - Contrast



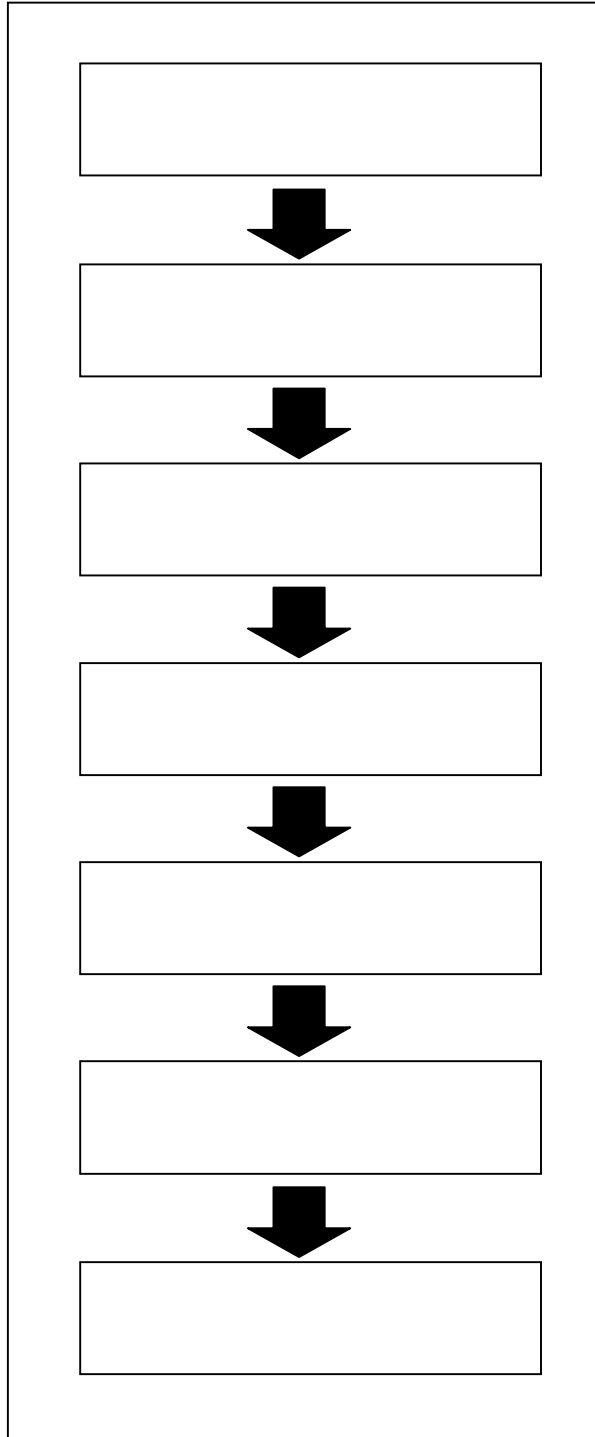
Graphic Organizer 10
Flow Chart

TOPIC: _____



Graphic Organizer 11 – Flow Chart

TOPIC: _____



Graphic Organizer 12 – Flow Chart

AFTER READING: Provide engaging vocabulary practice.

Yes/No/Why

1. Did King Charlemagne's accomplishments and authority come to an end with the signing of the Magna Carta?
2. Did the guilds provide new opportunities for monks in the monasteries?
3. Did the Nobility play a major part in feudalism and manorialism?

Completion Activity

1. **Annoyance** – the feeling of being a little angry

In the early morning, these things are **annoyances**:

_____.

2. **Authority** – the power to do something; the power to tell other people what they must do

These people have the **authority** to tell another person to do something.

_____.

AFTER READING: Have students answer text questions using a strategy.

Comprehension Strategy – Short Answer

Step 1: Read the item.

Step 2: Turn the question into part of the answer and write it down.

Step 3: Think of the answer or locate the answer in the article.

Step 4: Complete your answer.

1. Why is this era of European history called the Middle Ages?

This era of European history is called the Middle Ages because it was the period of time between the fall of the Roman Empire and the beginning of the modern world.

2. Describe the role of Church in medieval society.

In medieval society, the Church had a major role in the lives of people. First, the Church provided many services beyond religious ceremonies including care for the elderly and sick. The Church also played an important role in spreading knowledge and literacy especially through the work of monks and nuns. In addition, the Church had a major role in the governance of the people.

AFTER READING: Create a few challenging multiple-choice items to complete **with** your students.

Comprehension Strategy – Multiple Choice

Step 1: Read the item.

Step 2: Read all of the choices.

Step 3: Think about why each choice might be correct or incorrect. Check the article as needed.

Step 4: From the possible correct choices, select the best answer.

1. **(Main Idea)** The major result of the collapse of the Roman Empire and the central government was that:

- a. Monks in monasteries had to take on the function of educators.
- b. New systems of governance such as feudalism emerged with distribution of power to more people.
- c. People in the same craft joined guilds.
- d. The Church came into conflict with nobles over the governance of the people.

2. **(Cause and Effect)** As a result of the system of feudalism, which of these occurred?

- a. All people had equal opportunity to participate in the government.
- b. Monks and nuns lived in monasteries and convents.
- c. The kings were able to live in castles while the peasants lived in small dwellings.
- d. Land was given to lesser nobles in exchange for their services to the higher noble (e.g., king).

AFTER READING: Have students summarize information using a writing strategy.

Writing Strategy – Summary

- Step 1:** **LIST** (List the details that are important enough to include in the summary.)
- Step 2:** **CROSS OUT** (Reread the details. Cross out any that you decide not to include.)
- Step 3:** **CONNECT** (Connect any details that could go into one sentence.)
- Step 4:** **NUMBER** (Number the details in a logical order.)
- Step 5:** **WRITE** (Write your summary.)
- Step 6:** **EDIT** (Revise and proofread your summary.)

Prompt: Summarize some of the major results of the collapse of the Roman Empire and the absence of a central government.

Results of collapse of Roman Empire

- no central government
- rise of new leaders such as Charlemagne
- increase in role of Catholic Church in providing services
- ~~— monks lived in monasteries & nuns lived in convents~~
- development of new systems of government such as Feudalism
- Feudalism led to lesser nobles obtaining land
- people living in the country rather than in cities

There were many important results of the collapse of the Roman Empire. The major result was the destruction of a central government that previously maintained roads, water systems, and buildings. Without a protective government, people fled to the countryside. New leaders such as Charlemagne emerged. In addition, the Catholic Church participated in the governance of the people and provided services such as care of the sick and elderly. But the most striking result of the collapse of the Roman Empire was the emergence of new systems of government including Feudalism in which lesser nobles obtained land in exchange for providing services, particularly military protection, to the higher nobles.