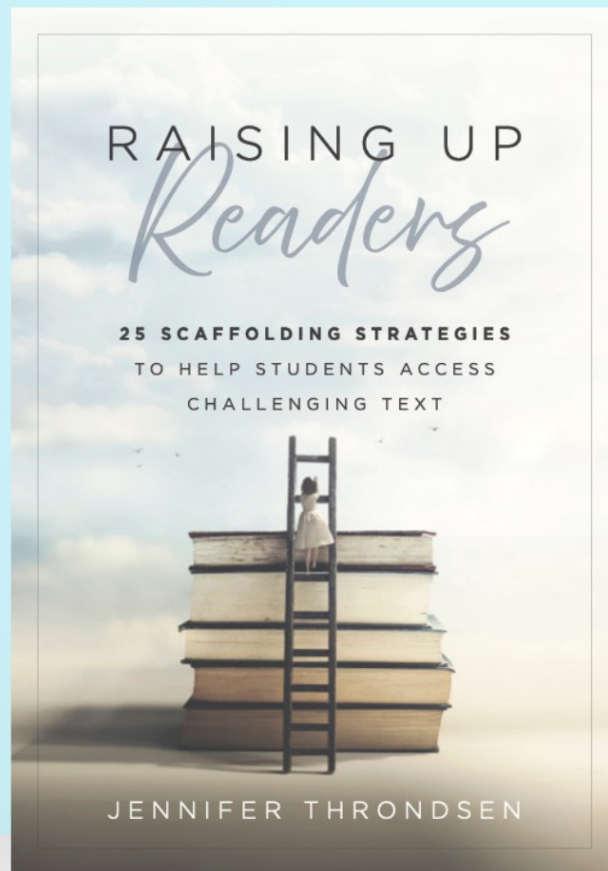
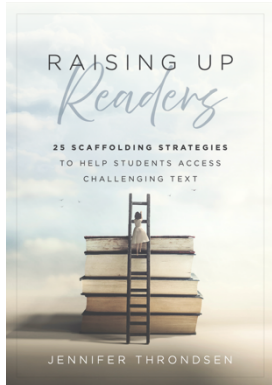


STUDY GUIDE FOR **RAISING UP READERS**



25 Scaffolding Strategies to Help Students
Access Challenging Text



This book study guide is designed to be a companion to support grade-level teams, building-wide teams, and other groups of educators in collaboratively discussing and reflecting on the evidence-based ideas in *Raising Up Readers: 25 Scaffolding Strategies to Help Students Access Challenging Text* by Dr. Jennifer Throndsen. Through guided conversation and shared inquiry, teams can deepen their understanding, explore implications for practice, and plan for meaningful implementation.

The pages within this guide were created using Canva. To make it easy for educators to modify the tool to better meet their local context or needs, use the following links to download an editable version of the pages:

Discussion Questions [LINK](#)

Introduction and Chapter 1 [LINK](#)

Chapter 2 [LINK](#)

Chapter 3 [LINK](#)

Chapter 4 [LINK](#)

Chapter 5 [LINK](#)

CHAPTER ONE

BEFORE READING

In Chapter 1, you will explore the need for engaging all students in grade level, or challenging texts, in order to accelerate reading growth. As you prepare to read, consider these questions:

1. How are you currently supporting your students when engaged in frustrational level texts?

2. What advantages do students gain from reading grade level or challenging texts?

3. Which elements of a text do your students find most challenging?

3-2-1

NOTE-TAKING

CHAPTER
ONE



3 KEY IDEAS

2 THINGS I FOUND INTERESTING OR PUSHED MY THINKING

1 QUESTION I HAVE

CALL TO ACTION

HOW WILL YOU USE YOUR NEW LEARNING WITH YOUR STUDENTS?

WHAT WILL YOU COMMIT TO SHARE WITH YOUR GRADE LEVEL TEAM?

INTRODUCTION AND CHAPTER 1 DISCUSSION QUESTIONS

01

What ideas did you find challenging to your prior knowledge or experience?

02

What ideas resonated with your prior knowledge or experience?

03

What are some of the key benefits of engaging students in grade level text?

04

What are you looking forward to in the upcoming chapters?

**Raising Up Readers: 25 Scaffolding
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CHAPTER TWO

BEFORE READING

In Chapter 2, these 10 before reading strategies are covered. Rate your current levels of use with these evidence-based practices.

STRATEGY	NEVER HEARD OF IT	USE IT SOMETIMES	USE IT REGULARLY
ESTABLISHING A PURPOSE FOR READING			
ACTIVATING PRIOR KNOWLEDGE			
BUILDING BACKGROUND KNOWLEDGE			
FRONT-LOADING VOCABULARY			
PREVIEWING THE TEXT			
MAKING PREDICTIONS			
READING TEXT WITH AUDIO ASSISTANCE			
READING ALOUD TO STUDENTS			
DISCUSSING TEXT STRUCTURE			
USING TEXT SETS TO BUILD KNOWLEDGE			

Chapter Two

Page #	TEXT SAYS Record a quote or text reference	MAKES ME THINK What does it make you consider?

Call to Action

How will you use your new learning with your students?

What will you commit to share with your grade level team?

CHAPTER 2 DISCUSSION QUESTIONS

01

How might students' prior knowledge impact your instructional planning?

02

Why is establishing a purpose of reading so critical?

03

Which before reading scaffolding strategies are you already using?

04

Which before reading scaffolding strategies might you try or modify?

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CHAPTER THREE

BEFORE READING

In Chapter 3, these 8 during reading strategies are covered. Rate your current levels of use with these evidence-based practices.

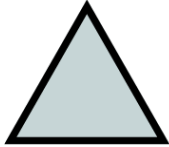
STRATEGY	NEVER HEARD OF IT	USE IT SOMETIMES	USE IT REGULARLY
ENGAGING ALL STUDENTS IN ACTIVE READING			
MAKING CONNECTIONS			
ASKING AND ANSWERING QUESTIONS			
USING GRAPHIC ORGANIZERS			
CHUNKING TEXT			
ENGAGING IN STRUCTURED ACADEMIC DISCUSSION			
WRITING TO LEARN			
SUMMARIZING TEXTS USING PARAGRAPH SHRINKING			

Which strategy(ies) are you most interested in learning more about?

Given the texts you use and the students you serve, which ones might be of the greatest value to incorporating into your instruction more regularly?

CHAPTER 3

reflection



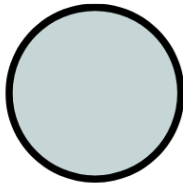
What are the three most important points that you took away from the chapter?

Empty rectangular box for reflection.



What squares or resonates with you and your experience?

Empty rectangular box for reflection.



What is circling around in your head? What are you still trying to make sense of?

Empty rectangular box for reflection.

CALL TO ACTION



How will you use your new learning with your students?

What will you commit to share with your grade level team?

Empty rectangular box for reflection.

CHAPTER 3 DISCUSSION QUESTIONS

01

What opportunities and barriers do you anticipate in engaging all students in active reading (strategy 11)?

02

How might you use strategic partners to scaffold developing readers in the during reading scaffolding strategies?

03

Give one example of how what you learned has adjusted your thinking.

**Raising Up Readers: 25 Scaffolding
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CHAPTER FOUR

BEFORE READING

In Chapter 4, these 7 after reading strategies are covered. Rate your current levels of use with these evidence-based practices.

STRATEGY	NEVER HEARD OF IT	USE IT SOMETIMES	USE IT REGULARLY
USING TEXT-DEPENDENT QUESTIONS FOR COLLABORATIVE DISCUSSIONS			
SCAFFOLDING WITH PARTIALLY COMPLETED GRAPHIC ORGANIZERS			
ENGAGING IN EXTENDED WRITING TASKS			
PROVIDING SENTENCE AND PARAGRAPH FRAMES			
SUMMARIZING			
DISCUSSING WITH SENTENCE FRAMES AND WORD BANKS			
ANALYZING SENTENCE STRUCTURE USING SYNTACTIC AWARENESS			
SUMMARIZING TEXTS USING PARAGRAPH SHRINKING			

Stop Start Continue

Think of the things that you want to stop doing, that you want to start doing, and what you want to continue based on the content in Chapter 4. Write them down in the appropriate column.



Chapter Four

STOP

START

CONTINUE

CHAPTER 4 DISCUSSION QUESTIONS

01

What are the classroom routines you have in place or may need to establish to prepare students for engaging in collaborative discussions?

02

Which after reading scaffolding strategy are you most excited to incorporate into your instruction?

03

How can you provide more opportunities for students to engage in academic discourse or written responses during text reading instruction?

04

What benefits do you anticipate from integrating more oral and written processing after reading?

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CHAPTER FIVE

BEFORE READING

In Chapter 5, you will explore how to effectively implement grade-level text during whole-group, small group, and partner instruction and the considerations for when one setting might be more effective than another. As you prepare to read, consider these questions:


1. Which before, during, or after reading strategies might you incorporate into whole group, small group, and/or partner learning?

2. How might the scaffolding strategies compliment or strengthen your high quality instructional materials?

3. How might your instruction in the content areas, like social studies and science, incorporate the scaffolding strategies?

CHAPTER FIVE


GOAL ACTION *plan*



GOAL

WHY


MOTIVATION



START DATE



DEADLINE

REWARD



OBSTACLES TO OVERCOME


RESOURCES



BIG STEPS

LITTLE STEPS

NOTES



CHAPTER 5 DISCUSSION QUESTIONS

01

What is one way you may consider using your ELA program differently based on the text?

02

How are you planning to adjust your instruction to build students' background knowledge and enhance reading comprehension?

03

How might you incorporate the scaffolding strategies in small group or partner tasks?

04

What ideas or shifts in thinking from this book challenged your assumptions or deepened your understanding?

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