

The scaffolds are applicable to all content areas and types of teachers. We also recommend using smaller chunks of text that are more manageable for students and that allow students to gain the full meaning of a text. In terms of how often to **develop scaffolded TDQs, we recommend that teachers who tend to work with shorter texts try to incorporate them regularly into instruction. When using longer texts, we recommend using scaffolded TDQs to help ELs unlock the meaning of those texts** you feel to be essential and then supplement other texts with TDQs on an as-needed basis. In order to support ELs in reading for multiple purposes, August, Staehr Fenner, and Snyder (2014) make the following recommendations:

1. Before ELs begin reading, **support them in acquiring the background knowledge necessary to successfully engage with the text.**³
2. Teachers should **read the text aloud once (or as needed)** in order to model fluent reading. As a teacher reads aloud, students should follow along in the text. While reading, teachers can also take an opportunity to define certain key vocabulary words and phrases in context.⁴
3. ELs **read the text independently or in pairs to answer scaffolded questions** about key ideas and details in the text.
4. **ELs reread the text independently or in pairs to identify vocabulary and sections they did not understand.** There are a variety of ways a teacher could structure this activity. For example, teachers might ask the class to work in pairs to complete bilingual glossaries of challenging vocabulary, have the class vote on and define the three to five most challenging words, or ask students to pull out one or two challenging passages and deconstruct these as a class.⁵
5. **ELs read the text two or more times to answer questions that require them to analyze the craft and structure of the text and then integrate knowledge and ideas about the text as a whole.**

For ease of reference, Figure 8.1 presents an overlay of a close-reading sequence with a suggested approach and supports that teachers can provide ELs so that they can access challenging texts.

FIGURE 8.1 Close-Read Steps, Purposes, and Supports for ELs

Close-Read Step and Purpose	To Explore	Supports for ELs
1. To determine what a text says	Key ideas and details	<ul style="list-style-type: none"> • Support them in acquiring the background knowledge necessary to successfully engage with the text.⁶ • Teachers read the text aloud once (or as needed). While reading, they define certain key vocabulary words and phrases. • ELs read the text independently or in pairs to answer scaffolded TDQs about key ideas and details in the text.
2. To determine how a text works	Craft and structure	<ul style="list-style-type: none"> • ELs read the text two or more times. • ELs reread the text independently or in pairs to identify vocabulary and sections they did not understand. • ELs complete glossaries (bilingual or English) of challenging vocabulary. • ELs pull out one or two challenging passages and “unpack” these as a class. • ELs answer scaffolded TDQs in pairs or groups that require them to analyze the craft and structure of the text.
3. To evaluate the quality and value of the text	Integrate knowledge and ideas	<ul style="list-style-type: none"> • ELs read the text two or more times. • ELs answer scaffolded questions in pairs or groups to integrate knowledge and ideas about the text.

What Type of Questions Should I Ask to Create TDQs for ELs?

Creating TDQs for any student is complex and requires a great deal of thought and ideally collaboration among different types of teachers. In creating TDQs, there are two overarching criteria that you should use when developing them (Shanahan, 2013):

1. **Students need to use the text to answer the question.** In order to answer the TDQ, students must refer to the text, not their own background knowledge.
2. **The question is worth asking.** Not all questions that depend on the text for their answer are important within each text. TDQs should support students in figuring out a text, not help them win a game of trivia. In addition, TDQs scaffolded for ELs should also help ELs learn academic language in support of the lesson objectives or standards.

As explained previously, well-developed TDQs require students not only to demonstrate their understanding of key ideas and details but also to speak to the craft and structure of the text and demonstrate their ability to integrate knowledge and ideas (Shanahan, 2013). Accordingly, when developing TDQs, teachers can develop three sets of questions that correspond to each of the three recommended close reads. To help determine which TDQs are trivia based and which are not, Application Activity 8.1 can give you a sense of how to begin.

Steps to Create TDQs

for ELs. In order to develop TDQs and the necessary scaffolds for ELs, we recommend following the five steps, which are further detailed in subsequent paragraphs. The steps are as follows:

1. Consider TDQ guidelines, and thoroughly analyze the text for ELs.
2. Decide on additional supports for ELs to accompany the TDQs.
3. Develop a guiding question or two to frame instruction for ELs.
4. Map the TDQs to close reads, and provide sentence starters for ELs.
5. Develop a culminating activity scaffolded for ELs.

We provide examples to model how we use these steps when working with the same text, "The Evolution of the Grocery Bag," that we used in Application Activity 8.2.⁸