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| | Autore | Lapp Diane |
| | Titolo | Turning the page on complex texts : differentiated scaffolds for close reading instruction / / Diane Lapp [and three others] |
| | Pubbl/distr/stampa | Bloomington, Indiana : , : Solution Tree Press, , [2016]<br>2016 |
| | ISBN | 1-935249-47-9 |
| | Edizione | [1st ed.] |
| | Descrizione fisica | 1 online resource (ix, 171 pages) : illustrations |
| | Collana | Gale eBooks |
| | Disciplina | 372.417 |
| | Soggetti | Reading (Elementary)<br>Reading (Secondary)<br>Individualized reading instruction<br>Group work in education |
| | Lingua di pubblicazione | Inglese |
| | Formato | Materiale a stampa |
| | Livello bibliografico | Monografia |
| | Nota di bibliografia | Includes bibliographical references and index. |
| | Nota di contenuto | Intro -- Acknowledgments -- Table of Contents -- About the Authors -- Introduction -- Part I -- Chapter 1 -- Chapter 2 -- Chapter 3 -- Chapter 4 -- Part II -- Chapter 5 -- Chapter 6 -- Chapter 7 -- Chapter 8 -- Epilogue -- Appendix A -- References and Resources. |
| | Sommario/riassunto | Ensure all learners become successful close readers. In this powerful resource, the authors examine what features make a text complex. Learn how to select appropriate complex texts and design instruction to meet the needs of every student. Explore grade-specific classroom scenarios that illustrate how to scaffold lessons to foster close reading and deepen comprehension at all stages of K-12 education. Benefits Gain practical teaching strategies for creating close reading lessons. Consider grade-level-specific instructional scenarios that illustrate how to support students' reading comprehension as they learn to read closely.Learn how to evaluate a text's complexity and how to ask text-dependent questions that can help students engage with a text.Study evidence for why continuous close assessment of student performance is vital for making sure all students learn to closely read complex texts. Discover potential contingency scaffolds for the classroom and how to use them to promote student success in closely reading a text. |

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