

## Three scaffolds for close reading

- 1. Key Ideas and Details:**  
What does the text say?
- 2. Craft and Structure:**  
How did the text say it?
- 3. Integration of Knowledge and ideas:**  
How does it connect to what we're learning?  
And what's it mean to me?

## #1: Key Ideas and Details: *What does the text say?*



Move from  
identifying details  
to inference

Detail people, objects,  
and activities.

Move to inference  
supported by the  
details.



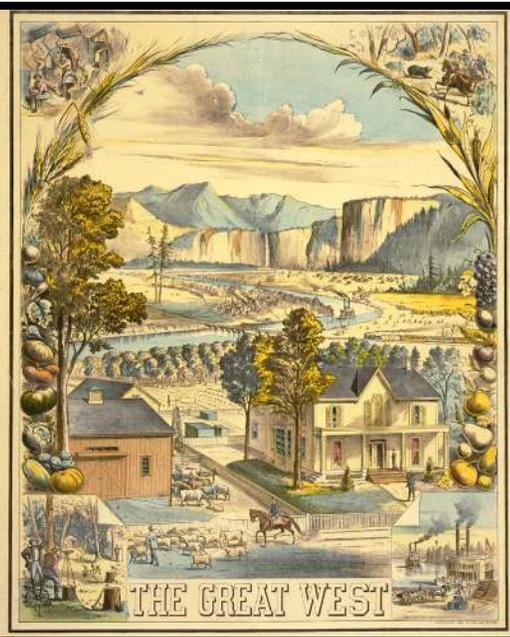


## #2: Craft and Structure: *How does the text say it?*

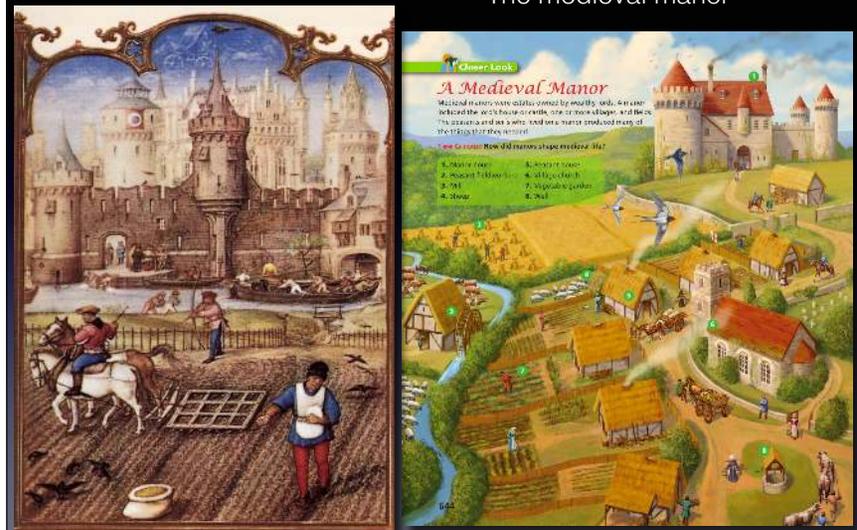


What's the author's point of view?

Cite evidence in the text



The medieval manor



"Grimani Breviary: The Month of October" Unknown Flemish Artist 1490-1510



**Egypt's Social Pyramid**

Pharaoh

Nobles, priests, officials

Scribes

Merchants, artisans

Farmers, servants, slaves

*Char* who had a right, and this he got have in case

21st Century



**ANCIENT GREEK SOCIETY**

People in ancient Greece were ranked according to their social or legal status. The main division was between free people and the enslaved. Of the free, only citizens took part in government. *Did all free Greeks have equal rights?*

Aristocracy

FREE

Small farmers

Tenant farmers (freed)

Women and children

Some of citizens

Resident aliens (metics)

CITIZENS

NONCITIZENS

NOT FREE

SLAVES

**Feudalism in Medieval Europe**

**King**  
Provides money, recruits army on demand, grants land to his many lords

↓

**Lords and Vassals**  
Protect the king and manage territory

↓

**Knights**  
Protect both the lords and the king

↓

**Peasants and Serfs**  
Work the land

**What is the central idea about the social structure of each society?**

**Cite specific elements of the illustration support that idea.**

# #3: Integration of knowledge / ideas

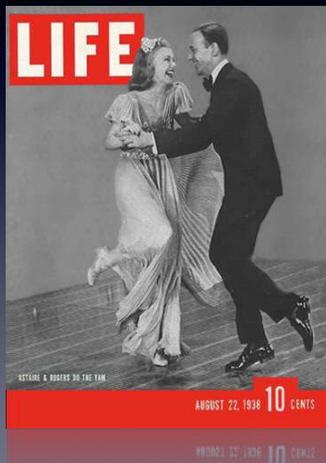
## How does it connect?

## What's it mean to me?



It's 1938 - You work for Life Magazine.

*Which photo would you use to illustrate an article on the plight of the migrant workers?*



**LIFE**

ESTABLISHED BY EDWARD S. ROGERS 30 YEARS AGO

AUGUST 22, 1938 10 CENTS

WOMEN 10 CENTS

**A**



**B**



**C**



**D**





## Let student share what they've learned

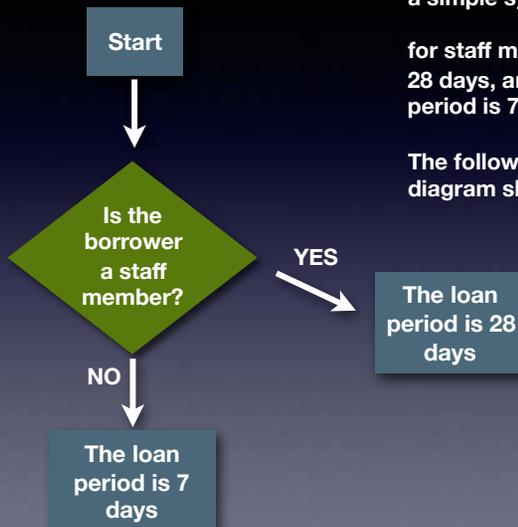
1. What does the text say?
2. How did the text say it?
3. How does it connect to what we're learning? And what's it mean to me?

Text Structure	Description	Cue Words
Description	Describes a topic by listing characteristics, features, and examples	for example, characteristics are
Comparison	Explains how two or more things are alike and/or how they are different.	different; in contrast; alike; same as; on the other hand
Cause / effect	Lists one or more causes and the resulting effect or effects.	reasons why; if...then; as a result; therefore; because
Problem / Solution	States a problem and lists one or more solutions for the problem.	problem is; dilemma is; puzzle is solved; question... answer
Sequence	Lists items or events in numerical or chronological order.	first, second, third; next; then; finally

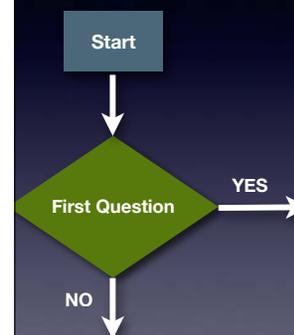
The Hobson High School library has a simple system for lending books:

for staff members the loan period is 28 days, and for students the loan period is 7 days.

The following is a decision tree diagram showing this simple system:



Develop a decision tree diagram for the Greenwood High School Library system so that an automated checking system can be designed to deal with book and magazine loans at the library.



- All publications classified as "Reserved" have a loan period of 2 days.
- For books (not including magazines) that are not on the reserved list, the loan period is 28 days for staff, and 14 days for students.
- For magazines that are not on the reserved list, the loan period is 7 days for everyone.
- Persons with any overdue items are not allowed to borrow anything.