



UNIVERSITY OF TWENTE.

Differentiation during Close Reading

The design of an info-card to support primary school teachers to differentiate during close reading lessons

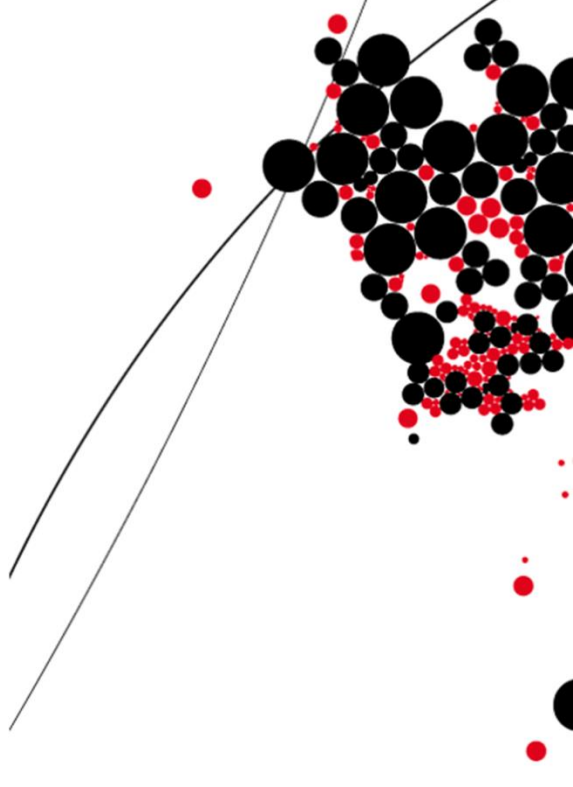
Imke Snijders
Educational Science and Technology, Master Thesis

Supervisors

Dr. H.H. Leemkuil
Dr. H. van der Meij

External Supervisor

Dr. D. Mijs
Expertis Onderwijsadviseurs



Abstract

Critical comprehensive reading is a necessary skill in the information age, in order to be able to comprehend the enormous amount of information available. Close reading is an instructional routine in which critical comprehensive reading skills of students are developed. Educational advisors from the company *Expertis Onderwijsadviseurs* have started a close reading training program for primary school teachers, to meet the demands of the current knowledge society in the field of reading and literacy education. However, despite the recent emphasis on close reading, no intervention methods to support students below or above average grade-level, called differentiation, are defined yet. Therefore, the aim of this study was to design an info-card that supports teachers with differentiation during close reading. A literature review was conducted to determine the content of such an info-card. The literature review on the topics reading comprehension, close reading and differentiation led to design guidelines. For example, according to literature the info-card has to do justice to metacognition, background knowledge, reading fluency and vocabulary of students, has to cover the structure of three close reading lessons and has to include differentiation activities like modelling and scaffolding. All design guidelines derived from literature were taken together and used in order to design the first prototype of the info-card. This prototype was evaluated by two educational advisors with regard to the content and by the office manager of Expertis with regard to the lay-out. Based on this evaluation, a second prototype was designed. Thereafter, two iterative cycles of evaluating and designing followed in which primary school teachers participating in the training program of Expertis evaluated its usability with regard to content and lay-out. Based on a comparison of survey, observation and interview results in these two cycles, the fourth and final prototype was designed. The info-card exists of an instruction, a preparatory section, a possible pre-teaching section, a scheme in which possibilities to differentiate in four phases of the close reading lesson are described and an evaluative section. Besides, the info-card refers to useful documents about close reading itself for teachers with little experience in it. This info-card is applicable to all three lessons that form a close reading series. Teachers were positive in their evaluations about the use of the info-card. It is suitable for primary school teachers to apply in their close reading lessons and for Expertis to implement in their close reading training program. However, it turns out that close reading itself is a very difficult comprehensive reading approach if teachers have only little experience with it. Therefore, the usability of the info-card is only optimal if teachers use all documents as referred to and prepare and practice together with colleagues in applying close reading in their classes.

Key words: differentiation, close reading, primary school, info-card

Acknowledgement

This master thesis is the final project of my master Educational Science and Technology at the University of Twente. Writing it would not have been possible without the support of some people.

First of all, I would like to thank my supervisor Henny Leemkuil. Thank you for being accessible whenever I needed guidance throughout the process. I would also like to thank my second supervisor Hans van der Meij for providing me with the constructive feedback on the concept version of my thesis, which challenged me to critically examine my work and make important last improvements.

Furthermore, I would like to express my gratitude to my external supervisor Dortie Mijs from Expertis Onderwijsadviseurs. Thank you for the productive brainstorm and feedback moments and also for offering me the opportunity to conduct this study in your company. I would also like to express my gratitude to Emke Smit from Expertis Onderwijsadviseurs for making me feel at home at the office whenever I was there and for your input with regard to the lay-out and form of the info-card. Also, I would like to thank Marieke van Logchem from Expertis Onderwijsadviseurs for the feedback on my first prototype of the info-card. Thirdly, I want to thank all schools and teachers for opening your doors and participating in my study. Without you, I would not have been able to conduct this research. I sincerely appreciate the efforts all of you have done. Lastly, I would like to thank my colleagues, friends and family for listening to all my struggles and worries throughout the process. Thank you for all your support and advice.

Imke Snijders
Enschede, juni 2017

Table of content

| | |
|---|----|
| Abstract | 2 |
| Acknowledgement | 3 |
| 1. Introduction | 5 |
| 2. Research design | 7 |
| 3. Theoretical framework | 8 |
| 4. Design | 18 |
| 4.1 Prototype I..... | 18 |
| 4.2 Prototype II..... | 21 |
| 4.3 Prototype III..... | 28 |
| 4.4 Prototype IV..... | 32 |
| 5. Conclusion | 34 |
| 6. Discussion | 36 |
| References | 39 |
| | |
| Appendix A Prototype I..... | 43 |
| Appendix B Prototype II..... | 46 |
| Appendix C Prototype III..... | 50 |
| Appendix D Prototype IV..... | 53 |
| Appendix E Open-ended survey | 56 |
| Appendix F Observation tool..... | 57 |
| Appendix G Interview topics and starting questions | 58 |
| Appendix H Survey Results for Prototype II | 59 |
| Appendix I Interview Results for Prototype II | 60 |
| Appendix J Survey Results for Prototype III | 62 |
| Appendix K Interview Results for Prototype III | 63 |

1. Introduction

This introductory chapter describes the organisational context in which this research is executed. It explains the needs and wishes of *Expertis Onderwijsadviseurs* with regard to the topic of this study: differentiation during close reading. Thereafter, these needs and wishes are translated into a problem statement which is embedded in relevant literature and justified in the description of the scientific, practical and societal relevance of the study.

1.1 Organisational context

This research is executed with and for the company *Expertis Onderwijsadviseurs*. Expertis is an educational advice bureau, located in both Hengelo and Amersfoort. An educational advice bureau aims to improve the educational situation at schools by offering conferences, supporting educational materials and tailored advice. These schools can be preschool, primary as well as secondary. The company has taken on the vision that continuous school improvement can only take place through ownership at all educational levels and when everybody involved is dedicated to the goal of improvement. Expertis realises tailored advice based on the educational experience of the eighteen advisors as well as the latest developments in scientific research. Besides their general knowledge of effective education and continuous improvement, all advisors are specialised in one or two subjects like mathematics or reading. Based on the combination of their specialism, their knowledge of effective education and the latest knowledge in scientific research, they formulate advises for schools related to a variety of current developments in education. These advises lead to continuous improvement of learning results and the independence of the school in their further process of continuous improvement.

One of the current developments in education which the advisors of Expertis address in primary schools is close reading, on which this study focusses. Expertis has started a teacher training program for close reading which exists of four meetings in which primary school teachers develop their knowledge and skills with regard to this topic. Teachers learn about the key features of close reading and how to apply them to their own class or even school. One part of this training concerns differentiation during close reading. Teachers are taught how to cope with the differences between students during close reading lessons. This study will contribute to this part of close reading since the aim of the study is to design an info-card with regard to differentiation during close reading. Teachers will be able to apply the info-card to their close reading lessons in order to meet the different needs of students in their class.

1.2 Problem Statement

The development of a knowledge society calls for education in which students are prepared for college and careers. In the field of reading and literacy education, the Common Core State Standards (CCSS) meet the needs for career readiness with an emphasis on close reading in primary schools (Brown & Kappes, 2012). According to Fisher and Frey (2015) and van de Mortel and Ballering (2014), reading closely is the type of reading necessary in the 'information age'. Students have to be able to understand the enormous amount of information available to them. Close reading can be described as an instructional routine in which students critically examine a text through repeated readings in which the deep structures of a text are examined in order to gain a profound understanding of the text (Fisher & Frey, 2012a). The basic key features of close reading are the use of short, complex texts, limited pre-teaching, repeated readings, text-dependent questions and discussion and annotation (Fisher & Frey, 2014a). Dakin (2013) and Strassner (2015) show that close reading results in a better understanding of texts. Besides, Therrien (2014) presents the positive effect of rereading a text on reading fluency and reading comprehension. Therefore, close reading can be valued as an instructional routine which deserves attention from teachers.

Despite the emphasis on close reading, the CCSS do not define intervention methods to support students below or above average grade-level (Hinchman & Moore, 2013). In order for all students to achieve success in academics and career readiness, differentiated close reading instruction

is necessary, since students of different abilities may need different instruction (Lipson & Cooper, 2002). If prior knowledge is not taken into account, the gap between poor and proficient readers will widen (Brown & Kappes, 2012). This reveals the need for an info-card that helps teachers to develop proper differentiated close reading instruction.

The educational advisors from the company Expertis have acknowledged the strength of close reading in achieving literacy and reading skills. As mentioned before, the advisors have started a pilot in which primary school teachers are trained to become skilled in close reading instruction. The present study will contribute to the training and in general to the gap in the existing knowledgebase. The goal of the study is to develop an info-card that instructs teachers how to differentiate during close reading.

1.3 Relevance

As mentioned in the problem statement, this study will contribute to a gap in existing literature. Hinchman and Moore (2013) mentioned the lack of information concerning intervention methods or materials necessary to support poor or proficient students in close reading, despite the current emphasis on differentiation and mixed ability classrooms (Valiande, 2015). With its focus on the appliance of differentiation to close reading education which is desired in the current knowledge society, the current study is of great scientific relevance.

At the same time, insights in the appliance of differentiation in close reading contribute to the practical situation of Expertis educational advisors and primary school teachers. The info-card that will be designed can be integrated in the training program which Expertis offers to primary school teachers. Besides, primary school teachers can develop differentiated close reading lessons based on the output of this research.

Lastly, there is a societal output next to the scientific and practical outputs as is usual in design-based research (Edelson, 2006). The societal output of this study is the professional development of the advisors of Expertis and the primary school teachers participating, as a result of the close collaboration between the advisors, the primary school teachers and the researcher.

2. Research design

This chapter introduces the research questions of this study and describes the research design that is applied to the study. With regard to the aim of this study, the choice is made for a design-based research as described by McKenney and Reeves (2012). This chapter explains in what way their model of design-based research is applied to this study.

The current study has a design-based nature. The aim of the study is to design an info-card that will support primary school teachers in differentiating during close reading lessons. The study fits well with the key features of design-based research: it is theory-oriented, since the design is based upon theoretical suggestions, process-and utility oriented and iterative (van den Akker, Gravemeijer, McKenney, & Nieveen, 2006; Ormel et al., 2012). McKenney and Reeves (2012) have developed a model which presents the process of design research in education. This model is shown in figure 1.

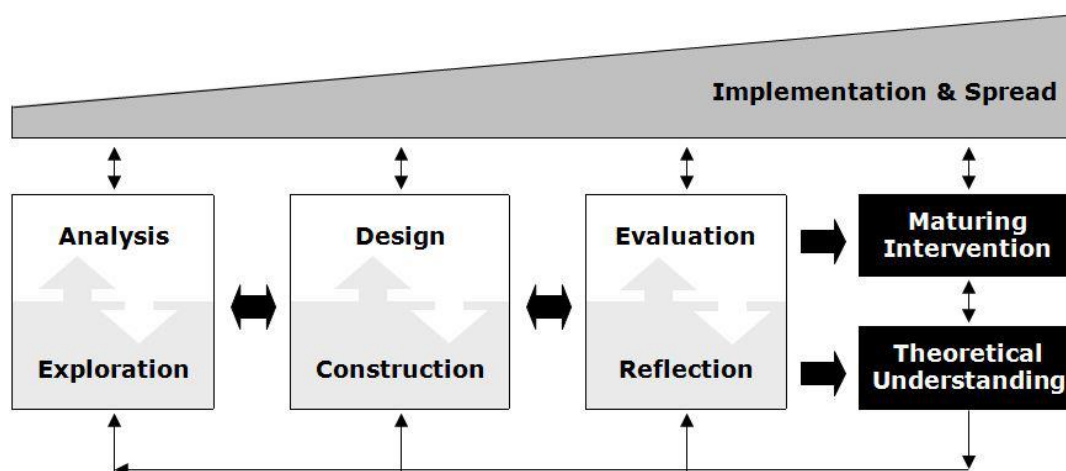


Figure 1. Generic model for design research in education (McKenney & Reeves, 2012)

This model presents three phases of research and development activities: analysis and exploration, design and construction, and evaluation and reflection. In this study, the first phase will be guided by the first research question: **How can differentiation be applied to close reading in primary schools?** In order to answer this question, the theory will be analysed in order to formulate design guidelines that will guide the design of the info-card. The design of the info-card will be based on an elaborate literature review of three topics: reading comprehension, close reading and differentiation. Every paragraph of the literature framework concludes with design guidelines. The process of designing the info-card takes place in the second phase of the model as presented above. During this phase of designing, two advisors from Expertis will regularly be consulted for advice with regard to the design.

After designing the info-card, it will be evaluated by primary school teachers and advisors from Expertis. This is the third phase of the model. This part of the study is guided by the following research question: **What improvements can be made to optimize the usability of the info-card?**

Teachers participating in the close reading training program of Expertis will experiment with the use of the info-card and share their experiences. Based on the evaluations of participants, the design will be improved and tested a second time. Based on this second evaluation, final improvements will be made to the info-card. At the same time, experts are consulted for advice with regard to the design of the info-card. This design-based research therewith leads to a maturing info-card. In accordance with the triangle at the top of the model of McKenney and Reeves (2012), the interaction with practice in this study increases over time throughout the three phases.

3. Theoretical framework

The third chapter provides an elaborate theoretical framework which will form the input for the first design of the info-card. First, the process of reading comprehension is described. Second, the specific comprehensive reading approach close reading is explored. Lastly, the complex nature of differentiation is described. All three parts of the theoretical framework end with a set of guidelines that will guide the design of the info-card in the following phase of this study.

3.1 Reading comprehension

The ability of students to read texts and to understand what is being read, is associated with academic success and career readiness (Dabarera, Renandya, & Zhang, 2014; Dakin, 2013). It is an essential process for students to be successful in the 'information age' and for high achievements in the workplace (Common Core State Standards, 2010). Being able to read and to comprehend the massive amount of available texts, supports students in life tasks: it enables students to communicate, to work and to take part in processes that form a community (McKeown, Beck, & Blake 2009; van de Mortel & Ballering, 2014). Besides the necessity of comprehensive reading for later academic success and career readiness, it is critical for the learning process itself. The aim of comprehensive reading is to gather important information from texts and more importantly to understand that information (Dabarera et al., 2014; Lan, Lo, & Hsu, 2014; van de Mortel & Ballering, 2014). Despite the importance of reading comprehension, too many students leave school with a lack of comprehensive reading skills and have difficulty with comprehending text (Dakin, 2013; Mckeown et al., 2009; Strassner, 2015). To understand why so many students struggle with comprehending what is being read, the complexity of the comprehension process has to be explored.

Text comprehension occurs when the reader actively makes meaning of and interacts with the text by identifying key elements in the text and connecting them while referring to the reading goal. (Dakin, 2013; Lapp, Moss, Johnson, & Grant, 2012; McKeown et al., 2009; Roit, n.d.). According to Reid Lyon (1997), reading fluency and vocabulary are conditional to the process of making meaning of a text. If students are not able to read a text fluently in the first place, they will not be able to derive meaning from it. Besides, 95 to even 98 percent of the words in a text has to be understood by the reader in order to be able to comprehend a text (Laufer, 1989). This presents a need for a well-developed vocabulary of students. Besides these conditional factors that influence reading comprehension, constructing meaning is a complex, active process which includes various elements and skills. Meaning is constructed when readers make textually based inferences from the text, applying reading strategies during the process (Lan et al., 2014; Lapp et al., 2012). A reader makes inferences when he uses clues from the text and complements these with his own background knowledge and experiences. This way, the reader connects and integrates information that is not explicitly stated by the author and forms a coherent mental representation (McKeown et al., 2009; Roit, n.d.). To make these inferences, readers use their prior knowledge to make predictions and develop a deeper understanding of ideas in the text (Fisher, Frey, & Lapp, 2011; Lapp et al., 2012; Roit, n.d.).

According to Carretti, Caldarola, Tencati and Cornoldi (2013) readers need higher-order skills to make the inferences on which the mental representation is built. Strong comprehensive readers know how to actively support and coordinate their own comprehension process before, during and after reading (Fisher et al., 2011; Lapp et al., 2012; Roit, n.d.). It means that comprehension is a strategic process in which meaning is constructed by applying various strategies. Readers have to be aware of their own reading process and constantly assess its quality by planning, monitoring and evaluating. These higher order activities take place at the metacognitive level. Dabarera and others (2014) demonstrated that reading comprehension can be improved by explicit metacognitive strategy instruction. The role of metacognition and background knowledge in the comprehension process will be further explored.

3.1.1 Background knowledge

To make meaning of a text, a reader constructs mental representations of the text by making textually based inferences. As mentioned before, these inferences are formed based on clues from the text and the insights and experiences of the reader. This demonstrates the important role of background knowledge in comprehensive reading (Goblirsch, 2016). Background knowledge refers to domain knowledge: students have to know something about the topic that is central in the text they are about to read. Newly gained information from the text is integrated with the prior knowledge of the reader, organized in so-called pre-existing schemas to form new knowledge (Brown & Kappes, 2012; Dalton, 2013; Snow & O'Connor, 2013). During the reading process, the reader continually relates what is read to his background knowledge of the topic. A greater amount of background knowledge enables readers to comprehend the text better because the reader has more attention to make connections and inferences if he doesn't have to figure out what everything he reads means. This automatically leads to the expansion of his knowledge, which is stored in the knowledge schemas that will later function as background knowledge itself (Roit, n.d.; Fountas & Pinnell, 2012; Snow & O'Connor, 2013).

Therefore, background knowledge is at the heart of reading comprehension and an important predictor of how deeply readers will comprehend the text. A reader with great background knowledge has to only update this knowledge while reading. However, readers that lack significant knowledge will experience great difficulty with linking what is read to what they already know and therefore with making meaning of the text (Dakin, 2013; Fisher et al., 2011). Readers that are more knowledgeable are able to come to the structural and inferential comprehension of the text whereas the readers that are less knowledgeable are likely to stall at the literal level of comprehension (Roit, n.d.). If the advantage of greater background knowledge in reading is ignored, the gap between poor and proficient readers will widen.

3.1.2 Metacognition

Like background knowledge, metacognitive abilities seem to be a predictor of how deeply readers will comprehend texts (Lan et al., 2014). Metacognition is easiest understood as thinking about one's own thinking and occurs "when the reader is aware of a gap between his understanding and the demands of the text" (Dabarera et al., 2014, p. 463). It is a differentiating factor between proficient and weak readers. According to Veenman (2015), metacognition is an important predictor of learning achievements. More specifically, it has a great effect on reading achievements (Fisher, Frey, & Hattie, 2016). Dabarera and others (2014) indicate that research has proved a positive relationship between metacognitive abilities and comprehension skills. It enhances the ability of readers to draw inferences and integrate different parts of texts (Carretti et al., 2013).

As mentioned before, comprehension is a strategic process in which meaning is constructed by applying various strategies. Reading strategically is higher order thinking and takes place at the metacognitive level (Roit, n.d.). To become a strategic reader, a reader must coordinate a variety of strategies. For example: to make inferences a reader has to activate prior knowledge, make predictions and ask questions about the text, summarise, visualise and clarify while reading. All these activities depend on the metacognitive awareness of the reader. A reader is metacognitive aware once he is aware of his ability to comprehend the text and the challenges presented by the text. Proficient readers know how to solve possible reading difficulties by applying appropriate strategies at the right moment.

Förrer and van de Mortel (2010) present a variety of strategies which readers can use to control their own reading process. These can be divided into reading strategies and metacognitive strategies. Reading strategies help readers to actively engage with the text, for example by predicting, asking questions, visualising, connecting, summarising and inferring. Metacognitive strategies can be used by readers to check whether they still comprehend what they read. Examples of metacognitive strategies are planning, monitoring, controlling and reflecting (Meniado, 2016). When using this kind of strategies, readers can regulate their own acting during the comprehensive reading process.

3.1.3 Effective teaching of reading comprehension

Exploring the complexity of reading comprehension has indicated why many students struggle with the process. Decreasing the amount of students that leave school with a lack of reading comprehension skills demands effective instruction. Based on what is known about the role of background knowledge, simply introducing the topic of the text to be read can ease the comprehension process (Snow & O'Connor, 2013). Besides, Roit (n.d.) explains that the interest of students in what is read influences to what extent they integrate new information with their background knowledge schemas. Therefore, to teach reading comprehension effectively it is desirable to choose texts that have the students' interest.

Moreover, from what is known about the role of metacognition in reading comprehension and its complexity, Lapp and others (2012) advise educators to start with a complex text. This helps students to gain metacognitive insights with regard to their personal needs. This is the first step towards the necessary metacognitive awareness. Besides, the complexity of metacognition asks for scaffolding, modelling and assistance in the zone of proximal development of students (Dabarera et al., 2014).

Besides these specific teaching activities, Fisher and others (2016) mention reading comprehension activities and their effect sizes, which means to what extent they influence learning results. Reading instruction activities that show an effect size of .64 or higher are attention for vocabulary, activating prior knowledge, formulating questions, metacognition and repeated readings. Processing content and class discussion show an effect even higher than .80. Many of these elements are core elements of close reading, which is an instructional strategy for comprehensive reading, supported by the Common Core State Standards (Brown & Kappes, 2012). Since close reading integrates so many elements of effective reading comprehension instruction, this approach will be explored in paragraph 3.2.

3.1.4 Design guidelines

After this first exploration of the subject of reading comprehension, various guidelines can be formulated. These will guide the design of the info-card that will instruct primary school teachers how to differentiate during close reading.

1. The info-card has to cover the four elements background knowledge, metacognition, reading fluency and vocabulary.
2. The info-card has to contain information on scaffolding, modelling and assistance in the zone of proximal development.
3. The info-card has to pay attention to metacognitive and monitoring strategies, like reading- and solving strategies.

3.2 Close reading

Serafini (2013) emphasises that close reading is a deliberate type of active reading. Readers become more proficient in a variety of reading skills and at the same time deepen their comprehension of the text. It is a content approach in which the text takes a central place and students are encouraged to make sense of what they read (McKeown et al., 2009). Based on the renewed Common Core State Standards, Fisher and Frey (2015) describe close reading as the type of reading that is necessary in the information age. It enhances the college and career readiness of students by developing their ability to understand and learn from complex texts independently (Snow & O'Connor, 2013). A commonly used definition of close reading is given by Brown and Kappes (2012, p. 5): "Close Reading of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyse and appreciate various aspects of the text, (...) and the discovery of different levels of meaning as passages are read multiple times." Layers of meaning are uncovered with every reading (Boyles, 2013). Besides, the focus of close reading is always on what is directly stated in the text and how it is stated in the text by the writer (Serafini, 2013). Answers and evidence for these answers can be directly related to the text. Readers will only form conclusions that can be proved with parts of the text.

Conclusions are always related to the set reading goal, which is set before -and can differ with- every read.

The need for close reading as an instructional routine has developed over the years. Recent research into reading comprehension has mainly focused on strategy instruction (McKeown et al., 2009), which entails that readers are taught how to apply strategies to texts in order to find answers to formulated questions. However, this focus on strategies in reading comprehension has not led to a deeper understanding of texts. According to Fisher and Frey (2014a), the reading that students are mostly asked to do is too often on a superficial level, which does not prepare students for truly understanding complex texts. Teaching students reading strategies solely does not lead to better comprehension. Förrer and van de Mortel (2010) support this statement. According to them, good comprehensive readers have developed not only strategies but have also linked new knowledge to their background knowledge and have developed their vocabulary, of which the last two are more important than the strategies. Strategies are merely a tool to help understand texts. Due to the discontent with the focus on strategies, researchers have focussed more on content approaches that do lead to deeper understanding of text (McKeown et al., 2009). This effort has led to the focus on close reading as a comprehensive reading instructional routine.

3.2.1 Features of close reading

Close reading is an instructional routine with several features. The definition of Brown and Kappes (2012) contains most of the features of close reading: the use of short pieces of texts, multiple readings, text-based questions and discussion. Fisher and Frey (2012a) add some more to the list: the use of complex texts, limited frontloading or preteaching and annotation of the text. The six most important features of close reading will be described next.

The use of short, complex texts

First of all, reading closely involves using more complex texts than usual in order to offer students the possibility to struggle with the text (Hinchman & Moore, 2013). The chosen texts are above the independent reading levels of students (Fisher & Frey, 2012a). They should read texts with a complexity they can process with strong teacher support, since students can actually think about texts that are beyond their current abilities (Fountas & Pinnell, 2012). The complexity of a text is determined by quantitative, qualitative, reader and task factors (Fisher & Frey, 2012b). Examples of quantitative factors are word- and sentence length and word frequency. Qualitative indicators are the content, the levels of meaning in the text, its purpose, structure and organization (Collier, 2013; Fisher & Frey, 2012b; Fountas & Pinnell, 2012). Lastly, reader and task factors that indicate text complexity could be the amount of background knowledge a student has and whether the tasks given are teacher led, independent or in collaboration with peers (Fisher & Frey, 2012b). Since the complexity of the text can be time-consuming, shorter pieces of texts are more suitable for the close reading instruction. Besides, shorter texts can more easily be read multiple times in order to discover various layers of meaning in the text. This is a second important feature of close reading.

Multiple readings

Reading a text more than once aims to go beyond a basic understanding of the text (Fisher & Frey, 2014c). Therrien (2004) found that repeated readings increase reading fluency and comprehension, which emphasises the importance of this close reading feature. As mentioned before, students uncover various layers of meaning in multiple readings (Boyles, 2013). Every reading can focus on a different level of text: literal, structural or inferential. The literal level focusses on what the text says. The structural level focusses on how it is said and the inferential level focusses on what it means. Besides developing a deeper understanding of the text with each reading, students develop analytic skills as well (Dalton, 2013). In order to support the repeated readings, teachers can set different purposes and pose different questions or ask for particular evidence from the text for every reading. The sort of questions that should be answered will be described next.

Text dependent questions

The third feature of close reading is the use of text dependent questions. These can be understood as questions to which the answers are able to be found directly from evidence in the text (Beers & Probst,

2013). The definition of Brown and Kappes (2012) already reveals the role of text-based questions. They are a means to guide students in the process of analysing the text throughout multiple readings. They focus students' attention on various aspects of the text. Questions are asked on a literal, structural and inferential level, depending on the level of understanding demonstrated by the students (Fisher & Frey, 2015a). The teacher can move up in levels when students show understanding at a former level. Good questions ask for closely reading the text in order to find the evidence needed to answer the question, students read with a goal in mind (Lapp et al., 2013; Schmoker, 2007). In paragraph 3.2.3, the three levels of questions will be further explained in relation to the lesson structure of close reading.

Discussion

The text based questions asked by the teacher encourage students to go through the text, select what is important and to connect new ideas to prior knowledge in order to build understanding (McKeown et al., 2009). However, this is not an independent process. Students co-construct their knowledge with classmates through discussions (Reznitskaya, 2012). Discussion has been linked to several learning outcomes like deeper conceptual understanding and increased inferential comprehension of text. In order to have this positive result on learning outcomes, the discussion has to be dialogic: students have to actively participate in the discussions. They need to produce vocabulary and structures themselves in order to develop academic language proficiency (Fisher & Frey, 2013). The class discussions offer students the opportunity to test their own perspectives and compare them to those of others (Dakin, 2013). This way, the meaning of a text is discovered during interaction.

Annotation

Another feature of close reading that helps students build understanding is the process of annotating the text. During close reading activities, students are encouraged to annotate the text. This can mean underlining main ideas, circling unclear words and writing notes in the margins (Fisher & Frey, 2014a). Using annotations during the reading process prepares students to use evidence from the text which they can apply in classroom discussion and writings about the text to support their opinions and ideas (Dalton, 2013). It is a strategy that helps students to reach a deeper level of understanding and supports an active form of reading (Porter- O'Donnel, 2004).

Limited frontloading

The last feature of close reading is the limited amount of frontloading, or preteaching offered by the teacher. This feature is not mentioned as unambiguously as the other elements of close reading. As mentioned before, background knowledge is at the heart of making meaning of a text. However, Fisher and Frey (2012a) mention that frontloading should only be used in case it does not take away the need for students to read the text themselves. Previewing too much content of the text undermines the value of close reading since it is valued as an activity that moves students away from depending on background knowledge (Brown & Kappes, 2012; Serafini, 2013). They should be given the opportunity to struggle with the texts without being given all the information in advance. On the other hand, Hinchman and Moore (2013) indicate that pre-reading activities are important, since the texts used in close reading activities are more complex than usual. When closely reading a text, teachers should ensure that students have enough context and background knowledge to be able to access the text by pre-reading. Taken together, teachers have to provide enough information to begin the reading but not so much that students do not have to read the text (Saccomano, 2014).

3.2.2 Critique on close reading

Besides critique on the limited amount of frontloading, close reading is criticised for the complexity of the texts as well. Snow (2013) argues that reading a text that is too complex without any help will not result in productive struggle but frustration. Especially already struggling readers will lose their motivation to read a very complex text (Snow & O'Connor, 2013). Besides, Snow (2013) argues that close reading of complex texts ignores the reader capacities like vocabulary, fluency and language skills but also interest. Moreover, she warns that an over-emphasis on close reading might lead to a neglect of another CCSS, the importance of discussion and argumentation. However, this last argument can easily be countered, since one of the key features of close reading is building evidence for arguments

and classroom discussion. Taking the given critique into account, teachers should be aware of their important role in supporting their students during close reading, so the struggle will be productive instead of frustrating. Besides, if a teacher decides to closely read a text with his class, he should select a text that meets the needs of the students and their interests.

If teachers take these points of critique into account, close reading has shown to be an effective instructional routine for comprehensive reading (Fisher & Frey, 2014b). Dakin (2013) presents a positive effect of close reading on reading comprehension. This study found that close reading leads to students that are able to show a deeper understanding of texts. Also, Fisher and Frey (2014b) found that students who followed close reading instructions achieved higher results on the state-administered annual assessment than students that followed the usual reading comprehension instruction. Besides, their study reveals that close reading as an instructional routine has more positive effects than only a deeper understanding of texts. Students' self-perception with regard to their reading comprehension was higher than from students who followed the regular reading comprehension instruction. Strassner (2015) conducted a study with a specific focus on the close reading key element 'annotation'. This study shows that instructing students how to annotate while reading a text leads to a higher level of text comprehension. Another key element of close reading that has shown to have positive effects on students' reading comprehension is the repeated readings. Therrien (2014) presents that rereading a text multiple times has a positive effect on both reading fluency and reading comprehension. This proves that some of the key elements of close reading and close reading in total have positive effects on the process of reading comprehension of students. Therefore, close reading is an instructional routine which deserves attention from teachers.

3.2.3 Lesson structure in close reading

Since close reading is a complex, time-consuming approach, it takes more than one lesson to closely read and understand a text. Jones, Chang, Heritage and Tobiasson (2014) recommend at least three close reading lessons. Every lesson has a different reading purpose. The first lesson should focus on key ideas and details of the text, this is the literal level. The second lesson should focus on the structural level, which consists of vocabulary, the author's craft and the structure in the text. The third lesson should focus on the integration of knowledge and ideas, also known as the inferential level of a text (Fisher & Frey, 2015a).

The purpose of the first lesson is to make sure that every student understands the main content or message of the text. Any confusions that students might have should be clarified during this first reading. The first lesson also gives students the opportunity to struggle with the text independently which gives them insight in their own reading comprehension abilities (Lapp et al., 2012). At the same time, the teacher can use this first lesson as a formative assessment. Needs of students with regard to the learning goal and reading comprehension become clear and can be used to adjust the instruction of the following lessons (Jones et al., 2014).

The second lesson focusses on the level of vocabulary, the author's craft and the structure of the text. Students analyse how the author wrote the text in order to communicate the purpose that he had while writing the text. Text elements like word choice, literary devices and the organisation of those are examined. During this lesson, students learn in what way texts can be structured in order to make sense to readers.

The third and last lesson aims to gain a deeper understanding of the meaning of the text. This lesson focusses on the inferential level of the text. Students explore the purpose of the author and evaluate the quality of writing. Furthermore, they explore what the text means to them personally. A connection between the text and their own experiences or other texts is established. This way, comprehension of the students reaches beyond the understanding of the literal text.

Despite this basic structure of three lessons in which the three levels of the text are explored in chronological order, teachers are free to move up in level when students show understanding at a former level. Jones and others (2014) also mention an optional pre-reading lesson prior to the first lesson. This pre-reading can serve as an exploration of the prior knowledge of the students, as a lead in setting a reading purpose for the first read and as a contextualisation of the text. Furthermore it is

a suitable moment to model and practice a variety of reading skills which students will have to use during the close reading lessons. Important about pre-reading moments is that they are brief and also create interest and enthusiasm in students about reading the text. Too much pre-reading might undermine the value of close reading (Brown & Kappes, 2012).

3.2.4 Role of the teacher

This description of close reading and its key features raises the question what this approach means for teachers. Cleaver (2014) advises teachers to be close readers themselves and to use a close reading approach across the entire curriculum. Close reading requires a higher level of teacher support than common approaches of comprehensive reading (Fisher & Frey, 2015a). Consequences for teachers can be derived from the key features of close reading. First of all, teachers have to select texts with a right level of complexity. To be able to do this, they need enough knowledge about the three elements that influence text complexity, those are the quantitative, qualitative and task and reader factors as mentioned in paragraph 3.2.1 (Fisher & Frey, 2012b). Second, teachers have to arrange multiple readings based on the lesson structure as presented in paragraph 3.2.3. Furthermore, teachers have to prepare appropriate text- dependent questions and teach students how to annotate their texts. Besides, teachers have to ensure that students have enough background knowledge to access the text by pre-reading (Brown & Kappes, 2012; Hinchman & Moore, 2013; Fisher & Frey, 2012a). To realise the last key feature of close reading, teachers have to arrange discussion between students.

Besides enabling these basic elements, formative assessment can also play a role in supporting the close reading process of students. Teachers can observe students' annotations and discussion ability and make instructional decisions based on the observed student needs (Collier, 2013; Fisher & Frey, 2013; Lapp et al., 2012). Modelling, or thinking aloud, is also mentioned as a teacher activity to support students. According to Fisher and others (2011), thinking aloud can improve the comprehension of students. Modelling is the process in which the teacher shows how a successful reader tackles a text. He reveals hidden practices and explains the thoughts, actions and strategies he uses to comprehend the text (Collier, 2013; Fisher & Frey, 2013; Lapp, Fisher, & Grant, 2008). Models could be focussed on factors that influence text complexity, like the four dimensions mentioned by Lapp and others (2008): vocabulary, comprehension, text features and text structures.

An instructional model that suites close reading and the modelling process, is the Gradual Release of Responsibility Instructional Model (GRRIM). It is a model that presents how instruction can be scaffolded (Fisher & Frey, 2008). The model focusses on the student and its purpose is to transfer the responsibility for learning from the teacher toward the student. The left triangle in figure 2 shows the decreasing responsibility of the teacher throughout a lesson. The right triangle shows the increasing responsibility of the student throughout the lesson. It has shown to be an effective approach to improve reading comprehension (Saccomano, 2014). Besides, it offers opportunities to differentiate and to adjust the instruction to the needs of the students (Bouwman, 2013).

The model consists of four components that are shown in figure 2. The first component is the focus lesson in which the teacher establishes a purpose or intended learning outcome. This phase of the lesson is also indicated as 'I do it'. The teacher models his thinking and understanding of the content and therewith offers the highest level of support which shows that teachers have responsibility in this phase (Bouwman, 2013; Fisher & Frey, 2008). Besides, this first phase is an opportunity for the teacher to activate and build necessary background knowledge (Fisher & Frey, 2008). The second phase is still teacher led but the students now actively participate, also indicated as 'We do it'. The teacher leads students through tasks by prompting, questioning and facilitating to increase their comprehension of the text content. This phase is suitable to address the specific learning needs of students, which can be done by for example concrete feedback (Bouwman, 2013). During the third phase, the responsibility has transferred from the teacher towards the students. They practice and apply what they have learned in collaboration. Therefore this phase is indicated as 'You do it together'. Lastly, students reach the independent phase, also known as 'You do it alone'. They now practice and apply what they learned by themselves.

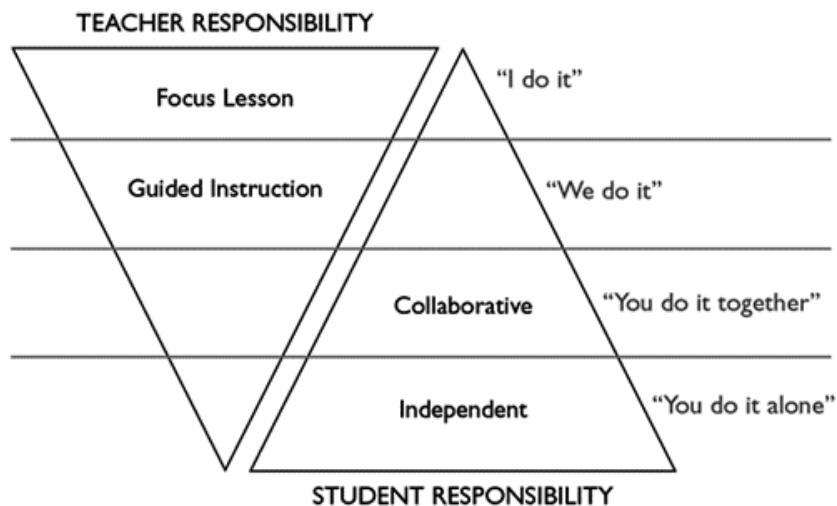


Figure 2. Gradual Release of Responsibility Instructional Model (Fisher & Frey, 2008)

The students move back and forth between the phases of the model during the close reading lesson. Furthermore, the teacher can differentiate during every phase of the model and adjust to the learning needs of individual students. To fully understand how and when teachers can differentiate during close reading lessons, this didactic approach will be explored next.

3.2.5 Design guidelines

After this exploration of close reading, key features, the lesson structure and the role of the teacher, various guidelines can be formulated. These will guide the design of the info-card that will instruct primary school teachers how to differentiate during close reading.

4. The info-card has to do justice to the key features of close reading: the use of short and complex texts, organising multiple readings, formulating text-dependent questions, encouraging dialogic discussion, encouraging the use of annotations and a limited frontloading of students.
5. The info-card has to encourage the formulation of reading goals.
6. The structure of the info-card has to do right to the structure of close reading: three lessons with possible pre-teaching and extra instructional moments.
7. The content of the info-card has to do right to the literal, structural and inferential level of close reading.
8. The info-card has to support formative assessment and feedback.
9. The instructional model used in the info-card has to be the gradual release of responsibility instructional model.

3.3 Differentiation

As in all subjects, teachers have to differentiate in close reading. Differentiation can be described as an educational solution to deal with differences in educational practices, aiming at optimal learning achievements for every student (Bosker, 2005; Coubergs, Struyven, Engels, Cools, & de Martelaer, 2013; Vanderhoeven, 2004). It refers to acknowledging differences between students and acting upon them in content and organisation of education. It is the process of adapting to the learning needs of students (Bouwman, 2013). Differentiation can be done at an internal or external level. Internal differentiation refers to dealing with differences inside the classroom. External differentiation on the other hand takes place at the level of the school or even the school organisation (Bouwman, 2013; Coubergs et al., 2013). Differentiation during close reading takes place at the internal level. Teachers can choose for a convergent or a divergent approach of differentiating. The divergent approach is adapted to the individual educational needs of every student (Bouwman, 2013; Coubergs et al., 2013; Vernooij, 2009). Every student has his own learning goals and learning takes place in homogeneous groups in which students with the same abilities learn together. According to Coubergs et al. (2013)

and Verwooy (2009) this approach of differentiation increases the differences between students since teachers set lower expectations for weaker students and higher expectations for stronger students. Convergent differentiation prevents that the differences between students become bigger, since teachers set the same learning goal for all students (Bouwman, 2013; Coubergs et al., 2013; Verwooy, 2009). Students work together in heterogeneous groups which results in opportunities to learn from each other. Students have a classical instruction after which the teacher can give an extra instruction for the weaker students and more challenging tasks for stronger students. This form of differentiation is preferred over divergent differentiation.

Tomlinson and Moon (2013) warn people to see differentiation not as an isolated element in education. Effective teaching and achieving optimal learning results for all students is a result of interdependent elements in education that influence one another. These elements are the learning environment, the curriculum, assessment, instruction and classroom leadership and management. Every single one of them refers, in a way, to the others and differentiation. In the elements, teachers can differentiate through content, process, product and environment, according to the student's readiness, interests and learning profile (Tomlinson & Moon, 2013).

According to Shanahan (2013), differentiation in comprehensive reading practices should not be realized by matching students with books by reading levels. Matching students with books or texts means that students in one class read different books or texts at the same time, due to the differences in their level of reading comprehension. Weaker comprehensive readers are offered easier texts by their teacher than the stronger comprehensive readers in their class. According to Shanahan (2013), this way of differentiation has not shown to be effective. However, too easy or too hard texts for the 'instructional level' of the student won't lead to good learning results either and students might lose their willingness to struggle with the text (Shanahan, 2013; Snow, 2013). Tomlinson and Moon (2013) advice to tackle this problem by 'teaching up'. This means that teachers choose one text for the entire class and develop tasks for this text at an advanced level. Teachers can differentiate by providing scaffolds like supporting materials or smaller steps in the formulated questions for the weaker comprehensive readers. This way, weaker comprehensive readers can achieve the same reading goal and comprehend the same text as stronger comprehensive readers. This suits the convergent approach of differentiation.

3.3.1 Differentiation in close reading

The process of teaching up fits extremely well with close reading, since the starting point of a close read is always a complex text and the chance for every student to struggle with it (Hinchman & Moore, 2013). Another core element of close reading that fits well with the description of a differentiated classroom is the use of scaffolds. Some examples of the scaffolds as used in close reading are repeated readings, the text-dependent questions, collaborative conversations and annotations (Fisher & Frey, 2014c). A teacher can differentiate in the amount and level of these scaffolds. As a teacher offers questions to all students, he can differentiate in complexity. A complex question can be offered to the stronger comprehensive readers which might be too complex for other students. The teacher can divide the questions in two easier questions to come to the same answer by using smaller steps. The annotations are a valuable means to differentiate, since teachers can use them as a formative assessment (Fisher & Frey, 2014b). Teachers can see if and where something is missed and based on that plan what should be taught during the following rereading. It informs teachers about whether or not the desired level has been mastered, which enables the teachers to move students forward by providing proper feedback (Tomlinson & Moon, 2013). Another scaffolding element used in close reading is teacher modelling. All of these mentioned scaffolding practices that enable differentiation, flawlessly fit in with the gradual release of responsibility instructional model as described in paragraph 3.2.4. Fisher and Frey (2014d) even describe the teacher as the primary scaffold of the close reading process. He re-establishes the purpose for poor comprehensive readers, analyses the questions and annotations, models his thinking again if necessary and uses prompts. Another way of scaffolding is offering supportive materials for the weaker comprehensive readers, for example by offering sentence frames which guide the students in formulating proper answers.

Since the goal of differentiation is optimising the learning achievements of all students, teachers have to keep in mind the effective reading comprehension activities from Fisher, Frey and Hattie (2016) as mentioned in paragraph 3.1.3. Students benefit most from attention for vocabulary, activating prior knowledge, formulating questions, attention for metacognition, repeated readings, processing content and class discussion. Besides, Vernooy (2009) mentions that an increase in effective instructional time leads to better results for weaker students. During these extra instructional moments, weaker students participate in a homogeneous group and repetition plays an important role. The group formation depends on the formative assessment that a teacher does constantly (Vernooy, 2009). Teachers can also choose for preteaching activities to offer more time to weaker students. The classical instruction however, always has to take place in a heterogeneous group (Bouwman, 2013; Vernooy, 2009). A way to optimise the learning of stronger readers might be by peer tutoring. They are challenged to explain their thinking and ask thought-provoking questions and in this way internalise close reading (Kerkhof & Spires, 2015). When addressing the differences between students in close reading, solutions should be sought in convergent differentiation and the said activities and scaffolds.

As mentioned before, every close reading should be organised in three lessons, with a different level of text comprehension each. With regard to differentiation, this means that a teacher has to differentiate on the literal level in the first, the structural level in the second and the inferential level in the third lesson.

3.3.2 Design guidelines

After the exploration of differentiation and specifically in reading comprehension, guidelines can be formulated. These will guide the design of the info-card that will instruct primary school teachers how to differentiate during close reading.

10. The info-card has to take into account differentiation through content and organisation.
11. The info-card has to support heterogeneous groups and if necessary additional smaller, homogeneous groups.
12. The info-card has to take students readiness and interests into account.
13. Consistent with convergent differentiation, the info-card has to support the principle of teaching-up: tasks are developed at an advanced level and scaffolding is used to guide the weaker comprehensive readers to this same advanced goal that the stronger comprehensive readers accomplish without scaffolds.
14. The info-card supports the use of scaffolds that are part of close reading: repeated readings, text-dependent questions, discussion and annotations.

4. Design

This chapter describes both the design and evaluation phases of this study. The design of each prototype of the info-card will first be justified and then evaluated. The fourth and final design of the info-card is not evaluated. The design of the first prototype is based on the guidelines derived from the theoretical framework. This first prototype of the info-card is thereafter evaluated by three experts. Based on their evaluation, the second prototype is designed and justified. This second prototype is evaluated by primary school teachers. Based on this evaluation, the third prototype is designed and justified. This prototype is evaluated in the same way as the second prototype. Lastly, this chapter describes the justification of the final version of the info-card based on this last evaluation. The evaluation sections describe the respondents, instruments, analysis and results and the role of triangulation in this research.

4.1 Prototype I

4.1.1 Justification

The first prototype of the info-card is based on the literature review as presented in chapter 3 and can be found in Appendix A. Every paragraph of the literature framework ended with a set of design guidelines that have guided the design of the first prototype. First of all, the structure and lay-out of the prototype were developed. Guidelines about the lesson structure and GRRIM were applied to structure the info-card, which is shown in figure 3. This figure shows the structure of lesson 1 of the info-card. The same structure is applied to lessons 2 and 3, and are therefore not presented in figure 3.

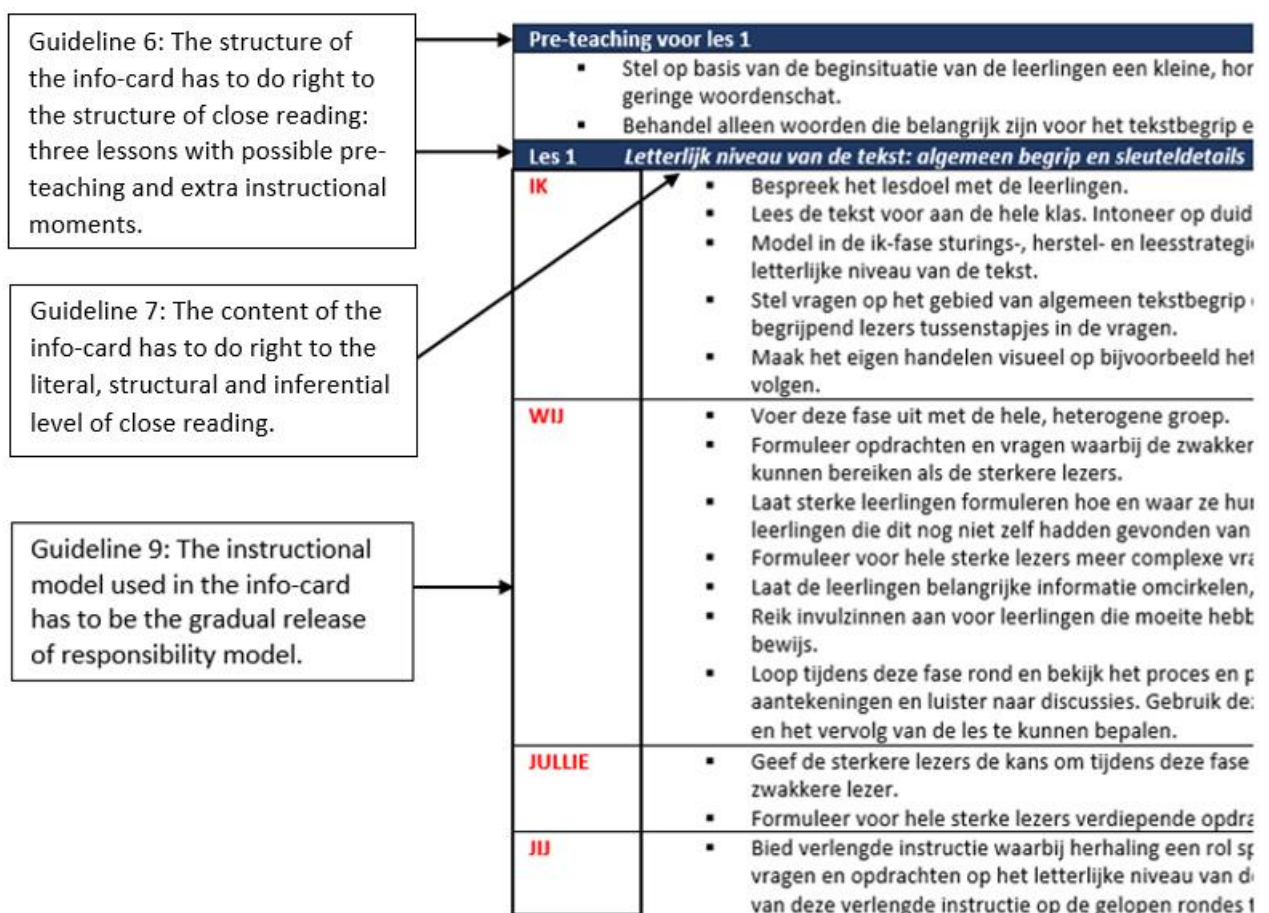


Figure 3. Prototype I, justification of the structure

After having provided the structure of prototype I, the content was developed based on the guidelines from the literature framework. The four components vocabulary, metacognition, reading fluency and background knowledge that influence reading comprehension (Reid Lyon, 1997) are placed in a preparation section. This way teachers will firstly gain insight in the educational needs of their students before starting the close reading. The preparation section also contains two other steps that are indispensable in the close reading process: selecting a complex text that suits the educational needs and interests of the students and setting reading goals. The preparation section is presented in figure 4.

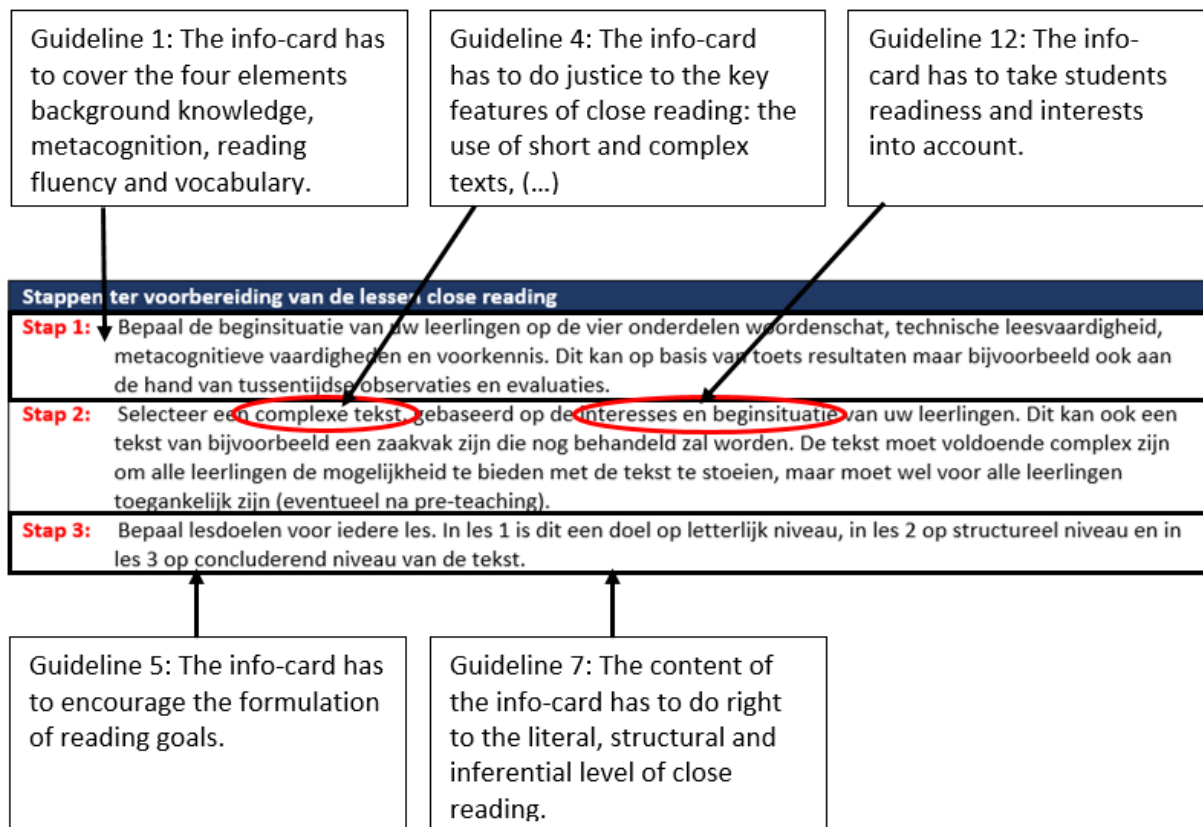


Figure 4. Prototype I, justification of the preparation section.

The core of the info-card -the four phases of GRRIM in each lesson- covers the important role of the teacher. The info-card provides a variety of teacher activities that guarantee a high level of teacher support, which is characteristic for close reading. An example from lesson 1 is presented in figure 5.

Guideline 2: The info-card has to contain information on scaffolding, modelling and assistance in the zone of proximal development.

| Les 1 | | Letterlijk niveau van de tekst: algemeen begrip en sleuteldetails |
|-------|--|--|
| IK | | <ul style="list-style-type: none"> ▪ Bespreek het lesdoel met de leerlingen. ▪ Lees de tekst voor aan de hele klas. Intoneer op duidelijke manier. ▪ Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het letterlijke niveau van de tekst. ▪ Stel vragen op het gebied van algemeen tekstbegrip en sleuteldetails. Gebruik voor zwakkere begrijpende lezers tussenstapjes in de vragen. ▪ Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |

Guideline 13: Consistent with convergent differentiation, the info-card has to support the principle of teaching-up: tasks are developed at an advanced level and scaffolding is used to guide the weaker comprehensive readers to this same advanced goal that the stronger comprehensive readers accomplish without scaffolds.

Figure 5. Prototype I, justification of the high level of teacher support.

Besides covering the important role of the teacher during close reading, the core of the info-card also presents effective reading comprehension activities. Attention is paid to repeated readings, classroom discussions and annotation. On top of that, the important principles of differentiation can be recognised. Differentiation is supported with regard to both content and organisation. Differentiation in content refers to for example variation in questions asked and assignments given. Differentiation in organisation refers to for example the formation of groups, heterogeneous or homogeneous. Examples of effective reading comprehension activities and the principles of differentiation for lesson 1 are presented in figure 6.

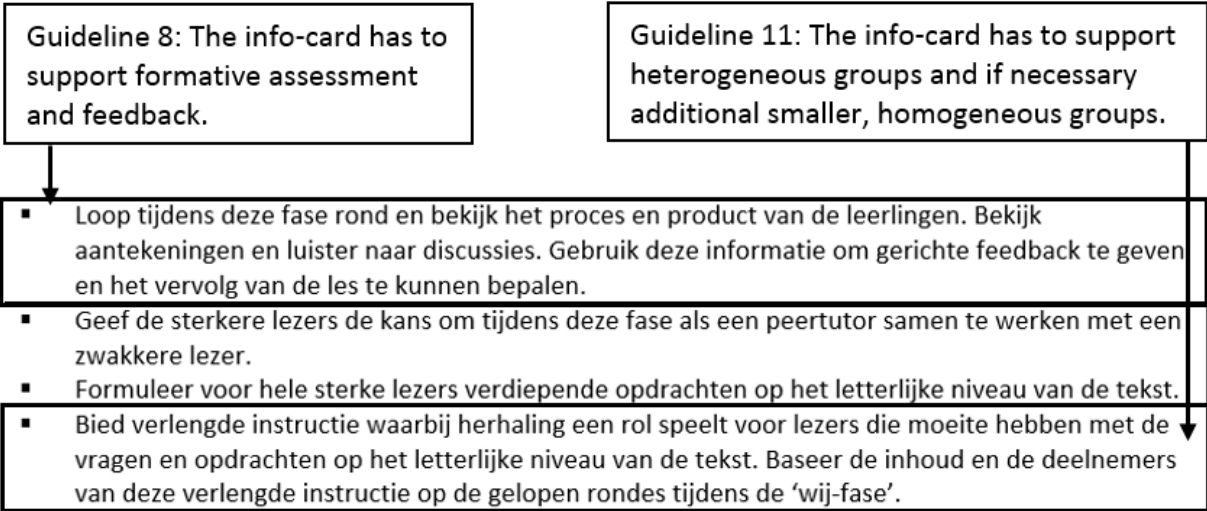


Figure 6. Prototype I, examples of content of the info-card that fit close reading.

4.1.2 Evaluation

As justified in the former paragraph, prototype I of the info-card was based on the guidelines as derived from literature. The first design in design-based research is always followed by iterative cycles of testing, evaluating and refining (Herrington, McKenney, Reeves, & Oliver, 2007). The first iterative cycle of this study involved three experts. Two educational advisors of Expertis, both expert in close reading were consulted in order to refine the content of prototype I. Besides, the office manager of Expertis, who is an expert in the design of info-cards was consulted for the lay-out. All three are female. No specific research instruments were used. The experts were consulted by email and during meetings, focussing on content and lay-out. According to their recommendations, the second prototype will be developed.

Results

The most important points of improvement for both the elements content and lay-out as indicated by the experts, are presented in table 1. Based on the results from this first evaluation of the info-card, the second prototype will be developed.

Table 1

Results evaluation I, experts

| | Points of improvement |
|----------------|--|
| Content | <ol style="list-style-type: none">1. Add a short introduction to the info-card to introduce close reading and the Gradual Release of Responsibility Instructional Model.2. In the preparation section, add a step in which teachers formulate a goal that has to be achieved after three lessons.3. In the preparation section, add a step in which teachers prepare text-dependent questions for every lesson.4. Move the attention for key-details from lesson 1 to lesson 2 to be consistent with the close reading training program from Expertis.5. Add more examples of modelling in the phase 'I do it' in all three lessons. |
| Lay-out | <ol style="list-style-type: none">6. Add a front page on which an introduction and the preparation section can be presented.7. To emphasise the pre-teaching and evaluation in every lesson, present these in two separate boxes.8. Add more elements of Expertis to be consistent with the lay-out of other info-cards of Expertis. |

4.2 Prototype II

4.2.1 Justification

Based on the evaluation of prototype I by the three experts, the second prototype was designed and can be found in Appendix B. The most important changes are presented here.

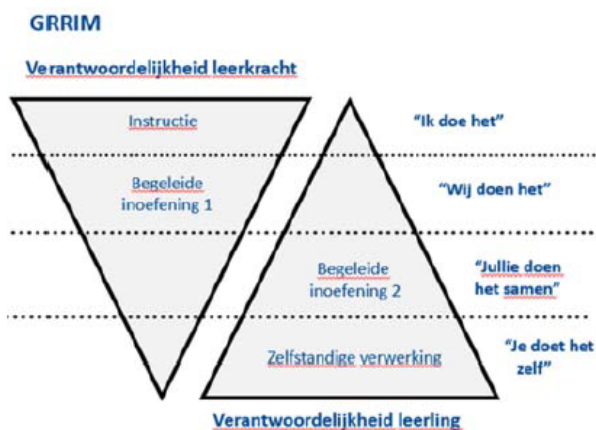
First of all, based on the first point of improvement as presented in table 1, an introduction about close reading and the Gradual Release of Responsibility Instructional Model was written and added to the info-card. The introduction is presented in figure 7.

Close Reading: een verdiepende manier van begrijpend lezen waarbij de inhoud van een complexe tekst centraal staat en kinderen op een actieve manier aan de slag gaan met de tekst. Herlezen, aantekeningen maken, samenvatten, monitoren, samenwerken, redeneren, discussiëren, en reflecteren zijn belangrijke vaardigheden die hierbij centraal staan.

Deze Handelingwijzer beschrijft op welke manier leerkrachten tijdens de les kunnen differentiëren. Hierbij staat de professionaliteit van de leerkracht voorop. Er is geen vaste werkwijze. De leerkracht maakt op grond van de kennis en vaardigheden van de kinderen, de moeilijkheid van de tekst en de observaties in de les keuzes op welke manier er gedifferentieerd wordt.

Het GRRIM-model staat centraal en elke les zal de leerkracht beslissen met welke ondersteuning de verschillende leerlingen aan de slag gaan. In deze Handelingwijzer staan de keuzemogelijkheden per les uitgeschreven, gekoppeld aan het GRRIM model.

Figure 7. Prototype II, introduction



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Furthermore, the preparation section was elaborated with the suggested extra steps as presented in the points of improvement 2 and 3 in table 1. Teachers are now supported to prepare text-dependent questions for every lesson and to formulate a goal that has to be achieved after three lessons. Besides the changes in content, the lay-out of the preparation section changed as well as can be seen in figure 8. Together with the introduction as shown in figure 7, the preparation section forms the front page of prototype II, which is consistent with point 6 of improvement.

Stappen ter voorbereiding van de lessen close reading

Stap 1: Bepaal de beginsituatie van uw leerlingen op de vier onderdelen woordenschat, technische leesvaardigheid, metacognitieve vaardigheden en voorkennis. Dit kan op basis van toets resultaten maar bijvoorbeeld ook aan de hand van tussentijdse observaties en evaluaties.

Stap 2: Selecteer een complexe tekst, gebaseerd op de interesses en beginsituatie van uw leerlingen. Dit kan ook een tekst van bijvoorbeeld een zaakvak zijn die nog behandeld zal worden. De tekst moet voldoende complex zijn om alle leerlingen de mogelijkheid te bieden met de tekst te stoeien, maar moet wel voor alle leerlingen toegankelijk zijn (eventueel na pre-teaching).

Stap 3: Bepaal lesdoelen voor iedere les. In les 1 is dit een doel op letterlijk niveau, in les 2 op structureel niveau en in les 3 op concluderend niveau van de tekst.

Stappen ter voorbereiding van de lessen Close Reading

- Stap 1:** Bepaal de beginsituatie van uw leerlingen op de vier onderdelen woordenschat, technische leesvaardigheid, metacognitieve vaardigheden en voorkennis. Dit kan op basis van toets resultaten maar bijvoorbeeld ook aan de hand van tussentijdse observaties en evaluaties.
- Stap 2:** Selecteer een complexe tekst, gebaseerd op de interesses en beginsituatie van uw leerlingen. Dit kan ook een tekst van bijvoorbeeld een zaakvak zijn die nog behandeld zal worden. De tekst moet voldoende complex zijn om alle leerlingen de mogelijkheid te bieden met de tekst te stoeien, maar moet wel voor alle leerlingen toegankelijk zijn (eventueel na pre-teaching).
- Stap 3:** Bepaal het doel dat na drie lessen behaald moet zijn. Bepaal lesdoelen voor iedere les. In les 1 is dit een doel op letterlijk niveau, in les 2 op structureel niveau en in les 3 op concluderend niveau van de tekst. Bedenk tekstgerichte vragen bij elke les gericht op het doel.

Figure 8. Prototype II, preparation section

The next point of improvement, number 4, is to move the focus on key details in the text from the first lesson to the second. Besides, point 5 of improvement is the inclusion of more examples of modelling in the 'I do it' phase of all lessons. To illustrate this, figure 9 shows the change in lesson 2.

Structureel niveau van de tekst: woordenschat, tekststructuur en stijl van de schrijver

- Bespreek het lesdoel met de leerlingen.
- Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het structurele niveau van de tekst.
- Model in de ik-fase hoe leerlingen de betekenis van onbekende woorden kunnen achterhalen.
- Stel vragen op het gebied van woordenschat, tekststructuur en de stijl van de schrijver. Gebruik voor zwakkere begrijpend lezers tussenstapjes in de vragen.
- Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen.

Structureel niveau van de tekst: hoe wordt het in de tekst gezegd?

Stel vragen op het gebied van belangrijke details, woordenschat, tekststructuur en de stijl van de schrijver. Gebruik voor zwakkere begrijpend lezers tussenstapjes in de vragen.

- Bespreek het lesdoel met de leerlingen.
- Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het structurele niveau van de tekst.
- Model in de ik-fase hoe ze weten welke details belangrijk zijn.
- Model in de ik-fase hoe leerlingen de betekenis van onbekende woorden kunnen achterhalen.
- Model in de ik-fase hoe de tekststructuur kan helpen om de tekst beter te begrijpen.
- Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen.

Figure 9. Prototype II, topic of and modelling in lesson 2

Lastly, the lay-out of the second prototype emphasises the pre-teaching and evaluation as important parts of every close reading lesson. At the same time, the use of colours is consistent with the usual lay-out of Expertis. The points of improvement 6 and 7 are therewith shown in the following two figures.

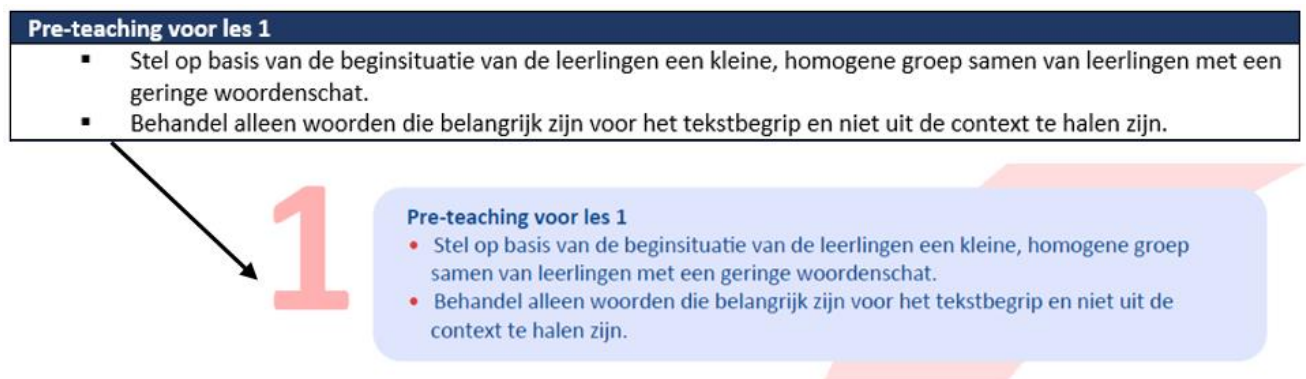


Figure 10. Prototype II, pre-teaching

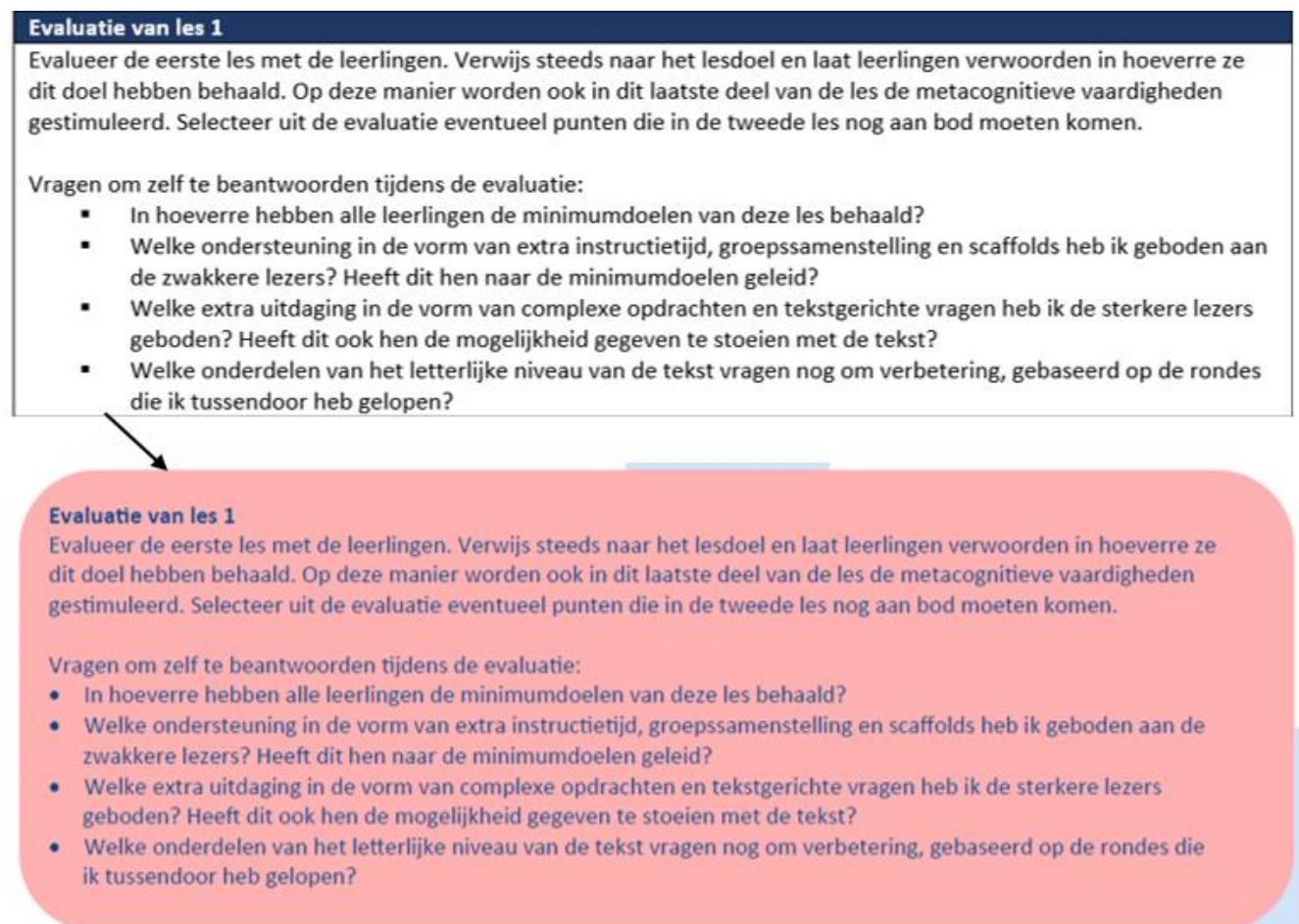


Figure 11. Prototype II, evaluation

The result of the mentioned and other minor changes with regard to content and lay-out can be seen in the complete prototype II in Appendix B.

4.2.2 Evaluation

The second prototype as justified in the former paragraph, was evaluated in the second iterative cycle. This cycle can be divided into two parts: part A and part B.

Procedure

Part A

In part A, primary school teachers experimented with prototype II and shared their experiences and ideas of improvement in a short, open-ended survey.

Respondents

All 19 participants of the training program were approached of which 6 responded, which is a response rate of 31,6%. All participants are female primary school teachers. The level of experience with close reading of these respondents varies from beginner to expert.

Instruments

The open-ended survey that was used to gather experiences and ideas for improvement can be found in Appendix E. This is a qualitative research instrument with the following four evaluation elements with regard to the info-card: clarity, completeness, usability and form. These four elements of evaluation fit the goal of the info-card, since an info-card has to be clear and usable in order to be practically applicable. Furthermore, all important elements of close reading and differentiation should be covered, hence the element 'completeness'. Lastly, the element 'form' is evaluated to guarantee that the form of the instrument suits its goal.

Part B

At the same time, part B took place in which a sample of primary school teachers was observed while experimenting with prototype II and subsequently interviewed about their experiences and ideas of improvement.

Respondents

For this part, all participants of the training program were invited to take part. Four teachers, all female, responded to the request, which is a response rate of 21,05%. This was the exact minimum set for this part of the research. However, this minimal sample turned out to represent a large variation in education with regard to the type of primary education and the age of the students. Two teachers can be described as beginners with regard to close reading, one as average and one as expert. Two teachers work in regular primary schools in group 3 and 6. One teacher teaches children with special needs (in Dutch: SBO), group 8. And the last one teaches children that have great difficulty with learning due to their intelligence quotient (in Dutch: ZML), students from group 4-8 combined. Therewith, this minimal sample resulted in a maximal variation.

Instruments

For this part, an observation tool was designed as presented in Appendix F. This observation tool will answer the question: To what extent do teachers differentiate during close reading? and will deliver input for the interview. An operationalisation of 'differentiation during close reading', based on the literature framework, led to the criteria to be observed. To increase the reliability of this instrument (Creswell, 2014) a pilot test was conducted. An educational researcher was consulted to determine the unambiguity and clarity of the criteria and their descriptions by applying the observation tool to a close reading lesson which is available on youtube. Based on this pilot test, some criteria were split to achieve unambiguity and the explanations of some criteria were elaborated to achieve clarity.

Besides, a semi-structured interview is held in part B. A variety of opening questions was formulated in advance, for the following topics: the experience of the teachers, the completeness, usability, clarity and form of the info-card and the results of the observation. The opening questions formulated in advance for each topic can be found in Appendix G. Throughout the interview, follow-up questions are formulated for deeper insights in the experiences of the teachers and therewith in the usability of the info-card.

Analysis

Part A

Survey

The results of the open-ended surveys are analysed for points of improvement as well as sufficient aspects for the four aspects clarity, completeness, usability and form. All reactions of the six respondents are collected in a table and divided into either sufficient aspects or points of improvement.

Part B

Observation

The results of all observations are analysed for aspects that were already seen in the majority of the observed classrooms and aspects that were not yet seen in the majority of the observed classrooms. This is done by counting the results for each aspect in the observation tool. The results are summarised and presented in a table and are at the same time used as input for the interviews.

Interviews

The interviews are recorded and can therefore be analysed afterwards. For all interviews, the answers of the individual respondents are summarised per question that is asked during the interview. These summarised answers of all four respondents are thereafter taken together and categorised for the following aspects: the experience of the teachers, the completeness, usability, clarity and form of the info-card and the results of the observation. From this categorisation, points of improvement for the following prototype can be derived.

After this first analysis of the gathered results, the results of all three separate parts of this iterative cycle are compared for joint points of improvement. Those will form the input for the design of prototype III. This triangulation of research data increases the validity and reliability of the findings of this research (Creswell, 2014). It ensures the accuracy of the research because the information now draws on multiple sources of data. Besides, the information of this design research draws on multiple sources of individuals, since both primary school teachers and close reading experts are involved. Another method to validate findings used in this research is member checking. Two participants from part A and two participants from part B were asked about the accuracy of the results and whether the interpretations of the research data were representative with regard to their perspectives. All four participants confirmed that the interpretations of the results were accurate and representative.

Results

Part A

Survey

The complete table with results of the survey can be found in Appendix H. These results show a general satisfaction about the *clarity* of the info-card. The only point of improvement mentioned is the addition of an elaborated lesson scheme to increase the clarity. For the aspect *completeness*, the most important results are the desire for practical examples of questions that can be asked and more attention for the weaker readers in the info-card. The suggestion was made to refer to the taxonomy of Bloom with regard to possible questions. To increase the *usability* of the info-card, respondents suggest to add more practical examples and to present everything in a more schematic way. A very important remark made with regard to the usability is the fact that users will need experience with close reading before they can properly work with this specific info-card. Lastly, the respondents indicate that the *form* of the info-card is consistent with the structure of close reading. However, one respondent suggested to adapt the structure to the direct instructional model, since this is a commonly used instructional model which has great overlap with the GRRIM which is used in close reading.

Part B

Observation

Table 2 presents the results of the observations. The amount of times that each aspect of the observation tool was observed throughout the four observations is presented. The table shows that aspects 5, 8, 11 and 15 were observed least. First of all, only one teacher visualised her own thinking and acting for the children. Second of all, she was also the only teacher who gave different assignments with regard to annotation to her students. Besides, two of the four teachers did not yet offer challenging materials to the stronger comprehensive readers in their class. Lastly, only two of the four teachers offered extra instruction to a small group of students based on their educational needs. A comparison with the results of the surveys and interviews will give insight in whether or not more attention for these four aspects is needed in the info-card.

Table

2

Results evaluation 2, observation

| aspect | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| times observed | 4 | 4 | 4 | 3 | 1 | 4 | 3 | 1 | 4 | 4 | 2 | 4 | 4 | 4 | 2 |

Interviews

The categorisation of the summarised interview findings can be found in Appendix I. Teachers experienced working with the info-card in various ways, the most prominent findings will be mentioned here. The more experienced teachers used the info-card as a check after preparing their lesson without the info-card and found it easy to work with as a checklist. However, for the teachers with limited experience with close reading, using the info-card was quite difficult. Especially the preparation section in the info-card was hard to execute. These teachers indicated a need for additional documents in which for example the process of finding a suitable text or formulating the right questions is explained. Therewith, it turned out that the usability of the instrument strongly depends on the amount of experience with close reading.

Furthermore, teachers indicated that the info-card covers all important elements of differentiation. However, the entire document is large and too much to read for teachers who quickly want to prepare their lesson. Also, some phases were more elaborated than others and for the first lesson, the 'I do it' and 'we do it' phases turned out to be identical. Another notable finding of the interviews was that teachers doubted about their autonomy in making choices for their lesson in their class. Teachers felt restricted to use only the guidelines as presented in the specific lesson and specific phase of GRRIM in the info-card, even though elements from other phases or lessons seemed to fit better with their purpose and class.

Comparison of results

Comparing the results of the various data sources offers valuable insights. For example, the interviews offered valuable information about the observation results. Teachers indicated that they made conscious choices with regard to the four aspects that were observed least. They chose not to include the aspects in their lesson which means that the absence of these aspects in their lessons is not the result of an incomplete info-card. When comparing all findings from the three data sources, many minor changes can be made in prototype II in order to meet the needs of the teachers. For example with regard to unknown vocabulary or with regard to the need for inclusion and exclusion of specific guidelines in the phases of GRRIM. These changes can easily be made and will therefore not be described extensively here. Besides these minor changes, some major changes are necessary in order to increase the usability of the info-card as well. These are more complex changes that need various adjustments throughout the entire document and are therefore described here. These necessary major changes are presented in table 3.

Table 3

Results evaluation 2, major points of improvement

| | |
|---|---|
| 1 | Working with the info-card should be possible for all teachers, no matter how much experience they have with close reading. |
| 2 | More practical examples should be offered in the info-card to inspire and support teachers during their preparation. |
| 3 | Teachers should feel free to apply the info-card in a flexible way. |

First of all, it turns out that teachers with little experience in close reading have more difficulty with applying the info-card to their lesson than teachers with more experience. Therefore, a change has to be made in the info-card which makes it possible for all teachers to work with it. A possibility to do so is adding or referring to useful documents with explanations of various aspects of close reading. Teachers with little experience can use these to correctly execute the basics of close reading whereas more experienced teachers do not have to use these. These documents can also offer a solution to the need for more practical examples, which is a second important need as shown by the teachers. A third aspect which turns out to need change is the restricted feeling that teachers experience when using the info-card. The next prototype of the info-card should prevent teachers from feeling obliged to apply everything in the info-card literally. It should offer a clear explanation for teachers about the possibility to apply the info-card in a more flexible way and to make choices for their specific class and situation.

4.3 Prototype III

4.3.1 Justification

The entire third prototype can be found in Appendix C. The first obvious change is the size of the document. Instead of offering different guidelines to differentiate for all three individual lessons of a close reading series there is now one scheme with guidelines to differentiate that can be applied to every lesson. However, since the content and focus of the three lessons differ, teachers are instructed to apply the offered guidelines to different levels of a text in the instructional section of the info-card. This is presented in figure 12.

De beschreven handelingen om te differentiëren zijn toe te passen in alle drie de lessen van een Close Reading-reeks. Het is belangrijk dat de handelingen worden afgestemd op het tekstniveau dat in de betreffende les centraal staat.

Dat zijn de volgende:

Les 1: Letterlijk niveau van de tekst: wat zegt de tekst?

Les 2: Structureel niveau van de tekst: hoe wordt het in de tekst gezegd?

Les 3: Afleidend niveau van de tekst: wat betekent de tekst?

Figure 12. Prototype III, instruction with regard to the focus of every lesson

After transforming prototype II into a more compact document, the three changes as mentioned in table 3 were realised. The first desired change as presented in table 3 is to make it possible for all teachers to work with the info-card, independent of their level of experience with close reading. It would be impossible and conflicting with the goal of the info-card to include all important information about the basics of close reading in it. The goal of the info-card is to offer teachers solutions to differentiate in their classes, not to learn about the basics of close reading. However, to support beginning teachers, references are made to additional documents that contain important information about the basics of close reading. An example of these references is presented in figure 13 that shows a part of the preparation section.

Stap 2: Selecteer een complexe tekst, gebaseerd op de interesses en beginsituatie van uw leerlingen. Dit kan ook een tekst van bijvoorbeeld een zaakvak zijn die nog behandeld zal worden. De tekst moet voldoende complex zijn om alle leerlingen de mogelijkheid te bieden met de tekst te stoeien, maar moet wel voor alle leerlingen toegankelijk zijn (eventueel na pre-teaching). Documenten van Expertis die u bij stap 2 kunnen helpen zijn de volgende:

- Kwalitatieve analyse van verhalend(e) prentenboek/ tekst
- Kwalitatieve analyse van een informatieve tekst
- Doorgaande lijn Close Reading

Stap 3: Bepaal lesdoelen voor iedere les. In les 1 is dit een doel op letterlijk niveau, in les 2 op structureel niveau en in les 3 op het afleidende niveau van de tekst. Bedenk tekstgerichte vragen bij elke les, gericht op het doel. Documenten van Expertis die u bij stap 3 kunnen helpen zijn de volgende:

- Doorgaande lijn Close Reading
- Tekstgerichte vragen bij meer verhalende teksten
- Ideeën voor tekstgerichte vragen bij informatieve teksten
- Ideeën voor tekstgerichte vragen bij verhalende teksten

Figure 13. Prototype III, references to additional documents

The references to additional, explanatory documents also meet the second desired change of table 3: the inclusion of more practical examples that will inspire and support teachers during their preparation. Beside the additional documents, more practical examples are included in all four phases of GRRIM in the info-card. An illustration of this elaboration of practical examples and guidelines in guideline III with respect to prototype II is presented in figure 14.

| | |
|---------------|---|
| JULLIE | <ul style="list-style-type: none"> • Geef de sterkere lezers de kans om tijdens deze fase als een peertutor samen te werken met een zwakkere lezer. • Formuleer voor hele sterke lezers verdiepende opdrachten op het letterlijke niveau van de tekst. |
| JULLIE | <ul style="list-style-type: none"> • Bepaal voor deze les fase welke groepssamenstelling gewenst is: vorm homogene groepjes of vorm heterogene groepjes waarin de sterkere lezers de kans krijgen om tijdens deze fase als een peertutor samen te werken met een zwakkere lezer. • Bied zwakkere lezers ondersteuning door middel van schema's met de belangrijkste handvatten voor het tekstniveau van deze les, zoals bijvoorbeeld een schema met signaalwoorden of een schema met een stappenplan voor woordleerstrategieën in les 2. • Bied zwakkere lezers ondersteuning in de vorm van aanvulzinnen, passend bij het niveau en de opdrachten van de les. Documenten die hierbij helpen zijn de documenten 'Aanvulzinnen' en 'Taalkaders voor argumentatie'. • Bied zwakkere lezers ondersteuning door het visualiseren van symbolen met hun betekenis bij het maken van aantekeningen. De documenten 'Symbolen om aantekeningen te maken' voor groep 5/6 en groep 7/8 kunnen hierbij helpen. • Bied sterkere lezers verdiepende opdrachten op het tekstniveau van deze les. • Bied tijdens deze fase eventueel verlengde instructie aan een klein, homogeen groepje met een bepaalde onderwijsbehoefte bij het tekstniveau van deze les. Dit kan een groepje van zowel sterke als zwakke begrijpend lezers zijn. Baseer de inhoud en de deelnemers van deze verlengde instructie op het lesdoel en de gelopen rondes tijdens de 'wij-fase'. |

Figure 14. Prototype III, elaboration of practical guidelines

At the same time, this figure shows that more attention is paid to the weaker readers in this phase in comparison to prototype II, as some teachers indicated that this phase only focussed on the stronger readers. The third and last major change as mentioned in table 3 indicates the importance that teachers feel free to apply the info-card in a flexible way. During the evaluation of prototype II teachers explained that they felt restricted to do exactly what was mentioned in the info-card. Therefore, the

instruction of the third prototype of the info-card now explains that teachers are at all times free to make their own choices and to freely apply the guidelines from the four phases of GRRIM instead of only chronologically executing every step.

The changes mentioned so far will influence the usability of the info-card according to the results as mentioned in paragraph 4.2.2. However, some other minor changes have been made as well. For example, difficult or unclear words were replaced, a suggestion is given to apply the taxonomy of Bloom if teachers experience difficulty with the level of questions they ask and the overlap of GRRIM with the direct instructional model is mentioned to make teachers understand they will not have to change their entire way of teaching. The result of the mentioned and other minor changes with regard to content and lay-out can be seen in the complete prototype III in Appendix C.

4.3.2 Evaluation

The third prototype as justified in the former paragraph, was evaluated in the third iterative cycle. This cycle is almost the same as the former evaluative cycle, as presented in paragraph 4.2.2, and can also be divided into two parts: part A and part B.

Procedure

Part A

In part A, primary school teachers experimented with prototype II and shared their experiences and ideas of improvement in a short, open-ended survey.

Respondents

All 19 participants of the training program were approached again of which 7 responded, which is a response rate of 36,8%. All participants are primary school teachers of whom 1 is male. The level of experience with close reading of these respondents varies from beginner to expert.

Instrumentation

In part A, the same open-ended survey as in the first evaluative cycle with the four evaluation elements clarity, completeness, usability and form is used. The survey can be found in Appendix E.

Part B

At the same time, part B took place in which a sample of primary school teachers was observed while experimenting with prototype III and subsequently interviewed about their experiences and ideas of improvement.

Respondents

For this part, all participants of the training program were invited to take part. Again, four female teachers responded to the request, which is a response rate of 21,05%. This time, three teachers can be described as beginners with regard to close reading and one as expert. One teacher works in a regular primary school in group 3. Two teachers teach children with special needs (in Dutch: SBO), one in group 2/3 and the other in group 3/4. The last one teaches children that have great difficulty with learning due to their intelligence quotient (in Dutch: ZML), these are students from group 4-8 combined. As in the former evaluation, a minimal sample shows a great variation.

Instrumentation

In part B, the same observation tool is used as in the second evaluative cycle and can be found in Appendix F. Furthermore, the same interview topics and starting questions are used as presented in Appendix G.

Analysis

In this evaluation, the same methods of analysis are used as in the second evaluation as presented in paragraph 4.2.2. Therefore, the methods of analysis are not described again here.

Results

Part A

Survey

The complete table with results of the survey can be found in Appendix J. These results show a general satisfaction with regard to the clarity, completeness, usability and form of prototype III. However, still some points of improvement were mentioned. First of all, one teacher indicated that the info-card itself is clear, but that implementing it immediately without any further experience with close reading would be hard. She suggested that to improve *clarity*, a training or explanation of a more experienced colleague would be helpful. Second of all, with regard to *completeness* one teacher indicated that a small elaboration on when to form heterogeneous or homogeneous groups would be useful. Furthermore, one teacher indicated that the *usability* of the info-card depends on whether or not a teacher is familiar with GRRIM or the Direct Instructional model. Lastly, with regard to the *form* of the info-card one teacher mentioned to be confused about the difference between the phases of GRRIM and the levels of a text. Teachers have to be aware that all four phases of GRRIM can be implemented in every lesson, but that every lesson focusses on a different level of the text.

Part B

Observation

The observation results are summarised in table 4. This table shows the amount of times that each aspect of the observation tool was observed throughout the four observations. The table shows that aspects 4, 5, and 8 were observed least.

Table 4

Results evaluation 3, observation

| aspect | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| times observed | 4 | 4 | 4 | 2 | 0 | 4 | 4 | 1 | 3 | 4 | 4 | 4 | 4 | 4 | 3 |

This is slightly different from the observation results in evaluation 2 in which aspects 5, 8, 11 and 15 were observed least. This time, aspect 4 was observed twice, which means that only two teachers modelled reading or metacognitive strategies. Furthermore, aspect 5 was not observed at all in this evaluative cycle. This indicates that no teacher visualised their own acting for the students. Lastly, aspect 8 was observed only once which means that one teacher gave different assignments with regard to annotation to her students. A comparison with the results of the surveys and interviews will give insight in why these aspects are observed least.

Interviews

The categorisation of the summarised interview findings can be found in Appendix K. In the former evaluation, teachers indicated some points of improvement with regard to the completeness, usability, clarity and form of the info-card. During this third evaluation, teachers were asked whether the changes made in the info-card are satisfactory with regard to their wishes. First of all, during the former evaluation, teachers indicated that the preparatory section was difficult to execute and that there was a need for some additional, explanatory documents. With regard to this desire, teachers now indicated that the documents as referred to in the third prototype are very helpful and contribute to the usability of the info-card. Second of all, there was a need to reduce the info-card to a smaller document. The change made in the new prototype turned out to be satisfactory. Third, the different phases of GRRIM varied a lot in size. With regard to this point of improvement, most phases were elaborated with more guidelines to differentiate during close reading. Teachers explained that this elaborated version of the four phases of GRRIM made the entire info-card more elaborated and clear than the former version. Lastly, teachers in the second evaluative cycle indicated to feel restricted by the info-card. With regard

to this remark, the instruction of the info-card specifically explains that teachers are free to use the info-card in a flexible way.

Besides their reflection on the adjustments based on the former evaluation, the general experience of teachers with the new info-card is that the card gives insight in their own acting and inspires them to constantly improve this acting. One teacher experienced that the info-card seemed to be directed at higher groups in primary school and does not focus on close listening for younger students. However, when teachers were asked about the completeness of the info-card, all teachers indicated that no important guidelines are missing with regard to differentiation and close reading and that the mentioned guidelines can be adjusted to younger children and close listening. Teachers did again indicate that working with the info-card requires experience with close reading itself. They suggested that besides using the documents referred to in the info-card, preparing close reading lessons with others might be a helpful way to get experienced.

Furthermore, according to the participating teachers the form of the info-card is very useful. The schematic and compact presentation of all the guidelines makes it possible to consult the info-card during the actual lesson. Lastly, teachers were interviewed about the lesson that was observed. All teachers explained that if some aspects were not yet observed in their lesson, this was due to a choice they made or that they simply forgot to include it in their lesson. However, they ensured that not implementing these aspects was not due to a deficiency in the info-card.

Comparison of Results

A comparison of all the results of this third evaluative cycle shows a great satisfaction with the improvements made in comparison to the former prototype. The interviews again offered valuable information about the observation results in this third evaluation. As in the former evaluative round, teachers explained to have made choices to consciously exclude some aspects that would not contribute to the goal they formulated for that lesson. Furthermore, based on a comparison of the results of all data two points of improvement can be formulated as presented in table 5.

Table 5

Results evaluation 3, points of improvement

| | |
|---|---|
| 1 | Teachers of younger groups might need more instruction about how they can apply the guidelines from the info-card to their classes with young children. |
| 2 | Practice with close reading and joint preparation of close reading lessons with colleagues would be a very valuable before teachers start using the info-card that focusses on differentiation. |

First of all, the participating teacher that teaches group 2/3 explained that the info-card seemed to focus on the higher groups of primary school. Some of the guidelines were not directly applicable to her own lesson, which was more of a close listening rather than a close reading lesson. However, she suggested that teachers in younger groups can adjust the info-card to their own group if they are aware that this is possible. Therefore, a small note to point teachers to this fact is necessary to make the info-card suitable for all groups in primary school. Second of all, both the interviews and surveys pointed out that teachers have a desire to practice with colleagues when preparing close reading lessons. Most of the teachers indicate that working with the info-card is only possible once you master close reading itself.

4.4 Prototype IV

4.4.1 Justification

Based on the evaluation of prototype III by all participating primary school teachers, the fourth and last version of the info-card was designed. The final version of the info-card can be found in Appendix D. The changes that were made based on the two points of improvement as presented in table 5 will be presented here.

First of all, based on the first point of improvement as presented in table 5, a note was included in the introduction about the possibility to adjust the guidelines in the info-card to the target group. Teachers are now instructed to adjust guidelines in the info-card if they feel the necessity in order to meet the needs of their group. This additional note is shown in figure 16.

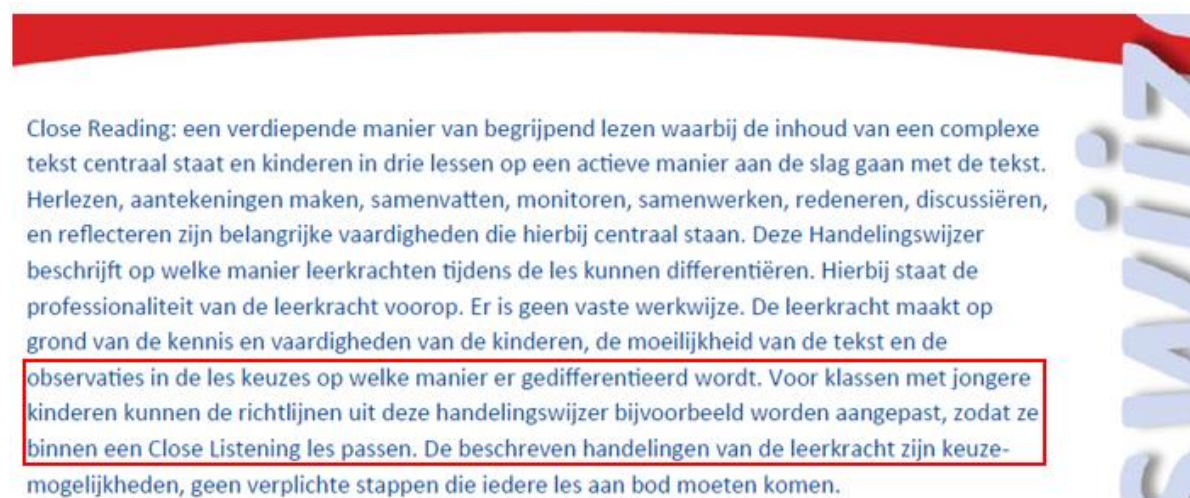


Figure 15. Final info-card, note to adjust the info-card in order to meet the needs of the target group

The second point of improvement aims to meet the desire of teachers to practice and prepare lessons together with colleagues to get more experienced. This improvement is achieved by including a tip for all teachers that want to work with the info-card. This tip is included after the instruction as presented in figure 17.



Figure 16. Final info-card, tip for teachers to practice with colleagues to master close reading

With the two changes described above and some minor changes that are not described here but can be observed in appendix D, the third evaluation has led to the final version of the info-card.

5. Conclusion

It was the aim of this study to investigate how differentiation can be applied to close reading in primary schools. An elaborate literature review led to design guidelines that were combined and used in order to design the first prototype of the info-card. Based on three iterative cycles of design, implementation, evaluation and revision, the final version of the info-card was developed. This investigation of literature and practice led to the design of an info-card that instructs teachers how to differentiate during close reading.

Since reading comprehension is the foundation of close reading, this topic needed to be taken into account in the design of the info-card. Certain conditions have to be met before students can do comprehensive reading: they need to have enough background knowledge (Goblirsch, 2016), they have to be metacognitively aware (Dabarera et al., 2014), and they need to have sufficient reading fluency and vocabulary (Reid Lyon, 1997). Furthermore, the complexity of comprehensive reading asks for scaffolding, modelling and assistance in the zone of proximal development of students (Dabarera et al., 2014). These elements have to be included in the info-card, as well as attention for metacognitive and reading strategies (Förrer & van de Mortel, 2010). The iterative cycles have shown that teachers appreciate the amount of guidelines that were formulated in the info-card with regard to modelling and scaffolding. Besides, they were satisfied with the attention to the four elements that influence background knowledge. When compared to the literature review, the info-card does not pay as much attention to metacognitive awareness and metacognitive strategies as would be desirable. In practice however, teachers indicate that the few references to metacognition are enough in order to increase reading comprehension.

The next topic that was analysed in the literature review was close reading. This topic led to the conclusion that the info-card has to do justice to the key features of close reading. These key features are the use of short and complex texts, organising multiple readings, formulating text-dependent questions, encouraging dialogic discussion, encouraging the use of annotations and a limited frontloading of students (Brown & Kappes, 2012; Fisher & Frey, 2012a). In practice, teachers showed great content with the amount of guidelines with regard to the key features. Besides, the analysis of the topic close reading gave insight in the structure of close reading that should be implemented in the info-card. Close reading has to take place in three lessons, sometimes complemented with pre-teaching sessions and extra instructional moments (Shanahan, 2013). The designed info-card adds an evaluation-phase to every lesson as well which deviates from the design guidelines. However, the iterative cycles showed great satisfaction of teachers with this part of the info-card: *“Especially the inclusion of the evaluation is a plus in this instrument. It reminds you, as a teacher of adjusting your following steps to the needs of your students”*. This is exactly the core of differentiation and this evaluation phase is therefore valuable to the info-card. Another important feature of close reading lessons is the use of the Gradual Release of Responsibility Instructional Model, which should therefore be applied to the info-card (Fisher & Frey, 2008). Teachers indicated to be unfamiliar with this instructional model. However, they experienced a great overlap with the direct instructional model they mostly use, which enables them to work with this structure. The overlap with the direct instructional model is therefore relevant for both practice and science.

The last topic reviewed in literature was differentiation. From this analysis was concluded that a combination of heterogeneous and homogeneous group formations is preferred over solely homogeneous groups (Bouwman, 2013; Coubergs et al., 2013; Vernooy, 2009). However, in practice teachers turned out to choose one or the other but rarely both. Besides, pre-teaching in smaller homogeneous groups was only once organised by one participating teacher. Teachers indicated that the organisation of such pre-teaching moments is impossible due to a lack of time. Furthermore, with regard to differentiation, the info-card had to support the principle of teaching-up: it should encourage tasks at an advanced level and scaffolding is used in order for weaker comprehensive readers to accomplish, for example by supporting materials (Tomlinson & Moon, 2013). Even though this principle was included in the info-card, not all teachers worked with it. Some of them chose to use less complex

assignments for the weaker comprehensive readers instead of offering complex assignments with a lot of scaffolding activities. So despite the emphasis of literature on teaching-up, this turns out to be a very complex principle to implement in practice. However, with regard to differentiation in general, teachers indicated to be very satisfied with the guidelines: *“Enough useful tips to differentiate are included to start with”* and *“No important aspects of differentiation are missing”*.

It can be concluded from the literature review and the evaluations in practice that close reading itself is a method that encourages differentiation since important aspects like teaching up, group formation and extra instructional time can be easily applied. Teachers were positive in their evaluations about the use of the info-card, despite their suggestions for improvement. However, it turns out that close reading itself is a very difficult comprehensive reading approach if teachers have only little experience with it. Therefore, the usability of the info-card is only optimal if teachers use all documents as referred to and prepare and practice together with colleagues in applying close reading in their classes. This conclusion is relevant for both science and practice, since this study shows the possibilities that close reading offers with regard to differentiation and vice versa. Besides, teachers indicate the usability of the info-card which suggests that other primary school teachers might also benefit from it in their practice.

6. Discussion

This chapter will give insight in the limitations of the current study and offers possibilities for future research. Besides, practical implications of the result of this study will be discussed. However, some choices as made in the study will be reflected on and critically discussed first.

The first important choice that was made before this study started, was its topic: differentiation during close reading. This topic had the interest of the company Expertis, since the advisors had already developed a training program for primary school teachers and the aspect differentiation was not yet explored thoroughly. However, the focus on differentiation during close reading raises the question to what extent close reading itself is an effective comprehensive reading method. This issue was mentioned briefly in paragraph 3.2.2. A variety of researchers showed the positive effects of (key features of) close reading on reading comprehension (Dakin, 2013; Fisher & Frey, 2014b; Strassner, 2015; Therrien, 2014). However, despite these proven positive effects, all of these studies were focussed at the American primary educational system. This leads to the question to what extent this instructional routine can be implemented in Dutch primary education and what adjustments might be necessary in order to fit the Dutch primary educational system. Therefore, the choice to study differentiation during close reading without preliminary research into close reading in Dutch primary schools has consequences for the reliability and generalizability of the outcomes of this research. Primary school teachers that will use the info-card in their Dutch primary school, should keep this in mind and should feel free to adjust the guidelines included in the info-card to their close reading situation.

The outcome of this study is the second choice that should be discussed before discussing the executed research itself. In consultation with an advisor of Expertis, an info-card was chosen as the desired outcome of this study. The company works with info-cards more often which made it the most obvious product. However, two alternatives could be considered instead: a training for primary school teachers with regard to differentiation and an instructional video in which an experienced close reading teacher could model a good differentiation practice. The first option, the training, would have been a suitable alternative if this study had not taken place in the context of the close reading training program. This program already took place in four training moments in which differentiation would also be addressed. Besides, organising a training on differentiation would require a lot of close reading experience before teachers could actively take part. The participating teachers in this training program were not yet on this level of close reading experience and therefore, the training was not chosen as the desired product of this research. This point of experience will also be discussed later on in this discussion. The second option, an instructional or modelling video, is a valuable alternative for an info-card. Video-modelling is an effective method to train instructional skills (Catania, Almeida, Liu-Constant, & DiGenarro Reed, 2009). This would have required a very experienced close reading teacher who can show his own acting in order to differentiate during close reading. Provided that such a teacher would have been available for the video, this would have been a good alternative. However, the process of instructing this modelling teacher would have been more time-consuming and less convenient than developing the info-card, since more iterative cycles were involved and the modelling teacher would have to be available all those cycles. Nevertheless, this is a valuable alternative for the info-card and might still be a nice addition to the currently developed info-card. The info-card itself has the major benefit of always being at hand when the teacher needs it, even during the close reading lesson itself. This would not have been possible with a modelling video or training and was the decisive argument in this weighting.

With regard to the info-card, there is one last remark. The structure of the info-card, in contrast to its content, was not based on scientific literature. The structure was developed in consultation with the office manager of Expertis who is an expert in this sort of design and was adjusted to the structure of close reading. However, to optimize the current info-card, valuable improvements can be made in the future by involving scientific literature with regard to effective structures of info-cards.

Limitations and future research

As mentioned before, the entire research took place in the context of the close reading training program from the company Expertis. Although this offered a valuable starting point for the design of the info-card, it also caused an important limitation of the study. Namely, the target group of this research was small, since only the teachers that participated in the training program could be approached. This was the case because experience with close reading was necessary for the teachers in order to be able to implement differentiation in it. This resulted in a target group of 19 primary school teachers of whom only few were willing to participate in the various parts of the study. Therefore, future research with the same goal as the current study should include a larger group of participants. However, despite this small group of participants, this group covered a great variation with regard to types of education, ages of their students and the amount of experience with close reading. This makes it generalizable to some extent.

A second limitation of this research also concerns the target group. These primary school teachers followed the training program but still turned out to have only little experience with actually applying close reading in practice. Most of the participants were beginners, only few were already experienced. These beginning teachers were focussed mainly on close reading itself, instead of being focussed on differentiation. This might have caused less critical evaluations with regard to differentiation, because their main focus was on close reading. An implication for future research resulting from this discussion point is to execute this sort of study with a target group that has enough experience with close reading to be able to focus completely on differentiation. However, including so many unexperienced teachers leads to a careful conclusion that the designed info-card to differentiate is even suitable for primary school teachers that just started with close reading.

Furthermore, all teachers participating in part B of the evaluative cycles taught the first lesson of a close reading cycle. Therefore, from this study cannot be concluded to what extent this info-card is suitable to differentiate in lessons 2 and 3 of close reading that focus on different text levels (Boyles, 2013). Evaluating the use of the info-card in these lessons would be a valuable elaboration for future research, to make sure that the info-card is applicable in all three lessons of a close reading cycle.

One last limitation of this study is that the info-card is in Dutch, whereas close reading is an international comprehensive reading approach. It would be useful to translate the info-card in different languages, mainly in English since the Common Core State Standards in America explicitly focus on close reading as a solution to prepare students for college and careers in the current knowledge society (Brown & Kappes, 2012).

Besides the already mentioned implications for future research, another perspective to the subject of this study could be interesting. The usability of the instrument for primary school teachers was the focus and target of this study. However, now that teachers know how to use the info-card, it is interesting to test what the effect of its use is on students. Some questions that arise with regard to this perspective are: What is the effect of the use of this info-card by teachers on the involvement with texts of students with different educational needs? What is the effect of the use of this info-card by teachers on the comprehensive reading skills and achievements of students with different educational needs?

One last possibility for future research is to test the usability of this info-card in secondary education. It would be interesting to find out to what extent this info-card is suitable for this different audience and what adjustments are necessary to optimize its usability for secondary school teachers and effect for these student.

Implications for practice

The result of this study has various implications for practice. As indicated by some of the participating teachers, using the info-card in a certain way forces them to very consciously practice with close reading and differentiation. This offered them the possibility to develop their own teaching practice. This professional development of participants was mentioned as the societal output of this research, which is a feature of design-based research (Edelson, 2006).

Besides, the result is useful for the company Expertis Onderwijsadviseurs. The advisors from Expertis can include the information from the theoretical framework in the training program they offer with regard to close reading. Besides, they can include the info-card in the materials they offer to primary schools and can instruct teachers how to use it in practice. Teachers might need a training on how to use the info-card properly which could be developed and offered by Expertis. Besides, an important implication is that based on this info-card, teachers can collaboratively practice with creating differentiated close reading instruction which will help master their practice, as was indicated in the last evaluative cycle of this study.

If this info-card is made publicly accessible, any primary school teacher will be able to use it in his close reading instructions even though he might not have followed the training program from Expertis. This will therewith contribute to the professional development of primary school teachers with regard to comprehensive reading instruction and differentiation.

References

- Beers, K. & Probst, R. E. (2013). *Notice & Note: strategies for close reading*. Portsmouth: Heinemann Publishing.
- Bosker, R. J. (2005). *De grenzen van gedifferentieerd onderwijs*. Groningen: Rijksuniversiteit Groningen.
- Bouwman, A. (2013). *Differentiëren is te leren! Omgaan met verschillen in het basisonderwijs*. Utrecht: EDG Thuiswinkel B.V.
- Boyles, N. (2013). Closing in on Close Reading. *Educational leadership*, 70(4), 36-41.
- Brown, S. & Kappes, L. (2012). *Implementing the common core state standards: A primer on "close reading of text"*. Washington: The Aspen Institute.
- Carretti, B., Caldarola, N., Tencati, C., & Cornoldi, C. (2013). Improving reading comprehension in reading and listening settings: The effect of two training programmes focusing on metacognition and working memory. *British Journal of Educational Psychology*, 84, 194–210. doi: 10.1111/bjep.12022
- Catania, C.N., Almeida, D., Liu-Constant, B., & DiGenarro Reed, F.D. (2009). Video Modeling to Train Staff to Implement Discrete-Trial Instruction. *Journal of Applied Behavior Analysis*, 42(2), 387-392. doi: 10.1901/jaba.2009.42-387
- Cleaver, S. (2014). *Strategies for Close Reading* (Blog Post). Retrieved from We are Teachers website: <https://www.weareteachers.com/strategies-for-close-reading/>
- Collier, L. (2013). Teaching complex texts: a guide. *The Council Chronicle*, 23(2), 6-9.
- Common Core State Standards (2010). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects*. Retrieved from Common Core State Standards Initiative website: <http://www.corestandards.org/ELA-Literacy/>
- Coubergs, C., Struyven, K., Engels, N., Cools, W., & de Martelaer, K. (2013). *Binnenklas-differentiatie. Leerkansen voor alle leerlingen*. Den Haag: Acco Nederland.
- Creswell, J. W. (2014). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. Harlow: Pearson Education Limited.
- Dabarera, C., Renandya, W. A, & Zhang, L.J. (2014). The impact of metacognitive scaffolding and monitoring on reading comprehension. *System*, 42, 462-473.
- Dakin, C. (2013). *The effects of comprehension through close reading* (Paper 237). Retrieved from St John Fisher College website: http://fisherpub.sjfc.edu/education_ETD_masters/237
- Dalton, B. (2013). Engaging children in close reading. Multimodal commentaries and illustration remix. *The Reading Teacher*, 66(8), 642–649. doi:10.1002/TRTR.1172
- Edelson, D.C. (2006). Balancing innovation and risk: Assessing design research proposals. In J. van den Akker, K. Gravemeijer, S. McKenney & N. Nieveen (Eds.), *Educational design research* (pp. 100-106). London: Routledge.
- Fisher, D. & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fisher, D. & Frey, N. (2012a). Close reading in elementary schools. *The Reading Teacher*, 66(3), 179-188. doi:10.1002/TRTR.01117

- Fisher, D. & Frey, N. (2012b). Text complexity and close reading. *International Literacy Association*. Advance online publication. <https://www.literacyworldwide.org/get-resources/ila-e-essentials/8015>
- Fisher, D. & Frey, N. (2013). Close reading as part of a comprehensive literacy framework. *Colorado Reading Journal*, 24, 30-34.
- Fisher, D. & Frey, N. (2014a). Closely reading informational texts in the primary grades. *The reading teacher*, 68(3), 222-227. doi: 10.1002/trtr.1317
- Fisher, D. & Frey, N. (2014b). Close reading as an intervention for struggling middle school readers. *Journal of Adolescent & Adult Literacy*, 57(5), 367-376. doi:10.1002/jaal.266
- Fisher, D. & Frey, N. (2014c). Contingency teaching during close reading. *The reading teacher*, 68(4), 277-286. doi: 10.1002/trtr.1298
- Fisher, D. & Frey, N. (2014d). Scaffolded reading instruction of content-area texts. *The Reading Teacher*, 67(5), 347–351. doi:10.1002/trtr.1234
- Fisher, D. & Frey, N. (2015). Improve reading with complex texts. *Phi Delta Kappan*, 96(5), 56-61.
- Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy*. London: SAGE Publications Ltd.
- Fisher, D., Frey, N., & Lapp, D. (2011). Coaching Middle-Level Teachers to Think Aloud Improves Comprehension Instruction and Student Reading Achievement. *The Teacher Educator*, 46, 231-243. doi: 10.1080/08878730.2011.580043
- Förrer, M. & van de Mortel, K. (2010). *Lezen...denken...begrijpen! Handboek begrijpend lezen in het basisonderwijs*. Utrecht: EDG Educatieve Distributie B.V.
- Fountas, I. C. & Pinell, G. S. (2012). *The critical role of text complexity in teaching children to read*. Portsmouth: Heinemann Publishing.
- Goblirsch, K. (2016). *Close Reading Strategies for Difficult Text: The Effects on Comprehension and Analysis at the Secondary Level* (Paper 166). Retrieved from St. Catherine University website: http://sophia.stkate.edu/maed/?utm_source=sophia.stkate.edu%2Fmaed%2F166&utm_medium=PDF&utm_campaign=PDFCoverPages
- Herrington, J., McKenney, S., Reeves, T., & Oliver, R. (2007). *Design-based research and doctoral students: Guidelines for preparing a dissertation proposal*. Retrieved from Edith Cowan University website: <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=2611&context=ecuworks>
- Hinchman, K. A. & Moore, D. W. (2013). Close reading. A cautionary interpretation. *Journal of Adolescent & Adult Literacy*, 56(6), 441-450. doi:10.1002/JAAL.163
- Jones, B., Chang, S., Heritage, M., & Tobiason, G. (2014). *Supporting Students in Close Reading*. Retrieved from The Center on Standards & Assessment Implementation website: <http://www.csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf>
- Kerkhoff, S. N. & Spires, H. A. (2015). Getting Close to Close Reading: Teachers Making Instructional Shifts in Early Literacy. *Journal of Language and Literacy Education*, 11(2), 44-57.
- Lan, Y. C., Lo, Y. L., & Hsu, Y. S. (2014). The effects of meta-cognitive instruction on students' reading comprehension in computerized reading contexts: A quantitative meta-analysis. *Educational Technology and Society*, 17(4), 186-202.
- Lapp, D., Fisher, D., & Grant, M. (2008). “You can read this text—I’ll show you how”: Interactive comprehension instruction. *Journal of Adolescent & Adult Literacy*, 51(5), 372-383.

- Lapp, D., Moss, B., Johnson, K., & Grant, M. (2012). Teaching Students to Closely Read Texts: How and When? *Rigorous Real-World Teaching and Learning*, 3, 1-12.
- Laufer, B. (1989). What percentage of text lexis is essential for comprehension? In C. Lauren & M. Nordman (Eds.), *Special Language: From Humans Thinking To Thinking Machines* (pp 316-323). Clevedon: Multilingual Matters.
- Lipson, M. Y. & Cooper, J. D. (2002). *Understanding and supporting comprehension development in the elementary and middle grades*. Boston: Houghton Mifflin Company.
- Lyon, G. R. (1997). *Evidence-based Education Preventing Reading Failure in America* (Powerpoint Presentation). Retrieved from <http://www.reidlyon.com/media/APASpeech.ppt>
- McKeown, M. G., Beck, I. L., & Blake, R. G. K. (2009). Reading Comprehension Instruction: Focus on Content or strategies? *Perspectives on Language and Literacy*, 35, 28-32.
- McKenney, S. & Reeves, T. (2012). *Conducting educational design research*. London: Routledge.
- Meniado, J.C. (2016). Metacognitive Reading Strategies, Motivation, and Reading, Comprehension Performance of Saudi EFL Students. *English Language Teaching*, 9(3), 117-129. doi: 10.5539/elt.v9n3p117
- Ormel, B. J. B., Pareja Roblin, N. N., McKenney, S. E., Voogt, J. M., & Pieters, J. M. (2012). Research–practice interactions as reported in recent design studies: still promising, still hazy. *Educational Technology Research and Development*, 60(6), 967-986. doi: 10.1007/s11423-012-9261-6
- Porter-O'Donnell, C. (2004). Beyond the yellow highlighter: teaching annotation skills to improve reading comprehension. *English Journal*, 93(5), 82-89.
- Reznitskaya, A. (2012). Dialogic teaching. Rethinking literature use during literature discussion. *The Reading Teacher*, 65(7), 446–456. doi:10.1002/TRTR.01066
- Roit, M. L. (n.d.). Effective Teaching Strategies for Improving Reading Comprehension in K-3 Students. *Open Court Reading*. Advance online publication. <http://ecommerce-prod.mheducation.com.s3.amazonaws.com/unitas/school/explore/literacy-for-life/white-paper-ocr-effective-strategies-for-improving-reading-comprehension.pdf>
- Saccomano, D. (2014). How Close is Close Reading? *Texas Journal of Literacy Education*, 2(2), 140-147.
- Schmoker, M. (2007). Radically redefining literacy instruction: an immense opportunity. *Phi Delta Kappan*, 88(7), 488-493.
- Serafini, F. (2013). Close reading and children's literature. *The reading teacher*, 67(4), 299-301. doi:10.1002/TRTR.1213
- Shanahan, T. (2013). Letting the text take center stage. How the common core state standards will transform English language arts instruction. *American Educator*. Advance online publication. <http://www.aft.org/periodical/american-educator/fall-2013/letting-text-take-center-stage>
- Snow, C. (2013). Cold Versus Warm Close Reading: Stamina and the Accumulation of Misdirection. *International Literacy Association*. Advance online publication. <https://www.literacyworldwide.org/blog/literacy-daily/2013/06/06/cold-versus-warm-close-reading-stamina-and-the-accumulation-of-misdirection>
- Snow, C. & O'Connor, C. (2013). Close reading and far-reaching classroom discussion: fostering a vital connection. *International Literacy Association*. Advance online publication.

<https://www.literacyworldwide.org/docs/default-source/where-we-stand/close-reading-policy-brief.pdf>

- Valiande, A. S., Kyriakides, L., & Koutselini, M. (2011). Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness (Paper presented at the: International Congress for School Effectiveness and Improvement 2011). Retrieved from <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>
- Strassner, S. M. (2015). *Close Reading Strategies & Reading Comprehension* (Paper 571). Retrieved from The College at Brockport State University of New York website: http://digitalcommons.brockport.edu/ehd_theses/?utm_source=digitalcommons.brockport.edu%2Fehd_theses%2F571&utm_medium=PDF&utm_campaign=PDFCoverPages
- Therrien, W. J. (2004). Fluency and Comprehension Gains as a Result of Repeated Reading. A Meta-Analysis. *Remedial and Special Education, 25*(4), 252-261.
- Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and Student Success in a Differentiated Classroom*. Alexandria: ASCD.
- van de Mortel, K. & Ballering, C. (2014). *Verdiepend lezen. Leerlingen begeleiden bij het begrijpend lezen van complexe teksten*. Utrecht: EDG Thuiswinkel B.V.
- van den Akker, J., Gravemeijer, K., McKenney, S., & Nieveen, N. (2006). *Educational design research*. London: Routledge.
- Vanderhoeven, J. L. (2004). *Positief omgaan met verschillen in de leeromgeving. Een visie op differentiatie en gelijke kansen in authentieke middenscholen*. Antwerpen: Garant Uitgevers.
- Veenman, M. (2015). Metacognitie: 'ken uzelve'. *De Psycholoog, 4*, 10-21.
- Vernooy, K. (2009). *Omgaan met verschillen nader bekeken. Wat werkt?* (Blog Post). Retrieved from Onderwijs maak je samen website: <https://www.onderwijsmaakjesamen.nl/actueel/omgaan-met-verschillen-nader-bekeken-wat-werkt/>

| Stappen ter voorbereiding van de lessen close reading | |
|---|---|
| Stap 1: | Bepaal de beginsituatie van uw leerlingen op de vier onderdelen woordenschat, technische leesvaardigheid, metacognitieve vaardigheden en voorkennis. Dit kan op basis van toets resultaten maar bijvoorbeeld ook aan de hand van tussentijdse observaties en evaluaties. |
| Stap 2: | Selecteer een complexe tekst, gebaseerd op de interesses en beginsituatie van uw leerlingen. Dit kan ook een tekst van bijvoorbeeld een zaakvak zijn die nog behandeld zal worden. De tekst moet voldoende complex zijn om alle leerlingen de mogelijkheid te bieden met de tekst te stoeien, maar moet wel voor alle leerlingen toegankelijk zijn (eventueel na pre-teaching). |
| Stap 3: | Bepaal lesdoelen voor iedere les. In les 1 is dit een doel op letterlijk niveau, in les 2 op structureel niveau en in les 3 op concluderend niveau van de tekst. |

| Pre-teaching voor les 1 | |
|---|---|
| | <ul style="list-style-type: none"> Stel op basis van de beginsituatie van de leerlingen een kleine, homogene groep samen van leerlingen met een geringe woordenschat. Behandel alleen woorden die belangrijk zijn voor het tekstbegrip en niet uit de context te halen zijn. |
| Les 1 <i>Letterlijk niveau van de tekst: algemeen begrip en sleuteldetails</i> | |
| IK | <ul style="list-style-type: none"> Bespreek het lesdoel met de leerlingen. Lees de tekst voor aan de hele klas. Intoneer op duidelijke manier. Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het letterlijke niveau van de tekst. Stel vragen op het gebied van algemeen tekstbegrip en sleuteldetails. Gebruik voor zwakkere begrijpende lezers tussenstapjes in de vragen. Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |
| WIJ | <ul style="list-style-type: none"> Voer deze fase uit met de hele, heterogene groep. Formuleer opdrachten en vragen waarbij de zwakkere lezers via tussenstapjes dezelfde doelen kunnen bereiken als de sterkere lezers. Laat sterke leerlingen formuleren hoe en waar ze hun antwoorden gevonden hebben, zodat leerlingen die dit nog niet zelf hadden gevonden van een goed voorbeeld kunnen leren. Formuleer voor hele sterke lezers meer complexe vragen op het letterlijke niveau van de tekst. Laat de leerlingen belangrijke informatie omcirkelen, arceren of onderstrepen. Reik invulzinnen aan voor leerlingen die moeite hebben met het formuleren van antwoorden met bewijs. Loop tijdens deze fase rond en bekijk het proces en product van de leerlingen. Bekijk aantekeningen en luister naar discussies. Gebruik deze informatie om gerichte feedback te geven en het vervolg van de les te kunnen bepalen. |
| JULIE | <ul style="list-style-type: none"> Geef de sterkere lezers de kans om tijdens deze fase als een peertutor samen te werken met een zwakkere lezer. Formuleer voor hele sterke lezers verdiepende opdrachten op het letterlijke niveau van de tekst. |
| JIJ | <ul style="list-style-type: none"> Bied verlengde instructie waarbij herhaling een rol speelt voor lezers die moeite hebben met de vragen en opdrachten op het letterlijke niveau van de tekst. Baseer de inhoud en de deelnemers van deze verlengde instructie op de gelopen rondes tijdens de 'wij-fase'. Laat de sterkere lezers zelfstandig de algemene boodschap en sleuteldetails voor de hele tekst zoeken aan de hand van opdrachten en tekstgerichte vragen. Laat de zwakkere lezers na de verlengde instructie zelfstandig de algemene boodschap en sleuteldetail voor (een deel van) de tekst zoeken aan de hand van opdrachten en tekstgerichte vragen met tussenstapjes. |
| Evaluatie van les 1 | |
| <p>Evalueer de eerste les met de leerlingen. Verwijs steeds naar het lesdoel en laat leerlingen verwoorden in hoeverre ze dit doel hebben behaald. Op deze manier worden ook in dit laatste deel van de les de metacognitieve vaardigheden gestimuleerd. Selecteer uit de evaluatie eventueel punten die in de tweede les nog aan bod moeten komen.</p> <p>Vragen om zelf te beantwoorden tijdens de evaluatie:</p> <ul style="list-style-type: none"> In hoeverre hebben alle leerlingen de minimumdoelen van deze les behaald? Welke ondersteuning in de vorm van extra instructietijd, groepsamenstelling en scaffolds heb ik geboden aan de zwakkere lezers? Heeft dit hen naar de minimumdoelen geleid? Welke extra uitdaging in de vorm van complexe opdrachten en tekstgerichte vragen heb ik de sterkere lezers geboden? Heeft dit ook hen de mogelijkheid gegeven te stoeien met de tekst? Welke onderdelen van het letterlijke niveau van de tekst vragen nog om verbetering, gebaseerd op de rondes die ik tussendoor heb gelopen? | |

| Pre-teaching voor les 2 | |
|---|--|
| <ul style="list-style-type: none"> Bepaal op basis van de evaluatie van les 1 en de beginsituatie zoals vóór de eerste les vastgesteld, welke leerlingen pre-teaching nodig hebben op het gebied van tekststructuur, schrijfstijl en woordenschat. Dit kan een andere groepssamenstelling zijn dan bij de pre-teaching voor les 1. | |
| Les 2 <i>Structureel niveau van de tekst: woordenschat, tekststructuur en stijl van de schrijver</i> | |
| IK | <ul style="list-style-type: none"> Bespreek het lesdoel met de leerlingen. Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het structurele niveau van de tekst. Model in de ik-fase hoe leerlingen de betekenis van onbekende woorden kunnen achterhalen. Stel vragen op het gebied van woordenschat, tekststructuur en de stijl van de schrijver. Gebruik voor zwakkere begrijpend lezers tussenstapjes in de vragen. Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |
| WIJ | <ul style="list-style-type: none"> Voer deze fase uit met de hele, heterogene groep. Formuleer opdrachten en vragen waarbij de zwakkere lezers via tussenstapjes dezelfde doelen kunnen bereiken als de sterkere lezers. Laat sterke leerlingen formuleren hoe en waar ze hun antwoorden gevonden hebben, zodat leerlingen die dit nog niet zelf hadden gevonden van een goed voorbeeld kunnen leren. Formuleer voor hele sterke lezers meer complexe vragen op het structurele niveau van de tekst. Laat de leerlingen belangrijke informatie omcirkelen, arceren of onderstrepen. Reik invulzinnen aan voor leerlingen die moeite hebben met het formuleren van antwoorden met bewijs. Loop tijdens deze fase rond en bekijk het proces en product van de leerlingen. Gebruik deze informatie om gerichte feedback te geven en het vervolg van de les te kunnen bepalen. |
| JULIE | <ul style="list-style-type: none"> Geef de sterkere lezers de kans om tijdens deze fase als een peertutor samen te werken met een zwakkere lezer. Bied zwakkere lezers scaffolds in de vorm van schema's waarin bijvoorbeeld signaalwoorden overzichtelijk worden gepresenteerd als geheugensteuntje. |
| JIJ | <ul style="list-style-type: none"> Bied verlengde instructie waarbij herhaling een rol speelt voor lezers die moeite hebben met de vragen en opdrachten op het structurele niveau van de tekst. Baseer de inhoud en de deelnemers van deze verlengde instructie op de gelopen rondes tijdens de 'wij-fase'. Laat lezers die moeite hebben met het werken op structureel niveau slechts een deel van de tekst verwerken en bied tussenstappen binnen opdrachten en tekstgerichte vragen. Laat lezers die dit al aankunnen ook het laatste deel van de tekst verwerken en voeg eventueel verdiepende opdrachten toe. |
| Evaluatie van les 2 | |
| <p>Evalueer de tweede les met de leerlingen. Verwijs steeds naar het lesdoel en laat leerlingen verwoorden in hoeverre ze dit doel hebben behaald. Op deze manier worden ook in dit laatste deel van de les de metacognitieve vaardigheden gestimuleerd. Selecteer uit de evaluatie eventueel punten die in de derde les nog aan bod moeten komen.</p> <p>Vragen om zelf te beantwoorden tijdens de evaluatie:</p> <ul style="list-style-type: none"> In hoeverre hebben alle leerlingen de minimumdoelen van deze les behaald? Welke ondersteuning in de vorm van extra instructietijd, groepssamenstelling en scaffolds heb ik geboden aan de zwakkere lezers? Heeft dit hen naar de minimumdoelen geleid? Welke extra uitdaging in de vorm van complexe opdrachten en tekstgerichte vragen heb ik de sterkere lezers geboden? Heeft dit ook hen de mogelijkheid gegeven te stoeien met de tekst? Welke onderdelen van het structurele niveau van de tekst vragen nog om verbetering, gebaseerd op de rondes die ik tussendoor heb gelopen? | |

| Pre-teaching voor les 3 | |
|--|--|
| <ul style="list-style-type: none"> Bepaal op basis van de evaluatie van les 2 en de beginsituatie zoals vóór de eerste les vastgesteld, welke leerlingen pre-teaching nodig hebben op het gebied van afleiden, transfer en het doel van de schrijver. Dit kan een andere groepssamenstelling zijn dan bij de pre-teaching voor les 1 of 2. | |
| Les 3 <i>Concluderend niveau van de tekst: doel van de schrijver en relatie met andere teksten</i> | |
| IK | <ul style="list-style-type: none"> Bespreek het lesdoel met de leerlingen. Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het concluderende niveau van de tekst. Model in de ik-fase hoe leerlingen zich een mening kunnen vormen op basis van de tekst in combinatie met hun voorkennis en eerder gelezen teksten. Stel vragen op het gebied van het doel van de schrijver, afleidingen en relaties met andere teksten. Gebruik voor zwakkere begrijpend lezers tussenstapjes in de vragen. Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |
| WIJ | <ul style="list-style-type: none"> Voer deze fase uit met de hele, heterogene groep. Formuleer opdrachten en vragen waarbij de zwakkere lezers via tussenstapjes dezelfde doelen kunnen bereiken als de sterkere lezers. Laat sterke leerlingen formuleren hoe en waar ze hun antwoorden gevonden hebben, zodat leerlingen die dit nog niet zelf hadden gevonden van een goed voorbeeld kunnen leren. Formuleer voor hele sterke lezers meer complexe vragen op het concluderende niveau van de tekst. Laat de leerlingen belangrijke informatie omcirkelen, arceren of onderstrepen. Reik invulzinnen aan voor leerlingen die moeite hebben met het formuleren van onderbouwde afleidingen, meningen en conclusies. Loop tijdens deze fase rond en bekijk het proces en product van de leerlingen. Gebruik deze informatie om gerichte feedback te geven en het vervolg van de les te kunnen bepalen. |
| JULLIE | <ul style="list-style-type: none"> Bied extra instructie waarbij herhaling een rol speelt voor lezers die moeite hebben met de vragen en opdrachten op het concluderende niveau van de tekst. Beantwoord met hen vragen via eenvoudigere tussenstapjes, zodat ze daarna weer deel kunnen nemen aan de groepsdiscussie. Baseer de inhoud en de deelnemers van deze verlengde instructie op de gelopen rondes tijdens de 'wij-fase'. |
| JIJ | <ul style="list-style-type: none"> Bied voor de zwakkere leerling hulpzinnen waarmee ze afleidingen kunnen formuleren tijdens deze zelfstandige verwerking. Laat leerlingen die moeite hebben met verbanden leggen alleen relaties leggen tussen de tekst en de eigen voorkennis. Bied voor de betere lezer extra teksten om de gelezen tekst mee te vergelijken of laat leerlingen zelf op zoek gaan naar teksten die iets te maken hebben met de gelezen tekst. |
| Evaluatie van les 3 | |
| <p>Evalueer de derde les met de leerlingen. Verwijs steeds naar het lesdoel en laat leerlingen verwoorden in hoeverre ze dit doel hebben behaald. Op deze manier worden ook in dit laatste deel van de les de metacognitieve vaardigheden gestimuleerd. Selecteer uit de evaluatie eventueel punten die in een volgende close reading lessenreeks aan bod moeten komen.</p> <p>Vragen om zelf te beantwoorden tijdens de evaluatie:</p> <ul style="list-style-type: none"> In hoeverre hebben alle leerlingen de minimumdoelen van deze les behaald? Welke ondersteuning in de vorm van extra instructietijd, groepssamenstelling en scaffolds heb ik geboden aan de zwakkere lezers? Heeft dit hen naar de minimumdoelen geleid? Welke extra uitdaging in de vorm van complexe opdrachten en tekstgerichte vragen heb ik de sterkere lezers geboden? Heeft dit ook hen de mogelijkheid gegeven te stoeien met de tekst? Welke onderdelen van het concluderende niveau van de tekst vragen nog om verbetering, gebaseerd op de rondes die ik tussendoor heb gelopen? | |

Differentiatie bij Close Reading

Close Reading: een verdiepende manier van begrijpend lezen waarbij de inhoud van een complexe tekst centraal staat en kinderen op een actieve manier aan de slag gaan met de tekst. Herlezen, aantekeningen maken, samenvatten, monitoren, samenwerken, redeneren, discussiëren, en reflecteren zijn belangrijke vaardigheden die hierbij centraal staan.

Deze Handelingswijzer beschrijft op welke manier leerkrachten tijdens de les kunnen differentiëren. Hierbij staat de professionaliteit van de leerkracht voorop. Er is geen vaste werkwijze. De leerkracht maakt op grond van de kennis en vaardigheden van de kinderen, de moeilijkheid van de tekst en de observaties in de les keuzes op welke manier er gedifferentieerd wordt.

Het GRRIM-model staat centraal in elke les zal de leerkracht beslissen met welke ondersteuning de verschillende leerlingen aan de slag gaan. In deze Handelingswijzer staan de keuzemogelijkheden per les uitgeschreven, gekoppeld aan het GRRIM model.



Polk, D., & Frey, N. (2006). *After learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stappen ter voorbereiding van de lessen Close Reading

- Stap 1:** Bepaal de beginsituatie van uw leerlingen op de vier onderdelen woordenschat, technische leesvaardigheid, metacognitieve vaardigheden en voorkennis. Dit kan op basis van toets resultaten maar bijvoorbeeld ook aan de hand van tussentijdse observaties en evaluaties.
- Stap 2:** Selecteer een complexe tekst, gebaseerd op de interesses en beginsituatie van uw leerlingen. Dit kan ook een tekst van bijvoorbeeld een zaakvak zijn die nog behandeld zal worden. De tekst moet voldoende complex zijn om alle leerlingen de mogelijkheid te bieden met de tekst te stoeien, maar moet wel voor alle leerlingen toegankelijk zijn (eventueel na pre-teaching).
- Stap 3:** Bepaal het doel dat na drie lessen behaald moet zijn. Bepaal lesdoelen voor iedere les. In les 1 is dit een doel op letterlijk niveau, in les 2 op structureel niveau en in les 3 op concluderend niveau van de tekst. Bedenk tekstgerichte vragen bij elke les, gericht op het doel.



Handelingswijzer Differentiatie bij Close Reading

1

Pre-teaching voor les 1

- Stel op basis van de beginsituatie van de leerlingen een kleine, homogene groep samen van leerlingen met een geringe woordenschat.
- Behandel alleen woorden die belangrijk zijn voor het tekstbegrip en niet uit de context te halen zijn.

| Les 1 Letterlijk niveau van de tekst: wat zegt de tekst? | |
|---|--|
| Stel vragen op het gebied van algemeen tekstbegrip, de hoofdgedachte van de tekst. Gebruik voor zwakkere begrijpende lezers tussenstapjes in de vragen. | |
| IK | <ul style="list-style-type: none">• Bespreek het lesdoel met de leerlingen.• Lees de tekst voor aan de hele klas. Intoneer op duidelijke manier.• Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het letterlijke niveau van de tekst.• Model in de ik-fase met een stukje van de tekst hoe je de lijn van het verhaal probeert te ontdekken.• Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |
| WU | <ul style="list-style-type: none">• Lees de tekst voor aan de hele klas. Intoneer op duidelijke manier.• Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het letterlijke niveau van de tekst.• Model in de ik-fase met een stukje van de tekst hoe je de lijn van het verhaal probeert te ontdekken.• Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |
| JULLIE | <ul style="list-style-type: none">• Geef de sterkere lezers de kans om tijdens deze fase als een peertutor samen te werken met een zwakkere lezer.• Formuleer voor hele sterke lezers verdiepende opdrachten op het letterlijke niveau van de tekst. |
| JU | <ul style="list-style-type: none">• Bied verlengde instructie waarbij herhaling een rol speelt voor lezers die moeite hebben met de vragen en opdrachten op het letterlijke niveau van de tekst. Baseer de inhoud en de deelnemers van deze verlengde instructie op de gelopen rondes tijdens de 'wij-fase'.• Laat de sterkere lezers zelfstandig de algemene boodschap en sleuteldetails voor de hele tekst zoeken aan de hand van opdrachten en tekstgerichte vragen.• Laat de zwakkere lezers na de verlengde instructie zelfstandig de algemene boodschap en sleuteldetail voor (een deel van) de tekst zoeken aan de hand van opdrachten en tekstgerichte vragen met tussenstapjes. |

Evaluatie van les 1

Evalueer de eerste les met de leerlingen. Verwijs steeds naar het lesdoel en laat leerlingen verwoorden in hoeverre ze dit doel hebben behaald. Op deze manier worden ook in dit laatste deel van de les de metacognitieve vaardigheden gestimuleerd. Selecteer uit de evaluatie eventueel punten die in de tweede les nog aan bod moeten komen.

Vragen om zelf te beantwoorden tijdens de evaluatie:

- In hoeverre hebben alle leerlingen de minimumdoelen van deze les behaald?
- Welke ondersteuning in de vorm van extra instructietijd, groepssamenstelling en scaffolds heb ik geboden aan de zwakkere lezers? Heeft dit hen naar de minimumdoelen geleid?
- Welke extra uitdaging in de vorm van complexe opdrachten en tekstgerichte vragen heb ik de sterkere lezers geboden? Heeft dit ook hen de mogelijkheid gegeven te stoeien met de tekst?
- Welke onderdelen van het letterlijke niveau van de tekst vragen nog om verbetering, gebaseerd op de rondes die ik tussendoor heb gelopen?

Handelingswijzer Differentiatie bij Close Reading

2

Pre-teaching voor les 2

- Bepaal op basis van de evaluatie van les 1 en de beginsituatie zoals vóór de eerste les vastgesteld, welke leerlingen pre-teaching nodig hebben op het gebied van details, tekststructuur en woordenschat. Dit kan een andere groepssamenstelling zijn dan bij de pre-teaching voor les 1.

| Les 2 Structureel niveau van de tekst: <i>hoe wordt het in de tekst gezegd?</i> | |
|---|--|
| Stel vragen op het gebied van belangrijke details, woordenschat, tekststructuur en de stijl van de schrijver. Gebruik voor zwakkere begrijpend lezers tussenstapjes in de vragen. | |
| IK | <ul style="list-style-type: none"> • Bespreek het lesdoel met de leerlingen. • Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het structurele niveau van de tekst. • Model in de ik-fase hoe ze weten welke details belangrijk zijn. • Model in de ik-fase hoe leerlingen de betekenis van onbekende woorden kunnen achterhalen. • Model in de ik-fase hoe de tekststructuur kan helpen om de tekst beter te begrijpen. • Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |
| WIJ | <ul style="list-style-type: none"> • Lees de tekst voor aan de hele klas. Intoneer op duidelijke manier. • Voer deze fase uit met de hele, heterogene groep. • Formuleer opdrachten en vragen waarbij de zwakkere lezers via tussenstapjes dezelfde doelen kunnen bereiken als de sterkere lezers. • Laat sterke leerlingen formuleren hoe en waar ze hun antwoorden gevonden hebben, zodat leerlingen die dit nog niet zelf hadden gevonden van een goed voorbeeld kunnen leren. • Formuleer voor hele sterke lezers meer complexe vragen op het structurele niveau van de tekst. • Laat de leerlingen belangrijke informatie omcirkelen, arceren of onderstrepen. • Reik invulzinnen aan voor leerlingen die moeite hebben met het formuleren van antwoorden met bewijs. • Loop tijdens deze fase rond en bekijk het proces en product van de leerlingen. Gebruik deze informatie om gerichte feedback te geven en het vervolg van de les te kunnen bepalen. |
| JULLIE | <ul style="list-style-type: none"> • Geef de sterkere lezers de kans om tijdens deze fase als een peertutor samen te werken met een zwakkere lezer. • Bied zwakkere lezers scaffolds: overzicht signaalwoorden, gebruik van schema's, stappenplan voor woordleerstrategieën. |
| JUJ | <ul style="list-style-type: none"> • Bied verlengde instructie waarbij extra aandacht gericht wordt op tekststructuur en woordleerstrategieën. Voor de belangrijke details helpen de vijf W- en Hoevragen. Baseer de inhoud en de deelnemers van deze verlengde instructie op je doel en de gelopen rondes tijdens de 'wij-fase'. • Laat lezers die moeite hebben met het werken op structureel niveau slechts een deel van de tekst verwerken en bied tussenstapjes binnen opdrachten en tekstgerichte vragen. • Laat lezers die dit al aankunnen ook het laatste deel van de tekst verwerken en voeg eventueel verdiepende opdrachten toe. |

Evaluatie van les 2

Evalueer de tweede les met de leerlingen. Verwijs steeds naar het lesdoel en laat leerlingen verwoorden in hoeverre ze dit doel hebben behaald. Op deze manier worden ook in dit laatste deel van de les de metacognitieve vaardigheden gestimuleerd. Selecteer uit de evaluatie eventueel punten die in de derde les nog aan bod moeten komen.

Vragen om zelf te beantwoorden tijdens de evaluatie:

- In hoeverre hebben alle leerlingen de minimumdoelen van deze les behaald?
- Welke ondersteuning in de vorm van extra instructietijd, groepssamenstelling en scaffolds heb ik geboden aan de zwakkere lezers? Heeft dit hen naar de minimumdoelen geleid?
- Welke extra uitdaging in de vorm van complexe opdrachten en tekstgerichte vragen heb ik de sterkere lezers geboden? Heeft dit ook hen de mogelijkheid gegeven te stoeien met de tekst?
- Welke onderdelen van het structurele niveau van de tekst vragen nog om verbetering, gebaseerd op de rondes die ik tussendoor heb gelopen?

Handelingswijzer Differentiatie bij Close Reading

3

Pre-teaching voor les 3

- Bepaal op basis van de evaluatie van les 2 en de beginsituatie zoals vóór de eerste les vastgesteld, welke leerlingen pre-teaching nodig hebben op het gebied van afleiden, transfer en het doel van de schrijver. Dit kan een andere groepssamenstelling zijn dan bij de pre-teaching voor les 1 of 2.

| Les 3 Concluderend niveau van de tekst: <i>wat betekent de tekst?</i> | |
|--|--|
| Stel vragen op het gebied van het doel van de schrijver, afleidingen en relaties met andere teksten. Gebruik voor zwakkere begrijpend lezers tussenstapjes in de vragen. | |
| IK | <ul style="list-style-type: none">• Bespreek het lesdoel met de leerlingen.• Model in de ik-fase sturings-, herstel- en leesstrategieën die van belang kunnen zijn op het concluderende niveau van de tekst.• Model in de ik-fase hoe leerlingen zich een mening kunnen vormen op basis van de tekst in combinatie met hun voorkennis en eerder gelezen teksten.• Model in de ik-fase hoe ze afleidingen in de tekst kunnen maken of relaties kunnen leggen met andere teksten.• Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |
| WIJ | <ul style="list-style-type: none">• Voer deze fase uit met de hele, heterogene groep.• Formuleer opdrachten en vragen waarbij de zwakkere lezers via tussenstapjes dezelfde doelen kunnen bereiken als de sterkere lezers.• Laat sterke leerlingen formuleren hoe en waar ze hun antwoorden gevonden hebben, zodat leerlingen die dit nog niet zelf hadden gevonden van een goed voorbeeld kunnen leren.• Formuleer voor hele sterke lezers meer complexe vragen op het concluderende niveau van de tekst.• Laat de leerlingen belangrijke informatie omcirkelen, arceren of onderstrepen.• Reik invulzinnen aan voor leerlingen die moeite hebben met het formuleren van onderbouwde afleidingen, meningen en conclusies. Oefen en geef feedback op het vinden van bewijs in de tekst.• Loop tijdens deze fase rond en bekijk het proces en product van de leerlingen. Gebruik deze informatie om gerichte feedback te geven en het vervolg van de les te kunnen bepalen. |
| JULIE | <ul style="list-style-type: none">• Bied extra instructie waarbij herhaling een rol speelt voor lezers die moeite hebben met de vragen en opdrachten op het concluderende niveau van de tekst. Beantwoord met hen vragen via eenvoudigere tussenstapjes, zodat ze daarna weer deel kunnen nemen aan de groepsdiscussie. Baseer de inhoud en de deelnemers van deze verlengde instructie op de gelopen rondes tijdens de 'wij-fase'. |
| JIJ | <ul style="list-style-type: none">• Bied voor de zwakkere leerling hulpzinnen waarmee ze afleidingen kunnen formuleren tijdens deze zelfstandige verwerking.• Laat leerlingen die moeite hebben met verbanden leggen alleen relaties leggen tussen de tekst en de eigen voorkennis.• Bied voor de betere lezer extra teksten om de gelezen tekst mee te vergelijken of laat leerlingen zelf op zoek gaan naar teksten die iets te maken hebben met de gelezen tekst. |

Evaluatie van les 3

Evalueer de derde les met de leerlingen. Verwijs steeds naar het lesdoel en laat leerlingen verwoorden in hoeverre ze dit doel hebben behaald. Op deze manier worden ook in dit laatste deel van de les de metacognitieve vaardigheden gestimuleerd. Selecteer uit de evaluatie eventueel punten die in een volgende Close Reading lessenreeks aan bod moeten komen.

Vragen om zelf te beantwoorden tijdens de evaluatie:

- In hoeverre hebben alle leerlingen de minimumdoelen van deze les behaald?
- Welke ondersteuning in de vorm van extra instructietijd, groepssamenstelling en scaffolds heb ik geboden aan de zwakkere lezers? Heeft dit hen naar de minimumdoelen geleid?
- Welke extra uitdaging in de vorm van complexe opdrachten en tekstgerichte vragen heb ik de sterkere lezers geboden? Heeft dit ook hen de mogelijkheid gegeven te stoeien met de tekst?
- Welke onderdelen van het concluderende niveau van de tekst vragen nog om verbetering, gebaseerd op de rondes die ik tussendoor heb gelopen?

Differentiatie bij Close Reading

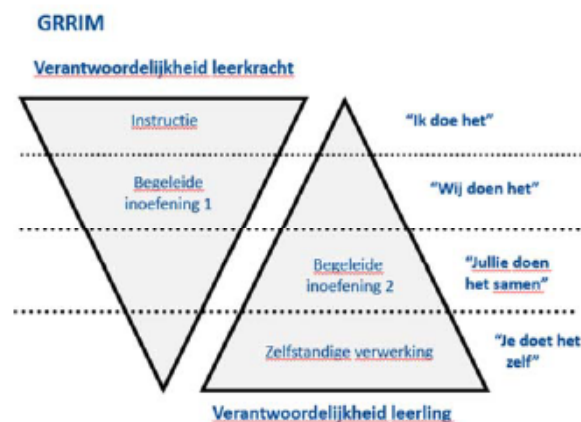
Close Reading: een verdiepende manier van begrijpend lezen waarbij de inhoud van een complexe tekst centraal staat en kinderen in drie lessen op een actieve manier aan de slag gaan met de tekst. Herlezen, aantekeningen maken, samenvatten, monitoren, samenwerken, redeneren, discussiëren, en reflecteren zijn belangrijke vaardigheden die hierbij centraal staan. Deze Handelingswijzer beschrijft op welke manier leerkrachten tijdens de les kunnen differentiëren. Hierbij staat de professionaliteit van de leerkracht voorop. Er is geen vaste werkwijze. De leerkracht maakt op grond van de kennis en vaardigheden van de kinderen, de moeilijkheid van de tekst en de observaties in de les keuzes op welke manier er gedifferentieerd wordt. De beschreven handelingen van de leerkracht zijn keuzemogelijkheden, geen verplichte stappen die iedere les aan bod moeten komen.

Het Gradual Release of Responsibility Instructional Model staat centraal, waarin de verantwoordelijkheid geleidelijk van de leerkracht naar de leerling verschuift. De leerkracht is ook hierin niet gebonden aan een vaste volgorde en kan de fasen van het GRRIM afwisselen.

Dit instructiemodel heeft veel overlap met het Directe

Instructiemodel en is daardoor goed in de dagelijkse routine te verwerken.

In deze Handelingswijzer worden de differentiatie-mogelijkheden gekoppeld aan fasen uit het GRRIM, maar de leerkracht kan altijd zelf keuzes maken welke mogelijkheden in welke fase voor de eigen klas het meest geschikt zijn.



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

De beschreven handelingen om te differentiëren zijn toe te passen in alle drie de lessen van een Close Reading-reeks. Het is belangrijk dat de handelingen worden afgestemd op het tekstniveau dat in de betreffende les centraal staat.

Dat zijn de volgende:

Les 1: Letterlijk niveau van de tekst: wat zegt de tekst?

Les 2: Structureel niveau van de tekst: hoe wordt het in de tekst gezegd?

Les 3: Afleidend niveau van de tekst: wat betekent de tekst?

Handelingswijzer Differentiatie bij Close Reading

Stappen ter voorbereiding van de lessen Close Reading

- Stap 1:** Ga uit van de beginsituatie van uw leerlingen met betrekking tot de vier onderdelen woordenschat, technische leesvaardigheid, metacognitieve vaardigheden en achtergrond kennis van leerlingen over het onderwerp van de tekst. Dit kan op basis van toetsresultaten, maar bijvoorbeeld ook aan de hand van tussentijdse observaties en evaluaties.
- Stap 2:** Selecteer een complexe tekst, gebaseerd op de interesses en beginsituatie van uw leerlingen. Dit kan ook een tekst van bijvoorbeeld een zaakvak zijn die nog behandeld zal worden. De tekst moet voldoende complex zijn om alle leerlingen de mogelijkheid te bieden met de tekst te stoeien, maar moet wel voor alle leerlingen toegankelijk zijn (eventueel na pre-teaching). Documenten van Expertis die u bij stap 2 kunnen helpen zijn de volgende:
- Kwalitatieve analyse van verhalend(e) prentenboek/ tekst
 - Kwalitatieve analyse van een informatieve tekst
 - Doorgaande lijn Close Reading
- Stap 3:** Bepaal lesdoelen voor iedere les. In les 1 is dit een doel op letterlijk niveau, in les 2 op structureel niveau en in les 3 op het afleidende niveau van de tekst. Bedenk tekstgerichte vragen bij elke les, gericht op het doel. Documenten van Expertis die u bij stap 3 kunnen helpen zijn de volgende:
- Doorgaande lijn Close Reading
 - Tekstgerichte vragen bij meer verhalende teksten
 - Ideeën voor tekstgerichte vragen bij informatieve teksten
 - Ideeën voor tekstgerichte vragen bij verhalende teksten

Pre-teaching

Stel op basis van de beginsituatie van de leerlingen een kleine, homogene groep samen van sterke of zwakke lezers om een element uit de komende les alvast te behandelen.

Pre-teaching voor zwakke lezers kan gericht zijn op een aantal moeilijke woorden uit de tekst en/of het samen hardop lezen van de tekst. Ook het vergroten van de kennis van leerlingen over het onderwerp kan helpen door bijvoorbeeld een filmpje te laten zien.

Differentiatiemogelijkheden tijdens de fasen van de Close Reading-les

| | |
|-----------|---|
| IK | <ul style="list-style-type: none"> • Bespreek het lesdoel met de leerlingen. • Lees de tekst voor aan de hele klas. Intoneer op duidelijke manier. • Model in de ik-fase sturings-, herstel- en leesstrategieën op het tekstniveau van deze les. • Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |
| WJ | <ul style="list-style-type: none"> • Voer deze fase uit met de hele, heterogene groep. • Formuleer opdrachten en vragen waarbij de zwakkere lezers via tussenstapjes dezelfde doelen kunnen bereiken als de sterkere lezers. • Laat leerlingen in de tekst aangeven waar ze bewijs hebben gevonden en laat ze formuleren hoe en waar ze hun antwoorden gevonden hebben, zodat leerlingen die dit nog niet zelf hadden gevonden van een goed voorbeeld kunnen leren. • Maak de antwoorden van leerlingen tijdens de nabespreking zichtbaar op het bord door ze bijvoorbeeld te markeren in de tekst. • Formuleer voor hele sterke lezers meer complexe vragen, bijvoorbeeld volgens de taxonomie van Bloom, op het tekstniveau van deze les. • Laat de leerlingen belangrijke informatie omcirkelen, arceren of onderstrepen. • Loop tijdens deze fase rond en bekijk het proces en product van de leerlingen. Gebruik deze informatie om gerichte feedback te geven en het vervolg van de les te kunnen bepalen. |

Handelingswijzer Differentiatie bij Close Reading

Differentiatiemogelijkheden tijdens de fasen van de Close Reading-les

| | |
|--------------|--|
| JULIE | <ul style="list-style-type: none">• Bepaal voor deze les fase welke groepssamenstelling gewenst is: vorm homogene groepjes of vorm heterogene groepjes waarin de sterkere lezers de kans krijgen om tijdens deze fase als een peertutor samen te werken met een zwakkere lezer.• Bied zwakkere lezers ondersteuning door middel van schema's met de belangrijkste handvatten voor het tekstniveau van deze les, zoals bijvoorbeeld een schema met signaalwoorden of een schema met een stappenplan voor woordleerstrategieën in les 2.• Bied zwakkere lezers ondersteuning in de vorm van aanvulzinnen, passend bij het niveau en de opdrachten van de les. Documenten die hierbij helpen zijn de documenten 'Aanvulzinnen' en 'Taalkaders voor argumentatie'.• Bied zwakkere lezers ondersteuning door het visualiseren van symbolen met hun betekenis bij het maken van aantekeningen. De documenten 'Symbolen om aantekeningen te maken' voor groep 5/6 en groep 7/8 kunnen hierbij helpen.• Bied sterkere lezers verdiepende opdrachten op het tekstniveau van deze les.• Bied tijdens deze fase eventueel verlengde instructie aan een klein, homogeen groepje met een bepaalde onderwijsbehoefte bij het tekstniveau van deze les. Dit kan een groepje van zowel sterke als zwakke begrijpend lezers zijn. Baseer de inhoud en de deelnemers van deze verlengde instructie op het lesdoel en de gelopen rondes tijdens de 'wij-fase'. |
| JUJ | <ul style="list-style-type: none">• Bied tijdens deze fase eventueel verlengde instructie aan een klein, homogeen groepje met een bepaalde onderwijsbehoefte bij het tekstniveau van deze les. Dit kan een groepje van zowel sterke als zwakke begrijpend lezers zijn. Baseer de inhoud en de deelnemers van deze verlengde instructie op het lesdoel en de gelopen rondes tijdens de 'wij-fase'.• Laat de leerlingen die deel hebben genomen aan de verlengde instructie daarna zelfstandig verder werken met de opdrachten en vragen om het lesdoel te behalen.• Laat lezers die moeite hebben met het werken op het tekstniveau van deze les slechts een deel van de tekst verwerken.• Bied de zwakkere lezers tussenstapjes in de vorm van tekstgerichte deelvragen om tot het antwoord op de hoofdvragen te komen die de sterkere lezers zonder deelvragen beantwoorden.• Laat lezers die dit al aankunnen ook het laatste deel van de tekst verwerken en voeg eventueel verdiepende opdrachten toe.• Laat lezers die dit al aankunnen de gelezen tekst vergelijken met een andere tekst die vergelijkbaar is op basis van inhoud, structuur of het doel van de schrijver. |

Evaluatie

Evalueer de les met de leerlingen. Verwijs steeds naar het lesdoel en laat leerlingen verwoorden in hoeverre ze dit doel hebben behaald. Op deze manier worden ook in dit laatste deel van de les de metacognitieve vaardigheden gestimuleerd. Selecteer uit de evaluatie punten die in de volgende les nog aan bod moeten komen. Het document 'Expertis Evaluatiekaart' is bruikbaar tijdens deze evaluatie.

Vragen om zelf te beantwoorden tijdens de evaluatie

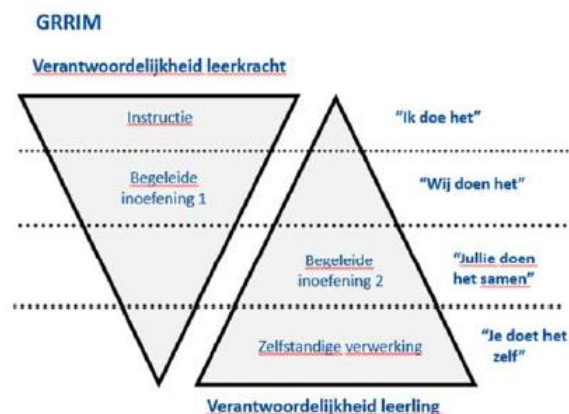
- In hoeverre hebben alle leerlingen de minimumdoelen van deze les behaald?
- Welke ondersteuning in de vorm van extra instructietijd, groepssamenstelling en materialen heb ik geboden aan de zwakkere lezers? Heeft dit hen naar de minimumdoelen geleid?
- Welke extra uitdaging in de vorm van complexe opdrachten en tekstgerichte vragen heb ik de sterkere lezers geboden? Heeft dit ook hen de mogelijkheid gegeven te stoeien met de tekst?
- Welke onderdelen van het tekstniveau van deze les vragen nog om verbetering, gebaseerd op de rondes die ik tussendoor heb gelopen?
- Heb ik tijdens de lessen goed in beeld gekregen op welke wijze en op welk niveau leerlingen met de tekstgerichte vragen bezig zijn en heb ik daar mijn interventies op afgestemd in de vervolgmomenten?
- Wat betekent deze evaluatie voor de komende Close Reading-lessen?

Differentiatie bij Close Reading

Close Reading: een verdiepende manier van begrijpend lezen waarbij de inhoud van een complexe tekst centraal staat en kinderen in drie lessen op een actieve manier aan de slag gaan met de tekst. Herlezen, aantekeningen maken, samenvatten, monitoren, samenwerken, redeneren, discussiëren, en reflecteren zijn belangrijke vaardigheden die hierbij centraal staan. Deze Handelingwijzer beschrijft op welke manier leerkrachten tijdens de les kunnen differentiëren. Hierbij staat de professionaliteit van de leerkracht voorop. Er is geen vaste werkwijze. De leerkracht maakt op grond van de kennis en vaardigheden van de kinderen, de moeilijkheid van de tekst en de observaties in de les keuzes op welke manier er gedifferentieerd wordt. Voor klassen met jongere kinderen kunnen de richtlijnen uit deze handelingwijzer bijvoorbeeld worden aangepast, zodat ze binnen een Close Listening les passen. De beschreven handelingen van de leerkracht zijn keuzemogelijkheden, geen verplichte stappen die iedere les aan bod moeten komen.

Het Gradual Release of Responsibility Instructional Model staat centraal, waarin de verantwoordelijkheid geleidelijk van de leerkracht naar de leerling verschuift. De leerkracht is ook hierin niet gebonden aan een vaste volgorde en kan de fasen van het GRRIM afwisselen.

Dit instructiemodel heeft veel overlap met het Directe Instructiemodel en is daardoor goed in de dagelijkse routine te verwerken. In deze Handelingwijzer worden de differentiatie-mogelijkheden gekoppeld aan fasen uit het GRRIM, maar de leerkracht kan altijd zelf keuzes maken welke mogelijkheden in welke fase voor de eigen klas het meest geschikt zijn.



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

De beschreven handelingen om te differentiëren zijn toe te passen in alle drie de lessen van een Close Reading-reeks. Het is belangrijk dat de handelingen worden afgestemd op het tekstniveau dat in de betreffende les centraal staat.

Dat zijn de volgende:

Les 1: Letterlijk niveau van de tekst: wat zegt de tekst?

Les 2: Structureel niveau van de tekst: hoe wordt het in de tekst gezegd?

Les 3: Aflidend niveau van de tekst: wat betekent de tekst?

TIP!

Bereid Close Reading-lessen en de differentiatie daarbinnen samen met collega's voor om het goed in de vingers te krijgen.

Handelingswijzer Differentiatie bij Close Reading

Stappen ter voorbereiding van de lessen Close Reading

Stap 1: Ga uit van de beginsituatie van uw leerlingen met betrekking tot de vier onderdelen



woordenschat, technische leesvaardigheid, metacognitieve vaardigheden en achtergrond kennis van leerlingen over het onderwerp van de tekst. Dit kan op basis van toetsresultaten, maar bijvoorbeeld ook aan de hand van tussentijdse observaties en evaluaties.

Stap 2: Selecteer een complexe tekst, gebaseerd op de interesses en beginsituatie van uw leerlingen. Dit kan ook een tekst van bijvoorbeeld een zaakvak zijn die nog behandeld zal worden. De tekst moet voldoende complex zijn om alle leerlingen de mogelijkheid te bieden met de tekst te stoeien, maar moet wel voor alle leerlingen toegankelijk zijn (eventueel na pre-teaching). Documenten van Expertis die u bij stap 2 kunnen helpen zijn de volgende:



- Kwalitatieve analyse van verhalend(e) prentenboek/ tekst
- Kwalitatieve analyse van een informatieve tekst
- Doorgaande lijn Close Reading

Stap 3: Bepaal lesdoelen voor iedere les. In les 1 is dit een doel op letterlijk niveau, in les 2 op structureel niveau en in les 3 op het afleidende niveau van de tekst. Bedenk tekstgerichte vragen bij elke les, gericht op het doel. Documenten van Expertis die u bij stap 3 kunnen helpen zijn de volgende:



- Doorgaande lijn Close Reading
- Tekstgerichte vragen bij meer verhalende teksten
- Ideeën voor tekstgerichte vragen bij informatieve teksten
- Ideeën voor tekstgerichte vragen bij verhalende teksten

Pre-teaching

Stel op basis van de beginsituatie van de leerlingen een kleine, homogene groep samen van sterke of zwakke lezers om een element uit de komende les alvast te behandelen.

Pre-teaching voor zwakke lezers kan gericht zijn op een aantal moeilijke woorden uit de tekst en/of het samen hardop lezen van de tekst. Ook het vergroten van de kennis van leerlingen over het onderwerp kan helpen door bijvoorbeeld een filmpje te laten zien.

Differentiatiemogelijkheden tijdens de fasen van de Close Reading-les

| | |
|------------|---|
| IK | <ul style="list-style-type: none">• Voer deze fase uit met de hele, heterogene groep.• Bespreek het lesdoel met de leerlingen.• Lees de tekst voor aan de hele klas. Intoneer op duidelijke manier.• Model in de ik-fase sturings-, herstel- en leesstrategieën op het tekstniveau van deze les.• Maak het eigen handelen visueel op bijvoorbeeld het bord, zodat leerlingen het beter kunnen volgen. |
| WIJ | <ul style="list-style-type: none">• Voer ook deze fase uit met de hele, heterogene groep.• Formuleer opdrachten en vragen waarbij de zwakkere lezers via tussenstapjes dezelfde doelen kunnen bereiken als de sterkere lezers.• Laat leerlingen in de tekst aangeven waar ze bewijs hebben gevonden en laat ze formuleren hoe en waar ze hun antwoorden gevonden hebben, zodat leerlingen die dit nog niet zelf hadden gevonden van een goed voorbeeld kunnen leren.• Maak de antwoorden van leerlingen tijdens de nabespreking zichtbaar op het bord door ze bijvoorbeeld te markeren in de tekst.• Formuleer voor hele sterke lezers meer complexe vragen op het tekstniveau van deze les. Gebruik hierbij bijvoorbeeld de taxonomie van Bloom die diverse niveaus van vragen onderscheidt en daardoor goed gebruikt kan worden om te differentiëren tijdens het stellen van vragen.• Laat de leerlingen belangrijke informatie omcirkelen, arceren of onderstrepen.• Loop tijdens deze fase rond en bekijk het proces en product van de leerlingen. Gebruik deze informatie om gerichte feedback te geven en het vervolg van de les te kunnen bepalen. |

Handelingswijzer Differentiatie bij Close Reading

Differentiatiemogelijkheden tijdens de fasen van de Close Reading-les

| | |
|---------------|--|
| JULLIE | <ul style="list-style-type: none">• Bepaal voor deze les fase welke groepssamenstelling gewenst is: vorm homogene groepjes of vorm heterogene groepjes waarin de sterkere lezers de kans krijgen om tijdens deze fase als een peertutor samen te werken met een zwakkere lezer.• Bied zwakkere lezers ondersteuning door middel van schema's met de belangrijkste handvatten voor het tekstniveau van deze les, zoals bijvoorbeeld een schema met signaalwoorden of een schema met een stappenplan voor woordleerstrategieën in les 2.• Bied zwakkere lezers ondersteuning in de vorm van aanvulzinnen, passend bij het niveau en de opdrachten van de les. Documenten die hierbij helpen zijn de documenten 'Aanvulzinnen' en 'Taalkaders voor argumentatie'.• Bied zwakkere lezers ondersteuning door het visualiseren van symbolen met hun betekenis bij het maken van aantekeningen. De documenten 'Symbolen om aantekeningen te maken' voor groep 5/6 en groep 7/8 kunnen hierbij helpen.• Bied sterkere lezers verdiepende opdrachten op het tekstniveau van deze les.• Bied tijdens deze fase eventueel verlengde instructie aan een klein, homogeen groepje met een bepaalde onderwijsbehoefte bij het tekstniveau van deze les. Dit kan een groepje van zowel sterke als zwakke begrijpend lezers zijn. Baseer de inhoud en de deelnemers van deze verlengde instructie op het lesdoel en de gelopen rondes tijdens de 'wij-fase'. |
| JU | <ul style="list-style-type: none">• Bied tijdens deze fase eventueel verlengde instructie aan een klein, homogeen groepje met een bepaalde onderwijsbehoefte bij het tekstniveau van deze les. Dit kan een groepje van zowel sterke als zwakke begrijpend lezers zijn. Baseer de inhoud en de deelnemers van deze verlengde instructie op het lesdoel en de gelopen rondes tijdens de 'wij-fase'.• Laat de leerlingen die deel hebben genomen aan de verlengde instructie daarna zelfstandig verder werken met de opdrachten en vragen om het lesdoel te behalen.• Laat lezers die moeite hebben met het werken op het tekstniveau van deze les slechts een deel van de tekst verwerken.• Bied de zwakkere lezers tussenstapjes in de vorm van tekstgerichte deelvragen om tot het antwoord op de hoofdvragen te komen die de sterkere lezers zonder deelvragen beantwoorden.• Laat lezers die dit al aankunnen ook het laatste deel van de tekst verwerken en voeg eventueel verdiepende opdrachten toe.• Laat lezers die dit al aankunnen de gelezen tekst vergelijken met een andere tekst die vergelijkbaar is op basis van inhoud, structuur of het doel van de schrijver. |

Evaluatie

Evalueer de les met de leerlingen. Verwijs steeds naar het lesdoel en laat leerlingen verwoorden in hoeverre ze dit doel hebben behaald. Op deze manier worden ook in dit laatste deel van de les de metacognitieve vaardigheden gestimuleerd. Selecteer uit de evaluatie punten die in de volgende les nog aan bod moeten komen. Het document 'Expertis Evaluatiekaart' is bruikbaar tijdens deze evaluatie.

Vragen om zelf te beantwoorden tijdens de evaluatie

- In hoeverre hebben alle leerlingen de minimumdoelen van deze les behaald?
- Welke ondersteuning in de vorm van extra instructietijd, groepssamenstelling en materialen heb ik geboden aan de zwakkere lezers? Heeft dit hen naar de minimumdoelen geleid?
- Welke extra uitdaging in de vorm van complexe opdrachten en tekstgerichte vragen heb ik de sterkere lezers geboden? Heeft dit ook hen de mogelijkheid gegeven te stoeien met de tekst?
- Welke onderdelen van het tekstniveau van deze les vragen nog om verbetering, gebaseerd op de rondes die ik tussendoor heb gelopen?
- Heb ik tijdens de lessen goed in beeld gekregen op welke wijze en op welk niveau leerlingen met de tekstgerichte vragen bezig zijn en heb ik daar mijn interventies op afgestemd in de vervolpmomenten?
- Wat betekent deze evaluatie voor de komende Close Reading-lessen?

Evaluatie van de handelingswijzer voor differentiatie bij close reading

Onderstaande punten zijn bedoeld als evaluatie van de handelingswijzer die u heeft ontvangen. Naar aanleiding van deze evaluatie wordt de handelingswijzer aangepast en opnieuw uitgeprobeerd zodat leerkrachten in het basisonderwijs aan de hand van de uiteindelijke handelingswijzer kunnen differentiëren tijdens hun close reading lessen.

Duidelijkheid

Hoe duidelijk vindt u de stappen ter voorbereiding en de richtlijnen in de verschillende fasen van de les: de pre-teaching, de vier fasen van het GRRIM en de evaluatie van de les? In hoeverre spreken de punten voor zich en is het helder hoe ze in de les toegepast kunnen worden?

Volledigheid

Heeft u na het uitproberen van de handelingswijzer het gevoel dat u voldoende heeft gedifferentieerd of mist u nog belangrijke punten? Welke richtlijnen zou u nog toe willen voegen aan de handelingswijzer?

Gebruiksvriendelijkheid

Hoe eenvoudig is de handelingswijzer te gebruiken? Hoe kan de gebruiksvriendelijkheid worden vergroot?

Opbouw

Wat vindt u van de opbouw van het instrument? Past naar uw idee de opbouw van het instrument goed bij het doel dat ermee wordt beoogd of heeft u een idee voor een andere vorm?

Appendix F

Observation tool

| | | |
|---------------------------|--------------|--|
| School: | | Plaats: |
| Groep: | | Les uit de reeks: <i>Close reading bestaat altijd uit drie lessen, hier aangeven welke.</i> |
| Geobserveerde leerkracht: | | Observant: |
| Datum: | Opmerkingen: | |

Onderstaande kijkpunten zijn niet chronologisch geordend en kunnen gedurende de hele les worden geobserveerd.

| Kijkpunt | Toelichting | Gezien |
|---|--|--------|
| De leerkracht bespreekt het lesdoel met de leerlingen. | De leerkracht benoemt het lesdoel, zodat de leerlingen weten wat ze aan het einde van de les moeten kunnen of weten. Dit lesdoel is voor iedere les uit een close reading reeks anders. | |
| De leerkracht leest de tekst hardop voor. | De leerkracht leest de tekst hardop voor aan de leerlingen. | |
| De leerkracht intoneert duidelijk tijdens het voorlezen. | De leerkracht intoneert duidelijk, zodat leerlingen die moeite hebben met lezen het toch goed kunnen volgen en zich op begrip kunnen richten. | |
| De leerkracht modelt lees- herstellen/of sturingsstrategieën. | De leerkracht verwoordt hardop en laat eventueel visueel zien wat hij denkt en doet om achter het antwoord op een vraag te komen. | |
| De leerkracht visualiseert het eigen handelen. | Een leerkracht presenteert de tekst op het digibord om het eigen denkproces te visualiseren tijdens het modellen (bijvoorbeeld d.m.v. arceren en aantekeningen maken). | |
| De leerkracht visualiseert relevante informatie. | Relevante informatie bestaat bijvoorbeeld uit het lesdoel dat opgeschreven kan worden, evenals vragen die tijdens de les moeten worden beantwoord. | |
| De leerkracht differentieert in de vragen die hij aanbiedt. | Sterke lezers worden uitgedaagd complexe hoofdvragen te beantwoorden. Zwakkere lezers krijgen waar nodig tussentijds deelvragen om de hoofdvraag te beantwoorden. | |
| De leerkracht differentieert in het laten maken van aantekeningen. | De leerkracht geeft leerlingen met verschillende behoeften verschillende opdrachten m.b.t. het maken van aantekeningen. Zwakkere lezers houden het bijvoorbeeld bij arceren, terwijl sterkere lezers ook symbolen gebruiken als aantekeningen. | |
| De leerkracht realiseert discussies tussen leerlingen. | Leerlingen krijgen de opdracht om in groepjes of klassikaal met elkaar te discussiëren over het antwoord op vragen en het bewijs dat ze hiervoor in de tekst hebben gevonden. | |
| De leerkracht biedt ondersteunende materialen. | Ondersteunende materialen zijn materialen die zwakkere lezers op weg helpen bij het vinden of formuleren van antwoorden, zoals bijvoorbeeld invulzinnen of een aantekeningenschrift. | |
| De leerkracht biedt uitdagende/verdiepende materialen. | Uitdagende materialen zijn materialen die sterkere lezers aanzetten tot nadenken of discussiëren, zoals bijvoorbeeld extra lesdoelen waaruit de leerling er één kan kiezen ter verdieping. | |
| De leerkracht evalueert formatief. | Tijdens de verschillende fasen van de les evalueert de leerkracht het proces van de leerlingen om bijvoorbeeld in beeld te krijgen wat bij welke leerling nog aandacht behoort. | |
| De leerkracht verzorgt feedback. | De leerkracht geeft feedback aan de leerlingen, die hen verder helpt om het lesdoel te kunnen behalen. | |
| De leerkracht past gradual release of responsibility toe. | De leerkracht maakt gebruik van het GRRIM. Dit betekent dat de leerkracht varieert in de mate van verantwoordelijkheid die hij zelf neemt en bij de leerlingen legt. | |
| De leerkracht verzorgt verlengde instructie op basis van onderwijsbehoefte van de leerlingen. | De leerkracht selecteert leerlingen met dezelfde onderwijsbehoefte om met hen nog eens extra te oefenen op bijvoorbeeld woordenschat of leesstrategieën. | |

| Onderwerp | Vragen |
|---|--|
| Ervaring met de handelingswijzer | <ul style="list-style-type: none"> - Hoe heeft u het werken met de handelingswijzer ervaren? - Hoe is uw ervaring met de handelingswijzer? |
| Volledigheid | <ul style="list-style-type: none"> - Hoe compleet is de handelingswijzer in uw ogen? - Welke richtlijnen of handelingen zou u toe willen voegen? - In hoeverre sluit de handelingswijzer aan bij wat u weet van het onderwerp differentiëren? |
| Gebruiksvriendelijkheid | <ul style="list-style-type: none"> - Hoe gebruiksvriendelijk is het instrument? - In hoeverre kan iedereen direct met de handelingswijzer aan de slag? |
| Duidelijkheid | <ul style="list-style-type: none"> - Hoe duidelijk is de handelingswijzer? - Welke tips of instructies zou u andere leerkrachten nog mee willen geven als ze met de handelingswijzer gaan werken? |
| Vorm/ Structuur | <ul style="list-style-type: none"> - Wat vindt u van de vorm van het instrument? - Wat vindt u van de opbouw in drie lessen en de verdeling in de fasen van het GRRIM? - Welke aanpassingen zou u willen doen in de opbouw? |
| Geobserveerde les | <ul style="list-style-type: none"> - Ik zag in uw les al Welke handeling/richtlijn heeft hieraan bijgedragen? - Ik zag in uw les nog niet.... Welke toevoeging aan de handelingswijzer is nodig om dit mogelijk te maken? |

Appendix H

Survey results for prototype II

| | To improve | To maintain |
|---------------------|--|---|
| Clarity | | <ul style="list-style-type: none"> - The steps, and the relation between the various steps are clear to me. - The part of pre-teaching is clear. - The four phases of the GRRIM are usable and recognisable from the direct instructional model. - The evaluation is a nice reminder. - It is clear how one can differentiate on various levels in a lesson. - The introduction is short but powerful which quickly explains the core of close reading. |
| Completeness | <ul style="list-style-type: none"> - In lesson 1, in the 'you do it together-phase' the info-card says 'formulate in-depth questions'. How can I do so? Which questions can I formulate? Do you have an example? A tip for this point is the application of the taxonomy of Bloom. - The stronger reader should not have to function as a peer-tutor every time. Stronger readers can work independently earlier in the lesson (during the 'we do it -phase'). - Where in the info-card do the weaker readers get the attention? How can we keep them motivated? - How can we ask proper questions that check for comprehension? - At this moment, annotating is only mentioned in the second lesson. Can't annotation be used in every lesson? | |
| Usability | <ul style="list-style-type: none"> - I think that one needs to have experience with teaching close reading before being able to use the info-card. - Practical examples could be added to the info-card to increase its usability. - The info-card could be designed in a more schematic way to increase the usability. | <ul style="list-style-type: none"> - The info-card is nicely compact. My experience is that it will be used as a guiding document rather than as an instruction manual. |
| Form | <ul style="list-style-type: none"> - The addition of a more elaborated lesson form would be practical. - A structure of the info-card based on the direct instructional model would be clearer for me and prevent from overlapping. The phases of GRRIM could be mentioned between brackets in every phase of this direct instructional model. | <ul style="list-style-type: none"> - The form of the info-card is logical according to the structure of the three lessons of close reading. |

| Interview-topic | Results |
|---------------------------------------|---|
| Experience with the instrument | <ul style="list-style-type: none"> – One teacher did not yet focus on differentiation too much, since this was one of her first close reading lessons and her goal for now was to achieve great involvement amongst the children with regard to the text. – Two teachers used the instrument as a check after they prepared their lesson. So they first planned the lesson and afterwards checked whether they had included important aspects to differentiate. – One of these teachers experienced working with the info-card as easy, probably because she already has experience with close reading she assumed. – The other teacher experienced that she often started to doubt her own acting during the lesson, due to everything she had read in the info-card. For example, it made her doubt whether or not she offered the stronger readers the right support when she made something up herself. – When the fourth teacher started to plan her lesson with the info-card, she soon discovered that the preparation was difficult for her. It was difficult to execute all steps correctly because she has limited experience with close reading to start with. Some supportive documents with more information would have been very useful for her. |
| Completeness | <ul style="list-style-type: none"> – The info-card is a large document, maybe it includes even too much information. It is a lot to read which is not ideal for teachers who are very busy. – At this moment, stronger readers are encouraged to work together with weaker readers. However, the option to make stronger readers work with each other is missing. – Especially the inclusion of the evaluation is a plus in this instrument. It reminds you, as a teacher of adjusting your following steps to the needs of your students. – Overall, the info-card seems to be complete. However, in the ‘you do it together’ phase, there is only attention for the stronger readers. What can be done with the rest of the students in this phase? – The guidelines in the info-card are in accordance with what these teachers know of differentiation. No important aspects of differentiation are missing. |
| Usability | <ul style="list-style-type: none"> – The instrument offers many guidelines and practical ideas that increase its usability. This works well for teachers since close reading itself already asks for a solid preparation of the lesson and these guidelines and ideas take away some of that preparatory work. – The usability of the instrument depends on the experience of the teacher. – The fact that the phases of GRRIM are mentioned is very useful on one hand, because teachers are not used to this instructional model yet. On the other hand, teachers might feel obliged to stick to the order of these four phases, whereas a more flexible approach might fit the lesson better. – The addition of the document ‘qualitative analyses of texts’ in the second preparatory step in the info-card will increase the usability of this instrument, since finding the right text is the most difficult part of close reading. – The usability of the instrument is closely related to the target group to which it is applied. One teacher teaches children with great difficulty in learning. For |

| | |
|------------------------|---|
| | <p>this group of students, the independent phase of GRRIM is very difficult to achieve.</p> |
| Clarity | <ul style="list-style-type: none"> – Two teachers who already have a bit more experience with close reading found the info-card very clear. – To two of four teachers, the difference between the ‘I do it’ and ‘we do it’ phase of the first lesson was not clear. They both contain the same possibilities to differentiate. – The word GRRIM is not completely clear to all teachers. A short explanation might increase the clarity of the instrument. – For teachers with less experience some guidelines in the info-card are not clear. For example: what exactly is the literal level of a text? What questions can be asked on this level? A scheme with example questions would increase the clarity of the instrument. – Some words might be unclear for teachers that have little experience with close reading. For example: scaffolds, key details and GRRIM. – It is unclear for teachers with little experience in close reading how to correctly execute all preparatory steps. Help with selecting the right text would be useful and teachers have difficulty with formulating a goal that has to be achieved after three lessons. |
| Form | <ul style="list-style-type: none"> – All teachers indicated that the lay-out and structure of the info-card is clear and useful. – The entire document is quite large. A more concise document is desirable. – The structure of the document suggests that the guidelines from one lesson or lesson phase are irreplaceable and maybe not even ‘allowed’ in another lesson or lesson phase. It helps structuring your lesson but also limits your creativity and intuition. – Ending with an evaluation is very valuable. |
| Observed lesson | <ul style="list-style-type: none"> – A teacher already supported cooperative learning possibilities and discussion amongst students in the observed lesson. She explained that she already included these possibilities in her lesson without the use of the info-card. However, she did check the info-card to make sure her lesson was complete. – A teacher did not yet show pre-teaching. She did see this step in the info-card but decided that it was not yet necessary to organise for this first lesson. However, she already planned pre-teaching for the second lesson which focusses on the structure of the text, based on the info-card. – Two teachers did not differentiate in the questions or assignments of annotation they offered. They explained that this was not due to a lack of guidelines on this point, but because of the goal they had set for this lesson. – All teachers mentioned the goal of their lesson and reflected on it by the end of the lesson. Teachers explained this was due to the evaluation part in the info-card. |

| | To improve | To maintain |
|---------------------|---|---|
| Clarity | <ul style="list-style-type: none"> - Even though the info-card itself is clear, it might be difficult for beginning close reading teachers to implement the info-card immediately. A training or explanation of colleagues would be helpful. | <ul style="list-style-type: none"> - Everything is clear! - It is a clear info-card, especially after an introduction into close reading. - The info-card is clear to teachers that apply GRRIM or the Direct Instructional Model in their lessons. - Especially the possibilities to differentiate are formulated very clearly. - The steps I can take to differentiate are clear to me, enough examples are mentioned that I can use in practice. - The info-card is short and compact. This is clear, no redundant information. |
| Completeness | <ul style="list-style-type: none"> - Some additional info about when a teacher can choose for a heterogeneous or homogeneous group would complete the info-card. | <ul style="list-style-type: none"> - Enough useful tips to differentiate are included to start with. Some are general and others more specific. - It is complete enough for me to be able to work with it. - Many possibilities to differentiate are mentioned. |
| Usability | <ul style="list-style-type: none"> - Knowledge of GRRIM or the Direct Instructional model is necessary to be able to use with it. | <ul style="list-style-type: none"> - This version of the info-card is more usable than the former version. In a short time, it becomes clear to me how to act when I want to differentiate during close reading. - It is a compact, concise summary with useful references to additional, explanatory documents. - I think the info-card is very user-friendly and offers the teacher a lot of possibilities to differentiate during close reading. - The info-card has a clear structure and is easy to apply. |
| Form | <ul style="list-style-type: none"> - Teachers have to be aware of the difference between the phases of GRRIM and the three levels of a text. I sometimes felt confused and mixed them up, probably because everything is still new to me. | <ul style="list-style-type: none"> - This form offers a clear picture of what differentiation in your close reading lessons might look like. The explanation around the guidelines is necessary to understand the place of differentiation in close reading completely. - The form of the info-card is nice and consistent with the steps you have to take to differentiate during close reading and the lay-out is attractive. - The form of the info-card is fine. - The structure in which background information is given about the info-card, followed by the actual possibilities to differentiate is very user-friendly. |

| Interview-topic | Results |
|---------------------------------------|---|
| Experience with the instrument | <ul style="list-style-type: none"> – The info-card gave many options to include in the close reading lesson. It is a clear info-card and easy to use which also increases insights in one's own acting according to one teacher. – One teacher who took part in the previous evaluation cycle indicated that this info-card is more clear and more elaborated than the previous prototype. The card inspires you as a teacher to constantly improve your own acting. – The info-card seems to be directed at higher groups in primary schools. It is more difficult for teachers of younger students, to keep it simple when reading the info-card. |
| Completeness | <ul style="list-style-type: none"> – No elements of differentiation are missing, according to three teachers. There is attention for both weaker and stronger comprehensive readers in the info-card. It is extensive but not too extensive since you are instructed to make choices with regard to the guidelines you want to apply or not. – At this moment, the instrument does not focus on close listening. However, this is not really necessary because teachers can easily adjust the guidelines in the info-card to their close listening lesson according to one teacher. – There are more possibilities/ guidelines in every phase of GRRIM, which makes it a more elaborated info-card than the previous version. No important elements are missing. |
| Usability | <ul style="list-style-type: none"> – The info-card is usable and user-friendly. However, close reading on its own is very difficult. Two teachers mentioned that practice is needed to become skilled in preparing close reading lesson. A tip that might be helpful is to prepare these lessons together with someone else. – The most experienced teacher indicated that this info-card is probably useful for everybody and that she as an experienced teacher still used the extra documents as well. – The addition of some example lessons would be nice to illustrate everything in the info-card. – One teacher indicated that the info-card is very useful once you have carefully read everything. |
| Clarity | <ul style="list-style-type: none"> – The info-card is clear, partially due to the documents referred to. – One teacher noticed that in the 'we do it' phase, a guideline was unclear. It says that this phase should be performed with the entire heterogeneous group. This makes teachers doubt about the 'I do it' phase, since it is not mentioned there but should also be performed with the entire group. – The taxonomy of Bloom is not known by all teachers, a small explanation is necessary. – One teacher indicated that the instruction about GRRIM was clear because it was linked to the direct instructional model which she used. |
| Form | <ul style="list-style-type: none"> – Absolutely clear. If anything should change with regard to the lay-out of the document, perhaps that all four phases of the GRRIM could be presented on one page. – The elaborated instruction and information about text levels in every lesson on the first page are very clear this way. The info-card is clear and looks good. – Especially the schematic presentation of the possibilities to differentiate is practical. That ensures that a teacher can really use the document easily and |

quickly while teaching. One teacher added that this is due to the more compact info-card in comparison to the former prototype.

Observed lesson

- Reading out loud and using clear intonation was already observed during the lesson. Modelling was not yet observed, but the teacher indicated that this was consciously planned this way and that modelling will take place in the second lesson.
 - Another teacher did not yet model her thinking but indicated that she could have done it with help of the info-card, she simply forgot it in her preparation.
 - A teacher did not yet plan any student discussion for the first lesson. However, during the interview, she indicated to regret this choice as she saw students collaborate in a positive way which could have been utilised.
 - It turned out that teachers consciously plan to skip some guidelines in their close reading lesson, which is consistent with the instruction in the info-card that instructs teachers to make choices for their specific situation.
 - One teacher offered pre-teaching and extra instruction to a small group of students in her class based on the info-card. This way, she gave them an extra opportunity to learn the meaning of difficult words and to practice with ordering parts of the story in a chronological way.
 - This last teacher did not yet differentiate in annotating. However, she indicated that she already planned this for her second lesson.
-