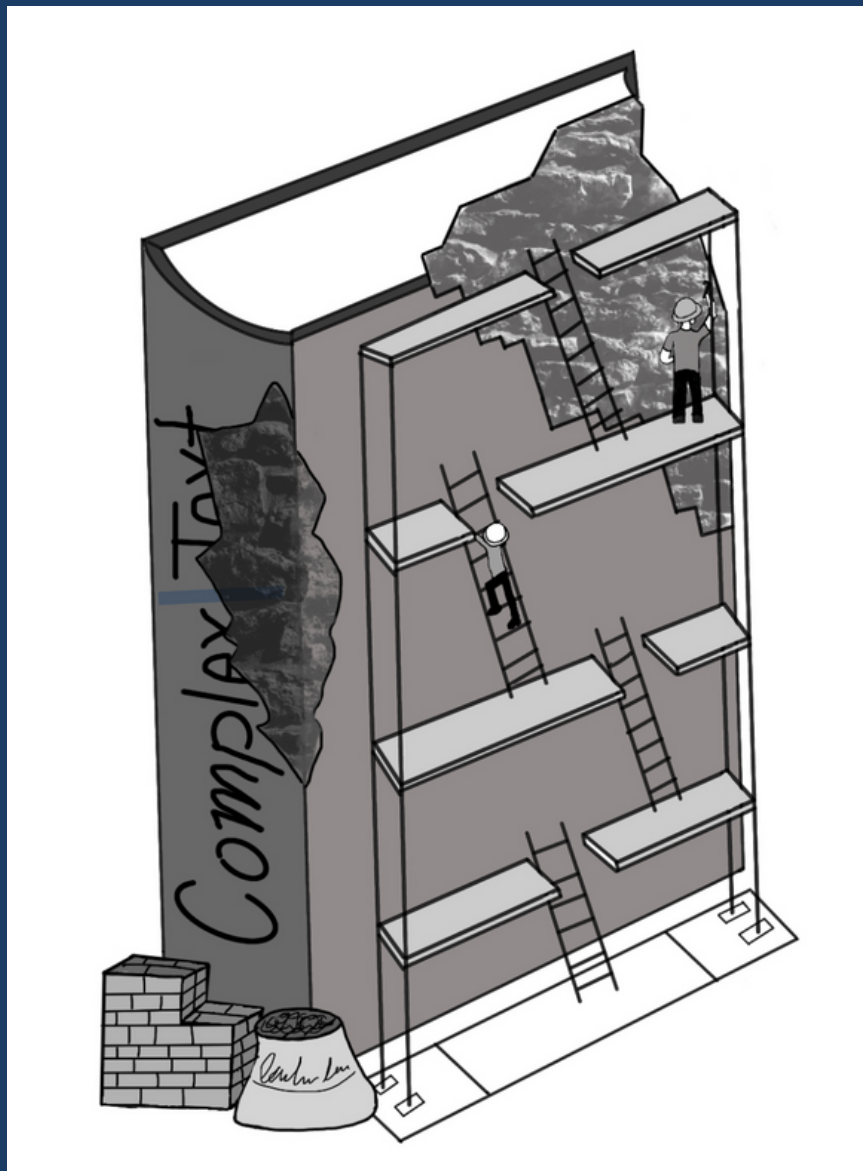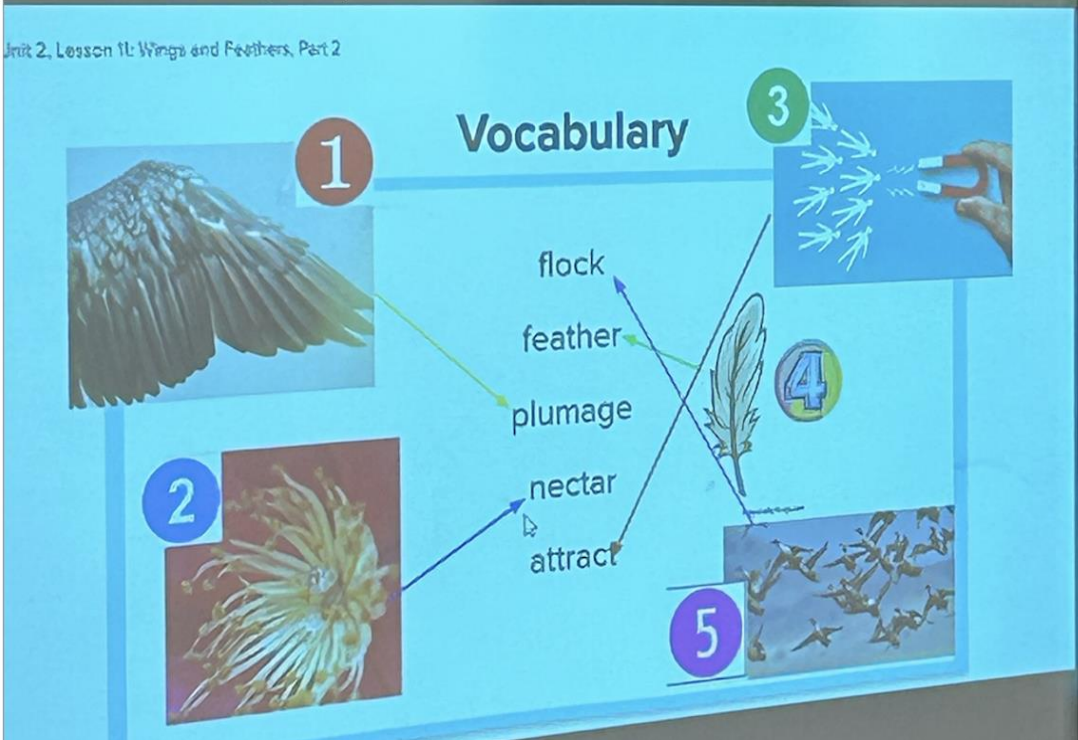# Scaffolds

Grade Level Content and PDF

## STRIVE Consulting

SUPPORTING teachers in improving teaching and learning by: building TRUSTING relationships | being RESPONSIVE to teacher needs, using solutions oriented INNOVATIVE thinking | VALIDATING achievement and progress for teachers and students | ENGAGING with teachers in their hard work

# Scaffolds for Grade Level Content

| Core Program Components | Scaffold and Engagement Ideas and Examples |
|---|---|
| **Read A Loud** | ● **Read, Stop, Ask**<br>    ○ Good for literal questions and to keep students engaged throughout the read aloud.<br>    ○ Use the literal questions in the program and ask questions as you are reading. Who is it____? What was it____? How did they____? Where was it____?<br>        ▪ Where was the wolf hiding? *Provide quick wait time, give signal and have ALL students respond. If only a few students respond, ask the question again so all students engage with the answer.*<br>● **Read, Stop, Reference**<br>    ○ Good for literal and inferential questions<br>    ○ Use the questions in the program and ask questions as you are reading to keep students engaged.<br>        ▪ What were features of this community? *Reference pictures (city, religion, government, etc.) you may have up on a focus wall or research board. Let students refer to the board as evidence for their answer.*<br>● **Think, Pair, Share or Think, Pair, Write, Share**<br>    ○ Establish Purposeful Partners<br>    ○ Good for inferential and evaluative questions<br>● **Vocabulary Reference**<br>    ○ Teacher has key vocabulary words and if possible, a picture printed on paper or cards or posted on a board.<br>    ○ During the read aloud the teacher and students reference the vocabulary card/paper/board.<br>What vocabulary word did I just read? *Provide a signal and quick wait time. Students say word or teacher repeats and then students say the word.* Everyone point to the card that has the word____. What is the word everyone? What does it mean? *Everyone says the meaning or call on a few students or think-pair-share if time allows.* |
| **Learning Targets and Success Criteria** | ● Bring clarity to yourself and students by referencing the LT and SC before, during, and after the lesson.<br>● Use SC as evidence of learning and engage students in the SC (i.e., check off on a checklist or on the board once the evidence of learning has been demonstrated, reflect on which SC they have met and which SC they are still working towards or struggling with, have students propose SC as appropriate (What would help them achieve the learning target? What would show them evidence of learning?). |

| | |
|---|---|
| | ● Pull small groups based on which students are meeting the SC and LT and which students are not. These can just be quick explicit lessons and/or additional guided practice and feedback. |
| **Vocabulary** | ● Create a slide with words or have words written on cards or posted on a board.<br>● Provide quick explicit instruction for each word. The word is_____. What is the word_____. The word means_____.<br>This word is redundant. What is the word (signal/wait time)_____? Redundant means things that are unnecessary or could be left out. Making my bed feels redundant to me since I will just be sleeping in it again. So, when I'm doing something over that I feel is unnecessary, it is (signal/wait time) _____ .<br>● Provide pictures for words. Check for understanding.<br>    ○ Example: Teacher does routine for each word and then does quick check for understanding (arrows transition on slide after teacher asks which word goes with which picture. Shout out to Centennial Elementary collaboration with teachers (classroom and multilingual).<br><br>● |
| **Students Reading Complex Text** | **Scaffolding the Reading of Complex Text for Elementary Students:** Scaffolding is an essential technique for teachers when expecting all students to engage and read complex texts. See on p. 4, 5 |
| **Workbooks** | **Finding Workbook Pages**<br>● Tear out pages and have them ready to hand out to students.<br>● Place a sticky note in student workbooks on the page they will be using. Then, teach students how to move the sticky note to the next page you will have them working on. |

| | **Explicitly Teaching the Workbook** <br> ● Explain purpose <br> ● Provide clear directions (i.e., Provide a Model/Exemplar, What am I supposed to do? How do I do it? How will I know I am successful? What if I don't do it?) <br> ● Monitor and provide support <br> ● Provide positive reinforcement (i.e., stamp on worksheet page when completed correctly) |
|---|---|
| **Gaining Students Attention** | ● Hands on top (place hands on top of head) that means everyone stops (students stop whatever they are doing and look at teacher).  If ALL students do it right away the class gets a tally. Tallies combine to a reward (i.e., everyone gets a skittle, 5 extra minutes of recess. Work with kids to come up with a reward they value…try to encourage rewards you don't have to always purchase) |
| **Questioning and Discussion Response Cards** | ● Use for asking and answering questions. <br> ○ One side red and one side green (yes/no, agree/disagree) <br> ○ Anita Archer Response card- modify as needed for your class. Begin simple and add more as students and you become more proficient using it. <br><br>  |
| **Additional Ideas for actively engaging all K-3 students** | Active Engagement Cards (K-3) <br> ● Engaging students with reading <br> ● Engaging students with writing <br> ● Engaging students with discussion |
| **Additional Ideas for actively engaging all 3-5 students** | Connect Strategies (3-5) <br> ● Engaging students with reading <br> ● Engaging students with writing <br> ● Engaging students with discussion |

# Scaffolding the Reading of Complex Text for Elementary Students

Scaffolding is an essential technique for teachers when expecting all students to engage and read complex texts. A few ideas are listed below:

1. **Cloze Reading:**
   - **Purpose:** To enable students to interact with key vocabulary and foster their attention to context.
   - **How it works:** The teacher reads aloud, stopping at significant words or terms. Students track the text and then read the word aloud. This technique not only helps familiarize students with new vocabulary and challenging word but also maintains their engagement.
   - **When to use:** Ideal for lengthy texts or when time constraints exist. By focusing on essential words, students get the gist of the content without getting overwhelmed.

2. **Phrase Reading:**
   - **Purpose:** To boost fluency and ensure students are actively involved in reading a significant portion of the text.
   - **How it works:** The teacher reads the beginning of a sentence, and students continue until the end. Even if students finish at different times, the short reset at the end of each sentence keeps everyone synchronized. This is not choral reading.
   - **When to use:** Best used when the goal is to ensure students read and engage with a large portion of the text.

3. **Partner Reading:**
   - **Purpose:** To promote collaboration and in-depth text exploration (reading, writing, discussion).
   - **How it works:** Students are paired purposefully, given a reading task such as identifying character traits or supporting evidence, and a specific amount of text to cover (e.g., a paragraph or a section).
   - **When to use:** Ideal for fostering discussions, allowing peer teaching, and promoting deeper text interactions. This strategy can be especially effective with complex text if partners are strategically chosen to balance reading abilities.

4. **Independent Reading with a Purpose:**
   - **Purpose:** To ensure lots of time in text while ensuring comprehension and accountability.
   - **How it works:** Students are given a clear purpose (e.g., identifying reasons for a character's feelings or finding details about a civilization or providing evidence to justify response) and a specific amount of text to cover. After reading, they have an accountability task, such as sharing their findings with a group and coming to a consensus.
   - **When to use:** When students are ready for more independence but still need a structured task to guide their reading.

5. **Choral Reading:**
   - **Purpose:** To boost reading fluency, build confidence, and familiarize students with the rhythm, tone, and intonation of reading.
   - **How it works:** The entire class (or a group of students) reads a passage, paragraph, or line out loud and in unison. The teacher often starts by modeling the reading, and then the students join

in. This communal experience helps shy or struggling readers gain confidence as they are supported by their peers' voices.

- **When to use:** Choral reading is especially effective for practicing fluency with decoding (miles on the tongue), poetry, or any text with a distinct rhythm or pattern. It's also beneficial at the beginning stages of introducing a new text or for reinforcing fluency with familiar texts.

**Implementation & Monitoring:** All of these strategies can be explicitly taught to students, allowing the teacher to gradually release responsibility. As students become familiar with the strategies, the teacher can take on a more supervisory role, monitoring progress and providing support as needed. Regular check-ins, feedback, and adjustments ensure that all students can read as many words as possible and truly understand what they are reading.