Literacy Scaffolds

Lessons that involve highly complex text require a great deal of scaffolding. The following are just some scaffolds that can be used to assist students with reading tough text. The key is to gradually remove teacher provided supports and allow for students to decide when to provide supports for themselves.

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| Before Reading | * Set a purpose for reading * Teach complex standards/concepts/ideas in pieces to be more fully understood * Model what you want the students to do * Provide a student-friendly glossary of key vocabulary (may include words and/or illustrations) * Reformat the text itself to include visuals or definitions of key vocabulary * Pre-teach vocabulary * Read the passage aloud before students read independently * Number lines whenever possible to support students in referencing evidence from the text. |
| During Reading | * Chunk the text and provide text-dependent questions by chunk, to be answered before moving to the next chunk of text * Provide an audio recording of a read-aloud of the text * Read with a peer * Reformat texts to include more embedded definitions or picture cues * Pre-highlight text so when students read independently, they can focus on the essential information. * Hint Cards * Encourage/enable students to annotate the text - if they can’t write on the text, using sticky notes, place page/text in plastic sleeve (GoodReader is an app that allows students to markup text on an Ipad. * Use CoBuild (plain language) dictionaries * Provide graphic organizers to help students categorize information they read/hear. * Provide a series of pre-planned, scaffolded text-dependent questions that build comprehension of the central idea of the text |
| After Reading | * Make time for re-reading * Provide sentence starters so students can participate in focused discussion or for writing about what they have read * Help students highlight key words in task directions * Simplify task directions and/or create checklists so students can self-monitor their progress * Provide sentence or paragraph frames so students can write about what they read * Provide models of what end products/tasks should look like as well as models of what products/tasks should NOT look like. |

**Additional Tools**

Academic Word Finder: [www.achievethecore.org/academic-word-finder](http://www.achievethecore.org/academic-word-finder)

Rewordify: <https://rewordify.com/>

Text Compactor: <http://textcompactor.com>

Read & Write for Google: <https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd?hl=en-US>