

Scaffolding Guide

Element	Descriptions	Examples	Considerations
SOLs	Include the standards you are focusing on for the unit. Make sure to include substandard.	Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	For text-based lessons around vocabulary standards (i.e, use context to determining meaning of a word), consider also including a comprehension standard to focus on making meaning of the text. All standards are intertwined, don't list every standard you give light touch.
Purpose for Reading	Describe the text specific reason for reading. What specific information do you want students to take away or learn?	To understand the social commentary Bradbury portrays and how that makes (or not) a case for space travel. To understand how the destruction of Syrian history as a result of the war.	It's best to keep this focused on information in the text and not the skill you want them to learn- we will incorporate the skill in the next step! This helps us develop <i>clarity</i> with our students on the question of "why this text."
Learning Objectives	Describe what students will be able to do as a result of your instruction. This should be a combination of your standard(s) and purpose.	I can identify how the author uses indirect characterization to create a social commentary related to space travel. I can make inferences and draw conclusions about Syrian history destruction using evidence from the text as a support.	Make sure to focus on the SKILL (ie., analyzing a text) not the activity (completing an anticipation guide) and to stay focused on making meaning of the text. Be clear on how learning the skill will help students better understand the purpose for reading this text.
Before	Describe how you will support students before reading to prepare and motivate them to read the text.	K-W (of a KWL), anticipation guide, video to build knowledge or motivate readers, organizational book walk through, probable passage, discussion or free write, pre part of a pre-post journal, vocabulary activity to engage students with words (see vocab section below).	This generally should not take long (5-15 minutes). Remember to engage with vocabulary without pre-teaching. This may include writing and/or discussion. Focus on activating knowledge and make building knowledge interactive.
During	Describe how you will support students in overcoming the specific challenges	Chunk and write summary sentences or do SWBS, Double Entry journal, DR/L-TA, Think Aloud, Reading Guide, Interactive read aloud, chunk and draw, chunk and write,	Chunking should be present when reading most texts. Easier texts need less supports (such as DR-TA or SWBS summarizing) and more challenging texts need more

	presented in this text during reading to help them comprehend and analyze the text.	scaffolded partner reading. Use fluency supports (choral, echo, radio, partner reading) as needed. Consider jigsawing texts when possible!	support (such as reading guides or think alouds). Make sure to focus on meaning making alongside supporting the skill you want to teach students.
After	Describe how you will help students reflect after reading through writing and discussion.	L (of a KWL), complete probable passage, revisit anticipation guide, post part of a pre-post journal, free write to draw connections and reflect, perspective journal, ReQuest, think pair share, small group discussion, or vocabulary activities (see vocab section below).	Comprehension doesn't stop when your eyes get to the last word on the page! Consider how to help students USE and APPLY their knowledge gained while reading.
Writing	Check your lesson plan and make sure students have an opportunity to write something related to the text either before, during, or after reading.	Write to learn strategies such as KWL, pre-post journal, perspective journal, free write, double entry journal, observation journal.	This may support student's ideas about a text before reading, support their understanding of a text during reading, or support their reflecting about a text after reading. If you don't have writing, make sure to add it!
Discussion	Describe how students will talk about ideas related to this text during or after reading to support comprehension.	Talk strategies may include opportunities for think pair share or small group discussion about a text as well as strategies that foster talk such as ReQuest, KWL, DR/L-TA, or Team-Based learning.	This should happen either during (such as a DL/RTA or Interactive Read Aloud) or after reading (such as ReQuest or Team-Based Learning) to foster students' ideas about a text. Talking before reading is helpful to develop ideas but some talk must occur around the text during or after reading.
Vocabulary	Describe how you will support students' understanding of vocabulary related to the text.	Can occur before (engage with words) or after (more explicit teaching) using strategies such as Probable Passage, List-Group-Label, concept sort, graphic organizers, concept of definition map.	Remember that it's ok to engage students with vocabulary before reading but better to focus instruction on vocabulary after exposure to words.