

Raising Up Readers

Scaffolding Grade Level Text for All

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Impactful Learning Designs

About Me

- 20+ years as an educator
- Elementary and middle school teacher
- Multilingual Learner Coordinator
- Instructional Coach
- District and State Literacy Coordinator
- State Director of Teaching and Learning
- Educational Consultant
- 55 countries



IMPACTFUL LEARNING DESIGNS

Opening Task



How do you
scaffold below
grade level readers
in grade level text?



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Learning Intentions and Success Criteria

- Participants will discuss how reading research suggests that we can accelerate reading progress through challenging text.
- Participants will learn several scaffolding strategies for supporting students in challenging text.
- I will commit to increasing student opportunities in and access to grade level text to accelerate reading progress.
- I can identify at least one new scaffolding strategy to add to my teacher/coach/leader toolkit.

What the Research Says



Trained to match kids to text

Yet, reading growth accelerated when scaffolded in more challenging text

We can mediate frustrational level text through SCAFFOLDING



Source: Foorman et. al, 2016

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What is “Grade Level Text”?



Text Complexity Grade Bands and Associated Lexile Ranges

Text Complexity Grade Band	Lexile Range
K-1	N/A
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-12	1215-1355

- Curricular Materials
 - ELA, including decodable texts
 - Science
 - Social Studies

Why Grade Level Text Matters



- Exposure to grade level
 - Vocabulary
 - Concepts
 - Sentence Structure
 - Knowledge

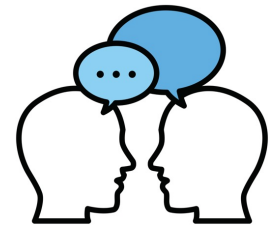


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“Leveled texts lead to leveled lives.”

-Alfred Tatum (found in Souza, 2022)



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Scaffolding Strategies

Ways to mediate text difficulty

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25 Scaffolding Strategies



Before Reading

1. Establishing a purpose for reading
2. Activating prior knowledge
3. Building background knowledge
4. Front-loading vocabulary
 5. Previewing the text
 6. Making predictions
7. Reading text with audio assistance
8. Reading aloud to students
9. Discussing text structure
10. Using text sets to build knowledge

During Reading

11. Engaging all students in active reading
 12. Making connections
 13. Asking and answering questions
 14. Using graphic organizers
 15. Chunking text
16. Engaging in structured academic discussion
17. Writing to learn
18. Summarizing texts using paragraph shrinking

After Reading

19. Using text-dependent questions for collaborative discussion
20. Scaffolding with partially completed graphic organizers
 21. Engaging in extended writing tasks
22. Providing sentence and paragraph frames
 23. Summarizing
24. Discussing with sentence frames and word banks
25. Analyzing sentence structure using syntactic awareness

Before Reading



- Establish a purpose for reading
- Build background knowledge
- Frontload vocabulary

Building Background Knowledge

- Use multimedia or visuals
- Frontload key vocabulary or concepts
- Start with simpler texts
- Compare (and contrast) to already known ideas

Read texts and use media to determine the patterns in behavior of parents and offspring that help offspring survive.

Frontloading Using An Explicit Vocabulary Routine



Step 1: Establish Purpose

Step 2: Introduce the Word(s) in Context

Step 3: See and Say

Step 4: Student-Friendly Definition

Step 5: Another Example in Context

Step 6: Engagement Routine

Step 7: Check for Understanding: Structured Student Talk

Step 8: Wrap Up

During Reading

- Engaging in active reading
- Using graphic organizers
- Using paragraph shrinking



Active Reading



Is...







- 50% or more of the class reading at one time
- Using strategies like echo, choral, cloze, whisper, partner, duet
- Engaging students in discussion about text and notetaking/annotations

Is not..

- One student reading at a time
- Popcorn reading
- Round robin reading
- Primary reliance on teacher, peers, or audio

Active Reading Strategies



1	<p>Cloze</p>  <p>The sun is up.</p>
2	<p>Echo</p> 
3	<p>Choral</p> 
4	<p>Duet</p> 
5	<p>Partner</p> 
6	<p>Whisper</p> 

Active Reading Engagement Technique	What It Is	When to Use It	How to Implement It
Cloze reading	In <i>cloze reading</i> , the teacher reads the text aloud while strategically selecting words to leave out to give students opportunities to chorally read the missing words when prompted (Hasbrouck, 2010).	This technique is the most scaffolded approach you can choose, from an active reading standpoint, as the teacher does most of the heavy lifting of the text. This can be a great way to introduce students to a more challenging text for the first read, then use less scaffolded engagement techniques during the second read.	There is a certain finesse to using this technique effectively. First, you don't want to leave too many words out. A general rule of thumb is to leave out a key vocabulary or concept word once every sentence or two. If you leave words out more frequently, you may negatively impact students' reading comprehension, so be careful not to overuse the strategy.
Echo reading	In <i>echo reading</i> , the teacher models fluent reading by reading a portion of the text aloud—such as a sentence, paragraph, or page—and having students echo back with similar pacing, intonation, and expression. The teacher then repeats this pattern for as long as desired.	Echo reading is an effective way to model fluent reading with students (Raddi, 2018). You can show them how good readers pause at commas and periods, group words into phrases as they read, and add expression to their voices when they see exclamation points and question marks.	When you implement echo reading, consider the length of text your students can orally read without compromising on quality. At first, reading a sentence may be a good challenge, but over time, you will want to work up to longer echo portions of text. This ensures students don't just memorize the text and repeat it back—rather, you provide just enough scaffolding that they still have to read the text.



Using Graphic Organizers

Instructional Order	Planning and Implementation Steps	Your Notes
<p>Before Reading <i>Graphic Organizer Options</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Venn diagram<input type="checkbox"/> Concept map<input type="checkbox"/> Frayer model<input type="checkbox"/> Timeline<input type="checkbox"/> Story map<input type="checkbox"/> Fishbone<input type="checkbox"/> Problem and solution<input type="checkbox"/> T-chart<input type="checkbox"/> Question and answer<input type="checkbox"/> Other: _____	<p>Identify your instructional objective, driven by your standards, for reading the text (for example, identify the potential causes of the Industrial Revolution; identify key details about the physical characteristics of the pink river dolphin).</p>	
	<p>Select a graphic organizer that scaffolds students' achievement of the instructional objective (for example, Venn diagram for comparison; fishbone for cause and effect) and create a draft version of the completed graphic organizer.</p>	
	<p>Determine how students will process their learning using the graphic organizer after the reading (for example, create a twenty-word summary of key details; debate which cause was more influential).</p>	
	<p>Identify how you will have students reflect on how well they met the success criteria for the lesson.</p>	



Using Graphic Organizers

During Reading	Communicate the learning intentions and success criteria for the lesson.	
	Introduce the graphic organizer and explain its purpose for supporting the students in achieving the success criteria.	
	<p>If the graphic organizer is new to students, explicitly model how to extract the information from the text to complete the organizer.</p> <p>If the students are familiar with the graphic organizer, provide pause points for them to fill it in during the reading. Be sure to consider whether collaboration with peer(s) may be necessary for additional support or increased student engagement.</p>	



Using Graphic Organizers

Instructional Order	Planning and Implementation Steps	Your Notes
After Reading	Engage students in extended discussion or writing to process the information from their graphic organizer.	
	Ask students to reflect on how well they met the success criteria of the lesson (for example, score themselves on a scale of 1 to 4, with 4 being "I can teach it to someone else" and 1 being "I am confused").	

Using Paragraph Shrinking



Paragraph Shrinking: Reader

Step 1: Read the text aloud to your partner.

Step 2: Pause at the “stop and think” points. Tell your partner:

1. The *who* or *what*
Sentence starter: “The *who* or *what* is/are . . .”
2. The most important thing about what the *who* or *what* did
Sentence starter: “The most important thing about *who* or *what* is . . .”
3. The main idea in ten or fewer words

Step 3: Respond to your coach’s feedback to improve your response.

Step 4: Repeat until it’s time to switch roles.

Paragraph Shrinking: Coach

Step 1: Follow along and track the text as your partner reads.

Step 2: Pause at the “stop and think” points. Ask your partner to:

1. Name the *who* or *what*
2. Tell the most important thing about what the *who* or *what* did
3. Summarize the main idea in ten or fewer words

Step 3: Provide the reader with any feedback they need to improve their response. If you aren’t sure what the correct response is, ask the teacher for help.

Step 4: Repeat until it’s time to switch roles.

After Reading



- Summarization
 - WINDOW Method
 - Somebody Wanted But So Then

Name: _____ Date: _____

W rite a topic sentence		
I dentify important information and N umber the pieces of identified information	Draw	
D evelop sentences and O rganize sentences using transition words		
W rite an ending sentence		

WINDOW Method



- Write a topic sentence
- Identify important information
- Number the pieces of identified information
- Develop sentences
- Organize sentences using transition words
- Write an ending sentence

Source: Saddler et. al, 2019

Title of Text: **Tops and Bottoms**

Somebody	Mrs. Hare and Father Hare
Wanted	Food for their family
But	Hare had lost a bet and didn't have any land to grow crops
So	Made a bet with bear to grow crops on his land
Then	They tricked Bear of the best parts of the crops until Bear said no more, but by then Hare had enough money to buy land and support his family.
Summary	Mrs. Hare and Mr. Hare wanted to feed their family, but they had lost their land in a bet. So, they made a deal with Bear to share crops they would grow on his land. Then, they tricked him out of the best parts of the crops. Bear got angry and said no more, but by then the Hare had enough money to buy land and support his family again.



rative
icture:
nobody Wanted
So Then

A new scaffolding strategy I plan to use is...



A new scaffolding strategy I plan to use is...

Establishing Purpose for Reading

0%

Building Background Knowledge

0%

Frontloading Key Vocabulary

0%



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Thank
you

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