Multi-Strategic Scaffolding of Complex Text for the Secondary Classroom

Activating Prior Knowledge

List as many words and phrases as you can that define and/or exemplify **scaffolded instruction**.

Pre-write and Discussion

Some stories are not worth remembering.

Choose **ONE**
Agree **|** Somewhat Agree **|** Disagree

Explain your choice in one or two sentences.

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Summarizing the Text with Sentence Frames

After coding the text, write a **summary** of the text using the sentence frame provided. Refer to the text codes in your written response.

<u>Somebody</u> wanted _____, but _____. So _____. Then _____.

_____

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FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

Text Complexity Rubric

This text complexity rubric provides an opportunity to examine the three components of text complexity all together as they relate to a specific text. The first section deals with the qualitative measures, those features of a text that are related to content and meaning. Texts that are higher here may be lower on the next measure, the quantitative, which measures statistical details of the text itself such as word frequency and sentence length. Finally, the last measure examines those features centered around the student. What is the student being asked to do? What are the student's capabilities? What are the knowledge demands of the text?

Low Complexity	Mid Complexity	High Complexity
Qualitative		
The text has a single layer of meaning explicitly stated.	Blend of explicit and implicit details; few uses of multiple meanings; isolated instances of metaphor.	The text has multiple levels of meaning and there may be intentional ambiguity.
The language of the text is literal, although there may be some rhetorical devices.	Figurative language is used to build on what has already been stated plainly in the text.	Figurative language is used throughout the text; multiple interpretations may be possible.
The author's purpose or central idea of the text is immediately obvious and clear.	The author's purpose may not be explicitly stated but is readily inferred from a reading of the text.	The author's purpose is obscure and subject to interpretation.
The text is organized in a straightforward manner with explicit transitions to guide the reader.	The text is largely organized in a straightforward manner, but may contain isolated incidences of shifts in time/place, focus, or pacing.	The text is organized in a way that initially obscures meaning and has the reader build to an understanding.
Graphics are simple and restate what is written in the text.	Graphics are not essential to understanding the text but do expand on the information found in the text.	Graphics are essential to the understanding of the text and contain information not expressed in the written text.
Vocabulary consists primarily of commonly used words. These words are used literally, not figuratively.	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can be read with ambiguity.	The text frequently uses domain-specific words, academic vocabulary, archaic terms, or terms that can be read with ambiguity.
Quantitative		
Text is below or at the lower end of the grade-level band according to a quantitative reading measure.	Text is in the midrange of the grade-level band according to a quantitative reading measure.	Text is at the higher end of or above the grade-level band according to a quantitative reading measure.

Student-centered		
Students can fully understand the text without specific background knowledge.	Students with limited background knowledge may understand the text, but some levels of meaning may be impeded by lack of prior exposure.	For students to fully understand the text, they must have background knowledge of the topic.
The text is understood by the student without the student consciously applying comprehension strategies.	The text is such that the student can read without fatigue and can apply comprehension strategies to understand the text.	The text may demand stamina, comprehension, and inferential skills at the upper boundary of the student's developmental level.
The themes and details in the text are well within the student's developmental level of understanding and appropriate to the student's age level.	The themes and details in the text are within the student's developmental level of understanding, and while some subject matter may be sensitive, it is appropriate to the student's age level.	The themes and details in the text are at the upper boundary of the student's developmental level of understanding. Some subject matter may be sensitive but is appropriate to the student's age level.
The task associated with the text is of a low content complexity level, involving one cognitive step.	The task associated with the text is of mid-level complexity, involving multiple cognitive steps, some of which are at the recall level.	The task associated with the text is of a high content complexity level, involving multiple cognitive steps.

Core Component	Contribution to the Desired Outcomes	Accomplished Use	Ineffective Use
SCAFFOLDED INSTRUCTION is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.	Scaffolded instruction contributes toward the quality of a learner's efforts in relating to new or unfamiliar content, concepts and skills that fortify the development of language and literacy skills orally and in written form.	1. Teacher uses formative assessments to identify the student's need and adjusts support based on the student's response. 2. Teacher uses temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples). 3. Teacher engages students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify). 4. Teacher intentionally and gradually decreases support and transfers responsibility to students as self-sufficiency is developed (I do–we do–you do).	1. Teacher uses formative assessments to identify the student's need but does not adjust support based on the student's response. 2. Teacher does not use temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples). 3. Teacher does not engage students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify). 4. Teacher intentionally and gradually decreases support but does not transfer responsibility to students as self-sufficiency is developed (I do–we do–you do).

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<div align="center">**"Nobel Prize Acceptance Speech 1950"** by William Faulkner</div>

William Faulkner's speech at the Nobel Banquet at the City Hall in Stockholm, December 10, 1950

Ladies and gentlemen,

   I feel that this award was not made to me as a man, but to my work – a life's work in the agony and sweat of the human spirit, not for glory and least of all for profit, but to create out of the materials of the human spirit something which did not exist before. So this award is only mine in trust. It will not be difficult to find a dedication for the money part of it commensurate with the purpose and significance of its origin. But I would like to do the same with the acclaim too, by using this moment as a pinnacle from which I might be listened to by the young men and women already dedicated to the same anguish and travail, among whom is already that one who will some day stand here where I am standing.

   Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There are no longer problems of the spirit. There is only the question: When will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because only that is worth writing about, worth the agony and the sweat.

   He must learn them again. He must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral and doomed – love and honor and pity and pride and compassion and sacrifice. Until he does so, he labors under a curse. He writes not of love but of lust, of defeats in which nobody loses anything of value, of victories without hope and, worst of all, without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

   Until he relearns these things, he will write as though he stood among and watched the end of man. I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure: that when the last dingdong of doom has clanged and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will still be one more sound: that of his puny inexhaustible voice, still talking.

   I refuse to accept this. I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's, duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past. The poet's voice need not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail.

Scaffolded Instruction	Before Reading					During Reading			After Reading	
	Pre-write and Discussion	Preview and Prediction	Vocabulary Instruction	Significant Sentence Fluency	Revise Prediction	Coding the Text	Summarizing the Text with Sentence Frames	Organizing the Text	Speaking and Listening in Response to Text	Long Written Response
Scaffolded Instruction is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.										
1. Teacher uses **formative assessments** to identify the student's need and adjusts support based on the student's response.										
2. Teacher uses **temporary written or verbal** prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples).										
3. Teacher engages students in **interactive, content-centered** learning (dialogue, exchange of ideas, opportunities to question and clarify).										
4. Teacher **intentionally and gradually** decreases support and **transfers responsibility** to students as self-sufficiency is developed (I do–we do–you do).										
Text Complexity										
Qualitative Complexity The features of a text that are related to content and meaning.										
Quantitative Complexity The measurable data of a text such as sentence length, word length and word frequency.										
Student-centered Complexity Those features centered around the student, the task associated with the text, the student's capabilities and the knowledge demands of the text.										

What makes a story or poem worth remembering?

Paragraph	Text	Why do you need this excerpt to respond to the question?	Text Code **P** = author's purpose **R** = rhetorical appeals **F** = figurative language

Scaffold	Description	Planning Instructional Scaffolds
Pre-write and Discussion	The students briefly speak and write in response to a question that activates or builds background knowledge relevant to the text.	1. What is the essential question for this unit and/or text? 2. What general, real-world question can you ask to prompt student thinking for the essential question and/or the text? **PLAN:** Use that question to prompt the Pre-write and Discussion.
	Planning Notes	
Preview and Prediction	The students briefly preview the text, resulting in a written prediction.	3. How will you support students through a preview of the text and predictive writing? **PLAN:** Provide a step-by-step process for previewing the text and composing predictive writing.
	Planning Notes	
Vocabulary Instruction	The teacher provides explicit instruction on strategically chosen words or phrases from the text, noting morphology and context when appropriate.	4. Using page 198 of the B.E.S.T. ELA Standards, determine which words and/or phrases must be explicitly taught in order for students to comprehend the text. **PLAN:** Plan how you will engage students with the words both in the text and in discussions that draw connections between the words.
	Planning Notes	

Significant Sentence Fluency	The teacher models fluent reading of a strategically chosen excerpt from the text as students listen, mouth along and, finally, engage in choral reading.	5. Select a sentence or excerpt from the text that offers significant instructional opportunities related to a particular benchmark, language structures, verbal reasoning or fluency practice. **PLAN:** Plan the targeted aspect of fluency that will be practiced. See page 210 of the B.E.S.T. ELA Standards for more information.
	Planning Notes	
Coding the Text	Through the gradual release model, the students use text codes to mark the text for teacher-created codes.	6. Which benchmarks would best support a student's response to the essential question? **PLAN:** Determine 1-3 text codes related to benchmarks.
	Planning Notes	
Summarizing the Text with Sentence Frames	Students write a summary. If a scaffold is needed, consider using a sentence frame to support students with writing a summary.	7. How will students summarize the text? **PLAN**: Provide a scaffold that will support students with writing a summary.
	Planning Notes	

Organizing the Text	The teacher provides a structured way for students to organize their thinking about particular aspects of the text.	8. How will students organize their thinking about the text? **PLAN**: A graphic organizer or task to support student organization of the text.
	Planning Notes	
Speaking and Listening in Response to Text	Using the coded text and the graphic organizer, students engage in a discussion about the text and/or essential question.	9. How will students engage in an organized discussion around the essential question? **PLAN**: Plan for specific supports to structure student discussion.
	Planning Notes	
Long Written Response	Using the coded text and the graphic organizer, students write in response to the essential question.	10. How will students know what quality work looks like? **PLAN:** Provide students with a model of and/or a rubric defining quality work.
	Planning Notes	

Reflection

Directions: Use the space below to reflect on today's session.

What was most valuable from today's session?

What is one **next step** you might take based on today's session?