Multi-Strategic Scaffolding of Complex Text for the Secondary Classroom

FLORIDA DEPARTMENT OF EDUCATION
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Objectives

1. Define text complexity and scaffolded instruction.

2. Equip participants with a sample scaffolded instructional sequence for teaching complex text.

Activating Prior Knowledge

On **Handout #1 Writing to Learn**, list as many words and phrases as you can that define and/or exemplify **scaffolded instruction**.

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Text Complexity and Scaffolded Instruction

Text Complexity

Qualitative	Quantitative	Student-centered
The features of a text that are related to content and meaning.	The measurable data of a text, such as sentence length, word length and word frequency.	Those features centered around the student, the task associated with the text, the student's capabilities and the knowledge demands of the text.

Low Complexity	Mid Complexity	High Complexity

How does the language change from low complexity to high complexity?

5

Grades 6-12 Literacy Instruction Practice Profile

Core Component	Contribution to the Desired Outcome	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 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 no 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).

Highlight key words.

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Scaffolded Instructional Sequence

Handout #4

Reflect on Scaffolded Instruction

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
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1. Determine the accomplished use addressed.

2. Identify the type of text complexity addressed.

3. Discuss how the scaffolds benefit students.

Pre-write and Discussion

Consider this statement and respond.

Some stories are not worth remembering.

Turn and talk with a partner to share your response to the pre-write.

Preview and Prediction

Examine the following segments of the text, circling a key word or phrase in each:

1. Title
2. The first sentence
3. A sentence in the middle
4. The last sentence
5. Any text features

"Nobel Prize Acceptance Speech 1950" by William Faulkner
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

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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.

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.

Preview and Prediction, Continued

Title: Speech	Middle Sentence: He must learn	Text Features: speech at the Nobel Banquet
First Sentence: award, life's work	Last Sentence: poet's voice	

Inspired by your preview words, write a **prediction** of this text.

This text is about _____.

Turn and talk with your partner, sharing your prediction.

Vocabulary Instruction

verities: truths

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.

Morphology

ver = truth
-ity = the state of

Context as Clues

"…leaving no room in his workshop for anything but the old **verities** and truths of the heart…"

Turn and Talk

What are some things that are true for all people?

Vocabulary Instruction, Continued

ephemeral: short-lived

> 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.

Morphology

-al = having characteristics of

Context as Clues

"…the old universal truths lacking which any story is **ephemeral** and doomed…"

Etymology

ephemeros = Greek word meaning "lasting for a day"

Turn and Talk

What are some things that are **ephemeral**?

Significant Sentence Fluency

Round 1: Listen to how the teacher reads with expression.

Round 2: As the teacher reads with expression, mouth the words along with the teacher.

Round 3: Read aloud with the teacher, matching expression and rate.

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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.	✓	✓			✓					

First-Draft Reading: Essential Question

What makes a story or poem worth remembering?

As you read the text, keep this question in mind.

Second-Draft Reading: Coding the Text

What makes a story or poem worth remembering?

As you reread the text, mark the text for the codes below to help you respond to the Essential Question.

P = author's purpose

R = rhetorical appeals

F = figurative language

18

Second-Draft Reading: Coding the Text, Continued

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.

P = author's purpose

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Second-Draft Reading: Coding the Text, Continued

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.

> ## Individually, reread and code your assigned paragraph.

P = author's purpose

R = rhetorical appeals

F = figurative language

Summarizing the Text with Sentence Frames

After coding the text, write a summary of the text. Refer to the text codes in your written response.

A model can support student writing.

<u>Faulkner</u> **wanted** young writers to write from the heart, **but** they were writing about ephemeral things. **So**, he reminded writers of their duty to write about courage, honor, hope, pride, compassion, pity and sacrifice. **Then**, reminded of these truths, man will endure and prevail.

A sentence frame can also support student writing.

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

21

Organizing the Text

Using your coded text, select three coded text excerpts that you need to respond to the question.

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

Stacking: Benchmarks

Essential Question
What makes a story or poem worth remembering?

Text Coding: Spotlight Benchmark	
P = author's purpose	ELA.9.R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

Text Coding: Accompanying Benchmarks	
R = rhetorical appeals	ELA.9.R.3.4: Explain an author's use of rhetoric in a text.
F = figurative language	ELA.9.R.3.1: Explain how figurative language creates mood in text(s).

Summarizing the Text with Sentence Frames
ELA.9.R.3.2: Paraphrase content from grade-level texts.

23

Stacking: ELA Expectations

ELA Expectation	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

Speaking and Listening in Response to Text

In your small groups, use your graphic organizer and your text coding to help you come to a consensus on what makes a story or poem worth remembering.

Gather evidence from the text to support your decision.

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Planning

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 an 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 examine the text, resulting in a written prediction.	3. How will you support students through a preview of the text and predictive writing?
	Planning Notes	

Reflect

1	What was most **valuable** from today's session?

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

Survey

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