

# Module 2.2

## Why Scaffolding Complex Text Is Crucial

*Pages 41–64*

*Estimated Time: 1 Hour, 10 Minutes*



### Prior to Meeting

- Have participants read pages 41 to 64, beginning at the section titled “Scaffolding, Building the Bridge.”
- Remind participants of their assignment from Chapter 2, Module 1.

### Materials You Need for This Module

- PowerPoint slides for Chapter 2, Module 2
- A variety of picture books, at least one per participant

**Note:** Elementary school librarians as well as librarians from the public library will probably loan you picture books for this module. Be certain to specify that you are looking for picture books for older readers. You may wish to provide the librarian with the list of books provided on pages 46 and 47 listed for scaffolding the teaching of theme. See **Handout 2.4** for an extended list of picture books related to various content areas.

- Copies of Standards for Motivation and Engagement
- Chart paper and markers
- Copies of **Handouts 2.4, 2.5, and 2.6**

### Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that the module focuses on these characteristics of a college and career-ready student.
3. Have participants turn and talk to a partner:
  - How does literacy across the disciplines need to change in order to accomplish the goals set forth in this description?

- What does it mean for a student to “become proficient” in your content area?

### Segment Two: Interpreting an Informal Evaluation (Approximately 10 Minutes)

1. Project **PowerPoint Slide 4**.
2. In groups of 3, ask participants to discuss how they informally evaluated their case-study student’s reading abilities (assignment from Chapter 2, Module 1) by answering the questions on **PowerPoint Slide 4**.

### Segment Three: Exploring the Practice of Scaffolding (Approximately 20 Minutes)

1. Project **PowerPoint Slide 5** and read aloud.
2. Ask participants to turn and talk about how this quote relates to the emphasis placed by CCSS on having students read “challenging text.”
3. Ask for volunteers to share with the entire group.
4. Project **PowerPoint Slide 6**, and point out that scaffolding can help students meet the demands of challenging text.
5. Project **PowerPoint Slide 7**.
6. Ask participants to turn and talk about a text they use in their curriculum that requires scaffolding techniques, such as the ones Hogan and Pressley recommend.
7. Point out that Lent and Gilmore use a bridge as a metaphor for scaffolding in their book. In small groups have participants create a different metaphor for scaffolding. If needed, offer chart paper and markers. Have each group share with the entire group.
8. Post charts for the remainder of the session.

### Segment Four: Scaffolding With Picture Books (Approximately 25 Minutes)

1. Project **PowerPoint Slide 8**.
2. Arrange participants in groups of 4 according to discipline and/or grade levels.
3. Based on grade level or discipline, provide one picture book per participant and place an extra book in the center of the table. Ask participants to write the title of the book in the first space of **Handout 2.4**, Picture Book Pass.

#### *Rules for Book Pass*

- Ask participants to leave the books closed until you give the signal to begin.
- When you say “go,” participants will have 2 to 3 minutes to peruse the picture book and make a brief note about it in the second column of **Handout 2.4**.
- When you say “pass,” participants pass their book to the person on the right. (Note: They may exchange their book for the one in the center of the table if they like.) Have them write the name of the “new” book on their handout, peruse the book for a few minutes and make a note about it. They again pass that book when you say “Pass.”
- Repeat the process until everyone has a chance to examine the four books.

4. Ask participants to work with a partner and choose one book that they could use to scaffold a skill, such as creating a summary, finding theme, understanding inference, determining importance or building background. If necessary, have participants refer to page 48 titled “How to Replicate Ms. Hart’s Lesson.”
5. Ask one set of partners to share how they would use the book to teach a particular skill with another set of partners.
6. If time allows, ask for volunteers to share with the entire group.
7. Pass out **Handout 2.5**, Picture Books for Scaffolding Complex Text in Content Areas for future reference.

### Segment Five: Scaffolding Challenging Text (Approximately 15 Minutes)

1. Project **PowerPoint Slide 9** (a duplicate of **PowerPoint Slide 3**) and remind participants that this description is the focus for Chapter 2.
2. Ask participants to read “How to Replicate This Lesson” on page 57 and evaluate it in terms of the goals described in **PowerPoint Slide 9**. Allow time for small group or partner talk.
3. Place participants in small groups of teachers from similar disciplines.
4. Ask participants to share an example of complex text from their discipline that might require scaffolding for their case-study student (or all students).
5. Project **PowerPoint Slide 10** and ask them to engage in a discussion using the questions as prompts.

### Segment Six: Scaffolding in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 11**.
2. Provide **Handout 2.6**, Practices That Support Scaffolding and Learning.
3. Ask participants to choose one practice from the handout to incorporate into a lesson before the next session. They should keep notes about what worked or didn’t work and bring their observations to the next session.

### Segment Seven: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 12** and read aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 2.4 **Picture Book Pass**

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Title/Author	Notes Regarding Use of Book in Your Curriculum

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Retrieved from the companion website for *Common Core CPR: What About the Adolescents Who Struggle . . . or Just Don't Care?* by ReLeah Cossett Lent and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2013 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

## Handout 2.5 **Picture Books for Scaffolding Complex Text in Content Areas**

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### **Social Studies and/or English**

- *The Dragon New Year: A Chinese Legend* by David Bouchard
- *George vs. George: The American Revolution as Seen from Both Sides* by Rosalyn Schanzer
- *Harlem* by Walter Dean Myers
- *A Hero and the Holocaust: The Story of Janusz and his Children* by David A. Adler
- *I Want to Be Free* by Joseph Slate
- *Joan of Arc: Heroine of France* by Ann Tompert
- *Malcolm X: A Fire Burning Brightly* by Walter Dean Myers and Leonard Jenkins
- *Marching With Aunt Susan: Susan B. Anthony and the Fight for Women’s Suffrage* by Claire Rudolph Murphy
- *Martin’s Big Words* by Doreen Rappaport
- *Persephone* by Sally Pomme Clayton
- *River of Dreams: The Story of the Hudson River* by Hudson Talbott
- *Rosa* by Nikki Giovanni
- *The Yellow Star: The Legend of King Christian X of Denmark* by Carmen Deedy
- *The Wall* by Eve Bunting

### **English**

- *A Midsummer Night’s Dream* retold by Bruce Coville
- *River of Words: The Story of William Carlos Williams* by Jen Bryant and Melissa Sweet
- *The Three Questions*, based on a story by Leo Tolstoy by Jon Muth
- *To Go Singing Through the World: The Childhood of Pablo Neruda* by Deborah Kogan Ray
- *Walt Whitman: Words for America* by Barbara Kerley
- *Why War is Never a Good Idea* by Alice Walker
- *Zen Shorts* by Jon Muth

### **Science**

- *The Flower Hunter: William Bartram, First American Naturalist* by Deborah Kogan Ray
- *Insect-Lo-Pedia: Young Naturalist’s Handbook* by Matthew Reinhart
- *Manfish: A Story of Jacques Cousteau* by Jennifer Berne
- *Starry Messenger: Galileo Galilei* by Peter Sis
- *Seaclocks: The Story of Longitude* by Louise Borden

**Art and/or Music**

- *A Band of Angels: A Story Inspired by the Jubilee Singers* by Deborah Hopkinson
- *Fireflies in the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezin* by Susan Goldman Rubin
- *Frida* by Jonah Winter
- *John's Secret Dream: The John Lennon Story* by Doreen Rappaport
- *Seurat and La Grand Jatte: Connecting the Dots* by Robert Burleigh

**Math**

- *For Good Measure: The Ways We Say How Much, How Far, How Heavy, How Big, How Old* by Ken Robbins

**P.E.**

- *Champions on the Bench* by Carole Boston Weatherford
- *Twelve Rounds of Glory: The Story of Muhammad Ali* by Charles R. Smith, Jr.

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**Handout 2.6 Practices That Support Scaffolding and Learning**

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1. Use formative assessments. The purpose of any assessment is to uncover the learner's strengths and inform the teacher of deficits in student understandings or skills—as well as reveal the effectiveness of instruction. Formative assessments may include
  - observing students;
  - sitting in on small group discussions;
  - asking students to explain their thinking; and
  - utilizing mini-conferences.
2. Offer regular, nonthreatening feedback, such as
  - making specific comments throughout the process regarding students' work;
  - focusing on two or three areas of particular need;
  - addressing major needs first—minor errors last;
  - connecting feedback to student learning goals; and
  - pointing out specific revision tasks.
3. Read aloud books, articles, and other texts in your content area regularly. Hints for creating engaging read-alouds are listed below.
  - Tell students your purpose in reading the text. Why did you choose the piece? What do you want students to gain from it?
  - Don't feel you need to read an entire article; pertinent passages may be enough to capture students' interest, provide additional information, or show how experts in the field approach text.
  - Offer printed text, if available, and have students follow along as you read.
  - As a proficient reader, demonstrate to students how you approach challenging text or unlock unfamiliar vocabulary.
  - Don't quiz students after a read-aloud, although you may want to ask them to respond to the content orally, in writing, or with a partner.
  - Find a great young adult novel related to your content and read a few pages before the end of class each day to show students the entire pleasure in reading.
4. Build background knowledge prior to reading. Differentiate instruction by offering more background to those students who need more help.