

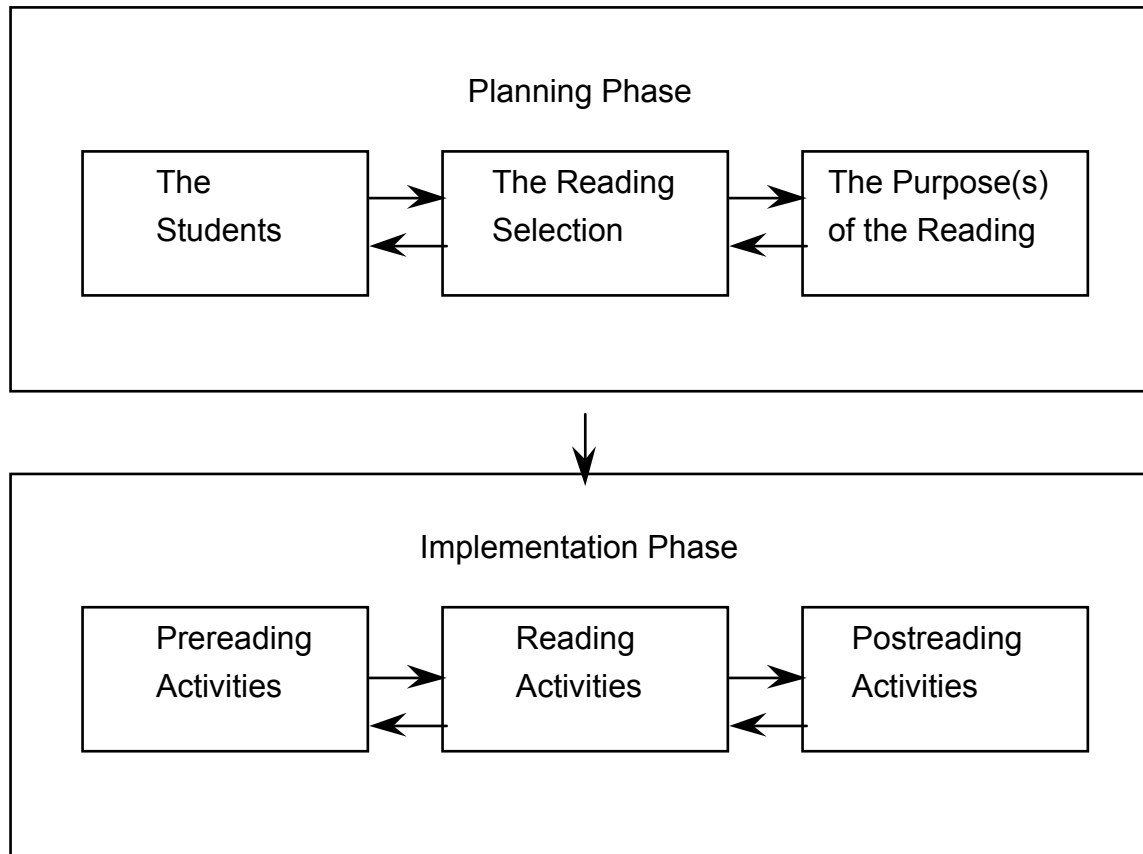
Chapter 2

WHAT IS A SCAFFOLDED READING EXPERIENCE?

A Scaffolded Reading Experience is a set of prereading, during-reading, and postreading activities specifically designed to assist a particular group of students in successfully reading, understanding, learning from, and enjoying a particular selection. As such, a Scaffolded Reading Experience is somewhat similar to traditional instructional plans such as Emmett Betts' Directed Reading Activity (1946) and Russell Stauffer's Directed Reading-Thinking Activity (Stauffer, 1969) and to more recent plans such as Irene Fountas and Gay Sue Pinnell's Guided Reading (1996). Robert Tierney and John Readence (2000) classify all of these plans as "lesson frameworks," and this is an appropriate classification for the Scaffolded Reading Experiences.

However, a Scaffolded Reading Experience (SRE) differs markedly from these other instructional frameworks in that an SRE is not a preset or largely preset plan for dealing with a text. Instead, an SRE is a flexible plan that you tailor to a specific situation. It has two parts. The first part, the planning phase, takes into consideration the particular group of students doing the reading, the text they are reading, and their purpose or purposes for reading it. The second phase, the implementation phase, provides a set of prereading, during-reading, and postreading options for those particular readers, the selection being read, and the purposes of the reading. The SRE framework is shown in the following figure.

Two Phases of a Scaffolded Reading Experience



As shown in the figure, the first phase of the SRE is the Planning Phase, during which you plan and create the entire experience. The second phase is the Implementation Phase, the activities you and your students engage in as a result of your planning. This two-phase process is a vital feature of the SRE approach in that the planning phase allows you to tailor each SRE you create to the specific situation you face. Different situations call for different SREs.

Planning takes into account the students, the reading selection, and the reading purpose. Suppose you are working with average-ability sixth graders, you want them to develop some fairly deep understanding about the migration of

whales, and the text you have chosen is quite demanding. Or consider a very different situation. Suppose you are working with these same sixth graders, your purpose is to have them read a humorous story for the pure enjoyment of it, and you have chose a fairly easy reading selection such as Margo Sorenson's comic novel *Funny Man*.

In each of these situations, your planning leads to the creation of the SRE itself and to your implementing it; but the two SREs will differ markedly. As shown in the lower half of the figure, the components of the implementation phase are prereading, during-reading, and postreading activities. With the whale migration text, we have already suggested that you want students to develop some fairly deep knowledge and to retain much of what they learn. This means that your SRE for the whale migration text is likely to be a substantial one, with prereading activities that prepare students to read the difficult text, during-reading activities that lead them to interact and grapple with the text in ways that help them understand and learn from it, and postreading activities that give them opportunities to check their understanding of the text and solidify their learning. Consequently, the class might spend four or five days reading the chapter and completing the learning activities you have assembled.

Conversely, with the short, humorous novel *Funny Man* and the major goal of students that they simply enjoy the reading experience, your SRE is likely to be minimal. Prereading might consist of a brief motivational activity, students might read the story silently to themselves, and postreading might consist of an optional discussion. Consequently, the class might spend only a day or so reading and responding to the short story.

In addition to recognizing that the SRE framework results in very different SREs for different situations, it is important to recognize that the components of each phase of the SRE are interrelated. Consider the three components of the planning phase—the students, the text, and your purposes. Once you decide which students you're going to work with, there are only some texts you can use and some purposes you can expect to accomplish. Once you decide which text you are going to use, there are only some students who will be able to read it and some purposes you can hope to achieve with it. And once you decide what your purposes are, there are only some texts you can use to accomplish those purposes and some students who will be able to achieve them. The same sort of interdependency holds with the three components of the implementation phase. For example, if you decide you are going to have some very challenging postreading tasks, you'll want to include prereading activities and during reading activities that thoroughly prepare students to accomplish those challenging tasks.

The possible pre-, during, and postreading components of an SRE are listed in the following chart. Before continuing, however, we want to stress that these are possible components of an SRE. No single SRE would include anything like all of these activities.

Possible Components of a Scaffolded Reading Experience

Prereading Activities

Motivating

Activating and Building Background Knowledge

Providing Text-Specific Knowledge

Relating the Reading to Students' Lives

Preteaching Vocabulary

Preteaching Concepts

Prequestioning, Predicting, and Direction Setting

Suggesting Strategies

Reading Activities

Silent Reading

Reading to Students

Guided Reading

Oral Reading by Students

Modifying the Text

Postreading Activities

Questioning

Discussion

Writing

Drama

Artistic, Graphic, and Nonverbal Activities

Application and Outreach Activities

Building Connections

Reteaching

In the next few pages, we briefly describe each of these pre-, during, and postreading options. In later chapters, we discuss each of them in more depth and provide detailed examples of each.

Prereading Activities

Prereading activities prepare students to read an upcoming selection. They can serve a number of functions, including getting students interested in reading the selection, reminding students of things they already know that will help them understand and enjoy the selection, and preteaching aspects of the selection that may be difficult. Prereading activities are particularly important because with adequate preparation the experience of reading will be enjoyable, rewarding, and successful. Prereading activities are widely recommended (see, for example, Aebersold & Field, 1997, Ciborowski, 1992; Cunningham, Hall, & Defee, 1998; Fountas & Pinnell, 1996; Readence, Moore, & Rickelman, 2000; Schoenbach, Greenleaf, Cziko, & Huriwitz, 1999; Snow, 2001; Yopp & Yopp, 1992), and a number of different types of prereading activities have been suggested. In creating the list of possible prereading activities for SREs, we have attempted to list a relatively small set of categories that suggest a large number of useful activities teachers and students can engage in. As shown in the list of SRE components, we suggest eight types of prereading activities.

Motivating activities, the first category listed under Prereading Activities, include any activities designed to interest students in the upcoming selection and entice them to read it. Although a variety of prereading activities can be motivational as well as accomplishing some other purpose, we list Motivating activities as a separate category because we believe that it is perfectly appropriate to do something solely for the purpose of motivating students. Moreover, we believe that motivating activities should be very frequently used.

Relating the Reading to Students' Lives is so self-evident a category as to leave little to say. We will, however, point out that, because showing students

how a selection relates to them is such a powerful motivator and promotes comprehension, it is something we like to do often.

Activating or Building Background Knowledge is always important if students are to get the most from what they read. When you activate background knowledge you prompt students to bring to consciousness already known information which will be helpful in understanding the upcoming text. For example, let us say a group of your eighth graders is researching the plight of migrants workers. Before these students read a story you have recommended from *The Circuit*, Francisco Jiménez's award-winning collection of stories based on his own experiences as a child migrant worker in California, you might encourage them to discuss what they have already learned about migrant workers from their previous reading. In addition to activating background knowledge, it is sometimes necessary to build background knowledge, knowledge that the author has presupposed—probably tacitly—readers already possess. For example, in reading the stories in *The Circuit*, you might find that Jiménez presupposes some specific knowledge of California geography, knowledge that you're pretty sure this particular group of eighth graders lack. In this case, supplying this information would make good sense. As another example of the need to build background knowledge, consider that the author of an American short story set in a movie theater is likely to assume that students are quite familiar with American movies and movie theaters and thus is not likely to explain anything about them in the story itself. For students who were raised in the U.S. and have been to a lot of movies, the assumption is correct, but you might have to explain quite a bit about movie theaters related concepts to a Hmong student who had just arrived in the U.S.

As contrasted to activating or building background knowledge, **Providing Text-Specific Knowledge** gives students information that is contained in the reading selection itself. Providing students with advance information on the content of a selection—giving students the seven topics discussed in an article on whales, for example—may be justified if the selection is difficult or densely packed with information.

As used here **Preteaching Vocabulary** refers to preteaching words that are new labels for concepts that students already know. For example, you would be teaching vocabulary—a new label—if you taught fourth graders the word *crimson*, meaning "red." It often makes good sense to take five minutes and preteach half-a-dozen or so new vocabulary words before an upcoming selection,

Preteaching Concepts is a different matter. Preteaching concepts refers to preteaching new and potentially challenging ideas, not just new labels for ideas students already understand. For example, if you wanted to teach fourth graders the full meaning of VELOCITY, you would be teaching most of them a new concept. It does not make sense to attempt to preteach half-a-dozen new and difficult concepts in anything like five minutes. Teaching new and difficult concepts takes significant amounts of time and requires powerful instruction.

We have listed **Prequestioning, Predicting, and Direction Setting** together because we believe that they are similar activities. With any of them, you are focusing students' attention and telling them what is important to look for as they read. Such focusing is often necessary because without it students may not know what to attend to.

In the final Prereading Activity we have listed, **Suggesting Strategies**, the key word is *Suggesting*. As we will explain at the end of this chapter, Scaffolded Reading Experiences are not designed to *teach* strategies. Teaching strategies—actually instructing students in how to do something they could not do previously—almost always requires more time than we allot to SREs. However, it is often appropriate to suggest as part of an SRE that students use strategies they already know. For example, you might suggest to seventh graders who are reading a selection that presents a complex argument that the argument found in the piece is complex and that it would be a good idea for them to summarize it in their own words. Occasionally, these strategies may be ones that students have learned on their own, but in most cases the strategies will have been deliberately taught in the past.

During-Reading Activities

During-reading activities include both things that students themselves do as they are reading and things that you do to assist them as they are reading. Like prereading activities, during-reading activities are frequently recommended (see, for example, Aebersold & Field, 1997, Bean, Valerio, & Stevens, 1999; Beck & McKeown, 2001); Beck, McKeown, Hamilton, & Kucan, 1997; Ciborowski, 1992; Fountas & Pinnell, 1996; McKeown & Beck, in press; Schoenbach, Greenleaf, Cziko, & Huriwitz, 1999; Richardson, 2000; Wood, Lapp, & Flood, 1992; Yopp & Yopp, 1992), although there are probably not as many really different types of during-reading activities. In creating the list of possible during-reading activities for SREs, we have again attempted to list a relatively small set of categories that suggest a large number of useful activities teachers

and students can engage in. As shown in the list of SRE components, we suggest five types of during-reading activities.

We have deliberately listed **Silent Reading** first because we believe strongly that it should be the most frequently used during-reading activity. The central long-term goal of reading instruction is to prepare students to become accomplished lifelong readers; and most of the reading students will do once they leave school—in fact, most of the reading they'll do in secondary school and college as well as in the world outside of school—will be silent reading. It is both a basic rule of learning and everyday common sense that one needs to repeatedly practice the skill he or she is attempting to master. If we choose appropriate selections for students to read and have adequately prepared them to read the selections, then students will often be able to silently read the selections on their own.

Reading To Students can serve a number of functions. Hearing a story or piece of exposition read aloud is a very pleasurable experience for many youngsters and also serves as a model of good oral reading. Reading the first chapter or the first few pages of a piece can help ease students into the material and also serve as an enticement to read the rest of the selection on their own. Reading to students can make difficult material accessible to students who find certain texts difficult, either because of their complex structure or difficult vocabulary. Some students find listening easier than reading; this is certainly the case with many less-proficient readers and with some—but by no means all—English-language learners. For these students, reading aloud—or playing an audio tape for the same purpose—is sometimes very helpful. However, in most

instances, students should read silently on their own. One gets good at reading through reading.

Guided Reading refers to any activity that you use to focus students' attention on particular aspects of a text as they read it. Guided reading often begins as a prereading activity—perhaps with your setting directions for reading—and is then carried out as students are actually reading. For example, in order to help students appreciate an author's craft and to give them examples of the sort of language they might like to sometimes include in their own writing, you might have them jot down examples of particularly colorful language as they read a humorous short story. As another example, if you find that an expository piece on seashells is actually divided into half a dozen sections but contains no headings or subheadings, you might give students a semantic map that includes titles for the half dozen sections and ask them to complete the map as they are reading. Often, with guided reading activities, students' goal is to learn something from their reading rather than just read for enjoyment. Thus, guided reading activities are frequently used with expository material. However, it is also possible to guide students in understanding and responding to narratives, for example, to help ninth graders recognize the plot structure of the Newbery award-winning novel, *A Single Shard* by Linda Sue Park, or to help fourth graders empathize with the beleaguered protagonist Joel in *Taking Care of Trouble* by one of us (Bonnie).

Of course, one long-term goal is to motivate and empower students to learn from and respond to selections without your assistance. Thus, with less-challenging selections and as students become increasingly competent, your support can and should be less specific and less directive, and sometimes

consist only of a prereading suggestion: "After reading the first chapter in Kathleen Krull's *Lives of the Presidents*, I have a suggestion for you. Try reading it with a partner and stopping after each section to take notes. This should help you understand and remember the material better." Or, if these same fifth grade students are reading a narrative such as Elizabeth Levy's *My Life as a Fifth-Grade Comedian* you might say, "You'll find that Bobby is quite a character and that he changes a lot during the story. Using a journal to record the changes he undergoes and writing down how you feel about the changes may help you better appreciate what he's going through."

In some classrooms, **Oral Reading by Students** is a relatively frequent activity, while in others it is a relatively infrequently one. As we previously mentioned, most of the reading students do once they leave elementary school is silent reading, and thus doing a lot of silent reading is important. Nonetheless, oral reading has its place. Certainly, poetry is often best and most effective when read orally. Also, poignant or particularly well written passages of prose are often appropriate for oral reading. Reading orally can also be helpful when the class or a group of students is studying a passage and trying to decide on alternate interpretations or on just what is and is not explicitly stated in the passage. Additionally, students often like to read their own writing orally. And, of course, having individual students read orally can provide you with very valuable diagnostic information. Thus, oral reading is something to include among the many alternatives you offer students.

Modifying the Text is sometimes necessary to make the reading material more accessible to students. Modifying the text can involve presenting the material on audio or video tapes, changing the format of a selection, simplifying a

text, or in effect shortening a text by telling students they need only read certain parts of it. Modifying the text is called for in situations in which reading selections present too much of a challenge because of either their length or difficulty. Assuming students can and will read the original selection, will they get as much out of reading a modified version of it or from listening to it on tape? Almost certainly not! But if they cannot or will not read all of the original selection, hearing it or successfully reading part of it, are certainly preferable to failure in reading all of it.

Postreading Activities

Postreading activities serve a variety of purposes. They provide opportunities for students to synthesize and organize information gleaned from the text so that they can understand and recall important points. They provide opportunities for students to evaluate an author's message, his or her stance in presenting the message, and the quality of the text itself. They provide opportunities for you and your students to evaluate their understanding of the text. And they provide opportunities for students to respond to a text in a variety of ways—to reflect on the meaning of the text, to compare differing texts and ideas, to imagine themselves as one of the characters in the text, to synthesize information from different sources, to engage in a variety of creative activities, and to apply what they have learned within the classroom walls and in the world beyond the classroom. Not surprisingly given their many functions, postreading activities are also widely recommended (see, for example, Aebersold & Field, 1997, Alverman, 2000; Bean, Valerio, & Stevens, 1999; Ciborowski, 1992; Fountas & Pinnell, 1996; Gambrell & Almasi, 1996; Schoenbach, Greenleaf, Cziko, & Huriwitz, 1999; Wood, Lapp, & Flood, 1992; Yopp & Yopp, 1992), and in

most classrooms they are very frequently used. In creating the list of possible postreading activities for SREs, we have once again attempted to list a relatively small set of categories that suggest a large number of useful activities. As you can see from the list of SRE components, we include eight types of postreading activities.

Questioning, either orally or in writing, is a frequently used and frequently warranted activity. Questioning activities give you an opportunity to encourage and promote higher order thinking—to nudge students to interpret, analyze, and evaluate what they read. Questions can also elicit creative and personal responses—"How did you feel when . . . ?" "What do you think the main character would have done if . . . ?" Sometimes, of course, it is appropriate for students to read something and not be faced with some sort of accountability afterwards. However, in many cases, neither you nor your students will be sure that they gained what they needed to gain from the reading without their answering some questions. Of course, teachers are not the only ones who should be asking questions after reading. Students can ask questions of each other, they can ask you questions, and they can ask questions they plan to answer through further reading or by searching the Internet.

Some sort of **Discussion**—whether it is discussion in pairs or small groups or discussion involving the entire class—is also very frequent and often very appropriate. If there is a chance that some students did not understand as much of a selection as they need to—and there is often this chance—discussion is definitely warranted. Equally importantly, discussion gives students a chance to offer their personal interpretations and responses to a text and to hear those of others. Discussion is also a vehicle for assessing whether or not reading goals

have been achieved, to evaluate what went right with the reading experience, what went wrong, and what might be done differently in the future.

Writing is a postreading task that probably ought to be used more frequently than it is. In recent years, there has been a good deal of well-warranted emphasis on the fact that reading and writing are complementary activities and ought often to be dealt with together. We certainly agree. However, we want to stress that writing is often a challenging activity, and it is important to be sure that students are adequately prepared for writing. Among other things, this means that if students are expected to write about a selection, you usually need to be sure they have comprehended the selection well. We say *usually* because sometimes students can write to discover what they have comprehended in a selection or to deepen their understanding of it.

Drama offers a range of opportunities for students to get actively involved in responding to what they have read. By Drama, we refer to any sort of production involving action and movement. Given this definition, short plays, skits, pantomimes, and Readers Theatre are among the many possibilities.

Artistic, Graphic, and Nonverbal Activities constitute additional possibilities for postreading endeavors. In this broad category, we include visual art, graphics, music, dance, and media productions such as videos, slide shows, and audio tapes, as well as constructive activities that you might not typically think of as artistic. Probably the most frequent activities in this category involve creating graphics of some sort—maps, charts, trees, diagrams, schematics, and the like. Other possibilities include constructing models or bringing in artifacts that are somehow responses to the selection read. Artistic and nonverbal activities may be particularly useful because they are fun, are often a little

different from typical school tasks, and provide opportunities for students to express themselves in a variety of ways, thus creating situations in which students of varying talents and abilities can excel. This is not to say that such activities are frills, something to be done just to provide variety. In many situations and for many students, artistic and nonverbal activities offer the greatest potential for learning information and for responding to what has been read.

Application and Outreach Activities. Here, we include both concrete and direct applications—cooking something after reading a recipe—and less direct ones—attempting to change some aspect of student government after reading something about state government that suggests the possibility. Here, we also include activities that extend beyond the campus—planning a drive to collect used coats and sweaters after reading a news article on people in need of winter clothing or taking a field trip to a local art museum after reading about one of the artists represented there. Obviously, there is a great range of application and outreach options.

Although there is some overlap between the next postreading activity we consider, **Building Connections**, and the one we just discussed, Application and Outreach Activities, we have chosen to list Building Connections as its own category because building connections is so important. Only by helping students build connections between the ideas they encounter in reading and other parts of their lives can we ensure that they come to really value reading, read enough that they get to be truly proficient readers, see the relevance of reading, and remember and apply important learnings from their reading. Several sort of connections are important. First, we want students to connect the wealth of out-

of-school experiences they bring to school with their reading, for example, to relate the pride they felt in learning to ride a two wheeler with the pride a story character feels when she meets a difficult challenge. Second, we want students to connect what they learn in one subject to what they learn in others, for example, to realize their understanding of the motives of Johnny in Esther Forbes's *Johnny Tremain* can help them appreciate the feelings of children they read about as they study the revolutionary war. Third, we want them to realize that concepts they learned from reading can apply well beyond the classroom, for example, that just as a fictional character's perseverance brought her success, so too might their perseverance at real life tasks they face bring them success.

The final Postreading Activity we consider is **Reteaching**. When it becomes apparent that students have not achieved their reading goals or the level of understanding you deem necessary, Reteaching is often in order; and the best time for reteaching is usually as soon as possible after students first encounter the material. In some cases, reteaching may consist simply of asking students to reread parts of a selection. In other cases, you may want to present a mini-lesson on some part of the text that has caused students problems. And in still other cases, students who have understood a particular aspect of the text may assist other students in achieving similar understanding.

Planning Scaffolded Reading Experiences

We have described a fairly lengthy list of possible activities, as we have already noted, far too many to be used with a single selection. Again, however, this is a list of *options*. From this set of possibilities, you choose only those that are appropriate for your particular students reading a particular text for a particular purpose. Suppose, for example, you are working with a class of sixth

graders on social studies. The class is reading the first chapter in Michael L. Cooper's *Indian School*, and their goal is to learn the most important information presented in this chapter. In this situation, you might decide to provide prereading instruction that includes a motivational activity, the preteaching of some difficult vocabulary such as "interpreter" and "proposition," and a questioning activity—an activity in which students pose *who*, *when*, *where*, *what*, *how*, and *why* questions they expect to be answered in the chapter. Next, for the during-reading portion of the lesson, you might decide to read part of the chapter orally and then have students read the rest silently, looking for answers to their questions. Finally, after students have finished the chapter, you might decide to have them break into discussion groups of three or four and answer the questions they posed during prereading. After this, the groups might come together as a class and share their answers. Here is a list of the activities for this SRE for sixth-graders reading the first chapter in *Indian School*.

Prereading:	Motivating Preteaching Vocabulary Questioning
During Reading:	Reading to Students Silent Reading
Postreading:	Small Group Discussion Answering Questions Large Group Discussion

There are two characteristics of this example particularly worth emphasizing at this point. For one thing, this combination of prereading, during-reading, and postreading activities is only one of a number of combinations you

could have selected. For another, you selected the activities you did based on your assessment of the students, the selection they were reading, and their purpose in reading the selection.

We can again highlight the fact that SREs vary considerably by giving another example. Suppose the same sixth graders are reading a simple and straightforward narrative, something like Andrew Clements' award-winning *Frindle*. Suppose further that their primary purpose for reading the story is simply to enjoy this thought-provoking yet fast-paced, humorous tale. In this case, prereading instruction might consist of only a brief motivational activity, the during-reading portion might consist entirely of students' reading the novel silently, and the postreading portion might consist of their voluntarily discussing the parts of the story they found most humorous or interesting. Here is the list of activities for this SRE for *Frindle*.

Prereading:	Motivating
During Reading:	Reading to Students Silent Reading
Postreading:	Optional Small Group Discussion

It is, as you can see, much shorter than the one for *Indian School*. It is short because neither your students, the story itself, nor the purpose for reading the story requires a longer and more supportive SRE.

A Sample Planning Experience for An SRE

Now shift gears a bit and consider the planning you might do and an SRE you might construct—in this case for a chapter on waves in a seventh-grade science text. Your students are seventh graders of average to high ability, and the class includes two English language learners for whom reading English is still a challenge. After reading the chapter, you decide the important reading purposes are for students to understand the concept of WAVES, note some of the properties of waves, describe several different types of waves, and come away with the understanding that waves are important physical phenomena, a scientific topic they will meet again and learn more about in later grades.

Thinking again about your class, you decide that they can handle the chapter, with your help. Again considering the chapter, you identify the concepts you want to stress, and you note that the chapter contains some material students do not need to deal with at the present time. You also note that the chapter is ten pages and about 3,000 words long, and you estimate that it will take students 20-30 minutes to read through it once.

All of this thinking—these considerations about your students, the chapter, and reading purposes—are in your mind as you plan the SRE. (As a matter of fact, in actually planning an SRE, you would probably consider more factors than we have listed in this brief example.) With those considerations firmly in mind, you come up with pre-, during-, and postreading activities. Here is an outline of what the SRE might look like.

 SRE for "Waves" Chapter

Planning
Students:

Fifth-graders of average-to-high ability; the class includes two English language learners

Selection:

Chapter titled "Waves" in fifth grade science text.

Purpose:

To understand and recall concept of waves, some wave properties, and types of waves

Implementation
Prereading Activities

Motivating: Acting out the motion of a wave

Preteaching a Concept: Teaching the concepts amplitude and frequency

Building Text-Specific Knowledge: Use the headings in the chapter to preview and predict its contents.

During-Reading Activities

Reading Aloud: Read first section aloud to students.

Manipulating Medium: Tape chapter and make tape available to ESL students.

Silent Reading: Students read chapter on their own.

Post Reading Activities

Discussion: Small groups discuss chapter and add information to outline.

Reteaching: Reteach and extend central concepts as necessary.

Writing: Have students write an imaginative tale in which a wave goes berserk.

For prereading, you decide to include a motivational activity that will relate the topic of waves to students' lives and preteach the concept. You include motivation because you believe that some sort of motivation is almost always a good idea and because students will not automatically be interested in waves. You have students demonstrate a wave by arranging themselves in a line across the front of the room and then successively standing up and sitting down—much as fans do at a football game. Following this demonstration (students will probably have to practice the wave several times before it becomes rhythmic and

looks very much like a wave), you point out various attributes of their wave and of waves generally. For example, their wave and all waves are rhythmic and have amplitude and frequency. You might go on to explain these related concepts and then have students again demonstrate several different wave forms, changing the amplitude of their wave by raising both hands rather than standing up and changing its duration by standing up and sitting down or raising and lowering their hands at different rates. Finally, you might draw several wave forms on the board to illustrate the rhythmic patterns and the different amplitudes and durations waves can have.

Motivating students might also include stressing that WAVES is an important science topic, reminding them that they are already familiar with some sorts of waves—those in oceans or lakes—and asking them what other sorts of waves play parts in their daily lives—microwaves and TV waves are likely responses.

Next, because the chapter contains several difficult concepts, more really than you would like, you decide to preteach two of the most important ones. These are the concepts of AMPLITUDE and FREQUENCY as they apply to waves. You begin by defining each of the concepts. The AMPLITUDE of a wave is the height of the wave from its origin to its crest. The FREQUENCY of a wave is the number of cycles of the wave that pass through a point in certain amount of time. Next, you remind students that their own wave had amplitude and frequency; its amplitude was perhaps a foot or two, and its frequency might have been ten cycles a minute. After this, you might show a video that illustrated the two concepts. Finally, you could ask students if they knew of other words or phrases that expressed concepts similar to those expressed by amplitude and

frequency—*height, size, and how often something happens* are possible responses. Of course, these brief activities have not fully taught the concepts, but students will be better prepared to understand them when they come up in the chapter.

As the next activity, in order to prepare students to deal with both the content and the organization of the chapter, you write the headings and subheading from the chapter on the board, being sure to preserve the features of the text used to show subordination—for example, the superordinate topics might be in all caps and left justified, while the subordinate topics might have just the first letter of each word in caps and be indented. Then, you ask students to identify the superordinate and subordinate topics by noting their placement and the type of letters used. Finally, you ask students to brainstorm on what they can learn just from the headings. For example, the first heading HOW DO WAVES TRANSFER ENERGY? clearly indicates that one thing waves do is transfer energy. You write this on the board and continue through the rest of the outline with the class, jotting down similar information students glean from the outline.

For during-reading activities, you decide to make an audio tape of the chapter for your English-language learners. Your plan also includes reading the first section of the chapter aloud to all students to ease them into the chapter. After the first section, the English-language learners will listen to the tape, and the rest of the class will finish the chapter by reading silently to themselves. Before students begin their listening or reading, however, you remind them that they shouldn't try to learn everything in the chapter, but should focus their attention on the topics discussed in the outline—the properties of waves and the different sorts of waves described.

In deciding on postreading activities, you would probably take into account the fact that the chapter is challenging and that you definitely want students to remember the major concepts dealt with in the chapter. You might, therefore, hand out a discussion guide which parallels the chapter outline you wrote on the board and offer students 20 minutes to discuss these concepts in small groups. After that, the class could come back together, and each group could report one piece of information they discovered about waves. Also, it is likely that some of your students will need extra work with concepts such as AMPLITUDE and FREQUENCY, and you might offer to join a group of students if there are any that would like to further consider these ideas. Finally, because many of your students have a creative bent and because you believe that WAVES and related concepts might prompt interesting fantasy tales, you suggest that students work alone or in small groups to create stories, sketches, or poems in which waves play central roles. Then, once students have completed their creations, they could either present them orally or post them around the room.

All in all, your students might spend three or four days with this SRE. Your purpose in designing these activities—and the purpose in planning and carrying out any SRE—is a straightforward one: You want to do everything possible to ensure that students have a successful reading experience. As we suggested before, we believe that a successful reading experience is one in which students understand the selection, learn from it, and enjoy it. Moreover, our goal includes students realizing that they have been successful, recognizing that they have dealt competently with the selection because that is exactly what they have done. If students are to become successful lifelong readers—persons who voluntarily choose to read in order to better understand themselves and their world, gain

information, and experience the joy of reading—the vast majority of their reading experiences must be successful ones.

What a Scaffolded Reading Experience Is Not

In order to conclude our explanation of what a Scaffolded Reading Experience is, we want to clearly explain what an SRE is not and what goals SREs are not designed to achieve.

We will begin with the obvious. The SRE framework is not a plan for a comprehensive reading program. It does not deal at all with fostering emergent literacy—building phonemic awareness, teaching children to track print, teaching the alphabet, and the like—or with word identification skills—phonics, syllabication, blending, words parts, use of context, and similar skills. It does not provide a systematic program of vocabulary instruction. It does not take the place of literature circles, or of a recreational reading, independent reading, or free reading program. Nor does it provide instruction in reading comprehension strategies, a topic Michael Pressley has extensively investigated and written about (see, for example, Pressley, 2000, 2002). This does not mean that providing comprehensive and balanced reading programs is not vitally important. One of us (Graves, 1998) has directly addressed the importance of providing balanced reading instruction, and the two of us are co-authors of an elementary reading methods text that lays out a comprehensive and balanced reading program—*Teaching Reading in the 21st Century* (Graves, Juel, & Graves, 2001).

The purpose of this book, however, is not to describe a comprehensive reading program. Our purpose here is to describe SREs and how to use them. While SREs are only one part of a reading program, they are an extremely

important part. They assist students in understanding, enjoying, and learning from the selections they read. These successful experiences will produce more avid readers and better readers: Success breeds success! The SRE is our attempt to provide you with an instructional framework that will lead all students to the success they need and deserve.

Concluding Comments

In this chapter, we have attempted to explain just what an SRE is. In doing so, we have discussed the purpose of SREs, described the SRE framework, listed the components of SREs, briefly described each of them, given examples of SRE activities and how we would go about planning them, and directly explained what SREs are not designed to do. The next chapter examines the thinking that prompted us to develop the Scaffolded Reading Experience as we have.

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