

6-12 Scaffolding Strategies Course Companion

Literacy Academy on Demand

The Course Companion is designed to allow participants to capture notes, reflections and action steps as they work through a course. Additionally, the Course Companion contains a list of all extra resources listed in the course. Each section of the Course Companion is linked to a corresponding section of the course.

Consider this Scenario

High school science teacher Mrs. Wilson assigns independent reading material related to a unit on ecology to her students. However, she notices that the students struggle to understand the texts on the first read and many avoid the reading material altogether due to its difficulty. Mrs. Wilson knows that the texts contain valuable context and promote understanding for the concepts in the unit. She does not want to bypass the text by simply telling her students the information they need to know. What strategies could she incorporate into the planning and instruction of these complex texts to support students?

Can you relate to the above scenario? In what ways are your challenges in literacy instruction similar or different?

What is Scaffolding?

Notes:

Scaffolding Strategies with Dr. Diana Townsend

Notes:

Resources:

Notes:

The following resources are listed in the course:

1. Achieve the Core's resource on [Supporting All Learners with Complex Text](#) provides specific strategies to scaffold instruction of standards-aligned, complex texts and additional resources to support instructional planning.
2. Learn about three kinds of scaffolds used to support students in 8th grade science by examining this article published by the National Science Teaching Association (NSTA): [Instructional Scaffolding to Engage All Learners in Complex Science Text](#).
3. To learn more about scaffolding expository text, check out AdLit's [Reading \(and Scaffolding\) Expository Texts](#).
4. The IRIS Center has a module called "[What is Instructional Scaffolding?](#)" in their course "Providing Instructional Supports."