

## Possible Components of a Scaffolded Reading Experience for English-Language Learners

### Prereading Activities

- Motivating
- Relating the reading to students' lives
- Building or activating background knowledge
- Providing text-specific knowledge
- Preteaching vocabulary
- Preteaching concepts
- Prequestioning, predicting, and direction setting
- Suggesting strategies
- Using students' native language
- Involving English-language learner communities, parents, siblings

### During-Reading Activities

- Silent reading
- Reading to students
- Supported 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

From: Fitzgerald, J., & Graves, M. F. (2004). Scaffolding Reading Experiences for English Language Learners. p. 32-33. Norwood, MA: Christopher-Gordon.

### SRE for "Waves" Chapter

Planning		
Students:	Selection:	Purpose:
Fifth-graders of average to high ability; the class includes two English-language learners	Chapter titled "Waves" in fifth-grade science text.	To understand and recall the concept of waves, some wave properties, and types of waves

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### SRE for "Waves" Chapter *(Continued)*

Implementation		
Prereading Activities	During-Reading Activities	Postreading Activities
<b>Motivating:</b> Acting out the motion of a wave	<b>Reading Aloud:</b> Read first section aloud to students.	<b>Discussion:</b> Small groups discuss chapter and add information to outline.
<b>Preteaching Concepts:</b> Teaching the concepts AMPLITUDE and FREQUENCY	<b>Manipulating Medium:</b> Tape chapter and make tape available to ESL students.	<b>Reteaching:</b> Reteach and extend central concepts as necessary.
<b>Building Text-Specific Knowledge:</b> Using the headings in the chapter to preview and predict its contents.	<b>Silent Reading:</b> Students read chapter on their own.	<b>Writing:</b> Have students write an imaginative tale in which a wave goes berserk.

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**SRE for *The Girl Who Struck Out Babe Ruth***

<b>Students</b>	<b>Selection</b>	<b>Purpose</b>
Second-graders (three English-language learners and one academically challenged student)	<i>The Girl Who Struck Out Babe Ruth</i> by Joan L. S. Patrick	To understand and enjoy an inspiring biography
<b>Prereading</b>	<b>During Reading</b>	<b>Postreading</b>
<ul style="list-style-type: none"> <li>• Motivating</li> <li>• Preteaching Vocabulary</li> <li>• Building Background Knowledge</li> <li>• Suggesting Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Supported Reading</li> <li>• Reading to Students</li> <li>• Silent Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Drama</li> <li>• Artistic Activity</li> <li>• Reteaching (This became part of the SRE when it became apparent that students were having problems using the strategy suggested during prereading.)</li> </ul>

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**AN ALTERNATIVE SRE FOR *The Girl Who Struck Out Babe Ruth***

<b>Students</b>	<b>Selection</b>	<b>Purpose</b>
Third graders (above average and gifted), native-English speakers and English-language learners who have been in dual-language immersion classes since kindergarten	<i>The Girl Who Struck Out Babe Ruth</i> by Joan L. S. Patrick	To understand and enjoy an inspiring biography
<b>Prereading</b>	<b>During Reading</b>	<b>Postreading</b>
<ul style="list-style-type: none"> <li>• Building Background Knowledge (which combines motivation and purpose setting)</li> </ul>	<ul style="list-style-type: none"> <li>• Supported Reading</li> <li>• Silent Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Artistic Activity</li> </ul>

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From: Fitzgerald, J., & Graves, M. F. (2004). *Scaffolding Reading Experiences for English Language Learners*. p. 268-269. Norwood, MA: Christopher-Gordon.