Scaffolding Reading Comprehension Lesson

Text: _____
Author: _____
Learning Intentions:

1. *Demonstrate comprehension of text by explaining and summarizing*
2. _____

Thinking Tools for Vocabulary:

Freyer Model

What else?

BEFORE READING (PART ONE) **VOCABULARY**

Key Vocabulary (not already defined in the text) to teach:

_____ _____ _____ _____

_____ _____ _____ _____

_____

Thinking Tool(s): _____

Scaffolding The Learning (check one)

	I Do
	We Do
	Y'all Do
	You Do

Thinking Tools for: Connecting Prior Learning & Accessing Prior Knowledge

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Accessing Prior Knowledge Question

Connecting to Prior Learning Question

"Think of a Time…" Prompt

BEFORE READING (PART TWO) **CONNECTING/ACCESSING PRIOR KNOWLEDGE**

Thinking Tool(s): Structured Partner Talk & _____

1. Establish A/B partners & set Communication Goal (refer to class criteria)
2. Share lesson Learning Target (s)/Purpose for Reading: _____

   _____
3. Thinking Question/Prompt:
   - _____
   - _____
   - _____

Scaffolding The Learning (check one)

	I Do
	We Do
	Y'all Do
	You Do

BEFORE READING (PART TWO) **VOCABULARY AND MULTI-SYLLABIC WORDS**

Scaffolding The Learning

Direct teaching with whole class response.

Scaffolding Reading Comprehension Lesson

Thinking Tools to use during the shared reading lesson:

In-text Comprehension Question

Paragraph Shrinking

DURING READING

Thinking Tool(s):

1. Structured Partner Talk
2. In-text Comprehension Question or Paragraph Shrinking (circle one)

Chunk 1 (paragraph _____ to _____)
In-text Question: _____
_____
Sentence Starter: _____

Chunk 2 (paragraph _____ to _____)
In-text Question: _____
_____
Sentence Starter: _____

Chunk 3 (paragraph _____ to _____)
In-text Question: _____
_____
Sentence Starter: _____

Chunk 4 (paragraph _____ to _____)
In-text Question: _____
_____
Sentence Starter: _____

Scaffolding The Learning (check one)

CHUNK ONE:

	I Do
	We Do
	Y'all Do
	You Do

CHUNK TWO:

	I Do
	We Do
	Y'all Do
	You Do

CHUNK THREE:

	I Do
	We Do
	Y'all Do
	You Do

CHUNK FOUR:

	I Do
	We Do
	Y'all Do
	You Do

AFTER READING: DISCUSSION QUESTION

Thinking Tool(s): Structured Partner Talk & Comprehension Question

Scaffolding The Learning (check one)

	I Do
	We Do
	Y'all Do
	You Do

Writing Prompts to Consolidate Learning:

***Write to Explain…**

***Because, But & So** …

*see attached

AFTER READING: QUICK WRITE TO CONSOLIDATE

Thinking Tool(s): Writing Frames, Criteria

Quick Write: *Because, But & So* or *Write to Explain* (circle one)

_____
_____
_____
_____

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Curriculum Transformation

Criteria for Write to Explain

- ✓ Fully addresses the prompt
- ✓ Uses evidence and details from the text
- ✓ Explains how the evidence supports the response
- ✓ Is clear and organized
- ✓ Uses own words (not copied from the text)
- ✓ Shows best spelling, grammar, & punctuation

Criteria for Because, But, So

- ✓ Includes the main idea
- ✓ Includes details that support the main idea
- ✓ Includes information from the text
- ✓ Written in your own words
- ✓ Shows best spelling, grammar, & punctuation

Scaffolding Reading Comprehension Lesson

Before Reading: Discussion Question

Before Reading: Key Vocabulary	**Before Reading: Multisyllabic Words**

During Reading: Think, Talk, Tell
Chunk 1
Chunk 2:
Chunk 3:
Chunk 4:

After Reading: Discussion Question

After Reading: Quick Write

Quick Write:

Criteria for

_____

_____

_____

_____

_____

_____