

Scaffolding Suggestions for Helping Students Read Information Texts

STUDENTS' NEEDS	POSSIBLE SCAFFOLDS
Building prior knowledge: Takes sketchy notes that lack specific details and/or student copies author's words	<ul style="list-style-type: none"> • Ask the student to build prior knowledge during a conference and share the details recalled. Point out that he can reread the section to enhance recall of details. • Have the student paraphrase the details orally after reading each section of the preview and then write notes in her own words. • Read slowly and reread if the student has no prior knowledge.
Reading for the gist: Shows limited of the main details after the first reading	<ul style="list-style-type: none"> • Ask the student to read the selection again and then state the gist. • Ask the student why he thinks recall is difficult. • Change texts if the student doesn't have the gist after the second reading—text might be too difficult.
Making logical inferences: Is unable to use text details to find unstated meanings	<ul style="list-style-type: none"> • Model, in a conference, how you use a section of text to infer. Have the student reread a different section, and you select the key details. Ask the student to use these details to infer. • Continue to practice until the student can select details and use them to infer.
Finding themes: Is unable to use details and what happens in the text to figure out theme	<ul style="list-style-type: none"> • Show the student how you select important details and use these to figure them out. • Turn the process over to the student. • Continue to model and think aloud until the student can pinpoint themes.
Choosing key words in a text and using them to infer and connect to ideas in the text: Can choose word and phrases but can not use these to generalize about tone, theme, or author's purpose	<ul style="list-style-type: none"> • Return to the modeling you did using <i>The Great Fire</i>. Show the student how you use words that are similar and connected to determine tone and connect the words to theme and the author's purpose. • Ask the student to reread the list of words and group words with similar meanings. The student rereads a group and tries to figure out the tone or mood the words create and/or links the group of words to a theme.
Analyzing text structure: Has difficulty understanding the techniques the author used to organize the text	<ul style="list-style-type: none"> • Ask the student to determine whether the piece argues for or explains a point as Murphy did in <i>The Great Fire</i> or whether the structure supports explaining and informing. • Divide a text into sections and have the student decide whether a section argues, explains, or informs.
Vocabulary and context clues: Needs support in using text clues to figure out the meaning of unfamiliar words	<ul style="list-style-type: none"> • Point out the sentence a word is in doesn't always contain the clue for figuring out its meaning. Show the student how you often have to reverse and read several sentences that came before as well as read sentences that come after the sentence that contains the word. • Have the student show you which parts of the text helped her figure out a word's meaning. • Provide lots of practice using context clues with peer partners so the student can apply this strategy to independent and instructional reading.