

INSTRUCTION: SCAFFOLDED READING STRATEGIES

In One Sentence:

- *Scaffolded Reading Strategies allow us to help students access grade level text and strengthen their skills as readers.*

The Hattie Check:

- *Scaffolding = 0.58*

What's the Point?

- *Meeting the varied needs of readers in a classroom or in a small group is a difficult task. Scaffolding reading allows readers to access text they may not be able to read independently, or strengthen their fluency skills.*

How are Scaffolding Reading Strategies Used by Teachers?

- *Teachers need to explicitly teach how to use each strategy.*
- *Teachers can have students model the different strategies.*
- *Teachers purposefully plan what scenarios these strategies should be used.*

How are Scaffolding Reading Strategies used by Students?

- *To read grade level or text level material that is just above what they are able to do independently.*
- *To model for a peer what good reading sounds like.*

Helpful Tools:



✓ QUALITY CHECKLIST: Scaffolded Reading Strategies (Small Group and Whole Group)

A QUALITY Scaffolded Reading Strategy (organized most scaffolded to least scaffolded)	
Cloze Reading: Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in reading.	
Choral Reading: The entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.	
Echo Reading: The teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.	
Whisper Reading: All students in the class are reading a passage and each one is whisper-reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.	
Duet Reading: Two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.	
Partner Reading: Two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.	

Applicable [UTOT Standards](#): Standard 6 Instructional Planning; Standard 7 Instructional Strategies

