



Scaffolding Complex Text During Tier 1 Instruction to Develop Strategic Readers



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Objectives

- Build a common understanding of text complexity and the role it plays in Tier 1 instruction.
- Establish an understanding of scaffolding in the context of Tier 1 instruction.
- Develop scaffolds based on student data to support comprehension of grade-level texts during Tier 1 instruction.



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Understanding Text Complexity



Knowledge Matters

“We cannot think deeply, creatively, or critically about a subject if we have little knowledge of it. Thus, the key to developing real critical thinking skills in our students is to increase knowledge about a breadth of subjects by reading rich texts on the subjects.”

—Florida’s B.E.S.T. English Language Arts Standards





Components of Text Complexity

Directions: Using page 149 of Appendix B in the B.E.S.T. ELA Standards, what differences do you notice for mid and high complexity text based on **qualitative measures**?



Mid Complexity	High Complexity
There are few uses of multiple meanings with isolated instances of metaphors.	The text contains multiple levels of meaning with intentional ambiguity.
Figurative language builds on what is plainly stated.	Figurative language may have multiple interpretations.

Directions: Using page 150 of Appendix B in the B.E.S.T. ELA Standards, what differences do you notice for mid and high complexity text based on **student-centered measures**?



Mid Complexity	High Complexity
Limited background knowledge is needed for understanding.	Background knowledge is essential for understanding.
Text can be read without fatigue.	Text may demand stamina.



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Understanding Scaffolded Instruction





Core Component: Scaffolded Instruction

Scaffolded instruction is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.





Core Component: Scaffolded Instruction, Continued

Contributions to the Desired Outcomes	Accomplished Use	Ineffective Use
<p>Scaffolded instruction contributes toward the quality of a learner’s efforts in relating to new or unfamiliar content, concepts and skills that fortify the development of language and literacy skills orally and in written form.</p>	<ol style="list-style-type: none"> 1. Identifies learners who are having difficulty carrying out a task or solving a problem on their own. 2. Provides intentional support matched to the learner’s need, such as asking an open-ended question, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement. 3. Monitors the learner’s response to the scaffold and provides the next level of support needed on a scale from intense to moderate, gradually releasing ownership of learning to the student until they are able to perform the task independently. 	<ol style="list-style-type: none"> 1. Overlooks learners having difficulty carrying out a task or solving a problem on their own. 2. Does not provide appropriate support that relates to the needs of the learner. 3. Does not monitor learner response to scaffolding; does not identify next level of requisite support for further learning; does not empower the learner to perform the task independently.



Article Jigsaw

Handout #3 Instructional Scaffolding to Improve Learning

Instructional Scaffolding to Improve Learning

Similar to the scaffolding used in construction to support workers as they work on a specific task, instructional scaffolds are temporary support structures faculty put in place to assist students in accomplishing new tasks and concepts they could not typically achieve on their own. Once students are able to complete or master the task, the scaffolding is gradually removed or fades away—the responsibility of learning shifts from the instructor to the student.

Why use Instructional Scaffolding?

One of the main benefits of scaffolded instruction is that it provides for a supportive learning environment. In a scaffolded learning environment, students are free to ask questions, provide feedback and support their peers in learning new material. When you incorporate scaffolding in the classroom, you become more of a mentor and facilitator of knowledge rather than the dominant content expert. This teaching style provides the incentive for students to take a more active role in their own learning. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. Through this interaction, students are able to take ownership of the learning event.

The need to implement a scaffold will occur when you realize a student is not progressing on some aspect of a task or unable to understand a particular concept. Although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class. The points below are excerpted from Ellis and Larkin (1998), as cited in Larkin (2005), and provide a simple structure of scaffolded instruction.

First, the instructor does it

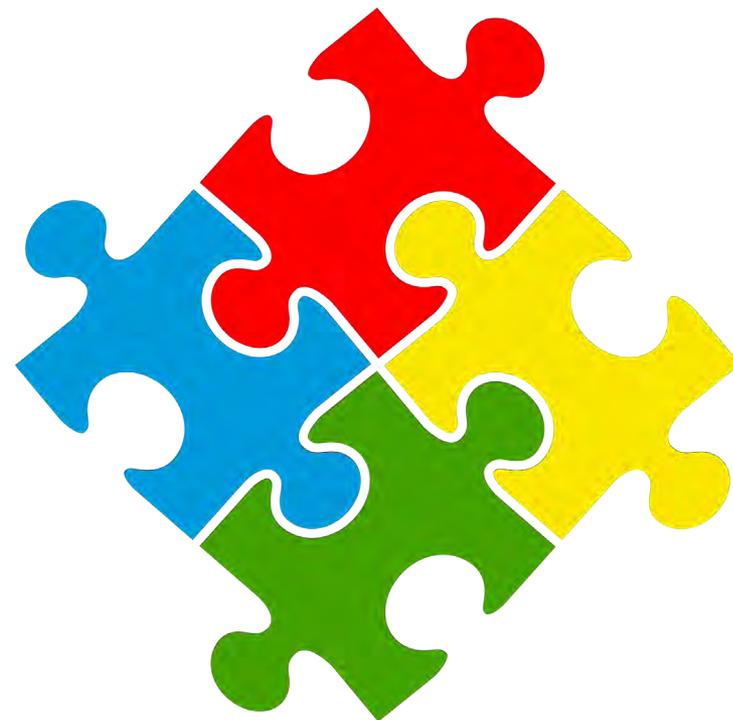
In other words, the instructor models how to perform a new or difficult task, such as how to use a graphic organizer. For example, the instructor may project or hand out a partially completed graphic organizer and ask students to "think aloud" as he or she describes how the graphic organizer illustrates the relationships among the information contained on it.

Second, the class does it

The instructor and students then work together to perform the task. For example, the students may suggest information to be added to the graphic organizer. As the instructor writes the suggestions on the white board, students fill in their own copies of the organizer.

Third, the group does it

At this point, students work with a partner or a small cooperative group to complete the graphic organizer (i.e., either a partially completed or a blank one). More complex content might require a number of scaffolds given at different times to help students master the content.





Article Jigsaw, Continued

Section 1: Why Use Instructional Scaffolding?

Section 2: Types of Scaffolds

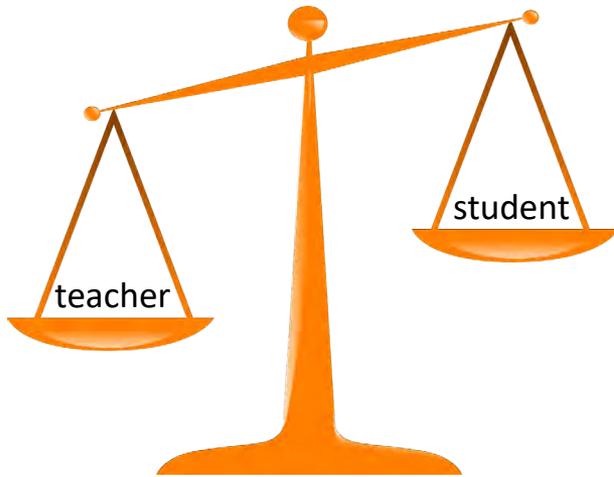
Section 3: Preparing to Use Scaffolding

Section 4: Guidelines for Implementing Scaffolding

Section 5: Benefits and Challenges of Instructional Scaffolding

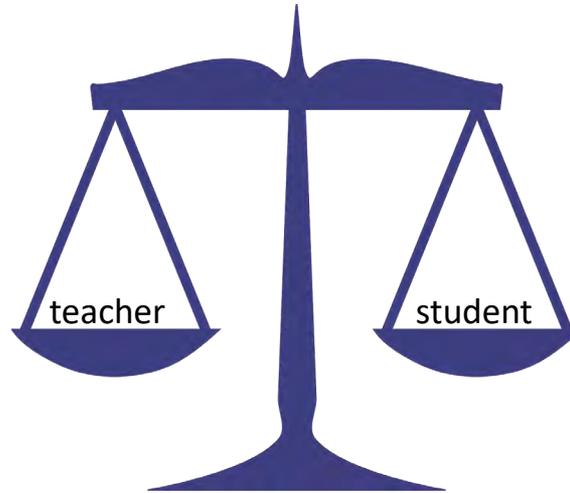


Who is Doing the Heavy Lifting?



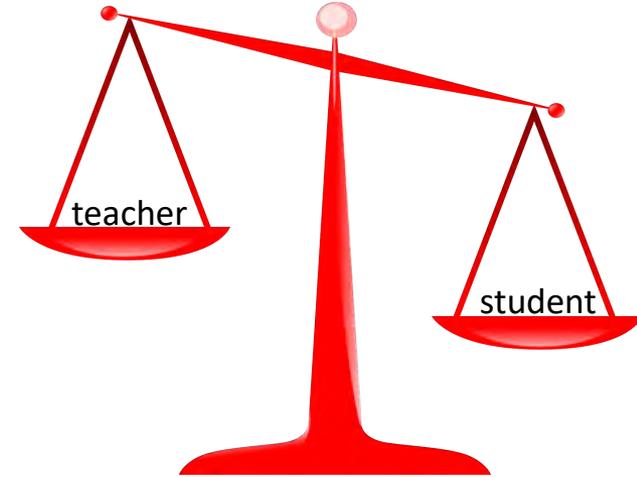
Intense Support

Provide the student with two answer choices and have him/her choose the correct answer.



Moderate Support

Point to a part of the anchor chart and prompt, “Remember when we (refer to explicit instruction). Try that here.”



Light Support

Say, “Look at the anchor chart. Which part of the anchor chart will help you right now?”

Structuring Scaffolded Support

The teacher models.

The class collaborates.

The students work in groups.

Students work independently.





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Using Benchmarks and Data to Scaffold Instruction Aligned to Student Needs

Benchmark Progressions

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

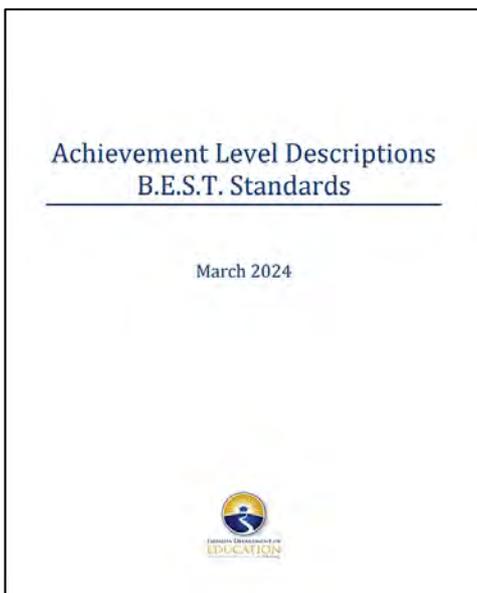


Spiraled Standards in a Vertical Progression

For each standard in the reading, communication, and vocabulary strands, the benchmarks are listed starting from grade 12 and ending at kindergarten to assist with vertical planning. Since all content in kindergarten is new, the entire benchmark is bolded. Moving up from kindergarten, the bolded language shows the new concept added at that grade level. This chart can help with vertical planning within a district or school system. It also helps to provide a framework for teachers to enable scaffolds for students who may need remediation.

ELA.5.R.1.2	Explain the development of stated or implied themes throughout a literary text.
ELA.4.R.1.2	Explain a stated or implied theme and how it develops, using details, in a literary text.
ELA.3.R.1.2	Explain a theme and how it develops, using details, in a literary text.
ELA.2.R.1.2	Identify and explain a theme of a literary text.
ELA.1.R.1.2	Identify and explain the moral of a story.

Achievement Level Descriptions



Level 5	Explains a complex theme and how it develops, using relevant details, in grade-level high complexity texts.
Level 4	Explains a theme and how it develops, using details, in grade-level mid-to-high complexity literary texts.
Level 3	Explains a stated theme and how it develops, using some details, in grade-level mid complexity literary texts.
Level 2	Identifies a stated theme and how it develops, using minimal detail, in grade-level low complexity literary texts.
Level 1	Students at this level demonstrate that they are well below grade level with respect to challenging content of the B.E.S.T. ELA Standards.

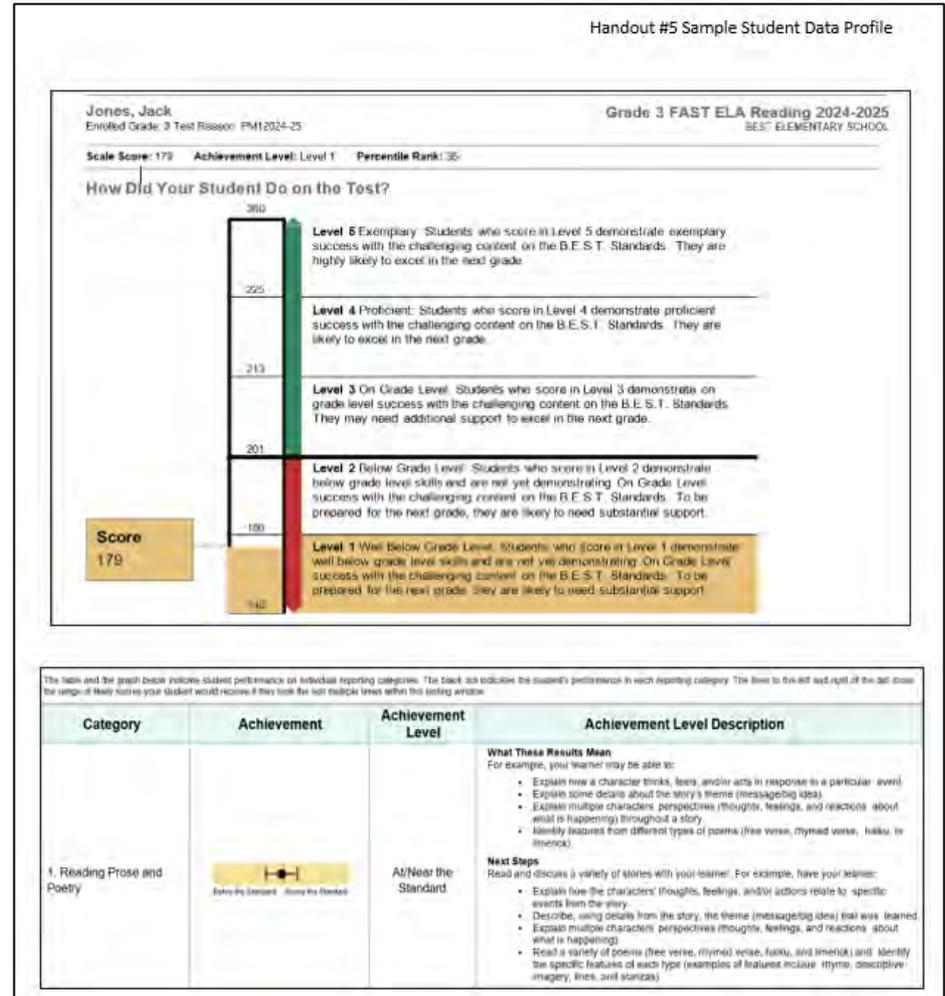
Achievement level descriptions (ALDs) describe a student’s level of achievement (e.g., Below Grade Level, On Grade Level, Proficient) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state’s content standards measured on a large-scale assessment.



Determining Student Needs

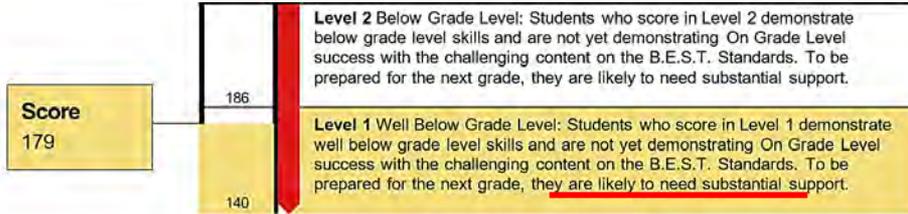
Accomplished Use

1. Identifies learners who are having difficulty carrying out a task or solving a problem on their own.
2. Provides intentional support matched to the learner's need, such as asking an open-ended question, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement.
3. Monitors the learner's response to the scaffold and provides the next level of support needed on a scale from intense to moderate, gradually releasing ownership of learning to the student until they are able to perform the task independently.





Determining Student Needs, Continued



Achievement Level Description

What These Results Mean

For example, your learner may be able to:

- Explain how a character thinks, feels, and/or acts in response to a particular event.
- Explain some details about the story's theme (message/big idea).
- Explain multiple characters' perspectives (thoughts, feelings, and reactions about what is happening) throughout a story.
- Identify features from different types of poems (free verse, rhymed verse, haiku, or limerick).

Next Steps

Read and discuss a variety of stories with your learner. For example, have your learner:

- Explain how the characters' thoughts, feelings, and/or actions relate to specific events from the story.
- Describe, using details from the story, the theme (message/big idea) that was learned.
- Explain multiple characters' perspectives (thoughts, feelings, and reactions about what is happening).
- Read a variety of poems (free verse, rhymed verse, haiku, and limerick) and identify the specific features of each type (examples of features include rhyme, descriptive imagery, lines, and stanzas).

Jones, Jack
Enrolled Grade: 3 Test Reason: PM 2 2024-25

Grade 3 FAST ELA Reading 2024-2025
BEST ELEMENTARY SCHOOL

Scale Score: 179 Achievement Level: Level 1 Percentile Rank: 35

How Did Your Student Perform on Each Test Question?

Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
9	RPIELA.3.R.1.4	Identify types of poems: free verse, rhymed verse, haiku, and limerick.	0/1
11	RPIELA.3.R.1.2	Explain a theme and how it develops, using details, in a literary text.	0/1
12	RPIELA.3.R.1.3	Explain different characters' perspectives in a literary text.	1/1
14	RPIELA.3.R.1.1	Explain how one or more characters develop throughout the plot in a literary text.	1/1
15	RPIELA.3.R.1.2	Explain a theme and how it develops, using details, in a literary text.	0/1
16	RPIELA.3.R.1.3	Explain different characters' perspectives in a literary text.	1/1
18	RPIELA.3.R.1.3	Explain different characters' perspectives in a literary text.	1/1
33	RPIELA.3.R.1.1	Explain how one or more characters develop throughout the plot in a literary text.	0/1
34	RPIELA.3.R.1.1	Explain how one or more characters develop throughout the plot in a literary text.	1/1
35	RPIELA.3.R.1.2	Explain a theme and how it develops, using details, in a literary text.	0/1
36	RPIELA.3.R.1.3	Explain different characters' perspectives in a literary text.	1/1
37	RPIELA.3.R.1.4	Identify types of poems: free verse, rhymed verse, haiku, and limerick.	0/1

Date Profile: Semester 1

Student: Jack Jones

Subject: ELA

Unit 1 Assessment: 47%

Unit 2 Assessment: 43%

Unit 3 Assessment: 51%

Unit 4 Assessment: 46%

Mastery for unit assessments is 70%.



Lowest Skills Scores for Units 1, 2, 3 and 4:

3.R.1.2 (Theme), 3.R.2.2 (Central Idea)

The student is only able to talk about details related to the theme or central idea when both have been provided.

Writing Skills: Jack has limited writing skills. He is currently able to express his thoughts in writing in a few words but is unable to develop complete sentences that reflect mastery of grade-level communication skills. He is eager to talk and share his thinking with peers.



Mapping Out Scaffolds

Accomplished Use

1. Identifies learners who are having difficulty carrying out a task or solving a problem on their own.
2. Provides intentional support matched to the learner's need, **such as asking an open-ended question, providing prompts and cues, breaking down the problem into smaller steps, using visual aids, providing an example or offering encouragement.**
3. **Monitors the learner's response to the scaffold and provides the next level of support needed on a scale from intense to moderate, gradually releasing ownership of learning to the student until they are able to perform the task independently.**

Table Discussion Activity

Is the student better positioned for mastery of 3.R.1.2?

What aspects of the accomplished use indicators have been addressed?

Are more scaffolds needed?





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Scaffolding to the Benchmark, Text and Task



Starting with the Text and Task

Handout #7 George Washington and the Cherry Tree



George Washington and the Cherry Tree

Adapted from J. Bera Esenwein and Marietta Stockard

Here is the most famous American story, about telling the truth. We should all be like young George.

When George Washington was a little boy, he lived on a farm in Virginia. His father taught him to ride and would take young George about the farm with him so that his son might learn how to take care of the fields and horses and cattle when he grew older.

Mr. Washington had planted an orchard of fine fruit trees. There were trees of apple, peach, pear, plum, and cherry. Once, a particularly fine cherry tree was sent to him from across the ocean. Mr. Washington planted it on the edge of the orchard. Everyone on the farm was to watch it carefully to see that it was not hurt in any way.

It grew well, and one spring it was covered with white blossoms. Mr. Washington was pleased to think he would soon have cherries from the little tree.

Just about this time, George was given a shiny new hatchet. He took it and went about chopping sticks, hacking into the rails of fences, and cutting whatever else he passed. At last, he came to the edge of the orchard, and thinking only how well his hatchet could cut, he chopped into the little cherry tree. The bark was soft, and it cut so easily that George chopped the tree right down, and then went on with his play.

That evening after Mr. Washington came in from inspecting the farm, he decided to walk down to the orchard to look at his cherry tree. He stood in amazement when he saw it. "Who would have dared do such a thing?" he asked everyone, but no one could tell him anything about it.

Just then George passed by.

"George," his father called in an angry voice, "Do you know who killed my cherry tree?" This was a tough question, and George staggered under it for a moment, but quickly recovered.

"I cannot tell a lie, father," he said. "I did it with my hatchet."

Mr. Washington looked at George whose face was white, but who looked straight into his father's eyes.

"Go into the house, son," said Mr. Washington sternly—George went into the library and waited for his father. He had been so foolish and now he felt ashamed. His father was right to be displeased.

Soon, Mr. Washington came into the room. "Come here, my boy," he said.

George went over to his father. Mr. Washington looked at him long and steadily. "Tell me, son, why did you cut the tree?"

"I was playing, and I did not think..." he stammered.

"And now the tree is dead. We shall never have any cherries from it. But worse than that, you have failed to take care of the tree when I asked you to do so."

George's head was bent, and his cheeks were red from shame. "I am sorry, father," he said.

Mr. Washington put his hand on the boy's shoulder. "Look at me," he said. "I am sorry to have lost the cherry tree, but I am glad that you were brave enough to tell me the truth."

And to the end of his life, George Washington was just as brave and honorable as when he was young.



Task:

In one or more paragraphs, explain how the perspectives of George and his father change throughout the story. Use text evidence to support your answer.



Culminating Activity

Table Team Activity

Reference scaffolded instruction on Handout #2.



Section 1

Complete Parts
A, B and C.

Section 2

Complete Parts
A, B, C and D.

Reference your Bank of Scaffolding Practices on Handout #4.



Reviewing the Objectives

- Built a common understanding of text complexity and the role it plays in Tier 1 instruction.
- Established an understanding of scaffolding in the context of Tier 1 instruction.
- Developed scaffolds based on student data to support comprehension of grade-level texts during Tier 1 instruction.

Takeaways and Next Steps

On a sticky note, take a moment to capture 1-3 takeaways from today's session.



On a second sticky note, take a moment to capture 1-3 action steps based on today's learning.





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