We dedicate this book to students, yours and ours, 
who challenge our assumptions about teaching, 
who scaffold our learning as we scaffold theirs, 
and with whom we love to work.
CONTENTS

Foreword ix
Acknowledgments xiii
1 The Role of Scaffolding in Teaching 1
Emily M. Rodgers and Adrian Rodgers
2 Implementing Managed Independent Learning in Kindergarten: The First Twelve Days 11
Barbara Joan Wiley
3 Scaffolding Literacy Learning for Students with Mild Disabilities 36
Troy V. Mariage and Emily C. Bouck
4 Supporting Teacher and Student Learning for Better Phonics Instruction 75
Gay Su Pinnell and Irene C. Fountas
5 Reciprocal Mapping: Scaffolding Students’ Literacy to Higher Levels 88
Joyce C. Fine
6 Scaffolding Word Solving 105
Sharan A. Gibson
7 Using Peer Partnerships to Scaffold Reading 121
Mary Lee Prescott-Griffin
8 Scaffolding Children’s Identity Making with Literature 143
Janice Huber and D. Jean Clandinin
9 Some Assembly Required: Scaffolding in the Classroom 162
Adrian Rodgers
Bibliography 173
Contributors 181
Index 183
There are insistent demands today that the teaching of reading and writing in the primary grades become more effective. *Scaffolding Literacy Instruction* offers a direct answer to the often asked, perplexing question of “How?” The contributors of this book suggest that the answer lies in transforming how teachers interact with children during literacy instruction.

Traditional views of literacy instruction focus on the teacher as a sole provider of new information and modeler of correct performance. The student receives the new information and attempts to replicate what the teacher says and does. The interaction is one-way: the teacher talks; the student receives.

In *Scaffolding Literacy Instruction*, Adrian Rodgers and Emily Rodgers provide a collection of writing that proposes an alternative approach to literacy education. The authors suggest that the teacher’s role is to construct a scaffold to support students’ growing understanding and ability to resolve problems they encounter while reading and writing text. The term “scaffolding” is used to describe the support that helps the student complete tasks that would be unattainable without assistance. Thus, students share responsibility for completing an activity with the teacher. The interaction is two-way: the student does what he or she can do; the teacher helps with the rest.

The contributors of this book draw extensively from theory, classroom research, and practice to show the powerful impact of scaffolding on students’ literacy learning. More than thirty years of writing and thinking from Jerome Bruner, Courtney Cazden, Marie Clay, John Dewey, Lev Vygotsky, and David Wood have contributed to the development of instructional models and techniques presented in this text. From the realm of practice, the authors provide rich descriptions of ways to manage independent learning and specific techniques to scaffold instruction in reading, phonics, word solving and writing from kindergarten through grade four.

This book is comprehensive in that the teachers whose stories are brought together are diverse. They vary in race and gender, and in the grade levels and areas of literacy (i.e., reading, writing, phonics) they teach. They practice in inner-city and suburban communities, and in public and private schools. The children whose school and life experiences are revealed are also diverse. They vary in race, gender, ability levels, and social and emotional development.

I will not forget the story of Corina, a mixed-race child, who came to understand herself and who she was becoming by reading and discussing many books about children with whom she could relate with her teacher. The scaffolding occurred in the kinds of opportunities the teacher created,
the kinds of children's literature she offered, and in the conversations and writing in which she and Corina engaged.

The rich and far-ranging chapters in Scaffolding Literacy Instruction respond to teachers' concerns and frequently asked questions about their practice.

- What does it mean to scaffold children's learning?
- What does scaffolded literacy instruction look like?
- How do I meet the learning needs of all the students, especially those with learning problems?
- How do I help children work independently?
- How do I effectively scaffold writing activities for students with mild disabilities?
- What are some effective ways to teach phonics within a comprehensive literacy program?
- How can I support and extend students' use of strategies for word solving so that they understand what they are reading?
- How can peers scaffold one another's learning?
- What do I have to know and understand to support scaffolded literacy instruction?
- What difference is scaffolded instruction likely to make in teachers' and, ultimately, students' knowledge, skills, attitudes, and behavior?

The comprehensiveness of the stories told and questions answered will appeal to classroom teachers, special education teachers, reading teachers and teacher educators.

Scaffolding Literacy Instruction makes a significant contribution to literacy learning and teaching in three ways. First, it represents great diversity in children, their ages and their cultures, in the classrooms in which teaching occurs and also in the backgrounds of the teachers who are involved. Despite their differences, the teachers whose stories are told share certain values about teaching. They respect children and their diversity. They provide a safe environment in which all children feel supported. They believe that scaffolding students' learning will help them become independent learners.

A second distinguishing feature of Scaffolding Literacy Instruction is that the authors and teachers featured in the book hold high expectations of children's ability to learn to read and write, and have confidence in their own ability to teach to those expectations. Children who struggle to learn or question their own ability are less likely to succeed when taught by teachers who have low expectations and believe that some children won't learn because they do not have enough brainpower or don't come from mainstream cultures.

Finally, one of the strongest aspects of Scaffolding Literacy Instruction is the use of narratives and teacher-student conversations to illustrate effective practice. The metaphors by which teachers live, the ways they think about their work, and the stories they recount tell us profoundly about what is going on in their lives and the lives of the children with whom they work.
every day. The stories provide an important way to think about teaching and learning (obechenie) and also give us an understanding of the critical role scaffolding plays in helping children reach their full potential.

*Scaffolding Literacy Instruction* comes at a good time. Editors Adrian Rodgers and Emily Rodgers have succeeded in combining an approach to teaching literacy, consistent with a Vygotskian perspective, with lively stories and conversations from teacher educators and practitioners working with diverse children in a variety of settings, grades, and schools.

After more than a decade of effort aimed at improving literacy instruction, there is a growing acknowledgement that in the final analysis it comes down to a matter of how teachers perceive and relate to children during instruction. There can be no effective substitute for recognizing children's learning potential and using sound judgment to differentiate instruction to meet the needs of diverse learners. The ability to provide this support lies in the teachers' language during interaction, which enables the teacher both to scaffold students' performance within the literacy activity and, through this, to provide a basis for them to know more and perform more effectively. In a time when learning to read and write has become an absolute necessity for success in school and life, *Scaffolding Literacy Instruction* provides needed direction and reassures us that teachers can make a huge difference in the educational, social, and emotional lives of our children.

—Carol A. Lyons
All scaffolding is teaching but not all teaching is scaffolding. With that notion in mind, we invited educators whom we knew were investigating scaffolding to share their understandings with us in this volume. We are deeply grateful for their insights about scaffolding; their ideas are provocative and, at the same time, grounded in the classroom.

Emily especially wants to recognize and thank Rebecca Kitchen, the linchpin for the Reading Recovery project at The Ohio State University. Becky, a former teacher herself, keeps the office running smoothly and efficiently, and we are extremely appreciative of all that she does to help us complete projects on time. Other colleagues at Ohio State, including Gay Su Pinnell, Mary Fried, and Patricia Scharer, enrich our lives both professionally and personally. We also would like to acknowledge the work of Professors David Wood and Marie Clay; both are tremendous influences on the way we think about scaffolding. Deborah Cole, a teacher in Prince Edward Island, has helped us think more deeply about how children learn and we have benefited from her professionalism and dedication to her students.

Adrian is grateful to his students, particularly the EDT 660 students he worked with in the fall of 2002 at the University of Dayton's Capital campus. Their questions and observations regarding scaffolding were a great impetus for this book. A development grant from the School of Education and Allied Professions at the University of Dayton provided him with the support necessary to conceptualize and plan this book.

We deeply appreciate the efforts of Debbie Bowman, who helped us edit our manuscript prior to submission, and Leigh Peake, at Heinemann, who identified great people to help us with writing what we had learned. Kate Montgomery at Heinemann was a joy to work with, and our thanks also go to the committee of reviewers she assembled that provided us with such helpful comments.
In this volume, we began with a working definition of scaffolding. By “working definition,” we mean that we rely on scholarship to point us in a direction that will help us understand the process without relying on bookish theory. Instead we transform the more obscure parts of theory to make it practical and useful.

DEFINING SCAFFOLDING

In Russian, there is a single word for the concept of teaching and learning: obuchenie. Until the 1970s, there was no English equivalent, perhaps because up until then we had not identified such a process. Instead, in research and in practice, teaching and learning were viewed as separate processes: we had theories about teaching and in the classroom we taught and then tested learning.

In the mid-1970s a new perspective emerged. Around that time, studies of interactions between parents and their children began to flourish, and Western researchers became familiar with Vygotsky’s theory of learning and the notion of a zone of proximal development. In these parent-child studies researchers observed a different kind of process, one in which teaching and learning were intertwined. Wood, Bruner, and Ross (1976) famously
described these helpful interactions between parent and child as “scaffolding,”
coining a term they define as a process that “enables a child or novice to solve
a task or achieve a goal that would be beyond his unassisted efforts” (90).

The analogy of a scaffold is a useful one because it describes the process
by which teacher and child interact as the child moves toward independ-
ence. A worker constructs a scaffold to work on an area of a building that is
out of reach. The scaffold is only temporary and is removed when the work
is finished. It can be put together and taken down quickly, as the need for
assistance arises.

In terms of learning, the teacher is responsible for constructing the scaf-
dfold to support the child. It is only a temporary means of support and is
removed when it is no longer needed. Perhaps most important, a scaffold is
not used when assistance is unnecessary, just as you would not normally see
a worker using a scaffold to work on easy-to-reach areas.

In studies of parent-child interactions that followed in the 1970s and
1980s, researchers observed parents working in partnership with their chil-
dren to complete a task that was beyond what the learner could do without
help. For example, in 1978, Ninio and Bruner observed scaffolding in the
context of storybook reading in which mothers tended to work together
with their children, usually providing more support when the child needed
help reading and less help when the child was experiencing success. Even
though it might have been the child’s turn to read a page, the parent would
step in and help when the child ran into difficulty.

Courtney Cazden, in 1983, observed this same kind of interaction
going on between mothers and their children in the context of learning an
oral language. The mothers that she studied seemed to know almost intu-
itively how and when to support their children’s attempts to talk. Anyone
who has overheard a parent conversing with a toddler will know how these
interactions go. Emily, one of the authors of this chapter, recalls being in a
bookstore and overhearing a child in a stroller say loudly, and it seemed
urgently, “Ba, ba” to his mother, who was standing behind him. Without
even pausing to glance at the child, the parent responded, “Did you drop
your blanket on the floor? I’ll get it for you.” The mother’s response not only
supported what the child was trying to say but even extended his language,
providing an exquisite example of scaffolded learning. (And the mother was
right, the blanket was indeed on the floor!)

We see these kinds of parent-child interactions all the time in everyday
life: the parent holding a child’s two hands to help with the next step or run-
ning alongside the child’s bike to help steady it. In all these examples, the
parent who is the teacher seems to be operating from the question: “What can
my child accomplish with assistance?” We are not surprised when we see these
interactions because we expect them between parents and their children.

This is a vastly different process from the one we are accustomed to
experiencing in classroom settings where teaching and learning are viewed
as separate processes. As teachers we tend to ask ourselves, “What can this
student do independently?” Unlike the way parents view learning, teachers
do not usually operate from the notion “What can this student accomplish with assistance?” Instead we evaluate what they can do independently. In fact, our whole evaluation process in schools is geared to report what students can do on their own.

The early studies on parent-child interactions offer us a challenge. If parents are easily able to assess a learner’s present cutting edge and then respond with just enough help to complete a task, can teachers do the same in classrooms? What does scaffolding look like in the classroom?

**ALL TEACHING IS NOT SCAFFOLDING, BUT ALL SCAFFOLDING IS TEACHING**

If that heading seems more like a riddle, keep reading and we’ll sort this statement out together. Scaffolding is not synonymous with teaching, even though we have come to use the two terms interchangeably. Scaffolding is our English equivalent of obuchenie; it is teaching and learning. It implies a whole new way of looking at what we do in the classroom, how we make decisions about whether to help, the amount of help to give, the timing of giving the help, and the end goal of instruction. It is quite possible to teach without scaffolding learning. Let’s look at an example.

Deborah teaches first grade. She has set up centers in her room where students can sort magnetic letters, listen to a book on tape, write a story, select books from their book boxes to read with a buddy, read independently, or work with the teacher. Today she is working with a small group of students who are reading at about a low-average level for her class. The students each have a copy of the same book, *Sally’s Red Bucket* by Beverly Randell (1996), and they are taking turns reading. Deborah listens and makes teaching points whenever the students encounter difficulty.

Deborah is aware that finger pointing can help a student know where to look when reading, so as they take turns reading, she prompts each student to “read with your finger.” She is consistent with this teaching and takes care to remind each student to remember to point to the words. Deborah also knows that sloppy finger pointing can get in the way of reading, so she doesn’t allow students to point on top of the words or to slide a finger under the words. Deborah also insists that students in this group point while reading because it allows her to see that they really are looking at the words and not just reading the story from memory.

We would probably all agree from this description that Deborah is teaching; specifically, she is teaching the students in this group to match their utterances while reading. If you were to walk by Deborah’s classroom and see them working together in this way, you’d probably conclude that Deborah is indeed teaching her students. But is she scaffolding their learning?

Remember that the definition of scaffolding is that it is a process that “enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts” (Wood, Bruner, and Ross 1976, 90). Therefore,
in order to know whether or not Deborah is scaffolding her students’ learning, we need to know what the students can accomplish on their own. As it happens, Deborah’s students no longer need to finger-point while reading. They can track print and match one-to-one without the prop that the finger provides. They rarely insert extra words or omit words when reading. In fact, Deborah’s insistence that they point while reading was having the opposite effect on their reading. Instead of helping, the finger pointing was interfering with learning how to phrase words and read fluently, forcing the reader to sound choppy and the reader to read word by word because the eyes had to slow down to match the finger’s pace. Deborah knew what to teach and how, but the timing of the help did not match the children’s present way of working; they were beyond it. She was teaching but she was not scaffolding learning.

Let’s draw an analogy from a typical parent-child interaction to show how unhelpful assistance can be if it is offered when it is no longer needed. A parent has been helping with bike riding by holding the bike and running alongside to help with balance. Suppose that even after the child is able to balance the bike, the parent continues to hold on to the bike, running alongside. Not only would we think it not helpful to continue providing support after it is no longer needed, we would probably view the unneeded help as getting in the way of continued learning and even preventing further development. We might even wonder why the parent couldn’t see that the child no longer needed assistance.

If scaffolding learning is so easy and straightforward outside the classroom in everyday learning situations, why does it seem to be so difficult to carry out in the classroom? The challenge probably has to do with the differences between what has to be learned in school and at home. Even though, for example, learning to walk or learning to talk are both complex actions, we feel well equipped to help children learn, perhaps because we are very familiar with what has to be taught. On the other hand, becoming literate is not so straightforward. Researchers do not agree on what has to be learned or how to teach it. No wonder scaffolding literacy learning is so challenging.

**PRINCIPLES OF SCAFFOLDING**

In the remainder of this chapter, we identify and discuss principles of scaffolding literacy learning in the classroom. These principles are summarized in Figure 1–1 and discussed in the sections that follow.

**Principles of Scaffolding Literacy Learning**

- Scaffolding is informed by careful observation.
- Respond to what you see the child actually trying to do.
- Teach today’s child.
- Put the right book in the right child’s hands.
Scaffolding Is Informed by Careful Observation

An important principle of scaffolding learning is that teaching is informed by close observation of the learner, not by basing teaching on a preplanned scope and sequence of skills to be learned. Parents, for example, are often very knowledgeable about what their children can do and what they are presently learning how to do. This is particularly true when the children are still babies and very dependent on parents. On any given day, most moms or dads can tell you whether their baby is able to roll over independently, coo, babble, or string words together in a sentence. They know if the baby is able to crawl or stand alone for a few moments, a full minute, or only with the support of the coffee table.

How do parents come to be so informed about their children’s development? Some information may come from secondhand sources like a babysitter or some other caregiver, but much of this knowledge comes from firsthand, close observation of the learner in action. These observations are important because they form the basis for decisions about the amount and kind of help that parents provide.

Of course, observing twenty active seven-year-old students in a classroom presents a different set of challenges than observing one child at home. Teachers need tools for recording the observations that will inform their teaching. Ross, a fourth-grade teacher, shared with Emily his procedure for systematically recording classroom observations. He developed a matrix, similar to the example in Figure 1–2, that provided him with a place to record his observations of individual children’s use of reading strategies over time. In the example, Ross recorded observations for just one child, Niesha.

<table>
<thead>
<tr>
<th>Niesha</th>
<th>10/7</th>
<th>10/14</th>
<th>10/21</th>
<th>10/28</th>
<th>11/4</th>
<th>11/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matches 1-1</td>
<td>1-later</td>
<td>1-never</td>
<td>1-later</td>
<td>usually</td>
<td>no lapses</td>
<td>no lapses</td>
</tr>
<tr>
<td>Reads with fluency</td>
<td>chappy</td>
<td>word by word</td>
<td>word by word</td>
<td>more fluently</td>
<td>easy books are phrased</td>
<td>re-reads for better phrasing</td>
</tr>
<tr>
<td>Uses meaning</td>
<td>checks for meaning consistently</td>
<td>attempts at meaning</td>
<td>t+</td>
<td>t+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses first letters</td>
<td>usually</td>
<td>usually</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors errors</td>
<td>didn’t notice mismatch</td>
<td>can’t read “that’s not how”</td>
<td>usually</td>
<td>usually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self corrects errors</td>
<td>no evidence</td>
<td>no evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rereads at difficulty</td>
<td>yes, goes back to top of page</td>
<td>yes, but doesn’t know how to solve</td>
<td>yes</td>
<td>does this quickly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FIGURE 1–2 Matrix to Record Observations of Independent Reading
Ross has a matrix like this for each child in his class and has assigned days for recording his observations of students during independent reading. He will observe Niesha during independent reading time once a week and write anecdotal comments about her reading strategies. On Mondays, once the children are assigned to work at their centers, he pulls out the four matrices for the children he planned to observe that day and makes sure to observe those students and take notes during the independent reading block. On Tuesdays, he observes another five children, and so on.

Ross has written reading behaviors in the first column of the matrix that he wants to be sure to observe. He selected these descriptors because they fit with what Niesha is currently working on in reading. He is using the same matrix with three other students who are working on the same things as Niesha.

The observations that are recorded can be brief, as they are in Figure 1–2, perhaps with a few examples that provide some evidence of what the student was doing and as a memory prompt at a later date when you review your notes. The matrix also provides a bird’s-eye view of change over time. We can see for example that between October 7 and November 11, Niesha’s reading of familiar, easy books became more phrased and fluent (no doubt because Ross was teaching her how to read in a phrased, fluent way) and that she brought one-to-one matching of speech and text under control by October 28. We can imagine how a helpful matrix like this not only helps Ross track his students’ learning, but perhaps more important, informs his teaching, providing some measure of assurance that his teaching will be on the child’s cutting edge of learning. You can construct matrices like these in different ways to suit your preferences and needs.

Another way to structure the matrix is to simply have one matrix for the entire class, with each child’s name in the column on the left. The blank spaces are then used to record the date of the observation and anecdotal comments about strategy use observed at that time. The advantage of using one matrix for the whole class is that you only need to bring one sheet of paper around with you during your observations. In this case, you will probably want to use eleven-by-seventeen-inch paper to have enough room to record your notes on each student. A disadvantage is that without the headings to prompt your observations, you may overlook particular strategies, and your observations may not be as systematic.

**Respond to What You See the Child Actually Trying to Do**

You would probably think it cruel if you saw a baby struggling to roll over while the parent stood by, withholding help. Imagine what you would think if the parent justified not helping by saying, “He should be able to roll over by himself by now, so I’m not going to help.” We not only expect parents to help, but we also expect them to provide the help at the right time when it’s needed, when the child needs assistance to complete a task or a part of a task that is beyond present capabilities.

The same principle applies to learning in the classroom. Even though you might think that a student should know a particular concept because
you have taught it several times already, the fact that the student still does not know or understand is a clear signal that you should continue to provide support. It may also indicate that you need to examine how much help you are providing (is it enough?) and the kind of help you are providing.

Taking a running record of a child reading aloud is an excellent way to sort out what a child can actually do from what you think that child can do or ought to be able to do. This assessment tool, devised by Marie Clay (2002) and described in detail in her book *Running Records*, requires you to be a neutral observer of a child’s reading. While the child reads, the teacher systematically records each reading behavior, noting accurate reading, substitutions, omissions, rereading, and self-corrections. The teacher can quickly calculate whether the text is at the child’s frustration, instructional, or easy level, and by analyzing the child’s errors the teacher can infer what sources of information (meaning, structure, or visual) the child is using or neglecting. This information can point the way for teaching.

Barbara, a first-grade teacher, had been directing Ronnie to use meaning as a source of information to help him at difficulty while reading. When he came to an unfamiliar word, she would usually ask him, “What would make sense?” to help him solve the word. Ronnie was not making much progress in reading, though, so Barbara decided she needed to check up on her assumptions about Ronnie as a reader. She took several running records and then examined the substitutions that Ronnie had made. Barbara found that Ronnie almost always incorporated meaning into his attempts, but he neglected to use visual information. For example, when he read *Nick’s Glasses*, he said, “Have you looked under the cat” instead of “Have you looked behind the television?”, substituting *under* for *behind* and *cat* for *television*. (In the story *Nick* is looking for his glasses, and this particular page shows *Nick* lifting up a cat that is sitting on top of the television.) As Barbara examined all of Ronnie’s substitutions, she quickly uncovered a pattern of Ronnie using meaning and structure but neglecting visual information at difficulty.

Taking a running record revealed to Barbara what Ronnie was actually trying to do while reading. Instead of teaching him to use meaning, because he usually did anyway, she realized that she needed to teach him to notice the visual mismatch between his attempt and the letters in the words. Instead of saying to Ronnie as she might have done in the past, “Where else might Ronnie look?”, which would direct him to use meaning again, she instead said, “It could be *cat*, but look at this letter here” (pointing to the letter *t* in *television*). This teaching point was really scaffolding Ronnie’s reading because it was directing him to check a source of information that he had been neglecting: the letters. Taking a running record provided Barbara with a way to step back from her assumptions about Ronnie as a reader, to see what he was able to do and what he needed to learn how to do.

Teach Today’s Child

The pace of a child’s learning is extraordinary, particularly for young children who are emerging into literacy. Not only is the pace of learning fast, it
is also variable from one child to another. Any parent who has had more than one child can attest to the different paths that each child takes on the way to independence. While we might be able to identify particular milestones that a child will achieve on the way to learning a particular skill, as Ross did in the matrix example shared earlier, we cannot predict the timetable for reaching those milestones.

Teaching decisions therefore must be based on what a child is presently able to do, not on what the child was able to do a month ago. In fact, if you are basing your teaching on what the child was able to do in the past, you probably are not working on that child's cutting edge. This is an especially important concept for teachers who use leveled groups in their classes if the group membership has remained unchanged for eight, ten, or twelve weeks.

Put the Right Book in the Right Child's Hands

This principle has to do with the “what” we teach. It may seem that much of what we teach is defined by people outside the classroom, such as curriculum developers at the state level who identify grade-level standards that must be met or consultants at the school district office who make decisions on materials that will be used in the classrooms. Even so, much of the decision making about what gets taught on a daily basis is rightly in the hands of teachers.

Deciding which books students should read is often challenging if you are trying to match books to students' abilities. If, on the other hand, you teach in an environment where everyone in the class reads the same book at the same time, you may have less to worry about. In this environment, it is also more likely that the book being read will match only a few students' needs and that it will be too hard for some or too easy for others. In either scenario, too easy or too challenging, it will be extremely difficult if not unlikely that you will be able to scaffold the students' reading.

A book that is too easy offers few opportunities for learning. More than likely there will be few if any challenges, and the student will be able to read it accurately without any errors. Errors provide the grist for the mill, the opportunity to notice some new kind of information that has as yet gone unnoticed, and the opportunity for self-correction. Some errors have to be present for new learning and scaffolding to occur. On the other hand, too many errors will mean the text is too difficult for the reader, and there is little chance that learning will occur. Clay recommends that accuracy rates on running records should be between 90 and 94 percent for texts to be in the instructional range. Below that the texts are too hard and above that the texts are too easy (Clay 1991). Matching children with books that are easy enough to read with just a few challenges to offer is perhaps one of the hardest teaching decisions to make, but it is a vital one because all scaffolding depends on it. It won't matter that you know exactly how a student is presently reading or what sources of information they use and neglect. You won't be able to scaffold learning if the book you choose is too difficult.
ORGANIZATION OF THE VOLUME

With our working definition of scaffolding established, in the remaining chapters we share case studies of teachers scaffolding student literacy learning in the early grades. Each chapter contains a set of features that we think will make this book useful for teachers seeking to hone their teaching practices. Chapters

• open with a vignette related to the chapter content as a way to sketch the scene.
• provide strategies for scaffolding literacy learning.
• feature teachers’ voices through the use of teacher journals, interviews with teachers, and detailed descriptions of how teachers scaffold student’s learning.
• include a select reference list for further reading.

The chapters illustrate scaffolding in a variety of settings familiar to every teacher, from the classroom to one-to-one settings to children working together in pairs. We present strategies to scaffold learning in each setting. In addition, we highlight various types of learners, from the so-called average to the child who has fallen behind his peers to the child with a mild disability. We also provide tools for scaffolding young children’s knowledge of phonics and their understanding of story structure, and we describe how children’s literature can be used to create a classroom climate where learning can be scaffolded.

Teachers face a multitude of learners every day. The challenge seems to be organizing literacy instruction in various ways (whole class, pairs, one on one) in order to better differentiate instruction for diverse learners. This volume will provide specific strategies for teachers to do just that. Few authors have the expertise to describe strategies for all these settings. This volume, because it is a collection of case studies, brings together many teachers’ voices and experiences on scaffolding literacy learning, providing a breadth of expertise that just isn’t available in a single authored resource.

NEXT STEPS FOR TEACHERS: RECOMMENDED READING


Thank you for sampling this resource.

For more information or to purchase, please visit Heinemann by clicking the link below:


Use of this material is solely for individual, noncommercial use and is for informational purposes only.