

## EDUCATIONAL MANAGEMENT PLANNERS' SCAFFOLDING OF MODEL LEAD AND TEACHING DELIVERY STRATEGY IN SECONDARY EDUCATION

**Dr. Eric Chikweru Amadi**

*amadi.eric@ust.edu.ng, joesac2000@yahoo.com, joesac2000@gmail.com*

*Department of Educational Foundations, Faculty of Technical and Science Education, Rivers State  
University of Science & Technology, Nkpolu-Oroworukwo, Port Harcourt, Nigeria-Africa  
(0112348035452254)*

### **Introduction**

We begin by domesticating **scaffolding** within the context of our discourse. Here is a process of enabling students to accomplish what is normally beyond their abilities. Scaffolding means providing help so students can succeed with a task that otherwise would be impossible. This is supporting students **before, during** and **after** they read. Here is a variety of literacy-related instructional strategies that assist content-area learning. The provided instructional strategies are designed for use by all content area teachers, as well as English language arts teachers, remedial reading and language arts teachers, literacy specialists and literacy coaches. They are designed for implementation by those teaching Basic 9 and above level of learners up to the Post Graduate stage. The instructional strategies presented are not reliant on extra texts, supplies or funding.

. Variety is key. The instructional strategies are grouped by support for: comprehension, vocabulary, fluency and spelling. The provided instructional strategies should be used with diverse fictional and nonfiction texts; should be used **before, during** and **after** reading; should be used as pre- and post-assessments, and should be used with students independently, in pairs, in small groups and as a whole class

### **Response notebooks**

**USE:** All Content Areas - All Levels - Before, During and After Reading

**FOCUS:** Comprehension Strategies: Questioning, Inferring, Activating Background Knowledge

Writing is a very powerful learning tool. Students benefit greatly from exploring their thinking through writing. They clarify their ideas, identify confusing points, integrate new information with their background knowledge, and deepen their understanding and memory of the reading. Response notebooks provide many opportunities for students to use writing as

a tool for learning. Teachers can use response notebooks or journals before students read an assignment, during the reading, and/or after the reading.

Response notebook entries can be as simple or complex as the teacher chooses. One effective, efficient, simple way to use a response notebook is to pose an open-ended question before reading, have students respond after reading and then have students share with partners. Open-ended questions that have no single correct answer provide students with many possibilities for extending meaning. Here are just a few examples of possible open-ended questions: Was the title of the book/ chapter a good one? Why or why not? How is this book similar to or different from other books you have read? Is there anything in the reading so far that you do not understand, and if so, what is it? What makes a book a “good” one for you, and is this book in that category? Do you like the author’s style of writing? Why or why not? If you could change the ending of the book, would you change it? Why or why not? Response entries may also require students to document their ideas with evidence from the text or react to another student’s entries.

**PROCEDURE (begin by explaining and modeling):**

1. The teacher introduces the response journal and models how to respond to open-ended questions, make connections to background knowledge, share feelings, justify opinions, etc.
2. Students then read and create their own responses in their notebooks or journals.
3. The teacher then asks students to share with the class and/or collects the journals, reads each student’s journal entry and gives feedback.
4. The teacher and students discuss how they can use this strategy on their own and how it facilitates understanding and critical thinking.
5. Students throughout the year write regularly in their response notebooks and use their entries for class discussion, personal reflection or the basis for writing more formal pieces.

There are many models for a reader-response notebook. One model asks readers to write specific passages in one column and respond to them in an adjacent column. Students should be encouraged, through modeling, to provide extensive personal responses that include their own questions and reflections.

**Response notebooks (continued)**

text	response or questions
The teacher or students provides a direct quote from the text that is challenging, interesting and/or confusing.	The student responds to the quote by predicting what will happen, what is confusing and why the quote is interesting (or uninteresting). It is a personal response to the passage chosen.

To avoid the common occurrence of the one or two short, superficial responses or a listing of facts only, the teacher needs to model a complete, thoughtful response and discuss his/her thinking process. Students should be encouraged to share quotes and responses in the discussion about the text.

Another variation of the response notebook is the dialogue notebook. Students share notebooks and respond to one another in a third column. The dialogue notebook emphasizes the important connection between reading and writing; it is this connection that leads to improved reading comprehension.

text	response	dialogue
The student chooses a challenging, interesting or confusing passage.	He or she writes an initial response to the passage. This response may be only further questions about the passage.	Another student reads the passage and the response and offers further insight or perhaps even more confusion.

While the students are engaging in a written dialogue with one another, they are constructing meaning and deepening their understanding of the text. Again, it is necessary for the teacher to model this process initially with teacher-selected passages and teacher-prepared responses.

The **dialectical notebook** is another response journal format. It asks students to respond to and make sense of a text. They are asked to write what they find interesting, boring, amusing, terrifying and/or confusing. They can relate what they are reading to other parts of a text, other texts and their own experience. Every response they make must be grounded on a piece of the text, some word, phrase, sentence or paragraph that is the focus of their comment. Types of responses may be (1) their first reaction to the text: what is confusing, annoying, intriguing, and why; (2) what the text reminds them of from their own experience or other texts; and (3) the bias of the writer/ narrator and indicators of the bias. The dialectical notebook is designed for the students to use as a learning tool. It is an opportunity to dialogue with authors, to question their perceptions and ideas and to extend knowledge.

### **Anticipation guides**

**USE:** All Content Areas - All Levels - Before, During and After Reading

**FOCUS:** Comprehension Strategies: Activating Background Knowledge, Inferring/Prediction

An Anticipation Guide is a series of statements that require students to use their background knowledge and make predictions. Students are asked to read each statement of the Anticipation Guide before they read the assignment and decide whether they agree or disagree with the statement. After they have completed the reading assignment, they go back to each statement and again decide whether they still agree or disagree, given their new knowledge. Anticipation guides provide connection to prior knowledge, engage students with the topic and encourage them to explore their own thoughts and opinions.

Anticipation Guides follow a prescribed format. In this activity, the teacher creates a series of general statements related to the topic the students are going to read about. Typically, the statements are not specific details such as dates, definitions or numbers. Rather each statement is a more general statement that relates to the content but often involves some judgment. For example, a very general statement on an Anticipation Guide about the Civil War might be: "The Civil War was unavoidable" or "The Civil War still influences life in Nigerians."

### **PROCEDURE (begin by explaining and modeling):**

1. The teacher analyzes the material to be read; determines the major ideas – explicit and implicit  
– with which the students will interact; creates short, clear declarative statements that reflect the world in which the students live or know.
2. The teacher then puts these statements into a format that will elicit anticipation or prediction making.
3. Students complete the Anticipation Guide before reading and the teacher leads a discussion and encourages the students to defend their positions with examples from their own background. This gives students opportunities to share their thoughts with others to increase their exposure to different perspectives.
4. The teacher assigns the reading selection.
5. Students then revisit the statements and evaluate them in light of the information in the text and the author's purpose.
6. The teacher encourages students to reflect on their earlier predictions and feelings about ideas compared to their feelings after they have read the text.
7. The teacher and students discuss how this strategy facilitates understanding and critical thinking.

Before reading prediction	general statements	after reading support

### Chapter four

**USE:** All Content Areas – All Levels – Before, During and After Reading Expository Texts

**FOCUS:** Comprehension Strategies: Prediction, Determining Importance

Students benefit from learning how to use information in textbooks to construct meaning and improve comprehension. Reading-around-the-text is a pre-reading strategy used to preview text. The text preview prepares students to understand what they will be reading. This strategy can be adapted to use with any text but works best with text that contains chapter introductions and summaries, chapter questions, pictures, diagrams and other graphics, and bold or colored vocabulary words or concepts.

**PROCEDURE (begin by explaining and modeling):**

1. To begin, ask students to look at the pictures. Ask: What do the pictures seem to be about? Why do you think the author may have included these in the chapter?
2. Ask students to read the picture captions. Ask: Do the captions provide additional information about the pictures? Do the captions help confirm or change your predictions of what the chapter will be about?
3. Ask students to look at any maps, graphs or charts. Ask: What types of information do the graphics provide? Why did the authors include it in this section? What do the graphics tell me about the types of information that will be in this section?
4. Ask students to look for indications of *big ideas*: words or headings in bold type, colored words, or words with their pronunciations given. Ask: Do you already know any of these words? Do these words give any clues about the subject of this section?
5. Ask students to read the first paragraph of the text (introduction) and the last paragraph (conclusion). Ask: What seems to be the major focus of the chapter according to the introduction and summary? What key ideas are mentioned? Based on this information, what do you think you will learn in this chapter? Why do you think so?
6. Tell students that any questions that appear at the end of a text section or chapter are very helpful when preparing to read. Model this stage of the strategy by using the following example: “At the end of the section, I see the ‘Content Check’ questions. I know these questions are important because we often discuss them in class. Sometimes similar questions are on a test. The first question asks me about some vocabulary words from the section. What important terms should I know and understand after reading this section?”
7. Ask students to look at the remaining questions and ask them to consider what they will be expected to know after reading the section. Remind students that the text preview strategy is an important pre-reading technique. Encourage them to think about the ideas and information they learned from this strategy as they read.
8. The teacher models this strategy several times with the entire class and discusses how the students can use the strategy in their own reading and learning.

The strategy can be adapted or modified to fit the text or the student. For instance, one group may be assigned to focus on the picture cues and captions, another group to focus on the big idea, and so on. Teachers may want to make a poster of the steps to display in the classroom and give students a smaller model that they can keep in their textbook.

**Classification Chart**

**USE:** All Content Areas – All Levels – Before and After Reading

**FOCUS:** Comprehension Strategies: Determining Importance

**PROCEDURE (begin by explaining and modeling):**

1. The teacher writes subjects/categories/topics/etc., across the top row of boxes.
2. Use as few or many of rows and columns as necessary; there should be a specific reason students need to recognize the similarities and differences between the provided topics and details.
3. Ensure the boxes are large enough to write in.
4. Charts can be provided in a variety of forms (e.g., varied sizes of paper, white boards, technology programs).
5. Explain to and model for students what each column/row of the matrix requires.

**English**

Man vs. Man	Man vs. Nature	Man vs. Self	Man vs. Society	Man vs. Humanity

**List-group-label**

**USE:** All Content Areas - All Levels – Before and After Reading

**FOCUS:** Vocabulary

Activating prior knowledge about a topic helps in the development of a clearer understanding about concepts to be learned. In the List-Group-Label activity students begin with a key word and then proceed to categorize and organize around these categories their background knowledge and eventually their new knowledge from the text.

**PROCEDURE (begin by explaining and modeling):**

1. The teacher writes a cue vocabulary word on the board or overhead.
2. Students brainstorm other words related to the vocabulary word while the teacher writes down all ideas.
3. The teacher leads a discussion about whether any words or concepts should be eliminated and, if so, why.

4. The teacher divides the class into groups of three or four. The groups cluster the words and give each cluster a descriptive term.
5. The groups share their clusters and give reasons for their choices. There are no wrong answers if clusters and labels can be justified.
6. Students then read the text. When finished, the teacher asks the students to revisit their clusters and change, add to or modify their clusters.
7. The teacher and students share their clusters and discuss their rationales.
8. The teacher closes this activity with a discussion of how students can use list-group-label in their own reading and learning.

### **Possible Sentences**

**USE:** All Content Areas - All Levels – Before and After Reading

**FOCUS:** Vocabulary

In the possible sentences activity students are given the new vocabulary terms from a reading assignment and asked to create sentences that they believe are reasonable, possible uses of the words. This activity encourages students to use their background knowledge, draw connections between the known and unknown, and make predictions about the content of the reading assignment.

### **PROCEDURE (begin by explaining and modeling):**

1. The teacher chooses six to eight words from the text that are key concepts for the topic being studied and lists them on the board or overhead.
2. The teacher then chooses another four to six words from the text that may be more familiar to the students and list them on the board or overhead.
3. The students (individuals or groups) develop sentences using at least two of the words in each sentence. The teacher writes all contributed sentences on the board.
4. After reading, the students revisit the original sentences to confirm, extend or revise as needed. They add any new information to the sentences and then can use the revised sentences as the basis for creating summaries.
5. The teacher closes this activity with a discussion of how students can use possible sentences in their own reading and learning.

### **Readers Theater**

**USE:** All Content Areas – All Levels – During and After Reading

**FOCUS:** Fluency

Readers Theater is another technique for improving students' reading fluency. It involves having students "perform" plays or narrative stories that are practiced over a period of time (usually several days). These performances do not necessarily have to involve props, costumes or a stage; they can be as informal (or as formal) as desired. If a narrative story is used, one that has a number of characters and dialogue is best. The Readers Theater fluency technique is typically used at the lower end of the 4-12 grade range, although it could easily be employed with older students. Readers Theater can also be adapted to certain content areas, especially social studies and history, if content-relevant dramatic material is selected (see, e.g., Morris, 2001). As in the repeated-readings technique, the reading material should be at students' instructional to independent reading levels.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher selects an appropriate narrative or play and prepares rehearsal copies. In each copy, individual characters' roles are highlighted. If a narrative is used instead of a play, students will also need to be assigned as narrators (i.e., their tasks will be to read parts of the narrative that do not involve dialogue). The teacher can divide students into groups and give each group the same play/narrative, or alternatively, the groups can be assigned different plays/narratives.
2. The teacher practices reading parts of each "script" aloud with students for effective modeling, with particular attention to the ways that oral expression affects meaning (e.g., how different characters' feelings may be conveyed through differences in intonation).
3. Students practice their scripts in groups with the teacher circulating among groups to provide feedback and coaching. The teacher also ensures that the students have good comprehension of their scripts. During group practice, members of the groups should alternate roles so that all group members have a chance to try out different roles.
4. After the groups have had adequate time to practice their scripts (typically several class sessions), students choose (or the teacher assigns) roles. Students take home copies of their scripts to practice reading (but not memorizing) their roles at home.
5. Students "perform" their scripts (i.e., read them expressively) in front of an audience, which may simply involve other class members, or which may include different classrooms, teachers and/or parents.

**Clues to Spelling from word relationships****USE:** All Content Areas - Level 6-8 - During Reading**FOCUS:** Spelling

One reason why English spelling is difficult is that in long words, vowels in unaccented syllables often take a schwa sound (a brief, unstressed short u or short i sound). For example, it is impossible to “hear” that the second vowel in *definition* is spelled with an *i* or that the second vowel in *colonist* is spelled with an *o*; these are both schwa sounds that could be spelled in multiple ways (e.g., *defanition* is an acceptable phonetic rendition of *definition*). However, multisyllabic English words often have stable bases or roots that provide clues to the spelling of related words. The following activity is intended to convey this concept to students as a way to help them spell unfamiliar long words.

**PROCEDURE (begin by explaining and modeling):**

1. The teacher asks the students to write the following words: *definition, colonist, human, composition, inspiration, perfect, democratic, competition, hostile, invitation*. She/he then asks the students to circle the **second** vowel in each word. She/he notes that, in each word, these vowel sounds are especially difficult to spell because they have an unstressed (schwa) sound — you can’t “hear” the correct vowel the way you often can hear it in shorter words.
2. Using the first word (*definition*) as an example, the teacher illustrates how knowledge of related words can serve as a clue to spelling. The word *define* is related to *definition*, and in *define*, you can clearly hear the *i* sound. If necessary, students should correct their spellings of *definition*.
3. Using the second word (*colonist*) as an example, the teacher also illustrates that the most helpful related word is not necessarily the root word or a shorter word. *Colony* is not helpful in spelling the second vowel of *colonist*, because *colony* also has a schwa vowel in the same position. However, the related word *colonial* provides the clue that the second vowel sound is represented by an *o*. If necessary, students should correct their spellings of *colonist*.
4. Individually or in teams, students should consider the remainder of the words on their lists. They should be directed to write all related words they can think of, find the related word that provides the clue to the spelling of the original word on the list, and correct the spelling of the original word if necessary (examples of helpful related words are listed below). They can also be asked to highlight or underline the part of each word that is stable in spelling (e.g., human, humanity, humanly, inhuman, superhuman). While the students are working, the teacher circulates among them and provides assistance as needed.
5. The teacher summarizes the spelling strategy for students or elicits the strategy from them: “If you are not sure how to spell a vowel sound in a long word, try to think of a word related in meaning.”

Helpful related words for the words in the list: *human, humanity; composition, compose; inspiration, inspire; perfect, perfection; democratic, democracy; competition, compete; hostile, hostility; invitation, invite*

**References**

Aaron Shepard's Readers Theater website ([www.aaronsherp.com/rt/RTE.html](http://www.aaronsherp.com/rt/RTE.html))

Amadi, E. C. (2005). Planning an English education. Port Harcourt: Outreach Publications.

Buehl, D. (2001). Classroom strategies for interactive learning. Newark, DE: International Reading Association.

Honig, B; Diamond, L; and Gutlohn, L. (2000). Teaching reading sourcebook: for kindergarten through eighth grade. Amazon USA: Academic Therapy Publications.

Marzano, R. J. (2001). A handbook for the art and science of teaching, ASCD, Alexandria: VA. <http://www.palmbeachschools.org/staffdev/documents/MarzanoProtocols.pdf>

Readence, J. E; Moore, D. W; Rickelman, R. J. (2000). Prereading activities for content area reading and learning. Newark DE: International Reading Association.