

## Before Reading Scaffolds

The following scaffolds may support students who are still learning how to use Anticipation-Reaction Guides or who might be experiencing language or learning difficulties.

- **Share reasoning with partner**
- **Response cards**
- **Debate sides**
- **Provide sentence stems for rationale**



**Response Cards.** If students are shy or prone to peer pressure, you might distribute cards that have “agree” on one side and “disagree” on the other. After giving think time to consider the statement, you could have all students to hold up the card with their opinion facing you. That way, everyone has to make a choice, and students’ responses are shown just to you before they are known by the other students.

**Debate Sides.** With students who have difficulty articulating their rationale, you could try posting an “agree” sign on side of the room and a “disagree” sign on the other side. After think time, have students move to the side of the room that corresponds to their opinion. You can go to the side that has the fewest students. The groups that form will then prepare their rationale together so that they can debate the other group.



**Sentence Stems.** You can provide stems or starter sentences to help students learn how to form their rationale and respond to their peers.

- *I agree/disagree with \_\_\_\_\_ because I learned that \_\_\_\_\_.*
- *I agree/disagree with \_\_\_\_\_ because when I \_\_\_\_\_.*

## During Reading Scaffolds

Because this stage of using Anticipation-Reaction Guides involves students reading a text, you may need to provide extra support for students who would have difficulty with the text.

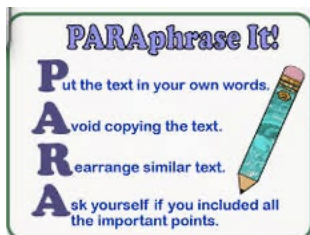
- **Partner Reading**
- **One Sentence Summary**
- **Prepopulate guide with page/paragraph #s.**
- **Teach paraphrasing**



**Partner Reading.** You can assign partners to alternate reading sections of the text to each other.

**One Sentence Summary.** You can provide a one sentence explanation of what students will learn in the next section, have students read that section to themselves silently, and then have students talk with a partner about the information they just read and whether it relates to a statement on the guide.

**Prepopulate page or paragraph numbers.** For students experiencing particular difficulty with identifying relevant textual evidence, you could include the page or paragraph numbers where textual evidence can be found for each statement. That will help them hone in on the appropriate sections without giving them the specific information they need to identify.



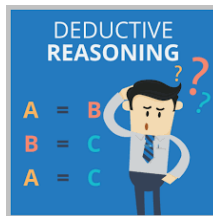
**Teach Paraphrasing.** For all students, recording the textual evidence succinctly may be a challenge. Paraphrasing is a skill that must be taught and practiced. While students are learning to do that, you may encourage them to use direct quotes as long as they understand how to put the information in quotation marks.

## After Reading Scaffolds

- Teach students to evaluate claims and evidence
- Share reasoning with partner
- Provide sentence stems for rationale.



**Teach to evaluate claims and evidence.** One type of support students will need for the after reading stage of Anticipation-Reaction Guides is preparation for how to evaluate the credibility of information and strength of the evidence for any claims. As with paraphrasing, this is a skill that must be taught and practiced.



**Share Reasoning.** Other types of support are similar to those provided in the before reading stage. That is, you can have students share their rationale for their opinions with a partner.

**Sentence stems.** Use stems or sentence starters to help students craft a rationale.

- *I agree/disagree with this statement because \_\_\_ and \_\_\_ support the idea that \_\_\_.*
- *I agree/disagree because the text stated that \_\_\_\_\_. This means \_\_\_\_\_.*
- *Even though the text stated \_\_\_\_\_, I know that \_\_\_\_\_.*



CALI Reads is a project funded by the Office of Special Education Programs in partnership with the California Department of Education, Special Education Division. The project is coordinated and administered through the Napa County Office of Education. The contents of this website were developed under a State Personnel Development Grant (SPDG) from the US Department of Education (CALI/Award #H323A170011), Project Officer, Latisha.Putney@ed.gov. However, the contents of this site not necessarily represent the policy of the US Department of Education and no assumption of endorsement by the Federal government should be made.

