Scaffolding Literacy

Laurel Rodrigues and Fern Hyde
31 October 2015

The development of SL

- Dr Max Kemp
  - University of Canberra, Schools and Community Centre, 1983 – 1992, developments including the study of sentence structures through *Transformations*

- Dr Brian Gray and Wendy Cowey
  - University of Canberra, Schools and Community Centre, 1992 – 2004, development of the *Scaffolding Literacy* program
  - Moved to Darwin University*,* renamed SL as *Accelerated Literacy*

- David Rose
  - ➤ University of Sydney – *Reading to Learn*

- Dr Misty Adoniou and Dr Mary Macken-Horarik
  - ➤ *Scaffolding Literacy with ESL learners*

Scaffolding Literacy…

- Based on the sociocultural theories of Vygotsky and Bruner

- Scaffolds learners into texts beyond their independent reading ability

- Uses quality texts which are exemplary for their genre, in order to teach reading and writing skills

- Uses explicit teaching about language features of written texts

- Uses a deliberately designed sequence of lessons

What is Scaffolding Literacy?

- A sequential teaching method that teaches language skills explicitly

- Self differentiates for all students needs

- Builds field knowledge and vocabulary so that all students can connect with the texts
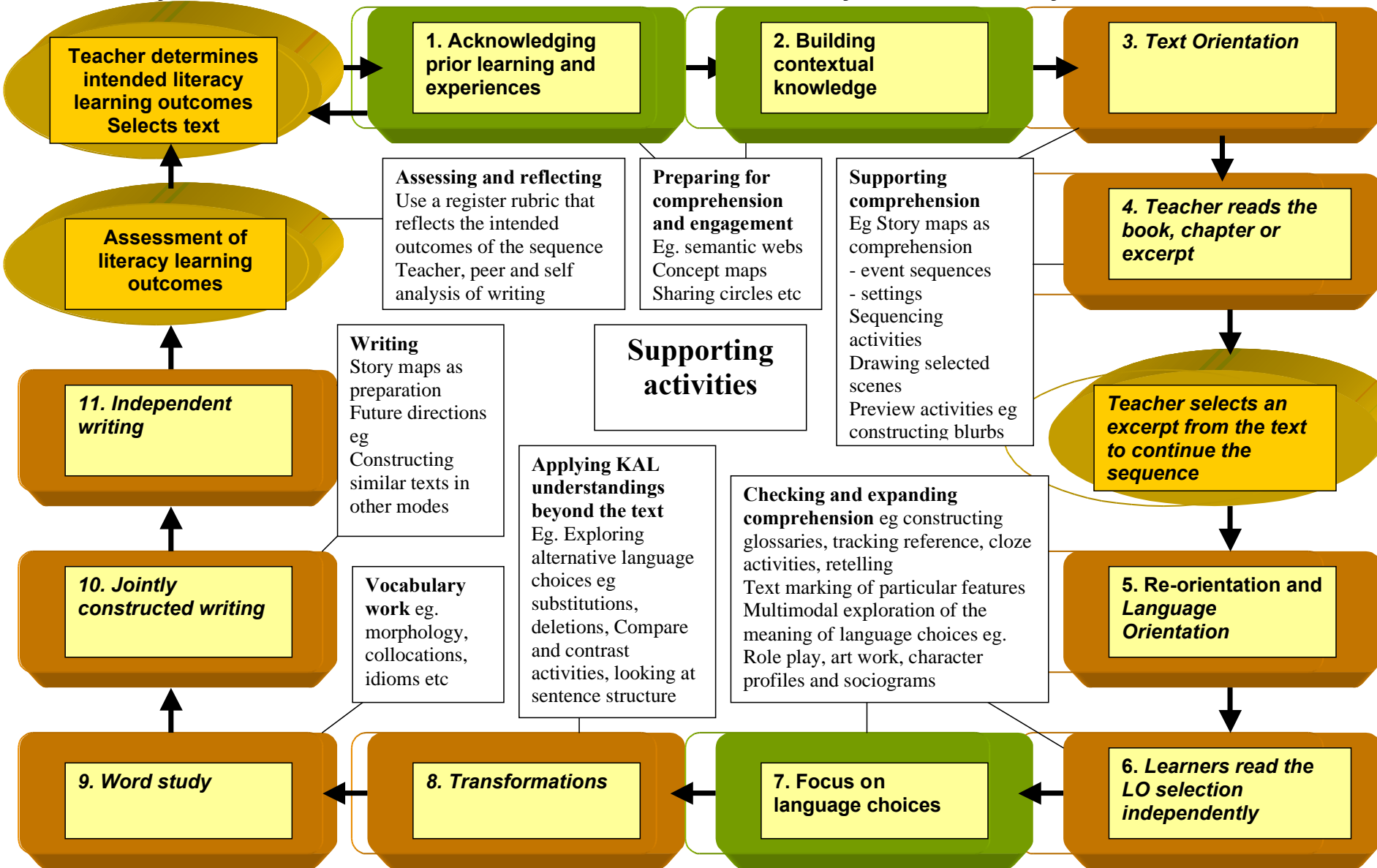
Principles of SL

- High challenge curriculum

- High support inclusive pedagogy

- Explicit functional talk about language

- Grammar teaching is distributed across the sequence, and across the levels of language

- For students to become literate we must teach language first.

- Students need to be taught the language of school and how literate texts work.

- EALD learners need a language focused program to teach them Standard Australian English.

- Many of our mainstream students do not come to school with Standard Australian English and also benefit from a language focused program.

Supporting ESL learners to read authentic texts - A diagrammatic overview of the teaching sequence
Misty Adoniou - Based on the work of the Schools and Community Centre, University of Canberra

Teacher determines intended literacy learning outcomes Selects text

1. Acknowledging prior learning and experiences

2. Building contextual knowledge

3. Text Orientation

Assessment of literacy learning outcomes

Assessing and reflecting
Use a register rubric that reflects the intended outcomes of the sequence
Teacher, peer and self analysis of writing

Preparing for comprehension and engagement
Eg. semantic webs
Concept maps
Sharing circles etc

Supporting comprehension
Eg Story maps as comprehension
- event sequences
- settings
Sequencing activities
Drawing selected scenes
Preview activities eg constructing blurbs

4. Teacher reads the book, chapter or excerpt

Teacher selects an excerpt from the text to continue the sequence

Supporting activities

11. Independent writing

Writing
Story maps as preparation
Future directions eg
Constructing similar texts in other modes

Applying KAL understandings beyond the text
Eg. Exploring alternative language choices eg substitutions, deletions, Compare and contrast activities, looking at sentence structure

Checking and expanding comprehension eg constructing glossaries, tracking reference, cloze activities, retelling
Text marking of particular features
Multimodal exploration of the meaning of language choices eg. Role play, art work, character profiles and sociograms

5. Re-orientation and Language Orientation

10. Jointly constructed writing

Vocabulary work eg. morphology, collocations, idioms etc

9. Word study

8. Transformations

7. Focus on language choices

6. Learners read the LO selection independently

Text selection

Axford, Harders & Wise, 2009

- Rich and complex language

- Difficult, but not too difficult

- Interesting

- Age appropriate

- Direct links to writing

Text selection

- Ensure texts are culturally inclusive and represent the broader EAL/D community (Adoniou & Macken-Horarik, 2007)

- Narrative text are often used with beginning, weak, or struggling readers because of the familiar structure, engaging stories, and wealth of available texts. (Axford, Harders Wise, 2009)

- "Narrative re-imagines the world for young people and, in doing so, suggests ways of thinking about the attitudes, values and beliefs of the culture presented in the book" (McDonald, 2013, p2)

- Use of non-narrative texts

Big Rain Coming by Katrina Germein
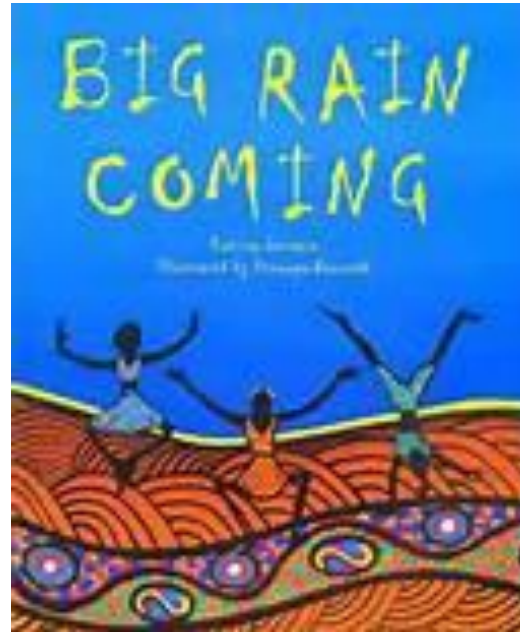
Curriculum Links

- **Maths**

Days of the week

Describe duration using months, weeks, days and hours (ACMMGO21)

- **Science**

Seasonal and weather changes

Observable changes occur in the sky and landscape. (ACSSU019)

Earth's resources, including water, are used in a variety of ways. (ACSSU019)

English

Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)

Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances

Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)

Discuss how authors create characters using language and images (ACELT1581)

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Respond to texts drawn from a range of cultures and experiences (ACELY1655)

Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)

Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)

Acknowledging prior learning and experiences

- Draw a picture of where you might find water and what can you use water for.

Building the field

- Before looking at a text, make sure students have the knowledge, experiences, and vocabulary to engage with the text. (Rodrigues & Smith, 2014)

- "The focus here is primarily on the content or information of the text" (Gibbons, 2002, p61)

Hertzberg, 2012

- Culturally inclusive practices – acknowledging the diversity of *all* learners.

- Share and build on knowledge, skills, experiences and values that students bring with them.

- Schema theory - our understanding of events is based on our social, cultural and linguistic backgrounds.

- "…instruction must be explicitly activate students' prior knowledge and build relevant background knowledge as necessary" (Cummins, et al, 2006 as cited in Hertzberg, 2012)

Derewianka and Jones, 2012

- Talk- focused activities

- Building vocabulary and academic literacy

- Developing common-sense understandings to technical, specialised understandings

- Connecting existing knowledge to new information

- "It continues throughout the teaching and learning cycle as understandings are progressively developed to further depth and complexity" (Derewianka & Jones, 2012, p48)

Gibbons, 2002

- Build a semantic web of students' current knowledge

- Gather a list of questions from students

- Interview an expert in the field; invite in a guest speaker

- Go on an excursion

- Use pictures to elicit or teach vocabulary

- Use technological resources

- Watch a video

- Build an information grid

- Barrier games and activities
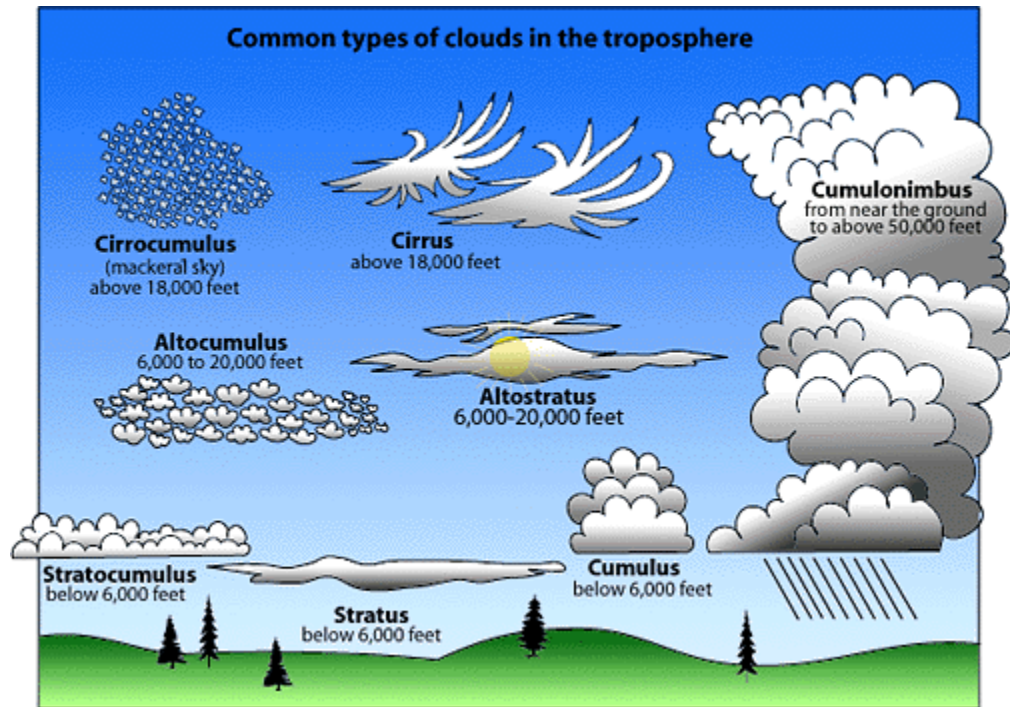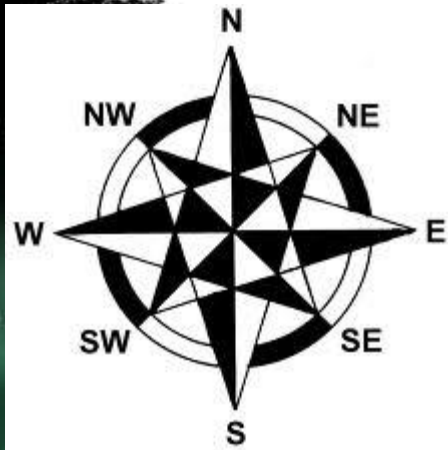
Building Field Knowledge

- Recreate the billabong scene as a collage. Use paint, grass, crumpled crepe paper flowers, cut out black paper silhouettes.

- The Water Cycle-Science experiment

- Solid, liquid, gas-states of matter

- Water topic words

- Weekly journal-days of the week, link to class timetable. Revise order.

- Read story of The Rainbow serpent

- Links to other books Tidalick the frog and The Water Witcher.

Text Orientation (oral story telling using pictures and prompts)

Pictures to support the Text Orientation

Common types of clouds in the troposphere

Cirrocumulus (mackeral sky) above 18,000 feet

Cirrus above 18,000 feet

Cumulonimbus from near the ground to above 50,000 feet

Altocumulus 6,000 to 20,000 feet

Altostratus 6,000–20,000 feet

Stratocumulus below 6,000 feet

Stratus below 6,000 feet

Cumulus below 6,000 feet

The fat green frogs huddled around the leaky tap on the rainwater tank.

Transformations (How and why the sentence works in English)

Transformations involves cutting up the sentence into parts. The sentence is then manipulated, words are removed and discussion occurs around what does and does not work in English.

The sentence is broken down and then words are re-added and we discuss why those words are needed and why the author may have chosen the words and the affect they have.

Word Study

- **Rainwater**

Word meaning and origin

Spelling patterns

- compound words

Activity

- list other compound words esp. rainbow, raincoat

Patterned Writing and Independent Writing

- The students have an opportunity to write their own sentence that follows the pattern of the focus sentence. A writing plan is used to scaffold the students writing.

- Sentences may be written as part of a shared writing experience or individually.

Today's sessions

Bec Smith *Kingsford Smith School* Word study

Elizabeth Hook *Turner Primary School* Working with Scaffolding Literacy with non-narrative texts

Rosemary Radford *ETD Central Office* Transformations

Megan Mears *North Ainslie Primary School* Working with Scaffolding Literacy as part of a broader literacy program

Maggie Quigley *Kaleen Primary School* Language Orientation and Patterned writing

Jessie Wilson *Harrison School* Experimenting with integrating Scaffolding Literacy with integrated topics

References

- Adoniou, M. Macken-Horarik, M. (2007) Scaffolding literacy meets ESL: Some insights from ACT classrooms. *TESOL in Context. 17*(1), 5-14.

- Axford, B., Harders, P., & Wise, F. (2009) *Scaffolding Literacy: An integrated and sequential approach to teaching reading, spelling and writing.* Camberwell, Australia: ACER.

- Derewianka, B. & Jones, P. (2012) *Teaching Language in Context.* Victoria, Australia: Oxford University Press.

- Gibbons, P. (2002) *Scaffolding language Scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth: Heinemann.

- Hertzberg, M. (2012) *Teaching English language learners in mainstream classes*. Newtown, Australia: PETAA.

- McDonald, L. E. (2012) *A literature companion for teachers.* Newtown, Australia: PETAA.

- Rodrigues, L. & Smith, B. (2014) Linking pedagogy: Scaffolding literacy and first steps. *Practically Primary*. *19*(1), 34-36.