

# **Pre-, During, & Post- Planning & Scaffolding Resources**

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## Purposes of Pre-reading

Activate students' prior knowledge and experiences

Build background knowledge and oral language to prepare students for the content of the text

- Conceptual
- Cultural
- Language Patterns (Grammar)
- Vocabulary

Capture students' attention and interest

Develop schema to help students' brains organize information

Establish a purpose for reading

## Purposes of During Reading

Apply reading strategies

Break up (scaffold) the text

Communicate to critically process the content/meaning of text

Develop interpersonal communication skills

Evaluate and support comprehension

## Purposes of Post-reading

Analyze text (counterbalance theory)

Briefly summarize text

Consolidate and organize information to improve memory

Develop syntheses of information

Extend learning through application, creative production, interpersonal communication, and evaluation

# Resource: Pre-, During, & Post-Reading Activity Menus

## Pre-Reading Activities

*Activate Prior Knowledge & Experiences:*

- [ABC Brainstorm](#)
- Analogies or Metaphors
- [Anticipation Guide](#)
- [Cloze Passages](#)
- [Compare & Contrast \(Elementary\)](#)
- [Concept Definition Map](#)
- [Concept Sort \(List, Group, & Label\)](#)
- [Describe & Draw](#), Circumlocution
- [Frayer Model](#)
- [Games \(Charades, Detective, M&Ms, Taboo \(Cards\), \\$10,000 Pyramid\)](#)
- [Gouin Series](#)
- Highlight words they KNOW
- [Idea Rating Sheet](#)/Opinionnaire
- [Inquiry Chart](#)
- [Inside/Outside Circles](#)
- [KWL Chart \(Modified\)](#) or [Inquiry Chart](#)
- [Magic Box](#)
- [Mystery Picture](#)
- Predict the Text (Pix in Wordless Bks)
- Predictions([First Lines](#))([Possible Sent](#))
- Put Scrambled Paragraphs in Order
- [Questioning](#), Surveys
- Read an Easier Text on Same Topic
- [Respond to a Quote \(Essay\)](#), Journals
- [Show & Tell](#)
- [Signal Cards](#) (May use other content)
- [Total Physical Response \(TPR\)](#)
- Video Clips or Slideshows
- [Vocabulary Word Map \(Alternate ver.](#)

## During Reading Activities

*Pause to Participate:*

- [Annotate](#) or [Highlight](#)
- [Checklists](#)
- [Cloze Passages](#)
- [Compare & Contrast](#)
- Dramatize, Draw, or Illustrate
- [Embedded Reading](#)
- [Graphic Organizers](#)
- Journals ([Dialectical](#), [Double-entry](#))
- [Metacognitive Activities](#)
- [Opinion/Proof](#)
- [Paraphrase](#)
- [Question Answer Response \(QAR\)](#)
- [Reader Response \(Tax. of Reflection\)](#)
- [Reading Comprehension Strategies](#)
- [Responding to Non-fiction Template](#)
- [Scavenger Hunt \(Inquiry Chart\)](#)
- [Selective Underlining](#)
- [Semantic Feature Analysis](#)
- [Sequence \(Events, Images, or Text\)](#)
- [Signal Cards](#) (May use other content)
- [Sound Effects Read Aloud Activity](#)
- [SQ4R](#)
- Subtitles
- [Text Rendering Protocol](#)
- [Text Structures](#)
- [Think Aloud](#)
- [Think-Pair-Share](#)
- [Three-minute Pause](#)
- [Venn Diagram \(2, 3, with summary\)](#)
- [Vocabulary Word Map](#)

## Post-Reading Activities

### CHECK COMPREHENSION

- [Choose Your Own Reading Activity](#)
- [Games](#)
- Interview the Text, Write T/F Stmt
- [Reading Response Choice Boards](#)
- [Reflect](#) or [Self-assess \(I can . . . \)](#)
- [Sentence Starters for R. Response](#)
- [Sequence \(Events, Images, Text\)](#)
- [Three, Two, One](#)

### ORGANIZE & SYNTHESIZE INFO.

- [Cause and Effect Worksheet](#)
- [Character Comparisons/Maps](#)
- [Graphic Organizers](#)
- [Pattern Puzzles](#)
- [Story Map](#)
- [Text Rendering Protocol](#)
- [Thesis/Proof](#)
- [Venn Diagram \(2, 3, w/ summary\)](#)

### SUMMARIZE TEXT

- [ABC Brainstorm](#)
- Assemble Cut-up Summaries
- Checklist Retelling
- [Common Core Sentence Frames](#)
- Illustrate Key Passages of Text
- [Lesson Closure Frame](#)
- [Making Inferences](#)
- [Map the Story \(Story Pyramid\)](#)
- [Read & Retell, Roll & Retell \(Rubric\)](#)
- [Reciprocal Teaching](#)
- [Sum It Up \(Instructions\)](#)

## Resource: Planning Menu for Reading Activities

### Culturally Authentic "Texts"

*(Products, Practices, Perspectives)*

- Ads or Commercials
- Art, Images, Photos, or Pictures
- Brochures or Flyers
- Cartoons, Comics, & Graphic Novels
- Children's Books
- Documentaries or Newscasts
- Games, Jokes, or Puzzles
- Guest Speakers
- Infographics or Results from a Survey
- Interviews
- Magazine or Newspaper Articles
- Movie Trailers or "Shorts"
- Music, Audio Books, Radio Stories
- Online (blogs, e-mails, websites)
- Proverbs, Quotes, Tongue Twisters
- Realia (Programs, Receipts, Tickets)
- Short Stories, Plays, or Poems
- Video Clips

### **Checks for Understanding**

- [ABC Boxes](#), [ABC Summary](#), or [Acrostic](#)
- Blog, Discussion Forum, or Journal
- [Closure Activities](#)
- [Foldables](#) or [Graphic Organizers](#)
- [Games](#) (Catch Phrase, Taboo, 20 ?s)
- [Gimme 5](#) or [PearDeck](#)
- Grab-a-Word/Picture or Hear/Circle
- Popcorn, Signal Cards, [Snowballs](#)
- [3-2-1](#) or [Exit Tickets](#), [Think-Pair-Share](#)
- Total Physical Response (TPR)
- Wows, Wishes, & Words of Wisdom

### **Ways to Read a Text**

- Choral → Shared → Guided → Paired → Individual Rdg.
- Describe & Draw
- Hear/Say or I Have/Who Has?
- [Inside/Outside Circles](#)
- [Jigsaw](#) ([Read & Retell](#))
- Round Robin Reading
- Recording Studio (Audacity)
- Read & Respond (✓, ?, !, ♥)
- [Roll & Retell](#), [Roll a Topic](#)
- [Say Something](#) ([Sentence Stems](#))
- Story Switches or Table Tents

### **Reading Activities**

- [Analogize](#), Analyze, Infer, Predict, or Problem-Solve
- Categorize, Match, Prioritize, Sequence, Sort (objects, pix, sentences), or Unscramble Text
- Chart, Checklist, Concept Map, Draw, Graph, Illustrate, Infographic, Map, Venn Diagr.
- Compare/Contrast
- Evaluate ([The 4 As Protocol](#))
- Grab-a-Word/Picture
- Highlight Cognates/Words
- Inductive Grammar
- Manipulatives, Picture Pop-ups
- [Reciprocal Strategies Wksheet](#)
- [Save the Last Word for Me](#)
- [Scavenger Hunt](#) ([Another ex.](#))
- State, Support, Justify, Defend Opinions
- [Text Rendering Protocol](#)

### **Discussing or Retelling a Text**

Individual Pairs Groups Whole Class

*Word ♦ Phrase ♦ Sentence ♦ Strings of Sentences ♦ Paragraph ♦ Connected Paragraphs*

- [Affinity Diagram](#) ([Example](#))
- [Carrousel Walk](#)
- [Contextual Inquiry](#)
- Focus Group
- [Four Corners](#)
- [Games \(Tell Me About\)](#)
- [Human Graphing](#) ([Ex 1](#), [Ex 2](#))
- [Inside/Outside Circles](#)
- Interviews or Panel of Experts
- [Jigsaw](#)
- [Learning Centers](#)
- Listening Grids
- Mixers or Musical Chairs
- Paired Activities (Info. Gap)
- [Problem-solving Tasks](#)
- [Reciprocal/Power Teaching](#)
- Role Plays, Simulations, or Skits
- [Roll a Story](#) or Silly Stories
- Rotation Reviews
- [Scavenger Hunts](#)
- [Show & Tell](#)
- Signature Searches
- Stand When You Hear...
- Story Squares
- [Surveys or Questionnaires](#)
- Telephone
- [Think-Pair-Share](#)

### **Technology**

#### **Brainstorming**

- [Padlet](#) or [Popplet](#)
- [TitanPad](#)
- [Tricider](#)

#### **Creating Products**

- [Canva](#), [Infogr.am](#), [Venngage](#)
- [Edublogs](#)
- [Glogster](#) or [Mixbook](#)
- [Issuu](#)
- Letterpop
- [MakeMyNewspaper](#)
- [Motivator](#)
- [Simplebooklet](#) or [Smore](#)
- [Storybird](#)
- [StoryboardThat](#)
- [Timetoast](#) or [Capzles](#)
- [ToonDoo](#)
- [Weebly](#), [Wix](#), [Wikispaces](#)

#### **Gathering & Analyzing Info.**

- [BlendSpace](#) or [Wikispaces](#)
- [Gliffy](#) or [Mindomo](#)
- [Google Forms](#) or [Wufoo](#)
- [PollEverywhere](#) or [Survey Monkey](#)
- [Thinglink](#)

#### **Interviewing**

- [Appear.in](#)
- [Audacity](#) or [Vocaroo](#)
- [Google Hangouts](#) or [Skype](#)
- [Voicethread](#) or [Voki](#)

#### **Videotaping**

- [Biteable](#) or [Powtoon](#)

## Resource: Template for an Interpretive Communication Activity

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### Instructions (in the target language):

- 1) Think through every step of the task.
- 2) Put steps in the TL and sequence logically.
- 3) Write each step on a separate line.
- 4) Do not use more than 5 steps.
- 5) Don't use more than 10 words per step.

### Formatted Excerpt from the Text

### Task

**A: Question Frame**

**B: Sentence Frame**

**Model or Example**

**Word Bank**

**Instructions for What  
to Do When Finished**

## Resource: Scaffolding Strategies

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- Activate Prior Knowledge & Experiences**
- Advance Organizers or Anticipation Guides**
- Analogies**
- Charts and Graphs**
- Checks for Understanding (i.e., formative assessments)**
- Chunking (break task into small chunks)**
- Cognates**
- Compare & Contrast (i.e., provide synonyms and antonyms)**
- Concept or Mind Maps**
- Cooperative Learning Strategies**
- Demonstrations**
- Diagrams or Figures**
- Dramatize Meaning (i.e., with .GIFs, simulations, TPR, video demos)**
- Examples (at least 3)**
- Formatting (i.e., bold, color-coding, boxes, italics, underlining)**
- Formulas**
- Graphic Organizers**
- Highlight Patterns**
- Illustrations, Images, or Photographs**
- Infographics**
- Manipulatives**
- Metacognitive Strategies**
- Metaphors**
- Models**
- Multiple Modalities (i.e., print, play, video)**
- Paraphrasing**
- Personal Connections to Text**
- Prompts**
- Questions**
- Reading Strategies**
- Sentence Frames**
- Sequence Tasks (simple to complex; familiar to unfamiliar; concrete to abstract)**
- Social Support (i.e., explain to a partner, work with a partner)**
- Sound Effects**
- Step-by-step Instructions**
- Tables**
- Templates**
- Think Alouds**
- Timelines**
- Video Clips**
- Visual Representations**
- Word Banks or Word Walls**

# Resource: Scaffolding Reading Activities

## Scaffolding Texts

(Products, Practices, Perspectives)

### Goals:

- Construct a clear **path** through the text
- **Guide attention** to main ideas and important details (formatting)
- Help learners **make decisions** (informational sign posts)
- Ensure **safety and success** in overcoming obstacles (scaffolding)
- Help learners **engage** with the text
  - Comprehend → Meaning of text (literal, figurative, for self, for society)
  - Discuss → Global Issues & Social Problems
  - Critically Interpret → Culture
  - Apply → Disciplinary Content
  - Leverage → Language Patterns
  - Share → Learning & Opinions

## Key Principles

- 1) **Activate** prior knowledge and experiences
- 2) **Build** conceptual and cultural background knowledge
- 3) **Connect** to students' personal lives
- 4) **Develop** scaffolding to help students overcome difficult sections
- 5) **Engage** students with the content of the text
- 6) **Format** the text to improve comprehension
- 7) **Give** students pre-, during, and post-activities
- 8) **Have** students make multiple passes through the text for different purposes

## Scaffolding Text Structure

### • *Format the text:*

- Divide it into smaller, more manageable chunks
- Increase the font size
- Double-space between sentences & paragraphs
- Bold main ideas
- Highlight and color code important language patterns
- Add headings, titles, or captions to long passages for orientation

### • *Add Features to the Text:*

- **Hints** regarding genre
- **Images** that clarify meaning
- **Links** or QR codes to related texts
- **Paraphrases** of main points
- **Opportunities to DO** something at strategic points (Create, make a personal connection, reflect, summarize, tell a partner something)

## Scaffolding the Reading Process

- Engage students with pre, during, post-reading activities
- Read a simpler text first that exposes students to conceptual or cultural content, language patterns, or vocabulary
- Read multiple texts on the same topic
- Focus on main ideas, then details, then implications
- Teach reading strategies
- Use activity protocols

### Scaffolding Engagement

*Extract information for a purpose*

- Annotate the text
- Ask questions
- Categorize
- Compare and contrast
- Highlight words you know
- Identify main ideas
- Illustrate
- Locate important details
- Match pictures to sentences
- Note comprehension (✓, ?, !, ♥)
- Paraphrase or summarize
- Predict (Y/N, Word Splash)
- Sequence main ideas, ¶s
- Write headings or titles

## Resource: A Step-by-Step Guide to Scaffolding Culturally Authentic Texts

- 1) **Read the text**, making note of things that might be hard for learners to understand.
- 2) Add **headings, titles, or captions** to long passages for orientation.
- 3) **Divide the text** into logical, “bite-sized” chunks.
- 4) Insert **opportunities to DO something** after each chunk and/or at other strategic points within the text ([Moeller, 1992](#)).
  - Prime** prior knowledge and experiences (*What do you know about...? Tell me about an experience you had with...*)
  - Preview** the organization and genre of the text (*Look at the headings, images, and bolded phrases, then identify the topic and genre of the text.*)
  - Predict** the content of the text (*Write one sentence that says what you think this text will be about. OR Read each sentence then check off the items you think will appear in the text.*)
- 5) Ask learners to make **multiple passes through the text** for different purposes.
  - Circle all the cognates
  - Highlight all the words you know
  - Scan the text to figure out the main idea
  - Skim each paragraph and box the key word or phrase that highlights its main point
  - Highlight the parts of the text you agree with in green, and the ones you disagree with in red
  - Turn to a partner and say something at the end of each paragraph
  - Put a squiggly line under language patterns that match this one/are repeated in the text
- 6) **Format** the text:
  - Increase the font size
  - Double-space between sentences &/or paragraphs
  - Bold main ideas
  - Highlight, italicize, underline, or color code important language patterns



## **Resource: A Step-by-Step Guide to Scaffolding Culturally Authentic Texts**

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- 7) Use text boxes to add **support features** to the text:
- Hints** regarding genre
  - Reading strategies** you want learners to use while reading specific portions of the text
  - Images or definitions** in the target language that clarify meaning (especially of academic language)
  - Paraphrases** of main points
  - Notes** about historical or cultural context
  - Links or QR codes** to related texts
- 8) Insert an activity at the end of the text that asks learners to **think critically about the text** by:
- Analyzing the pros, cons, or logic of arguments or issues raised in the text ([Weighted Pros and Cons](#); [Decision Making Worksheet](#); [Appraising Change](#))
  - Categorizing, ranking, prioritizing, or sorting
  - Comparing and contrasting
  - Creating a representation of the relationships of main ideas in the text
  - Evaluating possible solutions to the problems noted in the text
  - Comparing and contrasting ([Chart](#), [Compare & Contrast Key Words](#), [Graphic Organizer](#); [Map](#); [Mind Map](#); [Open Compare/Contrast](#); [T-chart](#), [Venn Diagram](#), [Web](#))
  - Generating questions or proposing actions
  - Solving problems
  - Stating, justifying, and defending beliefs, opinions, perspectives, and values related to the text
  - Summarizing, synthesizing, and sharing what they learned from the text
- 9) **Structure activities** so they focus on **meaning** first, then **form**, then **communication** about academic content.
- 10) **Sequence activities** so they move from concrete contexts and hands-on, personalized experiences toward the consideration of more abstract ideas, less familiar contexts, and a discussion of cultural, social, or global implications.

# Resource: Scaffolding Interpersonal Communication

## Strategies for Making Input Comprehensible

- Actively Involve Students
- Chunk Information
- Cognates
- Comparisons or Analogies
- Comprehension Checks
- Connections to Learners' Prior Knowledge & Experiences
- Drawing, Images, or Visuals
- Facial Expressions
- Formatting (Highlight Language Patterns)
- Gestures/Total Physical Response (TPR)
- Models
- Multiple Examples & Representations
- Paraphrasing, Rephrasing, & Repetition
- Props, Realia, or Costumes
- Questions (Y/N, either/or, names, multiple choice, open-ended)
- Simple, Well-paced Language
- Sound Effects
- Synonyms, Antonyms, Roots, Prefixes, & Suffixes
- Tone of Voice

## Strategies for Connecting the Classroom to the World

- Create meaningful opportunities to communicate
- Integrate language, disciplinary content, culture, & Career Pathways
- Craft opportunities for critical thinking
- Collaborate with TL communities

## Strategies for Fostering Meaningful Interpersonal Communication

- Provide compelling reasons to communicate appropriately
- Create an information gap/need
- Give learners meaningful content to discuss
- Target specific communicative language functions
  - Ask Questions
  - Compare/Contrast
  - Describe
  - Explain
  - Narrate
  - State Opinions
  - Hypothesize

## Strategies for Developing Intercultural Communication

- Explore culturally authentic materials
- Observe cultural products and practices
- Reflect on own culture
- Compare & contrast
- Investigate multiple perspectives
- Critically interpret

**Resource: Interpersonal communication tasks & linguistic scaffolding planning sheet**  
**What language will learners need in order to fulfill the demands of the tasks?**

**Text 1:**

**Text 2:**

**THINKING TASK(S):**

**TALKING TASK(S):**

Lesson Phases	Oral Language <i>(What do you want to hear?)</i>	Language for the Content <i>(Academic Language)</i>	Language for the Task <i>(Thinking/Tech)</i>	Language for Group Interaction
Pre-reading				
During Reading				
Post-reading				

**Can Do Statement:**

**Formative Assessment(s):**

## Resource: Template for Scaffolding Interpersonal Communication

### Instructions (in the target language):

- 1) Think through every step of the task.
- 2) Put steps in the TL and sequence logically.
- 3) Write each step on a separate line.
- 4) Do not use more than 5 steps.
- 5) Don't use more than 10 words per step.

### A: Question Frame: \_\_\_\_\_

*Example of Question Frame in Action: What question will learners ask about (lesson or project topic)?*

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### B: Answer Sentence Frame: Learners will ask \_\_\_ questions about \_\_\_\_\_.

*Example of Sentence Frame in Action: Learners will ask 3 questions about social issues.*

### Word Bank of Possible Answer Choices:

#### Numbers

- 3: three
- 5: five
- 7: seven

#### Topics

- academic content
- cultural perspectives
- social issues

**Provide language needed for group/social interaction here.**

Can you help me..., please?

First, we need to..., then we can...

How do you spell that?

I think we might need to change...

What do you think about that?

**Provide language needed for discussing academic content here.**

- conjunctions
- content-related vocabulary
- transitional words/phrases

**Give instructions for what learners should do when they finish the task here.**

## Resource: Cultural Inquiry & Critical Thinking Planning Sheet

- 1) Respond to these prompts.
- 2) Use no more than three bullet points per box.

Learners will **observe** multiple examples of...within the cultural context of...using...

Learners will **reflect** on their own culture, the target culture(s), and cultural relationships by...

Using: [Field Trip Reflections](#), [Reflection Spinner](#), [Self-Reflection Worksheet](#), [The Final Word](#), [Video/Audio Response Sheet](#)

Learners will **compare & contrast**...

Using: [Chart](#), [Compare & Contrast Key Words](#), [Graphic Organizer](#); [Map](#); [Mind Map](#); [Open Compare/Contrast](#); [T-chart](#), [Venn Diagram](#), [Web](#)

Learners will **interact** with target language communities by...

Collaborating with native speakers, interviewing members of target language communities, participating in community events

Learners will **critically interpret** intercultural experiences by...

*Evaluating the accuracy, authenticity, authority, credibility, and coverage of cultural information; generating alternative hypotheses; grounding interpretations in sound reasoning and evidence; verifying interpretations*

# Resource: Feedback Sentence Starters (Constructive)

1