



### Reading Scaffolding: A Guide for Staff-Assisted Reading\*

1. **Read Aloud.** Introduce a text or story by reading it aloud to your campers. You may choose to read through the text or story the first time for flow. Then stop to ask and answer questions from your campers when needed during the second and subsequent repetitions. Ask campers about words they don't understand and provide pictures, translations, or definitions as needed. Read Aloud is a good way to make campers familiar with the text or story to prepare them for other kinds of reading. By reading aloud, you will provide a model for pronunciation, phrasing and expression.
2. **Incorporate Graphic Organizers.** Use pictures or designs with graphics to outline text or story and to illustrate principles within a text or story. The storyboard, story map, character web, time lines, Venn diagram, ranking ladder and many others can be used effectively. After you have demonstrated and taught graphic organizers, encourage campers to develop their own to learn from what they have read and to prepare to write.
3. **Partner Read-Aloud.** Campers read in pairs. They are seated next to one another and facing each other. Campers read aloud to one another in turn. The listener follows along in the text or story. If needed, the reader can ask the listener for help with a difficult text.
4. **Choral Reading.** Campers have their own copies of a text or story and they all read together. A camp staff person or another camper can lead the oral reading. When reading dialogues, plays, or stories with dialogue, different groups often read different parts of the text.
5. **Shared Reading.** After initial read-aloud, the group of campers reads together from a shared text -- in a big book, via a projector, or on a chart. Texts and stories usually have elements of rhyme, rhythm and repetition and are re-read many times. You can use the content of the text or story to discuss ways to unlock meaning from text, literary concepts, background or content-area concepts, vocabulary, grammar, and conventions of print.
6. **Reciprocal Teaching.** This is a form of paired or group reading in which campers talk about a text or story with each camper taking a turn as the "teacher" by reading a short passage and asking questions about it to the camper group. Turns may rotate after a paragraph or a longer section. In preparation for Reciprocal Teaching, campers are taught strategies for asking questions and summarizing responses from the group. As camp staff leading Reciprocal Teaching, you will model the "teacher role." Then the camper "teacher" uses these strategies in leading the group discussion.
7. **Choice Silent Reading.** Provide time, materials, instruction, and structure for campers to independently choose read books at their comfort reading level. In the beginning, campers may choose wordless books, camp-made books, picture books, books in their first languages, or audiotapes. With success, support and guidance, campers will move on to more and more challenging texts and begin to love to read.
8. **Jigsaw Reading.** You divide a long portion of text or story into smaller sections. One or two campers in a group read each section and prepare to teach it to the group. When the group meets, each individual teaches the group about the section he/she read.
9. **Intensive reading.** Marking a text. Campers are directed to read a text several times, each time for a different purpose. You can draw campers' attention to literary elements, features of the sound/symbol system, patterns of language, conventions of print, and elements of comprehension.