

Narrative Essay: Examples of coreq/scaffolded activities in face to face class

Direct instruction – teacher led activity

Students read and discuss the class assigned model essay together in class, reviewing attributes.

Guided practice - teacher and/or peer supported activity

Before reading a model essay, ask students to share a story about themselves that they like to tell or others like to tell. Discuss why that story is important. Why are stories important in general?

Students identify attributes of narrative from lecture in additional model essay.

The class creates an example of one attribute that was discussed and identified, with teacher writing it on the whiteboard.

Independent practice - low-stakes practice unassisted

Students practice writing an example of one attribute that was discussed and identified, and share in class.

Online Corequisite Course: Examples of scaffolding activities

Direct instruction – teacher led activity

- Mini lecture video on a concept before teaching it in Composition I.
Example: quotation format and integration

Guided practice - teacher and/or peer supported activity

- Small group discussion board in which each student explains the concepts taught in their own words, shares any insights or questions about the concepts, and dialogs with the others about these

Independent practice - low-stakes practice unassisted

- Low-stakes assignment where each student practices formatting and integrating a given quote

Argument Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Review the rhetorical appeals

Guided practice - teacher and/or peer supported activity

Use a commercial as an example and explain how it uses the appeals

Independent practice - low-stakes practice unassisted

Have each student find their own commercial, do an analysis, and then present it to the rest of the class

—————Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Teacher models how to identify the reading pattern of a paragraph in an essay.

Guided practice - teacher and/or peer supported activity

Class discusses together a subsequent paragraph, practicing the identification of a pattern—or possible patterns a given paragraph is or may be.

Independent practice - low-stakes practice unassisted

Students practice identifying reading patterns in an essay.

Visual Analysis Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

- Mini lecture on how two different design features are functioning within the sample visual. Teacher does first example, asks students to help analyze second example.
- Pre-reading questions about what they already know about visual design features.

Guided practice - teacher and/or peer supported activity

- In pairs/trios, students analyze another single design feature in the sample visual. Ideally, they're each working on a different design feature.
- pair/trio chat. Put some common expectations on the board. Then preview the reading and choose one section to focus on. Based on the heading, what do they expect to learn in that section?

Independent practice - low-stakes practice unassisted

- Students choose one design feature of THEIR chosen visual and write one paragraph (rough draft) or a list of notes analyzing how that design feature is functioning within the visual. Later, I can imagine students designing their own visuals and discussing how their design choices are functioning, but this more traditional activity I would imagine in the first week.
- Have them annotate the reading for what most aligned with what they expected & what they were most surprised by.

(Abby Knoblauch, K-State, in case knowing who did what is helpful.)

Summary/Response Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

(second) lecture on summaries

Guided practice - teacher and/or peer supported activity

(third) Peer review of summaries

Reading: look at student examples as a class and discuss strengths and weaknesses

Independent practice - low-stakes practice unassisted

(first): summarize assigned reading

(fourth) revise summary based on feedback and lecture

Narrative Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Mini-lecture on story structure with videos of storytellers sharing short (3-5 minute) stories

Guided practice - teacher and/or peer supported activity

Students identify basic story structure elements from a video clip together in small groups (can assign separate elements to separate student groups)

Independent practice - low-stakes practice unassisted

In 1-2 paragraphs, students identify story elements in their own lives, i.e., who are the “characters” in their life, what are the “settings”

Reading activity for co-reg: Students choose and read an excerpt from a memoir. Before they read, they learn/read a short bio of the author, and fill out a questionnaire of the setting and subject of the excerpt. They annotate the selection, noting character, setting, and outcome/conclusion the author made about the excerpt. They respond by writing a paragraph about a similar incident/story from their own life

(Kate Wise, Fort Hays Tech | North Central)

—————Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

- In our ALP class, before students write a documented essay (problem-posing essay), I explain the format and purpose of an annotated bibliography. I give examples and show students how to evaluate articles.

Guided practice - teacher and/or peer supported activity

- ALP students evaluate sample annotated bibliography for content, credibility, and documentation.

Independent practice - low-stakes practice unassisted.

- Students research for credible sources using licensed databases from kslc.org/kslib.info (they receive training on researching from our librarian).
- Students create a beginning draft of their annotated bibliographies of sources they may use in their problem-posing essay.
- After their first draft, they may decide to change sources bases upon their annotated bibliographies.

Annotated Bibliography: Examples of scaffolding activities

Direct instruction – teacher led activity

Review MLA Format, AB Format, Works Cited Entries through video and direct instruction/AB Model (Students will have done summaries in a separate class session.)

Guided practice - teacher and/or peer supported activity

Students divide into groups, check each other's Works Cited entries for format. Review summaries according to summary checklist.

Independent practice - low-stakes practice unassisted

Students use guided practice AB entry model to complete subsequent entry for AB assignment.

Reading: Students will have read a self-selected article from our library databases, annotated it, and completed a summary (as a separate, graded assignment), prior to completing the AB entry.

Process Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Discuss the attributes of effective thesis statements for process essays.

Guided practice - teacher and/or peer supported activity

Evaluate several thesis statements to determine which ones work best.

Independent practice - low-stakes practice unassisted

SWA: How to tie your shoes. This is harder than it sounds, because unless students have recently taught a child how to tie shoes, they haven't thought it through in a long time. Volunteers read their directions and other volunteers (who happen to be wearing shoes with laces) follow their directions precisely. It's fun.

Reading activity: Ask the students to list the steps of the process in the selected reading. I usually let them work in small groups for this.

Exemplification-Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Introduction of the exemplification essay with a short lecture followed by discussion of assigned readings and analysis of the examples used by the authors in the readings.

Guided practice - teacher and/or peer supported activity

Utilize an-class cooperative activity in which students are given a single word (abstract concepts such as love, anger, frustration, happiness, and so on) and are asked to work in pairs or small groups to prepare a skit that demonstrates through action and dialogue the concept. Audience members then must try to guess their concept.

Students brainstorm topic ideas and example ideas then share them in small groups first, then in a whole class discussion.

Reading Activity: Have student choose an essay from the This I Believe website and bring this in to share in a small group discussion. Students look for examples the writers used to illustrate their belief statement. They then choose a single essay they believe uses the best examples and present that to the rest of the class.

Independent practice - low-stakes practice unassisted

Next step is for students to pick their own abstract word and write an essay in which they describe, using specific concrete examples, how that word represents a part of their personality.

—————Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

In response to questions from reading assignments, instruct students on how to “reconstruct” the question into a portion of the statement for their answer. Doing this practice helps students to understand the importance of complete sentence answers, in any subject matter or class.

Guided practice - teacher and/or peer supported activity

Guide students through a couple of the questions so that they get the hang of it.

Independent practice - low-stakes practice unassisted

Students then do the questions on their own. (SM/CCC)

—--Descriptive-----Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

lecture/discussion of descriptive techniques

Guided practice - teacher and/or peer supported activity

Identification of techniques in model essay

Independent practice - low-stakes practice unassisted

In class writing of a paragraph describing a feature outside of the classroom—weather permitting go outside and describe the moment students are in or, weather uncooperative, describe the environment outside the building as students arrived

Narrative Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

define narrative, explain terms, model proper essay, discuss storytelling

Guided practice - teacher and/or peer supported activity

provide students with anecdotes to read, then discuss key terms just discussed; continue with story mapping activity with GO (with sentence starters), then pair students to tell their own story before writing

Independent practice - low-stakes practice unassisted

short, timed freewrite for first paragraph, short checklist to circle back to DI, have students then post/write their strongest sent on board, pair and share first paragraphs for discussion (which also introduces peer review/revision)

Image Analysis Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Students assigned short reading/s related to visual images to understand concepts

Instructor reviews concepts in class, followed by class discussion

Guided practice - teacher and/or peer supported activity

Students practice describing images, locating and explaining significance of specific details, and then locating, describing, and analyzing details for each visual analysis element individually and in small groups, before engaging in a larger class discussion

Independent practice - low-stakes practice unassisted

Students choose an image, work through the visual elements on their own, and then share the image and their understanding/analysis of it with peers in small groups

Procrastination Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

After students read and annotate our first procrastination reading, teacher briefly introduces the idea that definition (what something is) determines what you can do about it. (I've kind of already built reading into this pretty heavily, but we're also connecting the reading to students' own experience through a procrastination journal that they keep outside of class and a procrastination-busting experiment that they do after this class using one of the strategies from the article. Their paper asks them to give their own definition of procrastination in the context of the definitions we've read and what they learned through their journal and their experiment.) Our class begins with a week of talking about and practicing various reading strategies based on metacognitive awareness of reading strategies). This cycle is in the 101 class, so I think the co-req course will pre-read the article and annotate it section by section in class –combining annotation of a section with discussion/sharing

Guided practice - teacher and/or peer supported activity

Together, class looks at procrastination reading to find places where the text defines procrastination

Using one definition, class unpacks definition together and then explains how the definition affects the solution to procrastination related to it

Independent practice - low-stakes practice unassisted

Teacher identifies another location where procrastination is defined. Students individually (in writing) summarize/paraphrase/explain definition and explain how that definition dictates the solution associated with it. Then reconvene to share

Descriptive Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Read descriptive model and discuss

Guided practice - teacher and/or peer supported activity

Write a descriptive paragraph building a dominant impression. Swap with a partner. Allow peer to underline concrete, sensory detail.

Independent practice - low-stakes practice unassisted

Revise the paragraph to include only concrete and sensory detail

Persuasive Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Discuss/lecture about claims and argument styles

Guided practice - teacher and/or peer supported activity

Read two opposing essays and as a group have a Socratic circle discussion (teacher is mainly excluded from the discussion)

Independent practice - low-stakes practice unassisted

Create an outline using topic of choice and attaching sources with each claim

—Profile Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Discuss how to conduct an interview. Discuss open ended questions.

Guided practice - teacher and/or peer supported activity

Read a profile essay. Notice direct and indirect quotations. Reverse outline the essay with a focus on finding interview segments.

As a whole class/small group Interview someone from support services using a interview template created by the teacher.

Generate interview questions with your table.

Independent practice - low-stakes practice unassisted

Interview your classmate using the table generated template.

- Rhetorical Analysis Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Explain each rhetorical device, watch youtube video as a class giving examples

Guided practice - teacher and/or peer supported activity

Compose a Tinder profile for a fictional person using the rhetorical devices to convince the class to swipe right.

Independent practice - low-stakes practice unassisted

Read a short essay and answer discussion questions on how the author uses rhetorical devices and to what effect, hold a group discussion next class to debrief

-----Analysis Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Look at our school's website to consider purpose, audience, medium, etc.---analyze whether the site is effective in its purpose. What things might the website "say" without saying (values, who they serve, etc)

Guided practice - teacher and/or peer supported activity

Have pairs or groups choose a website to look at as a group--another school would be ideal--to compare and contrast.

Independent practice - low-stakes practice unassisted

Choose a website you visit frequently and analyze it based on things we discussed.

Bogus Claim Essay: (Cheryl Duffy, FHSU)

Examples of scaffolding activities

Direct instruction – teacher-led activity

Define “bogus claim”--provide specific examples of bogus claims (fake news, conspiracy theory)Read aloud excerpts from the examples to the students—and model annotating.

Guided practice - teacher- and/or peer-supported activity

Teacher chooses one example and has students work in groups to find a credible source to refute that bogus claim—Groups write a short paragraph refuting the claim, using the source they located.Students can swap their paragraphs with other groups so that they're reading one another's work.

Independent practice - low-stakes practice unassisted

Now students choose a different example and, on their own, find a credible source (and annotate it as they read it) and then practice writing a paragraph refuting (part of) the claim.

Identity (Narrative) Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Students read example essay written by professor in class, identifying core components of the assignment with particular focus on how the narrative portion helps the reader understand the aspect of identity being discussed

Guided practice - teacher and/or peer supported activity

Students are placed into groups and have to come up with descriptive details (following the assignment guidelines) to describe a location. The purpose of here is to get them thinking about making their writing come alive for a reader. These are shared as full groups and discussed.

Independent practice - low-stakes practice unassisted

Students complete an outside of class activity that has them transferring the knowledge gained from the model essay and the descriptive practice to then begin drafting preliminary portions of the body of their essay, including the required elements.

Reading Activity - designed to connect to larger philosophical idea behind paper

Throughout the course (101) we read a graphic novel compilation of ten issues of Spider-Man comics. I utilize reading guides to get them to think about the text and how it is discussing identity. We use in-class discussion to translate the concepts of identity to our lives in the real world.

—————Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Teacher describes strategies for identifying main argument in a scholarly article. The objective is to learn understand what they read and synthesize it for a general audience.

Guided practice - teacher and/or peer supported activity

In groups students read an introduction of an article to determine the main ideas. They discuss what are the essential points.

Independent practice - low-stakes practice unassisted

Students write a short synthesis of the author's main argument.

Reading activity: show students how to navigate a book's organization to determine its usefulness, main topics, types of research, etc.

Narrative Essay (Outlining Stage): Examples of scaffolding activities

Direct instruction – teacher led activity

- Students READ and discuss a sample narrative essay/writing together in class, noting the narrative arc structure on the board.

Guided practice - teacher and/or peer supported activity

- Students identify the main points and subpoints of a sample narrative essay/writing by filling out a narrative arc template provided by the teacher. Students may work independently or with partners.

Independent practice - low-stakes practice unassisted

- Students practice writing an “outline” of their day, identifying main points and subpoints while highlighting the most “exciting” part as the climax.

Analysis Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Discussion of the goals of analysis and examples of analytical thinking as it applies to daily life.

Guided practice - teacher and/or peer supported activity

In small groups students are asked to break down television commercials to find inherent claims and assumptions.

Independent practice - low-stakes practice unassisted

On their own, students write an analysis of a commercial or web ad of their choice.

Definition Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Discuss in a lecture the importance of definition and why individual definitions matter as well as the importance of supporting a definition.

Reading exercise

Have the students read a definition essay like George Will's graduation address dealing with values and virtues. The students could find what definitions are being given and the strength of the evidence.

Guided practice - teacher and/or peer supported activity

Have the students work in groups to come up with a definition of an abstract term and discuss some real-world evidence to support that definition.

Independent practice - low-stakes practice unassisted

Have the students individually write a definition for "hero" and then practice synthesizing outside sources from a collection of real-world examples of heroes I prepare beforehand from newspaper or magazine stories.

Digital Divide Reflection Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

- **Class discussion/discussion board**
 - What do you already know about the digital divide?
 - Why do you think understanding or knowing about the digital divide is important?
 - What do you expect to learn from the article?

Guided practice - teacher and/or peer supported activity

- After reading the article, divide students into groups. Ask them to identify who they think the article is written for, considering demographics such as age, profession, interests, etc.
- Groups should have specific examples from the article to support their assessment.
- Each group presents their findings to the class.
- (Repeat for purpose and tone)

Independent practice - low-stakes practice unassisted

- **Feedback Focus** - Using Canvas, assign groups a “role” such as APA checker, editor, audience identification, etc.
- Each person should focus on that specific element of the aspect during the peer review.

Narrative Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Go over types of introductions/leads for narrative writing

Guided practice - teacher and/or peer supported activity

Provide models of introductions/leads that groups identify the technique being used together

Independent practice - low-stakes practice unassisted

Write an introduction using a particular technique

Descriptive Essay: Examples of scaffolding activities

Direct instruction – teacher led activity

Lecture on description - how to organize, sensory impressions, purpose

Assign Reading - short essay based on description; have students annotate thesis statement, transitions and sensory impressions, descriptive writing.

Guided practice - teacher and/or peer supported activity

Discuss reading - students share annotations - group color-codes MASTER sheet based on individual annotations

Pass out example of descriptive essay (student written) for analysis in groups; color code overall effect in thesis and words contributing to that effect as well as organization, transitions, arrangement of details, conclusion etc.

Independent practice - low-stakes practice unassisted

Write a paragraph conveying a scene or person and share with small group or class to identify points in that paper similar to those listed in guided practice