

**Link to table:**

**<https://warrendsteinacker-max.github.io/asig/>**

## **Reflective Analysis**

### **How does your lesson plan use scaffolding strategies to support narrative writing?**

This lesson integrates five specific scaffolding strategies from my Part 6a Scaffolding Writing Methods Table, which are all found in the narrative writing section. These include story grammar charts, mentor texts with clear narrative structures, transition word anchor charts, personal narrative planning webs, and sentence frames. The story grammar chart serves as the primary organizational scaffold, breaking down abstract story structure into concrete components: WHO, characters, WHERE/WHEN, setting, BEGINNING, MIDDLE, and END. As Tompkins et al. (2021) explain, in narrative writing students “retell familiar stories, develop sequels for stories they’ve read, write stories about events in their own lives, and create original stories. They include a beginning, middle, and end in the narratives to develop the plot and characters” (p. 341). My scaffolding strategies in the lesson help students do exactly this.

The mentor text Owl Moon provides a clear narrative model students experience through literature. Teacher think-aloud makes invisible cognitive processes visible, demonstrating how to translate mental stories into written plans. Transition words and sentence frames work synergistically, and first graders encode phonetically while organizing ideas. Sentence frames reduce cognitive burden, freeing resources for content. Color-coding creates visual-spatial memory cues critical for ADHD or working memory challenges. These scaffolds provide temporary support making grade-level narrative writing accessible.

### **How does your lesson promote student engagement, motivation, and writing confidence?**

Engagement stems from choice within structure. While genre and framework are scaffolded, content for the narrative lesson is student-determined, respecting the idea that authentic engagement stems from student choice, voice, relevance, and opportunities to connect writing with their lives and interests. When first graders write about a zoo, park, or grandmother's house experiences, they're intrinsically motivated. This is one way of how my lesson promotes student

engagement and motivation. Think-Pair-Share serves multiple functions: oral rehearsal reduces cognitive load, authentic audience creates social accountability, partnership provides immediate feedback. This builds confidence because students realize they can communicate coherent sequences orally, which can transfer to writing.

## **In what ways did you differentiate your instruction to support a variety of needs for various learners?**

Differentiation strategies directly from Part 6a in the narrative writing section and grade first column ensure research-based, systematic support. English Learners receive bilingual word banks addressing vocabulary gaps, fluent peer pairing providing natural language models, and explicit encouragement to plan in home language first, which honors linguistic assets. Students with dyslexia receive color-coded graphic organizers for creating non-linguistic memory cues, word prediction software for reducing spelling burden, and audio-recording options. ADHD students receive embedded movement opportunities, and fidget tools.

ASD students receive visual schedules showing each phase with estimated times reducing unpredictability anxiety, traffic light color system provide a concrete organizational metaphor, and options to write about routine, preferred activities leveraging interests while providing familiar content. Gifted learners receive extension challenges—dialogue, figurative language, character emotions—through extension cards and choice boards. Not simply more work but qualitatively different challenges deepening sophistication. Low proficiency students receive intensive scaffolding without lowering expectations: simplified 3-box maps focusing exclusively on sequence, pre-filled sentences reducing fine motor/spelling demands, and teacher scribing separating idea generation from transcription.

## **How did your Scaffolding Writing Methods Table (Part 6a) inform the design of this lesson?**

Part 6a served as an architectural blueprint for every instructional decision that helped me create the lesson. The Grade 1 narrative cell specified five scaffolds, all integrated into my lesson. Without Part 6a's creation, key supports likely would have been omitted in my lesson. Before the lesson formulation began, EL word banks were prepared, dyslexia color-coded organizers and software ready supplies were thought of, and ADHD time movement opportunities were built into scaffolding methods. This proactive differentiation transforms inclusion from afterthought into core design principle, which I used in my lesson. Thus, the creation of it informed myself on how to design my lesson.

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## References

Michigan Department of Education. (n.d.). *English language arts standards*.  
[https://www.michigan.gov/-/media/Project/Websites/mde/Literacy/Content-Standards/ELA\\_Standards.pdf?rev=0f76588bc2bd48f89165484fa35d2b31](https://www.michigan.gov/-/media/Project/Websites/mde/Literacy/Content-Standards/ELA_Standards.pdf?rev=0f76588bc2bd48f89165484fa35d2b31)

Tompkins, G. E., Campbell, R., Green, D., & Smith, C. (2021). *Literacy for the 21st century: A balanced approach* (3rd Canadian ed.). Pearson Canada.