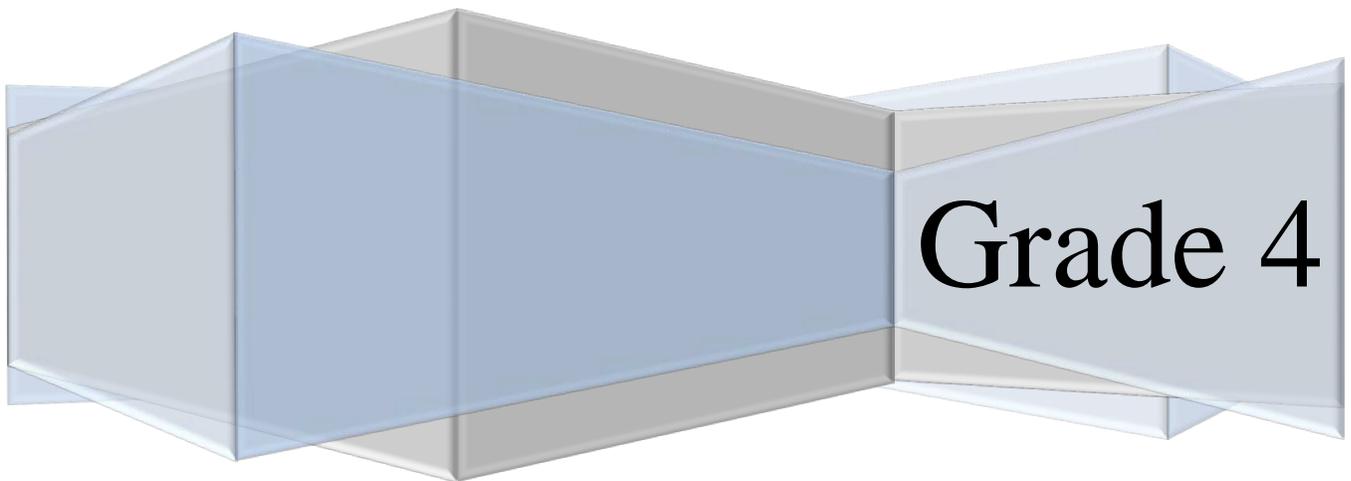


Scaffolding Instruction for All Students:

A Resource Guide for English Language Arts



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State Education Department
Office of Curriculum and Instruction
and Office of Special Education
Albany, NY 12234



Scaffolding Instruction for All Students: A Resource Guide for English Language Arts Grade 4

Acknowledgements

The New York State Education Department Office of Curriculum and Instruction and Office of Special Education gratefully acknowledge the following individuals for their valuable contributions in the development of this guide:

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September 2019

Table of Contents

Introduction.....	i
How to Use This Guide.....	ii
Reading	
Modeling Graphic Organizers.....	1
Echo Reading	8
Writing	
Poetry Frame.....	9
Paragraph Frame	12
Speaking & Listening	
Sentence Starters.....	14
Language	
Explicit Vocabulary Instruction.....	16
References	18

Introduction

The Next Generation English Language Arts (ELA) and Mathematics Learning Standards intend to foster the 21st century skills needed for college and career readiness and to prepare students to become lifelong learners and thinkers. Learning standards provide the “destination” or expectation of what students should know and be able to do while teachers provide the “map” for getting there through high-quality instruction. **Lessons need to be designed to ensure accessibility to a general education curriculum designed around rigorous learning standards for all students, including students who learn differently (e.g., students with disabilities, English Language Learners (ELLs)/Multilingual Learners(MLLs), and other students who are struggling with the content).** It is vital that teachers utilize a variety of research-based instructional and learning strategies while structuring a student-centered learning environment that addresses individual learning styles, interests, and abilities present among the students in the class. Classrooms should be supportive and nurturing, and factors such as the age, academic development, English and home language proficiency, culture and background knowledge, and disability, should be considered when designing instruction. The principles of Universal Design for Learning should be incorporated into curricula to provide students with learning experiences that allow for multiple means of representation, multiple means of expression, and multiple means of engagement. These learning experiences will reduce learning barriers and foster equal learning opportunities for all students.

The purpose of these guides is to provide teachers with examples of scaffolds and strategies to supplement their instruction of ELA and mathematics curricula. Scaffolds are instructional supports teachers intentionally build into their lesson planning to provide students support that is “just right” and “just in time.” Scaffolds do not differentiate lessons in such a way that students are working on or with different ELA texts or mathematical problems. Instead, scaffolds are put in place to allow all students access to grade-level content within a lesson. Scaffolds allow students to develop the knowledge, skills, and language needed to support their own performance in the future and are intended to be gradually removed as students independently master skills.

The scaffolds contained in these guides are grounded in the elements of explicit instruction as outlined by Archer and Hughes (2011). Explicit instruction is a structured, systematic approach to teaching which guides students through the learning process and toward independent mastery through the inclusion of clear statements regarding the purpose and rationale for learning the new skill/content; explanations and demonstrations of the instructional target; and supported practice with embedded, specific feedback.

The scaffolds in these guides can be adapted for use in any curricula and across content areas. While the exemplars were all drawn from the ELA and mathematics [EngageNY](#) modules, teachers are encouraged to customize the scaffolds in any lesson they deem appropriate. **All teachers (e.g., general, special education, English as a New Language, and Bilingual Education teachers) can use these scaffolds in any classroom setting to support student learning and to make the general education curriculum more accessible to all students without interfering with the rigor of the grade-level content.**

How to Use This Guide

The provision of scaffolds should be thoughtfully planned as to not isolate or identify any student or group of students as being “different” or requiring additional support. Therefore, in the spirit of inclusive and culturally responsive classrooms, the following is suggested:

- Make scaffolded worksheets or activities available to all students.
- Heterogeneously group students for group activities when appropriate.
- Provide ELLs/MLLs with opportunities to utilize their home language knowledge and skills in the context of the learning environment.
- Make individualized supports or adapted materials available without emphasizing the difference.
- Consistently and thoughtfully use technology to make materials more accessible to all students.

In the ELA guides, the *Table of Contents* is organized to allow teachers to access strategies based on the instructional focus (reading, writing, speaking and listening, and language) and includes a list of scaffolds that can be used to address those needs. In the mathematics guides, the *Table of Contents* is organized around the scaffolds themselves.

Each scaffold includes a description of what the scaffold is, who may benefit, and how it can be implemented in a lesson-specific model (see graphic below). **The *scripts* provided are only for demonstrating what a scaffold *might* look like in action.** Teachers are encouraged to make changes to presentation and language to best support the learning needs of their students. While lessons from the [EngageNY](#) modules are used to illustrate how each scaffold can be applied, the main purpose of the exemplars is to show how teachers can incorporate these scaffolds into their lessons as appropriate.

Title of Scaffold Module: Unit: Lesson:
Explanation of scaffold: This section provides a deeper explanation of the scaffold itself, including what it is and how it can and should be used. This section is helpful when implementing the scaffold in other lessons.
Teacher actions/instructions: This section provides specific instructions for the teacher regarding successful implementation of the scaffold.
Student actions: This section describes what the students are doing during the scaffolded portion of the lesson.
Student handouts/materials: This section indicates any student-facing materials that must be created to successfully use this scaffold.

Modeling Graphic Organizers

Exemplar from:

[Module 2B: Unit 1: Lesson 2](#): Work Time B

Explanation of scaffold:

A graphic organizer can be used to help students organize information and ideas and communicate more effectively. However, some students may need additional scaffolding and explicit instruction to use this tool to structure the information they gather while reading a text. The following example shows one way to instruct students on the use of a graphic organizer through the provision of clarification and modeling. The *Examining Visuals* note-catcher used throughout Module 2B is used as an exemplar, but this process can be replicated in any lesson when a graphic organizer is used.

Teacher actions/instructions:

1. Consider altering the graphic organizer so additional language is included in the sections to support understanding (see models on pages 3 – 7 of this guide).
2. Consider adding visuals when necessary to help students understand the language in the organizer.
3. Model how to fill out the graphic organizer through a think-aloud process.

T (teacher): *We are going to use the Examining Visuals note-catcher to help us record information and inferences about the visuals in the article, “Award-Winning Survival Skills.” We are going to look at the visuals or photographs of animals in the article and read the captions. The information we get from the visuals and captions before we read the text will help us understand what the author is writing about later.*

There are five Examining Visuals note-catchers for “Award-Winning Survival Skills: How Animals Elude Predators” in your Animal Defenses Research Journal. Each note-catcher has a name and picture of an animal from the article you will be recording information about.

Display a large version of the *Examining Visuals* note-catcher for the *mimic octopus* on chart paper, or use a document camera to project your work. Direct students to turn to the corresponding page in their research journals.

Let’s read the directions together so we know what information we need to write down on this note-catcher. [Chorally read the directions with the students.]

*The first column says, “**Details from the Visual**” (explicit information). In this column, we need to write three details we see in the photographs of the mimic octopus or read about in the captions. These details can be about what the animal looks like, such as its color, shape, or other characteristics; what it’s doing; where it is; and so on. We need to be as specific as possible about this information.*

The second column says, **“My Inferences” (what I infer about this animal)**. In this column, we need to write what we infer, or what we think, about the animal based on the details we wrote down in the first column. We need to use the evidence we see in the visual and read in the caption as well as what we know about how animals protect themselves.

The third column says, **“Details in the Text That Support My Inferences” (confirmed with explicit information)**. Remember, we are not going to fill in this column yet. We will talk about what information needs to go in this column after we read the article.

We are going to complete the first two columns of the Examining Visuals note-catcher for the mimic octopus together. We will look at the visuals and read the captions. I will talk about what we see and read and add information to my note-catcher. Then you can add the same information to your form.

Fill in the first two columns of the note-catcher as demonstrated in *Animal Defense Mechanisms: Examining Visuals (For Teacher Reference)* on page 21 of Module 2B using a think-aloud process. For students who need additional support, you may need to model this process with more than one visual. As students become more familiar with the process, fade the use of modeling and move toward supporting students through guided practice until they can demonstrate independent use of the graphic organizer.

In [Module 2B, Unit 1, Lesson 4](#), Work Time C, model how to fill in column three to complete the note-catcher as needed.

Student actions:

Students fill out their graphic organizers as a class, in small groups, or individually based on the level of scaffolding required.

Student handouts/materials:

Animal Defenses Research Journal: Examining Visuals (found on the following pages)

*****Note: Information in red was added to the module lesson form found in the *Supporting Materials* section of [Module 2B, Unit 1, Lesson 1](#). The photographs of the animals were also added.**

NAME: _____

Source: "Award-Winning Survival Skills: How Animals Elude Predators"



Directions:

1. Look at the visual of the **three-banded armadillo**.
2. In the first column of the graphic organizer below, record three details you see in the visual.
3. In the second column of the graphic organizer, record the inferences you make based on these details.

****NOTE: Do NOT complete the right-hand column of the graphic organizer yet!**

4. Read the article.
5. In the right-hand column of the graphic organizer, record details from the text that support your inferences in the middle column.

Details from the Visual (explicit information) What does the visual/animal look like? What is it doing? Where is it?	My Inferences (what I infer about this animal) Based upon what I see, read, and know, what do I think?	Details in the Text That Support My Inferences (confirmed with explicit information) Were my inferences correct or incorrect? Use quotes and page numbers.

NAME: _____

Source: "Award-Winning Survival Skills: How Animals Elude Predators"



Directions:

- 1. Look at the visual of the **mimic octopus**.
- 2. In the first column of the graphic organizer below, record three details you see in the visual.
- 3. In the second column of the graphic organizer, record the inferences you make based on these details.

****NOTE: Do NOT complete the right-hand column of the graphic organizer yet!**

- 4. Read the article.
- 5. In the right-hand column of the graphic organizer, record details from the text that support your inferences in the middle column.

Details from the Visual (explicit information) What does the animal look like? What is it doing? Where is it?	My Inferences (what I infer about this animal) Based upon what I see, read, and know, what do I think?	Details in the Text That Support My Inferences (confirmed with explicit information) Were my inferences correct or incorrect? Use quotes and page numbers.

NAME: _____

Source: "Award-Winning Survival Skills: How Animals Elude Predators"



Directions:

1. Look at the visual of the **opossum**.
2. In the first column of the graphic organizer below, record three details you see in the visual.
3. In the second column of the graphic organizer, record the inferences you make based on these details.

****NOTE: Do NOT complete the right-hand column of the graphic organizer yet!**

4. Read the article.
5. In the right-hand column of the graphic organizer, record details from the text that support your inferences in the middle column.

Details from the Visual (explicit information) What does the visual/animal look like? What is it doing? Where is it?	My Inferences (what I infer about this animal) Based upon what I see, read, and know, what do I think?	Details in the Text That Support My Inferences (confirmed with explicit information) Were my inferences correct or incorrect? Use quotes and page numbers.

NAME: _____

Source: "Award-Winning Survival Skills: How Animals Elude Predators"



Directions:

1. Look at the visual of the **spiny pufferfish**.
2. In the first column of the graphic organizer below, record three details you see in the visual.
3. In the second column of the graphic organizer, record the inferences you make based on these details.

****NOTE: Do NOT complete the right-hand column of the graphic organizer yet!**

4. Read the article.
5. In the right-hand column of the graphic organizer, record details from the text that support your inferences in the middle column.

Details from the Visual (explicit information) What does the visual/animal look like? What is it doing? Where is it?	My Inferences (what I infer about this animal) Based upon what I see, read, and know, what do I think?	Details in the Text That Support My Inferences (confirmed with explicit information) Were my inferences correct or incorrect? Use quotes and page numbers.

NAME: _____

Source: "Award-Winning Survival Skills: How Animals Elude Predators"



Directions:

1. Look at the visual of the **tortoise beetle**.
2. In the first column of the graphic organizer below, record three details you see in the visual.
3. In the second column of the graphic organizer, record the inferences you make based on these details.

****NOTE: Do NOT complete the right-hand column of the graphic organizer yet!**

4. Read the article.
5. In the right-hand column of the graphic organizer, record details from the text that support your inferences in the middle column.

Details from the Visual (explicit information) What does the visual/animal look like? What is it doing? Where is it?	My Inferences (what I infer about this animal) Based upon what I see, read, and know, what do I think?	Details in the Text That Support My Inferences (confirmed with explicit information) Were my inferences correct or incorrect? Use quotes and page numbers.

Echo Reading

Exemplar from:

[Module 3B: Unit 2: Lesson 2](#): Work Time C

Explanation of scaffold:

Echo reading can be used to support students' fluency and comprehension of challenging texts. The following example shows one way to use echo reading to support students' ability to expressively read the dialogue of an assigned character in a play. This example bridges the teacher's modeling of reading aloud a text with purpose, understanding, and accuracy and students' oral practice, therefore supporting students who do not have the fluency skills to move directly into "performing" a role in a play during an independent read. The play *Divided Loyalties* is used as an exemplar. However, echo reading can be used in any lesson to change independent reading activities to collaborative group or paired reading to support fluency and comprehension of challenging texts.

Teacher actions/instructions:

Before grouping students to "perform" roles, explain echo reading. Tell students they will follow along in their texts as you read a character's line aloud. Then they will imitate your model as they reread the line out loud. Explain to students they need to imitate changes in your voice as well as the words you read to demonstrate they understand what is happening in the story and how the character feels. Explain that it is also important to pay attention to punctuation and stage directions when reading aloud lines from a play so they know how a character is speaking and what a character is doing. Continue to use echo reading until students begin reading with more expression and fluency.

Student actions:

Students engage in echo reading as directed by the teacher.

Student handouts/materials:

None

Poetry Frame

Exemplar from:

[Module 1B: Unit 1: Lesson 4](#): Homework

Explanation of scaffold:

A poetry frame supports students who struggle with organizing their ideas and recording their thoughts while using the conventions of poetry. Although the poetry frame on the following page connects with the writing task in this module lesson, this format can be adapted for use in any lesson to support students writing their own poems. The scaffold should be gradually faded as students gain skill and confidence as writers.

Teacher actions/instructions:

Review the directions for the assignment with students, and provide clarification as needed.

T (teacher): *I am going to give you a poetry frame that will help you with writing your poem for homework. This poetry frame uses words to remind you of what needs to be included in your poem and has space for you to write as you complete each step. Do the best you can to fill in the blanks. Remember to be creative and have fun!*

Distribute the poetry frame on the following page of this guide, and direct students to complete it for homework.

Student actions:

Students will write their own poems using the poetry frame provided.

Student handouts/materials:

Poetry Frame (found on the next two pages)

Poetry Frame

NAME: _____

Directions:

Think about a pet OR an object that is special to you. Use the poetry frame below to draft a poem about your special pet or object.

Special pet or object: _____

Words or phrases describing your pet or object (HINT: think about imagery, words that help a reader *see, hear, feel, smell, and taste* what is being described):

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Paragraph Frame

Exemplar from:

[Module 2A: Unit 2: Lesson 4](#): Work Time C

Explanation of scaffold:

A paragraph frame can be used to scaffold writing for students who struggle with organizing their ideas and recording their thoughts. The scaffold also supports students who may be writing significantly below grade-level expectations. The paragraph frame on the following page has been incorporated into the *Colonial Trade Job Application* form that students are expected to use in the module lesson and serves as an exemplar to demonstrate how teachers can adapt an activity in a lesson to better meet the needs of their students. This format can be adapted for use in any lesson to support students when writing paragraphs.

Teacher actions/instructions:

Hand out the adapted *Colonial Trade Job Application* to students, and direct them to complete the lesson assignment for their “first-choice trade.”

T (teacher): *Now, you are going to use your notes on your “first-choice trade” to write a paragraph on your own explaining why you are the best person for the job. Remember to include evidence from the Help Wanted ad and use trade-specific vocabulary. If you get stuck, you can look at our class model of the job application paragraph on the wheelwright . It is posted on the wall. There is also a paragraph frame included on your job application to help you with your writing. A paragraph frame is made up of certain words and has space for you to write so you can complete your paragraph.*

Provide individual support, as needed, while students complete their *Colonial Trade Job Application* forms.

Student actions:

Students will write their own paragraphs using the paragraph frame included in the adapted *Colonial Trade Job Application*.

Student handouts/materials:

Colonial Trade Job Application (found on the next page)

***Note: Information in red was added to the module lesson form.

Colonial Trade Job Application

Name _____

Date _____

Directions:

- 1. Write down the name of the colonial trade that is your first choice.
- 2. Use the planning you did to help you write a paragraph that describes why you would be the best person for your **first-choice** trade.
- 3. Make sure to use trade-specific vocabulary in your application.

My **first-choice trade** for which I would like to be considered: _____

I would like to apply for the trade of _____.

I am interested in this trade because _____

_____.

I think I would be successful at this trade because _____

_____. I would be the best person for this

trade because _____

_____. Please consider my application for

the trade of _____.

Sentence Starters

Exemplar from:

[Module 1A: Unit 3: Lesson 6](#): Opening A

Explanation of scaffold:

Sentence starters scaffold expressive language for students who need support participating in content-based conversations with their classmates. Although the *Conversation Sentence Starters* on the following page of this guide connect with the small group discussion in this module lesson, this format can be adapted for use in any lesson to facilitate student discussions about academic content.

Teacher actions/instructions:

Prior to beginning the small group discussion in which students will share out about their quilt squares, distribute the *Conversation Sentence Starters*. Add to, omit, or alter these suggested sentence starters, as appropriate, to meet the needs of your students. Direct students to use the “starters” as needed to begin their sentences when explaining their quilt squares to their classmates. Explain that the “starters” will help them remember and stay focused on the topic while speaking.

Student actions:

Students participate in the small group discussion as directed, using the sentence starters as needed.

Student handouts/materials:

Conversation Sentence Starters (found on the next page)

Conversation Sentence Starters

The symbol I used for my quilt square is ...

I chose this symbol because ...

This symbol represents ...

Explicit Vocabulary Instruction

Exemplar from:

[Module 1A: Unit 1: Lesson 1](#): Work Time A

Explanation of scaffold:

Explicit vocabulary instruction supports students who need systematic and explicit instruction to learn vocabulary due to limited background knowledge. The word *tradition* was chosen as an exemplar to prepare students for the video and the class discussion that follows regarding the Haudenosaunee people's use of the *Thanksgiving Address* in this module lesson. However, a systematic, explicit vocabulary procedure can be used in any lesson whenever new vocabulary is introduced.

A video example of this procedure, modeled by Anita Archer, can be viewed at <http://explicitinstruction.org/video-elementary/elementary-video-4/>.

Teacher actions/instructions:

1. Introduce the word.
2. Provide a student-friendly definition.
3. Illustrate with examples.
4. Check students' understanding with examples and nonexamples.

Step 1: Introduce the word.

T (teacher): *We are going to be using a new word called **tradition**. What word?*

S (student): *Tradition.*

Step 2: Provide a student-friendly definition.

T: *A **tradition** is the handing down of customs or beliefs from one generation to the next.*

Step 3: Illustrate with examples.

T: *Many people enjoy putting up a Christmas tree in December. Decorating a Christmas tree is a common **tradition**.*

*In the United States, a common **tradition** is watching fireworks on the Fourth of July.*

Step 4: Check students' understanding with examples and nonexamples.

Intersperse examples and nonexamples. Use examples or sentences relevant to the cultures and customs of your students. Students who need additional support may need more concrete examples and nonexamples.

T: When I say a sentence or give an example, I want you to put your thumbs up if I am using the word correctly or giving an example of a **tradition**. I want you to put your thumbs down if I am using the word incorrectly or not giving an example of a **tradition**.

It is a **tradition** in this school that the fourth graders always wear green on field day because they have been doing it every year for the last 15 years. Did I use the word **tradition** correctly? Thumbs up or down? Yes, thumbs up. Wearing green on field day is something the fourth graders have been doing for a long time. It's a **tradition** that has been passed down from one fourth grade class to the next.

After the math test today, the teacher handed out lollipops to all her students as a special treat. She had never done that before. Is handing out lollipops after a test a **tradition**? Thumbs up or down? Correct, thumbs down. This was the first time the teacher had given lollipops to her students after a test. It is not a **tradition**.

Student actions:

Students need to be familiar with the response method *thumbs up/thumbs down*. Protocols such as this should be introduced early and often as part of the classroom routine.

Student handouts/materials:

None

References

Archer, A. and Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: The Guilford Press.