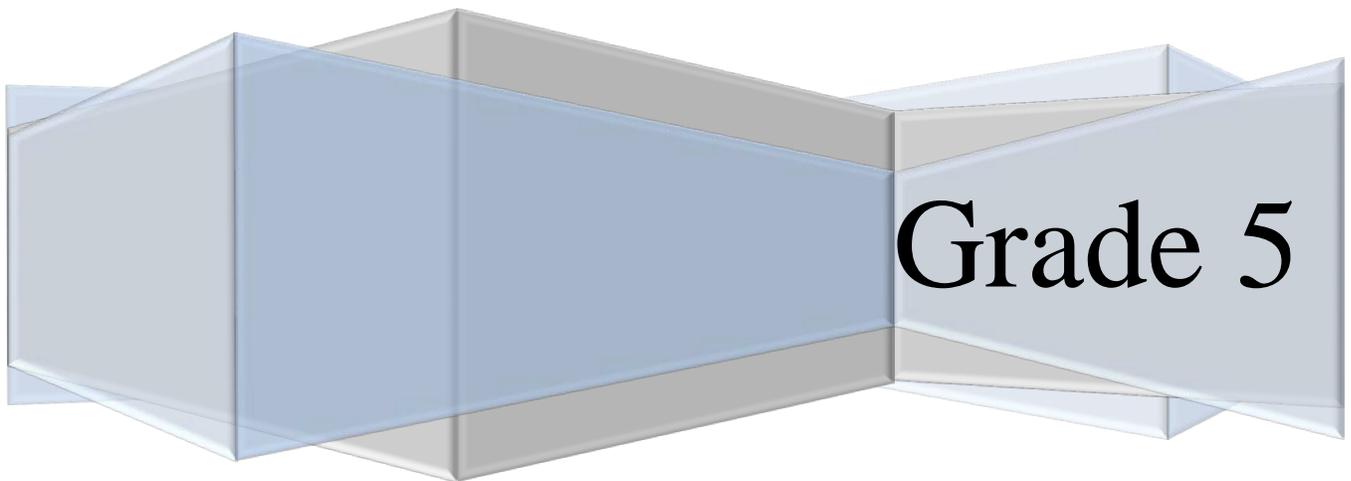


Scaffolding Instruction for All Students:

A Resource Guide for English Language Arts



The University of the State of New York
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Scaffolding Instruction for All Students: A Resource Guide for English Language Arts Grade 5

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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.

Partially Completed Graphic Organizer

Exemplar from:

[Module 2A: Unit 1: Lesson 5](#): Work Time B

Explanation of scaffold:

This scaffold provides support to students who demonstrate difficulty using graphic organizers to record information. In the exemplar lesson, it is suggested that students needing additional support may benefit from a partially filled-in Venn diagram. This scaffold illustrates one way this can be done. Additionally, the scaffold includes supplemental language to support students' understanding of what information should be recorded in the various sections of this tool. Providing examples for reference and including additional, clarifying language can be used in any lesson to enable students to benefit fully from the use of Venn diagrams and other graphic organizers.

Teacher actions/instructions:

Distribute the adapted Venn diagram, review how to fill it out, and instruct students to complete it. Depending on the needs of your students, you can choose an alternate diagram or graphic organizer, such as a T-Chart, to adapt and/or partially complete to help students compare and contrast information. Provide individual support as needed.

Student actions:

Students work in pairs to complete their Venn diagrams.

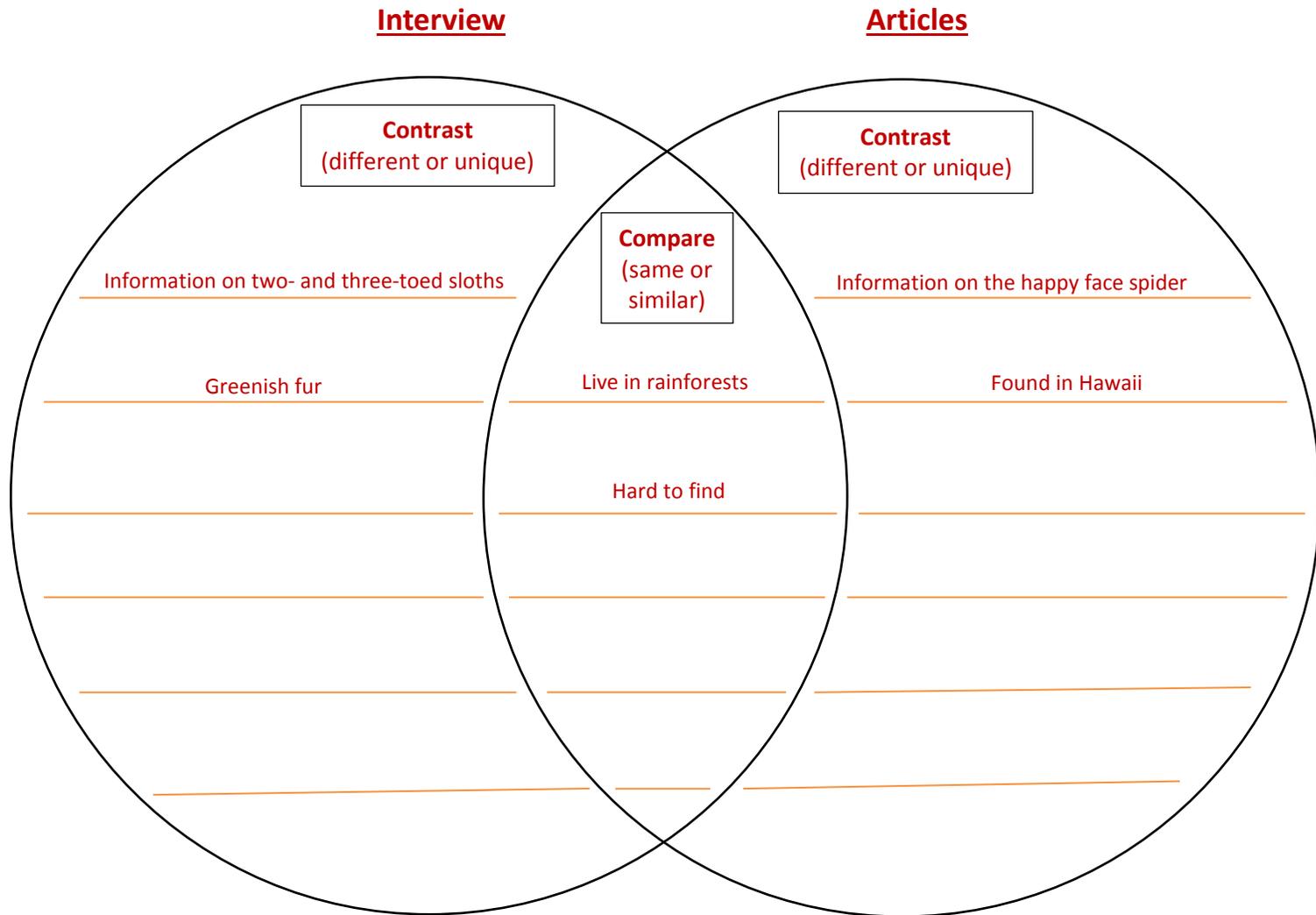
Student handouts/materials:

Interview and Articles Venn Diagram (found on the next page)

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

Interview and Articles Venn Diagram

Name _____ Date _____



Visual Gist Organizer

Exemplar from:

[Module 3B: Unit 1: Lesson 2](#): Work Time A

Explanation of scaffold:

A visual gist organizer is a graphic organizer that can be used to scaffold reading by providing a structure for students who need additional support to recall directions, organize information, and identify relationships between information. This tool allows students to use pictures or drawings to illustrate key details of a text and can easily be altered to provide additional scaffolding/support to students, such as including a checklist that enables students to keep track of the steps needed to successfully complete an activity. Although the exemplar demonstrates how to use this scaffold to bridge the creation of a visual gist with teacher and peer support in Lesson 1 and the independent creation of a visual gist in Lesson 2, use of a visual gist organizer can be incorporated into any lesson (or lesson sequence) to help students organize and remember key details needed to foster improved reading comprehension.

Teacher actions/instructions:

Introduce the visual gist organizer and explain to students that it is intended to make it easier for them to identify and keep track of key details that help them understand what the text is mostly about. Hand out the visual gist organizer to students, and direct them to create a visual gist and write a gist statement. Instruct students to put a check in the box next to each step after it is completed. Consider allowing students to complete the task by gluing relevant clip art, pictures, or photos to the visual gist organizer, instead of drawing, if appropriate. Provide individual support as needed.

Student actions:

Students sketch images of key details and write a gist statement on the visual gist organizer provided.

Student handouts/materials:

Visual Gist Organizer (found on the next page)

***Note: The format of this organizer differs from the example of the *Visual Gist Chart* found on page 21 of [Module 3B, Unit 1, Lesson 1](#). A checklist was also added.

Visual Gist Organizer

Name _____

Date _____

Title _____

Pages _____

Directions: Put an X in the box after you complete each step.

- Whisper read.
- Identify details that help you understand what the pages are about.
- Sketch 3-5 details in the boxes below.
- Share your sketches and thinking about the gist with the group.
- Revise or add to your visual gist sketch based on the group discussion.
- Write a gist statement to share with the class where indicated.

Detail 1	Detail 2	Detail 3	Detail 4	Detail 5
----------	----------	----------	----------	----------

Gist Statement:

Paragraph Frame

Exemplar from:

[Module 3A: Unit 1: Lesson 6](#): Work Time C

Explanation of scaffold:

A paragraph frame can be used to scaffold writing for students who struggle with organizing their ideas and putting their thoughts into writing. This scaffold also supports students who may be writing significantly below grade-level expectations. The paragraph frame on the following page connects with and uses the writing task in this specific lesson as an exemplar to demonstrate how teachers can change an activity in a lesson to better meet the needs of their students. However, this format can be adapted for use in any lesson to support students when writing paragraphs.

Teacher actions/instructions:

Review the structure of a paragraph with students if needed. Introduce the paragraph frame and explain to students that it is intended to make it easier for them to remember to include all the key information without help from anyone else. If this is the first paragraph frame used in fifth grade, a brief, explicit lesson may be necessary for some students on how to use it. It is important to emphasize to students that this tool will be used only a few times to support students until they are able to write paragraphs independently. Hand out the paragraph frame to students, and direct them to write an opinion paragraph as indicated in the lesson.

T (teacher): *Next, you are going to write an opinion paragraph. This paragraph will be different from others you have written so far. Instead of using details from a text to answer a question about a person, place, thing, or event, you will be using evidence from a text to support the author’s opinion. An opinion is a person’s point of view, or belief about something. In this case, you are going to choose one of the author’s opinions about the role of sports in America and write about it. This will be the first sentence and the topic of your paragraph. Remember to use the evidence you paraphrased and recorded on your Opinion and Evidence graphic organizer or your Accordion graphic organizer to write about, or support, the opinion you choose.*

I have given you a paragraph frame to help you in writing your paragraph. A paragraph frame is made up of certain words and has space for you to write so you can complete your paragraph. Do the best you can to fill in the blanks.

Allow students time to complete the paragraph frame, providing individual support as needed.

Student actions:

Students will write their own paragraphs using the paragraph frame provided.

Student handouts/materials:

Paragraph Frame (found on the next page)

Paragraph Frame

Name _____ Date _____

Directions: Write a paragraph supporting one of the following opinions expressed by the author of the article, "Sports in America:"

- Sports bring American communities together; OR
- Sports play a valuable role in Americans' lives.

***Note: The opinion you choose to support will be the first sentence of your paragraph.**

_____. One reason the author gives to support this opinion is

_____. In the article, the author also _____

_____. Additionally, the author suggests that

As you can see, _____

_____.

Sentence Starters

Exemplar from:

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

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:

After reviewing the *World Café* protocol directions, 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 sentence starters as needed to begin their sentences when discussing the questions. Explain that the sentence starters, along with their *Observe-Question-Infer* note-catchers, 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

A disaster happens when a natural event ...

Natural disasters affect people by ...

Natural disasters are caused by ...

Explicit Vocabulary Instruction

Exemplar from:

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

Explanation of scaffold:

Explicit vocabulary instruction supports students who need systemic and explicit instruction to learn vocabulary due to limited background knowledge. The word *conscience* was chosen as an exemplar because it is one of the words whose meaning is described in the lesson as being difficult to determine from context during students' close read of *Article 1* of the *Universal Declaration of Human Rights*. 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 **conscience**. What word?*

S (student): *Conscience.*

Step 2: Provide a student-friendly definition.

T: ***Conscience** means an inner sense of right and wrong.*

Step 3: Illustrate with examples.

T: *When I was in 5th grade, I accidentally walked out of the grocery store with a candy bar in my hand. My **conscience** told me I needed to go back inside and pay for the candy bar. My inner sense of right and wrong told me I made a mistake and needed to fix it.*

*My **conscience** let me know that not paying for the candy bar would be wrong, and I would feel guilty. Once I paid for the candy bar, my **conscience** let me know I did the right thing, and I felt good about it.*

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

Intersperse examples and nonexamples. Students who need additional support may need more concrete examples and nonexamples.

T: *When I give an example, I want you to put your thumbs up if it is an example of a person using his or her **conscience**, or inner sense of right and wrong. I want you to put your thumbs down if I am not giving an example of a person using his or her **conscience**.*

*A boy took another boy's video game controller before it was his turn. Afterwards, he felt guilty for upsetting the other boy and apologized for not waiting. Did the boy use his **conscience** in this situation? Thumbs up or down? Yes, thumbs up. The boy's **conscience** told him it was wrong to take the other boy's video game controller.*

*Sandra saw a twenty-dollar bill fall out of a woman's purse. Sandra picked up the money and put it in her pocket. Did Sandra use her **conscience** in this situation? Thumbs up or down? Correct, thumbs down. Sandra was not paying attention to her **conscience** alerting her that taking someone else's money was wrong.*

*Even though he wanted to keep skateboarding, Javier helped his neighbor carry his groceries up three flights of stairs. Did Javier use his **conscience**? Thumbs up or down? Right again, thumbs up. Javier's **conscience** told him helping his neighbor was the right thing to do.*

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

Frayer Model

Exemplar from:

[Module 1: Unit 1: Lesson 3](#): Work Time A

Explanation of scaffold:

The Frayer model is a four-square graphic organizer that includes a student-friendly definition, a description of important characteristics, examples, and nonexamples. It can be easily adapted to include pictures or icons for students who need additional support. This scaffold may be a more suitable alternative than creating the vocabulary flash cards in this specific lesson for students who struggle with vocabulary retention and demonstrate difficulty using context clues to determine the meaning of unfamiliar concepts. The following example demonstrates how to provide explicit instruction for those students who need information broken down into smaller, more manageable chunks as well as modeling and guided practice to effectively use this tool to learn new concepts. The word *articulated* was chosen as an exemplar because it is essential for students to understand this word to comprehend the text. However, the Frayer model can be used in any lesson to help students strengthen their conceptual knowledge and develop their understanding of unfamiliar vocabulary.

Teacher actions/instructions:

Select key concepts from the text. These words should be limited in number and essential to reading comprehension.

Instruct students to complete Frayer models as follows:

1. Write the vocabulary word in the middle circle.
2. Define the word, using student-friendly language, in the **Definition** box. Use your own words.
3. Write terms to describe the word in the **Characteristics** box. Again, use your own words.
4. List examples of the definition in the **Examples** box. Draw a picture to help you understand the word if needed.
5. List nonexamples of the definition in the **Nonexamples** box. Again, draw a picture if needed.
6. Test yourself.

For students who require explicit instruction on how to use the Frayer model, the following sample script is provided:

Step 1: Write the vocabulary word.

T (teacher): *We are going to use a graphic organizer called a Frayer model to help us understand what some of the difficult words in this text mean. It is very important we understand what the words mean when we are reading. Understanding vocabulary will make us better readers, and the Frayer model will help us do just that!*

Display a large version of the Frayer model on chart paper, or use a document camera to project your work. Hand out student copies, and direct students to complete their Frayer models as demonstrated.

T: *When we use the Frayer model, the first thing we do is write the vocabulary word in the middle circle. Let's write **articulated** in the circle.*

Step 2: Define the word.

T: *You can see there are also four boxes. The first box is labeled **Definition**. A definition tells us the meaning of the word. Let's see if we can give a definition for **articulated** from what we've read so far. [Pause for student response.]*

Articulated means clearly stated or said. Let's write that in the **Definition** box.

Step 3: Describe the word in terms of its characteristics.

T: *The next box is **Characteristics**. This means we want to think of words that describe **articulated** or are important to help us understand what it means. I noticed from our definition that this is an action word, or verb. So, I'm going to write "action word" or "verb" in the **Characteristics** box. What else might we want to write here? When a thought or idea is **articulated**, it is ____ ____ ____.*

S (student): *Put into words.*

T: *These words need to be clear so others understand what the thinking is behind them. Let's write "put into words" and "expressed clearly" in the box.*

Step 4: List examples.

T: *The third box is **Examples**. What have we read about being **articulated** over the past few days?*

S: *Human rights.*

T: *Excellent! Human rights are **articulated**, or expressed clearly, in the Universal Declaration of Human Rights. Now, let's see if we can think of another example of something being **articulated**. How about something that we observe in school? [Write any reasonable answers in the box.]*

Step 5: List nonexamples.

T: *The last box is **Nonexamples**. This is a really important box because it shows we really understand what the word means and what it doesn't mean. Think about some of the things you have read or have heard that were not **articulated**. For example, when my little sister is crying and tries to tell me what is wrong, I can't understand her because she is crying while she is speaking. The reason she is crying is not being **articulated**. Can you think of anything else that would be a nonexample? [Write any reasonable answers in the box.]*

There's one more thing we can do. Sometimes it helps to have pictures of the examples and nonexamples to help us remember which is which. You don't have to draw pictures, but if you think it will help you, you can draw some now.

Step 6: Test yourself.

The study step is critical to student success in using vocabulary strategies such as the Frayer model. Students need to study the terms to internalize them for later use. Students can quiz each other during “down times,” or the models/cards can be used as part of a center activity.

Instruct students to study their Frayer models as follows:

1. Cover each box of the Frayer model with a sticky note. Do not cover the word in the middle circle.
2. Say the vocabulary word in the middle, and try to say the definition.
3. If you do not know the definition, uncover the **Characteristics** box, and try to say the definition.
4. If you do not know the definition, uncover the **Examples** box, and try to say the definition.
5. If you do not know the definition, uncover the **Nonexamples** box, and try to say the definition.
6. If you do not know the definition, uncover the **Definition** box.

Repeat steps 1-6 for each Frayer model.

Student actions:

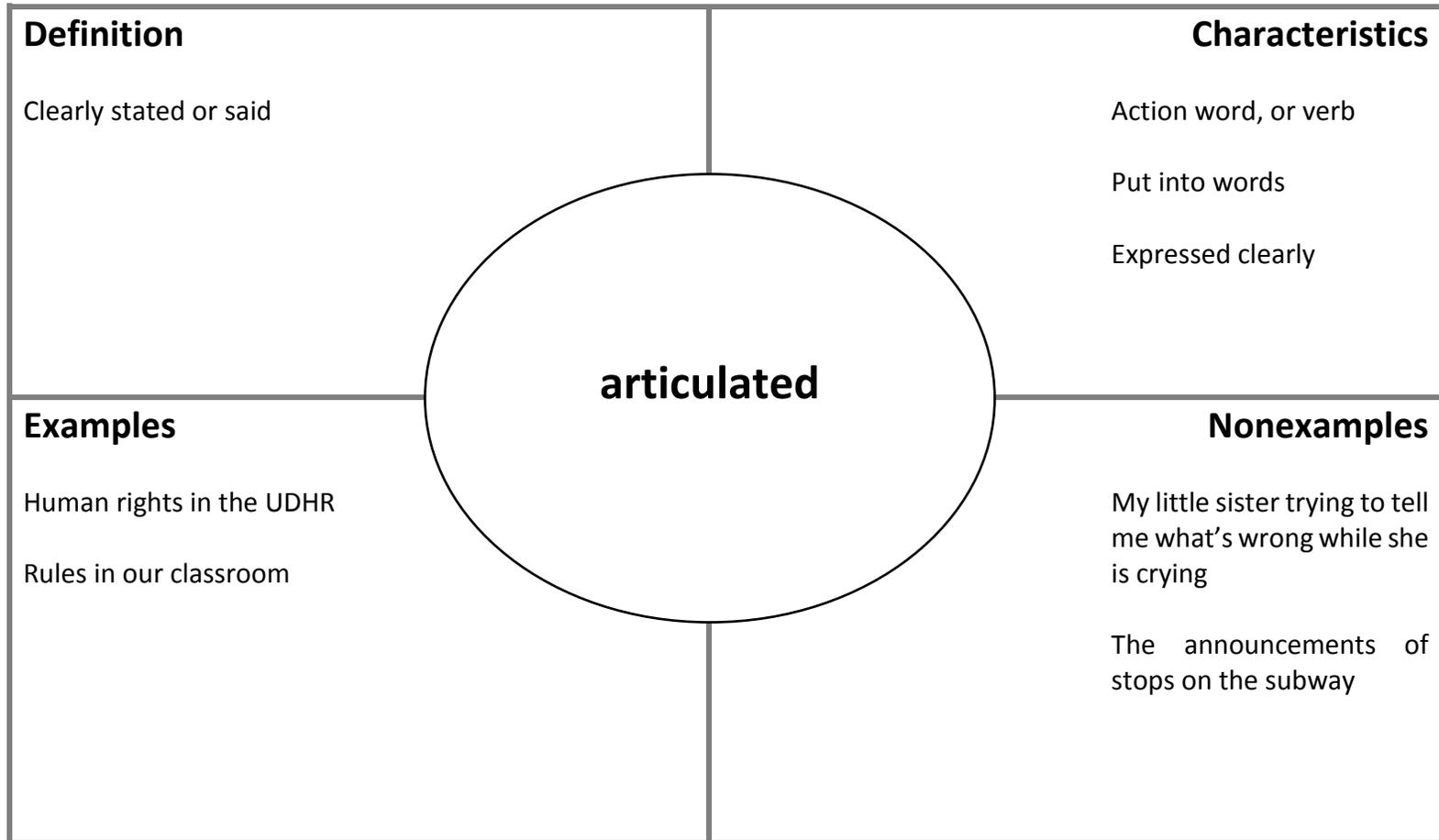
Students work either individually or in pairs to make and study Frayer models.

Student handouts/materials:

Frayer Model template (found on page 15)
Sticky notes

NAME: _____

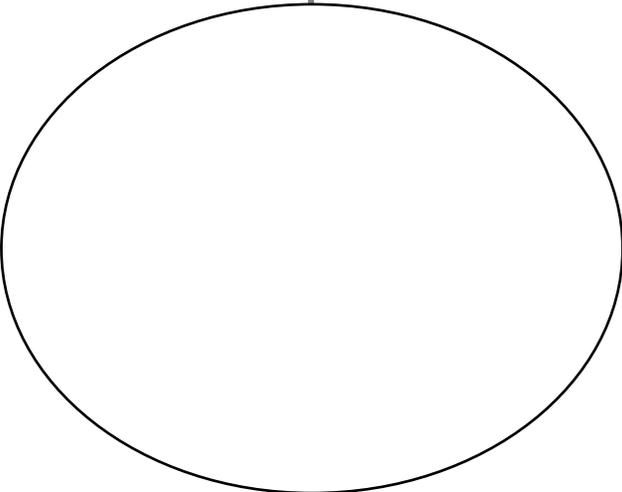
Frayer Model (example)



NAME: _____

Frayer Model

Definition	Characteristics
Examples	Nonexamples



References

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