



Supporting All Students: Scaffolding Instruction of English Language Arts and Mathematics

NYSED Office of Curriculum & Instruction



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

IMAGINE...



Take out your bow and violin, tune it, and then take five minutes to warm up with the A Major and G Major scales. Then we'll start working on the sheet music I just gave you.

Goal and Objectives

Goal:

- To support teachers in designing instruction that makes the general education curriculum more accessible to **all students** without interfering with the rigor of grade-level content.

Objectives:

- Increase the field's awareness of the *Supporting All Students Resource Guides*.
- Deepen understanding of what instructional scaffolding means and how scaffolds can be used to support student learning.
- Identify key considerations in effectively planning and delivering scaffolded instruction.

Who can use scaffolds?

All teachers can use scaffolds in classroom settings 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.

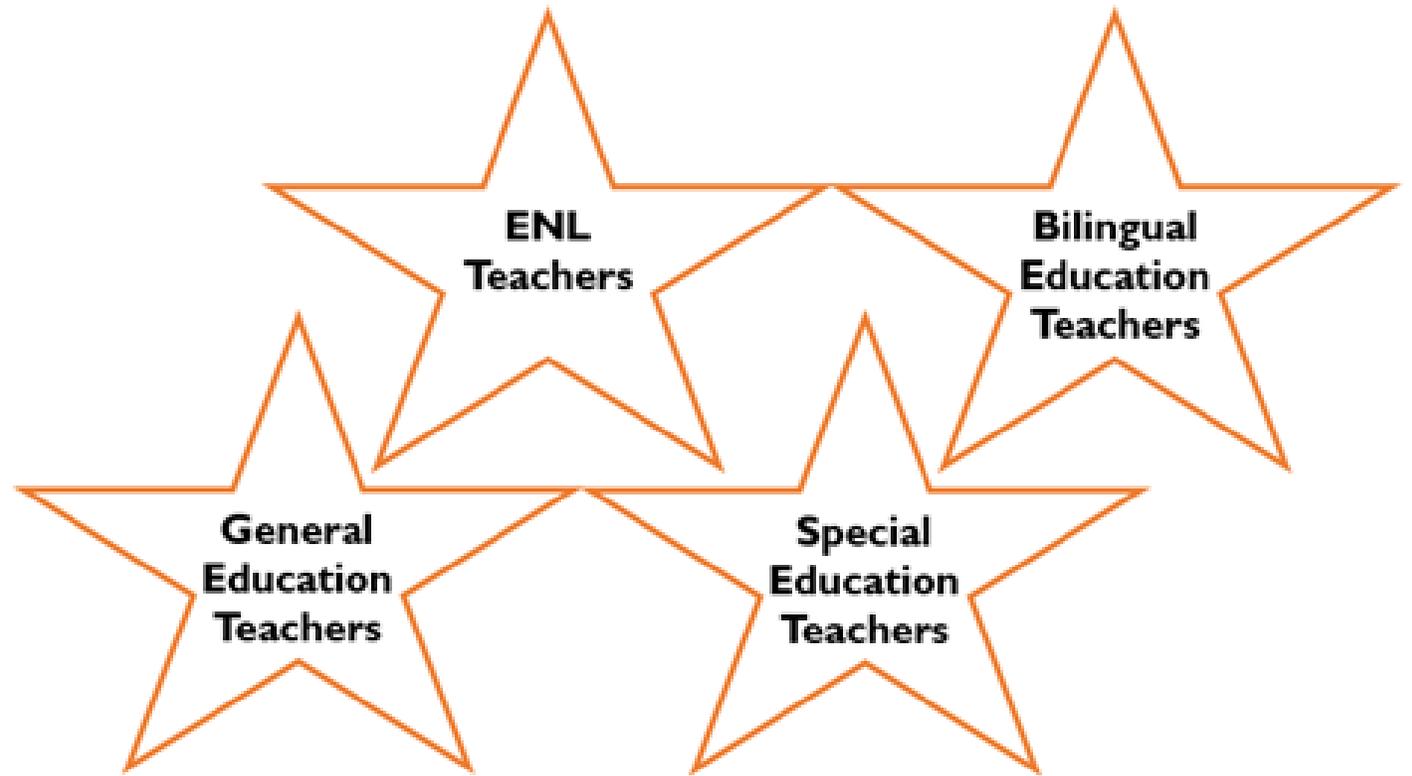


Table Time



What does it mean to scaffold instruction?

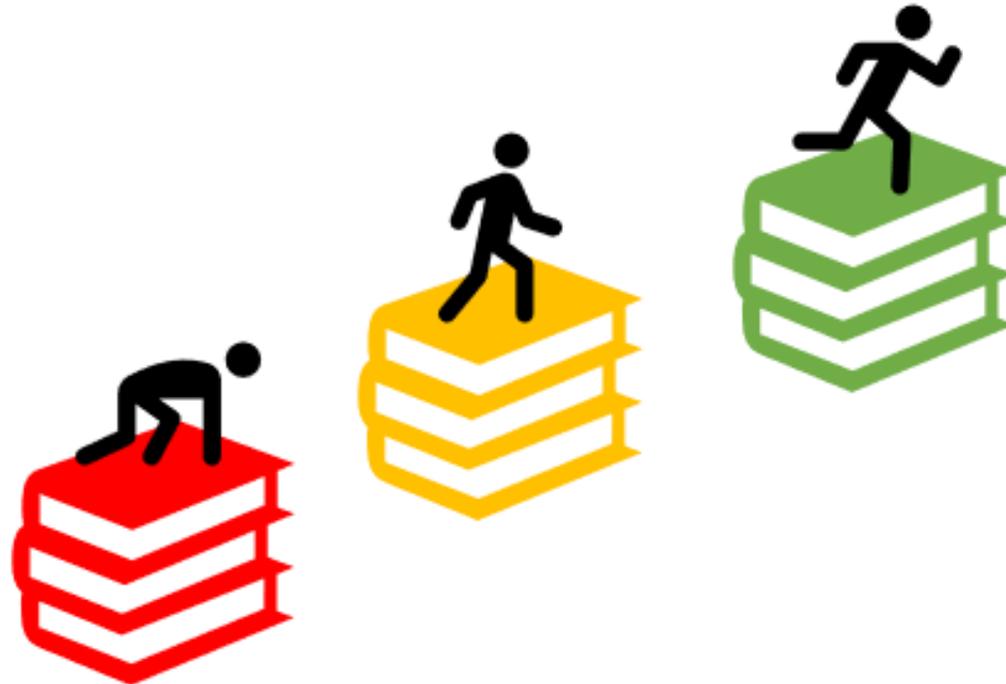
What are scaffolds?

What is an example of a scaffold?

Scaffolding is:

A process through which a teacher guides student learning by building on what students already know and by providing **temporary supports** as students learn new skills and material.

Scaffolding bridges the gap between a student's existing knowledge, skills and strategies with new learning expectations.



Scaffolds are:

Instructional supports, strategies, and tools teachers intentionally build into their lesson planning to provide students with **support** that is “**just right**” and “**just in time.**”

Scaffolds should be implemented **as needed** and **with care.**

Allows **all students** access to **grade-level** content within a lesson.

Allows students to **develop the knowledge, skills, and language** to **support their own performance** in the future.

Intended to be **gradually removed** as students independently **master skills.**

Scaffolds are not intended to...



Scaffolds are **NOT** intended to differentiate lessons in such a way that students are working on or with different content.

IMPORTANT

Examples of Scaffolds That May be Appropriate

- Pre-teaching vocabulary
 - Chunking information
 - Rubrics
 - Questioning
 - Checklists
 - Graphic organizers
 - Anchor charts
 - Modeling
 - Worked examples
 - Verbal and physical prompts
 - Concept maps
 - Sentence Starters
 - Concrete-Representational-Abstract
 - Activating prior knowledge
 - Read-Alouds
 - Think-Alouds
 - Guided notes
 - Grouping students
 - Technology
- AND THE LIST GOES ON AND ON...**

Supporting All Students: Resource Guides for Scaffolding Instruction of English Language Arts and Mathematics - Webpage

[EngageNY](#) module lessons are used to demonstrate scaffolds.

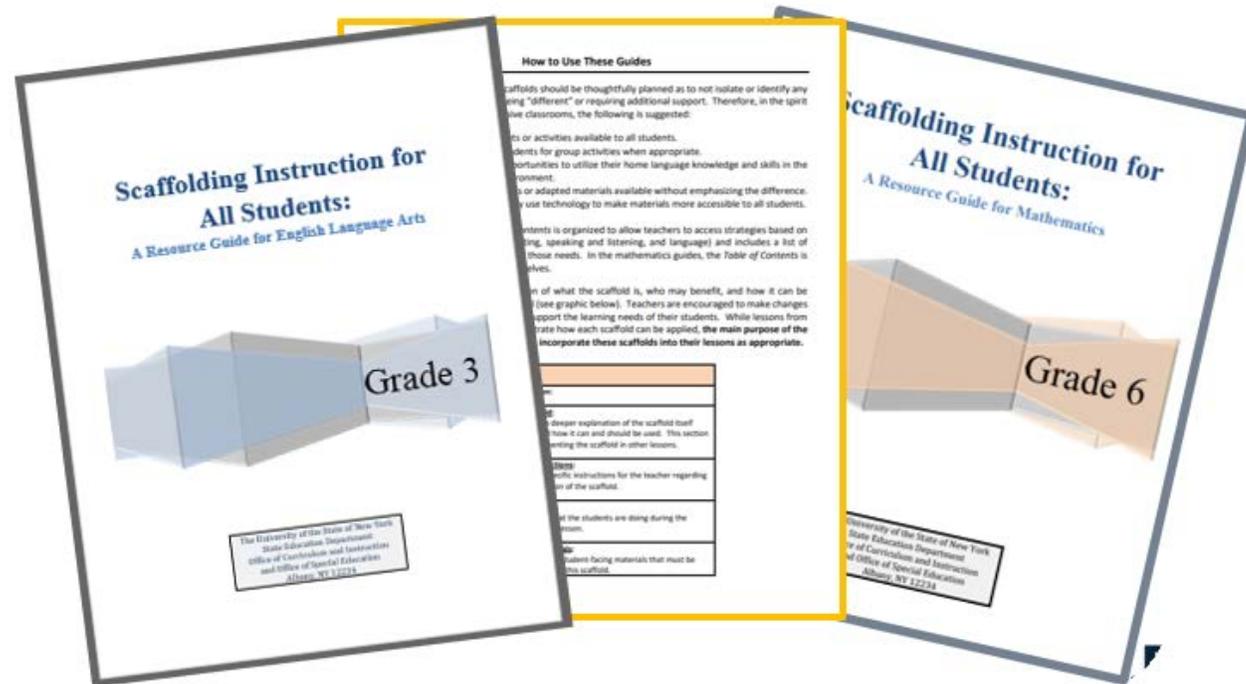
The scaffolds are designed to be **adapted for use in any curricula and across content areas.**

The screenshot shows a webpage titled "Supporting All Students: Resource Guides for Scaffolding Instruction of English Language Arts and Mathematics" under the "Curriculum and Instruction" header. A left sidebar contains a menu with the following items: "Next Generation Learning Standards", "English Language Arts Learning Standards", "Mathematics Learning Standards", "Roadmap and Implementation Timeline", "Early Learning Task Force", "Supporting All Students Conferences", and "Professional Development Toolkits". The main content area features the title, a paragraph explaining the guides' purpose, and three expandable sections: "What are scaffolds?", "Who can use these scaffolds?", and "How can teachers support all students?". At the bottom, it states "Scaffolding Guides for Grades 3-8 ELA and Grades 3-8 Mathematics are available below."

Supporting All Students Resource Guides

The guides are **optional resources** for school districts to utilize.

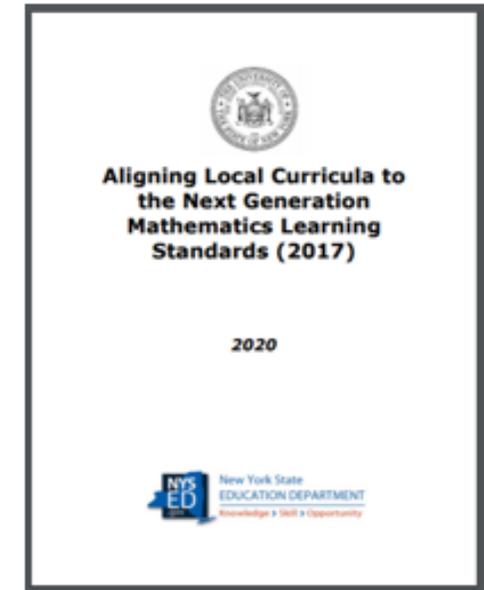
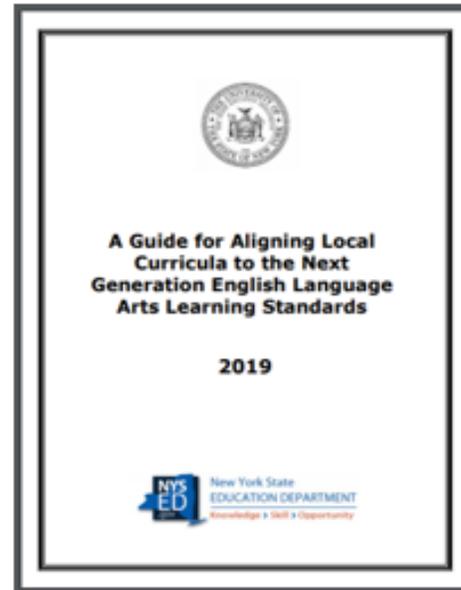
These documents have been created to assist New York State school districts with the process of scaffolding instruction so **educators are empowered** to do this work.



A Note on the EngageNY English Language Arts and Mathematics Curriculum Modules

The EngageNY curriculum modules will continue to be a free resource available for educator use. However, NYSED will NOT be updating the modules to align with the New York State Next Generation Learning Standards.

The Aligning Local Curricula Guides can be used to align any curricula—new or existing (including the EngageNY modules)—to the Next Generation Learning Standards.



[A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards](#)

[Aligning Local Curricula to the Next Generation Mathematics Learning Standards](#)

Scaffolds Included in the ELA Resource Guides

Reading

- Modeling Graphic Organizers
- Partially Completed Graphic Organizer
- Visual Gist Organizer
- T-Chart
- Choral Reading, Echo Reading, Whisper Reading
- Strategy for Answering Text-Dependent Questions

Writing

- Writing Frame, Paragraph Frame, Poetry Frame
- Guided Practice
- Writing Rubric
- Checklist

Speaking & Listening

- Sentence Starters
- Checklist
- Text-Based Checklist

Language

- Explicit Vocabulary Instruction
- Frayer Model
- Word Family Map

Scaffolds Included in the Math Resource Guides

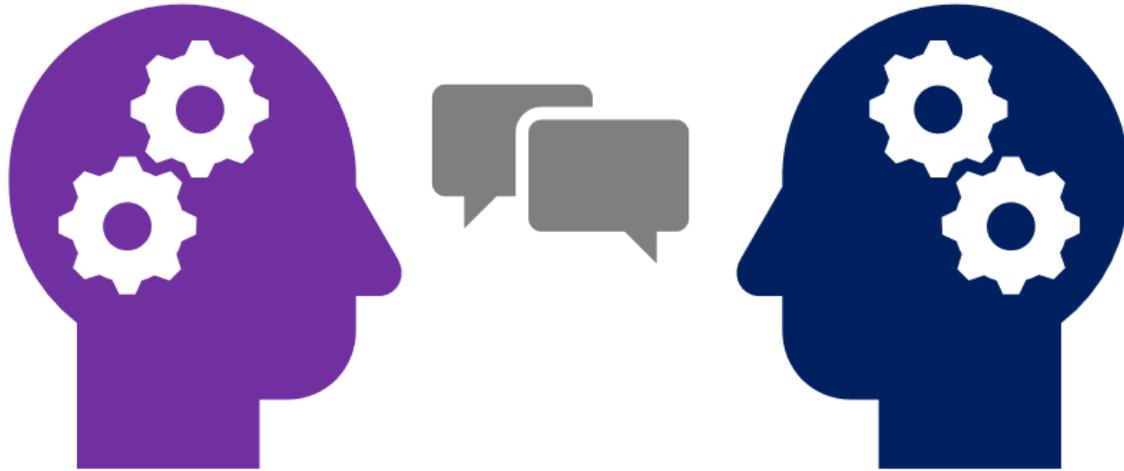
Grades 3-5 Guides

- Graphic Organizer (RDW (Read, Draw, Write) Template)
- Checklist (RDW)
- Concrete-Representational-Abstract (CRA)
- Desk Reference Sheet
- Worked Problems
- Fluency Practice Sheet
- Frayer Model

Grades 6-8 Guides

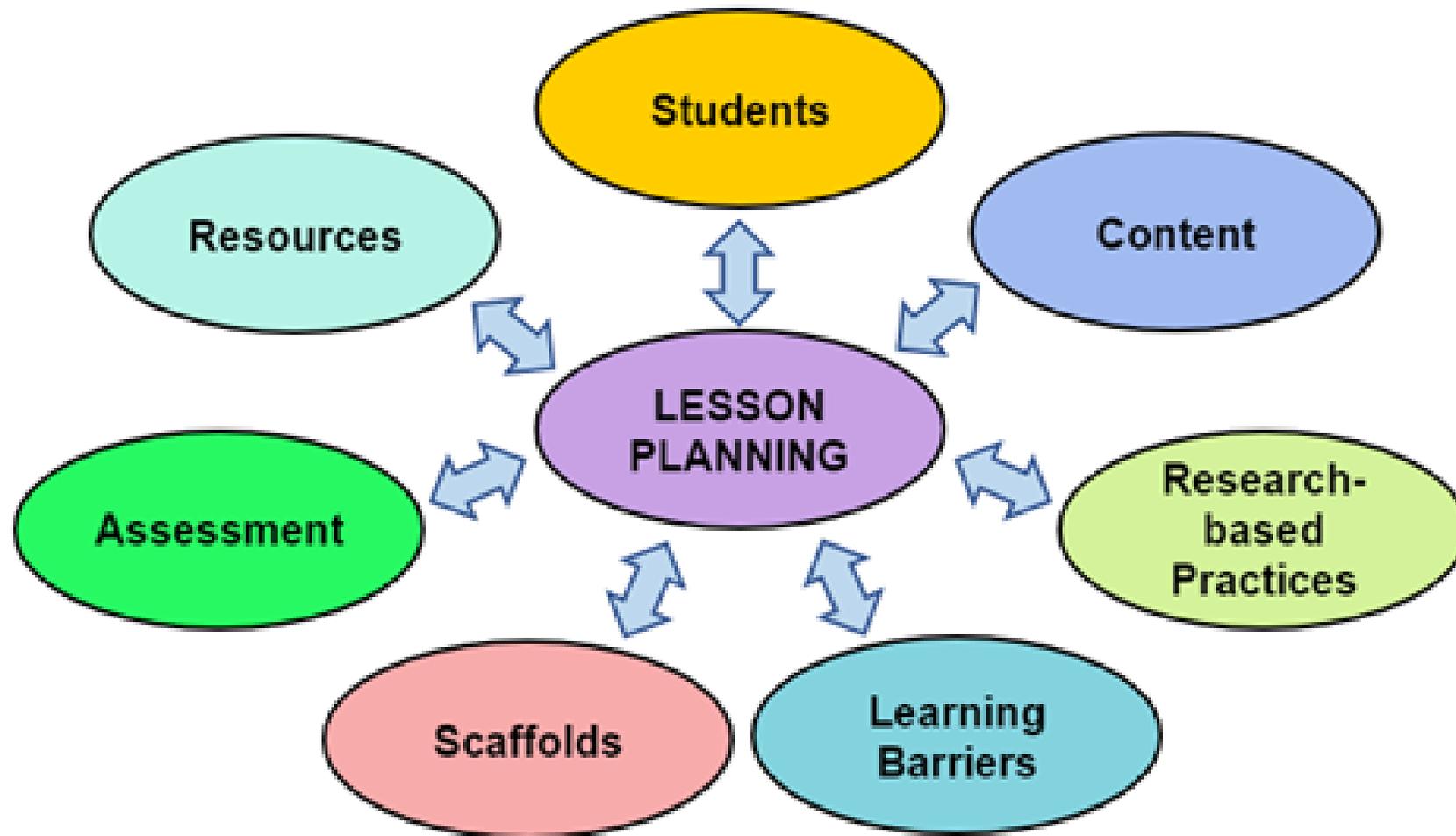
- Warm-up Review
- Guided Notes with Partially Completed Problems
- Concrete-Representational-Abstract (CRA)
- Cooperative Learning
- Instruction with Computer Technology
- Frayer Model

Partner Work



- Work with an elbow partner to pick **two different** scaffolds from the List of ELA Scaffolds and/or List of Math Scaffolds.
- Each partner locates and reviews **one** of these scaffolds in the grade-level guides.
- Each partner reads the exemplars and records his/her thoughts and ideas on the Scaffold Review Recording Form.
- Share and discuss with your partner.

Lesson Planning Considerations



Who are my students?



Strengths, needs, abilities, academic development



Learning styles, interests, background knowledge



Age, culture, English language proficiency, home language

What is the content?

Long-term
goals

Short-term
objectives

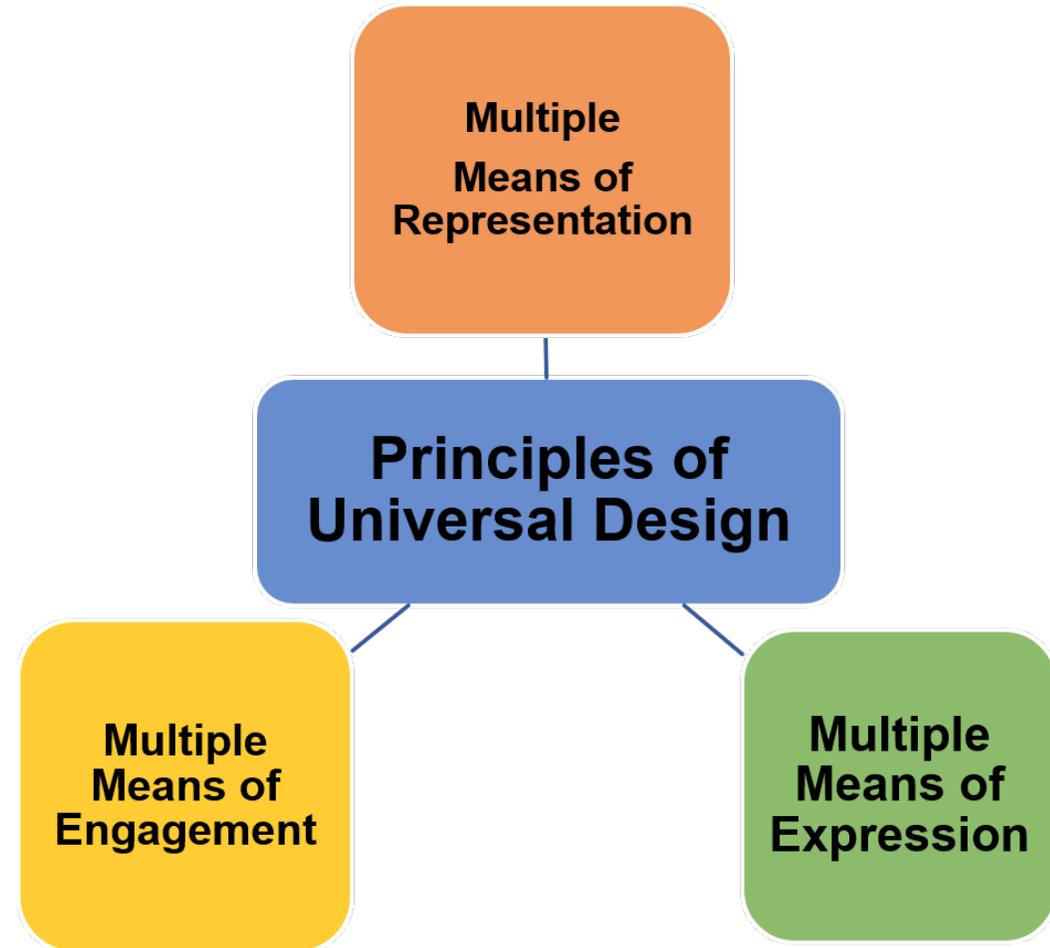
Learning
Standards

Am I using research-based practices?

Clarity	Direct instruction	High expectations	Specific feedback	Metacognition
Inquiry-based learning	Reciprocal teaching	Cooperative learning	Guided instruction	Practice
Questioning	Check for understanding	Strategy instruction	Show and tell	Scaffolding

What learning barriers may students encounter?

Universal Design for Learning



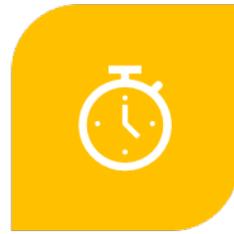
Do I scaffold learning effectively?



What?



Where?



When?



Why?



How?

How am I assessing student learning?



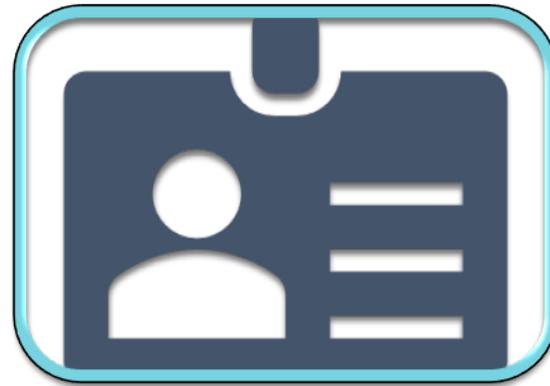
Where can I find resources?



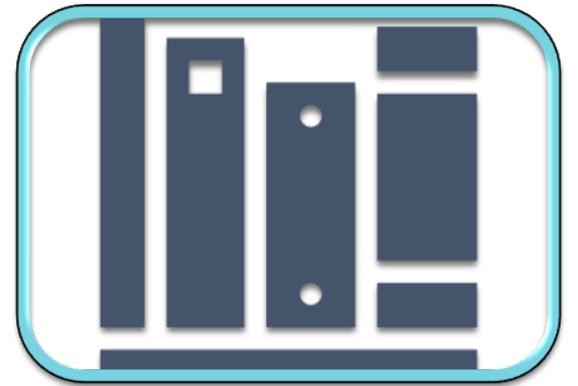
Colleagues



Internet

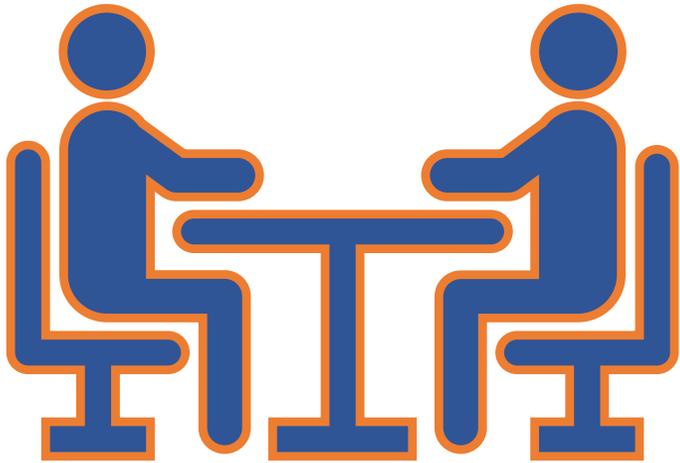


Professional
Development
Trainings



Personal Library

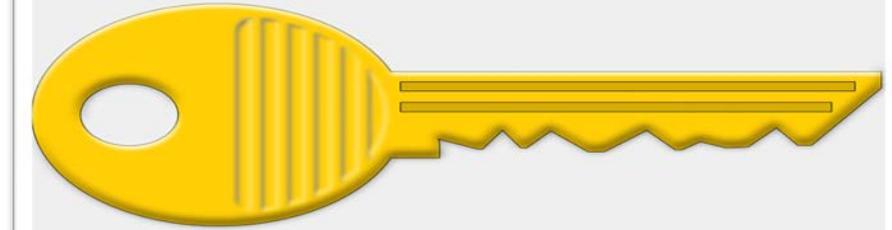
Turn and Talk



- Identify three scaffolds used to support instruction during today's presentation.
- Share your thoughts with an elbow partner.
- Share with the group.

Key Takeaways

Scaffolding instruction benefits all students.



Scaffolds are temporary.

Collaborate with others, and don't reinvent the wheel.

Plan proactively, not reactively.

Be intentional, be flexible, and don't stress.

Before you go...

Questions?

Check out the Supporting All Students webpage for more information and resources.

THANK YOU!!!

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[Contact Us!](#)

