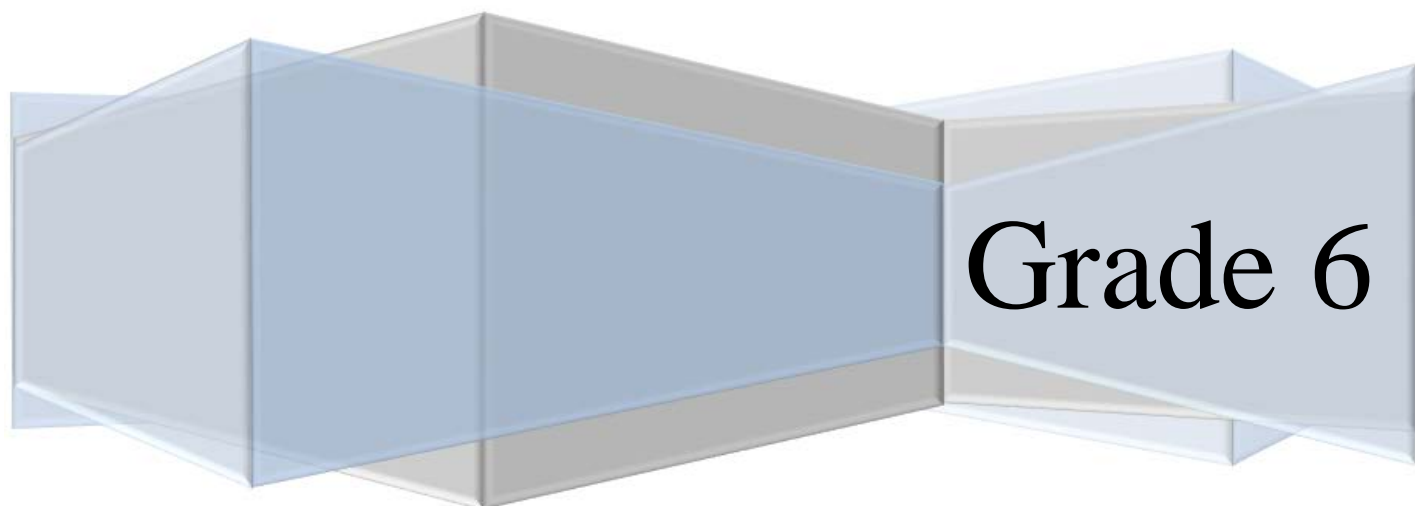


Scaffolding Instruction for All Students

A Resource Guide for English Language Arts



The University of the State of New York
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 6

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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). 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.

T-Chart

Exemplar from:

[Module 2A: Unit 1: Lesson 2](#): Opening B

Explanation of scaffold:

This scaffold is designed for students who demonstrate difficulty understanding, organizing, and discriminating between information and concepts. In this lesson, its purpose is to increase reading comprehension by providing students who tend to think in concrete and rigid terms with multiple practice opportunities discriminating between figurative and literal language. T-Charts can be incorporated into any lesson to organize information and make comparisons across a variety of content areas.

Teacher actions/instructions:

Explicitly define the term *figurative language*, explain how it differs from literal language, and provide examples and nonexamples as needed. Tell students that, over the next few days, they will be looking at how the author of *Bud, Not Buddy* uses figurative language to convey meaning and set the tone of a scene.

Introduce the *Figurative/Literal Language T-Chart* and tell students that they will work with a partner to use this tool to categorize written sentences as either figurative or literal. Pair students by matching struggling students with those who have a better understanding of the material, or group students so that struggling students can receive more teacher support while working in a small group setting. Hand out a T-Chart and sentence strips (cut apart ahead of time) to each student pair or group, and direct them to take turns reading the sentence strips; work together to determine whether it is an example of either figurative or literal language; and glue it in the appropriate column on the T-Chart. Monitor student work and provide support as needed. If time permits, call on students to explain the meaning of some of the figurative language examples.

Student actions:

Students work in pairs or small groups to complete the *Figurative/Literal Language T-Chart*.

Student handouts/materials:

Sentence strips (found on the next page)
Figurative/Literal Language T-chart (found on page 5)
Glue sticks

Sentence Strips

Figurative Language	Literal Language
The puppy is as cute as a button. -----	After a long, cold winter, the green grass that was beginning to grow was a welcome sight. -----
Danielle is as sly as a fox. -----	The grainy sand felt cold and damp beneath my bare feet. -----
After football practice, Aaron is as hungry as a bear. -----	There was a field of sweet smelling flowers in bright colors. -----
The mother rocked her baby girl and said, "You are my sunshine." -----	The jumping grasshopper landed on the window screen. -----
It was a lot of work, but my room is now as clean as a whistle. -----	Carly baked four dozen chocolate chip cookies. -----
The workers were told to hurry up because time is money. -----	Michael lay awake listening to the black crickets chirping. -----
Are you pulling my leg with that story? -----	The big house is in need of major repair. -----
When Quentin was announced as the winner, you could have knocked him over with a feather. -----	The ticking clock was loud and made it hard for me to focus on the test questions. -----
Dakota strutted around as proud as a peacock in her new dress and shoes. -----	Jessica dove into the cold water. -----

Figurative/Literal Language T-Chart

Figurative Language

Literal Language

Figurative Language	Literal Language

Whisper Reading

Exemplar from:

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

Explanation of scaffold:

This scaffold is for students who do not have the fluency skills to independently read a challenging text. In this lesson, it is intended to bridge the teacher read-aloud in *Work Time A* and the independent student read in *Work Time B*. Below is an example of how to use whisper reading to scaffold students' close reading of the first pages of *Dragonwings* as they prepare to make and share their claims with other members of their triads. Whisper 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:

Explain to students that whisper reading is performed in basically the same manner as choral reading. However, they will be using a whispered voice instead of their usual speaking voices when reading and working together in their triads, so that it doesn't get too loud in the classroom. If this is the first time using whisper reading, it may be helpful to model this process. Guide the entire class through a whisper reading of the questions for the text to provide an example of the volume and pacing expected and a humorous nonexample of what it would sound like if the class read at a pace that was too fast and too loud. Direct students to follow along using their fingers (or another visual tracking tool, as appropriate, during whisper reading of the text.)

Thought should be given about whether to group students into triads by matching struggling students with those who have a better understanding of the material or grouping students so that struggling students can receive more teacher support while working in a small group setting. Direct students to use whisper reading to reread pages 1 – 4 of the text together in their triads and follow along using their fingers (or another visual tracking tool), as appropriate, during whisper reading of the text. Proceed with instruction as indicated in the lesson. Circulate to make sure that students are following the text and reading at an appropriate pace. Adjust instruction and provide individual support, including more explicit instruction, to students as needed.

Student actions:

Students engage in whisper reading, following the text along with their fingers (or another visual tracking tool), as appropriate, and participate in small group and class discussions as directed.

Student handouts/materials:

None

Writing Rubric

Exemplar from:

[Module 1: Unit 2: Lesson 12](#): Closing A

Explanation of scaffold:

The purpose of this scaffold is to clarify criteria and the levels of quality within criteria for students who demonstrate difficulty understanding complex language. It is intended to guide students in writing down their “own words” to describe criteria and levels on a rubric that will enable them to more effectively use this tool to understand teacher feedback and improve their writing. In this lesson, students are introduced to the *New York State (NYS) Grades 6–8 Writing Evaluation Rubric*, provided with a copy, and directed to focus their attention on Row 1, *Content and Analysis*. Rows 2–4 will be the focus of subsequent lessons. The rubric on pages 7–10 of this guide differs from the form on page 23 of the lesson materials by providing students with space to list or record what they need to do to write good or great essays instead of just paraphrasing what they think the language in the rubric means. Boxes have also been added for those students who might benefit from using a checklist to self-monitor their own writing skills. Altering lesson forms to include student-friendly information and descriptions provides support to students without changing the rigor of the content.

*** Please note that the example on page 6 and the model form included on page 7 of this guide correctly reflects Row 1, *Content and Analysis*, of the *NYS Grades 6–8 Writing Evaluation Rubric*.**

Teacher actions/instructions:

Introduce the full version of the *NYS Grades 6–8 Writing Evaluation Rubric* as indicated in the lesson. Following this introduction, hand out the forms pertaining to Rows 1 – 4 on pages 9–12 of this guide instead of the *NYS Writing Rubric—Row 1* form found on page 23 of the lesson materials. Tell students that they will be focusing on the first row of the rubric and will be using the *Row 1* form. Inform students they will use the forms for Rows 2, 3, and 4 when they learn about these criteria in future lessons. Proceed with instruction as indicated in the lesson. After students have had the opportunity to engage in small group discussion in their triads and share out with the class, model writing down the appropriate information on the lines under the rubric chart (see the example on the next page). Laminate or place forms in a plastic sleeve for students who will be using them as checklists. Adjust instruction and provide individual support, including more explicit instruction, to students as needed.

Student actions:

Students participate in small group and class discussions and complete the *NYS Grades 6–8 Writing Evaluation Rubric – Row 1* form as directed.

Student handouts/materials:

New York State Grades 6–8 Writing Evaluation Rubric – Rows 1 – 4 (found on pages 9 – 12)

Row 1 CONTENT AND ANALYSIS :	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	<ul style="list-style-type: none"> clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> clearly introduce a topic in a manner that follows from the task and purpose demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that follows generally from the task and purpose demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that does not logically follow from the task and purpose demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> demonstrate a lack of comprehension of the text(s) or task

What does Content and Analysis mean?

It means how clear the information is to support the claim.

Using your own words, list the things you need to do to write a good (Level 3) or great (Level 4) essay.

- Introduce the topic in a way that makes sense using the task and purpose.*
- Show ideas clearly, accurately, and in sequential order.*
- Make a claim and give reasons that show I understand the text.*
- _____

What extra things do you need to do to write a great (Level 4) essay?

I need to make it interesting and show that I really thought about what I read.

Row 1 CONTENT AND ANALYSIS :	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	<ul style="list-style-type: none"> clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> clearly introduce a topic in a manner that follows from the task and purpose demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that follows generally from the task and purpose demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that does not logically follow from the task and purpose demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> demonstrate a lack of comprehension of the text(s) or task

What does Content and Analysis mean?

Using your own words, list the things you need to do to write a good (Level 3) or great (Level 4) essay.

What extra things do you need to do to write a great (Level 4) essay?

**NYS Grades 6–8 Writing Evaluation Rubric
Row 2 – Command of Evidence**

Row 2 COMMAND OF EVIDENCE:	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
the extent to which the essay presents evidence from the provided texts to support analysis and reflection	<ul style="list-style-type: none"> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustain the use of relevant evidence, with some lack of variety 	<ul style="list-style-type: none"> partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant use relevant evidence inconsistently 	<ul style="list-style-type: none"> demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	<ul style="list-style-type: none"> provide no evidence or provide evidence that is completely irrelevant

What does Command of Evidence mean?

Using your own words, list the things you need to do to write a good (Level 3) or great (Level 4) essay.

What extra things do you need to do to write a great (Level 4) essay?

**NYS Grades 6–8 Writing Evaluation Rubric
Row 3 – Coherence, Organization, and Style**

<p align="center">Row 3 COHERENCE, ORGANIZATION, AND STYLE</p>	<p align="center">4 Essays at this level:</p>	<p align="center">3 Essays at this level:</p>	<p align="center">2 Essays at this level:</p>	<p align="center">1 Essays at this level:</p>	<p align="center">0 Essays at this level:</p>
<p>the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<ul style="list-style-type: none"> • exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning • establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice • provide a concluding statement or section that is compelling and follows clearly from the topic and information presented 	<ul style="list-style-type: none"> • exhibit clear organization, with the use of appropriate transitions to create a unified whole • establish and maintain a formal style using precise language and domain-specific vocabulary • provide a concluding statement or section that follows from the topic and information presented 	<ul style="list-style-type: none"> • exhibit some attempt at organization, with inconsistent use of transitions • establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary • provide a concluding statement or section that follows generally from the topic and information presented 	<ul style="list-style-type: none"> • exhibit little attempt at organization, or attempts to organize are irrelevant to the task • lack a formal style, using language that is imprecise or inappropriate for the text(s) and task • provide a concluding statement or section that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> • exhibit no evidence of organization • use language that is predominantly incoherent or copied directly from the text(s) • does not provide a concluding statement or section

What does Coherence, Organization, and Style mean?

Using your own words, list the things you need to do to write a good (Level 3) or great (level 4) essay.

What extra things do you need to do to write a great (Level 4) essay?

**NYS Grades 6–8 Writing Evaluation Rubric
Row 4 – Control of Conventions**

Row 4 CONTROL OF CONVENTIONS:	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<ul style="list-style-type: none">• demonstrate grade-appropriate command of conventions, with few errors	<ul style="list-style-type: none">• demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	<ul style="list-style-type: none">• demonstrate emerging command of conventions, with some errors that may hinder comprehension	<ul style="list-style-type: none">• demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	<ul style="list-style-type: none">• are minimal, making assessment of conventions unreliable

What does Control of Conventions mean?

Using your own words, list the things you need to do to write a good (Level 3) or great (Level 4) essay.

What extra things do you need to do to write a great (Level 4) essay?

Checklist

Exemplar from:

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

Explanation of scaffold:

This scaffold supports students who are learning to take personal responsibility for their own learning and behavior in school. In this lesson, students work in triads to discuss and write down five expectations they should have for group work and discussion. Triads then share with the class what they think is the most important expectation, and the teacher uses this information to create a *Triad Talk Expectations* anchor chart to be posted in the classroom. This scaffold builds on the visual support provided by the anchor chart and gives students a checklist to enable them to self-monitor their own speaking and listening skills when participating in group work and discussions across a variety of academic and social contexts.

Teacher actions/instructions:

Use the information from the *Triad Talk Expectations* anchor chart that students helped develop to create the group discussion checklist. Include possible follow-up questions and sentence starters, as well as specific examples, under each expectation listed. Add to, omit, or alter the sample language (extra spaces have been included so teachers and students can add new expectations as needed), and distribute the checklist as appropriate to meet the needs of your students. Laminate or place the checklist in a plastic sleeve so that students can check off each step as it is completed. Direct students to use the checklist during group work and discussions with their peers. Explain that it will help them remember to use effective speaking and listening skills when interacting with others.

Provide explicit instruction on how to use the group discussion checklist for those students who need information broken down into smaller, more manageable chunks as well as modeling and guided practice to use this tool effectively. This instruction may need to take place outside of regular class instructional time.

Student actions:

Students participate in small group/triad discussions as directed, using the checklist as needed.

Student handouts/materials:

Group Discussion Checklist (found on the next page)

Group Discussion Checklist

Take turns speaking and listening. <ul style="list-style-type: none">➤ Let each classmate finish talking; do not interrupt.➤ Pay attention and look at the person speaking.➤ When it is your turn to speak, look at the people you are talking to	<input type="checkbox"/>
Be respectful of other people's ideas and questions. <ul style="list-style-type: none">➤ Use kind words.➤ "I agree because..."➤ "I think your idea is interesting, but I disagree because..."	<input type="checkbox"/>
Be prepared. <ul style="list-style-type: none">➤ Show specific details or evidence from the text to support your thinking.➤ "For example, ..."➤ "Evidence of this is found on page..."	<input type="checkbox"/>
Ask questions so you can understand what other people are thinking. <ul style="list-style-type: none">➤ Can you tell me more about that?➤ Can you say that another way?➤ Where did you find evidence of this?	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Explicit Vocabulary Instruction

Exemplar from:

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

Explanation of scaffold:

The purpose of this scaffold is to provide explicit vocabulary instruction for students whose background knowledge is limited. These students require systematic and explicit instruction to learn vocabulary. The example below is a model of a systematic, explicit vocabulary procedure that can be used in any lesson whenever new vocabulary is introduced. It's a way to teach critical vocabulary words to students who demonstrate difficulty using context clues to determine the meaning of unfamiliar words. The word *dreaded* was chosen as an exemplar to prepare students to read and better comprehend the quote from *Shrouded in Myth* that they are expected to "QuickWrite" about.

A [video example](#) of this procedure is available on Anita Archer's *Explicit Instruction* website. Although the presentation modeled below differs from the example in the video, the general procedure is the same. **The script provided is for demonstrating what this scaffold *might* look like in action.** Teachers are expected to make changes to presentation and language based on the strengths and needs of their students.

Additional strategies for building academic vocabulary, as well as guidelines for selecting vocabulary words to teach, can be found in Expeditionary Learning's protocol guide ([Appendix 1: Protocols and Resources](#)).

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. The word is **dreaded**. What word?*

S (student): *Dreaded.*

Step 2: Provide a student-friendly definition.

T: ***Dreaded** means scary or worrying or embarrassing.*

Step 3: Illustrate with examples.

T: *If you haven't been paying attention in class and forgot to study, you may wish you didn't have to take the **dreaded** test tomorrow because you're worried about not doing well.*

*You might not like having to pose for **dreaded** photographs with your family because you feel embarrassed or worry about your friends seeing them.*

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. Have students explain how they know whether the target vocabulary word is being used correctly or incorrectly.

T: *When I give an example, I want you to put your thumbs up if it is an example of something **dreaded**. I want you to put your thumbs down if I am not giving an example of something **dreaded**.*

*The man is afraid of heights, but he climbs the **dreaded** ladder to rescue his cat from the tree. Did I use the word **dreaded** correctly? Thumbs up or down? Correct, thumbs up. Explain how the word **dreaded** is used correctly in this example.*

S: *The man thought the ladder was **dreaded** because he was afraid of falling if he climbed up too high on the ladder.*

T: *I am looking forward to traveling to Europe and visiting some different countries. I can’t wait to go on my **dreaded** vacation. Did I use the word **dreaded** correctly? Thumbs up or down? Correct, thumbs down. Tell me why you think the word **dreaded** is used incorrectly in this example.*

S: *The vacation isn’t **dreaded** because you’re excited about going. If you were **dreading** it, you wouldn’t want to go.*

Once students demonstrate understanding of the target vocabulary word, have them explain why they think Medusa is described as **dreaded** in the quote from *Shrouded in Myth*.

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. Students need to chorally respond and individually respond to the teacher as appropriate.

Student handouts/materials:

None

Frayer Model

Exemplar from:

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

Explanation of scaffold:

The Frayer model is a graphic organizer that can be used in any lesson to help students understand unfamiliar vocabulary. This four-square model 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 cards in this lesson for students who struggle with vocabulary retention and demonstrate difficulty using context clues to determine the meaning of unfamiliar words. The word *prophecy* is used as an exemplar because it is essential for students to understand this word to comprehend the text.

Teacher actions/instructions:

Select key vocabulary words 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.
 - 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.

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 vocabulary words.

Student actions:

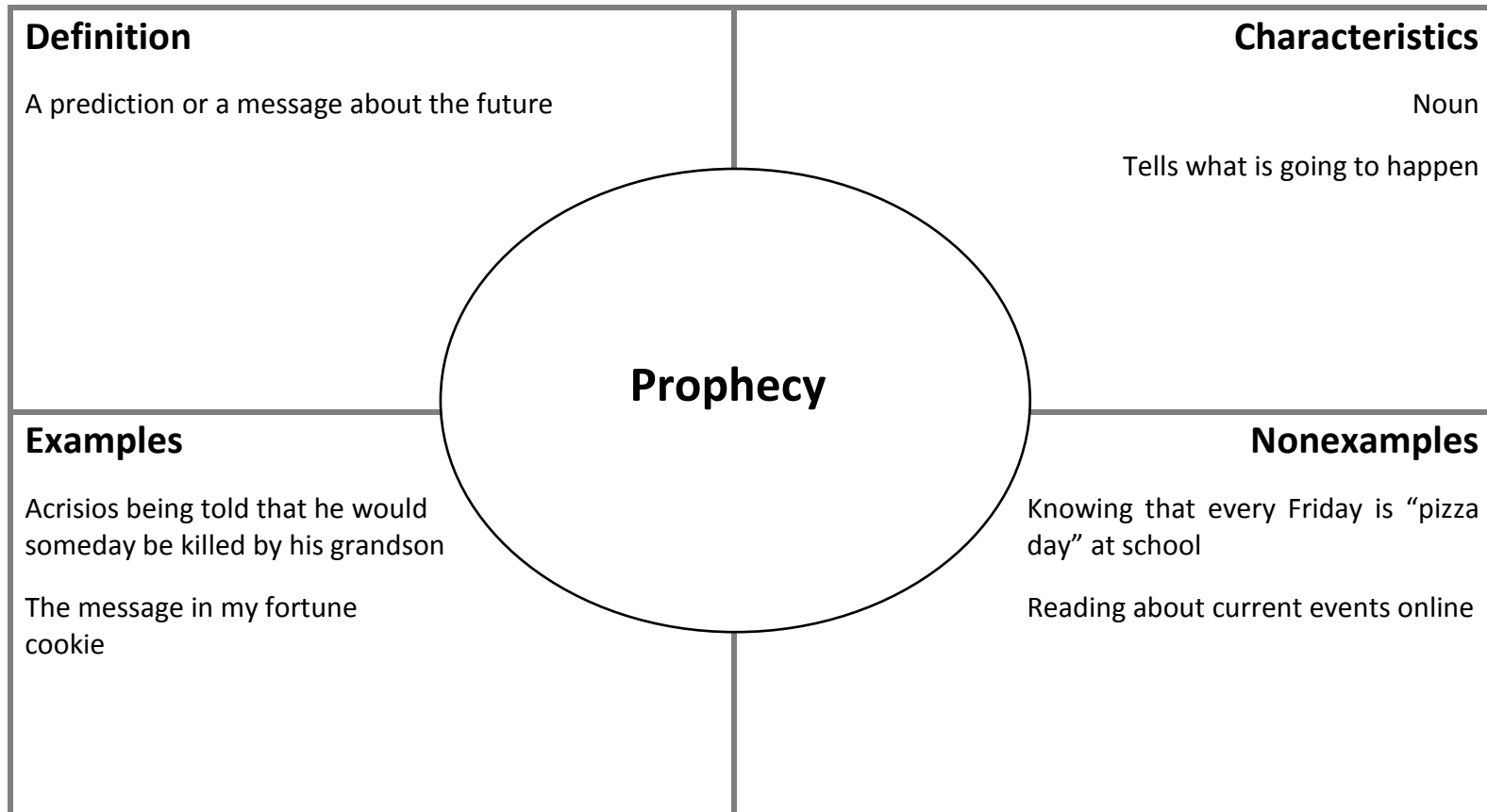
Students work either individually, in pairs, or in small groups to make and study Frayer models.

Student handouts/materials:

Frayer Model template (found on page 19)

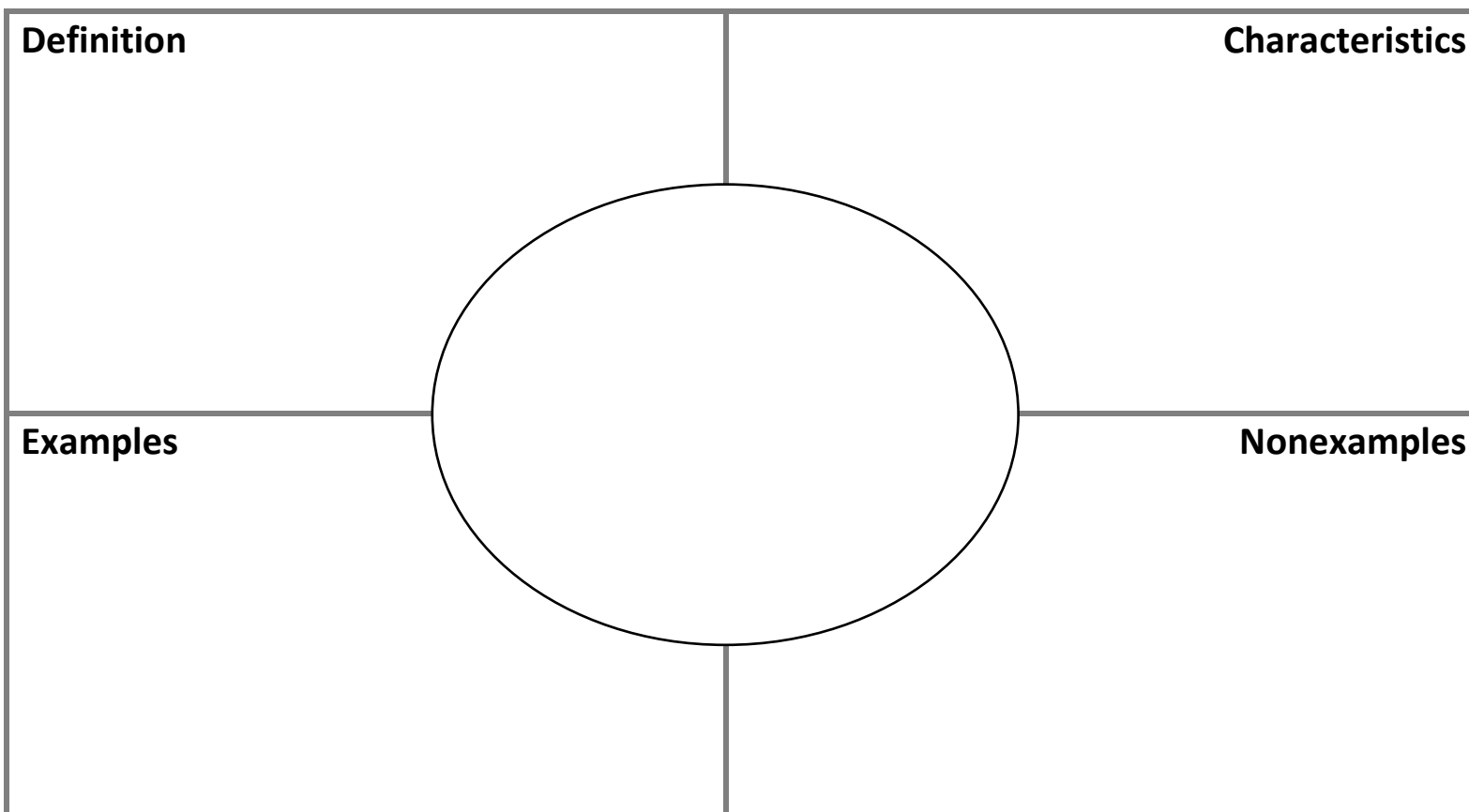
NAME: _____

Frayer Model (example)



NAME: _____

Frayer Model



References

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