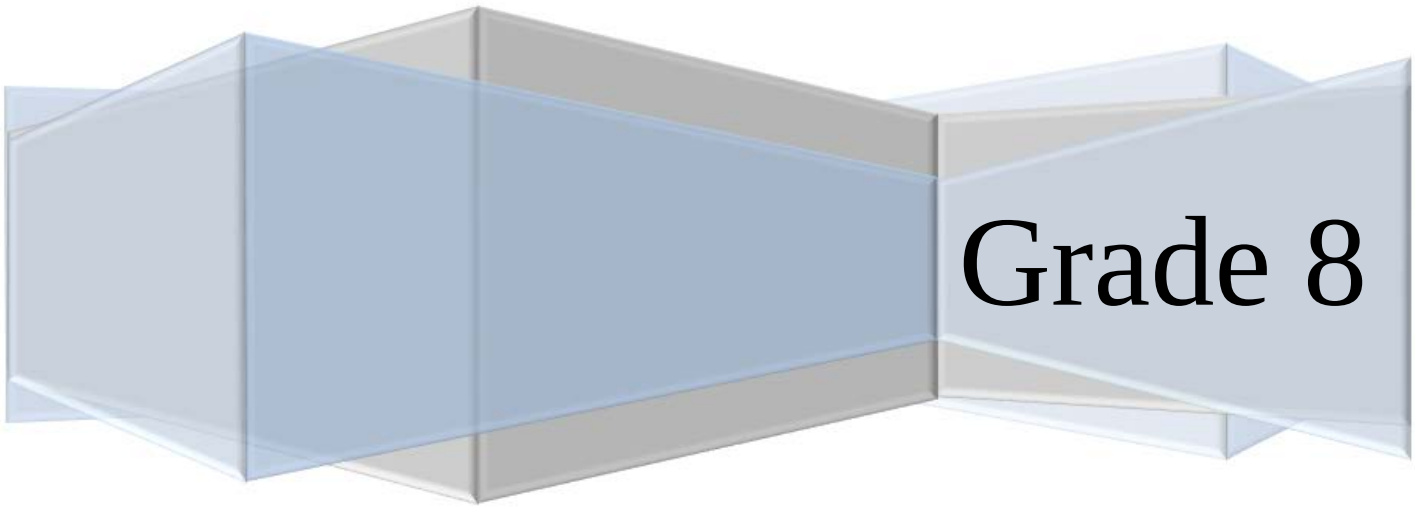
Scaffolding Instruction for All Students

A Resource Guide for English Language Arts



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Scaffolding Instruction for All Students: A Resource Guide for English Language Arts Grade 8

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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.

Whisper Reading

Exemplar from:

Module 3A: Unit 1: Lesson 4: Work Time A

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 and the independent student read in *Work Time A*. Below is an example of how to use whisper reading to scaffold students' close reading of the excerpt from the article *War in the Pacific* as they prepare to build their background knowledge of World War II. 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:

Instead of having student partners take turns independently reading every other paragraph of the text, explain to students that they will be using whisper reading to read each paragraph with their partners. Model whisper reading if needed. 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 pair students by matching struggling students with those who read fluently and have a better understanding of the material or grouping students who are struggling so that they can receive more teacher support. 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 discuss the gist of the article as directed.

Student handouts/materials:

None

Paragraph Frame

Exemplar from:

Module 1: Unit 1: Lesson 3: Homework

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. It is important to emphasize 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 a paragraph as indicated in the lesson. 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: What kind of person is Ha? Use specific evidence from the text to write a paragraph about one of Ha's personality traits.

Reread pages 4–9 of *Inside Out & Back Again*, from "Inside Out" through "Papaya Tree." You may use your text and the notes you collected in your journal or note-catchers to help you write this paragraph.

Remember that a paragraph includes the following:

- **A focus statement**
- **At least three pieces of specific evidence from the text**
- **For each piece of evidence, an analysis or explanation of what the evidence means**
- **A concluding sentence**

I think that Ha is the kind of person who is _____.

She says that _____

_____. This shows that Ha _____

_____. She says that she will _____

_____.

_____. Finally, in stanza _____ of _____,

she says _____.

These details about _____

make her seem _____. I think Ha is a _____

person.

Text-Based Discussion Checklist

Exemplar from:

Module 3B: Unit 1: Lesson 11: Work Time A

Explanation of scaffold:

This checklist can serve a dual purpose: to remind students to use the classroom rules/norms for engaging in discussion with their peers about academic content and to serve as a way for students to evaluate either their own or others' abilities to demonstrate appropriate communication skills during text-based conversations, especially in group settings. The checklist on the following pages of this guide is a modification of the Socratic Seminar sample checklist found in Expeditionary Learning's protocol guide (Appendix 1: Protocols and Resources). This scaffold supports students who are learning to take personal responsibility for their own learning and behavior in school by giving them a tool to self-monitor their own speaking and listening skills as well as assess the performance of their peers. This scaffold builds on the visual support provided by the anchor chart. This format can be adapted for use in any lesson to support student participation in text-based conversations.

Teacher actions/instructions:

Use student ideas recorded on the *Socratic Seminar: Look and Sound Anchor Chart* created during this lesson as well as information from the *Connecting Lyrics to Text Discussion Rubric,* as appropriate, to develop the *Text-Based Discussion Checklist* included in this guide. Include possible follow-up questions and sentence starters as examples under each skill listed. Add to, omit, or alter the sample language (extra spaces have been included to 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 reuse them. Direct students to use the checklist during group discussions with their peers and explain that it will help them remember to use effective speaking and listening skills when interacting with others and assess the performance of their classmates during discussions requiring critical reading and thinking. Provide explicit instruction on how to use the *Text-Based Discussion Checklist* for those students who need additional support to learn new skills.

Student actions:

Students participate in Socratic Seminars as directed, using the checklist as appropriate.

Student handouts/materials:

Text-Based Discussion Checklist (found on the following pages)

Text-Based Discussion Checklist

Did the participant…	Always	Sometimes	Never	Notes/Comments
Prepare for the discussion? ➢ Brought notes ➢ Organized ➢ Contain evidence from text(s)				
Show specific details or evidence from the text to support thinking? ➢ "For example, …" ➢ "Evidence of this is found on page…"				
Take turns speaking and listening? ➢ Listen closely without interrupting when someone else is speaking ➢ Pay attention and make eye contact ➢ Speak so others can hear you but without yelling ➢ Stay on track ➢ Invite others to speak				
Respect other people's ideas and questions? ➢ Don't "put down" the viewpoints and ideas of another student ➢ "I agree because…" ➢ "I think your idea is interesting, but I disagree because…"				

Did the participant…	Always	Sometimes	Never	Notes/Comments
Ask questions to understand what other people are saying and thinking? ➢ Can you tell me about that? ➢ Can you say that another way? ➢ Where did you find evidence of this? ➢ I have a question about…				
Link comments to what another person said? ➢ "I really liked your idea about…" ➢ "My idea is related to yours because…" ➢ "That's a good point because…"				
Express own ideas? ➢ "I believe that…" ➢ "I think that…because…?"				

Explicit Vocabulary Instruction

Exemplar from:

Module 2A: Unit 1: Lesson 2: Work Time A

Explanation of scaffold:

This scaffold provides 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 *demeaning* was chosen as an exemplar because its understanding is important to comprehension of the text as students engage in a close read of Shirley Chisholm's *Equal Rights for Women.* However, a systematic, explicit vocabulary procedure can be used in any lesson whenever new vocabulary is introduced.

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 to help us better understand our reading of Equal Rights for Women. The phrase is* ***demeaning.*** *What word?*

S (student): *Demeaning.*

Step 2: Provide a student-friendly definition.

T: ***Demeaning*** *means something that is meant to put down a person. It's something done to or something a person has to do that makes that person feel less important and that s/he doesn't really matter. It is something that makes a person feel bad about himself or herself.*

Step 3: Illustrate with examples.

T: *Getting shoved into your locker by a bully is **demeaning.***

*It is **demeaning** when the coach makes only you sit on the bench while all of your teammates get a chance to play in the soccer game.*

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 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 **demeaning.** I want you to put your thumbs down if I am not giving an example of something **demeaning.***

*A boy was excited about running for class president. It was **demeaning** when he found out that he got the most votes. Did I use the word **demeaning** correctly? Thumbs up or thumbs down? Correct, thumbs down. Explain how the word **demeaning** is used incorrectly in this example.*

S: *Winning the election for class president wasn't **demeaning** because the boy was excited and wanted to run. Nobody made him do it.*

T: *It was **demeaning** when all the other students in his class laughed at Devon because he answered the teacher's question wrong. Thumbs up or down? Correct, thumbs up. Tell me why you think the word **demeaning** in used correctly in this example.*

S: *It was **demeaning** because Devon felt bad when the other kids made fun of him.*

Once students demonstrate understanding of the target vocabulary word, have them explain why being asked if she can type might be **demeaning** for a woman who has graduated from college and is looking for a job.

Student handouts/materials:

None

Word Family Map

Exemplar from:

Module 2A: Unit 1: Lesson 2: Work Time A

Explanation of scaffold:

The purpose of this scaffold is to expand students' vocabularies beyond words that are explicitly taught. It allows students to increase their understanding of how morphology affects word meaning. Vocabulary instruction remains critical in the upper grades for students as word knowledge is a great predictor of reading comprehension. The word *oppression* was chosen as an exemplar because its understanding is important to comprehension of the text as students engage in a close read of Shirley Chisholm's *Equal Rights for Women.* However, this vocabulary procedure can be used in any lesson to improve vocabulary knowledge for those students who demonstrate difficulty using context clues to determine the meaning of unfamiliar words.

Teacher actions/instructions:

Select key vocabulary words that are essential to comprehension of the text. These words should have at least three words in their morphological families.

Instruct students as follows:

1. Define the target word.
2. List the target word and family members on a word map or chart using a white/chalk board, chart paper, or document camera.
3. Direct students to copy the words you have written on their word maps/charts.
4. Say each word and have the students repeat it.
5. "Teach" the meaning of the words by telling a story. Ask students, if appropriate to students' abilities, to add to the story by pointing to and saying any missing words.

Below is an example of a "story" used to teach the members of the word family for *oppression:*

*We live in a society in which the **oppression** of women has been happening for many years. The job market continues to **oppress** women by paying them lower wages than men who do the same work. An **oppressor** may promote only men instead of women who are more qualified for the position. A superior in the workplace **oppresses** women when they are assigned low level tasks simply because they are female or because they may take time off for a pregnancy. Women are **oppressed** in many countries by not being allowed to vote, drive a car, or own land. In such countries, women who do not follow **oppressive** beliefs, attitudes, and thinking face harm and even death. **Oppressing** women has happened throughout history because they were thought to be less capable than men. **Oppression** is cruel and unjust and prevents women from gaining equality.*

Provide explicit vocabulary instruction for those students who need additional support to learn new, unfamiliar words.

Student actions:

Students chorally respond and, if appropriate, verbally fill in missing words.

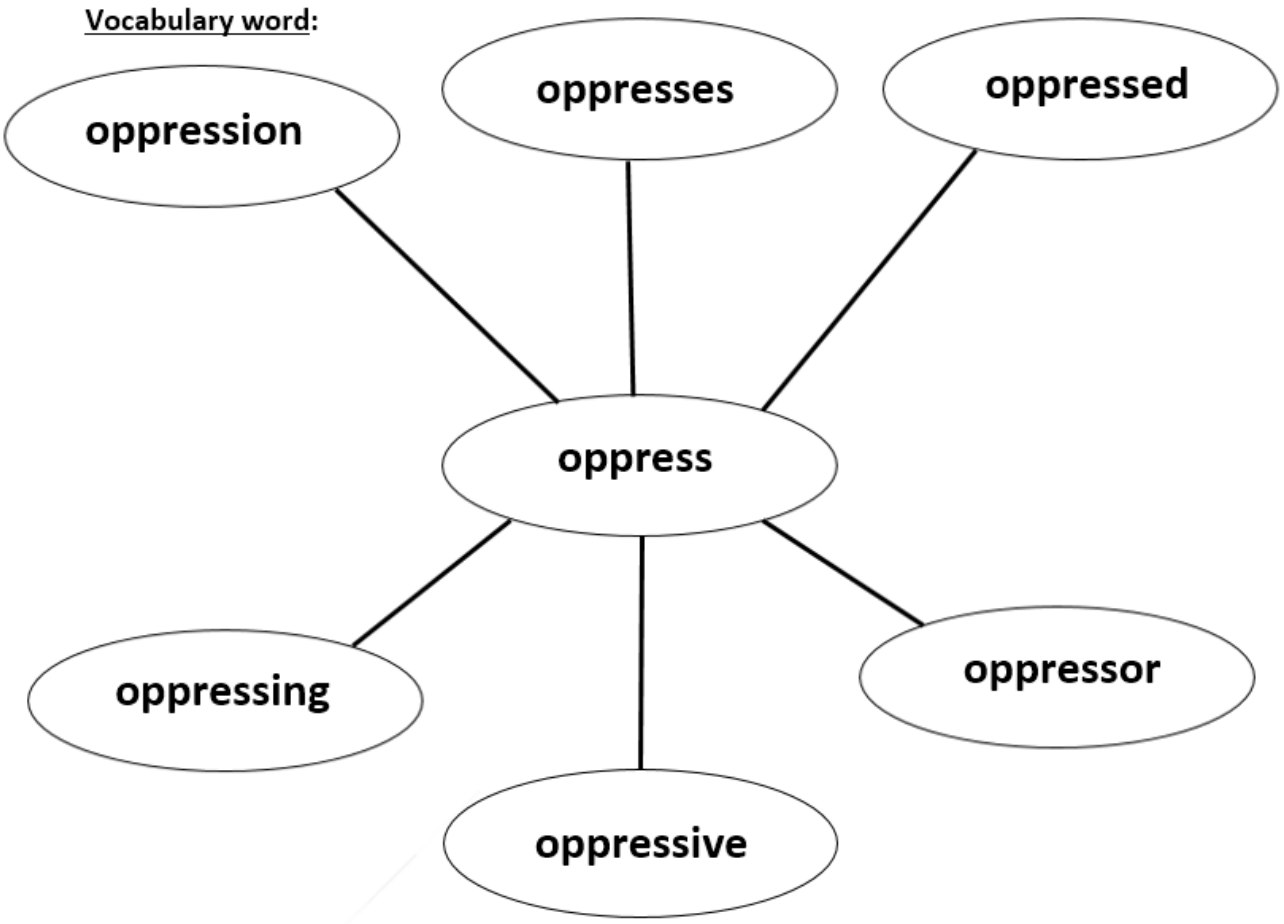
Student handouts/materials:

Word Map Template (found on page 12)

*** Please note that alternate word family maps/charts can be used.**

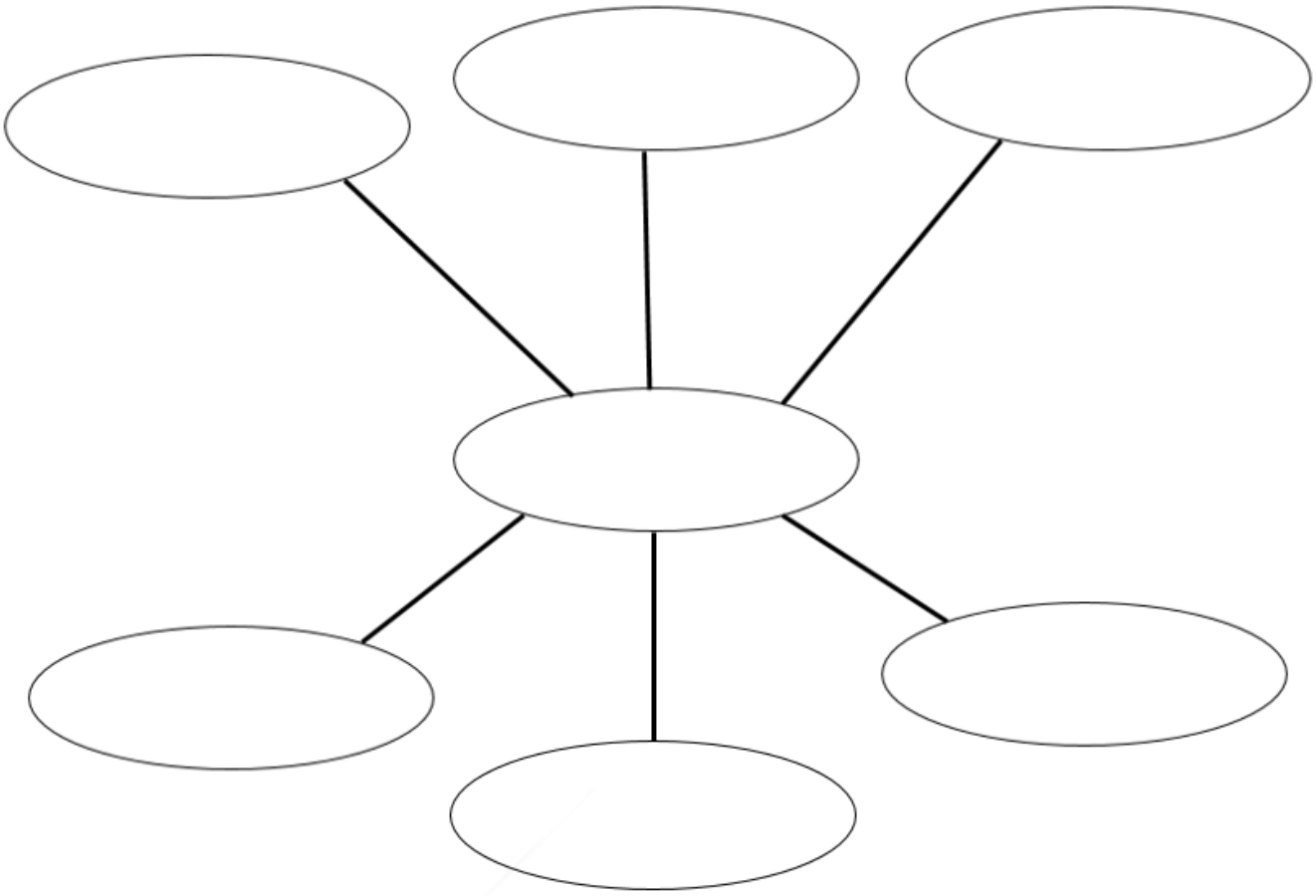
NAME: _____

Word Family Map (example)



NAME: _____

Word Family Map



Frayer Model

Exemplar from:
Module 1: Unit 2: Lesson 1: Work Time B

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. The term *stranded* is chosen as an exemplar because it is essential for students to understand this word to comprehend the text. However, the Frayer model can be use in any lesson to help students strengthen their conceptual knowledge and develop their understanding of unfamiliar vocabulary.

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.

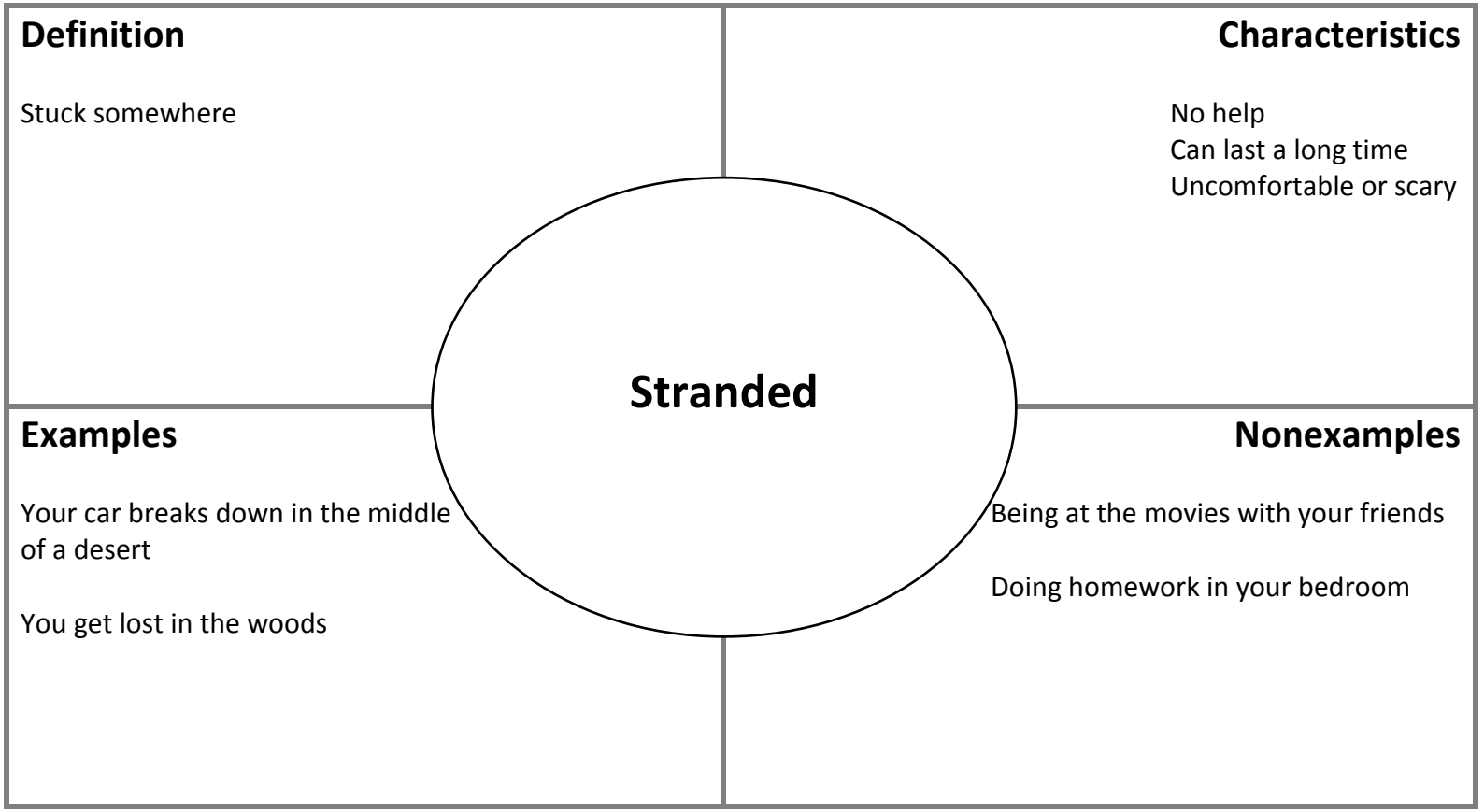
Provide explicit instruction for those students who need information broken down into smaller, more manageable chunks as well as modeling and guided practice to effectively use this tool to learn new vocabulary words.

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 16)

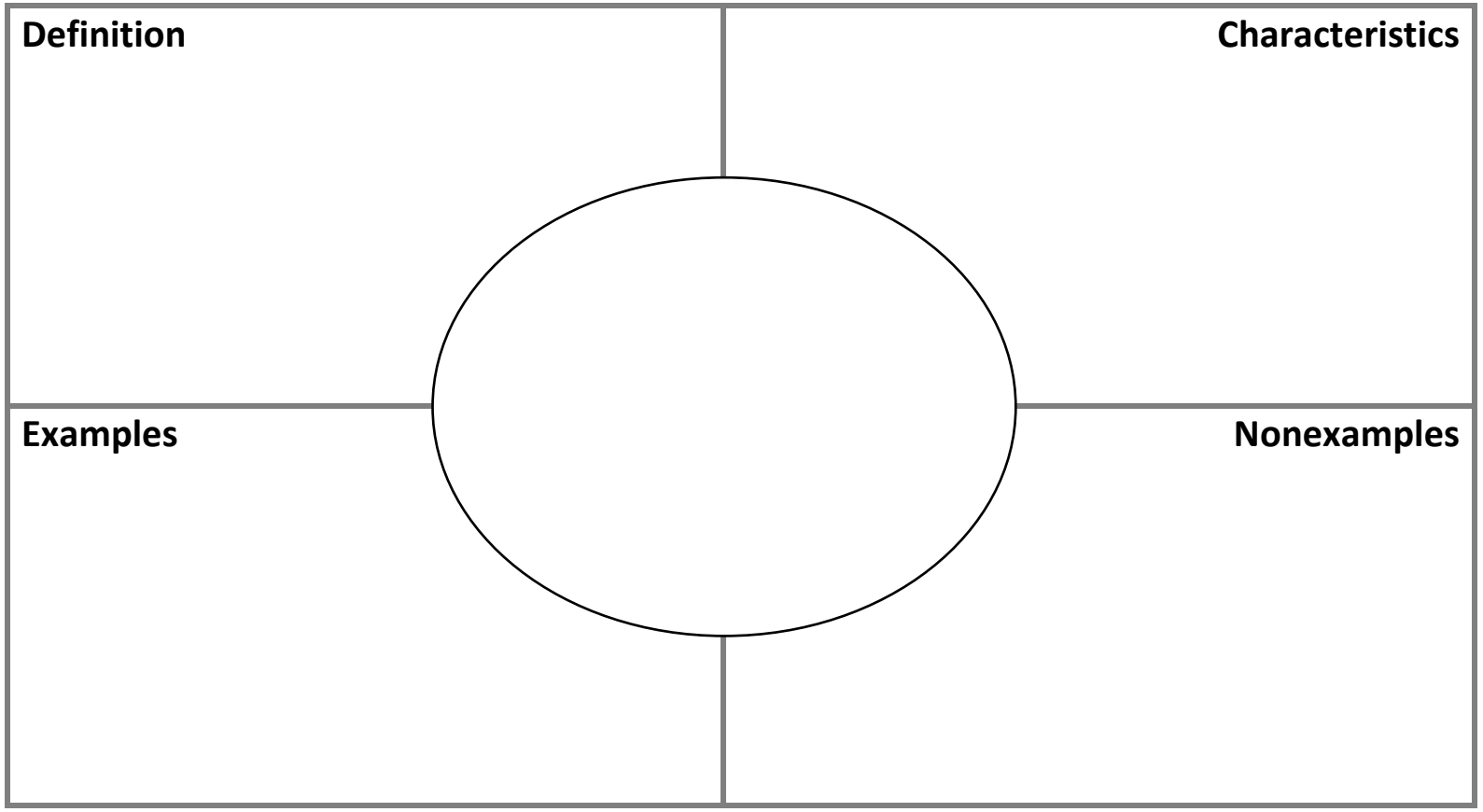
NAME: _____

Frayer Model (example)



NAME: _____

Frayer Model



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