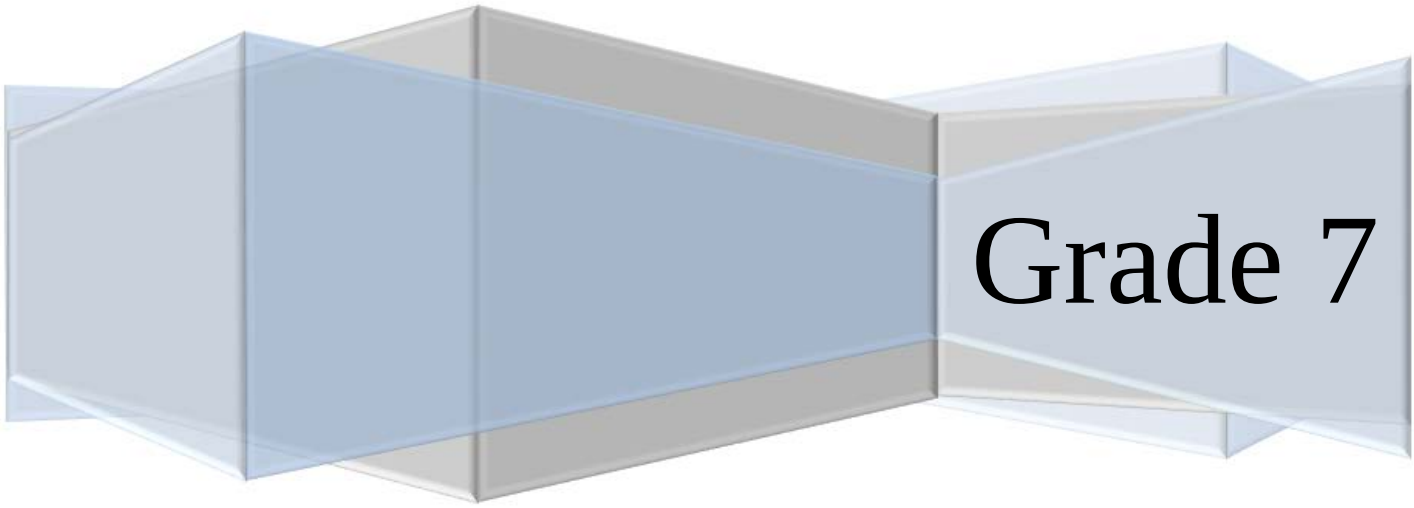
Scaffolding Instruction for All Students

A Resource Guide for English Language Arts



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Scaffolding Instruction for All Students: A Resource Guide for English Language Arts Grade 7

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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.

Echo Reading

Exemplar from:

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

Explanation of scaffold:

This scaffold is intended to help students for whom reading aloud in class is a difficult, frustrating, and embarrassing task. In this lesson, students are given quotation strips from *Pygmalion* and directed to take turns reading his or her quotation out loud to their classmates while trying to "bring the words to life as much as possible." This activity may be challenging for many students because of the British/Cockney "language," but it will be especially difficult for those students who struggle with reading fluently. Below is an example of how to use echo reading with technology to scaffold students' reading of their assigned quotations as they practice expressively reading lines of one of the characters from the play *Pygmalion*. Using technology to create voice recordings of a masterful read can be used in any lesson to support fluency and comprehension of challenging texts and provide a model for students to "echo" as they practice reading aloud.

Teacher actions/instructions:

Make individual recordings of each quote using the free online program Vocaroo, and decide how you want to distribute these to students (e.g., email, website, social media, QR code, etc.). A tutorial on how to use Vocaroo is available on YouTube. Because the difference between accents or dialects (i.e., Cockney and upper-class British accent) is so important in understanding the play, *Pygmalion*, attempt to mimic these accents appropriately while reading each quotation.

Hand out quotation strips (found on pages 20-22 of the lesson materials) to students the day before and instruct them to practice their quotations at home in preparation for the next day's *Spirit Read*. Thoughtful consideration should be given to students' reading ability, confidence, and comfort level when assigning quotations. Tell students that you have created a voice recording of each quotation to assist them with reading their quotations using the appropriate voice and accent and explain how to access these recordings. Instruct students to follow along with their assigned quotations as they listen to the recordings and then practice rereading out loud by imitating the voice recorded model. Tell them to pay attention to any stage directions in brackets that may be on their strips, so they know how the character is speaking, how the character is feeling, and what the character is doing. Let students know that even though it may be difficult or challenging, this is a fun way for them to try "acting" and speaking the English language using a different accent.

Direct students to participate in the *Spirit Read* the following day as indicated in the lesson.

Student actions:

Students listen to, read, practice their quotations, and participate in the *Spirit Read* as directed.

Student handouts/materials:

Quotation strips from *Pygmalion* (found on pages 20-22 of the lesson materials)
Written instructions for accessing voice recordings on Vocaroo (optional)

Strategy for Answering Text-Dependent Questions

Exemplar from:
Module 3: Unit 1: Lesson 3: Work Time B

Explanation of scaffold:
This scaffold provides students who have difficulty organizing their thinking and locating information with a step-by-step strategy for answering text-dependent questions. It can be incorporated into any lesson and across a variety of content areas when students are required to answer text-dependent questions about the material they've read. It can easily be turned into a checklist for students needing a way to keep track of the steps and self-monitor their performance.

Teacher actions/instructions:
Provide instruction as indicated in the lesson. After displaying "*The Slave Trade" Text-Dependent Questions* on page 16 of the lesson materials using a document camera, hand out the *Answering Text-Dependent Questions – Step-by-Step Strategy* on the next page of this guide. Explain to students that following the steps listed will help them answer questions completely and accurately about texts they have read.

Guide students through the series of text-dependent questions using the step-by-step strategy. *"The Slave Trade" Close Reading Guide* on pages 17-18 of the lesson materials may be used as a reference when gauging students' answers. Provide explicit instruction, modeling, and/or guided practice of each step of the strategy as needed.

Tell students to use the *Answering Text-Dependent Questions – Step-by-Step Strategy* as needed to complete their homework assignment.

Student actions:
Students use the *Answering Text-Dependent Questions – Step-by-Step Strategy* as directed.

Student handouts/materials:
Answering Text-Dependent Questions – Step-by-Step Strategy (found on the next page)

Answering Text-Dependent Questions

Step-by-Step Strategy

1. Read the question and underline important nouns, verbs, and other details.

2. Find the paragraph that uses the important words in the question. (There may be more than one paragraph you must use.)

3. Underline/highlight the important nouns and verbs in the paragraph.

4. Re-read the question.

5. Start writing your answer by turning the question into a telling sentence.

6. Finish your thought using important ideas from the paragraph. Be sure to use your own wording.

7. If the question tells you to use evidence,

   a. add one sentence that begins, "One piece of evidence for my answer is the statement that …," and add wording directly from the paragraph IN QUOTATION MARKS.

   b. add another sentence that begins, "More evidence for my answer comes from the statement that …," and add more wording from the paragraph IN QUOTATION MARKS.

   c. add more sentences if you want to and if there is more evidence in the paragraph.

   Start the sentence with "Additional evidence …" or "Another piece of evidence …"

8. Review your answers to make sure they fully answer the questions and are in complete sentences.

Checklist

Exemplar from:

Module 1: Unit 2: Lesson 15: Work Time D

Explanation of scaffold:

This scaffold allows students to make connections between what they have been learning in class and independent work expectations and allows them to self-monitor their own writing skills. This scaffold builds on the additional supports developed in this lesson and previous lessons. It provides a checklist for those students who would benefit from a way to self-monitor their use of and keep track of the skills needed to write an effective essay as they begin drafting their own literary analysis essays to address the theme of survival in the novel *A Long Walk to Water*. Checklists can be used in any lesson and across a variety of content areas to assist students in self-monitoring their performance during step- or criteria-based tasks without changing the rigor of the content.

Teacher actions/instructions:

Hand out the *Writing an Effective Essay Checklist* to students (it should be laminated or placed in a plastic sleeve so that students can reuse it). Remind students that they have been learning about the criteria and levels of quality within criteria that make up the *NYS Grades 6–8 Writing Evaluation Rubric* and creating a *"What Makes a Literary Analysis Essay Effective?"* anchor chart over the past several days. Explain that this checklist is based on the information they have already learned in class and should be used along with their *Planning Your Essay* graphic organizers when writing. Tell students that the checklist can be used to keep track of what needs to be done to write a great essay at Level 4. Each step should be checked off when it is completed.

Proceed with instruction as indicated in the lesson. Provide individual support, including more explicit instruction, to students as needed.

Student actions:

Students use the checklist as needed, in addition to their *Planning Your Essay* graphic organizers, to assist them in writing the body paragraphs for their essays.

Student handouts/materials:

Writing an Effective Essay Checklist (found on the next page)

Writing an Effective Essay Checklist

NYS Grades 6–8 Writing Evaluation Rubric – Level 4	Essays at this level:	This means, to write a great informational essay, I need to:
CONTENT AND ANALYSIS: 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	• 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)	☐ Introduce the topic in a way that is interesting and makes sense. ☐ Answer the focusing question. ☐ Present information clearly, accurately, and in sequential order. ☐ Make a claim and give reasons that show I really understand the text and have thought about what I read.
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	• 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	☐ Use evidence from the text to support my claim(s). ☐ Use specific examples, details, facts, **and** quotations from the text and explain how they support my claim(s).
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	• 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	☐ Organize my writing so that it is clear and meaningful. ☐ Use different transitions that connect one idea to another, so readers can follow my thinking easily. ☐ Write using formal language, 7th-grade academic vocabulary, and my own personality. ☐ Write a conclusion that is convincing and based on my claim(s) and reasons presented.
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	• demonstrate grade-appropriate command of conventions, with few errors	☐ Write complete sentences using appropriate capitalization, punctuation, and spelling.

Sentence Starters

Exemplar from:

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

Explanation of scaffold:

This scaffold is designed for students who need support participating in content-based conversations with their classmates. It assists students to develop their abilities to effectively engage in discussions with their peers about a text. Although the *Text Discussion Sentence Starters* on the following page connect with this lesson, sentence starters can be adapted for use in any lesson to facilitate student conversations about academic content.

Teacher actions/instructions:

After reviewing the *Back-to-Back and Face-to-Face* protocol directions found in Expeditionary Learning's protocol guide (Appendix 1: Protocols and Resources) and allowing students to practice this protocol if needed, distribute the *Text Discussion Sentence Starters*. Add to, omit, or alter these suggested sentence starters as appropriate to meet the needs of your students. Direct students to use the "starters" as needed to begin their sentences when discussing the questions. Explain that the "starters," along with the projected or posted prompts/questions, will help them remember and stay focused on the topic while speaking. Tell them that each prompt has also been written down for their reference before the corresponding sentence starter.

Additional scaffolding can be provided by giving students the opportunity to use the sentence starters as frames to write down some ideas for each question after being read aloud to the class and before beginning the protocol. This allows students who need it additional time to think about their responses and gives them a format to organize information they want to refer to during both their peer discussions. This also provides support when sharing their responses with the class.

Student actions:

Students discuss their text-based responses to prompts/questions with their peers while participating in the *Back-to-Back and Face-to-Face* protocol as directed, using the sentence starters as needed.

Student handouts/materials:

Text Discussion Sentence Starters (found on the following pages)

In Chapter 2, we learned that thorns littered the ground where Nya is. It says that Nya "looked at the bottom of her foot. There it was, a big thorn that had broken off right in the middle of her heel." What does the thorn in her heel tell you about Nya? Explain why the thorn tells you this about Nya.

The thorn in Nya's heel tells me that she …

The thorn tells me this about Nya because …

For example, on page _____, it says …

Where do you think Nya is going? What part of the reading makes you think this? What does this tell you about Nya's character?

I think Nya is going …

I think this because on page _____ it says …

This tells me that Nya's character is …

When the rebel soldiers arrive, Salva hesitates for a moment, but then steps forward to join the group of men. But the soldier says, "Over there" and points Salva to go join the group of women and children. Salva then scurries over to the women's side. What does Salva's choice to step forward tell you about Salva's character?

Salva's choice to step forward to join the group of men tells me that his character is …

I think this because on page _____ it says …

In Chapter 2, Salva asks the same questions many times: "Where are we going? Where is my family? When will I see them again?" What does this tell you about how Salva is feeling?

Asking these questions over and over again tells me that Salva is feeling …

For example, on page _____, it says …

Explicit Vocabulary Instruction

Exemplar from:

Module 1: Unit 1: Lesson 3**:** 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 phrase *point of view* was chosen as an exemplar to prepare students to better comprehend the perspectives of the characters they read about in this lesson and engage in text-based discussions with their peers. This procedure can also be used to teach unfamiliar vocabulary words students encounter while reading the text.

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 term, or phrase, that is important to understanding the meaning of what we are reading and then analyzing the text. The phrase is* ***point of view.*** *What phrase?*

S (student): *Point of view.*

Step 2: Provide a student-friendly definition.

T: ***Point of view*** *means a character's perspective, position, or experience. In other words, it's how a character we are reading about thinks, feels, and believes about a matter or event. In a book, an author can tell the story through his or her eyes or through the eyes, or* ***points of view,*** *of the characters. In the*

novel we are reading in class now, A Long Walk to Water, the author allows us to see and hear what is going on by telling the story through Nya and Salva's ***points of view.***

Step 3: Illustrate with examples.

T: *Now, listen to this example of a character's* ***point of view:*** *Morgan's heart beat faster and her legs began to tremble as she watched the huge dog race toward her. Based on just this information, from Morgan's* ***point of view,*** *how do you think she feels and why?*

S: *I think Morgan is afraid of the dog is going to bite her. I think this because she is starting to shake, and her heart is beating fast.*

T: *That's good thinking. When people are really scared, their heart rate can speed up and their muscles can start shaking.*

What if we already knew from reading the text that the dog was Morgan's pet, she loved it more than anything in the whole world, and that she hadn't seen it in a long time. Based on this additional information, from Morgan's ***point of view,*** *how do you think she feels now?*

S: *I think Morgan is really happy to see her dog.*

T: *That makes sense because people may also start to shake and feel their heart rate get faster when they get happy and excited.*

What we learn about a character from our reading of the text, helps us understand that character's ***point of view.*** *At first, we thought Morgan was afraid of the dog, but when we had more information, we were able to infer that she was probably happy and excited to see her dog.*

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 or phrase is being used or demonstrated.

T: *When I give an example, I want you to put your thumbs up if it is an example of a character's* ***point of view.*** *I want you to put your thumbs down if I am not giving an example of a character's* ***point of view.***

Jesse began to climb the mountain. Is this sentence about the character's ***point of view?*** *Thumbs up or down? Correct, thumbs down. The sentence tells us what Jesse is doing but nothing about what he thinks, feels, or believes.*

T: *He knew that he would need to give everything he had to make it to the top, but he had learned from the villagers that doing so would change his life forever. Is this sentence about the character's* ***point of view?*** *Thumbs up or down? Correct, thumbs up. Tell me why you think this sentence tells us about Jesse's* ***point of view.***

S: *It tells us about what Jesse knows or thinks about climbing the mountain.*

T: *You got it. Based on this sentence, we know that Jesse believes climbing the mountain is important because it could change his life forever.*

Remind students that the author is using the characters' **points of view** to tell the story in *A Long Walk to Water*. Tell students that they will be comparing and contrasting Nya and Salva's **points of view** as they read through the novel.

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 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 *text features* is used as an exemplar because it is essential for students to understand what *text features* are and how to use them to determine what information in a text is most important and how to find it. Students will be asked to notice how text features differ between sections of the text as they read through the novel, *A Long Walk to Water*.

Teacher actions/instructions:

Select key vocabulary words from the text or terms that are important for the student to know. These words or terms 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:

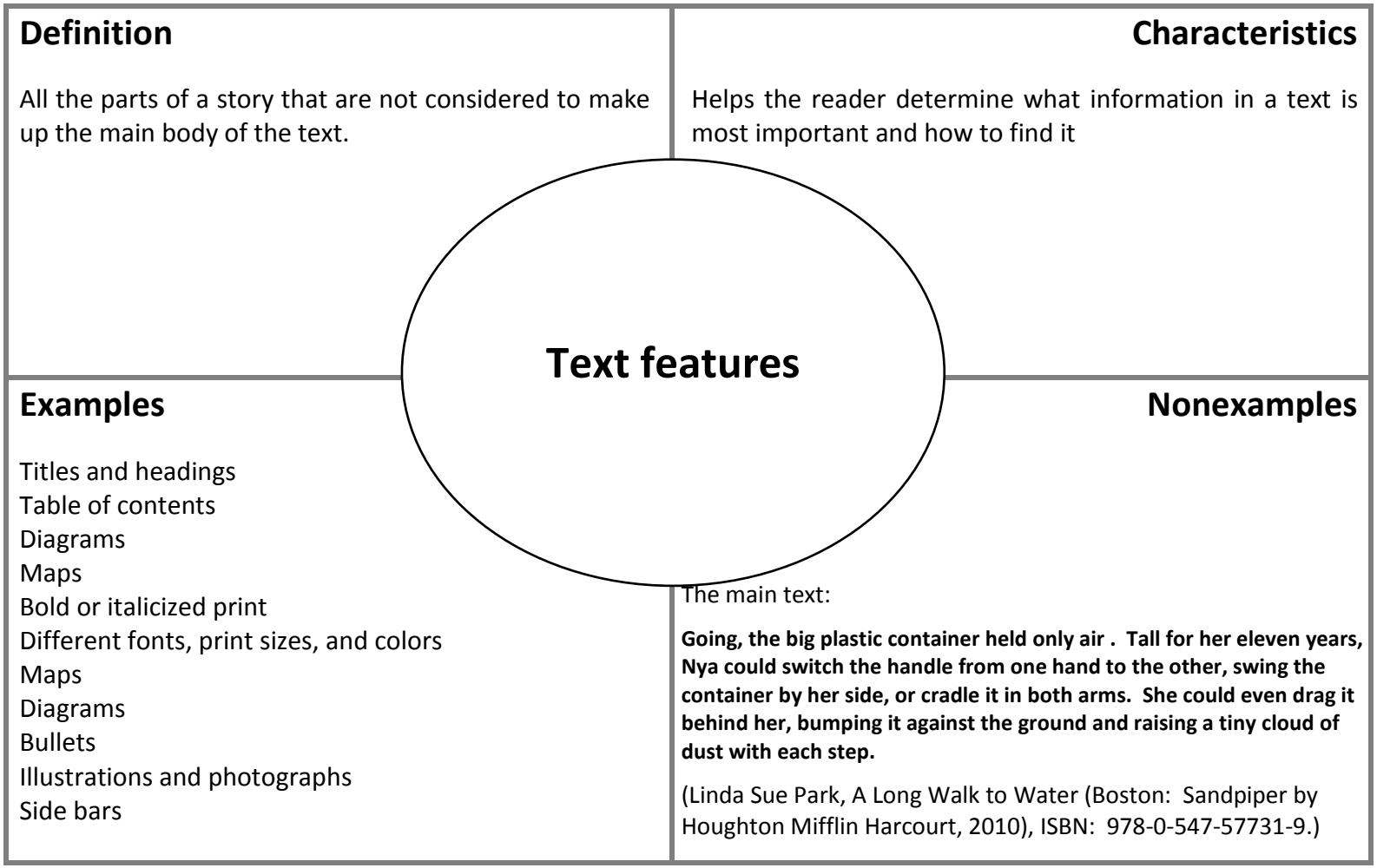
Students work either individually, in pairs, or in small groups to make and study Frayer models.

Student handouts/materials:

Frayer Model template (found on page 16)

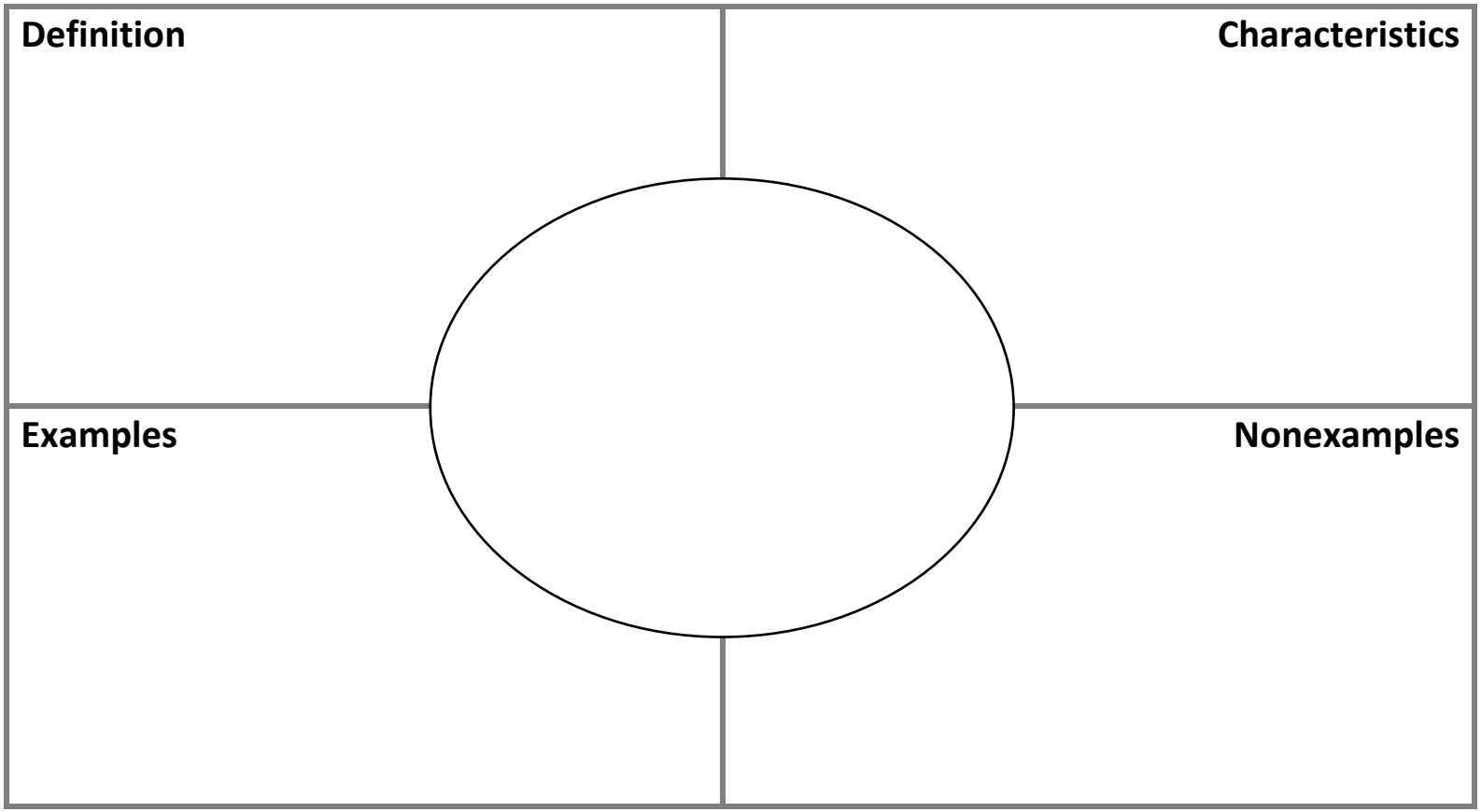
NAME: _____

Frayer Model (example)



NAME: _____

Frayer Model



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