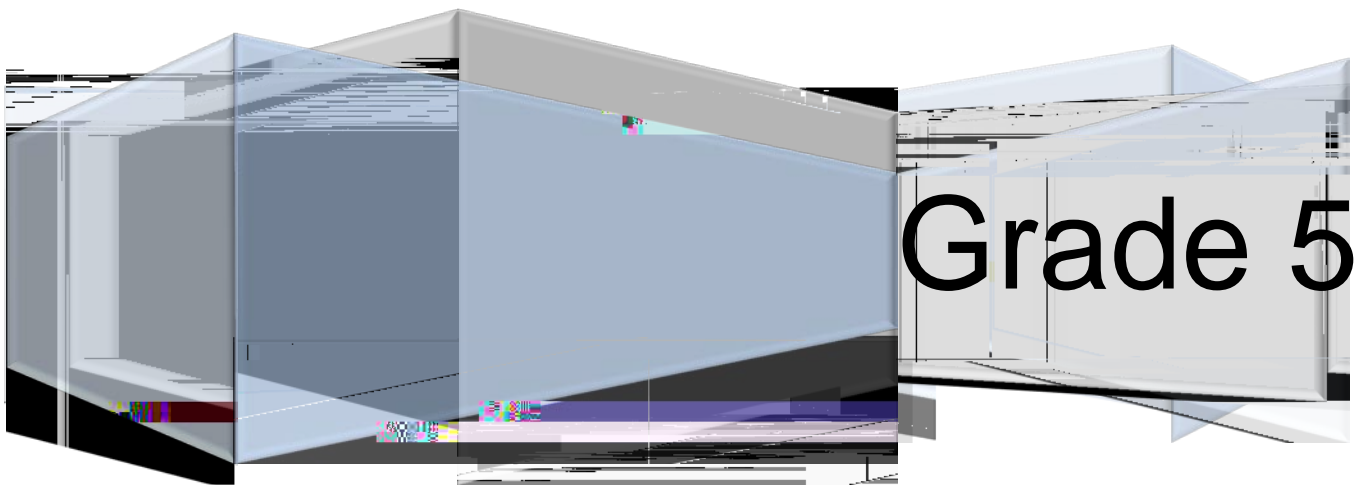


# Scaffolding Instruction for All Students:

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 5

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## Acknowledgements

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## Introduction

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The Next Generation English Language Arts (ELA) and Mathematics Learning Standards intend to foster the 21<sup>st</sup> 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.

## How to Use This Guide

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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:

- x Make scaffolded worksheets or activities available to all students.
- x Heterogeneously group students for group activities when appropriate.
- x Provide ELLs/MLLs with opportunities to utilize their home language knowledge and skills in the context of the learning environment.
- x Make individualized supports and adapted materials available without emphasizing the difference.
- x Consistently and thoughtfully use technology to make materials more accessible to all students.

In the ELA guides, the Table of Contents is organized to allow teachers to access strategies based on the instructional focus (reading, writing, speaking and listening, and language) and includes a list of scaffolds that can be used to address those needs. In the mathematics guides, the Table of Contents is organized around the scaffolds themselves.

Each scaffold includes a description of what the scaffold is, who may benefit, and how it can be implemented in a lesson-specific model (see graphic below). The scripts

## Partially Completed Graphic Organizer

Exemplar from:

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

# Interview and Articles Venn Diagram

Name \_\_\_\_\_ Date \_\_\_\_\_

Interview

Articles

Contrast  
(different or unique)

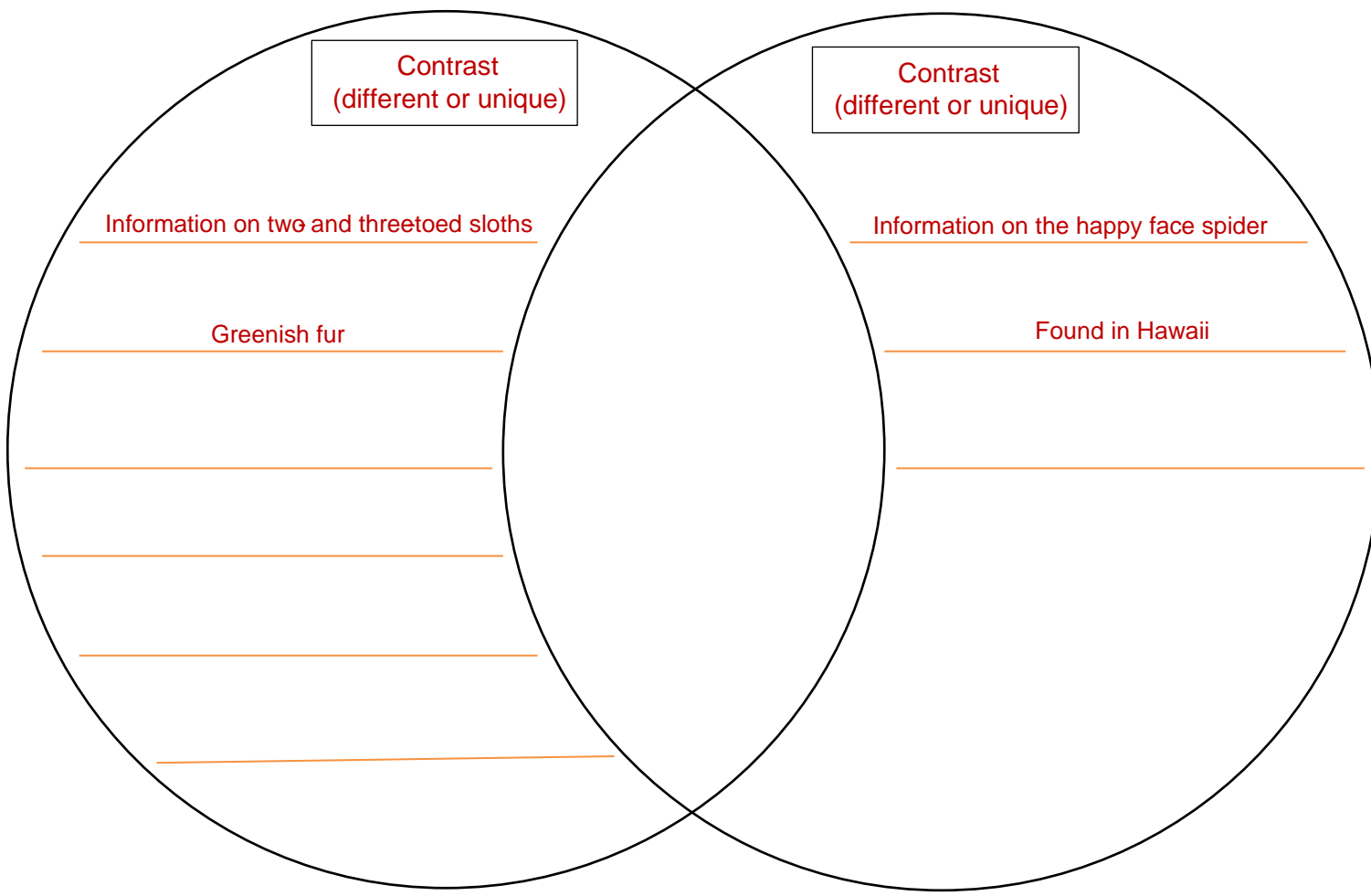
Contrast  
(different or unique)

Information on two and threetoed sloths

Information on the happy face spider

Greenish fur

Found in Hawaii



## Visual Gist Organizer

Exemplar from:

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

### Explanation of scaffold

A visual gist organizer is a graphic organizer that can be used to scaffold reading by providing a structure for students who need additional support to recall directions, organize information, and identify relationships between information. This tool allows students to use pictures or drawings to illustrate key details of a text and can easily be altered to provide additional scaffolding/support to students, as including a checklist that enables students to keep track of the steps needed to successfully complete an activity. Although the exemplar demonstrates how to use a visual gist organizer, it does not show the steps for creating one.



# Visual Gist Organizer

Name \_\_\_\_\_

Date \_\_\_\_\_

Title \_\_\_\_\_

Pages \_\_\_\_\_

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

- ... Whisper read
- ... Identify details that help you understand what the pages are about.
- ... Sketch ~~35~~ details in the boxes below.
- ... Share your sketches and thinking about the gist with the group.
- ... Revise or add to your visual gist sketch based on the group discussion.
- ... Write a gist statement to share with the class where indicated.

Detail 1	Detail 2	Detail 3	Detail 4	Detail 5

Gist Statement:

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## ParagraphFrame

Exemplar from:

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

Explanation of scaffold

A paragraph frame can't /gn /CS 8 117.MC 03.28 Q9t8 cs 0 -0E7MC n5.9( /CS 8 117.M)-6.r.722

## Paragraph Frame

Name

## Sentence Starters

### Exemplar from:

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

### Explanation of scaffold

Sentence starters scaffold expressive language for students who need support participating in content-based conversations with their classmates. Although the Conversation Sentence Starters on the following page of this guide connect with the small group discussion in this module lesson, the format can be adapted for use in any lesson to facilitate student discussions about academic content.

### Teacher actions/instructions

After reviewing the World Café protocol directions, distribute the Conversation Sentence Starters. Add to, omit, or alter these suggested sentence starters as appropriate to meet the needs of your students. Direct students to use the sentence starters as needed to begin their sentences while discussing the questions. Explain that the sentence starters along with their Observe-Question-Infer note-catchers, will help them remember and stay focused on the topic while speaking.

### Student actions

Students participate in the small group discussion as directed, using the sentence starters as needed.

### Student handouts/materials

Conversation Sentence Starters (found on the next page)

Conversation Sentence Starters

A disaster happens when a natural event ...

Natural disasters affect people by ...

Natural disasters are caused by ...

## Explicit Vocabulary Instruction

### Exemplar from:

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

### Explanation of scaffold

Explicit vocabulary instruction supports students who need systematic explicit instruction to learn vocabulary due to limited background knowledge. The word *conscience* was chosen as an exemplar because it is one of the words whose meaning is described in the lesson as being difficult to determine from context during students' close read of Article 1 of the Universal Declaration of Human Rights. However, a systematic, explicit vocabulary procedure can be used in any lesson whenever new vocabulary is introduced.

A video example of this procedure, modeled by Anita Archer, can be viewed <http://explicitinstruction.org/video/elementary/elementaryvideo4/>.

### Teacher actions/instructions

1. Introduce the word.
2. Provide a student-friendly definition.
3. Illustrate with examples.
4. Check students' understanding with examples and nonexamples.

#### Step 1: Introduce the word.

**T (teacher):** We are going to be using a new word called *conscience*. What word?

**S (student):** Conscience

#### Step 2: Provide a student-friendly definition.

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

#### Step 3: Illustrate with examples.

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

My conscience (BDC ).008 Tw 0.62 0 Td [(an w 0.4)-11(o)-1(ng it.22 8 0.212 0.204 s10(2</MCID 72 >>E

**T:** When I give an example, I want you to put your thumbs up if it is an example of a person u or her conscience,

## Frayer Model

### Exemplar from:

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

### Explanation of scaffold

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

### Teacher actions/instructions:

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

Instruct students to complete Frayer models as follows:

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







NAME \_\_\_\_\_

### Fray Model (example)

Definition	Characteristics
Clearly stated or said	Action word, or verb Put into words Expressed clearly
Examples	Nonexamples
Human rights in the UDHR Rules in our classroom	My little sister trying to tell me what's wrong while she is crying The announcements of stops on the subway

NAME \_\_\_\_\_

