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Scaffolding Instruction for All Students
A Resource Guide for English Language Arts
Grade 3

Acknowledgements

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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 disabi.gh

Modeling Graphic Organizers

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

As I read to you, I want you to listen for these things. When I read about a character, a setting, what the character wants, a problem, or a solution, I will stop to add information to my Close Read Recording Form. Then you can add the same information to your form.

Read the story again with the class, stopping as appropriate to fill in the form using a think-aloud process. For students who need additional support, you may need to further scaffold this activity by chunking the text according to the sections on the form. As students become more familiar with the process, fade the use of modeling and move toward supporting students through guided practice until they are able to demonstrate independent use of the graphic organizer.

NAME: _____

Gathering Important Details in a Story

Somebody … (character) person, animal Who is the story about?	
in … (setting) place, location Where did it happen?	
wanted … (motivation) needed, had to get What does the character want to do?	
but … (problem) something that got in the way Why can't the character get what he/she wants?	
so … (resolution) solution How was the problem solved?	

After thinking more closely about the characters and their motivations, what do you think the lesson of this story is?

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Why do you think this?

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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: _____

Directions: Write a paragraph to answer the question: What is one reason you want the power of reading?

One reason I want the power of reading is _____

_____

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This will help me to _____

_____

_____. I will be able to _____

_____

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This is why I want the power of reading.

Writing Frame

Explanation of scaffold

A writing frame provides support to students who have difficulty organizing their ideas and recalling teacher directions. In this lesson, students are asked to use a blank index card to write three things they learned about other countries, two questions they have, and the one country they now think has the hardest time accessing books and why. The writing frame on the following

3-2-1 Exit Ticket

Name _____

Date _____

Write three (3)things you learned about other countries

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

Write two (2) questions that you have

Question 1: _____

_____

Question 2: _____

_____

Identify the one (1) country you think has the hardest time accessing (getting) books and explain why

The country that has the hardest time accessing books is_____

because_____

_____

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Guided Practice

<u>Exemplar from</u>:
<u>Module 3A: Unit 3: Lesson 9</u> Work Time C

<u>Explanation of scaffold</u>
Guided practice provides students with opportunities to engage in accurate and successful practice of a new skill with teacher support. In the following example, the *Editing Checklist* found on page 13 } (this guide has been altered to include additional language to provide students with concrete explanations of the checklist's "ratings." A model for guiding students through the process of using

NAME _____

Editing Checklist

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can capitalize appropriate words, such as character names and titles.	I made more than two mistakes.	I made one or two mistakes.	All names and titles are capitalized correctly.	
I can use simple and compound sentences in my writing.	I did not always use complete sentences.	I used only simple sentences.	I used complete sentences and at least one simple and one compound sentence.	
I can use apostrophes (where appropriate) in my writing to show belonging.	I made more than two mistakes.	I made one or two mistakes.	I appropriately used apostrophes to show belonging.	
I can use resources to check and correct my spelling.	I did not use resources to check my spelling and made one or more spelling errors.	I used resources to check my spelling but still made one or two spelling errors.	I used resources to check my spelling when needed, and all words are	

Sentence Starters

Exemplar from:
Module 1: Unit 1: Lesson 4 Work Time C

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

The title of my book is …

I chose this book because …

My book will take power to read because …

Explicit Vocabulary Instruction

Exemplar from:
Module 1: Unit 1: Lesson 1 Opening B

Explanation of scaffold
Explicit vocabulary instruction supports students who need systematic and explicit instruction to learn vocabulary due to their limited background knowledge. The words notice and wonder were chosen as exemplars because they are critical for students to understand in order to participate in this module lesson. 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/elementary-video-4/.

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 learn two new words. The first word is notice. What word?

S (student): Notice.

Step 2: Provide a student-friendly definition.

Frayer Model

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. 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 Frayer model should be used with conceptual words that represent larger ideas or are essential to building knowledge. The word adaptations was chosen as an exemplar because it is essential for students to understand this word to comprehend the text and identify key details during their participation in this module lesson. 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.

For students who require explicit instruction on how to use the Frayer model, the following sample script is provided:

Step 1: Write the vocabulary word.
T (teacher): I asked you to think about the meaning of adaptations as you were rereading today. We are going to use a graphic organizer called a Frayer model to help us understand what this word means. It is very important we understand what the words mean when we are reading. This will help us identify key details from a text, so we can successfully comprehend what we are reading. Understanding vocabulary will make us better readers, and the Frayer model will help us do just that!

Display a large version of the Frayer model on chart paper or use a document camera to project your work. Hand out student copies, and direct students to complete their Frayer models as demonstrated.

T: When we use the Frayer model, the first thing we do is write the vocabulary word in the middle circle. Let's write adaptations in the circle.

Step 2: Define the word.
T: You can see there are also four boxes. The first box is labeled Definition. A definition tells us the meaning of the word. Let's see if we can give a definition for adaptations from what we've read so far. [Pause for student response]

Adaptations are things about the way an animal looks or the way it acts that helps it to stay alive, to survive. Let's write that in the Definition box.

Step 3: Describe the word in terms of its characteristics.
T: The next box is Characteristics. This means we want to think of words that describe adaptations are important to help us understand what it means. I noticed from our definition that there are two kinds of adaptations: physical, or how the animal looks, and behavior, or how the animal acts. So, I'm going to write "physical" and "behavior" in the Characteristics box. What else might we want to write here?

S(student): It's something they need to live.

T: Let's write "needed for survival" in the box.

Step 4: List examples.
T: The third box is Examples. What are some examples of adaptations you read about in the book? Let's see if we can think of at least one physical and one behavioral. [Write any reasonable answers in the box]

Step 5: List nonexamples.
T: The last box is Nonexamples. This is a really important box because it shows we really understand what the word means and what it doesn't mean. Think about some of the things we read in the book that were not adaptations. For example, the text said the bullfrog lived behind the house. That might be an interesting fact, but it's not something physical or behavioral about the bullfrog that helps it stay alive.

There's one more thing we can do. Sometimes it helps to have pictures of the examples and nonexamples to help us remember which is which. You don't have to draw pictures, but if you think it will help you, you can draw some now.

Step 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.

NAME _____

Frayer Model (example)

Definition	Characteristics
Things about the way an animal looks or the way it acts that helps it to stay alive; to survive	Physical Behavioral Needed for survival

NAME

References

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