



# **Scaffolding Instruction for All Students: A Resource Guide for English Language Arts Grade 4**

## **Acknowledgements**

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The New York State Education Department Office of Curriculum and Instruction and Office of Special

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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. **Lessons need to be designed to ensure accessibility to a general education**

( 3 ) i ( Curriculum designed around rigorous learning sta-





The second column says “My Inferences” (what I infer about this animal). In this column, we need to write what we infer, or what we think about the animal based on the details we wrote down in the first column. We need to use the evidence we see in the visual and the caption as well as what we know about how animals protect themselves.

The third column says “Details in the Text That Support My Inferences” (confirmed with explicit information). Remember, we are not going to fill in this column yet. We will talk about what information needs to go in this column after we read the article.

We are going to complete the first two columns of the Examining Visuals scatter for the mimic octopus together. We will look at the visuals and read the captions. I will talk about what we see and read and add information to my note-catcher. Then you can add the same information to your form.

Fill in the first two columns of the note-catcher as demonstrated in **Animal Defense Mechanisms: Examining Visuals (For Teacher Reference)** page 21 of Module 2B using a think-aloud process. For students who need additional support, you may need to model this process with more than one visual. As students become more familiar with the process, fade the use of modeling and move toward supporting students through guided practice until they can demonstrate independent use of the graphic organizer.

In [Module 2B, Unit 1, Lesson 4](#), Work Time C, model how to fill in column three to complete the note-catcher as needed.

**Student actions:**

Students fill out their graphic organizers as a class, in small groups, or individually based on the level of scaffolding required.

**Student handouts/materials:**

Animal Defense Research Journal: Examining Visuals (found on the following pages)

\*\*\*Note: Information in red was added to the module lesson form found in the Supporting Materials section of [Module 2B, Unit 1, Lesson 1](#). The photographs of the animals were also added.

NAME: \_\_\_\_\_

Source: "Award-Winning Survival Skills: How Animals Elude Predators"

**Directions:**

1. Look at the visual of the **three-banded armadillo**.
- 2.



NAME: \_\_\_\_\_

Source: "Award-Winning Survival Skills: How Animals Elude Predators"

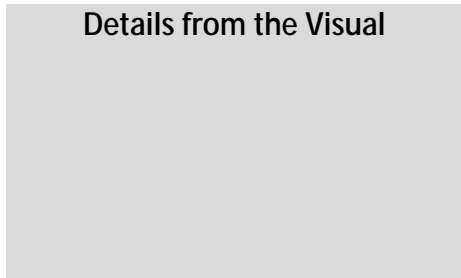
**Directions:**

1. Look at the visual of the **mimic octopus**.
2. In the first column of the graphic organizer below, record three details you see in the visual.
3. In the second column of the graphic organizer, record the inferences you make based on these details.

**\*\*NOTE: Do NOT complete the right-hand column of the graphic organizer yet!**

4. Read the article.
5. In the right-hand column of the graphic organizer, record details from the text that support your inferences in the middle column.

**Details from the Visual**





NAME: \_\_\_\_\_

Source: "Award-Winning Survival Skills: How Animals Elude Predators"

**Directions:**

1. Look at the visual of the **spiny pufferfish**.
- 2.

NAME: \_\_\_\_\_

Source: "Award-Winning Survival Skills: How Animals Elude Predators"

**Directions:**

- 1. Look at the visual of the **tortoise beetle**.
- 2. In the first column of the graphic organizer below, record three details you see in the visual.
- 3. In the second column of the graphic organizer, record the inferences you make based on these details.

**\*\*NOTE: Do NOT complete the right-hand column of the graphic organizer yet!**

- 4. Read the article.
- 5. In the right-hand column of the graphic organizer, record details from the text that support your inferences in the middle column.

**Details from the Visual**  
(explicit information)

What does the visual/animal look like? What is it e it eeanorto[(d)-4(e)19(t)6(ai10(he)-7( v)C EMC 7820 Tc 0(r)-85[(R)2p)]TJ)

## Echo Reading

**Exemplar from:**

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

**Explanation of scaffold:**

Echo

## Poetry Frame

### Exemplar from:

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

### Explanation of scaffold:

A poetry frame supports students who struggle with organizing their ideas and recording their thoughts while using the conventions of poetry. Although the poetry frame on the following page connects with the writing task in this module lesson, this format can be adapted for use in any lesson to support students writing their own poems. The scaffold should be gradually faded as students gain skill and confidence as writers.

### Teacher actions/instructions:

Review the directions for the assignment with students, and provide clarification as needed.

**T (teacher):** I am going to give you a poetry frame that will help you with writing your poem for homework. This poetry frame uses words to remind you of what needs to be included in your poem and has space for you to write as you complete each step. Do the best you can to fill in the blanks. Remember to be creative and have fun!

Distribute the poetry frame on the following page of this guide, and direct students to complete it for homework.

### Student actions:

Students will write their own poems using the poetry frame provided.

### Student handouts/materials:

Poetry Frame (found on the next two pages)

## Poetry Frame

NAME: \_\_\_\_\_

### Directions:

Think about a pet OR an object that is special to you. Use the poetry frame below to draft a poem about your special pet or object.

Special pet or object: \_\_\_\_\_

Words or phrases describing your pet or object (HINT: think about imagery, words that help a reader see, hear, feel, smell, and taste what is being described):

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

Use the words or



## Paragraph Frame

### Exemplar from:

[Module 2A: Unit 2: Lesson 4](#): Work Time C

### Explanation of scaffold:

A paragraph frame can be used to scaffold writing for students who struggle with organizing their ideas and recording their thoughts. The scaffold also supports students who may be writing significantly below grade-level expectations. The paragraph frame on the following page has been incorporated into the **Colonial Trade Job Application** form that students are expected to use the module lesson and serves as an exemplar to demonstrate how teachers can adapt an activity in a lesson to better meet the needs of their students. This format can be adapted for use in any lesson to support students when writing paragraphs.

## Colonial Trade Job Application

## Sentence Starters

Conversation Sentence Starters

The symbol I used for my quilt square is ...

I chose this symbol because ...

This symbol represents ...





## References

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