

Scaffolding Instruction for All Students

A Resource Guide for English Language Arts



Grade7

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 7

Acknowledgements

The New York State Education Department Office of Curriculum and Instruction and Office of Special Education gratefully acknowledge the following individuals for their valuable contributions.

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

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

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

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 ~~Backto-Back and Facto-Face~~ protocol directions found in Expeditionary Learning's protocol guide ([Appendix 1: Protocols and Resources](#)) and endin

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

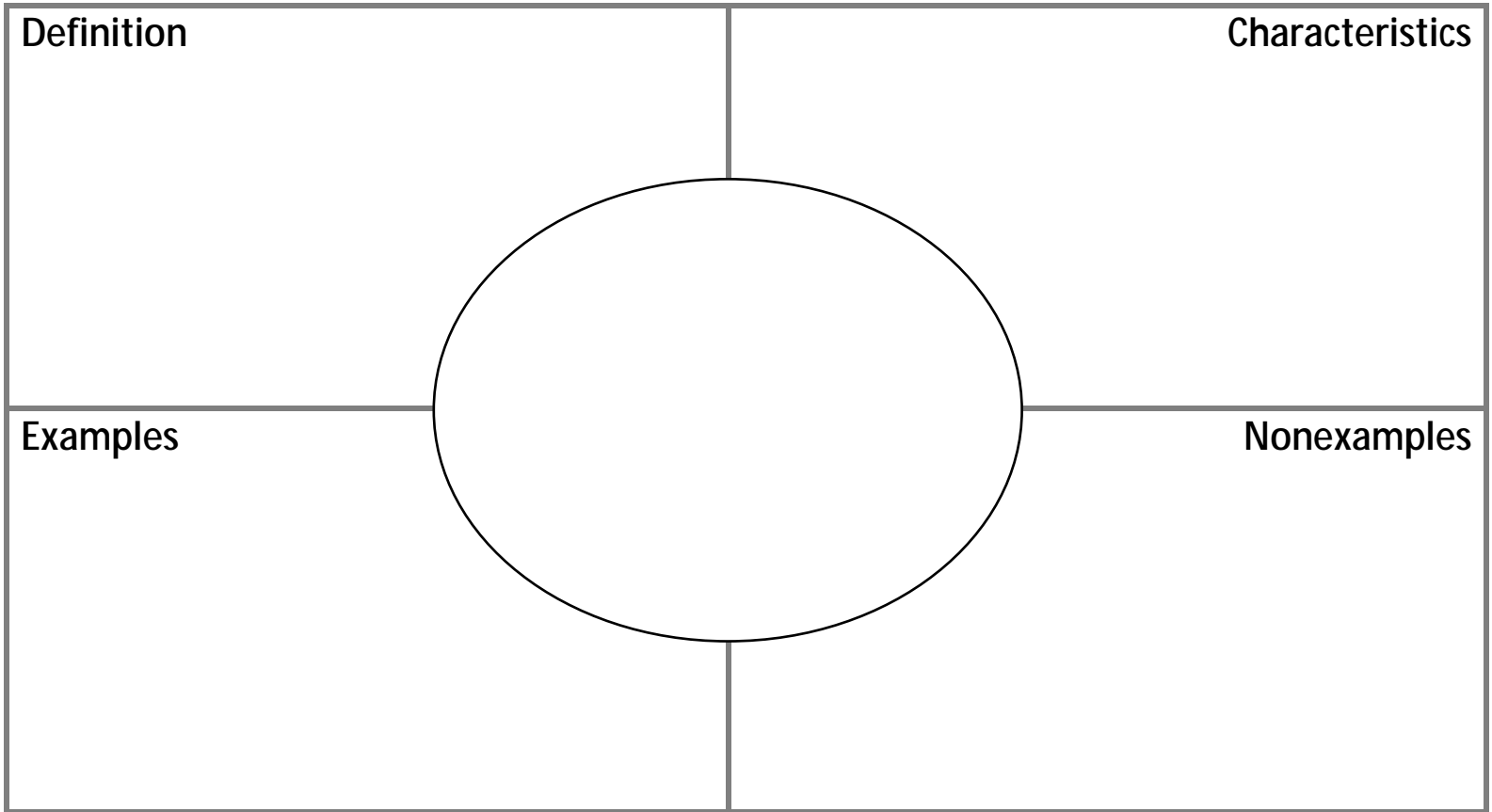
S: It tells us about what Jesse knows or thinks about climbing the mountain.

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'

NAME: _____

Fruyer Model



References

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