

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

Acknowledgements

Table of Contents

.....
.....	<u>1</u> L
Reading	
Modeling Graphic Organizers.....	<u>1</u>
Echo Reading.....	<u>8</u>
Writing	
Poetry Frame.....	<u>9</u>
Paragraph Frame.....	<u>12</u>
Speaking & Listening	
Sentence Starters.....	<u>14</u>
Language	
Explicit Vocabulary Instruction.....	<u>16</u>
References.....	<u>18</u>

Introduction

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.

Animal Defense Mechanisms:

Examining Visuals (For Teacher Reference)

Student actions

Student handouts/materials:

Animal Defense Research Journal: Examining Visuals

***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: _____

Directions:

three-banded armadillo.

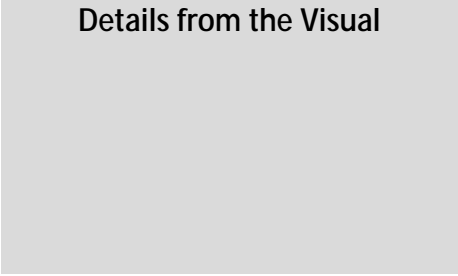
NAME: _____

Directions:

mimic octopus.

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

Details from the Visual



NAME: _____

Directions:

spiny pufferfish.

NAME: _____

Directions:

tortoise beetle.

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

Details from the Visual



Echo Reading

Exemplar from:

Explanation of scaffold:

Poetry Frame

Exemplar from:

_____:

Explanation of scaffold:

Teacher actions/instructions:

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!

Student actions:

Student handouts/materials:

Poetry Frame

Poetry Frame

NAME: _____

Directions:

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:

Explanation of scaffold:

Colonial Trade Job Application

Colonial Trade Job Application

Sentence Starters

Conversation Sentence Starters

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References

Explicit instruction: Effective and efficient teaching.