# Guidance for ELA

Scaffolding

Scaffolding is a process for providing intentional supports during the learning process and is designed specifically to lead to a deeper level of student learning. As learners' skills and abilities improve, supports are faded and eventually removed. Scaffolding can be used with individual learners or groups of learners with similar needs. Effective teachers consider curriculum and student instructional needs as they plan and incorporate scaffolding supports.

This guidance document provides specific types of scaffolds and supports to assist students with reading, writing, listening and speaking. Each section drills down into specific area and provides practical, specific scaffolds and supports to consider in daily planning and instructional implementation.
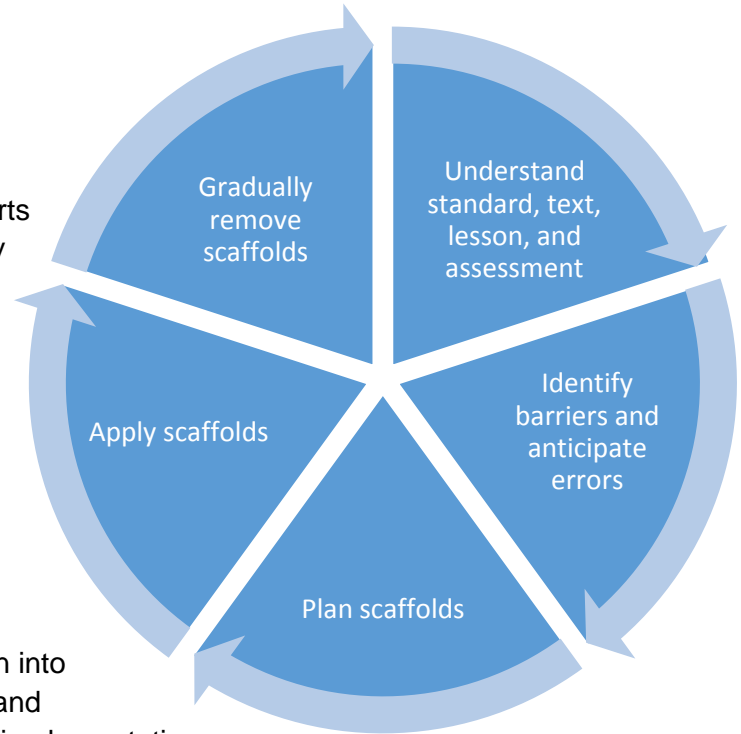
Reading

Students with who struggle with reading require additional scaffolds and supports designed to address their specific challenges. The following table provides a list of possible supports that could be used as a means to scaffold instruction in the general education setting, but may also require additonal time and support from support staff.

Challenge	Scaffolds
Fluency	- Provide multiple opportunities for students to read the text with assistance. - Pair students with a peer for reading. Students can take turns and provide feedback to each other, depending on reading levels of each. - Provide a listening preview prior to reading. Students should follow along as the text is read aloud (e.g., text-to-speech or digital text). This should be a preview, not a replacement for the reading assignment. - Provide extra time to complete the reading assignment.

Challenge	Scaffolds
Language comprehension	- Chunk reading passages into smaller sections so students do not feel overwhelmed by the amount of text. - Provide students colored pens/markers and sticky notes to interact with and make sense of text as they read. - Teach students to generate questions as they read and/or assist with question generation to improve comprehension of key ideas. - Build in verbal and/or written cues in reading assignments. Teach students how to annotate and model as necessary. - Teach and encourage mental imagery to improve text recall. - Provide graphic organizers that match the text genre. Organizers can help students better understand descriptive patterns, time-sequence, process/cause-effect patterns, episode patterns, generalization/principle patterns, and concept patterns. Some of these pattern/graphic organizers include Venn diagram, sequence chart, informational chart, T-Chart, agree/disagree chart, problem-solving chart, mind map, fish bone, prediction tree, PMI, KWL, and Question Matrix. - Build in time for student to process or "consolidate" what they read. Techniques include silent reflection time, review of annotations and elaborations, sharing and comparing thinking with a peer or small group. Consolidation rather than teacher summary leads to student understanding. - Create an anticipation guide for that specific chapter to help build a struggling student's background knowledge prior to reading the chapter.

Listening and Speaking

Students with may also struggle to achieve due to difficulties related to speaking and listening. Potential challenges in these areas include language processing and verbal expression. Possible adaptions for scaffolding instruction are listed in the table below. As with other areas, scaffolds should be planned with careful consideration to the individual learners' needs.

Challenge	Scaffolds
Language processing	- Provide additional think time to process questions. - Consider placing the groups in triads or foursomes for greater collaboration since having 2 students work together can create a reliance/deference on the stronger student to generate all the answers. - Reword statement or question, adding more details or using easier-to-understand terms. - Use multi-media including PowerPoint, video clips, computer to enhance student understanding of verbal information. - Use visuals throughout the lesson. Create visual displays (e.g., bookmarks and posters) of routines and practices that students learn. - Use additional prompts to support understanding such as: - Physical prompts - Hand gestures - Acting out or demonstration - Provide guide with important information highlighted as a visual for information provided orally. - Segment class time into brief periods of language-intense instruction followed by shorter and less language-intense periods of work.
Verbal expression	- Provide sufficient think time for students to formulate a response. - Provide written or alternate formats when appropriate. For example, if students are asked to respond orally to the entire class, scaffolding may include an option for a quick written response or use of some type of technology to respond and display for class.

Writing

Writing can present particular difficulties for students with disabilties in the ELA Curriculum. Students may have better comprehension than written expression skills demonstrate. In order for students to achieve at a higher level and move from novice to competent to expert, scaffolding may be needed. Scaffolds for written expression are listed below.

Challenge	Scaffolds
Written expression and mechanics of writing	• Provide a few sentence-starter frames for students who may need them to initiate their written response. • Allow students to use a graphic organizer to either organize their thoughts or to provide their response. • Encourage use of technology to aid in formatting, spelling, grammar, etc. • Schedule peer and/or teacher conferences regularly to review work and provide meaningful feedback. • Ask students to verbalize what they need to express in writing. Assist as needed by demonstrating ways to organize thoughts using graphic organizers and/or technology.

Language

Language skills impact all areas addressed above – Reading, Listening/Speaking, and Writing. A deficit in general language skills is common among students with disabilties. Many of the supports listed in the tables above provide examples of how teachers might scaffold specific instruction, activities, and assessments. The following table may be applicable to specfic lessons, but will have an impact across all areas. The scaffolds and supports listed in this section should be planned to address individual student needs and may ocurr in general education and other instructional settings.

Challenge	Scaffolds
Conventions of Standard English grammar and usage when writing or speaking	- Provide direct instruction and formative feedback for students in grammar, punctuation, and other conventions of Standard English. - Provide teacher- or student-created reference guides. - Use peer editing for written and oral assignments. - Allow students to "practice" oral presentations and provide feedback prior to assessment.
Vocabulary acquisition and use	- Provide multiple exposures to important vocabulary through comparing and contrasting, classifying, and creating metaphors and analogies. - Have students discuss vocabulary through cooperative learning activities. - Have students maintain vocabulary journals. - Provide written reference documents that students can refer to as needed. - Use challenging and engaging vocabulary games to practice and remember vocabulary. - Preteach/Reteach vocabulary key to understanding concept/theme. - Provide opportunities for students to learn vocabulary in a variety of contexts. - Preteach key vocabulary words and offer extended learning opportunities to review and practice use of newly acquired vocabulary. - Teach students tools (both metacognitive and resources) they can use when they are unable to decode or comprehend new or challenging words and content. - Use non-linguistic representations of concepts or vocabulary
Application of Language Knowledge	- Provide examples of how texts relate to one another to demonstrate language connections across contexts. - Use guided questions to support students in drawing conclusions regarding the use of language in particular texts. - Encourage students to formulate and ask questions of their peers. Then have students revise their questions to be more robust and challenging.