

### Supporting Laurie:

#### A 4th Grade Student with a Specific Learning Disability in Reading Fluency and Comprehension

At the start of the 60 minute core ELA block, Laurie and her classmates play a brief “four corners” game that helps her activate what they already know about poetry, and then Ms. Yardley leads the class in a quick discussion about poetry. After this opening activity, Laurie listens to Ms. Yardley read “Stopping by Woods on a Snowy Evening” to the class. She turns and talks to a partner to discuss the setting of the poem, and afterwards, they debrief their responses with the class. Then, Ms. Yardley asks partners to reread the poem together and figure out what is happening in the first stanza of the poem. As the class reads, Ms. Yardley goes over to Laurie’s table and provides another fluent read aloud of the stanza one more time before asking Laurie and her partner to read it together. As Laurie and her partner work together, Ms. Yardley asks them, “Where is the narrator right now? How do you know?” and “Why won’t the owner see them stopping in the woods?” and Laurie gives her responses orally, pointing out the evidence she is using to answer those questions. Then, Ms. Yardley reminds them of the focus question, “What is happening so far in stanza 1?” so that Laurie and her partner can review the entire stanza and reflect on their discussion before sharing out. After 3 minutes, the partnerships share their responses with the table group, and then they debrief with the class.

After summarizing the first stanza, the class goes on to read to analyze the second stanza. Ms. Yardley shares that there is a tricky word in the second stanza - the word “queer,” which means strange. She then directs the table groups to chorally read the stanza together and then answer the question, “Why would the horse think it’s strange to stop in the woods?” sharing the text evidence that supports their response.

She then asks partner groups to read the third stanza silently to themselves first and then aloud in groups, taking turns to read one line each. While the students are reading the stanza silently, she goes over to Laurie and asks her to whisper read the third stanza to her. As she does so, she notices that Laurie misreads “harness” as “harass” and gives her feedback, asking her to reread the sentence once more. She also gives a quick definition of “harness” to Laurie - “it’s the straps on a horse that help it pull something heavy,” before the group reconvenes to discuss the focus question.

#### Identify:

- What scaffolds does Ms. Yardley provide for **all** students?
- What scaffolds does Ms. Yardley provide **specifically to Laurie** to support her fluency and comprehension needs?