



SCAFFOLDING



Definition

Support structures are put in place to assist students in accomplishing new tasks and concepts they could not typically achieve on their own.

Do

- Consider students' backgrounds and prior knowledge to assess their progress (Material that is too easy will bore students and material that is too difficult will turn off their interests)
- Provide scaffolding in response to data (checks for understanding and formative assessments)
- Allow students to create instructional goals connected to their learning
- Chunk info
- Provide visuals
- Ask open-ended questions
- Provide specific feedback
- Offer cues through questioning to help get to independent practice
- Allow time for student processing and productive struggle
- Create an environment where it is ok to make mistakes
- Provide some autonomy with guidance as to what is "right" vs "wrong" answers

Activities

- Gradual Release of Responsibility Framework (GRR)
- I do... We do... You do together... You do alone... (any order!)
- Think-alouds
- Mind maps and concept maps
- Graphic organizers
- Pictures/Visuals/Charts
- Cues/Questioning/Guiding questions
- Sentence starters
- Comment cards
- Student-friendly formatting
- Annotation assignments/guided annotations
- Fishbowl paired with explicit support
- Checklists and Step-By-Step instructions
- Word banks
- Sentence frames/Sentence Strips
- Anchor charts

Why It's Important

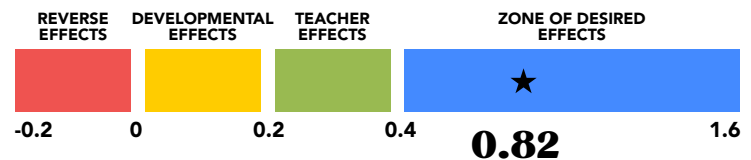
Scaffolding helps students find success and work towards academic independence by:

- Building off prior knowledge
- Building a foundation and motivation for growth
- Supporting a progression of learning
- Providing opportunities for productive struggle
- Connecting foundational learning to new concepts.
- Providing an entry point for students when the new learning is challenging.

Don't

- Give too much info at one time
- Assume prior knowledge
- Over-scaffold as that can decrease student independence
- Remove support too quickly
- Follow the gradual release steps in order every single time
- Forget about the "you do it together" phase to ensure student collaboration
- Equate scaffolding with "babying" students
- Misconstrue scaffolding for differentiation
- Misjudge students' abilities
- Ignore student feedback

Hattie Check



Implementation Steps

5 Scaffolding Strategies that Bolster Student Learning (3:01)

- Start with the end product
 - Using exemplars for students to reference
 - Break task down into manageable tasks
- Make expectations clear
- Make your thinking visible
- Structure the conversation
- Teach key academic vocabulary first





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Teacher Tips

- **Provide exemplars**
 - Exemplar: Show students what success looks like by sharing a sample response, project, or piece of writing.
- **Usual visual aids**
 - Exemplar: While teaching plant life cycles, display a labeled diagram with visuals of each stage, and reference it during instruction.
- **Monitor student progress through feedback**
 - Exemplar: As students write persuasive paragraphs, circulate and leave sticky notes with questions or suggestions.
- **Group students intentionally (ex. Ability grouping within the classroom)**
 - Exemplar: Pair a confident reader with an emerging reader during a guided reading session to encourage peer modeling.
- **Break lessons down into smaller pieces**
 - Exemplar: During a science lab, give instructions step-by-step instead of all at once.
- **Use a variety of cues as students' progress through a task prompts, questions, hints, stories, visual scaffolding, etc.)**
 - Exemplar: As students progress through a task, use prompts, questions, hints, stories, visual scaffolding, etc. to help understand concept.
- **Gradual release model does not need to be linear. (I do... We do... You do...can go in different orders based on the activity)**
 - Exemplar: Start with "We do" during a review lesson, then move to "I do" to reteach a missed concept.
- **Monitor high/low groupings of students**
 - Exemplar: Train students to use sentence stems like "Have you thought about..." when helping peers.
- **Pre-teach vocabulary**
 - Exemplar: Introduce "photosynthesis," "chlorophyll," and "glucose" with visuals and examples before reading about plant cells.
- **Model and demonstrate**
 - Exemplar: Before peer editing, model revising a paragraph on the doc projector while narrating the process.
- **Layer supports as needed**
 - Exemplar: While students analyze a poem, provide a scaffolded worksheet with guiding questions and vocabulary hints.
- **Design with the end in mind**
 - Exemplar: If the end task is a persuasive letter, plan mini-lessons on claim writing, evidence selection, and counterarguments.
- **Scaffolding vs. Differentiation**
 - Scaffolding is a teaching strategy that provides temporary support to help students master a skill or concept.
 - Differentiation is the broader practice of tailoring instruction to meet the diverse needs, readiness levels, and interests of students.
 - Scaffolding is one way to support differentiation—by adjusting the level of support based on where each student is in their learning.
 - If you're teaching essay writing:
 - Differentiation might mean giving some students a full writing template, others an outline, and advanced students just a prompt.
 - Scaffolding would involve modeling how to write a thesis, giving sentence starters, and gradually reducing support as students gain confidence.

Teacher Rubric Connection

Domain 1- Planning and Preparation for Learning

- E - Anticipation

Domain 3- Instructional Delivery

- C - Goals
- D - Connections/ Relevance
- E - Clarity
- F - Repertoire
- G - Engagement
- H - Differentiation
- I - Adaptability

