

Strategic Scaffolding: Daily Routines to Support Deeper Learning in Primary Classrooms				
Matching Strategies to Learning Targets	Supporting Language & Vocabulary Development	Facilitating Executive Functioning Applying Skills and Processes	Deepening Content Knowledge Connecting to “Big Ideas”	Possible Learning Activities or Student Products
1 Acquire a Foundation	- Create personalized picture dictionaries (visually define, show word families, steps to take, etc.) - Build word walls with photos, drawings, symbols, student ideas/questions - Use sensory, graphic, linguistic modalities to unlock prior knowledge and build content-specific vocabulary (Tier 3)	- Use visual and word cues to clarify daily “I can...” learning intentions (e.g., pencil, book, and clock visuals for getting ready) - Co-create (color-coded) anchor charts visually breaking down steps or parts “Think aloud” to model and practice how to apply “academic” skills in each content area: list, define, brainstorm, locate, paraphrase, follow steps/rule, etc. - Provide a structure for partner notetaking	- Build prior knowledge with pre-reading stations, The Daily 10 Playlist, Wonder Walls, walking field trips, videos, open-ended explorations - Student-created tableaus to depict events, ideas, concepts (e.g., division) - Use KWHL charts: H= <i>how can we find out</i>: read, build model, ask experts - Use provocative visuals to launch a lesson and activate prior knowledge	- Use different modalities to play “Say it Another Way” - Use sentence frames and word banks to practice restating, describing, listing - Label photos, picture cards, or objects with matching descriptions (Tier 1) Scavenger hunts for mystery objects - Use sentence and paragraph frames for writing and speaking practice in station rotations
2 Use, Connect, Conceptualize	- Model word-solving strategies, using context cues, and sentence patterning to create sentences “Think aloud” a picture talk - Move from definitional to conceptual, non-literal, or multiple meanings (Tier 2) - Check understanding with Turn and Talk frames every 10-12 min. - Reinforce 5 new vocabulary/day: repeat, use in context, define, connect root meaning to similar words, use in responses	- Model how to apply “academic” terms in each content area: predict, compare, categorize examples and non-examples, summarize, record/organize data, etc. Customize graphic organizers (T-chart, bar graph, sequence boxes) to organize information for different purposes - Break multi-step tasks into visual steps with feedback checkpoints Chunk texts and insert questions moving from basic to questions requiring reasoning - Use Read-Draw-Write and Read-Draw-Do to break down multi-step tasks	- Preview texts prior to listening, viewing, reading – think aloud how to use text features: diagrams, visuals, photos, bold print, etc. - Model use of graphic organizers, paragraph frames, concept maps for main idea-details, compare-contrast, cause-effect, sequencing - Use structured Gallery Walks to add/build on ideas of peers - Teach students how to sketchnote to elicit and build on prior knowledge	- Peers build anchor charts for characters, processes, or key concepts - Use Slow Reveal or a prediction chart to explain your prediction and check it after reading, observing, or trying it out - Visually summarize the sequence of a process or story line (draw, write, cut and label pictures, video or photo students demonstrating) - Summarize using a timeline, story map, or card pyramid - Organize information using graphic organizer, concept map, or graph
3 Deepen & Construct Meaning	Kiddy TBEAR / TBEAR: analyze a text or term: Topic/Term, Bridge to evidence/Brief summary, Evidence/examples, Analyze examples, Reflect/Remember - Co-create visual concept maps and explain connections - Use anchor charts with stems for discussion (e.g., This text teaches us about...; This fact is important/false because...; I agree-disagree because)	- Model how to apply “academic” terms in each content area: analyze by breaking into parts, use criteria to find evidence - Provide “hint cards” with definitions, bilingual cues, illustrated examples for solving multi-step problems or tasks - Provide guided practice with whole-class performance-based tasks, then move to small group performance-based tasks completed in station rotations (guidance to identify strategies, organize ideas, etc.)	- Guide small groups to co-develop inquiry plans to investigate open-ended questions or topics of interest - Teach students to annotate each paragraph (underline key idea, circle key terms, paraphrase each section) - Provide structured ways to re-read texts for different purposes - Use Gallery Walks, scrum boards, or “carousel feedback” for peers to critique reasoning or solutions	- Sort Truth or Trickery Cards (math problems, visuals, story facts, etc.) as true or false and explain your thinking, using evidence - Use Hexagonal Thinking to connect ideas and support reasoning - Use jigsaw groups to teach peers - Compose texts with captioned photo essays or graphic novel templates - Use One Pagers to illustrate the meaning of texts, processes, concepts
4 Extend, Transfer, Broaden Meaning	- Use pre-mid-post “word splashes” to reinforce, integrate, and extend word meanings and concepts with multiple sources Self-assess progress with multiple student work samples and success criteria checklists	- Provide graphic organizers to gather, organize, and analyze information from more than one source (observations, texts, videos, survey data) - Use station differentiation to guide small group investigation options (choose topic, conduct research, develop final products)	- Provide structured simulations (Hess STARS model) to apply learning in real-world contexts - Broaden knowledge by pairing content-specific (print/non-print) texts - basic texts provide background for more complex text(s)	- Complete a “Media/Artifact Search” where an unknown visual or object is presented with a series of inquiry-based questions and research sources - Student-driven Genius Hours, whole-class, Guided PBL units

