

# RESEARCH-BASED STRATEGIC SCAFFOLDING IDEAS TO SUPPORT DEEPER LEARNING

Matching Strategies to Purpose	Supporting Language & Vocabulary Development	Supporting Executive Functioning Applying Skills and Processes	Deepening Content Knowledge Connecting to “Big Ideas”	Possible Student Activities/ Products
<b>1</b> Acquire a Foundation	<ul style="list-style-type: none"> <li>o Use bilingual tools/apps to find definitions, synonyms, word families, cognates</li> <li>o Build <b>interactive word walls</b> with visuals (photos, drawings, symbols)</li> <li>o Build prior knowledge of content-specific vocabulary (Tier 3) using different modalities, <b>word banks</b></li> </ul>	<ul style="list-style-type: none"> <li>o Post and clarify word meanings of daily “I can...” statements for specific skills to be applied today</li> <li>o Co-create (color-coded) <b>anchor charts</b> visually breaking down steps or parts</li> <li>o <b>“Think aloud”</b> to model how to apply “academic” terms in each content area: list, define, brainstorm, locate, follow steps/rule</li> <li>o <b>Structured note-taking</b> (2-columns, visuals, concept maps)</li> </ul>	<ul style="list-style-type: none"> <li>o Build prior knowledge with <b>The Daily 10 Playlist, Wonder of the Day</b>, field trips, video, concrete objects, hands-on explorations, skits/roles</li> <li>o Create class tableaus for events, ideas, concepts (e.g., division)</li> <li>o Use <b>KWHL</b> charts: H= how can we find out (this leads into the lesson activities - read, build model, etc.)</li> <li>o Model/use <b>sketchnoting</b> to identify prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>o Use different modalities or resources (visuals, gestures, manipulatives or word banks) to respond to basic questions</li> <li>o Create personal picture dictionaries/glossaries</li> <li>o Use frames and word banks to practice short responses: restate, describe, list</li> <li>o Label photos, artifacts</li> <li>o Teacher co-develops <b>anchor charts</b> and <b>paragraph frames</b> with students</li> </ul>
<b>2</b> Use, Connect, Conceptualiz	<ul style="list-style-type: none"> <li>o Model using word-solving strategies, patterns, context cues</li> <li>o <b>“Think aloud”</b> to model how to do a key word search, <b>Picture Talk, Wonder Walls</b></li> <li>o Move from definitional to conceptual, abstract, non-literal, or multiple meanings (Tier 2)</li> <li>o Check understanding with <b>Turn &amp; Talk</b> (frames) every 10-12 min.</li> <li>o Reinforce 5 new vocabulary/day: repeat, use in context, define, connect root meaning to similar words, use in responses</li> </ul>	<ul style="list-style-type: none"> <li>o Model how to apply “academic” terms in each content area: predict, compare, categorize examples &amp; non- examples, summarize, record/organize data, etc.</li> <li>o Provide customized graphic organizers, tables, flow charts, and software tools to organize ideas/data</li> <li>o Break tasks into steps &amp; checkpoints</li> <li>o <b>“Chunk text”</b> and insert questions</li> <li>o Use <b>Read-Do-Write</b> and <b>Read-Do-Draw</b> to break down tasks</li> </ul>	<ul style="list-style-type: none"> <li>o Preview texts prior to listening, viewing, reading – discuss how to use text features: diagrams, visuals, subheadings, bold print, etc.</li> <li>o Model use of <b>graphic organizers, paragraph frames, concept maps</b> for main idea-details, compare-contrast, cause-effect, sequencing</li> <li>o Use structured <b>Gallery Walks</b> to add/build on ideas of others</li> <li>o Model/use <b>sketchnoting</b> to build on prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>o Peers build anchor charts for characters/ events/key concepts</li> <li>o Use <b>anticipation guides</b> to predict and then check what text says</li> <li>o Make cartoon strip showing sequence of a process or story line (draw, cut out pictures)</li> <li>o Complete/create a timeline, etc.</li> <li>o Organize information using graphic organizer, concept map, or graph</li> </ul>
<b>3</b> Deepen & Construct Meaning	<ul style="list-style-type: none"> <li>o Use Hess <b>TBEAR</b> to use supporting evidence: Topic/Thesis, Bridge to evidence/Brief summary, Evidence/examples, Analyze examples, Reflect</li> <li>o Create TBEAR vocabulary posters</li> <li>o Use anchor charts with <b>stems</b> for research / listening activities (e.g., This text says...; How does this compare?; This source doesn’t agree with...; This fact/source is important/credible because...)</li> </ul>	<ul style="list-style-type: none"> <li>o Model how to apply “academic” terms in each content area: analyze by <b>breaking</b> into parts, use criteria, find evidence</li> <li>o Provide <b>“hint cards”</b> with definitions, bilingual cues, illustrated examples to use when solving multi-step problems, completing tasks</li> <li>o Provide guided practice for whole class and later small group performance tasks</li> <li>o Regularly monitor progress using performance tasks while lessening scaffolding over time</li> </ul>	<ul style="list-style-type: none"> <li>o Guide small groups to <b>co-develop inquiry plans</b> to investigate open-ended research questions/tasks</li> <li>o Teach students to <b>annotate texts</b> (underline key idea, circle key terms, paraphrase each section)</li> <li>o Provide structured ways to re-read texts for different purposes</li> <li>o Use <b>“carousel feedback”</b> for peers to critique reasoning or solutions</li> <li>o Provide guidelines for use of visuals</li> </ul>	<ul style="list-style-type: none"> <li>o Use <b>anticipation guides</b> to gather evidence &amp; reflect on initial ideas after reading</li> <li>o Use <b>Fishbowl, Value Lines, Barometer</b>, inner-outer circles to practice listening skills, connecting or supporting ideas</li> <li>o Use <b>jigsaw</b> for groups to take apart exemplars or models and teach peers</li> <li>o Create captioned photo essay for topic, with given criteria/or frames provided</li> <li>o Complete <b>One Pagers</b> to illustrate the meaning of quote, text, processes, themes, etc.</li> </ul>
<b>4</b> Extend, Transfer, Broaden Meaning	<ul style="list-style-type: none"> <li>o Use pre-post <b>“word splashes”</b> to reinforce and integrate word meanings and concepts across a unit or project</li> <li>o Use video/audio recordings with check lists to <b>self-assess</b>, give <b>peer feedback</b></li> </ul>	<ul style="list-style-type: none"> <li>o Model /break down how to apply “academic” terms in each content area: analyze across sources or data sets, research, investigate, check sources/credibility; first drafts; revising for clarity, flow of ideas</li> <li>o Provide <b>graphic organizers</b> and models that encourage cross-text analyses</li> <li>o Use a structured process/steps for multiple readings/viewing of texts or to self-assess task completion</li> </ul>	<ul style="list-style-type: none"> <li>o Provide simulations (e.g. Hess <b>STARS</b> model), investigations, or debate formats to show varying perspectives or possible causes-effects</li> <li>o Pair content-specific texts so more basic print/non-print texts provide background for second text</li> <li>o Use a structured process for <b>self-assessment</b> of content acquisition and understanding</li> <li>o Use <b>Gallery Walks</b> and <b>scrum boards</b> for peers to critique projects</li> </ul>	<ul style="list-style-type: none"> <li>o Small groups complete a <b>“Media/Artifact Search”</b> activity where an unknown visual or object is presented with a series of inquiry-based questions to be answered (e.g., what event is depicted, when was this taken, why is it significant, what sources did you check)</li> <li>o Create a story board for video or dramatic production</li> <li>o Student-driven <b>Genius Hours, PBL</b></li> </ul>