

Scaffolding Strategies

A. Clarify Learning Goals	
1. I know the class learning goals and can explain them to my students.	
2. I can identify the sub-skills necessary to achieve the learning goals.	
3. Students know what skill they are developing in each learning activity.	
4. I organize units into themes and essential questions so students have the big picture of what they are learning and why.	
B. Leverage Student Knowledge	
5. I find out what students know BEFORE I start explaining.	
6. I set context, activate schema, and do warm-up activities.	
7. I group students so they can share their strengths in collaborative work.	
8. I allow students to use their native language to explain meaning or directions to classmates.	
C. Give Clear Directions	
9. I minimize confusion by establishing class routines.	
10. I model by the maxim: <i>I do. We do. You do.</i>	

11.	I ask students to retell the directions.	
12.	I give directions in chunks and provide them orally as well as visually.	
13.	I explicitly teach vocabulary in directions. (Underline, choose, match, main idea, etc.)	
14.	I model how to do the day's homework.	
F. Use a Variety of Modalities & Learning Strategies		
15.	I employ as many modalities as possible to make meaning and learning robust and evident. (See Multimodality Checklist)	
16.	I teach a variety of approaches to the same skill so students have strategies to conceptualize and practice a skill.(See Approaching the Same Skill in Different Ways) (See Running List of Learning Strategies)	
G. Provide Models and Answers		
17.	My students know how to use an Answer Key responsibly.	
18.	I provide partial answers as supports in word boxes, sentence stems, paragraph frames, and answer keys.	
19.	I make sure students can locate the model language for each activity.	

20.	I provide model language for asking questions in class and learning in groups. (See Classroom Language)	
21.	I provide “thinking stems” students can use inside and outside of class.	
G. Go Slow to Go Fast		
22.	I give my students time to think after I present a question/prompt.	
23.	I ensure there is enough time for students to make transitions.	
24.	We go slow and dig deep into content so we can build knowledge of a topic area over time.	
25.	I pause after activities so students can reflect on their learning.	