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| **Strand 4: Scaffolding for Student Comprehension** |
| **4A: Verbal and non-verbal scaffolding – focus on how teachers use language and non-verbal cues to support comprehension** |

* The teacher monitors his or her own talk so that it is appropriate for students’ ages and abilities. This includes appropriately adjusting use of speed, articulation, intonation, simplification, and repetition.
* The teacher uses other verbal discourse strategies like paraphrasing and cognates.
* The teacher uses body language and facial expressions to support comprehension as appropriate to students’ age and abilities.
* The teacher adjusts strategies over time as students grow and develop.

**Examples:**

1. *In a Grade 2 lesson on sequencing events, the teacher noticeably stresses with her voice each of the sequencing words (first, next, then, last) while retelling a story that the class had previously read in order to draw students’ attention to those key words.*

2. *A fifth grade teacher consciously limits his use of facial expressions as students review adjectives to describe characters from their novel. For example, when discussing a character who is jubilant after completing a marathon, the teacher purposefully does not exaggerate a smile. His choice requires students to use the context clues of the text in order to remember the meaning of the adjectives rather than relying on his scaffolding.*

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| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about / questions:**  |
| **Resources:** |

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| **Strand 4: Scaffolding for Student Comprehension** |
| **4B: Procedural scaffolding – focus on how teachers organize activities and routines to support comprehension** |

* The teacher incorporates routines, such as think-pair-share, to ensure predictability and facilitate classroom management.
* The teacher makes use of comprehension checks that require learners to demonstrate their understanding.
* The teacher uses clear boundary markers between activities to facilitate classroom management.
* The teacher pairs/groups students systematically and in various arrangements to scaffold their comprehension.

**Examples:**

1. *The teacher consistently uses I do, We do, You do for giving instructions for new activities. He purposefully includes an opportunity for students to repeat the steps of the activity as a whole group to ensure comprehension.*

2. *While discussing biographies in a two-way classroom, the teacher groups students homogeneously (with similar level peers) by reading proficiency. Students in the higher groups are expected to read a biography about Frida Kahlo and collaboratively respond to written comprehension questions about Kahlo’s life. The teacher gives groups with lower proficiency a glossary to aid in their comprehension of the text. After reading they are expected to prepare and act out short skits to summarize the main events in Kahlo’s life.*

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| **My notes about this strand:** |
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| **Goals I have:** |
| **What I’d like to know more about /questions:**  |
| **Resources:** |

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| **Strand 4: Scaffolding for Student Comprehension** |
| **4C: Instructional scaffolding – focus on how teachers make use of tools within instructional activities to support comprehension** |

* The teacher incorporates a range of instructional tools to support learning that are appropriate to students’ levels and abilities, such as graphic organizers, props, word walls, manipulatives, imagery, and language-rich visuals.
* The teacher removes or modifies scaffolds when appropriate to promote student growth.

**Examples:**

1. *In a unit on Western Expansion, students complete a Concept Ladder to organize information about the fur traders. The teacher includes a prompt on the graphic organizer asking students to write in full sentences, paying particular attention to forms of past tense verbs or other past tense markers.*

*(Concept Ladder: http://carla.umn.edu/cobaltt/modules/strategies/gorganizers/HGO/5H.PDF)*

2. *During a science unit on forces, the teacher brings in different objects such as levers, pulleys, and wrenches so that students can see the different types of forces at work as they learn about them.*

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| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about / questions:**  |
| **Resources:** |