Ways to Scaffold and Engage and Advance Learning

Powerful Practices
The following practices were identified as correlated with increased learning in a study of the effective instructional programs on the What Works website of I.E.S.

- Graphic Organizers
- Cooperative Learning
- Using short segments of passages to teach vocabulary in context/writing
- Specific Informal Assessment
- Curriculum-Based “probes” to clarify thinking
- Peer Tutoring; Reciprocal Peer Tutoring
- Explicit Timing
- Teacher Think-Alouds
- Using Response Cards during Instruction

Teaching Strategies
Focus Clearly
- survey students—pre-assess for learning interests and challenges as well as knowledge, skills
- clear directions, posted and explained with examples
- set explicit objectives and criteria

Develop with Depth
- ask challenging questions with “think time” (not wait time)
- guide learning strategies—listening, collaboration, note-taking, time management
- model with “mentor” texts and graphic organizers
- incorporate games
- gradual release of responsibility
- students demonstrate
- student-constructed HOT questions
- students write to clarify and apply what they learn
- emphasize transfer of knowledge and skills

Assess to Advance
- use differentiated assessments
- students self-assess
- check for understanding daily
- specific feedback—how to improve or advance
- weekly synthesis

Diverse Student Activities/Assessments
verbal
- write _letter _poem _article _story
- dramatize a story or history
- outline, write, illustrate a topic booklet
- make glossary
- make up a CRAFT writing plan—content, role, audience, format, what you will tell about the topic.

kinesthetic
- “fold-a-books”
- create a collage
- make/build a model

visual
- design graphic organizers
- “read” paintings
- illustrate a reading
- create symbols to represent ideas

constructive synthesis/
creative construction
- create museum-like displays
- make portfolios
- present topics
- debate
- simulation

Add your strategies.

ENRICHMENT AND ACCOMMODATIONS for Individual Students

<table>
<thead>
<tr>
<th>Student</th>
<th>Enrichment/Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
**MATH Learning Activities and Assessments**

This week's skill/strategy: ________________________________

Math Practice Standards: 1. Make sense of problems, then solve them persistently.
2. Think quantitatively and abstractly.

Formative Assessment: _____________________________________________________________________________

Materials: _______________________________________________________________________________________

<table>
<thead>
<tr>
<th>M Preview, Model, Interest</th>
<th>T Model and Guide</th>
<th>W Go Deeper</th>
<th>TH Assess and Clarify</th>
<th>F Fix and Finish UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do: model the strategy</td>
<td>I do: model the strategy</td>
<td>I do: model the strategy</td>
<td>YOU DO: Formative Assessment—students will…</td>
<td>T: Guides students needing support—</td>
</tr>
<tr>
<td>We do:</td>
<td>We do:</td>
<td>We do:</td>
<td></td>
<td>__think out loud</td>
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<tr>
<td></td>
<td>Apply the strategy</td>
<td>Apply the strategy</td>
<td></td>
<td>__make step by step guide</td>
</tr>
<tr>
<td>You do:</td>
<td>You do:</td>
<td>You do:</td>
<td></td>
<td>__practice with a partner</td>
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<tr>
<td></td>
<td>CORE:</td>
<td>CORE:</td>
<td></td>
<td>_________________</td>
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<tr>
<td></td>
<td>solve problem with partner or group, write steps</td>
<td>correct problem solution—identify and fix errors</td>
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<td>_______________</td>
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<tr>
<td>ADVANCED:</td>
<td>ADVANCED:</td>
<td>ADVANCED:</td>
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<tr>
<td></td>
<td>write a guide to solving problems with this week’s focus</td>
<td>make up/modify a game</td>
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<td>_______________</td>
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<tr>
<td></td>
<td>write a guide to solving problems with this week’s focus</td>
<td>write step-by-step guide</td>
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<tr>
<td>√ Check for understanding</td>
<td>√ Check for understanding</td>
<td>√ Check for understanding</td>
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<tr>
<td>math journal</td>
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<td>math journal</td>
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<tr>
<td>Pair/Compare</td>
<td>Pair/Compare</td>
<td>Pair/Compare</td>
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</tbody>
</table>

Homework

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# Reading Comprehension Learning Activities and Assessments

**Standard:** Click here to get grade level standards: K 1 2 3 4 5 6 7 8 9-10 11-12

This week's reading: ____________________________________________________________

This week's Strategy/Skill: ___________________________________________________________________

This week's writing: ___________________________________________________________________

<table>
<thead>
<tr>
<th><strong>M:</strong> Preview, Model, Interest</th>
<th><strong>T:</strong> Model and Guide</th>
<th><strong>W:</strong> Go Deeper</th>
<th><strong>Th:</strong> Assess and Clarify</th>
<th><strong>F:</strong> Fix and Finish UP</th>
</tr>
</thead>
</table>
| I do: Read/Think Out loud      | I do: Read/Think Out loud | I do: Read/Think Out loud | YOU DO: Formative Assessment—students will… | T: Guides students needing support—
| We do:                         | We do:                | We do:          |                           | __use graphic organizer to clarify
| You do:                       | You do:              | You do:         |                           | __think out loud with student(s)
| CORE:                          | CORE:                | CORE:           |                           | __apply same skill/strategy with an easier text
| ADVANCED:                     | ADVANCED:            | ADVANCED:       |                           | ADVANCED:                |
| _write about passage          | _write about passage | _write about passage |                           | _add to the passage      |
| _list ways writer helps you understand | _list ways writer helps you understand | _list ways writer helps you understand |                           | _change the ending       |
| _write letter to writer       | _write letter to writer | _write letter to writer |                           | _write letter to writer  |
| √ Check for understanding     | √ Check for understanding | √ Check for understanding |                           | √ Check for understanding |
| _pair/compare                  | _pair/compare        | _pair/compare   |                           | _pair/compare            |
| _learning log                  | _learning log        | _learning log   |                           | _learning log            |
| Homework                       | Homework             | Homework        | Homework                  | Homework                 |

**YOU DO:** Formative Assessment—students will…

**Th:** Assess and Clarify

**F:** Fix and Finish UP

- **T:** Guides students needing support—
  - _use graphic organizer to clarify
  - _think out loud with student(s)
  - _apply same skill/strategy with an easier text

**ADVANCED:**

- _Add a section to this week’s text—a sequel or “prequel”
- _Illustrate this week’s text with captions that analyze the important events and characters
- _Write “HOT” questions— with answers, exchange.

**Synthesis**

What did we learn about reading this week?
Choose Important Content and Skills  Model, then Guide Active Learning  Assess  Expand

<table>
<thead>
<tr>
<th>Fluency Activities</th>
<th>I DO Model reading with expression rate diction comprehension</th>
<th>I DO Model reading with expression rate diction comprehension</th>
<th>I DO Model reading with expression rate diction comprehension</th>
<th>I DO–How I’ll assess—students will… read to a partner, check expression rate fluency diction</th>
</tr>
</thead>
<tbody>
<tr>
<td>This week’s Read Aloud: YOU DO partner reading chorale reading</td>
<td>I DO Model reading with expression rate diction comprehension</td>
<td>YOU DO partner reading chorale reading</td>
<td>YOU DO partner reading chorale reading</td>
<td>I DO: clarify based on assessment. Re-model the fluency student models the fluency reciprocal reading</td>
</tr>
<tr>
<td>Emphasis: rate comprehension diction</td>
<td>ADVANCED: Use symbols to show parts to emphasize add lines to the reading</td>
<td>ADVANCED: Use symbols to show parts to emphasize add lines to the reading</td>
<td>ADVANCED: make guide to reading add lines to the reading</td>
<td>ADVANCED: read new selection model for other students</td>
</tr>
</tbody>
</table>

**WORD KNOWLEDGE**

**Preview, Model, Interest**

- CCSSR4
- This week’s word pattern: I DO Model how to recognize and use this week’s word pattern.
- This week’s vocabulary: We do—find example in a reading
  - We do—find example in a reading
- CORE
  - make word chart
  - start word list
  - list examples of this word pattern in readings
- ADVANCED: Make glossary Write poem with words with this pattern

**Model and Guide**

- Check for Understanding: learning summary Pair/Compare
- Check for Understanding: learning summary Pair/Compare
- Check for Understanding: learning summary Pair/Compare

**Go Deeper**

- I DO: I’ll clarify based on how they respond to the assessment. demonstrate with different examples “student models” students share their examples
- I DO Guides students needing support—match words and pictures draw pictures to show words use words in writing sentences
- ADVANCED make glossary make an alphabet booklet or page

**Assess and Clarify**

- How I’ll assess—students will… write sentences with words of the week make chart of word-meaning
- Students who need support: make list of what you need to know to recognize and use these words
- Synthesis: Students use this week’s words to write. Students create a word web

**Fix and Finish UP**

- I DO Guides students needing support—guided practice with familiar passage list steps to read with fluency, student demonstrates pair and practice
- ADVANCED write about this week’s read aloud write another part of the reading
- Synthesis: What did we learn about fluency this week?
Choose Important Content and Skills □  Model, then Guide Active Learning ➡  Assess ✓  Expand ↪

Science Learning Activities and Assessments  Topic: ________________________________

CONTENT STANDARD: ____________________________________________________________

FOCUS QUESTION/INQUIRY PROMPT ________________________________________________

Academic Vocabulary: __________________________________________________________________

This week’s reading: _______________________

Common Core Anchor Reading Standards:  Click here for your grade  K  1  2  3  4  5  6  7  8  9-10  11-12

Reading Skills/Strategy Emphasized:  Click here for skills list  

Writing Emphasis: __expository __argument

Formative Assessment: _____________________________________________________________

<table>
<thead>
<tr>
<th>M Preview, Model, Interest</th>
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<th>W Go Deeper</th>
<th>TH Assess and Clarify</th>
<th>F Fix and Finish UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do: Preview, ask BIG question or INQUIRY PROMPT: _________________</td>
<td>I do: Model with graphic organizer</td>
<td>I do: Model with diagram how to identify/infer relationships.</td>
<td>YOU DO: Formative Assessment—students will…</td>
<td>T: Guides students needing support—__use graphic organizer to clarify __think out loud with student(s)</td>
</tr>
<tr>
<td>We do: Use graphic organizer to clarify topic</td>
<td>You do: Core: __locate, list important facts to support idea __complete graphic organizer</td>
<td>We do:</td>
<td></td>
<td>ADVANCED: __write summary __write own BIG question __make graphic organizer</td>
</tr>
<tr>
<td>You do: Core: __locate, list important facts to support idea __complete graphic organizer</td>
<td>ADVANCED: __make up Q and A chart __illustrate page—diagram with captions</td>
<td>You do: Core: __outline concise report __complete graphic organizer __illustrate section of text</td>
<td></td>
<td>ADVANCED: __write summary __add research to text __make Q and A—with challenging questions</td>
</tr>
<tr>
<td>ADVANCED: __make up Q and A chart __illustrate page—diagram with captions</td>
<td></td>
<td></td>
<td></td>
<td>ADVANCED: __write summary __add research to text __make Q and A—with challenging questions</td>
</tr>
<tr>
<td>√ Check for understanding __pair/compare __learning report</td>
<td>√ Check for understanding __pair/compare __learning report</td>
<td>√ Check for understanding __pair/compare __learning report</td>
<td></td>
<td>ADVANCED: __outline report __constructed response __make up, exchange HOT questions</td>
</tr>
</tbody>
</table>

Homework

T: Guides students needing support—

And/or What’s our answer to the BIG question?

Students who need support will …

ADVANCED: __write report __investigate related career __make class “chapter” book

Homework

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Homework

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**Social Studies Learning Activities and Assessments  Topic: ______________________**


**FOCUS QUESTION**

**Academic Vocabulary:** __________________________________________________________

**This week’s reading:**

**Common Core Anchor Reading Standards:** Click here for your grade [K 1 2 3 4 5 6 7 8 9-10 11-12]

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Summarize with support 4. Expand academic vocabulary; interpret words and phrases as they are used in a text.

**Reading Skills/Strategy Emphasized:** __analyze __infer __summarize __use structure of text to identify important ideas and information __ __________________________________________________________________________ 

**Writing Emphasis:** __narrative __expository __argument __ __________________________________________________________________________ 

**Formative Assessment:**

<table>
<thead>
<tr>
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<th>Th Assess and Clarify</th>
<th>F Fix and Finish UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do: Preview, ask FOCUS question: __________________</td>
<td>I do: revisit FOCUS question</td>
<td>I do: demonstrate “how to” evaluate information for importance/relevance</td>
<td>YOU DO: Formative Assessment—students will... __answer questions with evidence __write answer to FOCUS question __constructed response</td>
<td>T: Guides students needing support— __use graphic organizer to clarify __think out loud with student(s)</td>
</tr>
<tr>
<td>We do: __locate facts __use graphic organizer</td>
<td>We do: __use graphic organizer __make outline of section</td>
<td>We do: __identify information to respond to topic/category</td>
<td>√ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress.</td>
<td>ADVANCED: __write report __investigate related career __make class “chapter” book</td>
</tr>
<tr>
<td>You do: Core: __locate, list important facts to support idea __classify information</td>
<td>You do: Core: __use graphic organizer __outline concise report</td>
<td>You do: Core: __use graphic organizer __outline concise report</td>
<td>Students who need support will ...</td>
<td>Synthesis: Make display or class booklet that answers the FOCUS question.</td>
</tr>
<tr>
<td>ADVANCED: __make up Q and A chart __illustrate page</td>
<td>ADVANCED: __write summary __write own BIG question</td>
<td>ADVANCED: __constructed response __write own BIG question</td>
<td>ADVANCED: __outline report __constructed response __make up, exchange HOT questions</td>
<td></td>
</tr>
<tr>
<td>√ Check for understanding __pair/compare __learning report __glossary</td>
<td>√ Check for understanding __pair/compare __learning report __expand glossary</td>
<td>√ Check for understanding __pair/compare __learning report __expand glossary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>Homework</td>
<td>Homework</td>
<td>Homework</td>
<td>Homework</td>
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</tbody>
</table>

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WRITING LEARNING ACTIVITIES AND ASSESSMENTS

Standard: Click here to get grade level standards: K 1 2 3 4 5 6 7 8 9-10 11-12

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Punctuation feature: ________________  Grammar/Structure to check/improve: ________________

<table>
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<th>Th  Assess and Clarify</th>
<th>F  Fix and Finish UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I DO Model how to write well with this week’s skill.</td>
<td>I DO “Write out loud”—model</td>
<td>I DO Revisit the writing skill and format of the week with student-created example.</td>
<td>S: students will... __write with this week’s skill and __format __edit to correct for this week’s skill</td>
<td>I DO Guides students needing support— __list steps to write with this skill/format __pair and practice __ _______  ADVANCED _write a guide to writing this way _edit and complete exemplary work</td>
</tr>
<tr>
<td>We do: Students contribute to class example.</td>
<td>We do: contribute to example</td>
<td>You DO Improve this week’s writing.</td>
<td>I DO clarify based on response. __List the steps to write __Re-model the writing skill __student models the skill</td>
<td>Synthesis: Students write about writing—what they accomplished.</td>
</tr>
<tr>
<td>YOU DO CORE start to use this week’s writing skill</td>
<td></td>
<td>ADVANCED Make good examples</td>
<td>_______  ADVANCED: Write how to write—include example and steps you took to write well.</td>
<td></td>
</tr>
<tr>
<td>ADVANCED Make good examples.</td>
<td></td>
<td>Check for Understanding: __learning summary __Pair/Compare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check for Understanding: __learning summary __Pair/Compare</td>
<td></td>
<td></td>
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