Additional Scaffolds

Purpose: To provide students who are still emerging in their understanding more support to progress in their NGSS learning.

Process:

1. Use assessment data to identify which students need additional support. Reflect on what support these students need.

2. Consider which scaffolds to provide strategically to these students that are most responsive to their needs and most appropriate for the learning activity:

Multiple Modalities	Consider providing another way to convey information to students, such as pictures, diagrams or flowcharts, or videos. You might also consider allowing students to show their understanding in these alternate modalities.
Chunking Instructions and Prompts	If a prompt or set of instructions is too complex for a student, consider breaking it up into separate pieces and/or introducing one component at a time.
Facilitating Questions	Draft questions that can probe and push student understanding or provide stepping stones towards an exemplar response. You can choose to embed these directly into the learning activity as scaffolding questions or use them orally with individual students as needed.
Graphic Organizers	If students need support organizing information and/or making connections between pieces of information, design a graphic organizer that students can use to do this work before constructing a response.
Sentence Stems	If students need support with their language-in-use (see rubric), consider providing sentence stems as they are developing this language. However, these should be gradually removed so you can observe how their language-in-use progresses over time.
Talk Moves	If students need support engaging in discussion with their peers, consider using Talk Moves to facilitate equitable discussion. Talk Moves are statements, sentence stems, or questions that help them to share ideas, link their ideas to others, and explain their reasoning. You can model these Talk Moves as you engage in discussion with your students and positively reinforce when students use similar language.
Think-Alouds	Voice your thinking as you engage in a similar task to metacognitively model the processes students should use to approach a task.
Oral	For students who need a lot of writing support, consider allowing them to orally

Response	respond and scribing their responses. While you will eventually want to progress them towards writing, this will allow you to assess their knowledge and language–in-use in the interim.

Outcome:

- Students who are still emerging in their understanding are able to engage meaningfully in class-wide instructional next step.