



# Using Scaffolding and Differentiation to Meet the Needs of Grades 6-12 Students



FLORIDA DEPARTMENT OF  
**EDUCATION**  
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# Expected Outcomes

- Utilize the Practice Profile to explore characteristics of accomplished use of scaffolding and differentiation.
- Determine ways to create appropriate scaffolds based on identified student needs and differentiate within Tier 1 instruction.
- Collaborate with other participants to create an activities that are both scaffolded and differentiated.

# Florida's FORMULA FOR READING SUCCESS

## 6 + 4 + T1 + T2 + T3

6 COMPONENTS	4 TYPES OF ASSESSMENTS	T1 CORE	T2 INTERVENTION	T3 INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

*Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning*



## Scaffolded Instruction

Scaffolded instruction is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently (*Grades 6-12 Literacy Instruction Practice Profile, page 3*).



# Core Component: *Scaffolded Instruction*

Core Component	Contributions to the Desired Outcomes	Accomplished Use
<p><b>Scaffolded instruction</b> is the intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.</p>	<p><b>Scaffolded instruction</b> contributes toward the quality of a learner’s efforts in relating to new or unfamiliar content, concepts and skills that fortify the development of language and literacy skills orally and in written form.</p>	<ol style="list-style-type: none"> <li>1. Teacher uses formative assessments to identify the student's need and adjusts support based on the student's response.</li> <li>2. Teacher uses temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples).</li> <li>3. Teacher engages students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify).</li> <li>4. Teacher intentionally and gradually decreases support and transfers responsibility to students as self-sufficiency is developed (I do – we do – you do).</li> </ol>

# Scaffolded Instruction: *Ineffective Use*

## Ineffective Use

1. Teacher uses formative assessments to identify the student's need but does not adjust support based on the student's response.
2. Teacher does not use temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples).
3. Teacher does not engage students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify).
4. Teacher intentionally and gradually decreases support but does not transfer responsibility to students as self-sufficiency is developed (I do – we do – you do).



# Scaffolding in Education



**Locate Handout #2: Instructional Scaffolding to Improve Learning.**

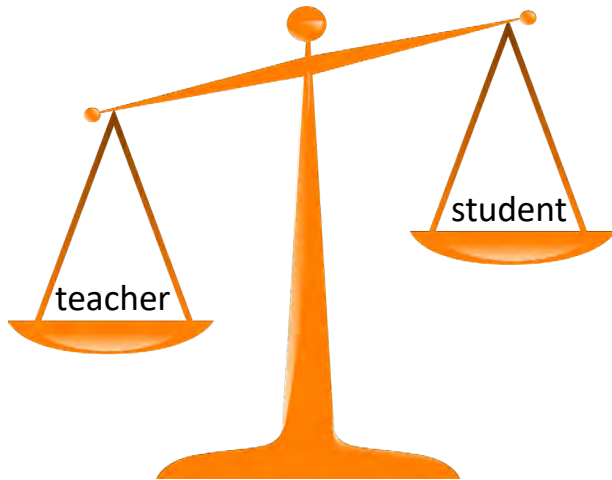


**Read the introductory paragraph, “Why Use Instructional Scaffolding?” and “Types of Scaffolds” sections.**



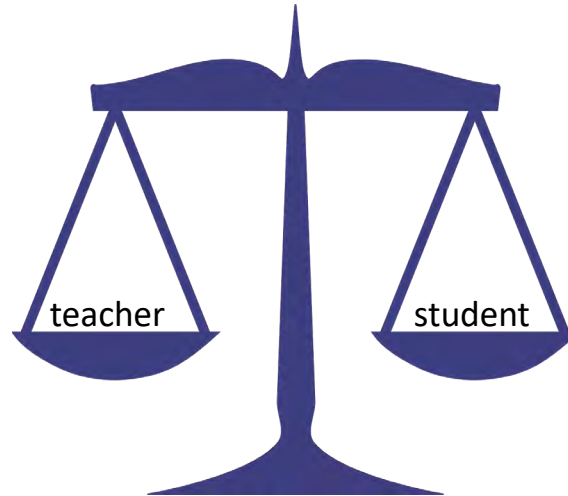
**Write one sentence to capture the gist. Share out.**

# Who is doing the heavy lifting?



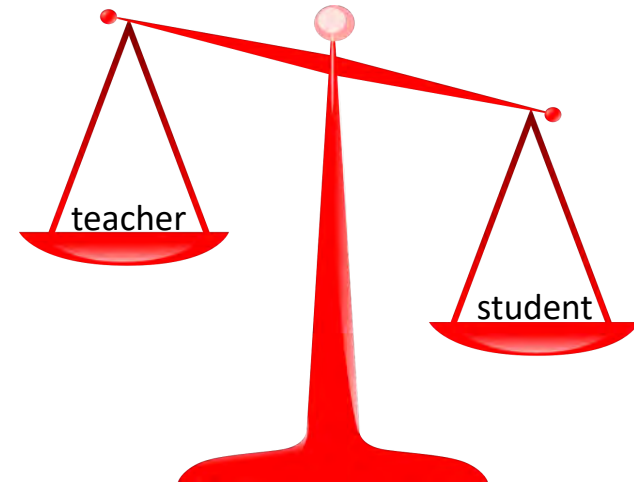
Intense Support

Provide the student with two answer choices and have them choose the correct answer.



Moderate Support

Point to a part of the anchor chart and prompt, "Remember when we (refer to explicit instruction). Try that here."



Light Support

Say, "Look at the anchor chart. Which part of the anchor chart will help you right now?"



# Scaffolding In Action

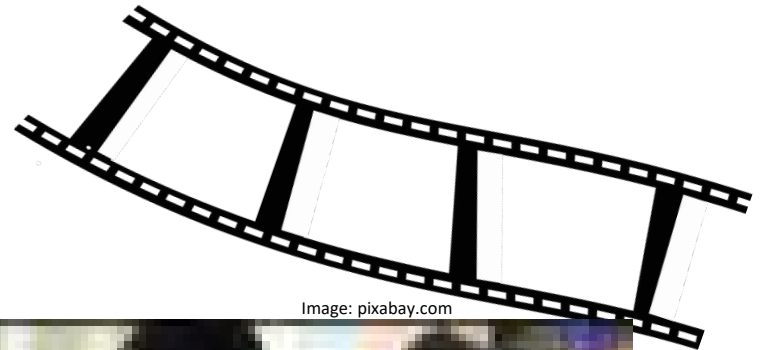
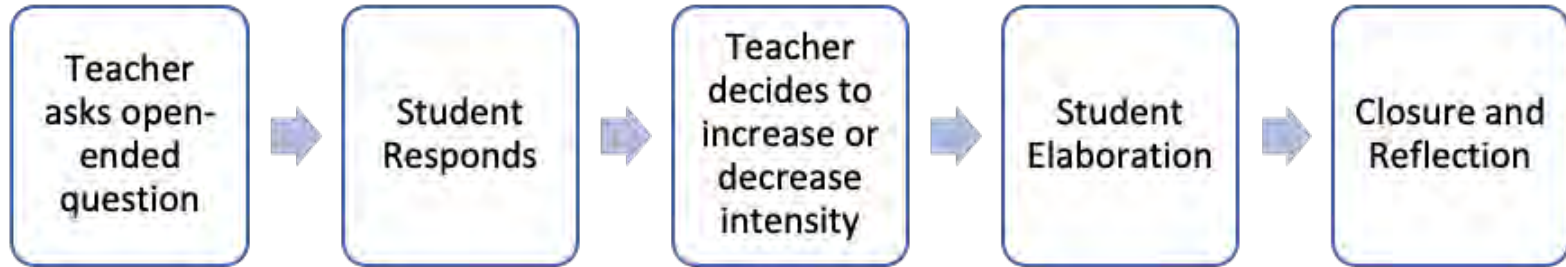







Image: pixabay.com



# "Strive for Five" Turns in a Conversation



	<p>1. The teacher asks an open-ended question that requires a more elaborate answer.</p>
	<p>2. Student responds to the initial question. Teacher determines if the student's response is correct or incorrect.</p>
	<p>3. Teacher decides to step it up or down. Teacher expands on the student's response by asking follow-up questions or prompting the student to delve deeper into their answer. This helps the student build on their initial contribution and guides them to think more critically.</p>
	<p>4. Student elaborates on their response based on the teacher's prompts. The teacher continues to provide support and guidance, fostering a more extended and meaningful conversation.</p>
	<p>5. Closure and reflection concludes with a summary or reflection. The teacher may summarize key points discussed, praise the student's contributions and provide constructive feedback.</p>

# Our Turn!

## WASHINGTON'S FAREWELL ADDRESS






the Almighty to avert or mitigate the evils to which they may tend. I shall also carry with me the hope that my country will never cease to view them with indulgence and that, after forty-five years of my life dedicated to its service with an upright zeal, the faults of incompetent abilities will be consigned to oblivion, as myself must soon be to the mansions of rest.

Relying on its kindness in this as in other things, and actuated by that fervent love towards it which is so natural to a man who views in it the native soil of himself and his progenitors for several generations, I anticipate with pleasing expectation that retreat, in which I promise myself to realize without alloy the sweet enjoyment of partaking in the midst of my fellow citizens the benign influence of good laws under a free government—the ever favorite object of my heart, and the happy reward, as I trust, of our mutual cares, labors and dangers.

GEO. WASHINGTON

UNITED STATES

*19th September 1796*

	<p>1. The teacher asks an open-ended question that requires a more elaborate answer.</p>
	<p>2. Student responds to the initial question. Teacher determines if the student's response is correct or incorrect.</p>
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- Read the last paragraph of George Washington's "Farewell Address."
- With a partner, decide who will be the teacher and who will be the student.
- Plan questions and responses using the "Strive for Five" strategy.



# Differentiated Instruction

Differentiated instruction means adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals (*Grades 6-12 Literacy Instruction Practice Profile, page 4*).



# Core Component: *Differentiated Instruction*

Core Component	Contributions to the Desired Outcomes	Accomplished Use
<p><b>Differentiated instruction</b> is adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.</p>	<p><b>Differentiated instruction</b> contributes to the refined understanding of specific content, concepts and skills within each learner’s distinct range of understanding and independent practice that improves individual abilities to successfully engage in comprehension, fluency/decoding, letter-word reading, vocabulary and writing.</p>	<ol style="list-style-type: none"> <li>1. Teacher creates flexible structures and routines that allow for differentiation.</li> <li>2. Teacher delivers instruction that is adapted through content, process and/or product in order to meet individual student learning needs.</li> <li>3. Teacher monitors student understanding and progress toward meeting targeted learning goals on a continued basis.</li> </ol>

# Differentiated Instruction: *Ineffective Use*

## Ineffective Use

1. Teacher creates flexible structures and routines that do not allow for differentiation.
2. Teacher delivers instruction that is adapted through content, process and/or product but does not meet individual student learning needs.
3. Teacher does not monitor student understanding and progress toward meeting targeted learning goals on a continued basis.



# Differentiating Instruction



**Locate Handout #7: A Practical Guide to Planning for Intentional Differentiation.**



**Read and annotate the article.**



**Write one sentence to capture the gist. Share out.**

# Differentiation In Action

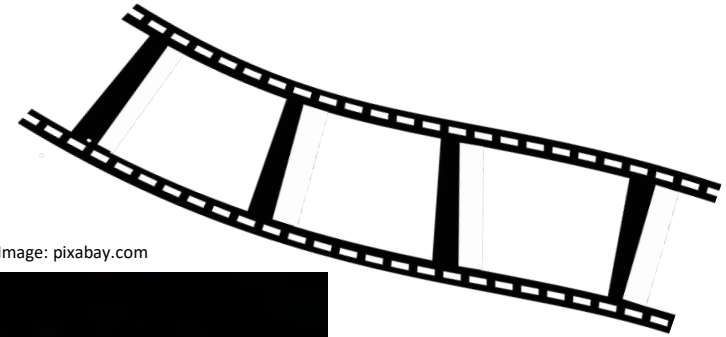


Image: pixabay.com



# CARR Check Questions for Teacher Reflection

## Clarity

Is this task clear to ALL students? Are the words understandable by all students? Are students expected to understand vocabulary terms that may be vague, have multiple meanings or are in unfamiliar contexts?

## Access

Could ALL students complete the task independently and feel capable?

## Rigor

How much effort is required of different students? What should students find complex?

## Relevance

Would ALL students find this task important, interesting, valuable and/or useful?



# Our Turn! How can you differentiate the learning process?

Excerpt from “Ain’t I a Woman?” by  
Sojourner Truth

*That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?*

## Scenario

Suppose a grade 8 teacher directed students to **independently read** and annotate the speech to track the development of an argument and the author's use of rhetoric. Then, the teacher asks students to **write a paragraph explaining how Sojourner Truth uses rhetorical questions to advance an appeal.**

# Your Turn! How can you differentiate the content or product?

Excerpt from “Ain’t I a Woman?” by  
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- Revisit the speech excerpt and scenario.
- Discuss how to differentiate the content or product with your table.
- Share your ideas with the whole group.

# Important Takeaways to Support Students

- Scaffolding is temporary, intentional support provided by a teacher for learners to achieve a goal that they could not do without support.
- Differentiation is adapting instruction in response to the distinct assessed skills and needs of individual learners.
- Both scaffolding and differentiation can support student success during Tier 1, Tier 2 and Tier 3 instruction.

**To effectively scaffold and differentiate, teachers must know where their students are and meet them there.**

# Let's Reflect!

What is one question still circling around in your mind?

What is one concept you have squared away?

# Survey

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