# Unbound2024: Scaffolding Instruction for Student Success

## Scaffolding Scenarios

### Scenario 1: 5th Grade English Language Arts (ELA)

Fifth-grade students are reading *Esperanza Rising*, a book set during the Great Depression. The text has some metaphorical language. During the lesson, students need to finish reading the second chapter. Then, they need to gather evidence from the chapter for a response contrasting two characters (standard RL.5.3).

About half of the students cannot fluently read the text. In past lessons, students have used graphic organizers to collect text evidence.

### Scenario 2: 7th Grade Math

Seventh-grade math students are working on multi-step word problems involving percentage increases and decreases in various real-world contexts (standard 7.EE.B.3). In addition to solving each problem, students need to explain how they know their answer is reasonable.

About 35 percent of students struggle to fluently choose the appropriate operation to solve a single-step word problem. All students can use either tape diagrams to visualize single-step word problems.

### Scenario 3: 3rd Grade Science

Third-grade students are reading about extreme weather events during science class. The text has technical and academic vocabulary and graphs about average precipitation, temperature, and wind direction. The reading also includes supporting illustrations. During the lesson, students must record the causes and effects of weather events such as lightning, rain, snow storms, etc. (building toward standard 3-ESS3-1).

About 60 percent of the class are Multilingual Learners, and all students have a language partner in the room.

# Step 1

**Determine which aspects of a task may challenge your students.**

## Task Construction

Task construction scaffolds support students by altering the construction or structure of student tasks, texts, or materials.

You can alter three elements of task construction to support student learning:

- ☐ **Abstraction:** The degree of abstraction or concreteness a task entails

- ☐ **Complexity:** The number of successive actions required to complete a task

- ☐ **Definition**: The explicitness of the requirements or the solution process for a task

**What evidence shows that these aspects will be challenging for your students?**

# Step 2 — Choose scaffolds and adapt your task.

## Math Examples of Task Construction Scaffolds

| Abstraction | Complexity | Definition |
|---|---|---|
| ☐ Allow students to use manipulatives alongside mathematical notation. <br><br> ☐ Use equation mats or other visual organizers. <br><br> ☐ Use tape diagrams or other pictorial representations alongside mathematical notation. | ☐ Chunk a multi-step problem into smaller, discrete problems. <br><br> ☐ Use a three-read strategy for word problems. <br><br>    Read 1: Read for the story. <br><br>    Read 2: Read for quantities. <br><br>    Read 3: Read for questions and plan a solution. <br><br> ☐ Provide a less complex, related problem before providing the complex problem. | ☐ Provide a rubric for performance tasks or open-ended problem-solving. <br><br> ☐ Provide a worked example for students to reference. <br><br> ☐ Provide a table or graphic organizer with explicit space to work out each step of the problem. |

## ELA Examples of Task Construction Scaffolds

| Abstraction | Complexity | Definition |
|---|---|---|
| ☐ Pre-annotate the text with a purpose for reading. <br><br> ☐ Draw students' attention to titles, subtitles, headings, and captions and how they connect to the meaning/purpose of the text. <br><br> ☐ Have students annotate signal words (first, next, however, but). | ☐ Chunk the text for reading. <br><br> ☐ Add line numbers to the text. <br><br> ☐ Chunk the text and use text-dependent questions focused on text structure. | ☐ Provide a purpose for listening or reading focused on the text's meaning or purpose. <br><br> ☐ Implement common, consistent routines. <br><br> ☐ Provide hint cards that indicate the passage, line numbers, titles, or section headings relevant to the text's meaning or purpose. |

## Step 3 — Review the impact of scaffolds.

**How will you make sure the grade-level work remains? (Look at the standard in your scenario.)**

**What is your plan for gradually removing your scaffold?**