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| [**SCAFFOLDING**](http://www.learnnc.org/lp/pages/5074) **for SUCCESS HELP**    HELP Doc | | | |
| * Provides [*all* students](http://plp.eleducation.org/scaffolding/) with multiple opportunities to engage [with text](https://www.engageny.org/sites/default/files/resource/attachments/scaffolding_student_needs.pdf) of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. | * Provides extensions and/or more advanced text for students who read well above the grade level text band. | * Gradually removes supports, requiring students to demonstrate their independent capacities. *(May be more applicable across the year or several units).* | * Integrates [appropriate](http://www.montgomeryschoolsmd.org/departments/hiat-tech/udl/udl-tool-finder.aspx) [supports](https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and) for reading, writing, speaking and listening for students who are [ELL](https://www.teachingchannel.org/blog/2013/10/25/video-playlist-ell-instruction/), have [disabilities](http://www.cde.ca.gov/sp/se/cc/), or read well below the grade level text band. |
| * Are all students expected to engage with the same, appropriately complex text? * What scaffolds can be put in place to ensure that all students have access to the text? * Are multiple opportunities provided for engagement with the text, utilizing varied approaches, strategies and types of assistance? * What grouping options are considered?   ***Note****: This criterion is primarily about opportunity. Provide evidence that all students are given opportunities to engage with the central text with scaffolding that preserves the grade level complexity of the text. Although this criterion has a close relationship to the 5th and 6th criteria in EQuIP’s dimension three, this particular criterion does not require evidence of scaffolding specific to special learning or language needs. Rather, this criterion asks for evidence that all students are expected and given opportunity to read the grade-level text.* | * How are the advanced learning needs of students addressed through extension activities? * Are the activities tailored to the needs of advanced students rather than just adding more of the same kind of work? * Does the advanced text align with the essential question / big understanding? * How will advanced students interact with other students to share their building knowledge and skills?   ***Note:*** *This criterion is more than a list of books added to a unit. It is about advancing literacy growth for students that read well above grade level because all readers are striving readers.* | * Are students working toward independence? * Have students had the time to build capacity toward independence? * WhatH criteria will be used to remove supports as students become more skilled? * What evidence will be accepted to show that a student can independently access the content? * How will supports be withdrawn and added as needed throughout the unit? Are there multiple entry and exit points for supports?   ***Note:*** *This criterion can be expressed in a unit using* [*gradual release*](https://www.teachingchannel.org/videos/improving-teacher-practice)*. It is about reaching independence with learning targets through teacher scaffolding decisions. Those decisions provide temporary assistance during student learning tasks.* | * Have instructional supports been pre-planned for all potential areas of needs, including those of ELL students, students with disabilities or students who are below grade level in their reading? * How will the needs of students be identified? * How will students with special needs be supported socially as they read, write, listen and speak? * What special instruction will be provided for students with special needs in order to provide them with the skills and knowledge they need to meet the literary standards?   ***Note****: This criterion is about equity and access. It is about intentionally identifying barriers to learning at the planning stage. This criterion requires that the developer/teacher has included supports that address special learning and language needs that is tied to instruction. Think about the experience of the lesson or unit from the student perspective in developing appropriate supports. Supports may be included that will assist students with special learning and language needs but also* [*are good for all students*](http://www.cast.org/our-work/learning-tools.html#.VspF8lP2ZD8)*, and are noted as such.* |

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| [**Scaffolding**](http://www.livebinders.com/play/play?present=true&id=949877) **/ Intervention Strategies:** | [**UDL**](http://www.udlcenter.org/aboutudl/whatisudl)[**Design for Learning**](http://udlwheel.mdonlinegrants.org/) **Guidelines** I |
| [**Below**](http://achievethecore.org/aligned/wp-content/uploads/2016/08/Supports-for-Struggling-Readers-Resource.pdf) **Grade Level:** | **I. Provide Multiple Means of**  [**Representation**](http://www.udlcenter.org/implementation/examples)  1. Provide options for perception  1.1 Offer ways of customizing the display of information  1.2 Offer alternatives for auditory information  1.3 Offer alternatives for visual information  2. Provide options for language, mathematical expressions, and symbols  2.1 Clarify vocabulary and symbols  2.2 Clarify syntax and structure  2.3 Support decoding of text, mathematical notation and symbols  2.4 Promote understanding across languages  2.5 Illustrate through multiple media  3. Provide options for comprehension  3.1 Activate or supply background knowledge  3.2 Highlight patterns, critical features, big ideas and Relationships  3.3 Guide information processing, visualization and manipulation  3.4 Maximize transfer and generalization  **II. Provide Multiple Means of** [**Action and Expression**](http://www.udlcenter.org/implementation/examples)  4. Provide options for physical action  4.1 Vary the methods for response and navigation  4.2 Optimize access to tools and assistive technologies  5. Provide options for expression and communication  5.1 Use multiple media for communication  5.2 Use multiple tools for construction and composition  5.3 Build fluencies with graduated levels of support for practice and performance  6. Provide options for executive functions  6.1 Guide appropriate goal-setting  6.2 Support planning and strategy development  6.3 Facilitate managing information and resources  6.4 Enhance capacity for monitoring progress  **III. Provide Multiple Means of** [**Engagement**](http://www.udlcenter.org/implementation/examples)  7. Provide options for recruiting interest  7.1 Optimize individual choice and autonomy  7.2 Optimize relevance, value and authenticity  7.3 Minimize threats and distractions  8. Provide options for sustaining effort and persistence  8.1 Heighten salience of goals and objectives  8.2 Vary demands and resources to optimize challenge  8.3 Foster collaboration and community  8.4 Increase mastery-oriented feedback  9. Provide options for self-regulation  9.1 Promote expectations and beliefs that optimize Motivation  9.2 Facilitate personal coping skills and strategies  9.3 Develop self-assessment and reflection |
| [**ELL**](http://ell.stanford.edu/) **/** [**ELD**](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)**:** |
| **Above Grade Level:** |