

Scaffolding Across Levels

This guide shows how I support students at different stages of ability. Whether they're building basic skills or ready for high-level challenges, this tiered approach keeps expectations high while making sure no one falls behind or stays stuck. And the levels aren't fixed! Students may move between them throughout the year as their capabilities grow and their confidence deepens.

Foundational

- **Focus:** Getting closer to grade-level skills
- **Goal:** Approach passing the STAAR test (Approaches/Meets)
- **Tools & supports:** Digital accommodations, graphic organizers, sentence starters, and paragraph outlines are included
- **Grammar & word work:** Baseline phonics and spelling check; review parts of speech, complete sentences, punctuation, and sentence types; lots of modeling and practice using grammar in real writing
- **Writing:** Prompts are read and dissected together as a group; emphasis is on making clear claims with supporting evidence
- **Reading target:** Complete 6+ books at/above beginning-of-the-year reading level; comprehension questions will be anchored around one specific goal at a time
- **Rubrics:** Corresponds to "Base Dish"

Developing

- **Focus:** Solidly meeting grade-level expectations
- **Goal:** Confidently pass STAAR (Meets/Masters)
- **Tools & supports:** Support provided when needed, with increasing independence; independent revision is practiced and peer feedback workshops are introduced
- **Grammar & word work:** Build fluency with sentence variety and tone by imitating mentor sentences; create handmade, personalized dictionary
- **Writing:** Prompts are provided, but there is more room for independent thought; emphasis is on making a clear claim supported by evidence and explained with commentary
- **Reading target:** Complete 8+ books at/above beginning-of-the-year reading level; participate in literature circles with teacher guidance; comparative work introduced
- **Rubrics:** Corresponds to "Savory"

Advanced

- *Honors students are expected to strive for this level.*
- **Focus:** Going beyond grade-level in preparation for honors/AP-level thinking
- **Goal:** Master the STAAR test
- **Tools & supports:** More freedom and choice with less scaffolding; students often choose their own books and writing prompts

- **Grammar & word work:** Honors students go further with the dictionary project—tracking patterns in sound and style—and use punctuation and syntax for emphasis, rhythm, and voice
- **Writing:** Paragraph structure expands to include topic sentence, context, evidence, commentary, claim/thesis; we will also play with the tools of persuasion—logic (logos), credibility (ethos), and emotion (pathos)—to make writing more powerful and personal; students regularly revise independently and with peers
- **Reading target:** Complete 12+ books in 3+ genres at/above student’s current level; students independently run literature circles; comparative analysis is done between characters, themes, and texts
- **Rubrics:** Corresponds to “Spicy”