Scaffolded planning to differentiate instruction

Topic:

Learning objective:

	Student's level of understanding	**Strategies to scaffold learning**	**Resources needed to scaffold learning**
0	no idea about the content	Build base knowledge ☐ Visual glossary ☐ Contextual stories ☐ Sensory experiences (images, videos, objects) ☐ Small group or individualized direct instruction ☐ Gradual release part 1 (Modeling, "I do") ☐ Other:	
1	an idea about the content	Access prior knowledge ☐ KWL chart ☐ Anticipatory guide or sets (articles, videos, images) ☐ Brainstorming ☐ Turn and talk ☐ Gradual release part 2 ("we do") ☐ Other:	
2	many ideas about the content	Share knowledge ☐ Cooperative learning groups ☐ Reciprocal teaching (summarizing, questioning, predicting, clarifying) ☐ Gradual release part 3 ("you do") ☐ Other:	
3	enough understanding to make authentic connections	Connect knowledge ☐ Expressive activities (write, speak, or create an expression of understanding) ☐ Replicate skill (same task, new information) ☐ Other:	
4	enough understanding to apply the knowledge to new tasks	Transfer knowledge ☐ Apply skills to a new task ☐ Higher order thinking tasks (create analogies, identify paradoxes, categorize attributes, find discrepancies, identify patterns) ☐ Other:	