**Types of Scaffolding**

- **Prompts:** specific devices that can be employed for learning an overall cognitive strategy—something that students can refer to for assistance while working on the larger task. (graphic organizers, cue cards, checklists)
- **Think Alouds:** teacher's direct modeling of the strategy, including self-talk, that enables students to explicitly witness the strategy in use (i.e., an authentic set of cognitive behaviors/actions that can be learned to assist in problem solving.)

---

**Sample Scaffolding**

**Instructional Routines**

**Sound-by-Sound**

**Purpose:** to teach mastery of individual grapheme/phoneme correspondences

(One Syllable Words)

1. Write the spelling for the first sound, point to the spelling, and have the students say the sound.
   a. If more than one letter represents the sound, point to all the letters in the spelling at once (e.g., ph, o_e, _ng)
2. Write the spelling for the second sound, point to the spelling, and have the students say the sound.
   a. Do not blend through consonant blends; wait for the vowel.
3. Continue this process to the vowel.
4. After the vowel is pointed at and sounded out, use the swoop motion to blend through the vowel.
5. Continue to write, point to, and have students say the sound for each spelling after the vowel.
6. After the last sound in the syllable, use the swoop motion to have students blend through the whole syllable.
7. Point to the beginning of the word, pause, and sweep a straight line underneath to have the students reread the word, saying it naturally.
8. Complete a line and have the students reread the words in the line naturally using the “Think/Read” technique.

(Continued)
8. Complete a line and have the students reread the words in the line naturally using the “Think/Read” technique.

**Whole-Word**

**Purpose:** to practice individual grapheme/phoneme correspondences in the context of a whole word

1. Write the entire (whole) word for the students to see.
2. Cover up syllables that have not yet been blended.
3. Point to the first spelling in the first syllable, and have the students say the sound.
4. Point to the second spelling in the first syllable, and have the students say the sound.
5. Continue to point to each spelling in the first syllable, and have the students say each sound.
6. After the last sound in the first syllable, use the swoop motion to have students blend through the whole syllable.
7. Uncover the next syllable.
8. Repeat steps 2-7 for each syllable.
9. After all syllables have been blended separately, swoop each syllable again sequentially and have the students slowly blend the entire word.
10. Point to the beginning of the word, pause, and sweep a straight line underneath to have the students reread the word, saying it naturally.
11. Complete a line and have the students reread the words in the line naturally using the “Think/Read” technique.

**Syllable Blending**

**Purpose:** to practice decoding syllable types in the context of a whole word

1. Write the entire word for the students to see.
2. Cover up syllables that have not yet been blended.
3. Use the swoop motion to have students blend through the whole syllable.
4. Uncover the next syllable.
5. Repeat steps 2-3 for each syllable.
6. After all syllables have been blended separately, swoop each syllable again sequentially and have the students slowly blend the entire word.
7. Point to the beginning of the word, pause, and sweep a straight line underneath to have the students reread the word, saying it naturally.
8. Complete a line and have the students reread the words in the line naturally using the “Think/Read” technique.

“I write, you read”

**Purpose:** to practice automaticity with words that can be decoded easily

1. Write the entire word for the students to see.
2. Point to the beginning of the word, pause, and sweep a straight line underneath to have the students reread the word, saying it naturally.
3. Complete a line and have the students reread the words in the line naturally using the “Think/Read” technique.

**Vowel first**

**Purpose:** to practice both in isolation and in context vowel patterns that have proven to be difficult for students to learn

(One syllable words only - an Intervention technique that should NOT be used for the whole group)

1. Focus on one vowel’s sound/spelling relationship (e.g., i_e for /i/).
2. Write the same vowel spelling repeatedly in a vertical pattern.
3. Point to the spelling, and have the students say the sound.
4. Repeat this down the vertical column so as to repeat the same sound/spelling over and over.
5. Return to the first vowel spelling.
6. Build the word.
7. Add the first sound, point to the spelling, and have the students say the sound.
8. One at a time, add any other sound that occurs before the vowel, point to the spelling, and have students say the sound.
9. At the vowel, point to the spelling, and have the students say the sound.
10. Finish the word by writing each spelling one at a time, pointing to the spellings, and have the students say the sounds.
11. Use the swoop motion to have students blend through the whole word.
12. Point to the beginning of the word, pause, and sweep a straight line underneath to have the students reread the word, saying it naturally.
13. Repeat steps 5-12 for each example.
14. All the words may be reread when finished using the “Think/Read” technique.