



Providing Wood’s Contingent Levels of Scaffolding: *Searching Through the Word*

	Level	Description	Meta-Cognition
 Low	1 General Verbal	<u>Provide general assistance.</u> <ul style="list-style-type: none"> • What can you do to help yourself? • You know how to help yourself, try something and check to see if it works there. 	NA
	2 Specific Verbal	<u>Direct student’s attention to the strategy that needs to be mobilized.</u> <ul style="list-style-type: none"> • Can you run your finger under the word? • Can you move your eyes through the word and blend the parts together? 	
Moderate	3 Specific Verbal Prompt plus Nonverbal Indicators	<u>Direct student’s attention to the searching process that needs to be mobilized and provides a nonverbal clue to support the student’s understanding of the strategy.</u> <p>Teacher moves pencil across the word or uses a sliding card to provide a clue to the strategy that needs to be initiated.</p>	Student explains the strategy used and provides an example.
 High	4 Prepare for Next Action	<u>Supply specific information and ask the student to confirm or disconfirm.</u> <p>Could that word be play? Does it look like play?</p>	The teacher draws student’s attention to the part of the text where a strategy was demonstrated or highly supported. The teacher and the student records the strategy and/or draws a picture on a card, sticky note or chart to be used later as a reminder of productive work.
	5 Demonstrates Next Action	<u>Teacher models the thinking and action needed to solve the problem.</u> <ul style="list-style-type: none"> • I’m going to write the word in parts on the wipe board and blend the parts together to help me read the word. • Teacher models confirming that the word read looks right. 	

Based on the work of Wood, D. 2002. “The Why? What? When? And How? of Tutoring: The Development of