SCAFFOLDING FOR C O M P L E X I T Y
the planning rainbow for ALL learners*
*adapted from Shelley Moore : www.blogsomemoore.com
for more about learning targets : www.deltalearns.ca/afl

We already know our curriculum:
- UNDERSTAND (big ideas)
- KNOW (content)
- DO (curricular competencies)
- BECOME (core competencies)

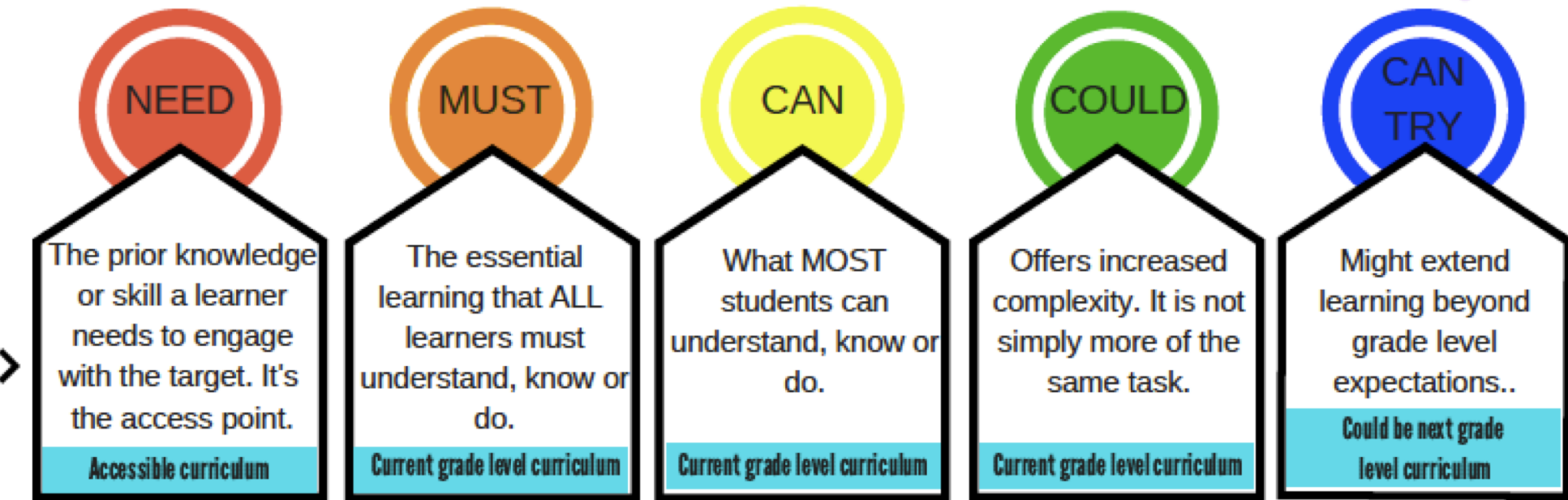**THIS TOOL can help to plan a lesson or a series of lessons that are accessible for ALL learners.**
- Plan learning progressions that INCREASE IN COMPLEXITY
- To provide access points & stretch points for ALL learners

1. start PLANNING: Think about ALL learners **especially** those who need the most SUPPORT & need the most CHALLENGE.

Planning is not a linear process. You will need to jump around between levels of complexity.

Who are the learners?
Where are they at?
Where are they going?

START with a broad **learning target** that allows for varying levels of complexity.

NEED — The prior knowledge or skill a learner needs to engage with the target. It's the access point.
Accessible curriculum

MUST — The essential learning that ALL learners must understand, know or do.
Current grade level curriculum

CAN — What MOST students can understand, know or do.
Current grade level curriculum

COULD — Offers increased complexity. It is not simply more of the same task.
Current grade level curriculum

CAN TRY — Might extend learning beyond grade level expectations..
Could be next grade level curriculum

2. make it VISIBLE: Use the magnets **in the order below** to show the learners the sequence of the learning progression.

ALL learners start here . . .

NEED - MUST - CAN - COULD - CAN TRY

. . . progress along the sequence and have **CHOICE of CHALLENGE.** Learners CHOOSE how far they go!

No learner is **defined** or **limited** by a single category!