

SCAFFOLDING TOOL for ENGLISH LEARNERS

TEACHING STRATEGIES

EMERGING ENGLISH

Emerging English skills allow non-verbal or short phrase responses with expected vocabulary and sentence structures provided when cultural/linguistic knowledge is validated and infused into lessons.

EXPANDING ENGLISH

Developing English skills allow longer oral/written responses with errors, more formal writing with less scaffolding, scaffolded oral presentations, reading of scaffolded grade-level texts, with cultural/linguistic knowledge validated and infused into lessons.

BRIDGING ENGLISH

Near native-like fluency allows extended and more formal oral responses/presentations, as well as grade-level readings and extended writings based upon multiple models of grade-level texts, with cultural linguistic knowledge validated and infused into lessons.

DOK	BLOOM'S	EMERGING	EXPANDING	BRIDGING
1.	REMEMBERING	<ul style="list-style-type: none"> Field trips to teach unfamiliar topics or concepts Bingo Primary/home language (L1) buddies Predictable and patterned books, with careful attention to validate cultural and linguistic knowledge. Labeling drawings or diagrams. Contextualized Cloze sentences. Instruction in survival, content-critical, and sight word vocabulary. Illustrated KWL Chart Pretest in L1 or with a partner. Book Walk with a text and adult guidance. Cognates to learn vocabulary Question-Answer-Response Cloze paragraphs with vocabulary walks 	<ul style="list-style-type: none"> Extension of content-specific and sight word vocabulary, with careful attention to validate cultural and linguistic knowledge. KWL Chart Pretest with a partner Book Walk, with grade-level text Question-Answer-Response (QAR) strategy Line Ups to review Jigsaw Readings Language Experience Approach Interactive Reading Opportunities (Working in groups, students write down everything they know about a reading selection. Then they write three questions they want to have answered by the selection.) Vocabulary Journals that include L1 examples. 	<ul style="list-style-type: none"> All strategies used with lower levels of fluency, with minimal scaffolding. Strategies used with English only students, scaffolding as necessary and with careful attention to validate cultural and linguistic knowledge. When possible, let students write or dictate their stories in their native language. This strategy gives students the opportunity to sequence and to think in greater detail. The stories or essays can then be transcribed into English for study, or students can work with the ELD teacher to do their own translations. Study Guides for Independent Reading to help structure reaction to reading with specific prompts Use all strategies from previous levels with less scaffolding.
2.	UNDERSTANDING	<ul style="list-style-type: none"> Supplementary materials in primary/home language (L1) Videos, realia, visuals, demonstrations, Total Physical Response (tpr) Use bilingual dictionaries Time lines Scaffold graphic organizers Highlight in key points in a simplified text Word walls Taped texts of simplified texts Go Fish Whiteboard Group work with explicit modeling Peer teaching Paraphrasing in student's primary language Multi-level texts match 2 reading level 	<ul style="list-style-type: none"> Adopted materials: picture books / simplified readings to teach key concepts, with careful attention to validate cultural and linguistic knowledge Note taking guides and jigsaw / expert groups to scaffold grade level readings Completion of graphic organizers during or after a reading / video / lecture Highlighting key points in a grade level text Personal journals Taped texts of grade level texts Group response with the Whiteboard Reader - Writer - speaker response triads Gallery Walk Mix and Match with Essay Direction Words Numbered Heads Together Question-Answer-Response (QAR) write, think and search with grade-level texts 	<ul style="list-style-type: none"> All strategies used with lower levels of fluency, with minimal scaffolding and with careful attention to validate cultural and linguistic knowledge Focused questions to guide reading of grade-level material SQ2PRS, paired with Cornell Notes Establish a Writers' Circle - Invite students to discuss, read their work or hear their work read to members of the class. Opportunities to choose their best work and distinguish the best ideas provide a powerful opportunity to reflect on one's work.

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2.	APPLYING	<ul style="list-style-type: none"> • Drawing visual or symbolic representations of vocabulary or concepts • Construction of models (e.g. using clay to sculpt layers of the earth's crust) • Simple sentence frames with a word chart or vocabulary list • 4-Corners Vocabulary with guidance • Vocabulary Cards and Flip Books • Framed Outline • T-Chart • Theatre Performances • Puppetry • Pair Share with partner • Scaffolded and rehearsed presentations / role playing • Quick Write (in primary/home language L1) • Signal Word posters • Practice, practice, practice! 	<ul style="list-style-type: none"> • Explicit grammar instruction to address non-transferable grammar issues • Academic Journals • Think and Search, with grade-level texts • Send a Problem - (Each student on a team makes up a review question and writes it on a 3x5 card. The writer asks the question of the other team members. When everyone agrees on an answer it is written on the back of the card. The teams then send their review questions to another team.) • Three Step Interview • Reciprocal Teaching • Reading Circles / Book Club • Quick Write • Pass the Picture and write-on to story • Round Table / Round Table • Think aloud • Collaborative Practice 	<ul style="list-style-type: none"> • All strategies used with lower levels of fluency, with minimal scaffolding. • Strategies used with English only students, scaffolding as necessary and with careful attention to validate cultural and linguistic knowledge. • Explicit grammar instruction to address non-transferable grammar issues • Highest grade-level sentence frames • Using "Found Poem" to interpret, demonstrate or apply knowledge gained. (Found poems take existing texts and refashion them, reorder them, and present them as poems. The literary equivalent of a collage, found poetry is often made from newspaper articles, street signs, graffiti, speeches, letters, or even other poems.)
3.	ANALYZING	<ul style="list-style-type: none"> • Sorting and classifying • DRTA, with simplified text • SQP2RS with simplified text • Use highlighters in text - key elements • QAR, Author and Me, with simplified texts and guided/framed answers in mixed-level cooperative groups • Adapted Venn Diagram, in pairs or groups • Inside-Outside Circle, with sentence frames • Gallery Walk, to debrief comparisons • Plot Chart, with simplified text or video • Discussion Web - an opportunity to interact • Teacher Modeling • Concept Wheel for vocabulary 	<ul style="list-style-type: none"> • DRTA, with minimal support • SQP2RS • Canned Questions • QAR, with simplified texts and guided/framed answers • Venn Diagram, in pairs or groups • Inside-Outside Circle (unstructured) • Gallery Walk • Plot Chart, with text or video • Short Story Flow Chart, with simplified text or video • Numbered Heads Together • Reciprocal Teaching • Preview Checklist 	<ul style="list-style-type: none"> • All strategies used for lower English fluency levels but with less scaffolding. • The same strategies used with English only students, scaffolding as necessary and with careful attention to validate cultural and linguistic knowledge • Context clues • Cornell Notes • Character Trait Web • Timeline • "What if...?"

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3.	EVALUATING	<ul style="list-style-type: none"> Split Page Note Taking, with simplified text, working in pairs or groups Stand Up - Sit Down Graphic Organizers, with simplified text Inside-Outside Circle, to debate points Short Story Flow Chart, with simplified text or video Numbered Heads Together Learning Logs - double entry journals with quotes, summaries, notes on the left and responses, predictions, questions, or memories on the right Reading with partners 	<ul style="list-style-type: none"> Cornell Notes with simplified text, working in pairs or groups Fishbone graphic organizers Three Step Interview 4 Corners Chunking and Questioning Aloud (CQA) process of reading a story aloud and stopping after certain blocks of text to ask specific questions about their comprehension of the story DRTA - Direct Reading and Thinking Aloud Literature Circles Teacher models and explicitly teaches thinking strategies such as: imagine, remember, think of a question, predict, pretend, recall, listen, look, think about, visualize, summarize, infer 	<ul style="list-style-type: none"> All strategies used for lower English fluency levels but with less scaffolding The same strategies used with English only students, scaffolding as necessary and with careful attention to validate cultural and linguistic knowledge RAFT - incorporating writing into informational text (R - role of the writer; A - audience; F - format; T - topic beginning with a strong verb)
4.	CREATING	<ul style="list-style-type: none"> Teacher modeling, with careful attention to validate cultural and linguistic knowledge, as a basis for student-designed constructions/drawings of concepts Role Playing with audio and written script You Are the Teacher poster Model how to: write a Literary Analysis that is scaffolded with a paragraph frame Students use sticky notes or tabs, or highlighter tape to mark their texts Write key vocabulary on the board to help students incorporate these words into their summaries Lengthen sentence frames to Paragraph frames 	<ul style="list-style-type: none"> Multiple models, with careful attention to validate cultural and linguistic knowledge, as a basis for student-designed constructions/drawings of concepts Role Playing with written scripts Ask to Create a New product. Give it a name and plan a marketing campaign using key vocabulary Partner Think Aloud / Read Aloud Progressive Maps - encourage students to visually organize old and new information. These maps are brought out again and again. Visual representations of key vocabulary and concepts connect to students' cultural and linguistic background. 	<ul style="list-style-type: none"> All strategies used for lower English fluency levels but with less scaffolding. The same strategies used with English only students, scaffolding as necessary and with careful attention to validate cultural and linguistic knowledge.