

Scaffolding Strategies for English Language Learners

**Bernice Moro, Ph.D.
NYC RBERN@Fordham University**



Learning & Language Objectives

- Identify the purpose of scaffolding
- Describe the six scaffold strategies and the various activities that can be used to facilitate academic language for ELLs
- Use the Bilingual Common Core language progressions to differentiate instruction for ELLs
- Explain which scaffold strategies and activities can address each of the Bilingual Common Core language progressions for ELLs
- Use content vocabulary orally and in writing
- Use oral and written language to describe, identify, explain



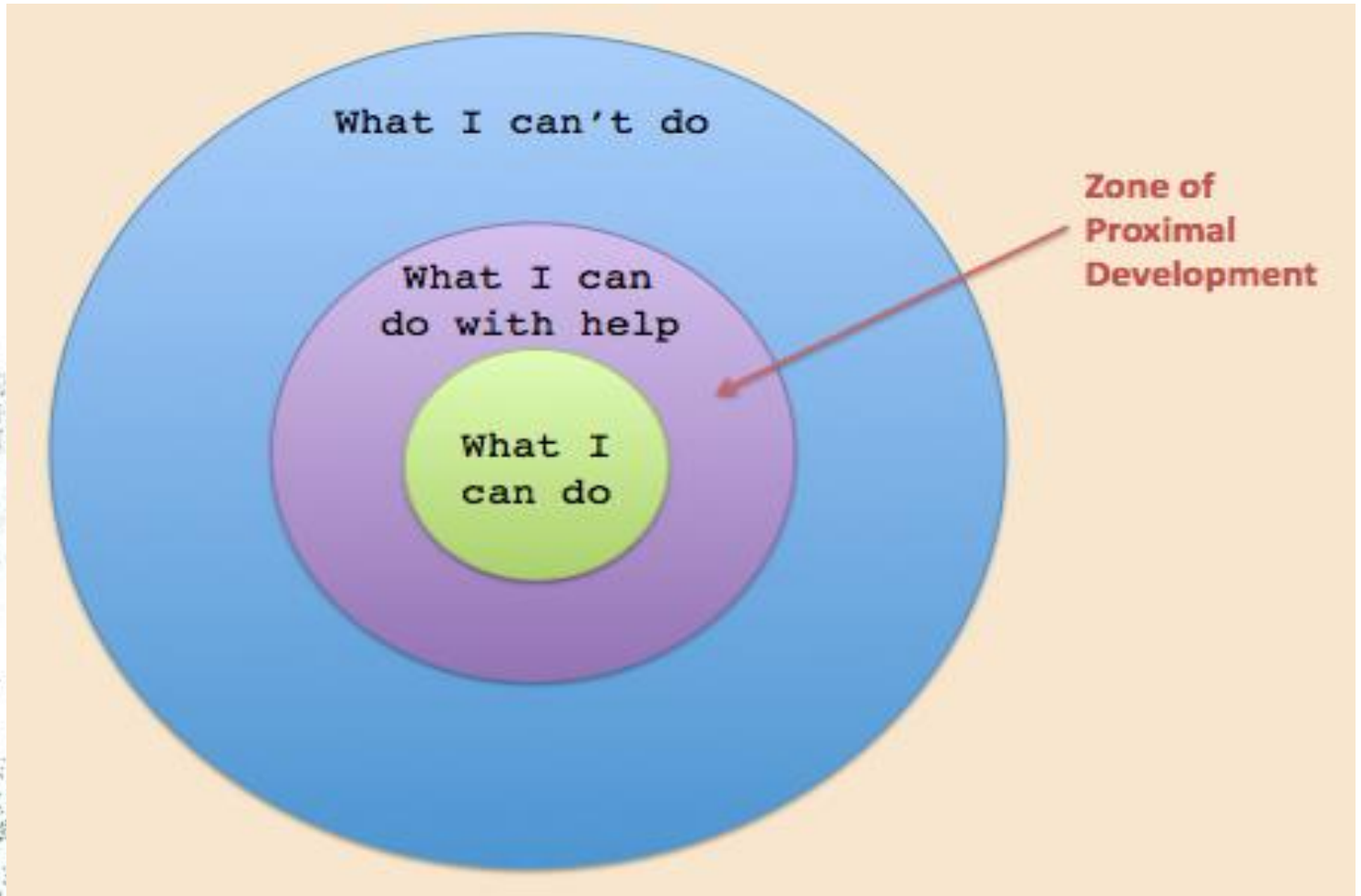
Scaffolding: An Overview



- Scaffolding is a term used to describe appropriate assistance provided to students to learn what alone would have been too difficult for them to learn on their own
- Theorist that influenced this method:
 - *Led Vygotsky (1896-1934), Russian Psychologist, introduced concept of zone of proximal development (ZPD)*



Zone of Proximal Development



Scaffolding: An Overview

- Stephen Krashen, a researcher in second language acquisition, introduced theory of comprehensible input
- Jerome Bruner, researcher in cognitive and educational psychology, coined the term as a description of the kind of assistance given by the teacher or more knowledgeable peer in providing comprehensible input and moving the learner into the zone of proximal development



Scaffolding is...

Scaffolding is tutorial behavior that is **contingent, collaborative** and **interactive**

- **Contingent:** *action depends on / influences / is influenced by other actions;*
- **Collaborative:** *end result is jointly achieved;*
- **Interactive:** *includes activities of two or more people who are mutually engaged.*

Sources of Scaffolding

- Four sources of scaffolding:
 - *assisted by an expert (e.g. teacher);*
 - *collaborating with other learners;*
 - *assisting a lower-level learner;*
 - *working alone – internalized practice, inner speech, etc., are employed.* p. 168

Walqui, Aida, *The International Journal of Bilingual Education and Bilingualism*. Vol. 9, No. 2 (2006).

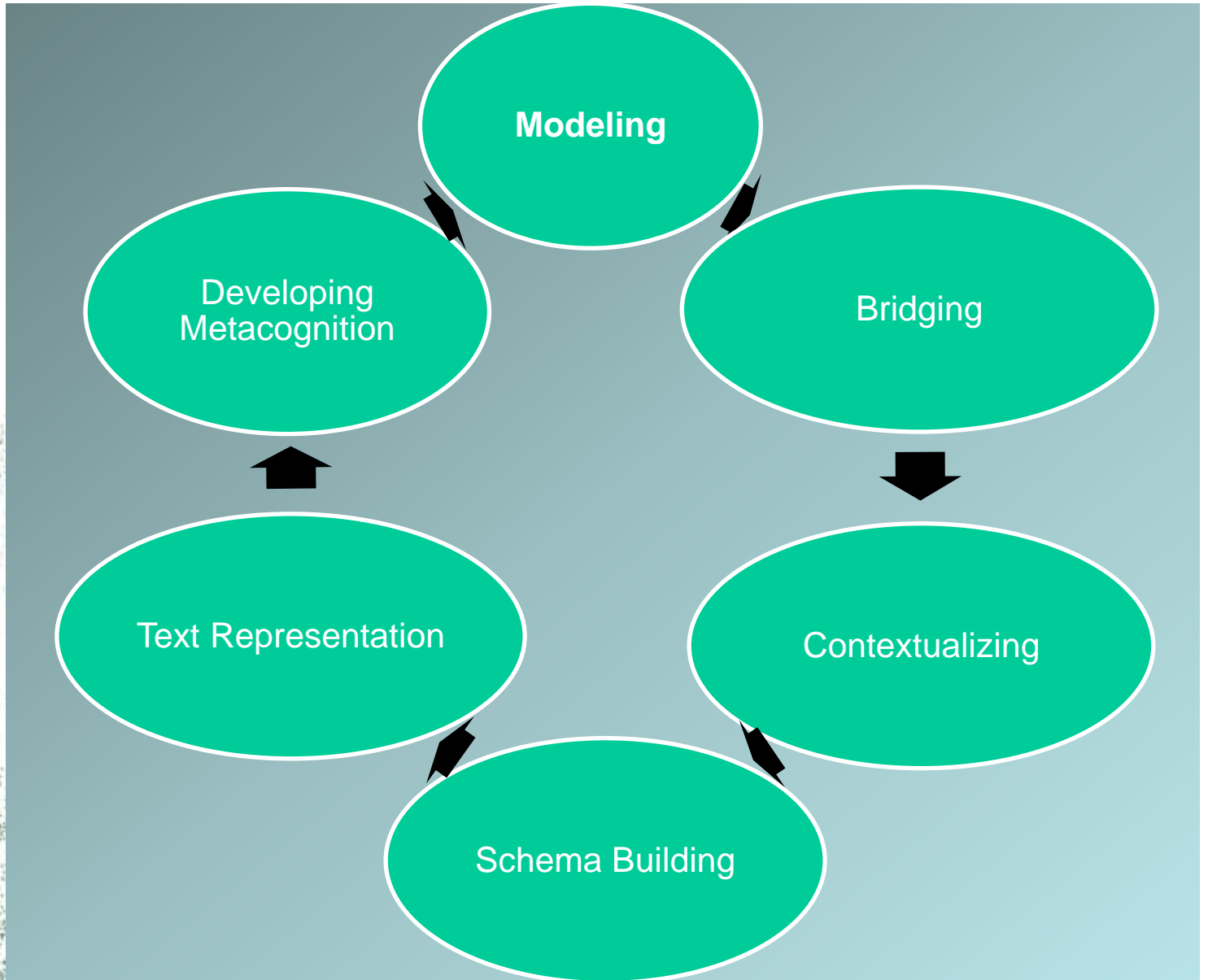


6



**BASIC
SCAFFOLDING
STRATEGIES**

Six Scaffolding Strategies for ELLs



Modeling



Students need to be given clear examples of what is required of them.

Bridging



- New concepts need to be built on previous knowledge and understanding. Weave new information into existing mental structures.

<http://www.cfn609.org/uploads/4/6/9/6/4696562/sixscaffoldingstrategiesforel1s.pdf>

Contextualization

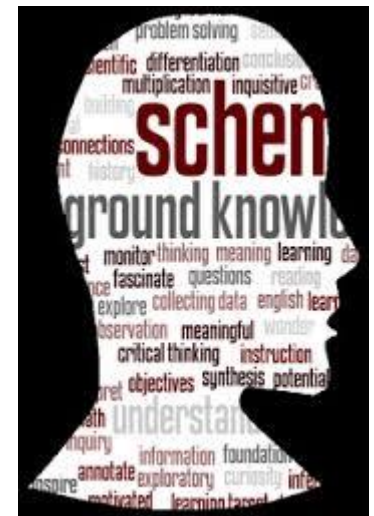


- Provide verbal contextualization by creating analogies based on student experiences.
- Embed academic language in sensory context by using pictures, manipulatives, film [without sound], authentic objects and source of information

Schema Building

Schema are clusters of meaning that are interconnected. Students need to see the connections. Some examples of things a teacher can do:

- *preview the text;*
 - note headings,
 - captions,
 - titles of charts, etc.



Developing Metacognition



- Involves the following:
 - *Consciously apply the strategies while engaging in activities*
 - *To know and to be aware of the most effective strategy for the particular activity*
 - *Self –monitor, evaluate and adjust during performance and to plan future performance based on the evaluation after an activity*

What are some scaffolding activities we can use in the classroom?





<p><u>Modeling</u></p> <p>To explicitly show and demonstrate</p>	<p><u>Bridging</u></p> <p>To activate prior knowledge in order to build connections</p>	<p><u>Schema Building</u></p> <p>Clusters of patterned concepts gathered from past experiences</p>
<p><u>Contextualization</u></p> <p>Surrounding new concepts with a sensory environment, thus clarifying them</p>	<p><u>Meta-cognitive Development</u></p> <p>Thinking about ones' own thinking</p>	<p><u>Text Representation</u></p> <p>Taking texts and transforming them into something else</p>



<p><u>Modeling</u></p> <ul style="list-style-type: none">● Language for Book Club Talk● Language for Clarification	<p><u>Bridging</u></p> <ul style="list-style-type: none">● Think-Pair-Share● Anticipatory Guide	<p><u>Schema Building</u></p> <ul style="list-style-type: none">● Compare/Contrast● Sequence of Events
<p><u>Contextualization</u></p> <ul style="list-style-type: none">● Metaphors● Video/Audio Clips	<p><u>Meta-cognitive Development</u></p> <ul style="list-style-type: none">● Think Aloud● Rubrics	<p><u>Text Representation</u></p> <ul style="list-style-type: none">● Post Cards● Conversations



SDAIE Strategies

Metacognitive Development

Providing students with skills and vocabulary to talk about their learning.

- Self assessments
- Teach note taking and studying techniques
- Vocabulary assignments

Bridging

Building on previous knowledge and establishing a link between the students and the material.

- Think - pair - share
- Quick-writes
- Anticipatory charts

Schema- Building

Helping students see the relationships between various concepts.

- Compare and contrast
- Jigsaw learning - peer teaching
- Projects

Contextualization

Familiarizes unknown concepts through direct experience.

- Demonstrations
- Video clips
- Repetition
- Use of manipulatives
- Local opportunities

Modeling

Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

Text Representation

Inviting students to extend their understandings of text and apply them in a new way.

- Students create drawings, posters, or videos
- Students create new games

[Click here for an "A - Z" glossary of SDAIE strategies, each defined and explained.](#)



New York State Bilingual Common Core Initiative



New Terminology!

New Language Arts Progressions

Formerly English as a Second Language Learning Standards

Home Language Arts Progressions

Formerly Native Language Arts Learning Standards

New Levels!

5 Levels of Language Progressions (Entering, Emerging, Transitioning, Expanding and Commanding)

Formerly 4 Levels (Beginning, Intermediate, Advanced and Proficient)

Student Performance Descriptors for New Language Arts Progressions

Levels	Entering	Emerging	Transitioning	Expanding	Commanding
<p><i>When acquiring a new language, students at each level are able to demonstrate the following with their new language receptively (listening, reading) and productively (speaking, writing).</i></p>					
LISTENING	<ul style="list-style-type: none"> Recognize pre-identified tier 1, 2 and 3 words found in the text/context Associate and organize words with support to understand and analyze the text Marco 	<ul style="list-style-type: none"> Recognize pre-identified phrases and short sentences found in the text/context Associate and organize phrases and sentences with support to understand and analyze text Tasfiah 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information after teacher modeling to understand and analyze text 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently using teacher provided tools Ko Than Nu 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently with guidance from teacher Damaris
READING	<ul style="list-style-type: none"> Recognize pre-identified tier 1, 2 and 3 words found in the text/context Associate and organize words with support to gain more complex and detailed understanding and analysis of the text Marco 	<ul style="list-style-type: none"> Recognize pre-identified phrases and short sentences found in the text/context Associate and organize phrases and sentences with support to gain more complex and detailed understanding and analysis of the text Ko Than Nu 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information after teacher modeling to gain more complex and detailed understanding and analysis of the text Damaris 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently using teacher provided tools to gain more complex and detailed understanding and analysis of the text 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently after guidance from teacher to gain more complex and detailed understanding and analysis of the text Tasfiah
SPEAKING	<ul style="list-style-type: none"> Use pre-taught one word answers Complete sentence starters Participate in partnership and teacher lead small group discussions Marco; Tasfiah 	<ul style="list-style-type: none"> Use provided key phrases and short sentences Complete sentence starters Participate in partnership and small group discussions 	<ul style="list-style-type: none"> Use word banks to incorporate key vocabulary and phrases into their discussion Share ideas without prompting and support Participate in partnership, small group and whole class discussions 	<ul style="list-style-type: none"> Use glossaries of terms to independently select and use new vocabulary and phrases Initiate discourse Participate in partnership, small group and whole class discussions Damaris; Ko Than Nu 	<ul style="list-style-type: none"> Lead discourse Participate in partnership, small group and whole class discussions
WRITING	<ul style="list-style-type: none"> Complete cloze-type paragraphs Use pre-identified key words Marco 	<ul style="list-style-type: none"> Develop short paragraphs Use pre-identified key phrases and short sentences Damaris; Ko Than Nu 	<ul style="list-style-type: none"> Develop short essays or text Use word banks to incorporate key vocabulary and phrases into their writing 	<ul style="list-style-type: none"> Develop multiple paragraph essays Use a glossary of terms to independently select and use new vocabulary and phrases Tasfiah 	<ul style="list-style-type: none"> Develop multiple paragraph essays independently

Student Performance Descriptors for Home Language Arts Progressions

levels	Entering	Emerging	Transitioning	Expanding	Commanding
When developing home language, students at each level are able to demonstrate the following with their home language receptively (listening, reading) and productively (speaking, writing).					
LISTENING	<ul style="list-style-type: none"> Recognize pre-identified phrases and short sentences found in the text/context Associate and organize phrases and sentences with support to understand and analyze text 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information after teacher modeling to understand and analyze text 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently using teacher provided tools 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently based on teacher guidance 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently with guidance from teacher
READING	<ul style="list-style-type: none"> Recognize pre-identified tier 1, 2 and 3 words found in the text/context Associate and organize words with support to gain more complex and detailed understanding and analysis of the text 	<ul style="list-style-type: none"> Recognize pre-identified information from the text/context Associate and organize provided information to gain more complex and detailed understanding and analysis of the text 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently using teacher provided tools to gain more complex and detailed understanding and analysis of the text 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently based on teacher guidance to gain more complex and detailed understanding and analysis of the text 	<ul style="list-style-type: none"> Recognize information independently Associate and organize information independently after guidance from teacher to gain more complex and detailed understanding and analysis of the text
SPEAKING	<ul style="list-style-type: none"> Use provided key phrases and short sentences Complete sentence starters Participate in partnership and small group discussions 	<ul style="list-style-type: none"> Use word banks to incorporate key vocabulary and phrases into their discussion Share ideas without prompting and support Participate in partnership, small group and whole class discussions 	<ul style="list-style-type: none"> Use glossaries of terms to independently select and use new vocabulary and phrases Initiate discourse Participate in partnership, small group and whole class discussions 	<ul style="list-style-type: none"> Use glossaries of terms to independently select and use new vocabulary and phrases Initiate and occasionally lead discourse Participate in partnership, small group and whole class discussions 	<ul style="list-style-type: none"> Lead discourse Participate in partnership, small group and whole class discussions
WRITING	<ul style="list-style-type: none"> Complete cloze-type paragraphs Use pre-identified key words 	<ul style="list-style-type: none"> Develop short paragraphs Use word banks to incorporate key vocabulary and phrases into writing 	<ul style="list-style-type: none"> Develop multiple paragraph essays Use a glossary of terms to independently select and use new vocabulary and phrases 	<ul style="list-style-type: none"> Develop multiple paragraph essays Use teacher provided tools to produce more complex and detailed writing 	<ul style="list-style-type: none"> Develop multiple paragraph essays independently

Table courtesy of [EngageNY](https://www.engageny.org/)

Essential Questions for Reflective Practitioners



- Who are our students?
 - *English language learners/bilingual learners/all students*
 - *Levels on new and home language arts progressions*
 - *Prior schooling, cultural considerations*
- What are our *long-term* and *short-term* goals/objectives?
 - *Content/literacy/new and home language development*

Essential Questions for Reflective Practitioners



- What can our students do relative to our goals/objectives?
 - *Content/literacy/new and home language development*
- What is likely to be challenging for our students relative to our goals/objectives?
 - *Content/literacy/new and home language development*

Essential Questions for Reflective Practitioners



- What strategies can we use to ensure that all of our students can engage with the activities we organize in our classes?
 - *Differentiate according to new and home language and other background factors*
- How can we assess our students' performance relative to our goals/objectives?
 - *Content/literacy/new and home language development*

Think about your students....

What scaffolds can
you provide for them?



Think-Pair-Share Activity

Scaffolding for ELLs

A consistent mix of mini lessons and strategies support every *Toolkit* lesson:

- Preview the *Toolkit* Lesson builds background knowledge and introduces concepts, vocabulary, and language structures used in the *Toolkit* lesson.
- Teach the *Toolkit* Lesson integrates the preview activities into the *Toolkit* lessons and help you optimize *Toolkit* practices to support ELLs.
- Extend the *Toolkit* Lesson includes explicit practice with grammar, syntax and oracy, as well as content and comprehension extensions.

Learn more about the Comprehension Toolkit series at
ComprehensionToolkit.com



Scaffolding Links

- http://home.comcast.net/~mariluwho/Handouts05/Visual_Scaffolding_to_Support_ELL_Reading.pdf

Visual Scaffolding to Support ELL Reading

- <http://www.pgcps.org/~rosa/esoln/scaffoldingfeb09.pdf>

Scaffolding ELLs

- <http://www.mlmcc.com/docs/2010-03-TESOL-Scaffolding-HO.pdf>

Scaffolding Academic Language for ELLs

- http://www.pps.k12.pa.us/143110127102951470/lib/143110127102951470/content_area_texts.pdf

Helping ELLs Understand Content Texts

- <http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber> Six Scaffolding Tips to Use With ELLs

- [http://blog.colorincolorado.org/Teaching Informational Text to ELLs](http://blog.colorincolorado.org/Teaching%20Informational%20Text%20to%20ELLs)

- <http://www.greece.k12.ny.us/academics.cfm?subpage=930> Reading Scaffolding Strategies

- <http://faculty.scf.edu/sharric/softchalk/Lesson12b/EPIModule12/EPIModule1210.html> Scaffolding for Elementary Reading

Resources

- EngageNY- <http://www.engageny.org/>
- Meeting Students' Needs Through Scaffolding
http://www.engageny.org/sites/default/files/resource/attachments/scaffolding_student_needs.pdf
- Colorin Colorado- <http://www.colorincolorado.org/>
- Quick Reference Guide for Teachers of English Language Learners
http://www.scsk12.org/SCS/subject-areas/ESL/PDFs/3-5_QRG_Jun_2009.pdf
- ELL/SDAIE Strategies
<http://orh.sweetwaterschools.org/files/2012/06/EL-SDAIE-Strategies.pdf>
- The GO TO Strategies: Scaffolding Options for Teachers of ELLs- K-12
https://www.google.com/search?q=ell+sdaie+strategies&oq=ell%2Fsd&aqs=chrome.3.69i57j69i58j0l4.13068j0j7&sourceid=chrome&espv=210&es_sm=93&ie=UTF-8
- *Scaffolding Language/Scaffolding Learning: Teaching Second Language Learner in the Mainstream Classroom.* Pauline Gibbons, 2002, Heinemann.
- *Scaffolding Instruction for English Language Learners: A Conceptual Framework.* Aida Walqui, Vol. 9, No. 2, 2006, The International Journal of Bilingual Education and Bilingualism



감사합니다 Natick
Grazie Danke Ευχαριστίες Dalu
Thank You Köszönöm
Спасибо Dank Tack
谢谢 Merci Seé
ありがとう

Obrigado

Bernice Moro, Ph.D.

bmoro@fordham.edu