

What Teachers “CAN DO”: Linguistic Accommodations for Scaffolding Instruction

Adapted from “Language and Literacy for ELLs” by John Seidlitz and Melissa Castillo, 2013 and <http://www.colorincolorado.org>, --updated 10-14-2013

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Allow use of same language peer support Allow for native language support Use gestures, movement, visuals to communicate Expect student to struggle with understanding conversations Model "survival" language by saying and showing the meaning. (For example— Say: "Open your book," then open a book while student observes.) Provide systematic pronunciation of social and academic language 	<ul style="list-style-type: none"> Pre-teach social and academic vocabulary before discussions or reading Provide and point to visuals when speaking Teach phrases for student to request repetition, slowing down, or rephrasing Simplify speech Use gestures for memorization of routines and some academic tasks Break down multi-step oral directions to one step at a time Provide systematic pronunciation of social and academic terms 	<ul style="list-style-type: none"> Provide opportunities for listening to peers in social and classroom settings Allow for some processing time Provide visuals and verbal cues especially for academic tasks Provide opportunities for students to request clarification, repetition, and rephrasing Provide systematic pronunciation of academic terms 	<ul style="list-style-type: none"> Allow extra processing time when academic tasks are complex and unfamiliar Provide visuals, verbal cues, and gestures when topics are unfamiliar Understand the student may still request clarification, repetition or rephrasing Provide systematic pronunciation of academic terms 	<ul style="list-style-type: none"> Allow extra processing time when academic tasks are complex and unfamiliar Provide visuals, verbal cues, and gestures when topics are unfamiliar Understand the student may still request clarification, repetition or rephrasing Provide systematic pronunciation of academic terms 	
SPEAKING	<ul style="list-style-type: none"> Provide words and short sentence stems to support speaking Allow peer practice before individual students speak in group or to whole class Allow non-verbal responses: yes-no, nods, pointing Provide word wall with visuals Provide word bank of key vocabulary Model language— pronunciation and phrasing for student Use visuals and have students <u>point</u> to pictures then say and act out new vocabulary. 	<ul style="list-style-type: none"> Provide sentence stems with simple sentence structures and tenses Model pronunciation of academic terms and clap out syllables Provide practice in pronunciation of academic terms Provide word walls with visuals and short sentences Allow for extra processing time Allow for peer interaction before expecting a response Focus only on corrections that directly interfere with meaning. Reinforce learning by modeling the correct usage. 	<ul style="list-style-type: none"> Provide sentence stems with more complex grammar, vocabulary and advanced academic language structures (to justify, compare, etc.) Allow extra time when student pauses Provide opportunities for social conversation on unfamiliar topics Provide students with phrases/language used in presentations Provide opportunities for students to practice presenting with partners before getting in front of class 	<ul style="list-style-type: none"> Provide opportunities for extended discussions Provide sentence stems with past, present, future, and complex grammar with unfamiliar academic topics Practice idiomatic phrases in context 	<ul style="list-style-type: none"> Provide multiple opportunities for student to speak in varied contexts Provide sentence stems with past, present, future, complex grammar, content-based vocabulary and abstract terms 	

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READING	<ul style="list-style-type: none"> Use visual support Use adapted text or leveled readers Allow students to practice with audio texts or computerized text Explain environmental print Practice high frequency words, concrete terms Adapt content area texts—words, phrases, simple sentences Organize reading in chunks Allow students to work in pairs 	<ul style="list-style-type: none"> Provide visual and linguistic supports Provide leveled readers in each content area Allow students to “echo-read” with partners Use adapted texts—with longer sentences Pre-teach key vocabulary Use previewing strategies before reading informational text 	<ul style="list-style-type: none"> Provide visual and linguistic supports Provide adapted texts on unfamiliar topics Provide leveled readers for grade level content Allow analysis of reading with peer support Help students make connections with new vocabulary by teaching derivations or word families such as, “important, importance, importantly” 	<ul style="list-style-type: none"> Provide grade level reading, with vocabulary support with unfamiliar terms Provide visual and linguistic supports including adapted text for unfamiliar topics Allow students to collaborate on analysis of texts 	<ul style="list-style-type: none"> Provide abstract grade level reading with support for comprehending and analyzing text Provide some visual and linguistic supports Allow students to complete graphic organizers to demonstrate comprehension Allow students to collaborate on analysis of texts 	
WRITING	<ul style="list-style-type: none"> Allow drawings with words and use of native language to express concepts Allow students to “talk out” their writing before committing to paper Provide short , simple sentence stems with present tense and high frequency words to facilitate writing Allow students to “copy” from peers Encourage writing with each reading Allow bilingual dictionaries 	<ul style="list-style-type: none"> Allow drawings and use of native language Encourage writing on familiar and concrete topics Provide simple sentence stems and scaffold writing assignments Allow bilingual dictionaries Provide student with a <i>fill-in-the blank</i> version of the content assignment with the necessary vocabulary listed on the page 	<ul style="list-style-type: none"> Provide grade-level appropriate tasks Model abstract & technical writing Provide complex sentence stems to scaffold writing assignments Use genre and text structure analysis with peer interaction Provide a list of signal words for informational writing (structures) Use structured graphic organizers or thinking maps Demonstrate effective note-taking and provide a template. Allow bilingual dictionaries 	<ul style="list-style-type: none"> Provide grade-level appropriate writing tasks Give linguistic support for abstract and technical writing Use genre and text structure analysis with peer interaction Provide complex sentence stems for scaffolding writing assignments 	<ul style="list-style-type: none"> Provide more complex grade-level writing assignments, with scaffolding as needed Provide complex sentence stems for scaffolding writing assignments Provide opportunities for students to use genre analysis to identify and use features of advanced English writing 	