



# Coaching Questions for Linguistic Growth

## To Ensure Sequenced Linguistic Scaffolds

- ❑ What scaffolds can we include for students at the beginner or intermediate level of proficiency?
- ❑ Would sentence stems or frames be more useful for this student?
- ❑ How can we make this text accessible to all levels of learners?
- ❑ Would the option to sketch or write allow more students to be successful?
- ❑ What support could be added to this writing assignment so that students at various levels can participate? (word bank, graphic organizer, oral rehearsal).

## To Encourage Comprehensible Input

- ❑ Do students have enough background knowledge to complete this task?
- ❑ What background knowledge will students need to be successful?
- ❑ Which vocabulary words need to be explicitly taught?
- ❑ Are there any vocabulary supports we can add to support diverse learners?
- ❑ Would visuals help ensure students understand this content? How?
- ❑ Is the text chosen accessible to most students including our diverse learners? Should we adapt the text or add another scaffold? (visuals, highlighted vocab etc.)
- ❑ What can you do for students who are reading below grade level?

## To Address Quality of Student Work

- ❑ Would opportunities to speak rather than write on this assignment better show mastery?
- ❑ Would an exemplar or visual allow students to better understand the expectation?
- ❑ How could paragraph frames help to enhance the quality of student writing?
- ❑ What kind of feedback have you given the student?
- ❑ Do you think the student would understand the expectation better if they could watch you model a similar piece?



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## To Encourage Asset Based Practices

- What unique perspectives might the student bring based on their cultural background?
- What funds of knowledge does this student possess in general or about this learning topic?
- How have we represented or reflected our student population in visual materials? (images, books)
- Is there an opportunity to embed diverse student's language or culture into this lesson?
- What opportunities for critical thinking, reflection or feedback have been provided?

## To Increase the Richness of Language

- What academic vocabulary can we include in our sentence stems?
- Which tools can we use to ensure multiple students share ideas?
- Which total response signals could help us check for understanding or Readiness?
- How can we embed visuals into this lesson?
- Which vocabulary words need to be explicitly taught?
- How many opportunities to speak or orally process will students be given during this lesson?
- Would an opportunity to speak or write be best to check for understanding?

## To Support General Scaffolding

- What does mastery look like in this setting?
- What is the expected outcome of this task?
- What modalities (speaking, listening, reading writing) are being used? Would one serve the goal better than another?
- Which learning gap are you most concerned about? What scaffold could minimize that?
- Which misconceptions in student understanding do you anticipate? Is there a scaffold that can prevent this?