

Linguistic Scaffolds Glossary



Scaffolding refers to a variety of instructional techniques used to **move students** progressively toward stronger understanding and, ultimately, **greater independence in the learning process**. According to the ELPS it is the responsibility of the school district to identify the proficiency level of Emergent bilingual student *and* provide linguistically accommodated instruction that is grounded in the students proficiency level. By knowing which scaffolds are appropriate for each proficiency level educators can plan and deliver instruction that is accessible to EB's at each proficiency level. The glossaries included in this set are organized by proficiency level as well as type in order to provide clarity and maximize efficiency during lesson planning.

General Scaffolds

These scaffolds are generic in nature and can apply to EB's at any level of English proficiency because they are high yield and applicable across content areas. In addition these scaffolds can be used as a part of Tier 1 instruction for all learners.

A L L L e v e L S

Build Background Knowledge

- Giving students background knowledge they do not already have on a topic
- Not the same as "activating" background knowledge which is done determine and leverage prior knowledge for the purpose of making connections during instruction (think KWL)
- Strategies to build/teach background knowledge
 - Short teacher created texts
 - Web links (can be in English or native language)
 - Short Video clips (3-5 minutes)
 - Texts at reading level or in native language

Wait Time

- Providing a 5-10 second pause between the question asked and a response
- Includes question asked whole group, small group and 1:1 as well as during a turn and talk/QSSSA
- Benefits include:
 - Students to fully listen to and comprehend the question asked
 - Processing time
 - Students to translate from home language to English mentally
 - Time to build courage to respond
 - Increased engagement as more students can respond and or give a quality response

Pre-Teach Vocabulary

- Choose high yield words based on importance, frequency, cross context use etc.
- Use student friendly definitions, examples, non examples and concrete representations
- Utilize word maps, frayer models and games as you pre-teach

Clarify Directions

- Directions can be clarified by using several different scaffolds such as gestures, visual and verbal cues and using simple sentences and phrases

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Material or Resource Scaffold

Materials or resource scaffolds are tools given to EL's to help them access content and share their understanding of the content in oral or written form.

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Peer and Native language support

- ❑ Videos to build background in the home language or with home language captions
- ❑ Books available in the native language and or English
- ❑ Placement with peer of the same native language in grouping

Translate text, words, phrases

- ❑ Google translate for basic communication, large portions of text may not translate correctly

Bilingual dictionary/glossary

- ❑ Bilingual glossary is best when a student is literate in home language
- ❑ Glossaries should have student friendly definitions and visuals

Short sentences; single words

- ❑ Allow student responses both oral and written in short sentences or single words
- ❑ Use adapted text/assignments with simplified language

Drawing and pictorial representation

- ❑ Drawing can be offered as a way to express ideas that the student has not yet acquired language for (brainstorming a story, responding to a math question or science claim)
- ❑ Pictorial representations, visuals and realia should be provided to student as they receive instruction and as they complete tasks (mini word walls, flashcards etc)

Instructional Scaffolds

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Gestures for Emphasis

- ❑ This nonverbal form of communication provides visuals/realia in real time as instruction is being given and can be used alone or in conjunction with visual and verbal cues
- ❑ Example: picking up the math manipulative, science tool or object as you reference it.

Visual or Verbal Cues to Reinforce Spoken or Written Words

- ❑ Visual cues can include gestures, facial expressions, hand signals and cue cards
- ❑ Verbal cues can include intonation, repetition, rate of speech, numbered steps
- ❑ The purpose of this scaffold is to reinforce the meaning of words as well as give clarity to instructional statements and directions.

Rephrase, repeat, slow down

- ❑ Best done during 1:1 or small group conversations with student
- ❑ Enunciate clearly but not unnaturally
- ❑ Use a steady but slower rate; increase rate as student's language proficiency increases
- ❑ Emphasize key vocabulary through repetition particularly for specialized vocabulary words
- ❑ Offer (but do not demand) a beginner to repeat words/phrases after you.
- ❑ Avoid speaking louder as a higher volume does not make the content more comprehensible

Non participation in simple conversations

- ❑ This scaffold is both an instructional and an emotional scaffold as it honors the beginners silent period and lowers the affective filter.
- ❑ Allow a beginner to be a part of a triad during turn and talk moments to observe conversations

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Tiered Sentence Stems/Frames

- ❑ Sentence Frames can be used for EBs who are intermediate but may be closer to the beginning of the continuum.
- ❑ Sentence stems are best suited for most Intermediate EB's as it gives them a start but allows them to begin experimenting with English in their own words and voice.
 - ❑ Frame: Squares and rectangles both have ____ but a square has_____.
 - ❑ Stem: I notice that the shapes...

Adapted Text

- ❑ Removing highly specialized language
- ❑ Text in native language
- ❑ Text with embedded visuals
- ❑ Text via audio

Word bank of Key Vocabulary

- ❑ A bank of words to choose from when responding in oral or written form
- ❑ Limit 4-6 words to avoid overwhelming the student
- ❑ Can be accompanied by visuals, translations and sentence stems as needed
- ❑ Examples for times of use include: writing a summary in any content area, writing a justification in a math journal or display bank during turn and talk or QSSSA or structured conversation

Scaffolded Writing Assignments

- ❑ Writing assignments in which multiple scaffolds are used to allow students to craft a writing response that shows mastery of the TEKS addressed
- ❑ Scaffolds could include: graphic organizers, word banks, sentence stems, paragraph frames,
- ❑ Oral Rehearsal prior to writing can allow students to organize their thoughts. Using an online program such as flipgrid or seesaw to allow students to record their oral rehearsal and write from their recording may be useful in some instances.

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Provide Simple Phrases/Frames

- ❑ These phrases and frames should be provided during instruction to allow students to respond orally to questions either aloud to the teacher or during structured conversations using QSSSA.
- ❑ This scaffold differs from tiered sentence stems/frames but only in terms of when it is used (during live whole group/small group instruction vs during independent tasks when tiered stems/frames may be used.)

Clarification of Words and Phrases

- ❑ Provide synonyms, simplified language, visuals or native translation for select words and phrases students may have difficulty understanding
- ❑ Figurative language (idioms and similes), cultural references and colloquialisms will need clarity
- ❑ Recast or rephrase statements made in videos or by other students in order to provide clarity for students. Ex) Thank you Akshara So you are saying the phrase "each box had 8" made you think of groups and multiplication?"

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Model Pronunciation

- ❑ Pronounce specialized Tier 2 and 3 vocabulary words deliberately
- ❑ Ensure student can see movement of mouth when pronouncing words
- ❑ Consider unique features of the students native language that may impede certain pronunciations (b and v in spanish, w and v in Indian languages such as Telugu and Tamil)

Simple Conversations (words and phrases)

- ❑ Avoid long, complex sentences with embedded clauses. As students make progress, increase the complexity of the vocabulary and syntax appropriate to their English language proficiency.
- ❑ Minimize colloquialisms and informal social language when delivering direct instruction

Organize Reading into Chunks

- ❑ Breaking down a difficult text into more manageable pieces so that students are able to identify keywords/ideas, comprehend the text as well as synthesize and paraphrase the text
- ❑ Chunks can be by sentence, paragraph or page depending on the length of the text
- ❑ Reading strategies should be employed as students read the chunks
 - ❑ Circle unfamiliar words
 - ❑ Use context clues or look up words to determine their meaning
 - ❑ Read text aloud as needed (whisper read)
 - ❑ Read text multiple times
- ❑ Consider allowing students to paraphrase the chunks orally (best at this proficiency level) or written

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Extra Time for Complex Assignments

- ❑ Extra time allows the student processing time to account for the student translating mentally, retrieving words from short term memory, organizing thoughts in a second language
- ❑ Complex assignments are discretionary but may include assignments that involve critical thinking, lengthy writing or a large amount of background knowledge specific to American culture.

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Read and Model Think Aloud

- ❑ Read alouds at this stage of English proficiency are key because these texts contain the longer more complex sentence structures and vocabulary that is needed in order for them to progress to the next proficiency level.
- ❑ Think Alouds at this stage of English proficiency are key because they model the higher order comprehension skills Advanced students need to begin to acquire in order to transition from needing 2nd language support to needing minimal 2nd language support.
- ❑ Think alouds can cover comprehension skills such as: predicting, questioning, connecting, summarizing, reflecting, clarifying and monitoring/adjusting.

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- Translate text, words, phrases**
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- Bilingual dictionary/glossary**
 - ❑ Bilingual glossary is best when a student is literate in home language
 - ❑ Glossaries should have student friendly definitions and visuals
- Short sentences; single words**
 - ❑ Allow student responses both oral and written in short sentences or single words
 - ❑ Use adapted text/assignments with simplified language
- Drawing and pictorial representation**
 - ❑ Drawing can be offered as a way to express ideas that the student has not yet acquired language for (brainstorming a story, responding to a math question or science claim)
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- ❑ This scaffold is given and used during the delivery of lessons and instruction
- ❑ Examples:
 - ❑ Visual cues
 - ❑ Verbal cues
 - ❑ The purpose of the instruction
- ❑ Best done
 - ❑ Enunciated
 - ❑ Use a steady pace
 - ❑ Emphasized
 - ❑ Offer (but not demand) repetition
 - ❑ Avoid speaking too fast
- ❑ This scaffold is used during the delivery of lessons and instruction
- ❑ Allow a brief pause

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- Adapted Text**
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- Word Bank**
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- ❑ These phrases are used during the delivery of lessons and instruction
- ❑ This scaffold differs from the other scaffolds used during live instruction when tiered stems are used
- ❑ Provide synonyms and phrases students need clarity
- ❑ Recast or rephrase for clarity for student
- ❑ "8" made you think

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- ❑ Breaking down a complex task into smaller steps to identify keywords in the text
- ❑ Chunks can be broken down into smaller pieces
- ❑ Reading strategies
 - ❑ Circle unknown words
 - ❑ Use context clues
 - ❑ Read text aloud
 - ❑ Read text to a partner
- ❑ Read alouds at the beginning of the lesson for them to progress to independent reading
- ❑ Think Alouds at the end of the lesson to transition from needing support.
- ❑ Think alouds can be used to connect, summarize, and clarify.

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