Scaffolding Strategies for English Language Learners

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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 the 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

6 BASIC SCAFFOLDING STRATEGIES
Six Scaffolding Strategies for ELLs

- Modeling
- Bridging
- Contextualizing
- Schema Building
- Text Representation
- Developing Metacognition
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.

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.

Transform linguistic constructions found modeled in one genre into forms used in another genre.

Example: short stories or historical essays into dramas or personal narratives.
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?
<table>
<thead>
<tr>
<th>Modeling</th>
<th>Bridging</th>
<th>Schema Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explicitly show and</td>
<td>To activate prior knowledge in other</td>
<td>Clusters of patterned concepts</td>
</tr>
<tr>
<td>demonstrate</td>
<td>to build connections</td>
<td>gathered from past experiences</td>
</tr>
<tr>
<td>Contextualization</td>
<td>Meta-cognitive Development</td>
<td>Text Representation</td>
</tr>
<tr>
<td>Surrounding new concepts</td>
<td>Thinking about ones’ own thinking</td>
<td>Taking texts and transforming them</td>
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<tr>
<td>with a sensory environment</td>
<td></td>
<td>into something else</td>
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<tr>
<td>thus clarifying them</td>
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<td></td>
</tr>
<tr>
<td>Modeling</td>
<td>Bridging</td>
<td>Schema Building</td>
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<tr>
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<tr>
<td>● Language for Book Club Talk</td>
<td>● Think-Pair-Share</td>
<td>● Compare/Contrast</td>
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<tr>
<td>● Language for Clarification</td>
<td>● Anticipatory Guide</td>
<td>● Sequence of Events</td>
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<td><strong>Contextualization</strong></td>
<td><strong>Meta-cognitive Development</strong></td>
<td><strong>Text Representation</strong></td>
</tr>
<tr>
<td>● Metaphors</td>
<td>● Think Aloud</td>
<td>● Post Cards</td>
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<tr>
<td>● Video/Audio Clips</td>
<td>● Rubrics</td>
<td>● Conversations</td>
</tr>
</tbody>
</table>

The table summarizes various strategies for teaching and learning, including modeling, bridging, and schema building, along with methods for contextualization and meta-cognitive development.
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

**Contextualization**
Familiarizes unknown concepts through direct experience.
- Demonstrations
- Video clips
- Repetition
- Use of manipulatives
- Local opportunities

**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

**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
<table>
<thead>
<tr>
<th>New Terminology!</th>
<th></th>
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<tbody>
<tr>
<td>New Language Arts Progressions</td>
<td>Formerly English as a Second Language Learning Standards</td>
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<tr>
<td>Home Language Arts Progressions</td>
<td>Formerly Native Language Arts Learning Standards</td>
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<table>
<thead>
<tr>
<th>New Levels!</th>
<th>Formerly 4 Levels (Beginning, Intermediate, Advanced, and Proficient)</th>
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<tbody>
<tr>
<td>5 Levels of Language Progressions (Entering, Emerging, Transitioning, Expanding, Commanding)</td>
<td>Table courtesy of EngageNY</td>
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</tbody>
</table>
# Student Performance Descriptors for New Language Arts Progressions

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).

<table>
<thead>
<tr>
<th>Levels</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
</table>
| **LISTENING** | - 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 | - 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 | - Recognize information independently  
- Associate and organize information after teacher modeling to understand and analyze text  
Ko Than Nu | - Recognize information independently  
- Associate and organize information independently using teacher provided tools  
Damaris | - Recognize information independently  
- Associate and organize information independently with guidance from teacher  
Tasfiah |
| **READING** | - 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 | - 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 | - Recognize information independently  
- Associate and organize information after teacher modeling to gain more complex and detailed understanding and analysis of the text  
Damaris | - Recognize information independently  
- Associate and organize information independently using teacher provided tools to gain more complex and detailed understanding and analysis of the text  
Tasfiah |
| **SPEAKING** | - Use pre-taught one word answers  
- Complete sentence starters  
- Participate in partnership and teacher lead small group discussions  
Marco; Tasfiah | - Use provided key phrases and short sentences  
- Complete sentence starters  
- Participate in partnership and small group discussions  
Damaris; Ko Than Nu | - 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  
Damaris; Ko Than Nu | - 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 | - Lead discourse  
- Participate in partnership, small group and whole class discussions |
| **WRITING** | - Complete cloze-type paragraphs  
- Use pre-identified key words  
Marco | - Use pre-identified key phrases and short sentences  
- Use word banks to incorporate key vocabulary and phrases into their writing  
Damaris; Ko Than Nu | - Develop short essays or text  
- Use word banks to incorporate key vocabulary and phrases into their writing  
Damaris; Ko Than Nu | - Develop multiple paragraph essays  
- Use a glossary of terms to independently select and use new vocabulary and phrases  
Tasfiah | - Develop multiple paragraph essays independently |

Table courtesy of [EngageNY](https://www.engageny.org)
# Student Performance Descriptors for Home Language Arts Progressions

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<tr>
<th>Levels</th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
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<th>Commanding</th>
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<td><strong>LISTENING</strong></td>
<td>• Recognize pre-identified phrases and short sentences found in the text/context&lt;br&gt;• Associate and organize phrases and sentences with support to understand and analyze text</td>
<td>• Recognize information independently&lt;br&gt;• Associate and organize information after teacher modeling to understand and analyze text</td>
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<td>• Recognize information independently&lt;br&gt;• Associate and organize information independently based on teacher guidance&lt;br&gt;Ko Than Nu</td>
<td>• Recognize information independently&lt;br&gt;• Associate and organize information independently with guidance from teacher&lt;br&gt;Marco</td>
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<td><strong>READING</strong></td>
<td>• Recognize pre-identified tier 1, 2 and 3 words found in the text/context&lt;br&gt;• Associate and organize words with support to gain more complex and detailed understanding and analysis of the text&lt;br&gt;Ko Than Nu</td>
<td>• Recognize pre-identified information from the text/context&lt;br&gt;• Associate and organize provided information to gain more complex and detailed understanding and analysis of the text&lt;br&gt;Damaris</td>
<td>• Recognize information independently&lt;br&gt;• Associate and organize information independently using teacher provided tools to gain more complex and detailed understanding and analysis of the text&lt;br&gt;Tasfiah</td>
<td>• Recognize information independently&lt;br&gt;• Associate and organize information independently based on teacher guidance to gain more complex and detailed understanding and analysis of the text&lt;br&gt;Marco</td>
<td>Tasfiah</td>
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<tr>
<td><strong>SPEAKING</strong></td>
<td>• Use provided key phrases and short sentences&lt;br&gt;• Complete sentence starters&lt;br&gt;• Participate in partnership and small group discussions</td>
<td>• Use word banks to incorporate key vocabulary and phrases into their discussion&lt;br&gt;• Share ideas without prompting and support&lt;br&gt;• Participate in partnership, small group and whole class discussions</td>
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<td>• Lead discourse&lt;br&gt;• Participate in partnership, small group and whole class discussions&lt;br&gt;Marco; Tasfiah</td>
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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

Courtesy of EngageNY
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*

Courtesy of EngageNY
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

  Scaffolding ELLs

  Scaffolding Academic Language for ELLs

- http://www.pps.k12.pa.us/143110127102951470/lib/143110127102951470/content_area_texts.pdf
  Helping ELLs Understand Content Texts

  Six Scaffolding Tips to Use With ELLs

- http://blog.colorincolorado.org/Teaching Informational Text to ELLs

- 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/
• 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%2Fsdaie+strategies&aqs=chrome.3.69i57j69i58j0l4.13068j0j7&sourceid=chrome&espv=210&es_sm=93&ie=UTF-8
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