

Levels of Scaffolding for Integrated ELD

SUBSTANTIAL SUPPORT

Appropriate Tasks	Literacy	Teacher Guidance
<p>Highly modified tasks:</p> <ul style="list-style-type: none"> - Opportunities to work with teacher one and one and in small groups to practice language related to lesson - Point, nod, gesture - Act out - Move objects - Draw - List and label - Questions that solicit single word/short - Phrase answers (yes/no) - Repeat commands - Recite dialogues, poems - Cloze exercises - Graphic organizers - Sentence strips - Sequence events - Categorize - Short responses with sentence starters - Recount events - Predict what will happen - Explain what happened 	<p>Developing literacy and language simultaneously:</p> <ul style="list-style-type: none"> - Decodable, picture, pattern, and comic books - Repeated readings - Books on tape - Teacher read alouds - Reading in L1 - Computer programs - Authentic/environmental literacy - Vocabulary flashcards - Sight words - Rhyming - Exposure to different genres, especially expository texts - Introduce comprehension strategies - TPR Storytelling - Interactive read alouds - Highly scaffolded exposure to content-area vocabulary 	<p>High levels of contextualization:</p> <ul style="list-style-type: none"> - Thematic Instruction - Gestures (body language and facial expressions) - Pictures - Hand-on learning - Manipulatives/realia - Songs/chants - Routines - GLAD Strategies - Multiple examples - Additional exposures to the same concept in different contexts - Inclusive participatory strategies - Structured cooperative learning with individual assessment - Paragraph frames - Rubrics and exemplars <p>Attention to Language:</p> <ul style="list-style-type: none"> - Slow to moderate rate of speech - High-frequency vocabulary - Synonyms introduced systematically - Clear enunciation - Pauses between sentences - Use of language markers to organize information, such as first, second, for example - Wait time

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MODERATE SUPPORT

Appropriate Tasks	Literacy	Teacher Guidance
<p><i>Moderately Modified Tasks:</i></p> <ul style="list-style-type: none"> - Many opportunities to engage in academic conversations with peers - Illustrations to explain grade level, challenging concepts with a written explanation - “List and label” as an into activity - Response to grade-level questions related to content with scaffolding - Recite dialogues, poems - Categorizing with higher levels of cognitive challenge and scaffolding - Cloze exercises - Graphic organizers at all phases of instruction to demonstrate knowledge of grade-level concepts - Grade-level written and oral tasks that require students to restate, summarize, compare/contrast, support an opinion, describe, explain, analyze and evaluate with significant scaffolds 	<p><i>Literacy for language development and learning:</i></p> <ul style="list-style-type: none"> - Repeated readings to deepen understanding of the author’s message and content - Grade level books on tape - Teacher read alouds - Reading in L1 - Computer programs - Vocabulary flashcards and logs - Activities that require student to infer meaning and analyze - Journals and reading logs - Comprehension strategies - Focus on expanding use of more complex grammatical structures in speaking and writing - Exposure to different genres, especially expository texts - Opportunities to read books at independent reading level - Exposure (teacher-led) to grade-level texts with light scaffolding that focuses on vocabulary and language - Explicit instruction in idiomatic expressions and figurative language - Explicit instruction in and required application of content-area vocabulary 	<p><i>Moderate to substantial levels of contextualization:</i></p> <p><i>*Less reliance and/or number of these scaffolds</i></p> <ul style="list-style-type: none"> - Thematic Instruction - *Gestures (body language and facial expressions) - *Pictures - Hand-ons learning - *Manipulatives/realia - Songs/chants - Routines - GLAD Strategies - *Multiple examples - *Additional exposures to the same concept in different contexts - Inclusive participatory strategies - Structured cooperative learning with individual assessment - Paragraph frames - Rubrics and exemplars <p><i>Attention to Language:</i></p> <ul style="list-style-type: none"> - Moderate rate of speech - High-frequency vocabulary with greater emphasis on synonyms - Clear enunciation - Pauses between sentences - Use of language markers to organize information - Wait time

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LIGHT SUPPORT

Appropriate Tasks	Literacy	Teacher Guidance
<p>Lightly Modified Tasks:</p> <ul style="list-style-type: none"> - Many opportunities to engage in extended academic conversations with peers - Illustrations to explain grade level, challenging concepts with detailed, grade-level written explanations - “List and label” as an into activity - Responses to grade-level questions related to content with scaffolding - Recite complex, challenging poems - Categorizing with higher levels of cognitive challenge and scaffolding - Cloze exercises to emphasize complex language and vocabulary - Graphic organizers at all phases of instruction to demonstrate knowledge of grade-level concepts - Grade-level written and oral tasks that require students to restate, summarize, compare/contrast, support an opinion, describe, explain, analyze and evaluate with scaffolds 	<p>Literacy for academic language development and grade-level content learning:</p> <ul style="list-style-type: none"> - Repeated readings to deepen understanding of author’s message and/or content - Grade level books on tape - Teacher read alouds - Reading in L1 - Computer programs - Vocabulary flashcards and logs - Activities that require student to infer meaning and analyze - Journals and reading logs - Comprehension strategies - Exposure to different genres, especially expository texts - Grade level essay prompts with and without scaffolds - Intense focus on expanding use of more complex grammatical structures in speaking and writing - Opportunities to read books at independent reading level - Exposure (teacher-led) to grade-level texts with scaffolding that focuses on vocabulary and language - Explicit instruction in idiomatic expressions and figurative language -Explicit instruction in and required application of content-area vocabulary 	<p>Light levels of contextualization:</p> <p><i>*Less reliance and/or number of these scaffolds</i></p> <ul style="list-style-type: none"> - Thematic Instruction - *Pictures - Hand-on learning - Songs/chants (lower grades) - Routines - GLAD Strategies - *Multiple examples - *Additional exposures to the same concept in different contexts - Inclusive participatory strategies - Structured cooperative learning with individual assessment - *Paragraph frames for new and complex writing tasks - Rubrics and exemplars <p>Attention to Language:</p> <ul style="list-style-type: none"> - Normal rate of speech - Purposeful use of a wide range of academic vocabulary while teaching incidental words - Clear enunciation - Wait time