



SupportEd

Scaffolding for ELLs
in Distance Learning or Hybrid Settings

eTeachNY

2021

Tools Packet

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Scaffolding for ELLs Self-Assessment

Directions: Determine your level of familiarity with each scaffold and place a check mark in the appropriate box. Administrators can consider the extent to which they see these scaffolds used in the classrooms their school.

| Scaffold | I am not familiar with this scaffold. | I am familiar with this scaffold, but don't regularly use it with ELLs. | I regularly use this scaffold with ELLs. |
|--|---------------------------------------|---|--|
| Materials and Resources | | | |
| Graphic organizers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Visuals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Word banks or word walls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sentence stems, frames, paragraph frames | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adapted texts and/or audio texts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English and/or bilingual glossaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Supporting materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other: | | | |
| Instruction | | | |
| Repetition and paraphrasing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Modeling activities and ways of thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Family background (e.g., who student lives with, family separation/reunification status, parent or guardian's home language and literacy skills):



Student interests:



Student plans and/or goals:



Source: Staehr Fenner, D. & Snyder, S. (2017). *Unlocking English learners' potential: Strategies for making content accessible*, p. 38. Thousand Oaks, CA: Corwin.

How will you incorporate scaffolds to be used with only some students?

How will you model the scaffolds through distance learning?

Step 4. Select and Develop Appropriate Materials for Distance Learning

Materials already developed and supporting resources

Materials to be developed

Materials to be adapted

Step 5. Teach the Lesson, Adapting Scaffolding and Materials as Needed

Plan for how you might collaborative teach the lesson and revise your scaffolds for ELLs.

*Teach the lesson, using Tool #5 to collaborate, analyze and reflect on your lesson.