



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"/>




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.
Pre-identified and pre-taught vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concise instruction of background knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice academic skills with a non-academic topic (e.g., compare and contrast two sports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:			
Structured pair work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structured small group work (may be teacher led)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:			

Categories of Scaffolds and Examples

Categories of Scaffolds	Examples
Materials and Resources	 Graphic organizers  English and/or bilingual glossaries  English and/or bilingual dictionaries  Home language materials  Sentence frames, sentence stems, and paragraph frames  Visuals  Word banks or word walls
Instruction	 Pre-identified and pre-taught vocabulary  Concise instruction of background knowledge  Reduced linguistic load, repetition, paraphrasing, and modeling
Student Grouping	 Structured pair work  Structured small-group work  Teacher-led small-group work

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

What I Know About My ELL

 Name: _____	Country of birth: _____ 
Home language: _____ Can student read and write in home language? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	English proficiency level: _____ English language proficiency scores from _____ (dates) Composite (the combined score): _____ Speaking: _____ Reading: _____ Listening: _____ Writing: _____
Comments: _____	
Educational experiences (e.g., amount of time in U.S. schools, educational experience in home country, any interrupted schooling): _____ 	

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

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.

Checklist for Increasing Academic Language Awareness











Directions:

1. Select the text you will be using with your students.
2. Note the purpose for teaching this text. You can cite content and/or language standards or provide a general purpose.
3. Analyze the various elements of the text's academic language and complete this checklist.

Awareness-Building Questions	Text Info Yes/No	Example(s) Found in Text	Teach This Feature? Yes/No
Vocabulary (Word Level)			
 Are there everyday Tier 1 words (e.g., cat) that may be unfamiliar to students?			
 Are there general academic Tier 2 words (e.g., analyze or describe) that may be unfamiliar?			
 Are there Tier 3 words specific to the content you're teaching that may be unfamiliar?			
 Does the vocabulary in the text lend itself to any mini lessons on word-learning strategies (e.g., words with multiple meanings, determining meaning of words in context, or affixes)?			
Grammar or Syntax (Sentence Level)			
 Are there aspects of grammar (e.g., clauses, verb tense, or interrogatives) that may be challenging for ELLs?			
 Is there any syntax (arrangement of words and phrases) that might be confusing?			
 Are there any conventions that may be new or confusing (e.g., punctuation, spelling, etc.)?			

Awareness-Building Questions	Text Info Yes/No	Example(s) Found in Text	Teach This Feature? Yes/No
Organization (Discourse Level)			
 What is the type of text (e.g., lab report or blog post)?			
 How is the text organized or structured (e.g., description or cause and effect)?			
 How do the ideas hang together cohesively ?			
 Are there any markers of sequence or relationships between ideas (e.g., in addition or likewise)?			
 What is the purpose of the text (e.g., to persuade or to inform)?			
Sociocultural Level			
 Does the text assume any experience, background knowledge , and/or awareness for students to understand it?			
 Could students' first language and/or home culture impact their understanding of the text?			

Suggested Scaffolds at Each Proficiency Level

ELP Level	Scaffolds for Instruction by Level	Scaffolds for All Levels
 Beginning	<ul style="list-style-type: none"> • Access to text, video, and/or instructions in home language, as well as in English • Sentence frames to help ELLs respond to text-dependent questions posed throughout the lesson • Word walls and word banks • Reduced linguistic load for language of instruction 	 Concise background knowledge  Pre-taught vocabulary  Graphic organizers  Glossaries  Dictionaries  Repetition, paraphrasing, and modeling  Pair and small-group work
 Intermediate	<ul style="list-style-type: none"> • Access to text, video, and/or instructions in home language, as well as in English, as appropriate • Sentence stems • Word walls and banks 	
 Advanced	<ul style="list-style-type: none"> • See scaffolding for all levels 	

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

ELL Materials Checklist

Directions:

1. Use **Checklist 1** to analyze the material you are considering using with ELLs. Check the boxes in which the criteria are met, considering your specific students and their skills and needs. No materials will likely meet all the criteria.
2. If you decide the material you have selected needs to be adapted for your ELLs, refer to **Checklist 2** for considerations for adaptation. Check the boxes to plan how you will adapt the material.

Checklist 1: Considerations for Materials Selection for ELLs











Criterion	Criterion Met
1. Connection with content learning objectives	<input type="checkbox"/>
2. Age appropriate, engaging selection	<input type="checkbox"/>
3. Validates prior experience and knowledge	<input type="checkbox"/>
4. Accessible reading level and language	<input type="checkbox"/>
5. Multi modality supports	<input type="checkbox"/>
6. Home language support	<input type="checkbox"/>
7. Skill building	<input type="checkbox"/>
8. Availability for access beyond school	<input type="checkbox"/>

Checklist 2: Suggestions for Materials Adaptation for ELLs

Criterion	Criterion Met
1. Select a short passage (to start)	<input type="checkbox"/>
2. Make it immediately relevant	<input type="checkbox"/>
3. Build on the experience and knowledge of your ELLs	<input type="checkbox"/>
4. Scaffold readability	<input type="checkbox"/>
5. Simplify language as needed	<input type="checkbox"/>
6. Pre teach or gloss vocabulary	<input type="checkbox"/>
7. Reduce workload	<input type="checkbox"/>

Scaffolded Lesson Planning Checklist

Checklist Statements

<div style="margin-bottom: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">1</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I know the strengths and needs of each ELL...</p> </div> </div> <div style="margin-top: 10px;"> <p>in relation to the language demands of the lesson. I have set individual goals to help my ELLs progress their acquisition of English.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div> <div> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">2</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I have analyzed the language demands...</p> </div> </div> <div style="margin-top: 10px;"> <p>of the lesson and identified areas that may be challenging for my ELLs.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div>	<div style="margin-bottom: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">6</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I have determined how to effectively group students...</p> </div> </div> <div style="margin-top: 10px;"> <p>in order to most effectively support their learning of content and acquisition of English.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div> <div> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">7</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I have included opportunities for students to practice key concepts...</p> </div> </div> <div style="margin-top: 10px;"> <p>in varied ways using multiple modalities.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div>
<div style="margin-bottom: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">3</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I have developed a list of key vocabulary...</p> </div> </div> <div style="margin-top: 10px;"> <p>to pre-teach and determine how I will teach and provide opportunities to practice this vocabulary.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div>	<div style="margin-bottom: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">8</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I have selected home language resources...</p> </div> </div> <div style="margin-top: 10px;"> <p>(as appropriate) that can support ELLs in learning the new content and academic vocabulary.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div>
<div style="margin-bottom: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">4</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I have determined specific aspects of language use...</p> </div> </div> <div style="margin-top: 10px;"> <p>that I will focus on during my lesson.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div>	<div style="margin-bottom: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">9</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I have selected or developed scaffolded materials...</p> </div> </div> <div style="margin-top: 10px;"> <p>to support ELs of varying proficiency levels (e.g., graphic organizers, sentence stems and/or sentence frames, and visuals).</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div>
<div style="margin-bottom: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">5</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I have determined what background knowledge to teach...</p> </div> </div> <div style="margin-top: 10px;"> <p>(if any) and how to teach it in a concise manner.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div>	<div style="margin-bottom: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 2px solid #0072bc; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">10</div> <div style="background-color: #0072bc; color: white; padding: 10px; border-radius: 10px; flex-grow: 1;">  <p>I have determined how I will assess student learning...</p> </div> </div> <div style="margin-top: 10px;"> <p>and how I will scaffold the assessment for ELLs of varying proficiency levels.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Yes No </div> </div> </div>

Distance Learning Lesson Planning Template—Planning Scaffolds for ELLs**Lesson Objective(s)****Step 1—Know Your ELLs and Their Context****Describe your ELLs** (e.g., home language literacy, English language proficiency levels)**Describe their context** (e.g., access to technology, responsibilities outside of school, possible barriers to engaging in distance learning)**Step 2—Analyze the Language Demands of the Distance Learning Lesson****ELL academic demands and challenges****Word Level.** Which key vocabulary will be unfamiliar and is essential to teach?**Sentence Level.** What support might ELLs need at the sentence level?

Discourse Level. What support might ELLs need at the discourse level?

Sociocultural Level. What other support might ELLs need in terms of background knowledge and cultural expectations?

Step 3. Plan the Lesson (What scaffolds will you provide to ELLs of varying proficiency levels during distance learning?)

Refer to the Suggested Scaffolds at Each Proficiency Level tool.

Student Levels			
<i>Beginner ELLs</i>			
<i>Intermediate ELLs</i>			
<i>Advanced ELLs</i>			
<i>All students</i>			

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.