

Scaffolds for English Language Learners

At IDE, we have 7 Essential Elements for ELL Support. One of those elements refers to scaffolds, which help English Language Learners (ELLs) access the content. These supports will vary depending on ELLs' level of proficiency in English and their native language, as well as their comfort with the content. Scaffolds are not meant to be permanent, so it is also essential to gradually remove them as students progress through their language learning journey and content mastery.

Below, you can find ideas for scaffolding materials for your ELLs:

1. Provide access to translations:
 - a. Translations are essential for students who are fluent in their native language and are just starting to learn English, as they allow students to access the content. You can provide the translations yourself or, if you have students who speak different native languages, you can provide them with online dictionaries or apps so they can translate the material themselves,
 - b. Students who do not read their native language won't benefit from translations; instead, you can provide videos or audio in their native language.
2. Incorporate visuals:
 - a. You can add visuals to accompany vocabulary, written directions, or even to represent complex concepts and ideas. Following your district's guidelines, you can use AI to create images.
3. Provide sentence stems or frames to help students complete written assignments and to participate in discussions.

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| ELA Examples <ul style="list-style-type: none">● The theme of this story is ...● This story reminds me of ...● The author proves their point by saying ... | Science Examples <ul style="list-style-type: none">● The data shows ...● The model shows ...● My hypothesis is ... because ... |
| Social Studies Examples <ul style="list-style-type: none">● These events are alike/different because ...● These events connect in that ...● These events differ from each other because ... | Math Examples <ul style="list-style-type: none">● To solve this problem, I need to ...● I can check my work by ...● Another way to solve this is ... |

4. Provide graphic organizers for different activities to help students complete various assignments and organize their ideas.

5. Provide word banks to assist students with vocabulary development:
 - a. For your word banks, you can either provide the word and a translation for newer ELLs who know their native language or just the word, a more straightforward synonym for it, and an image for students who are more advanced in English or who do not read in their native language.
6. Pre-teach vocabulary by selecting keywords for the unit and providing ELLs multiple opportunities to learn and practice using them.
 - a. *Morphology* refers to the structure of words focusing on morphemes (the smallest units in language). Review roots, prefixes, and suffixes connected to your content. Add them to a word wall or anchor chart so students can reference them.
7. Provide background information through additional readings or videos that help students activate prior knowledge about the topic or make relevant connections.
8. Chunk text by breaking down passages into smaller sections.
 - a. You can also simplify language by making directions or text more concise and using common language.
9. Use realia (objects and material from everyday life) connected to the lesson to help students make tangible connections.
 - a. For example, for a lesson about the life cycle of a plant, bring in real plants. Or, for a lesson on shapes, bring in objects that represent that shape.
10. Provide opportunities for students to collaborate with other ELLs and native English speakers when completing assignments.

Note: It is essential to acknowledge that ELLs at different levels of language proficiency need different types of support. Review the Progressions for Supporting ELLs Through Scaffolds to learn how to differentiate the supports provided in your scaffolds based on students' levels.