

# What Teachers “CAN DO”: Linguistic Accommodations for Scaffolding Instruction

Adapted from “Language and Literacy for ELLs” by John Seidlitz and Melissa Castillo, 2013 and <http://www.colorincolorado.org>, --updated 10-14-2013

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Allow use of same language peer support</li> <li>Allow for native language support</li> <li>Use gestures, movement, visuals to communicate</li> <li>Expect student to struggle with understanding conversations</li> <li>Model "survival" language by saying and showing the meaning. (For example— Say: "Open your book," then open a book while student observes.)</li> <li>Provide systematic pronunciation of social and academic language</li> </ul>	<ul style="list-style-type: none"> <li>Pre-teach social and academic vocabulary before discussions or reading</li> <li>Provide and point to visuals when speaking</li> <li>Teach phrases for student to request repetition, slowing down, or rephrasing</li> <li>Simplify speech</li> <li>Use gestures for memorization of routines and some academic tasks</li> <li>Break down multi-step oral directions to one step at a time</li> <li>Provide systematic pronunciation of social and academic terms</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for listening to peers in social and classroom settings</li> <li>Allow for some processing time</li> <li>Provide visuals and verbal cues especially for academic tasks</li> <li>Provide opportunities for students to request clarification, repetition, and rephrasing</li> <li>Provide systematic pronunciation of academic terms</li> </ul>	<ul style="list-style-type: none"> <li>Allow extra processing time when academic tasks are complex and unfamiliar</li> <li>Provide visuals, verbal cues, and gestures when topics are unfamiliar</li> <li>Understand the student may still request clarification, repetition or rephrasing</li> <li>Provide systematic pronunciation of academic terms</li> </ul>	<ul style="list-style-type: none"> <li>Allow extra processing time when academic tasks are complex and unfamiliar</li> <li>Provide visuals, verbal cues, and gestures when topics are unfamiliar</li> <li>Understand the student may still request clarification, repetition or rephrasing</li> <li>Provide systematic pronunciation of academic terms</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Provide words and short sentence stems to support speaking</li> <li>Allow peer practice before individual students speak in group or to whole class</li> <li>Allow non-verbal responses: yes-no, nods, pointing</li> <li>Provide word wall with visuals</li> <li>Provide word bank of key vocabulary</li> <li>Model language— pronunciation and phrasing for student</li> <li>Use visuals and have students <u>point</u> to pictures then say and act out new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Provide sentence stems with simple sentence structures and tenses</li> <li>Model pronunciation of academic terms and clap out syllables</li> <li>Provide practice in pronunciation of academic terms</li> <li>Provide word walls with visuals and short sentences</li> <li>Allow for extra processing time</li> <li>Allow for peer interaction before expecting a response</li> <li>Focus only on corrections that directly interfere with meaning. Reinforce learning by modeling the correct usage.</li> </ul>	<ul style="list-style-type: none"> <li>Provide sentence stems with more complex grammar, vocabulary and advanced academic language structures (to justify, compare, etc.)</li> <li>Allow extra time when student pauses</li> <li>Provide opportunities for social conversation on unfamiliar topics</li> <li>Provide students with phrases/language used in presentations</li> <li>Provide opportunities for students to practice presenting with partners before getting in front of class</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for extended discussions</li> <li>Provide sentence stems with past, present, future, and complex grammar with unfamiliar academic topics</li> <li>Practice idiomatic phrases in context</li> </ul>	<ul style="list-style-type: none"> <li>Provide multiple opportunities for student to speak in varied contexts</li> <li>Provide sentence stems with past, present, future, complex grammar, content-based vocabulary and abstract terms</li> </ul>	

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	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>READING</b>	<ul style="list-style-type: none"> <li>Use visual support</li> <li>Use adapted text or leveled readers</li> <li>Allow students to practice with audio texts or computerized text</li> <li>Explain environmental print</li> <li>Practice high frequency words, concrete terms</li> <li>Adapt content area texts—words, phrases, simple sentences</li> <li>Organize reading in chunks</li> <li>Allow students to work in pairs</li> </ul>	<ul style="list-style-type: none"> <li>Provide visual and linguistic supports</li> <li>Provide leveled readers in each content area</li> <li>Allow students to “echo-read” with partners</li> <li>Use adapted texts—with longer sentences</li> <li>Pre-teach key vocabulary</li> <li>Use previewing strategies before reading informational text</li> </ul>	<ul style="list-style-type: none"> <li>Provide visual and linguistic supports</li> <li>Provide adapted texts on unfamiliar topics</li> <li>Provide leveled readers for grade level content</li> <li>Allow analysis of reading with peer support</li> <li>Help students make connections with new vocabulary by teaching derivations or word families such as, “important, importance, importantly”</li> </ul>	<ul style="list-style-type: none"> <li>Provide grade level reading, with vocabulary support with unfamiliar terms</li> <li>Provide visual and linguistic supports including adapted text for unfamiliar topics</li> <li>Allow students to collaborate on analysis of texts</li> </ul>	<ul style="list-style-type: none"> <li>Provide abstract grade level reading with support for comprehending and analyzing text</li> <li>Provide some visual and linguistic supports</li> <li>Allow students to complete graphic organizers to demonstrate comprehension</li> <li>Allow students to collaborate on analysis of texts</li> </ul>	
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Allow drawings with words and use of native language to express concepts</li> <li>Allow students to “talk out” their writing before committing to paper</li> <li>Provide short , simple sentence stems with present tense and high frequency words to facilitate writing</li> <li>Allow students to “copy” from peers</li> <li>Encourage writing with each reading</li> <li>Allow bilingual dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>Allow drawings and use of native language</li> <li>Encourage writing on familiar and concrete topics</li> <li>Provide simple sentence stems and scaffold writing assignments</li> <li>Allow bilingual dictionaries</li> <li>Provide student with a <i>fill-in-the blank version</i> of the content assignment with the necessary vocabulary listed on the page</li> </ul>	<ul style="list-style-type: none"> <li>Provide grade-level appropriate tasks</li> <li>Model abstract &amp; technical writing</li> <li>Provide complex sentence stems to scaffold writing assignments</li> <li>Use genre and text structure analysis with peer interaction</li> <li>Provide a list of signal words for informational writing (structures)</li> <li>Use structured graphic organizers or thinking maps</li> <li>Demonstrate effective note-taking and provide a template.</li> <li>Allow bilingual dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>Provide grade-level appropriate writing tasks</li> <li>Give linguistic support for abstract and technical writing</li> <li>Use genre and text structure analysis with peer interaction</li> <li>Provide complex sentence stems for scaffolding writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>Provide more complex grade-level writing assignments, with scaffolding as needed</li> <li>Provide complex sentence stems for scaffolding writing assignments</li> <li>Provide opportunities for students to use genre analysis to identify and use features of advanced English writing</li> </ul>	