

# Linguistic Accommodations for Scaffolding Instruction

Created by Dearborn Public Schools and Adapted from “Language and Literacy for ELLs” by John Seidlitz and Melissa Castillo, 2011 and <http://www.colorincolorado.org>

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	<ul style="list-style-type: none"> <li>▪ Allow for first language support.</li> <li>▪ Use gestures, movement, and visuals to communicate.</li> <li>▪ Expect student to struggle with understanding conversations.</li> <li>▪ Allow for peer support.</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> </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 communication.</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> </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> </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>▪ Provide opportunities for requesting clarification, repetition, and rephrasing.</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 request clarification, repetition, or rephrasing.</li> </ul>	Level 6- Reaching
Speaking	<ul style="list-style-type: none"> <li>▪ Provide words and short sentence stems to support speaking.</li> <li>▪ Allow non-verbal responses: yes-no, nods, pointing</li> <li>▪ Provide word wall with visuals</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</li> <li>▪ Model pronunciation of academic terms and clap out syllables</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>▪ Ask questions that require a short answer and are fairly literal.</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 and give them opportunities to practice presenting with partners before getting in front of a 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>▪ Allow extra time when student pauses.</li> <li>▪ Provide sentence stems with past, present, future, complex grammar, content-based vocabulary, and abstract terms.</li> <li>▪ Provide multiple opportunities for student to speak in varied contexts.</li> </ul>	

## Linguistic Accommodations for Scaffolding Instruction

Created by Dearborn Public Schools and Adapted from “Language and Literacy for ELLs” by John Seidlitz and Melissa Castillo, 2011 and <http://www.colorincolorado.org>

	<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>Reading</b>	<ul style="list-style-type: none"> <li>▪ Use visual support</li> <li>▪ Provide leveled readers</li> <li>▪ Allow students to practice with taped texts</li> <li>▪ Explain environmental print</li> <li>▪ Practice high frequency words</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>▪ Using previewing strategies before reading informational text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide adapted texts on unfamiliar topics</li> <li>▪ Provide higher leveled readers</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 minimal visual and linguistic supports.</li> <li>▪ Allow students to complete graphic organizers to demonstrate comprehension.</li> </ul>	<b>Level 6- Reaching</b>
<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 sentence stems to promote writing</li> <li>▪ Allow students to “copy” from peers</li> <li>▪ Encourage writing with each reading</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 fill-in-the-blank version 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 for scaffolded writing assignments.</li> <li>▪ Use genre and text structure analysis for better writing.</li> <li>▪ Provide a list of signal words for informational writing (structures)</li> <li>▪ Use structured graphic organizers or thinking maps for students to complete with key information.</li> <li>▪ Demonstrate effective note-taking and provide a template.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide grade-level writing tasks.</li> <li>▪ Give linguistic support for abstract and technical writing that includes modeling and student interactions.</li> <li>▪ Use genre and text structure analysis for better writing.</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>	