

ADDITIONAL SCAFFOLDS FOR SPECIAL POPULATIONS

For students who struggle with reading, writing, vocabulary, speaking and listening, and/or are in special population groups (e.g. Multilingual Learners, Special Education students, etc.) additional scaffolding of the strategies within each subdomain will be helpful for student success. Below are recommendations for scaffolding various strategies within each subdomain for all populations, and where applicable, specific populations are identified.

GENERAL STRATEGIES

- Build community by creating a welcoming, safe and inclusive environment for ALL students.
- Use the **Gradual Release model** (I do/you watch, I do/you help, you do/I help, you do/I watch) to provide scaffolding for students.
- Provide vocabulary words, questions, prompts, etc. in advance so students can think, process, prepare and practice before fully engaging/sharing.
- When speaking, use Google Slides to provide live captioning.
- When speaking, write down key words and essential vocabulary on your board, chart paper or interactive whiteboard to help students identify what's most important.
- Provide additional wait time for students to process, think, write, read.
- Allow ML students to use their home language for notes and partner work.

ACADEMIC DIALOGUE

- **Model an example** of what a verbal response might look like/sound like prior to asking students to engage in Academic Dialogue.
- Provide **sentence stems and frames**.
- Provide **time for students to think** and create a response (in writing or drawing) prior to asking students to verbally respond through Academic Dialogue.
- Provide **frequent opportunities** for students to participate in both structured and less structured dialogue. **Note:** More structured conversations using ALM Academic Dialogue strategies help students remember concepts and practice target language.
- Provide sentence stems/frames to help students engage in Academic Dialogue with their peers. CTL's Thinking & Learning Framework Quick Reference Tool is a great resource.
 - Examples:
 - What if ...*
 - I think I heard you say ...*
 - What does _____ make you think of?*
 - I agree/disagree with you because ...*
 - Others may say that, but one could argue ...*

VOCABULARY DEVELOPMENT

- **Pre-teach/front-load key vocabulary.** It is helpful for students to know what they are writing or talking about before fully engaging in the learning. Words should be specifically chosen as those that are most important to know in the context of what students are learning in class, not from random word lists.
- Create **anchor charts** with key vocabulary relevant to the unit of study. These should change and update with each new unit.
- Students create **Interactive Word Walls** with words that are relevant to the unit of study. These should change and update with each new unit.
- Students **create** and **frequently use** their own **word banks** for each unit of study that include words central to understanding the text and/or concepts. Examples of ALM strategies that can be used for word banks include:
 - **Alphablocks** - students might include the words in English (and their home language, if MLs), as well as a picture cue.
 - **Four Square Adaptation of Frayer Model** - students may include the words in English (and their home language, if MLs), the definition, and a picture cue.
- Allow students to create their own **personal dictionaries** that provide an immediate reference to words in their home language (if MLs) and help build their vocabulary and independence. These can include a picture cue for additional support.
- Provide **routine exposure** to academic language/vocabulary. Say it, read it, write it, review it, repeat it.
- **Bold key vocabulary words** on slides.

WRITING TO LEARN AND WRITING TO DEMONSTRATE LEARNING

- **Model** how to write a response.
- **Provide examples** of what student responses might look like.
- When writing, encourage and allow students to **access and use vocabulary resources and tools** such as anchor charts, word walls, word banks, and personal dictionaries.
- Provide students with **sufficient time** to think and write.
- Provide opportunities for students to **respond in a variety of ways** (e.g. pictures, text, mix of English and home language, etc.)
- Engage students in **non-linguistic** ALM Writing to Learn strategies such as Graffiti Wall, Sketchnotes, and Café Conversation.
- Provide sentence stems/frames to help students get started with their responses. Use CTL's Thinking and Learning Framework Quick Reference Tool for a variety of sentence stems/frames.

- Examples:

I think ...

I was confused by ...

On page ____, paragraph ____, it states ____

The evidence supports ____ by ____

The most difficult part is ____ because ____

READING FLUENCY (ALMi)

- **Chunk the text** to make it more accessible for students (e.g. number paragraphs, add white space for student responses and annotation, etc.).
- Use **ALM's Interactive Read Aloud-Think Aloud** strategy to model fluency, build reading comprehension, develop language acquisition skills, and make visible the many invisible strategies that proficient readers use to engage with the text.
- Provide opportunities for students to listen to audio recordings of text while they follow along with the text.
- Rereading familiar texts helps students focus on building their fluency.
- Reading and reciting songs, poems, or nursery rhymes is a low-stress and fun way to practice fluency.
- Engage students in reading out loud via whole or small group reading using **ALM's Fluency strategies** such as Choral Reading, Echo Reading, Paired/Buddy Reading, or Reader's Theatre.
- Students may practice fluency by recording themselves reading.
- **Bold key vocabulary words.**
- Encourage and allow students to **access and use vocabulary resources and tools** such as anchor charts, word walls, word banks, and personal dictionaries.

READING COMPREHENSION

- **Chunk the text** to make it more accessible for students (e.g. number paragraphs, add white space for student responses and annotation, etc.).
- Use **ALM's Interactive Read Aloud-Think Aloud** strategy to model fluency, build reading comprehension, develop language acquisition skills, and make visible the many invisible strategies that proficient readers use to monitor their comprehension and engage with the text.
- **Bold key vocabulary words.**
- Encourage and allow students to **access and use vocabulary resources and tools** such as anchor charts, word walls, word banks, and personal dictionaries.
- When watching videos, **turn on captions.**
- Engage students in whole or small group reading using **ALM's Fluency strategies** such as Choral Reading, Echo Reading, Paired/Buddy Reading, or Reader's Theatre.

REFERENCES

Fenner, D. S., Snyder, S., & Breiseth, L. (2017). *Unlocking English learners' potential: Strategies for making content accessible*. Corwin, a SAGE Company.

Ferlazzo, L. (2023, April 21). Tips for encouraging english-learners to practice speaking. *Education Week*. Retrieved October 10, 2023, from <https://www.edweek.org/teaching-learning/opinion-tips-for-encouraging-english-learners-to-practice-speaking/2023/04>.

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