# Scaffolding Instruction for Multilingual Learners and English Language Learners K–12

## EDUCATIONAL RATIONALE

The contents of this resource illustrate the ways teachers can scaffold and deliver instruction, in a remote or blended learning environment, for linguistically diverse populations. This resource not only provides suggested support around scaffolding, but also showcases examples of content resources that integrate various scaffolds in meaningful ways, providing students with multiple exposures to interact with grade-level content. Therefore, each presented example may demonstrate multiple scaffolds, even though it may be housed in a specific category.

While these examples are relevant to grades K-12, consider the appropriate grade level in your application.

Please note that the digital examples provided are abridged versions of the already-developed content, resources by the Division of Multilingual Learners located in our [NYCDOE SharePoint.](https://nycdoe.sharepoint.com/sites/DELLSS/SitePages/Home.aspx)

To access the example, click on the name of the task. In addition, there is an additional link entitled *How to Use these Digital Tools* that provides some technological support in the creation of these examples using the digital tools demonstrated.

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## Building Background Knowledge

### Suggested Supports

* Share a link to a video with focus questions on a topic.
* Share an image related to the topic.
* Share a link to a shorter text that students can read independently.
* Write your own text and share it with students to read independently prior to the lesson.
	+ Consider narrating this teacher-made text in English or other languages before posting.

### Digital Examples

[Science Grade 6: Biomes Lesson](https://docs.google.com/forms/d/e/1FAIpQLSdho6IDFW-lXxXtmG4sBF7_BNYv2eo-Oahr3mkjwvKRbF_NyA/viewform): The video and imagesin this google form builds students’ background knowledge prior to the launching of a new unit of study about biomes.

[Social Studies Grade 8: Jim Crow in WWII](https://share.nearpod.com/zrhLMLIqA6): This task uses images and a thought-provoking video to garner students' perspectives about a specific time period.

[Social Studies Grade 3-5: Rights](https://app.peardeck.com/student/tairydlxq): The scenario provided in this interactive task in Pear Deck allows students to familiarize themselves with the concept of rights, as well as engage in peer collaboration through Padlet.

[Science Grade 8: What is a Gene?](https://app.peardeck.com/student/trqdzpwow): The video and accompanying questions in the Edpuzzle task (last slide) builds students' background knowledge about genes as part of the Amplify Unit: Science Traits and Reproduction.

**[How to Use the Digital Tools Video](https://drive.google.com/file/d/1z8d2AcgqqqcAEJTD_upDWwfp43JE8bJR/view?usp=sharing)**

## Target Vocabulary Development

### Suggested Supports

* Select [high utility vocabulary](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-6-of-8_-summer-2017_-hallmark-4-vocab_final_2.pdf-a.pdf) to address in a more extensive way. For a list of the words, check [Academic Word List](http://www.pearsonlongman.com/ae/keystone/natl/pdf/academicwordlist.pdf).
* Use [WordSift](http://wordsift.org) to place the text and highlight/enlarge important words then share the image with students as a visual resource.
* Share cognates with students; have students search for the meaning of those in their own language (when and where appropriate).
* Prepare a glossary of most important words before the lesson so students can have them next to them as they engage in the lesson.
* Teach prefixes, suffixes ([morphology](https://www.learnthat.org/pages/view/roots.html)), so students can work independently to unlock the meaning of the words they do not know.
* Model through live class demonstration and then share these links ([vocabulary](https://www.vocabulary.com/), [etymonline](https://www.etymonline.com/), [dictionary](https://www.dictionary.com/)) with students so they can use them independently in an ongoing way.
* Add word banks to activities at the start of the unit when students might need more support.

### Digital Examples

[Social Studies Grade 8: Jim Crow in WWII](https://share.nearpod.com/qqu6ykaCH6): The images, video, and Thinglink activities allow students to interact with the concept of segregation and inequality as well as pertinent vocabulary, through varied written and oral prompts.

[Social Studies Grades 3-5: Rights and Limitations](https://app.peardeck.com/student/tjpofwjmi): Using Pear Deck as a platform, students build content knowledge (in this case, a citizen’s rights and limitations) through the analysis of pertinent/targeted vocabulary words. Students explore the use of cognates and learn to use a glossary to support them with understanding the content.

[Mathematics Grade 2-4: Number Patterns Resource](https://app.peardeck.com/student/tjcexykks): The interactive tasks in this Pear Deck example provides students with the opportunity to build their understanding of mathematical terminology and academic words prior, or within, a unit of study.

**[How to Use the Digital Tools Video](https://drive.google.com/file/d/1KM2zyfiPyoYW15POQxx1y1yG7_5K8JqX/view?usp=sharing)**

## Increase Access to Grade Level Content

### Suggested Supports

* Post a graphic organizer with focus questions to guide reading and/ or to guide students to make sense of concepts:
	+ [K-W-L](https://www.colorincolorado.org/article/using-graphic-organizers-ells) to support pre-reading
	+ [See-Think-Wonder](https://thinkingpathwayz.weebly.com/seethinkwonder.html) to record observations during learning
* Consider using texts that are at various Lexile levels. Have students read a lower Lexile text in anticipation of reading a grade level text on the topic.
* Provide remote learning tasks with incremental levels of difficulty (i.e., ramp up knowledge) that promotes productive struggle.
* Ensure that before engaging with the grade level text, students have sufficient knowledge of the topic (see background knowledge activities).
* Ask guiding questions for reading each paragraph; chunk the text intentionally and show one section at a time.

### Digital Examples

[Social Studies Grades 3-6: Immigrants to the U.S. and Their Contributions](https://share.nearpod.com/vsph/0qsWWWj2Lu): The images, videos, and Padlet activity allows students to explore the history of immigration in the U.S. and the contributions that immigrants have made to improving life for all Americans, while making connections to their own lives.

[Social Studies Grade 2: Communities](https://share.nearpod.com/vsph/5abwPvn1Lu): The interactive tasks in this NearPod example provides students the opportunity to build their understanding of the different types of communities prior to engaging in the reading of a grade level text.

[Mathematics Grade 6](https://share.nearpod.com/smth7OAwH6): Through a sequence of tasks via Nearpod, students access grade level content by conceptualizing ways to solve equations**.**

**[How to Use the Digital Tools Video](https://drive.google.com/file/d/1CTEzGxfSey3pnmlPeOxWYZYu484Ig0Ip/view?usp=sharing)**

## Use Home Language as a Resource

### Suggested Supports

* Check with students to see if they have access to digital tools that can support translation ( e.g. [Google Translate](https://www.google.com/url?q=https://web.microsoftstream.com/video/62c3a7ec-8d01-4ae1-8532-7795cd6afa46?channelId%3Dafb90c72-7f30-45b7-b14a-094ac69ba0f5&sa=D&ust=1590534046961000&usg=AFQjCNEs64QekEUiQc_HpoUF98fzqqcm2w)).
* Have students jot down their ideas in their home language before sharing in English (written or oral responses). This can be done both during live remote learning and suggested to students when they work on their own.
* Allow students to use online resources to learn about a given concept in their own language before engaging in the lesson (online resources they know of and ones you shared with them).

### Digital Examples

[Social Studies Grades 3-6: Immigrants to the U.S.and Their Contributions](https://share.nearpod.com/vsph/0qsWWWj2Lu): This lesson allows students to analyze translatable primary resources (i.e. video and images) and respond to how immigrant families contributed to the lives of people in the United States.

[Social Studies Grade 2: Communities](https://share.nearpod.com/buKlpnVHL7): This Nearpod activity shows the use of home language as a resource and support when exploring the different types of communities: urban, suburban, and rural.

[Social Studies Grades 6-8: Jim Crow Laws](https://share.nearpod.com/AHGVT3WZL7): In this example, students use Padlet and Flipgrid as a means of communicating their content understandings about the Jim Crow Era in their native language.

**[How to Use the Digital Tools Video](https://drive.google.com/file/d/1HdDPWNPyz133cSzNo6PItCC9aBPHY_2g/view?usp=sharing)**

## Build Student Agency

### Suggested Supports

* Take suggestions from students to see how they would want to demonstrate their learning (for example, digital story and Prezi).
* Take suggestions from students on resources they access online in their home language.
* Use features in Google Classroom or Microsoft Teams so students can work in a small group. Use these small groups for students to support each other through peer collaborations.
* Build connections to student's culture as a means for allowing student agency to learn new material/ content.
* Provide students with choices to use for their digital presentations to build their sense of ownership for their learning.
* Encourage students to use different media intentionally to convey their understanding or message (for example Padlet, Jamboard).
* Create opportunities for student collaboration to create shared understandings.

### Digital Examples

[Social Studies Grade 2: Our Communities Project](https://share.nearpod.com/vsph/hVqZel6RLu): This lesson reviews the content on communities (mentioned above) while also leading students to consider which community they would like to live in. In groups, students defend their community of choice either via Flipgrid or Jamboard.

[Social Studies Grade 6-8: Not Allowed](https://globalwrites.padlet.org/jcellrodt1/iz9frp851xhjke4q): This Padlet encourages students to access modalities of their choosing to demonstrate their understanding, share resources that connect the historical issue with their own lives, and engage with their peers to broaden the discussion of Jim Crow to build shared understandings.

[Mathematics Grade 6](https://share.nearpod.com/smth7OAwH6): This Nearpod activity uses a combination of interactive features together with an arc of learning to provide an Asynchronous learning experience for MLL that promotes student agency.

[World Language HS: Peruvian Cafe](https://share.nearpod.com/vsph/5Sl7spD6Lu): This lesson reviews the content learned about Peruvian culture and provides students with the opportunity to create and showcase their own cafe using their choice of presentation (Thinglink or Poster).

**How to Use the Digital Tools**