Linguistic Scaffolding Strategies for ELLs

Classroom Samples
Using Sheltered Instruction Strategies

LEP SSI Instructional Excellence Center:
Project Tesoro
2009

This booklet was created to provide additional resources for teachers of English Language Learners in Texas schools.

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Anticipation Guide
(Head and Readence, 1992;
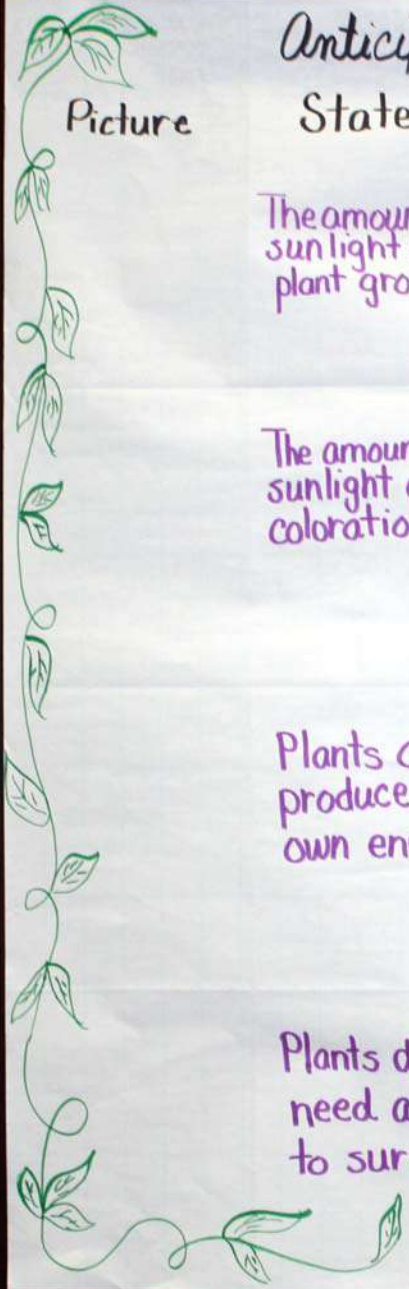Ericson, Hubler, Bean, Smith, and McKenzie, 1987)

Anticipation guides enable students to make predictions and use their background knowledge related to the topics introduced in the class. It is advantageous to ensure that selected items for an anticipation guide make content concepts explicit. Steps to develop anticipation guide:

1. Identify key concepts that are explored in the lesson or unit.
2. Develop 3-5 highly generalized statements that revolve around the key concepts in the unit or lesson.
3. Provide a blank in front of each statement and instruct the students to place an "A" in the blank if they agreed with the statement, a "D" in the blank if they disagreed with the statement, or a "U" if undecided.
4. A blank can be provided after each statement for students to respond to the statements after completing the unit or lesson.
5. Anticipation guides can also serve as an introduction to a film or an article.

What Makes This Strategy Good for ESL Students

- **Involves generalizations that provide accessibility for all students**
- **Activates and validates students' backgrounds**
- **Involves low task orientation**
- **Maintains strong likelihood of instructional conversations**
- **Allows meaning to be explored and negotiated**
- **Can be done orally and with pictures**

Anticipation Guide Sample

Anticipation Guide Sample

Anticipation Guide

Sample Solutions

acid

base

	Agree	Disagree	Picture
1. Solution A would have a sour taste			
2. Solution B would have a sour taste			
3. Solution A would turn pink in the presence of an indicator			
4. A lemon which contains ~~would, as~~ an acid, would have a bitter taste.			
5. Soap, a base, would taste bitter.			

Characterization Chart
(Price-Hawkins, 2000)

A Characterization Chart is an organizer that helps students to analyze the complete nature of a character.

- The teacher designates categories to be used with elements of characterization, such as appearance, personality, background, motivation, relationships, conflict, change, etc.
- The students complete the chart with the teacher designating the information for the chart.

What Makes This Strategy Good for ESL Students

- **Can be done cooperatively**
- **Can be done as a hands-on/manipulative way of assembling pieces**
- **Can be done with pictures/few words**
- **Provides lots of information in one place (bird's eye view)**
- **Can be used for assessment**

Bird	What is the name of the bird?	What word best describes the job that this beak performs?	What purpose does this beak serve?
	Heron	Stabbing	Fish
	Pelican	Plunging	Fish
	Crossbill	Prying	Pinecones Fruit, seeds
	Hornbills	Show off	Attract mates
	Bower birds	Building	Construct a Bower

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Concept Attainment
(Bruner, Goodnow, and Austin, 1967)

Concept attainment is the "search for and listing of words that can be used to distinguish exemplars from non-exemplars of various concepts." (Bruner, Goodnow, and Austin, 1967, p. 233) It is an excellent strategy for helping students to problem-solve and learn vocabulary and content area concepts based on their critical attributes. In concept attainment two columns are established as example and non-example. The teacher places examples of the concept that s/he wishes for the students to figure out, while placing non-examples in the other column to serve as a contrasting or limiting reference. Examples and non-examples are provided until the students are able to identify the concept.

What Makes This Strategy Good for ESL Students

- **Can be done with pictures**
- **Can be done orally**
- **Enables students to grasp key concepts**
- **Encourages oral responses**
- **Allows students to make their own concept attainment charts**
- **Serves as an alternative assessment tool**

Concept Attainment Sample
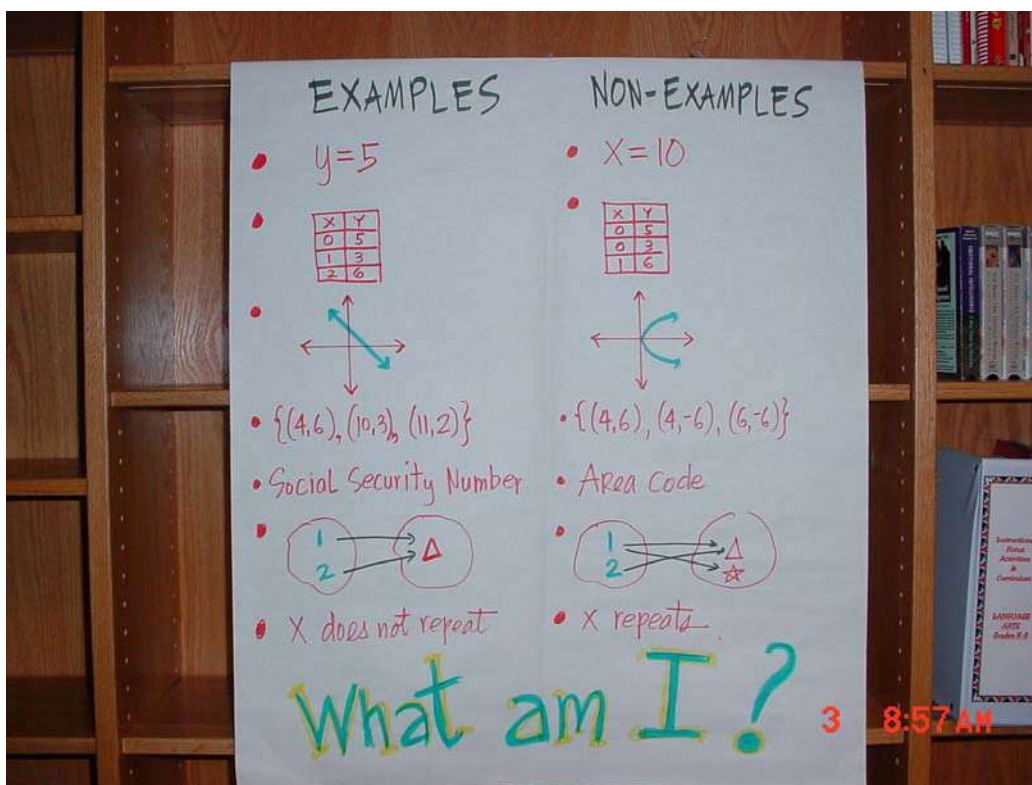
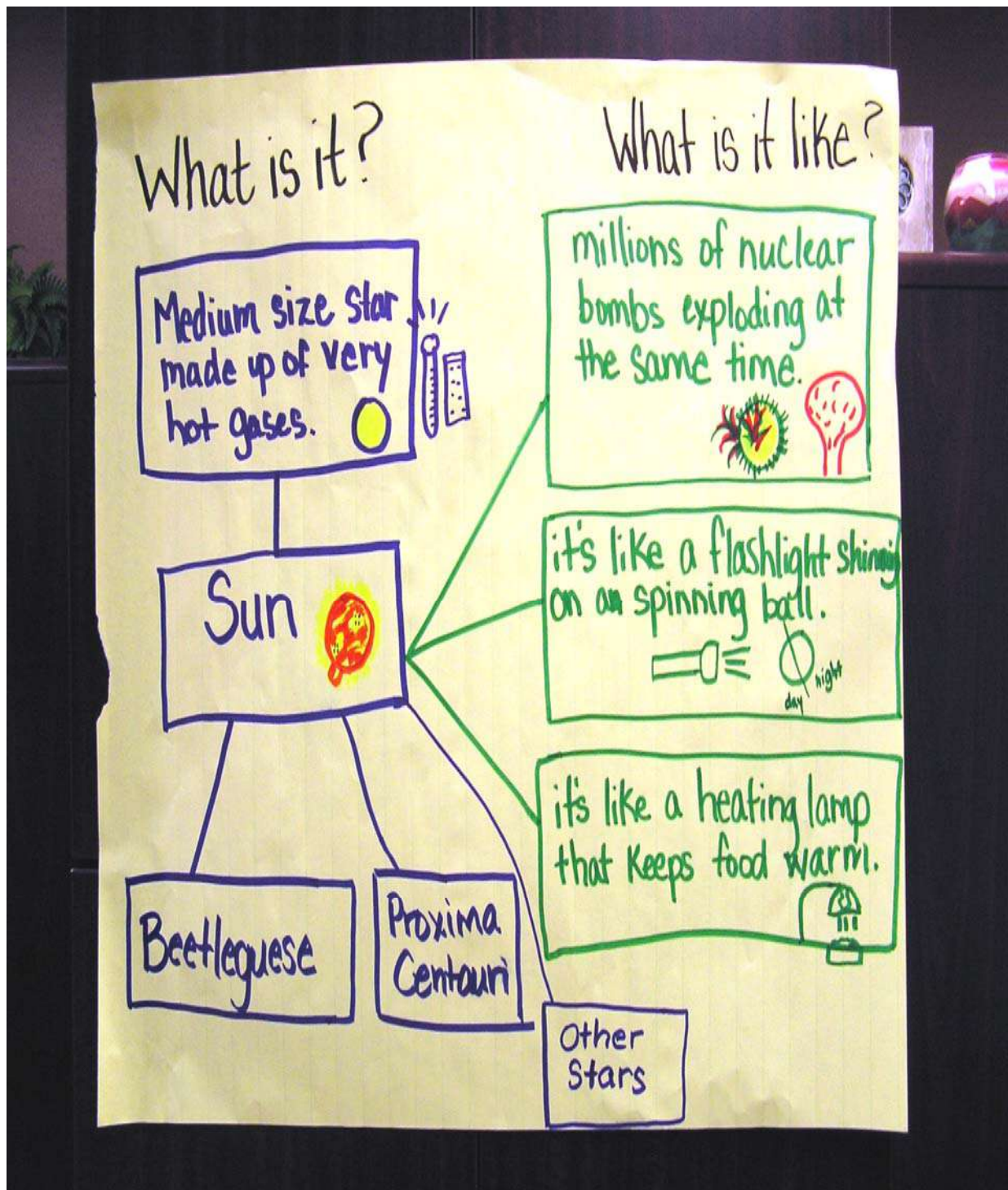| Examples	Non-Examples
Trademark	Advertisement
Copyright	Brand
Patents	Inventor
Fair Use	Sean John

What am I?

Answer: Measures to Protect Intellectual Property

Concept Attainment Sample

Feature Analysis

(Pittleman, Heimlich, Berglund, and French, 1991)

Feature analysis is a procedure that helps students to make fine discriminations between concepts and/or facts. Further, students are able to get a bird's eye view of the facts and ideas learned in a global, and for English language learners, more accessible manner.

1. On a chart, put category terms along the left side and features across the top.
2. Use + or – to show whether or not the category has the particular feature.

This strategy works well for word connotations. It also summarizes distinctive ways in which related concepts are similar or different.

What Makes This Strategy Good for ESL Students

- **Utilizes pictures in place of words**
- **Provides content through another pathway other than text**
- **Can be cooperative**
- **Can be done as a hands-on/manipulative activity**
- **Lowers the affective filter**
- **Can be used to summarize a chapter**
- **Can be used as an assessment tool**

Feature Analysis Sample

	Vertebrates	Invertebrates	Warm-Blooded	Cold-Blooded	Water	Land
MAMMALS	+	–	+	–	+/–	+/–
MOLLUSKS	–	+		+/–		+/–
BIRDS			+	–	+/–	+/–
AMPHIBIANS			–	+	+/–	+/–
COELENTERATES	–		+/–	+/–	+/–	+/–
REPTILES		–	–	+	+/–	+/–

16   1:36 PM

Find Someone Who
(Cubitt, Irvine, and Dow, 1999)

This strategy can be a great way to lower the affective filter when academic elements are combined with everyday student trivia in a questionnaire format. Students are given a "scavenger hunt list" of things they need to find out by finding someone who might know the answer. Students should be instructed to get one name per item, and to be sure to find other students to answer the other items. Otherwise, students will stick to a few friends to try to answer the questions.

What Makes This Strategy Good for ESL Students

- **Allows all students to participate and answer questions**
- **Encourages students to begin teaching each other**
- **Is highly cooperative and jigsaw-like**
- **Uses informal pathways to get prerequisite information out to the students**
- **Allows native language support to occur in a natural and supportive way**
- **Extends opportunities for oral language/practice**
- **Is highly motivating**
- **Encourages students to use background knowledge and experiences**
- **Serves as a vocabulary builder**
- **Provides opportunities to negotiate meaning**

Find Someone Who Sample
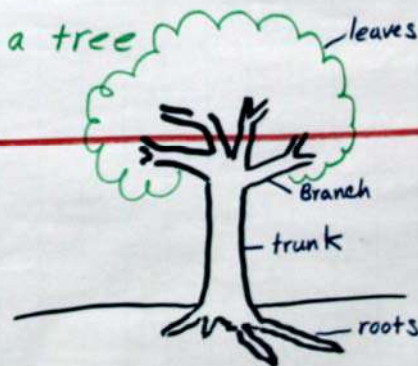
Foldables
(Montaño-Harmon)

These structures can be used to organize parts to whole by providing topics, definitions, examples, situations, and/or pictures for easy access to content knowledge and skills. The tactile nature of foldables provides novelty and fun for all students. The foldable made in this training is the magic strip.
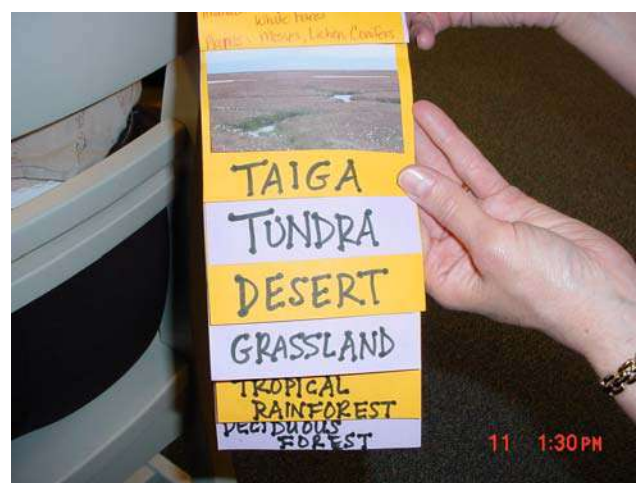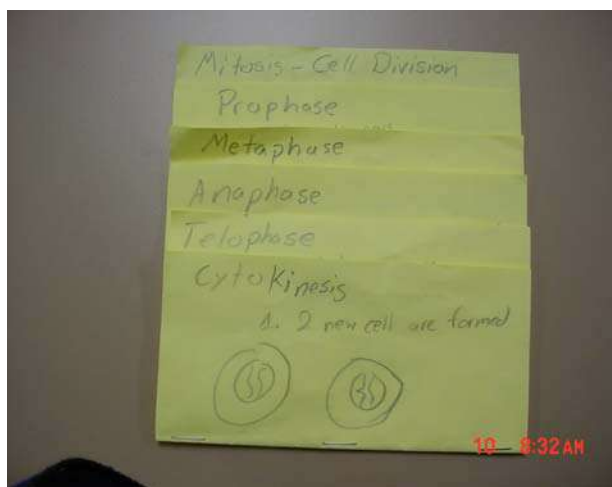
How to make the magic strip: The magic strip is a fun and surprising way for students to organize class notes, study and store important information. You will need scissors, markers, pens or pencils (colored if you wish), and construction paper.

1. Take a regular piece of construction paper and fold it in half. (vertical)
2. Fold the paper over again. (horizontal)
3. At this point, your paper should be divided into four columns when completely open.
4. Fold the paper back in half (vertical), and take your pair of scissors and cut from the fold to the first crease in the next column several times (4-5). Jagged lines are fine as long as they don't connect with any other cuts or go past the crease. Do not cut to the very end of the paper. Only the inner two columns should be cut when you open your paper up again. Take another piece of construction paper, a different color, and cut it in half. (vertical)
5. Take one half of that paper and fold it and cut it in half again. (horizontal)
6. You should have 2 (1/4th) strips of the original piece of construction paper.
7. Take each strip and weave it through the slits in the middle of the other "cut" paper mentioned in steps 1-4.
8. On the outer two sleeves of the paper, decorate with the theme or title of study materials.
9. On each colored section of the "woven" part, put vocabulary words, or questions etc.
10. Fold the flaps in to cover the vocabulary words or questions and fold both sections back so that the inner folds are closest to you.
11. With both of your thumbs, pulled the "woven" portion apart to expose the clean section in the middle.
12. Put the answers to the questions or the definitions of the vocabulary words in this secret compartment.
13. Fold this section up again and open the whole paper revealing just the original vocabulary words or questions.
14. You can turn the paper over and repeat the process to add another study section.

What Makes This Strategy Good for ESL Students

- **Lowers the affective filter**
- **Is novel, fun**
- **Can use as a study aid**
- **Serves as a good vocabulary builder/word bank**
- **Utilizes a tactile approach that is recommended for struggling students**
- **Can use pictures in place of print**

Foldables Samples

Foldables Samples

Frayer Model
(Frayer, Fredrick, and Klausmeier, 1969)

The Frayer Model requires students to define words that will help them to better understand content concepts. For students with lower levels of proficiency, pictures may be used to support understanding.

1. The students draw a box.
2. The concept of term is written in the center of the box.
3. The definition of the word is written in the top left-hand box.
4. The characteristics of the term or concept are listed in the top right-hand box.
5. Examples from the students own experiences or from real-life are placed in the lower left-hand box, while non-examples are placed in the lower right-hand box.

What Makes This Strategy Good for ESL Students

- **Can be done in pictures and words**
- **Provides details about the term or concept through the characteristics**
- **Uses examples and non-examples to provide clarity**
- **Allows clarifications in the native language to be made**
- **Can be done cooperatively, providing needed interaction**
- **Can be used as an assessment tool**

# Frayer Model Sample

Frayer Model Sample

Free-Form Mapping

(Santa, Haven, and Maycumber, 1996)

Free-form mapping is a great way for students to document their abstract thoughts and understandings about a given topic. It is also an alternative to semantic mapping (mentioned later), a strategy in which the relationships and interrelationships between concepts are made explicit. In free-form mapping, the students may place information, pictures, or words anywhere on the chart without the pressure of identifying any particular relationship. They can just record their perceptions as they read or think. Students may wish to free-form map independently, in pairs, or in small groups.

What Makes This Strategy Good for ESL Students

- **Lowers the affective filter**
- **Is cognitively undemanding, yet abstract**
- **Can be used for assessment**
- **Builds comprehension in lower-level ESL students**
- **Can be done cooperatively or in Jigsaw style**
- **Uses pictures and words**
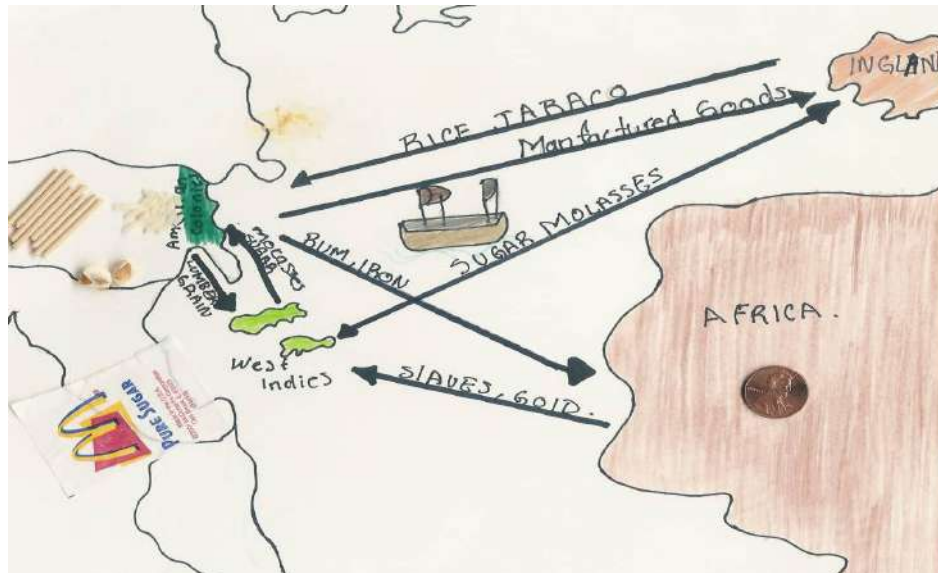
Free-Form Mapping Sample

Sketch to Stretch
(Harste, Short, and Burke, 1988)

Sketch to Stretch validates the student's interpretation of any text. The student creates a symbol from the text and generates an explanation of the symbol that they create. Students may share sketches with a partner or in groups.

What Makes This Strategy Good for ESL Students

- **Lowers the affective filter**
- **Is cognitively undemanding, yet abstract**
- **Builds comprehension in lower-level ESL students**
- **Can be done cooperatively or in Jigsaw style**
- **Uses pictures and words**
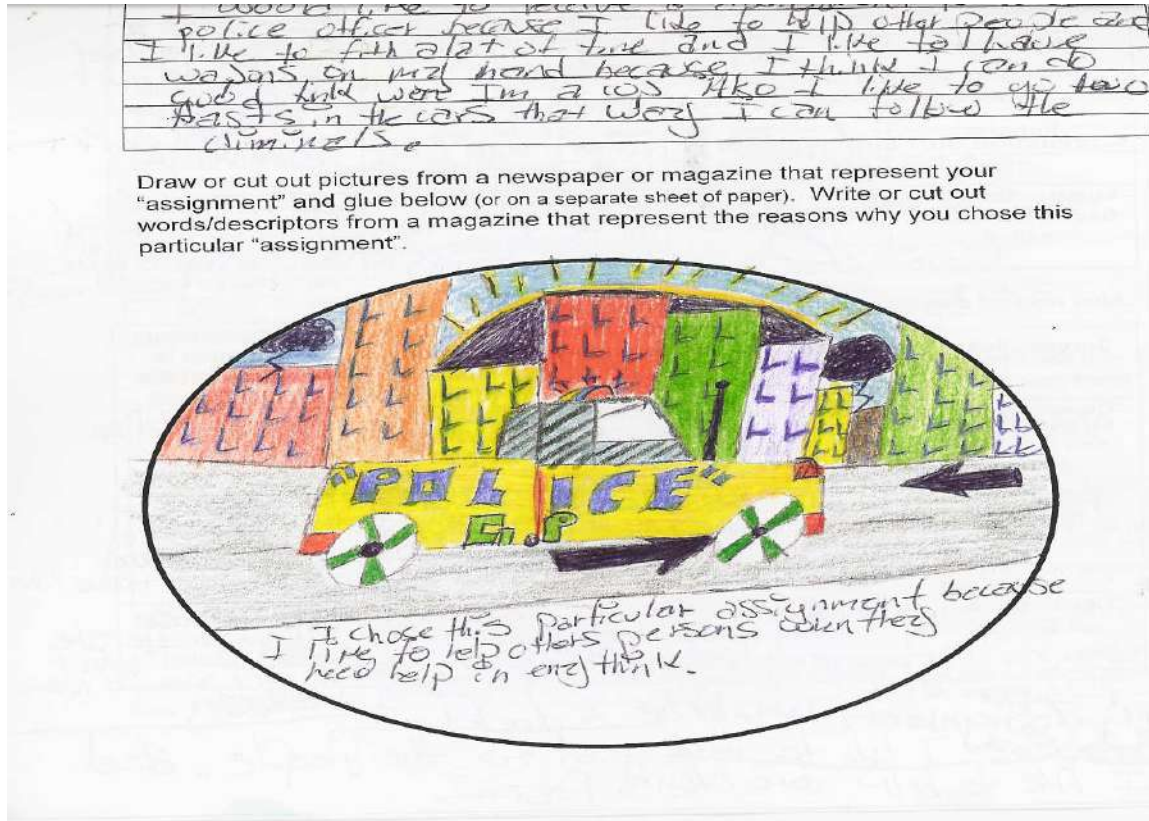
Storyboard
(Harrington, 1994)

The students are asked to generate storyboard as an idea generation technique for writing. The students enjoy designing drawings that will reflect the sequence of events in their story. The storyboard can also be adapted to help students sequence events as they read a text. The storyboard can be a great tool for students to use because it helps them chunk information.

What Makes This Strategy Good for ESL Students

- **Lowers the affective filter**
- **Is cognitively undemanding, yet abstract**
- **Builds comprehension in lower-level ESL students**
- **Can be done cooperatively or in Jigsaw style**
- **Uses pictures and words**

Two-Column Notes
(Santa, Dailey, Nelson, 1985; Harrison, 1991)

Two-column notes help students organize information from reading assignments, lectures, and videos. To make two-column notes the students divide a piece of paper into two parts, labeling one side Main Idea; the other side, Details. (The teacher determines how each column will be labeled depending on the lesson objective.) The left column contains main ideas in the form of questions or key words. The right column contains details that support and elaborate the main points. Once the information is collected in the two columns, the students can use the notes for self-assessment by covering one of the columns and trying to recall what was on the opposite side.
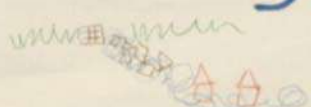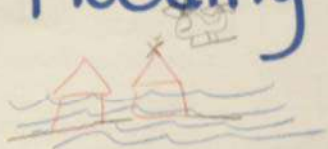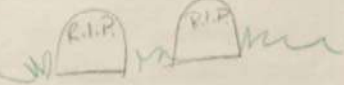
What Makes This Strategy Good for ESL Students

- **Utilizes organization style that makes knowledge more accessible**
- **Allows columns to be added to include visual representations**
- **Encourages notes to be done in pictures**
- **Functions as a study aid**
- **Builds vocabulary in meaningful contexts**
- **Can be done cooperatively**

Two-Column Notes Sample

Window Paning
(Pike, 1994)

Window paning is a great strategy for organizing steps to a process, helping students to remember important concepts, or just remembering vocabulary words. It basically operates with a few simple rules:

1. A window pane should have no more than nine cells. (If you need ten cells, then make two five-cell posters.)
2. Each cell should contain a simple picture/icon and only one word.
3. The pane should involve a lot of color.

This is an inviting way to use visuals in the classroom in a way that students can easily store and learn new information.

What Makes This Strategy Good for ESL Students

- **Conveys much information through visuals and little print support**
- **Can be cut into parts and reassembled again to demonstrate comprehension of a process**
- **Can be used as an effective study aid**
- **Can be created in cooperative groups**
- **Can be used for assessment**
- **Uses M-space theory – the brain can remember 7 plus/minus 2 pieces of isolated information at a time**
- **Is parallel to brain-based theories**

Window Paning Sample
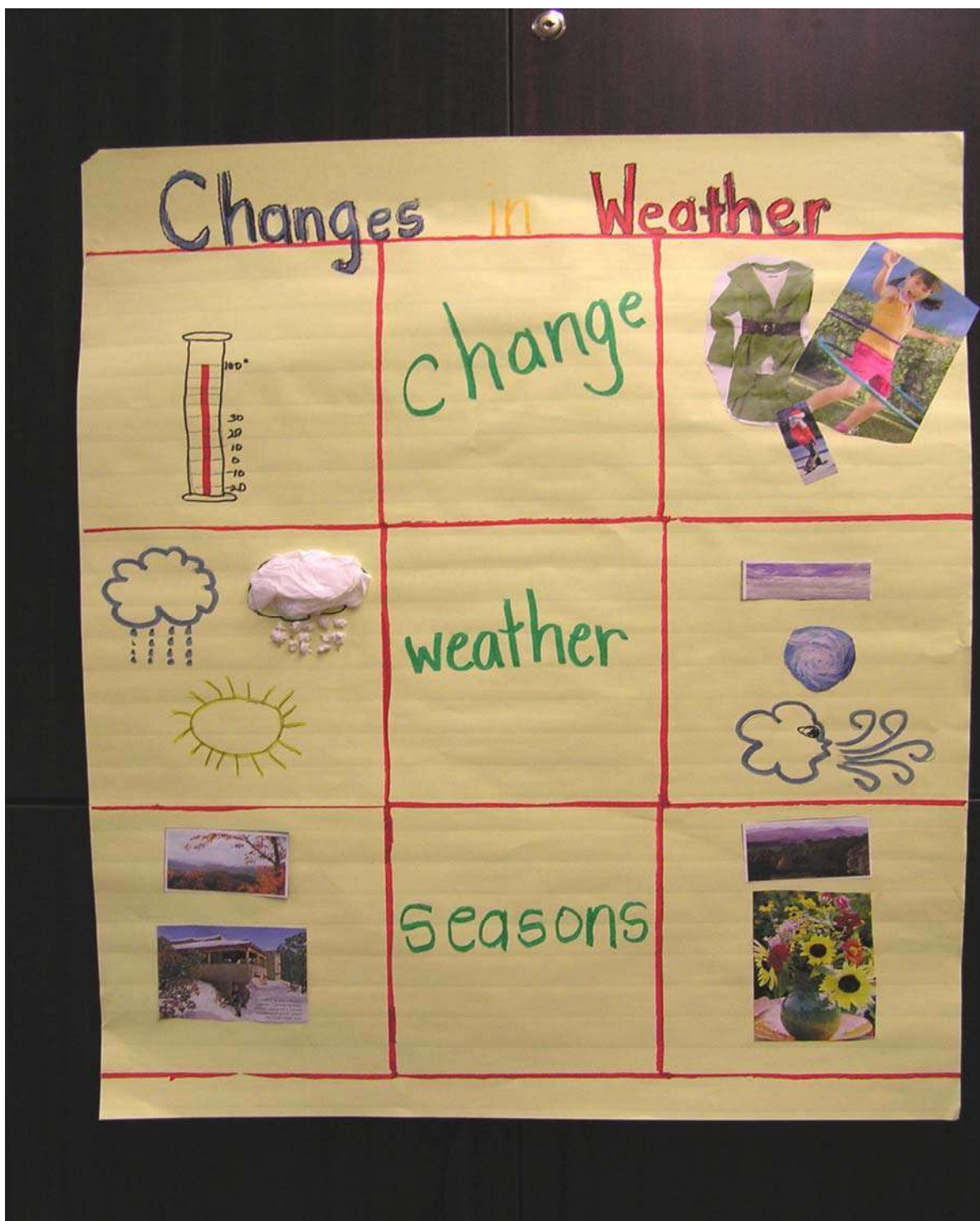
Window Paning Sample
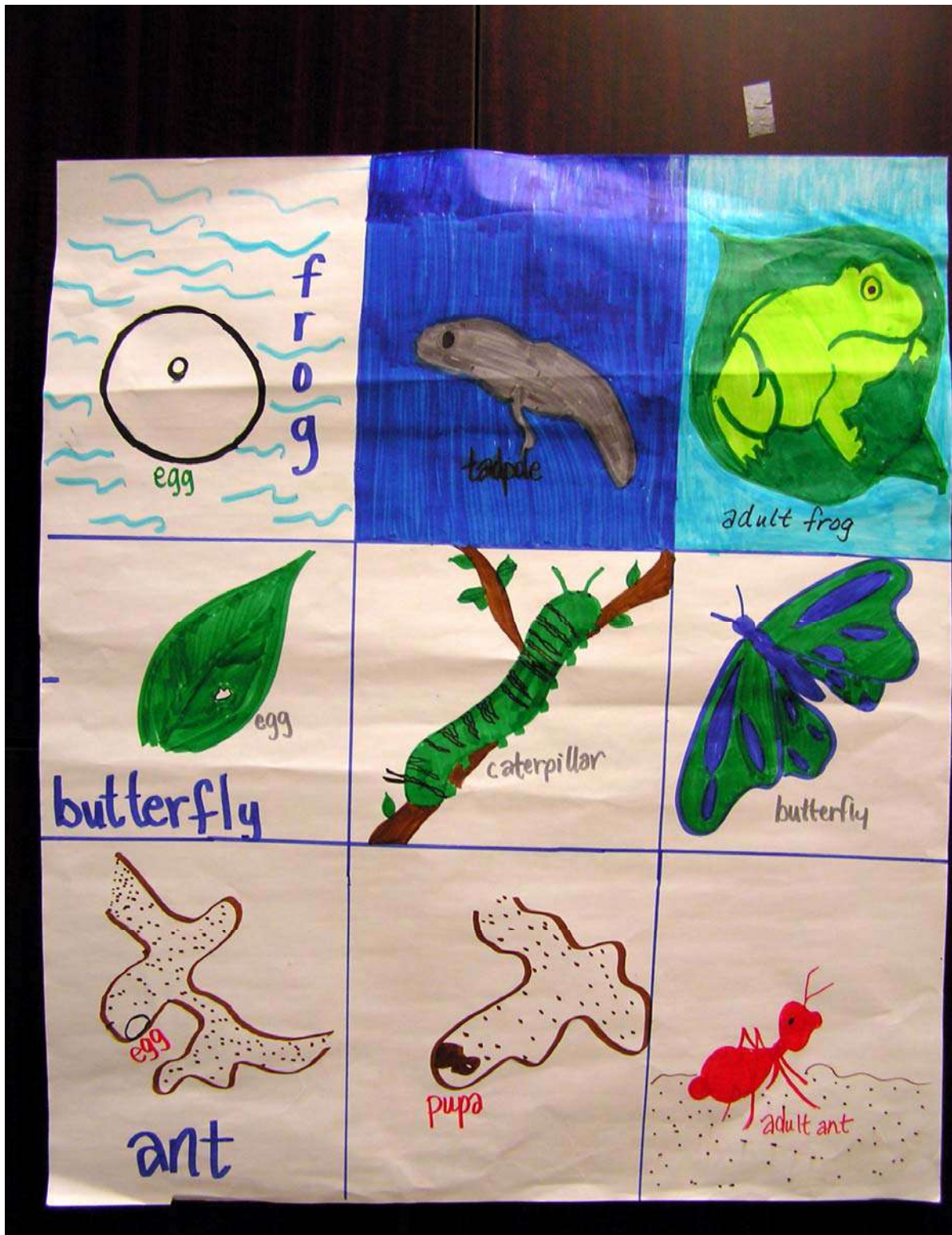
Words across Contexts
(Beers, 2003)

Words across Contexts helps student add depth to a word they may already know. The students are asked to examine the influence of context on a word. The students may draw pictures that assist them as they examine the same word with multiple meanings. The students use a two column format to analyze a word in several different contexts.

What Makes This Strategy Good for ESL Students

- **Can be done in pictures and words**
- **Provides details about the term or concept through the characteristics**
- **Uses examples and non-examples to provide clarity**
- **Allows clarifications in the native language to be made**
- **Can be done cooperatively, providing needed interaction**

Words across Contexts Sample

What would the word *change* mean in…?

Mathematics?	
Science?	
Government?	
Language Arts?	

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