APPLICATION ACTIVITY 3.1

Planning a Scaffolded Lesson

Think about a lesson that you will soon teach or a lesson with which you are very familiar. Consider what scaffolds might be most appropriate in each of the three categories. Complete the "Scaffold Planning Template" in Figure 3.7.
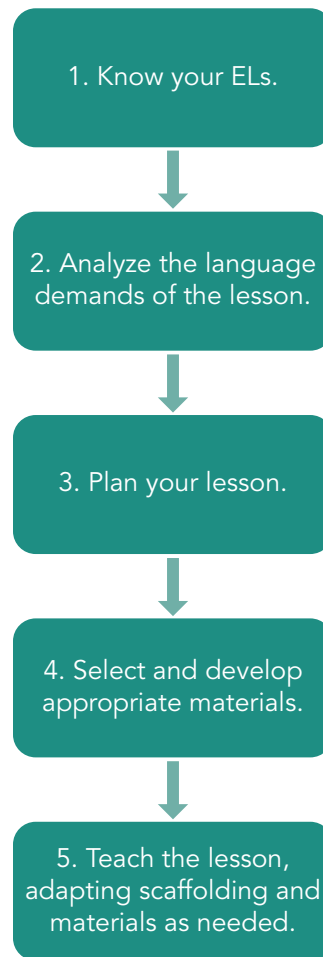
FIGURE 3.7 Scaffolding Planning Template

Lesson:	
Background of ELs (e.g., home language literacy and ELP levels):	
Categories of Scaffolds	Possible Scaffold
Materials and resources	☐ Graphic organizers ☐ English and/or bilingual glossaries ☐ English and/or bilingual dictionaries ☐ Home language materials ☐ Sentence frames, sentence stems, and paragraph frames ☐ Visuals ☐ Word banks or word walls
Instruction	☐ Preidentified and pretaught vocabulary ☐ Concise instruction of background knowledge ☐ Reduced linguistic load, repetition, paraphrasing, and modeling
Student grouping	☐ Structured pair work ☐ Structured small-group work ☐ Teacher-led small-group work

What Steps Should I Take to Scaffold a Lesson?

Planning and preparing to teach differentiated scaffolded lessons that meet the needs of ELs of varying proficiency levels can seem like a daunting task. However, once you gain practice and familiarity with these steps, the process will become an intuitive part of lesson planning. Also, if the thought of differentiating a lesson for ELs of varying proficiency levels seems overwhelming, begin by trying one or two scaffolds that will support all of the ELs in your classroom on a particular task. As you experiment with different types of scaffolds, your ability to meet the varied needs of the ELs

FIGURE 3.8 Five Steps for Scaffolding a Lesson

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│      1. Know your ELs.           │
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│   2. Analyze the language        │
│      demands of the lesson.      │
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┌─────────────────────────────────┐
│      3. Plan your lesson.        │
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│   4. Select and develop          │
│      appropriate materials.      │
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│   5. Teach the lesson,           │
│   adapting scaffolding and       │
│      materials as needed.        │
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that you work with will grow. Figure 3.8 lists the five steps we recommend when scaffolding a lesson. Figure 3.10 on page 74 offers a checklist that you can use when developing scaffolded lessons.

Steps for Developing Scaffolded Lesson Plans

1. **Know your ELs.** Before you begin scaffolding lessons for ELs, you have to have an understanding of their backgrounds, needs, and strengths. It may be helpful to keep an index card or use an online tool through your school to keep track of information on each student that will help you to appropriately scaffold instruction. You could also use the template provided in Chapter 2, Figure 2.4, "What I Know About My EL." In determining appropriate scaffolds, you will want to know the student's home language and level of literacy, educational background, and English language proficiency (ELP) level. You will also want to consider your student's

strengths and needs in order to best determine what supports to provide and when it is time to remove a specific support. You should give a preassessment to your students before beginning each unit in order to gauge your students' understanding of content, vocabulary, and language skills. Effective preassessments can help you determine specific scaffolds that you will need to support student understanding.

2. **Analyze the language demands of the lesson.** For each lesson that you will teach, it is essential that you analyze the academic-language demands of every task. In other words, what will ELs have to do during the lesson, and what challenges might they face? Chapter 5 provides specifics on how to analyze the language demands of a text. Once you understand the language demands of the lesson, you can begin to determine how you will support the ELs in your classroom.

As you consider how to scaffold a specific activity, think about the three categories of scaffolds that you may wish to include. It is also important to remember the specific needs of your ELs and recognize that their needs will vary depending the academic task that they are working on. For example, an EL may be testing at an intermediate level but may need the scaffolded support of a high beginner student when completing writing tasks because the student needs a greater degree of support in organizing his or her ideas.

There are no hard and fast rules for selecting appropriate scaffolds for ELs of varying proficiency levels. However, it is important to keep in mind that the goal of scaffolding is to gradually remove scaffolds after providing sufficient structure and support. Ultimately, your ELs should be able to complete academic tasks with the same instructional tools and practices provided to their non-EL peers. That is to say, some scaffolds might be developmentally appropriate for all students (e.g., graphic organizers or pair work) and may be used as supports for the whole class. It is also important to note that an EL's need for a particular scaffold will vary depending on the familiarity of the content and the complexity of the task. For example, a student may be able to draw comparisons between two sports teams the student is familiar with using only sentence stems as a scaffold. However, when asked to draw comparisons between two content-based, grade-level texts read in class, the student may need sentence stems, a word bank, and a graphic organizer in order to be able to successfully complete the task.

Figure 3.9, "Suggested Scaffolds at Each Proficiency Level," provides some general guidelines for selecting scaffolds for ELs at different language proficiency levels. However, it is always important to take into consideration the strengths and needs of your individual ELs when making decisions about scaffolding. The vignette of Ms. Olson's class on pages 72–73 describes the process one teacher used when determining appropriate scaffolds for the ELs in her social studies class.