











## Suggested Scaffolds at Each Proficiency Level

| ELP Level  | Scaffolds for Instruction by Level  | Scaffolds for All Levels   |
|--|---|--|
|  <p><b>Beginning</b></p>    | <ul style="list-style-type: none"> <li>• Access to text, video, and/or instructions in home language, as well as in English</li> <li>• Sentence frames to help ELs respond to text-dependent questions posed throughout the lesson</li> <li>• Word walls and word banks</li> <li>• Reduced linguistic load for language of instruction</li> </ul> | <ul style="list-style-type: none"> <li> Concise background knowledge</li> <li> Pretaught vocabulary</li> <li> Graphic organizers</li> </ul> |
|  <p><b>Intermediate</b></p> | <ul style="list-style-type: none"> <li>• Access to text, video, and/or instructions in home language, as well as in English, as appropriate</li> <li>• Sentence stems</li> <li>• Word walls and banks</li> </ul>  | <ul style="list-style-type: none"> <li> Glossaries</li> <li> Dictionaries</li> </ul>   |
|  <p><b>Advanced</b></p>     | <ul style="list-style-type: none"> <li>• See scaffolding for all levels</li> </ul>  | <ul style="list-style-type: none"> <li> Repetition, paraphrasing, and modeling</li> <li> Pair and small-group work</li> </ul>   |

Staehr Fenner & Snyder, 2017, p. 72.