

English Language Learner Scaffolding Planning Guide

Language and Reading Skills Analysis		Scaffolds to Implement
Key words and concepts required for the lesson		
Key academic language terms and phrases required for the lesson		
Literacy skills required for the lesson		
Content and Background Knowledge Analysis		Scaffolds to Implement
Unfamiliar topics		
Instructional Analysis		Scaffolds to Implement
Teaching activities		
Grouping format		
Student activities		

Example: Lesson on Summarizing

Language and Reading Skills Analysis		Scaffolds to Implement
Key words and concepts required for the lesson	Resources, renewable, nonrenewable, Earth, energy, coal, oil, natural gas, fossil fuels	<p>Preteach terms</p> <p>Create vocabulary cheat sheets that include student-friendly explanations and visuals</p>
Key academic language terms and phrases required for the lesson	<p>Strategy, summarize, expository text, paragraph, graphic organizer, title, subtitle, table of contents, index, glossary</p> <p>To discuss with others: I believe that, in my opinion, I agree with, I disagree with, I don't think that, the author believes</p> <p>To present to others: We agreed on, we believe</p>	<p>Preteach academic terms and phrases</p> <p>Explicitly model academic language</p> <p>Use sentence frames</p>
Literacy skills required for the lesson	<p>Advanced phonics skills to read grade-level words</p> <p>Fluent reading to read paragraphs and longer text</p> <p>Sentence and paragraph comprehension</p>	Adapt text to different levels of reading ability
Content and Background Knowledge Analysis		Scaffolds to Implement
Unfamiliar topics	Renewable and nonrenewable resources	<p>Explain concepts</p> <p>Use visuals</p>
Instructional Analysis		Scaffolds to Implement
Teaching activities	<p>Model through think-alouds how to identify whether a question is implicit or explicit</p> <p>Monitor as students do it independently</p> <p>Provide feedback</p>	<p>Adapt think-aloud script to model academic language and foster comprehension</p> <p>Use slow speech during modeling</p> <p>Use graphic organizer</p>
Grouping format	<p>Whole group</p> <p>Pairs</p>	Ensure that English language learners have an appropriate partner
Student activities	<p>Listen to modeling</p> <p>Read texts independently and with partner</p> <p>Identify important ideas to summarize</p> <p>Discuss with partner</p> <p>Present to group</p>	<p>Include assistance from peers when working</p> <p>Work together as a group to create one or two summaries as examples</p> <p>Provide outlines to guide presentation to groups</p>