



## Scaffolding Matrix for English Learners

In today's classrooms, there exists a need for consistent daily instruction that addresses both the language and academic needs of English learners. The following elements are recommended to differentiate instruction and incorporate scaffolds (Walqui, 1993). Also primary language support strategies may be incorporated to meet the goal of appropriate instruction for English learners.

Scaffolding Strategies	How It Supports Students' Building of Their Own Understanding	Some Tasks That May Be Appropriate	Additional Considerations (e.g., time, assistance, variety of activities)
<b>Modeling</b>	<ul style="list-style-type: none"> <li>Provides concrete experiences</li> <li>Clarifies</li> </ul>	<ul style="list-style-type: none"> <li>Model any task introduced for the first time</li> </ul>	<ul style="list-style-type: none"> <li>Time for teacher to model/check for understanding</li> <li>Use of Total Physical Response to assist Beginning Level English learners</li> <li>Time for task completion based on proficiency level</li> <li>Oral language experience approach</li> </ul>
<b>Bridging</b>	<ul style="list-style-type: none"> <li>Activates students' prior knowledge relevant to class theme</li> <li>Provides road map for students</li> <li>Provides a personal connection to content</li> </ul>	<ul style="list-style-type: none"> <li>Quick-writes</li> <li>Anticipatory charts</li> <li>Novel ideas</li> <li>Brainstorms</li> <li>Think-Pair-Share</li> <li>Three step interview</li> <li>Guided writing</li> <li>Student generated reading material</li> </ul>	<ul style="list-style-type: none"> <li>Group or partner work based on time required to meet cognitive and communicative needs of students</li> <li>Print-rich environment</li> <li>Student created audio</li> <li>Variety of multimedia</li> </ul>
<b>Contextualization</b>	<ul style="list-style-type: none"> <li>Creates an environment that familiarizes new and unknown concepts</li> <li>Helps students make connection between themselves and content</li> </ul>	<ul style="list-style-type: none"> <li>Focus questions and use of manipulatives, video clips, etc.</li> <li>Visualizations</li> <li>Oral language development</li> <li>Focus on repetition to support vocabulary (e.g., jazz chants, raps)</li> </ul>	<ul style="list-style-type: none"> <li>Time for students to view and process a variety of media resources</li> <li>Flexible grouping for content instruction</li> <li>Sufficient time to complete tasks</li> <li>Time allocated for primary language support (Beginning-Early-Intermediate)</li> </ul>



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<b>Schema Building</b>	<ul style="list-style-type: none"> <li>Helps students establish that connection between and across concepts that may otherwise appear unrelated</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast matrix</li> <li>Story graph</li> <li>Concept review-jigsaw</li> <li>Jigsaw project</li> </ul>	<ul style="list-style-type: none"> <li>One-to-One tutorials</li> <li>Whole group instruction (monitor/provide feedback)</li> <li>Group or partner work for L1 and L2</li> <li>Interdependency of student roles</li> <li>Understanding of social skills</li> <li>Project-based tasks</li> <li>Monitoring of group progress</li> <li>Peer and/or cross age tutoring</li> <li>Guided reading and comprehension activities</li> <li>Time to demonstrate readiness for transition from guided to independent work</li> </ul>
<b>Metacognitive Development</b>	<ul style="list-style-type: none"> <li>Supports students' internalization of strategies (makes students aware of own thinking processes while speaking, reading, writing)</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal teaching (adapted)</li> <li>Think aloud</li> <li>Self-assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>Use of observation data for assessment of student progress</li> <li>Management of groups (monitor/provide feedback)</li> <li>Time for interactive activities</li> </ul>
<b>Text Representation</b>	<ul style="list-style-type: none"> <li>Provides opportunities to students to build repertoire of English and content area knowledge</li> <li>Helps students to learn the process of research to locate additional information</li> </ul>	<ul style="list-style-type: none"> <li>Focus questions and use of manipulatives, video clips, etc.</li> <li>Visualizations</li> <li>Oral language development</li> <li>Focus on repetition to support vocabulary (e.g., jazz chants, raps)</li> </ul>	<ul style="list-style-type: none"> <li>Use of a variety of writing genres</li> <li>Assistance in use of note taking materials</li> <li>Time for students to revisit and revise work</li> </ul>
<b>Primary Language Support</b>	<ul style="list-style-type: none"> <li>Supports students in content instruction and analyzing word meanings through use of cognates</li> </ul>	<ul style="list-style-type: none"> <li>Preview/review by teacher or paraprofessional having academic knowledge and primary language proficiency</li> <li>Scaffold vocabulary development (analyze word meaning) focusing on Spanish cognates, English morphemes</li> </ul>	<ul style="list-style-type: none"> <li>Home/community/school communication and connections</li> <li>Time for students to access parallel materials, media resources</li> <li>Parallel text in L1/L2</li> <li>Communication with other support personnel (e.g., bilingual staff, migrant education)</li> </ul>



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