

Literacy Instruction for All: Strategies for Secondary Multilingual Students

When directed, click on the bookmarks below to follow along with today's presentation:

1. [Grade-Level Assignment](#)
2. [Scaffolded Assignment: Example 1](#)
3. [Scaffolded Assignment: Example 2](#)

Scaffolding Process Resource

How do I go from the grade-level assignment to the scaffolded assignments for my ELs?

1. What do I want my grade-level student walking away knowing from this question?
2. Is there a step (background, clarification) a student may need to access the grade-level question?
3. How can I simplify the language?
 - a. Are there cognates I could use?
 - b. Are there tier 1 vocabulary words (words seen frequently, in many contexts) I could use?
 - c. Are there vocabulary words that have already been used in this text/unit that I could use?
4. What formatting will best assist my EL student in getting to the answer?

What are some scaffolding techniques I can use?

LEVEL 1/2 EL STUDENT	LEVEL 3/4 EL STUDENT
<ul style="list-style-type: none">• Footnotes• Simplified language• Direct paragraph/page numbers• Provide a sentence of context/background before asking the question• Multiple choice• Images <p><i>Aim to get students to decipher the correct answer, rather than find/create it alone.</i></p>	<ul style="list-style-type: none">• Footnotes• Simplified language• Direct paragraph/page numbers• Sentence stems• Specific guidelines (set number of answers, evidence instead of paraphrase) <p><i>Aim to get students to find the correct answer with assistance (use the level 1/2 scaffold for guidance)</i></p>

Contact Information

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