



## Support and Scaffolds for Accessible English Learner Instruction

The following supports and scaffolds can be combined as needed during instruction and classroom assessments for all levels of instruction and all ELs. This list is not meant to be exhaustive. Any of these supports and scaffolds can be provided as part of Tier 1, core instruction. Scaffolding takes place during the planning process, and during instruction. Scaffolding before the lesson provides a balance bridging familiar experiences to new ones where students use language that is increasingly more complex, leads to independence, and offers multiple means of engagement, representation, and expression. Scaffolding during lesson instruction helps students make connections using students' linguistic resources that expands their thinking and supports collaborative learning.

Main Sources: *WIDA English Language Development Standards Framework Implementation Guide* (Board of Regents of the University of Wisconsin System, on behalf of WIDA, 2023), *WIDA's English Language Development Standards Framework Resource Guide* (Gottlieb, Cranley, & Cammilleri, 2007), *Growing Language and Literacy: Strategies for English Learners* (Honigsfeld, 2019), *Growing Language and Literacy: Strategies for Secondary Multilingual Learners* (Honigsfeld, 2024), *Proactive Planning: Tier 1 Supports* (Fairfax Public Schools)

<b>Sensory</b> (The 5 senses)	<b>Graphic</b> (Visual representations)	<b>Interactive</b> (Interaction with others)	<b>Linguistic</b> (Language)
<ul style="list-style-type: none"> <li>• Broadcasts (web and podcasts)</li> <li>• Magazines and newspapers</li> <li>• Manipulatives</li> <li>• Models and figures</li> <li>• Physical Movement (Total Physical Response/TPR)</li> <li>• Real life objects (realia)</li> <li>• Simulations and virtual trips</li> <li>• Videos and films</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Anchor Charts</li> <li>• Graphs</li> <li>• Number and timelines</li> <li>• Visual checklists</li> <li>• Visuals (diagrams, pictures, illustrations, drawings)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk moves or other protocols for academic conversations</li> <li>• Student roles for group work</li> <li>• Cooperative learning structures               <ul style="list-style-type: none"> <li>○ Pairs, triads, small groups</li> <li>○ Flexible grouping</li> <li>○ Same language groups</li> <li>○ Heterogeneous groups by English language level</li> </ul> </li> <li>• Explicit modeling</li> <li>• Interactive and Shared read-aloud</li> <li>• Questioning</li> <li>• Think-aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Home language (L1)</li> <li>• Slow and clear speech for easier comprehension</li> <li>• Differentiated language/sentence frames</li> <li>• Language-focused anchor charts and visually supported word walls</li> <li>• Audio support (audio books, test readers)</li> <li>• Labeled items in the room</li> <li>• Mentor texts</li> <li>• Mnemonics</li> <li>• Partner Reading</li> <li>• Writing Conferences</li> <li>• Chunked text</li> <li>• Bridging techniques (cognates)</li> </ul>
<b>The Classroom Community</b>			
<ul style="list-style-type: none"> <li>• Norms for respectful learning environments</li> <li>• Model of respect</li> <li>• Explicit routines and procedures</li> <li>• Goal setting</li> <li>• Positive affirmations/relationship building</li> <li>• Student agency and choice</li> <li>• Self-reflection and regulation strategies</li> </ul>			