

Six scaffolding strategies for ELLs

- Modeling
Students need to be given clear examples of what is required of them.
- Bridging
New concepts need to be built on previous knowledge and understanding.
Weave new information into existing mental structures.
An example is the anticipatory guide
- Contextualization
Provide verbal contextualization by creating analogies based on student experiences.
Embed academic language in sensory context by using pictures, manipulatives, film [without sound], authentic objects and source of information
- Schema Building
Schema are clusters of meaning that are interconnected. Students need to see the connections. Some examples of things a teacher can do: preview the text; note headings, captions, titles of charts, etc.
Present an organizer before the lecture
- Text Re-presentation
Transform linguistic constructions into forms used in another genre. Example: short stories or historical essays into dramas or personal narratives
- Metacognitive Development
[Thinking about thinking and reflecting about learning.]

It involves the following:

- Consciously apply the strategies while engaging in activities
- To know and to be aware of the most effective strategy for the particular activity
- Self –monitor, evaluate and adjust during performance and to plan future performance based on the evaluation after an activity

Examples of strategies: Reciprocal Teaching, Think-Alouds, KWL