




Categories of Scaffolds	Examples
 <p><b>Instructional Materials</b></p> <p>Audio, visual, and/or hands-on resources created or curated by an educator used to support MLs' engagement with content and language acquisition</p>	<ul style="list-style-type: none"> <li>• Amplified texts (texts with embedded supports such as visuals and glossed vocabulary) and/or audio versions of texts</li> <li>• Anchor charts</li> <li>• Audio versions of texts</li> <li>• English and/or bilingual glossaries and dictionaries</li> <li>• Graphic organizers</li> <li>• Home language materials</li> <li>• Sentence frames, sentence stems, and/or paragraph frames</li> <li>• Visuals and/or manipulatives</li> <li>• Word banks and/or word walls</li> </ul>
 <p><b>Instructional Practices</b></p> <p>Actions an educator takes to support MLs' understanding of content and engagement during instruction</p>	<ul style="list-style-type: none"> <li>• Activating and concisely teaching background knowledge</li> <li>• Clarifying and paraphrasing key concepts and reducing linguistic load (as appropriate)</li> <li>• Embedding instruction of vocabulary and academic language structures</li> <li>• Interactive modeling (teacher or student model an activity, language, or skill and all students reflect on what was modeled)</li> <li>• Integrating multimodal and translanguaging opportunities for MLs (us-ing a variety of modes to practice content, such as speaking, drawing, hands-on activities; using more than one of MLs' languages for commu-nication)</li> <li>• Practicing academic language with non-academic topics (e.g., practicing language for comparison using a familiar topic)</li> <li>• Reduced linguistic load</li> </ul>
 <p><b>Instructional Groupings</b></p> <p>Intentionally grouping students to provide peer support, teacher support, and/or differentiated resources aligned to lesson objectives</p>	<ul style="list-style-type: none"> <li>• Structured pair work</li> <li>• Structured small-group work</li> <li>• Teacher-led small-group work</li> <li>• Examples of intentional groupings: academic skills grouping, home language grouping, language proficiency grouping, mixed proficiency grouping for language modeling and relationship building</li> </ul>