




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