



























































# Suggested Scaffolds at Each Proficiency Level

Key	
Icon	Description
	Scaffold <b>is critical</b> for MLs to access language and content dependent on task and individual student needs.
	Scaffold <b>may be necessary</b> for MLs to access language and content dependent on task and individual student needs.
	Scaffold <b>may be appropriate</b> for MLs to access language and content dependent on task and individual student needs.

Scaffold	Beginning ELP Level	Intermediate ELP Level	Advanced ELP Level
Activating and concisely teaching background knowledge			
Amplified texts			
Anchor charts			
Audio versions of texts			
Bilingual dictionaries and glossaries			
Clarifying and paraphrasing key concepts			
Embedding instruction of vocabulary and academic-language structures			
English dictionaries and glossaries			
Graphic organizers			
Home language materials			
Intentional student grouping			
Interactive modeling			
Multimodal and translanguaging opportunities			
Practicing academic language with non-academic topics			
Reduced linguistic load			N/A
Sentence and paragraph frames			N/A
Sentence stems			
Visuals and manipulatives			
Word banks and word walls			

Source: Adapted from August, D., Staehr Fenner, D. & Snyder, S. (2014). *Scaffolding instruction for English language learners: Resource guide for ELA*, p. 25. Reprinted with permission of American Institutes for Research.

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