

QUICK GUIDE TO DIFFERENTIATE SUPPORTS

	BUILD BACKGROUND	MODEL	STRUCTURE PEER TALK	SCAFFOLD LANGUAGE USE
BRIDGING Light Support	<p>Prompt personal connections: <i>What do you know about . . . ? How does this relate to your prior knowledge or experiences?</i></p> <p>Prompt connections to prior learning: <i>Remember when we learned . . . ? How might you apply that here?</i></p>	<ol style="list-style-type: none"> Engage students first and observe as they engage to check for understanding. Only prompt or model to address specific needs you observe. Don't model what students will figure out via productive struggle and collaboration. 	<p>Structure multistep tasks that require collaboration, but don't structure each conversation and step. <i>For example, have students collaborate to research and create a podcast about the effects of pollution.</i></p>	<p>Use scaffolds occasionally to validate students' strong language choices (<i>e.g., start a word bank with words students use</i>) or expand how they use language (<i>e.g., add new words to that word bank that include nuanced shades of meaning</i>).</p>
EXPANDING Moderate Support	<p>Build background knowledge (<i>e.g. pre-teach vocabulary or demonstrate a chemical reaction before reading about the concept</i>).</p> <p>Teach concepts in a familiar context (<i>e.g., first teach argument writing about pets before applying the skill to a more academic context</i>).</p>	<ol style="list-style-type: none"> Model the minimum needed to ensure students understand task expectations. Engage students. Observe to check for understanding. Use observation data to personalize support. Provide light or substantial support to small groups as needed. 	<p>Structure specific conversation tasks using partner or small-group strategies that let students initiate turn taking. <i>For example, after reading a text about pollution, structure numbered heads to have students discuss effects.</i></p>	<p>Provide a range of linguistic frames representing a variety of sentence structures and/or a bank of words that are optional for students to use during the task. Encourage students to go beyond the scaffolds.</p>
EMERGING Substantial Support	<p>All of the above, and:</p> <p>Always use concrete and familiar topics when building background in a new concept or use of language.</p> <p>Use primary language when possible to build background in concepts and/or show how English is similar or different.</p>	<p>I DO–WE DO–YOU DO</p> <ol style="list-style-type: none"> I DO: Model expectations and how to do the task. WE DO: Guide students in doing the task with you. YOU DO: When students demonstrate they are ready, have them do the task without you. 	<p>Structure turn taking in peer conversations. <i>For example, after reading a paragraph about pollution together, give each partner one minute to share one effect. Give partners roles (A/B) and tell partner B to begin.</i></p>	<p>Model and guide students in doing the task using one linguistic frame and a word bank that can be used to complete the frame. Structure peer practice so all students use the scaffolds you modeled.</p>

ALSO WITH EMERGING ELS: Chunk texts and content into manageable chunks. Speak clearly. Avoid idiomatic expressions. Use rephrasing. Structure total-physical-response to increase active engagement and check for student understanding.