

Scaffolding Techniques in CBI Classrooms

Building on ideas presented in Echevarria, Vogt & Short, 2004, pp. 86-87

Fortune, T. (March, 2004) with input from immersion teachers

Verbal Scaffolding (Language-development focused)	Procedural Scaffolding (Grouping techniques and activity structures and frames)	Instructional Scaffolding (tools that support learning)
<ul style="list-style-type: none"> ▪ Paraphrasing ▪ Using “think-alouds” ▪ Reinforcing contextual definitions ▪ Developing questions with Bloom’s taxonomy in mind ▪ Writing prompts ▪ Follow oral text with written text ▪ Elaboration and expansion of student response ▪ Use of cognates ▪ Purposefully using synonyms and antonyms ▪ Effective use of wait time ▪ Teaching familiar chunks “May I go to the restroom?” “Excuse me,” etc. ▪ Clear enunciation and articulation by teacher, slow when appropriate ▪ Corrective feedback techniques, especially elicitation, clarification requests, and metalinguistic clues ▪ Songs, jazz chants, rhythm and rhyme ▪ Language task for graphic organizer ▪ Building circumlocution skills 	<ul style="list-style-type: none"> ▪ Using an instructional framework that includes explicit teaching (T)-modeling (T)-practicing (St)-applying (St) ▪ 1-1 teaching, coaching, modeling ▪ Pairing and grouping of students so that less experienced/knowledgeable students work with more experienced/knowledgeable students ▪ Activating prior knowledge ▪ Think-Pair-Share ▪ Met’s Expanded Think-Pair-Share ▪ Personalize info (relate to your own life) ▪ Jigsaw ▪ Dictogloss ▪ Cooperative group techniques ▪ Joint writing project ▪ Use of routines ▪ TPR/TPRS ▪ Gibbons’ Activity Cycle (oral-informal, oral-formal, written-informal, written-formal) ▪ Lyster’s register variation activity ▪ Scored discussion ▪ Role play, simulations ▪ Process writing ▪ SQP2RS 	<ul style="list-style-type: none"> ▪ Graphic organizers ▪ Manipulatives ▪ Using visuals and imagery ▪ Word wall ▪ Making a variety of resources available in the classroom, dictionary, thesaurus, etc. ▪ Posting schedules ▪ Labeled visuals ▪ Pictographs as a success supporting strategy for dictogloss with young learners

Echevarria, J., Vogt, M. & Short, D.J. (2004). Making content comprehensible for English learners: The SIOP Model (2nd ed.). Boston, MA: Pearson Education, Inc.