

English Learner Scaffolds for PBL

The chart below provides scaffolding strategies and recommendations to support English Learners during each phase of the project process. The recommendations here align with the planned scaffolding strategies from the *Theoretical Foundations and Research Base for California's English Language Development Standards*, provided at the end of this document.

	Scaffolding the Project Process How can you reduce linguistic or cultural barriers to project completion and success?	Scaffolding Content Learning How can you reduce linguistic or cultural barriers to content or skill mastery?	Scaffolding Language Development How can you support students' acquisition of English language skills within the context of a project?
<p>Launching the Project: Entry Event + Driving Question</p>	<ul style="list-style-type: none"> • Have students develop and use a BIE Project Team Work Plan to structure and organize their project work.^{2,5} • Post due dates and tasks to be completed to a project wall (virtual or in the classroom).² • Use the Question Formulation Technique to help students understand how to create effective questions.⁵ • Provide closed and open sentence frames to support question generation.⁸ • Brainstorm and sort the questions generated by students. Sort questions into categories that are easy for students to identify (e.g., Content Questions, Process Questions, Presentation Questions).⁸ 	<ul style="list-style-type: none"> • Use a KWL chart⁷, question frames, and explicit modeling⁸ for the need to know list to help capture what students already know about the topic and to support students in asking new questions.^{1,6} • During an entry event, use visual aids (e.g., photos, videos, physical objects) to help build context for learners at all levels of language proficiency.⁷ • If the entry event is an “experience” (e.g., field trip, hands-on activity), have students use graphic organizers to keep their thoughts organized, or to write key words that can serve as memory triggers. A scavenger hunt is an useful strategy for a field trip.⁷ • Use a camera, if possible, for students to capture experiences during the entry event or allow students to create visuals that they can later use to recall information and develop connections.⁷ 	<ul style="list-style-type: none"> • Explicitly teach and define content-related vocabulary during the discussion of the entry event.² • Create and maintain a vocabulary wall for academic language associated with the project.⁸ • Use entry events as an opportunity to introduce students to different types of texts, and to discuss the conventions and purposes of text types.^{4,8} • To provide more opportunities for low-stakes speaking and listening practice, have students discuss the entry event and need to knows in pairs or small groups before engaging in a whole-class discussion.⁵ • Avoid (or explicitly teach) colloquialisms and idioms in project-related resources (e.g., entry events, driving questions, rubrics).⁴
<p>Build Knowledge, Understanding,</p>	<ul style="list-style-type: none"> • Post daily objectives, in student friendly language (“I Can...”) for content, skills, and language learning. 	<ul style="list-style-type: none"> • Deliver instruction in a variety of formats (e.g., hands-on learning experiences, small group lessons, direct instruction, etc.)⁷ 	<ul style="list-style-type: none"> • Use observations and written tasks such as reflective journals to formatively assess student progress on language development targets.³

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<p>and Skills to Answer Driving Question</p>	<p>Refer to these often. Note when objectives are differentiated for specific students.²</p> <ul style="list-style-type: none"> • Use a variety of grouping strategies (heterogeneous, language level, pairs, self-selected, etc.) strategically throughout the course of a project.⁵ 	<ul style="list-style-type: none"> • Provide leveled texts for students during work time.⁴ • Structure workshops in a logical sequence, providing clear modeling and explanation as well as opportunities for guided practice.² • Have students work in linguistically diverse pairs or small groups to engage in reciprocal teaching of project content.⁵ • Plan frequent opportunities for informal formative assessments (e.g., exit tickets, journals, whip---arounds, conferences), and adjust instruction based on these assessments.³ 	<ul style="list-style-type: none"> • Have students develop personalized illustrated dictionaries to keep track of key vocabulary.⁸ • Provide varied opportunities for speaking and listening (e.g., inner---outer circles, think---pair---share, Jigsaw, role---plays).⁵
<p>Develop and Critique Products and Answers to the Driving Question</p>	<ul style="list-style-type: none"> • Model and practice the use of structured protocols for critiquing work.⁸ • Provide Thinking Maps to help students organize ideas and information.⁷ • Co---create rubrics for final products and success skills with students. Both teachers and students should use the rubrics for assessment and reflection, and the same rubrics should be used for formative and summative assessment.³ 	<ul style="list-style-type: none"> • Use the Question Formulation Technique to guide students in developing new questions to refine their understanding of content.⁶ 	<ul style="list-style-type: none"> • Provide sentence frames to help students give and receive feedback.⁸ • When appropriate, provide students with exemplary writing samples and/or text frames to teach them about text and language conventions.⁸
<p>Present Products and Answers to Driving Question</p>	<ul style="list-style-type: none"> • Have students work in groups to complete a BIE Presentation Plan⁷ • Provide multiple opportunities for students to practice their presentations and receive feedback.^{2, 3} 	<ul style="list-style-type: none"> • Provide graphic organizers to help students organize their learning when observing one another's presentations.⁷ • Encourage students to use visual aids and multimedia to enhance and clarify the content in their presentations.⁷ 	<ul style="list-style-type: none"> • Work with students to identify the tone, level of formality, and linguistic style that are most appropriate for the presentation audience and context. Provide models to help students understand the appropriate "register."⁸

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	<ul style="list-style-type: none">• Record students as they practice presentations. Allow them to review the video and compare their performance to the presentation rubric, reflecting on opportunities for improvements.³	<ul style="list-style-type: none">• Have students use structured protocols to reflect on how this project built on their existing knowledge and skills.¹	<ul style="list-style-type: none">• Provide language models for different aspects of presentations (e.g., giving instructions, describing processes, comparing and contrasting ideas.)⁸• Provide question frames to support audience members in asking effective questions.⁶
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Planned Scaffolding Strategies from California Department of Education. (2012). Appendix C: Theoretical Foundations and Research Base for California's English Language Development Standards. Retrieved from a <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

1. Taking into account what students already know, including primary language and culture, and relating it to what they are to learn.
2. Selecting and sequencing tasks, such as modeling and explaining, and providing guided practice, in a logical order.
3. Frequently checking for understanding during instruction, as well as gauging progress at appropriate intervals throughout the year.
4. Choosing texts carefully for specific purposes (e.g., motivational, linguistic, content).
5. Providing a variety of collaborative grouping processes.
6. Constructing good questions that promote critical thinking and extended discourse.
7. Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia to enhance access to content.
8. Providing students with language models, such as sentence frames/starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing).