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| **Strand 5: Scaffolding for Student Production** |
| **5A: Verbal scaffolding – questioning techniques and follow-up moves to support student language use and development** |

* The teacher uses different questioning techniques to elicit more student language production.
* The teachers uses Initiate-Response-Follow-Up (IRF) sequences, such as prompts for clarification, precision, or elaboration to elicit academic and/or more precise language, push student thinking, and extend student discourse.
* The teacher makes effective use of wait time.

**Examples:**

1. *During a whole class discussion on the branches of government, a student states that the executive branch is the most important because it includes the president. In response, the teacher acknowledges that the president is part of the executive branch, and then asks the student to tell the class more about why the president in particular is important.*

2. *In preparation for a read-aloud, the teacher writes a mixture of questions on post-it notes in the book to remind himself to use a variety of questions during the lesson. These include both:*

1. *Display comprehension questions, such as “How did Mee upset her mother?”*
2. *Referential questions based on inferences, predictions, and hypotheses, such as “What would you do if you were Mee?”*

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| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about / questions:**  |
| **Resources:** |

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| **Strand 5: Scaffolding for Student Production** |
| **5B: Procedural scaffolding – grouping strategies and classroom activities and routines to support student language use and development** |

* The teacher uses activities and routines (like think-pair-share, learning centers, cooperative learning) that promote independent student production and student-student interaction.
* The teacher creates activities that require students to learn from and with peers in interpersonal and presentational modes for both speaking and writing.
* The teacher uses thoughtfully organized interactive groupings (dyads, cooperative groups) to promote student language production and reviews language (features/functions/genres) needed to carry out the activity in the TL.

**Examples:**

*1. In a lesson on North American colonies, the teacher creates a jigsaw activity in which students become experts on a colony, share their knowledge and learn from other experts’ oral sharing. Before “expert” and “home” groups meet, the teacher reviews key linguistic structures needed for them to complete the activities in the target language.*

* 1. *Students are assigned to “expert” groups to research an assigned colony. Each student has an individual role, such as summary master, vocabulary master, and connections master, and is given role-specific sentence stems.*
	2. *After students have prepared notes about their colony and come to consensus as to how to teach the information about their colony, they are regrouped into “home” groups (with one expert representing each colony).*
	3. *The home groups are asked to complete a graphic organizer, with each group comparing different aspects of the colonies, such as geography, social structure, relationship with Native Americans, etc.*
	4. *At the end, the groups are each asked to present their graphic organizers to the class.*

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| **My notes about this strand:** |
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| **Goals I have:** |
| **What I’d like to know more about / questions:**  |
| **Resources:** |

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| **Strand 5: Scaffolding for Student Production** |
| **5C: Instructional scaffolding – use of print and multimedia resources to support student language use and development** |

* The teacher uses a range of print and multimedia resources related to instructional activities to support and facilitate language production.
* The teacher teaches language “chunks” and posts them as reminders to use these scaffolds (as developmentally appropriate)
* The teacher provides students with scaffolds to elicit sustained, academic oral and written language (like sentence starters or frames and graphic organizers to support content learning and language development)
* The teacher’s modeling prepares students to use such scaffolds as resources.

**Examples:**

1. *A Grade 1 teacher in a 90:10 two-way Hmong/English program notices that many of her students use English for typical classroom statements (I don’t understand, I don’t know how to say that, I need help, etc.). She creates posters with these functional “chunks” written in Hmong with accompanying pictures (e.g., a picture of a child raising her hand with a question mark in a thought bubble for “I need help.”). Each time she hears a student say the phrase in English she points to the classroom poster with the chunk in Hmong and asks the student to say it in Hmong (giving assistance as needed).*

2. *When preparing for small group activities, a Grade 4 German immersion teacher always prepares a handout with key phrases in German which are needed for carrying out the group task. They assign one of the group members to act as “language helper,” and this student uses the handout and provides peers with phrases needed in German when they falter.*

3. *A Grade 2 Mandarin immersion teacher uses software for an interactive whiteboard to teach stroke order for writing Chinese characters.*

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| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about / questions:**  |
| **Resources:** |