

EXAMPLES OF HOW TO DIFFERENTIATE USING LINGUISTIC FRAMES

	Steps to Use the Scaffold	Example
BRIDGING Light or No Support	Engage without linguistic frames. Listen closely to language choices. Only as needed, provide frames or word banks that elevate and extend students' use of academic language to express what they have already communicated in their own words.	In a language arts task to justify inferences with text evidence, a teacher listens to student conversations. She notices that students make claims and read text evidence but don't often explain the evidence. She provides frames and encourages this next-level skill: When the author wrote "_____", this shows that _____. The quote "_____" reveals that _____.
EXPANDING Moderate Support	<ol style="list-style-type: none"> 1. Post <i>multiple</i> response frames that are appropriate for the communication task. 2. Introduce the frames and read them together. 3. Listen as students talk with peers, and provide modeling or feedback as needed. 4. When you hear students communicate effectively without using the frames, create new frames to validate and illuminate these additional possibilities for language use. 	In a language arts task to justify inferences with text evidence, a teacher posts four frame options for students: One example from the text that demonstrates this is _____. Here on page ____ the author wrote "_____" This shows that _____. I know this because _____.
EMERGING Substantial Support	<ol style="list-style-type: none"> 1. Write one linguistic frame. 2. Read it aloud while pointing to each word. 3. Model one correct response orally and write it under the linguistic frame. 4. Guide students in chorally reading the frame and the model. 5. Structure think-pair-share to have students each create and share their own sentence using the frame. 6. If needed, provide a word bank or bank of phrases students can use to complete the frame. 	In an explicit language lesson with emerging ELs, the teacher says, "Today we are going to learn to ask permission in the classroom using the question frame 'May I please _____?' Let's read it together. One question we ask in the classroom [hold up a dull pencil] is 'May I please sharpen my pencil?' Let's read the question together." Students read and say chorally with the teacher, "May I please sharpen my pencil?" Then, the teacher says, "Now you make a request to a partner using the frame 'May I please _____?'"