

Linguistic Scaffolding for Multilingual Learners

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Objectives

In this session, we will

- (1) explore linguistic scaffolds connected to the three dimensions of academic language through
 - the PWIM approach
 - anticipation guides
 - one pagers
- (2) connect literacy and oracy through
 - text talk and text codes
 - differentiated talk moves
- (3) distinguish among 4 types of modeling to scaffold writing



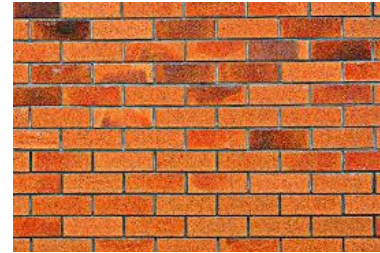
Linguistic scaffolding refers to language-based and literacy focused support for learning.

A Three-Dimensional View of Language

Word/Phrase Dimension



Sentence Dimension



**Discourse (Text)
Dimension**



Possible Focus Areas

- 1. Discipline-specific & academic vocabulary**
- 2. Phrases & idiomatic expressions**
- 3. Sentence structures & patterns**
- 4. Text-level features**
- 5. Interpretive & expressive language**

Sample Teacher Moves & Materials

Word walls · Anchor charts · Vocabulary notebooks · Pre-teaching key terms

Highlighting idioms in texts · Providing visuals/contexts · Encouraging home language equivalents

Sentence frames · Color-coding clauses · Modeling cause/effect or compare/contrast structures

Graphic organizers · Mentor texts · Explicit teaching of transitions, introductions, conclusions

Role plays · Debates · Journals · Feedback protocols

Word-Sentence-Discourse


pp.79-80

Picture Word Inductive Model (PWIM)

Name: Student Sample Date: TODAY!

Topic: Unit 2: Traditions & Celebrations

Label the Nouns What do you see?



night evening mirror
 woman dress shoes
 person
 child girl porch
 house window
 candy
 chair
 bowl pumpkin
 Jack o' Lantern
 steps

See... There is... There are...
 They have... She has... He has...

Describe using adjectives
 dark pink orange bright colorful sweet
 spooky delicious

Write the verbs
 give walk
 talk step visit
 receive

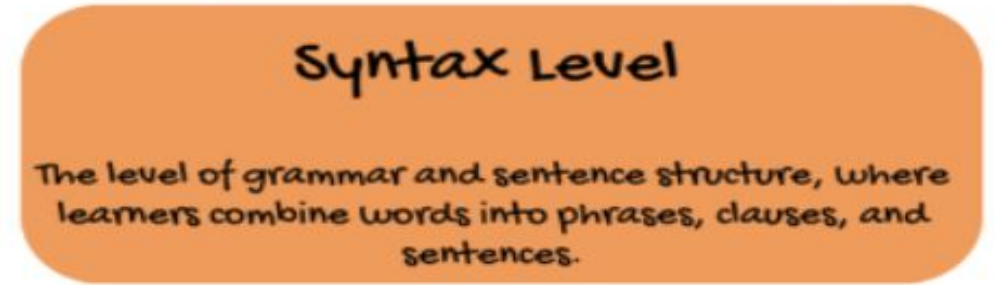
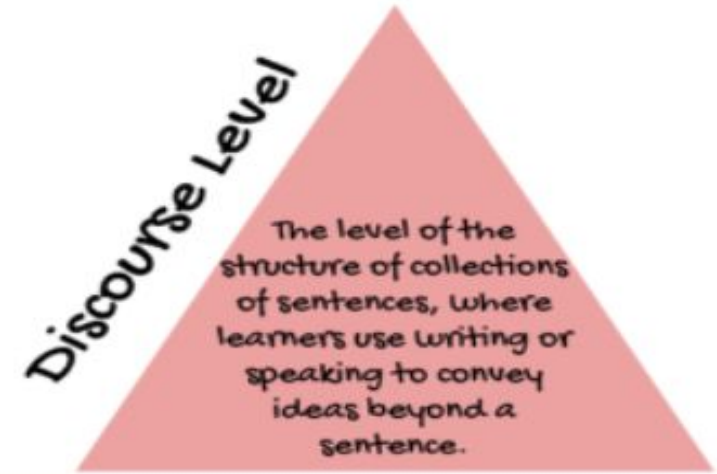
Writing Checklist: ✓
 Capital letter first
 Ending punctuation mark (? !)
 Spaces between words
 Writing matches picture

I see pumpkin. } Levels 1+2
 I see sweet candy. }
 ↓ Levels 3+4

The girl is visiting the woman's house at night.
 The woman is giving her delicious chocolate candy.

PWIM PYRAMID

Building language using Picture
 Word Inductive Model



Anticipation Guide for Social Studies

<http://wvde.state.wv.us/strategybank/AnticipationGuide.html>

ANTICIPATION GUIDE		
JAPANESE INTERNMENT		
Before Reading	STATEMENT	After Reading
	1. There were no American citizens of Japanese descent living in the United States when Pearl Harbor was attacked.	
	2. The President of the United States issued an order that all people who had ancestors from Japan were to leave their homes with only a few belongings.	
	3. Japanese planes bombed the naval base at Pearl Harbor on December 7, 1941.	
	4. The United States did not declare war on Japan.	
	5. American citizens of Japanese ancestry were spying and had to be imprisoned to protect U.S. interests.	

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One-Pagers






p. 48






TABLE 2.4 • Panama Cannel Vocabulary One-Pager

VOCABULARY WORD	IMAGE	DEFINITION	NATIVE LANGUAGE
Atlantic Ocean		A big body of water that separates Europe and Africa from North and South America.	océano Atlántico
Decrease		To become less or smaller	disminuir
Isthmus		A narrow strip of land that connects two larger landmasses and separates two bodies of water	istmo
Pacific Ocean		The world's largest ocean, covering more than 30% of the planet's area.	océano Pacífico
Canal		A human-made waterway that allows boats and ships to travel from one body of water to another	canal

Source: Adeline Scibelli. Used with permission.

Image sources: Atlantic Ocean: istock.com/Milyausha Shaykhtudinova, Decrease: istock.com/mattjeacock, Isthmus: istock.com/frantic00, Pacific Ocean: istock.com/martino4, Canal: istock.com/Michael Müller

Vocabulary Word	Image	Definition	Native Language
Atlantic Ocean	 A world map highlighting the Atlantic Ocean in blue, with North America, South America, and Africa labeled in yellow.	A big body of water that separates Europe and Africa from North and South America.	
Decrease	 A red arrow pointing downwards with a jagged, sawtooth pattern, indicating a decrease.	to become less or smaller	
Isthmus	 An aerial photograph of a narrow strip of land connecting two larger landmasses, with a small red 'i' icon to the right.	a narrow strip of land that connects two larger landmasses and separates two bodies of water	
Pacific Ocean	 A world map highlighting the Pacific Ocean in blue, with Oceania labeled in yellow.	the world's largest ocean, covering more than 30% of the planet's area.	
Canal	 An aerial photograph of a long, straight canal with locks and a bridge, used for water transport.	human-made waterway that allows boats and ships to travel from one body of water to another	



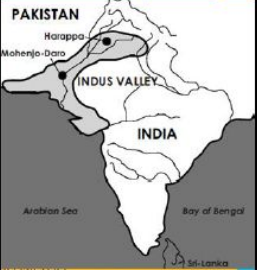
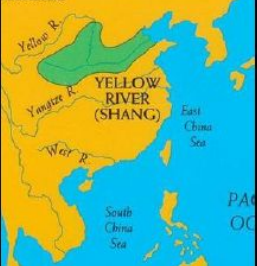
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Early River Civilizations

Teacher's Key



Civilization		Location	Government	Achievements	Geographic features and impact
Mesopotamia		Middle East Rivers: Tigris River & Euphrates River	Sumer = City States Babylon = Empire	Cuneiform Ziggurats Irrigation Systems	“Fertile Crescent” Silt = good farming
Ancient Egypt		North Africa Nile River	Kingdoms w/ Pharaohs	Pyramids Hieroglyphics Mummification	Sahara Desert = isolation River = trade and farming
Indus River Valley		India Indus River and Ganges River	Unknown	Plumbing Grid system Urban planning!	Rivers = farming Rivers flooded
Yellow River Valley		China Yangtze River and Huang He River	Dynasty w/ Emperor Mandate of Heaven	Pictographs Great wall of China	“China’s Sorrow” = flooding Fertile soil = farming Mountains & deserts = isolation



Early River Civilizations

Level 1



Civilization		Location	Government	Achievements	Geographic features and impact
		<p>Middle East</p> <p>Rivers: Tigris River & Euphrates River</p>	<p>Sumer = City States</p> <p>Babylon = Empire</p>	<p>Cuneiform</p> <p>Ziggurats</p> <p>Irrigation Systems</p>	<p>“Fertile Crescent”</p> <p>Silt = good farming</p>
		<p>North Africa</p> <p>Nile River</p>	<p>Kingdoms w/ Pharaohs</p>	<p>Pyramids</p> <p>Hieroglyphics</p> <p>Mummification</p>	<p>Sahara Desert = isolation</p> <p>River = trade and farming</p>
		<p>India</p> <p>Indus River and Ganges River</p>	<p>Unknown</p>	<p>Plumbing</p> <p>Grid system</p> <p>Urban planning!</p>	<p>Rivers = farming</p> <p>Rivers flooded</p>
		<p>China</p> <p>Yangtze River and Huang He River</p>	<p>Dynasty w/ Emperor</p> <p>Mandate of Heaven</p>	<p>Pictographs</p> <p>Great wall of China</p>	<p>“China’s Sorrow” = flooding</p> <p>Fertile soil = farming</p> <p>Mountains & deserts = isolation</p>



Early River Civilizations

Level 2



Civilization		Location	Government	Achievements	Geographic features and impact
		<p>Middle East</p> <p>Rivers:</p>	<p>Sumer = City States</p> <p>Babylon = Empire</p>	<p>Cuneiform</p> <p>Ziggurats</p> <p>Irrigation Systems</p>	<p>“Fertile Crescent”</p> <p>Silt (fertile soil) = _____</p>
		<p>North Africa</p> <p>River:</p>	<p>Kingdoms w/ Pharaohs</p>	<p>Pyramids</p> <p>Hieroglyphics</p> <p>Mummification</p>	<p>Sahara Desert = _____</p> <p>River = trade and farming</p>
		<p>India</p> <p>Rivers:</p>	<p>Unknown</p> <p>Language never translated</p>	<p>Plumbing</p> <p>Grid system</p> <p>Urban planning!</p>	<p>Rivers = _____</p> <p>Rivers flooded/ changed course</p>
		<p>China</p> <p>Rivers:</p>	<p>Dynasty w/ Emperor</p> <p>Mandate of Heaven</p>	<p>Pictographs</p> <p>Great wall of China</p>	<p>“China’s Sorrow” = flooding</p> <p>Fertile soil = _____</p> <p>Mountains & deserts = isolation</p>


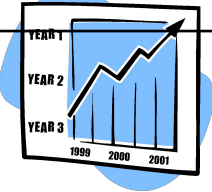
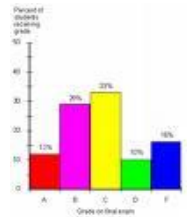




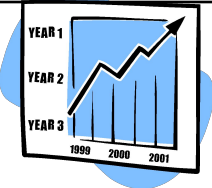
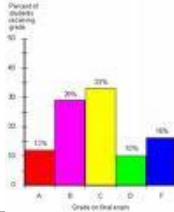

Early River Civilizations

Level 3



Civilization		Location	Government	Achievements	Geographic features and impact
		<p>Middle East</p> <p>Rivers:</p>	<p>Sumer =</p> <p>Babylon =</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>“Fertile Crescent”</p> <p>Silt (fertile soil) =</p> <p>_____</p>
		<p>North Africa</p> <p>River:</p>	<p>Kingdoms w/ Pharaohs</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>Sahara Desert =</p> <p>_____</p> <p>Nile River = trade, transportation, and farming</p>
		<p>India</p> <p>Rivers:</p>	<p>Unknown</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>Rivers =</p> <p>_____</p> <p>Rivers flooded</p>
		<p>China</p> <p>Rivers:</p>	<p>Dynasty w/ Emperor</p> <p>Mandate of Heaven</p>	<p>1.</p> <p>2.</p>	<p>“China’s Sorrow” = flooding</p> <p>Fertile soil =</p> <p>_____</p> <p>Mountains & deserts =</p> <p>_____</p>

Graph Type	Why do we use this graph?	What does it look like?
Pictograph	<i>To compare how many times a type of data occurs</i>	Per 1: **** Per 2: ** Per 3: ***
Bar Graph	<i>To compare data into categories Example: months, pets</i>	
Line Graph	<i>To compare change over time</i>	
Histogram	<i>To compare data broken up into equal intervals (no space in between intervals)</i>	
Circle Graph	<i>To compare a part of a group to the whole or another part</i>	

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Essay Outline Chart: Part I

Topic Sentence: The Maya and the Aztec civilizations were (choose one: very similar/very different) _____.		
Why?		
Cultural Feature	Details	
	Maya	Aztec
System of Agriculture		
System of Religion		
System of Writing		
System of Political Power		
Collapse of Civilization		

After you have completed your chart, underline those things that are similar to modern-day cultures.

Essay Outline Chart: Part I

Topic Sentence: The Maya and the Aztec civilizations were (choose one: very similar/very different) _____.		
Why?		
Cultural Feature	Details	
	Maya	Aztec
System of Agriculture	had farms and irrigation	
System of Religion	had many gods; blood sacrifices Kukulkan very important	
System of Writing	used hieroglyphics; had an alphabet	
System of Political Power	many powerful cities	
Collapse of Civilization	civil wars	

The chart above has been partially completed for you. Add the matching cultural features about the Aztec civilization. Once you have completed the chart, underline those things that are similar to modern-day cultures.

Essay Outline Chart: Part I (Process)

Topic Sentence: The Maya and the Aztec civilizations were (choose one: very similar/very different) _____.		
Why?		
Cultural Feature	Details	
	Maya	Aztec
System of Agriculture		had farms and aqueducts
System of Religion		had many gods; blood sacrifices Quetzalcoatl very important
System of Writing		used hieroglyphics but had no alphabet
System of Political Power		one most important city (Tenochtitlan)
Collapse of Civilization		conquered by Europeans

The chart above has been partially completed for you. Add the matching cultural features about the Maya civilization. Once you have completed the chart, underline those things that are similar to modern-day cultures.

Essay Outline Chart: Part I (Process)

Topic Sentence: The Maya and the Aztec civilizations were (choose one: very similar/very different) _____.		
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System of Political Power	many powerful cities	one most important city (Tenochtitlan)
Collapse of Civilization	civil wars	conquered by Europeans

In the chart above, underline those things that are similar to modern-day cultures.

Essay Outline Chart

Pick three cultural features to discuss in your essay about the Maya and Aztec cultures. List them in the order in which you will write about them in your essay. Give your justification (reason) for putting them in this order:

Cultural Feature	Justification
1.	
2.	
3.	

Structured Essay

1. Introductory Paragraph w/Topic Sentence:

The Maya and Aztec civilizations had similar cultures. Some cultural features that were the same are _____, _____, and _____.

2. Body of Essay

The _____ of each culture was the same because _____. Also, _____ was the same because _____. In addition, _____. Finally, the two cultures were the same because _____.

3. Conclusion

Both civilizations had _____ (choose an adjective) cultures because _____. They had differences, too. For example, the Maya _____ while the Aztec _____. Both the Maya and the Aztec cultures were like modern-day cultures because they had _____, _____, and _____, just as people do today all around the world.

What is my name?	What do I mean?	What do I look like?
constant	A number that stands alone in an expression or equation.	$4x - 3$ 5 $3a + 2 = 7$
variable	A symbol or letter representing an unknown.	$4x - 3$ $-y$ $3a + 2 = 7$
coefficient	The number in front of a variable in an algebraic term.	$4x - 3$ $-1y$ $3a + 2 = 7$
term	Part of an expression. Contains numbers and/or variables.	$4x - 3$ $4x$ & -3 $3a + 2$ $3a$ & 2
expression	A series of numbers and/or letters without an = sign.	$4x - 3$ $3a + 2$
equation	A series of numbers and/or letters with an = sign.	$4x - 3 = 9$ $3a + 2 = 7$

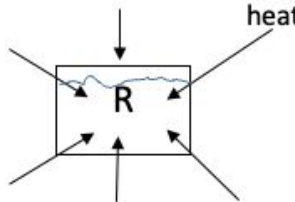
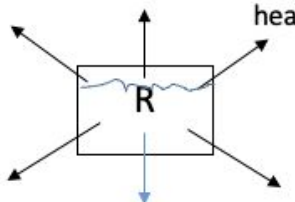
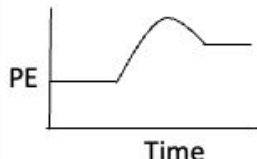

Adapted from Andrea Abidor

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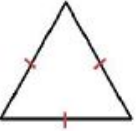

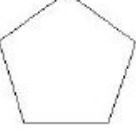
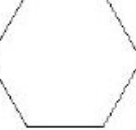


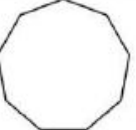
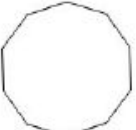
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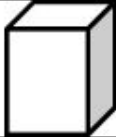


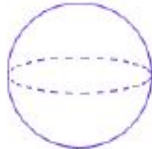
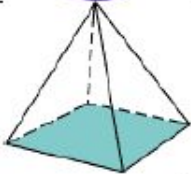
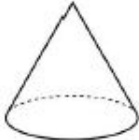
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Property	Endothermic Reactions	Exothermic Reactions
Definition (Energy direction)	<u>Absorb</u> from surrounding	<u>Release</u> to surroundings
What does it look like?		
Equation	$A + B + \text{Energy} \rightarrow C$	$C + D \rightarrow E + \text{Energy}$
ΔH	$+\Delta H$	$-\Delta H$
P.E. Diagram		

Regular Polygon Angle Measures

Name of Polygon	Picture of Polygon	Number of Sides/Angles (n)	Sum of Angles (S) $S = 180(n-2)$	Angle Measure (a) $a = \frac{S}{n}$
			$S = 180(3-2)$ $S = 180(1)$ $S =$	$a = \frac{180}{3} =$
			$S = 180(4-2)$ $S = 180(2)$ $S =$	$a = \frac{360}{4} =$
			$S = 180(5-2)$ $S = 180(3)$ $S =$	$a = \frac{540}{5} =$
			$S = 180(6-2)$ $S = 180(4)$ $S =$	$a = \frac{720}{6} =$
			$S = 180(7-2)$ $S = 180(5)$ $S =$	$a = \frac{900}{7} =$
			$S = 180(8-2)$ $S = 180(6)$ $S =$	$a = \frac{1080}{8} =$
			$S = 180(9-2)$ $S = 180(7)$ $S =$	$a = \frac{1260}{9} =$
			$S = 180(10-2)$ $S = 180(8)$ $S = 1440$	$a = \frac{1440}{10} = 144$







Cube Sphere Cone Rectangular Prism Cylinder Pyramid

Shape	Name	Number of Faces	Number of Vertices
		6	8
		6	8
		2	0
		0	0
		1	5
		1	1






Christine Short


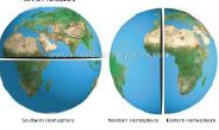


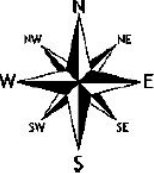

Graphic Organizer for States of Matter





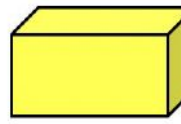
Matter- Matter is the space an object occupies.

Type	What am I?	What do I look like?	Example
Solid	Particles (small bits of matter) that are VERY close together and do not move.		Ice 
Liquid	Moves around with other molecules while forming to the shape of its container.		Water 
Gas	Molecules in constant motion, with no definite shape.		Water Vapor 

Different Types of Animals

Animal Type	Description	How Does is Breathe?	Example	Picture
Mammals	<ul style="list-style-type: none">• has hair or fur• gives birth to live young	lungs	dog	
Birds	<ul style="list-style-type: none">• has wings and feathers• lays eggs	lungs	eagle	
Fish	<ul style="list-style-type: none">• lives and breathes under water• lays eggs	gills	clownfish	
Reptile	<ul style="list-style-type: none">• cold blooded• body covered with scales• lays eggs	lungs	snake	
Amphibian	<ul style="list-style-type: none">• live on land AND in water• lays eggs	gills or lungs	frog	

Map Feature	Definition	Picture	How Many Are Found On a Map
Continent	a very large land mass		7
Hemisphere	one half of the Earth's surface		4
Equator	an imaginary line drawn on the Earth and spaced equally between the North and South Pole		1
Prime Meridian	an imaginary line at 0° that passes through Greenwich, England		1
Compass Rose	a symbol on a map that shows direction		1
Map Scale	the part of a map that compares distance in the real world		1

Name of shape	Picture	Number of faces	Number of vertices	Real life objects
Cone		1	1	Construction cone Ice cream cone Party hat
Cylinder		2	0	Pringles Paper towel roll Glue stick
Cube		6	8	Dice Rubix cube Ice cube
Sphere		0	0	Basketball Earth Moon
Rectangular Prism		6	8	Tissue Box Train Car Cereal Box

Literary Elements

Name of Literary Element	Definition	Example	Why do authors use this?	Apply to the current text "Stray"
Theme	The theme, or central idea of a story, is a thought or an insight about life that the story conveys.	There are two sisters. One is selfish, and the other is friendly. When the selfish sister has a fight with her best friend, and the friendly one does not, the writer is showing consequences of selfishness—it leads to unhappiness.	The author uses theme to exemplify the inspiration for why they started writing.	The theme of "Stray" is good things will come to those who wait.
Conflict	A conflict is a struggle between opposing forces. In a short story, the conflict drives the action. External Conflict: a character struggles against an outside force, such as another person or an element of nature. Internal conflict: a character struggles to make a choice, take an action, or overcome a feeling.	External conflict: a farmer loses his crops because of a drought. This is an external conflict because the farmer is struggling against nature. Internal conflict: If a girl can't decide which puppy she likes best, the conflict is internal because it's a struggle within her own mind.	The author uses conflict so there is a driving force towards the story goal.	The conflict of "Stray" is that the father wanted to bring the dog to the pound the next day when the snow clears up. This is a conflict for Doris because she wants to keep the dog.
Character-ization	Direct characterization, a writer makes straightforward statements about a character Indirect characterization, a writer presents character's thoughts, words, and actions and reveal what others say and think about the character	Direct characterization- "Ron is honest" Indirect characterization- "Shut up, Junior. I don't feel like hearing about some television show". This reveals that the narrator speaks rudely.	The author uses characterization to develop characters and reveal their traits or qualities	One example of characterization is "Where did <i>that</i> come from?" This statement shows that Lacey's mom does not want to keep the dog.
Tone	The tone of a literary work is the writer's attitude toward his or her audience or subject.	"If you plan ahead, I promise you, you'll have the best part ever!" This creates a friendly tone.	The author uses tone so it sets the mood for the story.	The author sets a loving tone, which shows his love for animals.

ACT	WHAT HAPPENED?	WHO?	OUTCOME
MONTGOMERY BUS BOYCOTT	People stopped riding buses after the arrest of Rosa Parks		Buses desegregated
LUNCH COUNTER SIT INS	Four college students asked for service at segregated Woolworth's, Luncheonette in Greensborough, North Carolina.		A youth-led movement was ignited
MARCH ON D.C. FOR JOBS AND FREEDOM	Political rally involving over 20,000 people that culminated in "I Have a Dream" speech.		Support and awareness of Civil Rights Movement gains momentum.
FREEDOM RIDERS	Civil rights activists rode buses into southern states allowing segregated bussing.		Helped build support for Civil Rights Act of 1964

<https://www.weareteachers.com/one-pager-examples-english-language-arts/>

• How I Use One-Pagers in English Language Arts by Betsy

Potash



Properties of Integers	What is the property?	What it looks like: (examples)
Commutative Property	When you change the order of the numbers, the value does not change. when adding or multiplying	$3+2=2+3$ $5 \cdot 4 = 4 \cdot 5$
Associative Property	When you change the grouping of terms, the value stays the same. for addition and multiplication	$(1+2)+3=1+(2+3)$ $(a \cdot b) \cdot c = a \cdot (b \cdot c)$
Distributive Property	To pass out what's outside to everything inside by multiplying.	$5(x+y) = 5x+5y$
Identity Property	What you can add to a number or multiply by a number and not change value	$8+\underline{0} = 8$ $6 \cdot \underline{1} = 6$
Inverse Property	What you add to a number or multiply by a number that will bring you back to the identity.	$7 + -7 = 0$ $3 \cdot \frac{1}{3} = 1$

Text Codes



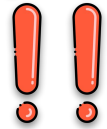
I know this.



This is not what I expected.



I have a question about this.



New, exciting, fun!





Text Talk



I know that _____.



I did not expect _____.



I have a question about _____.



_____ was surprising (new, exciting, fun) to me because ...



Text Codes



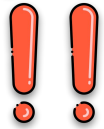
I know this.



This is not what I expected.



I have a question about this.



New, surprising, exciting, fun!



I think this is important information.



I have seen, heard, experienced, or read about this

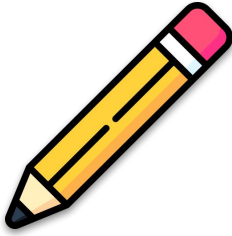


before.



I can visualize this.

I need to reread this section.





Text Talk



I know that _____.



I did not expect _____.



I have a question about _____.



_____ was surprising (new, exciting, fun) to me because ...



I think _____ is important because ...



_____ is something I (saw, heard, experienced, read about).



I can visualize _____.



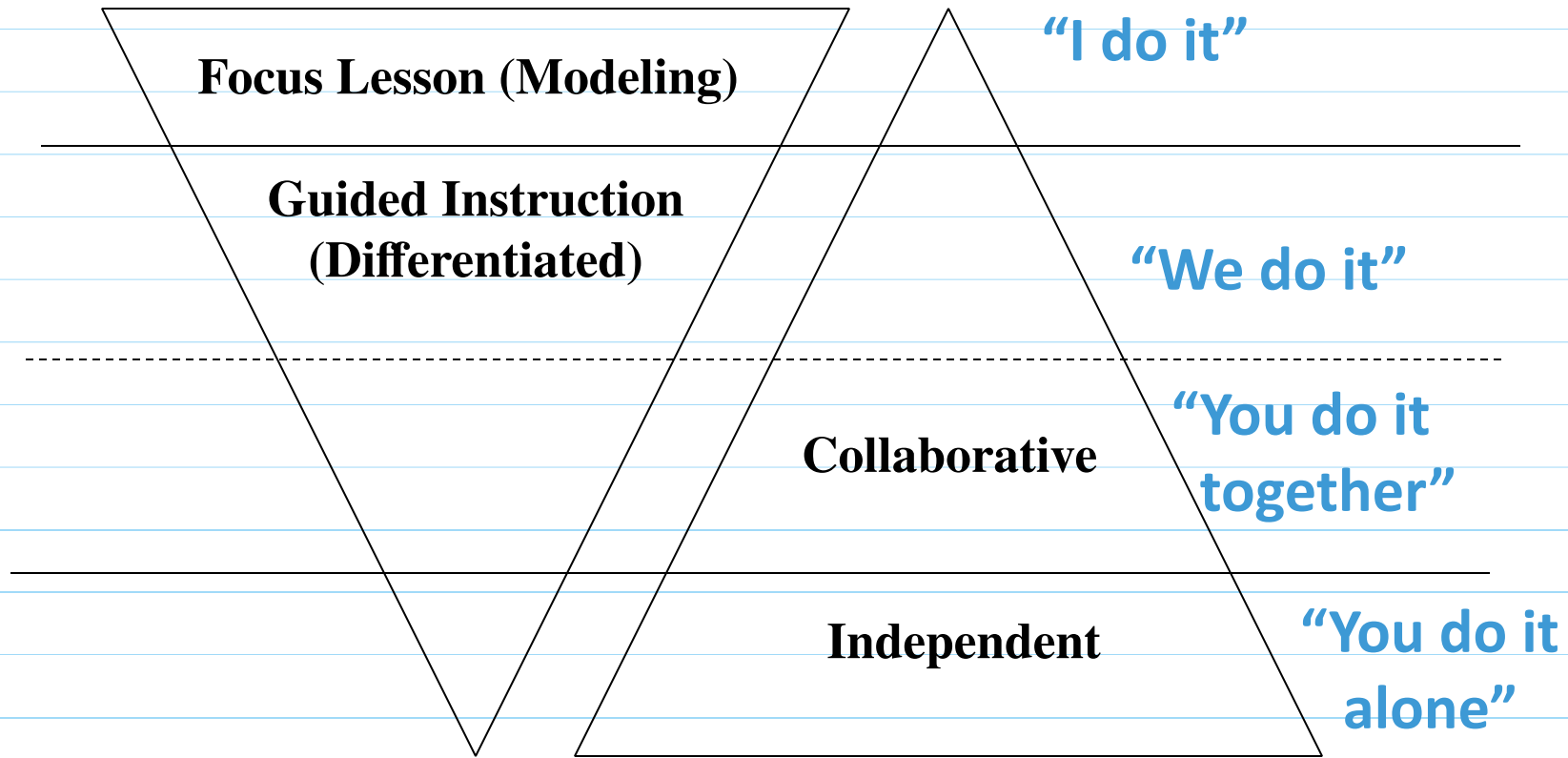
I need to reread this section because ...



Differentiated Talk Moves



TEACHER RESPONSIBILITY

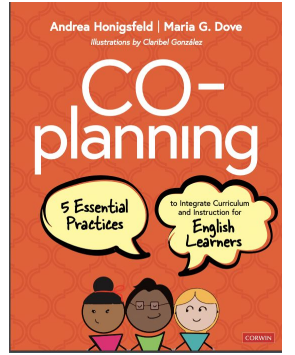
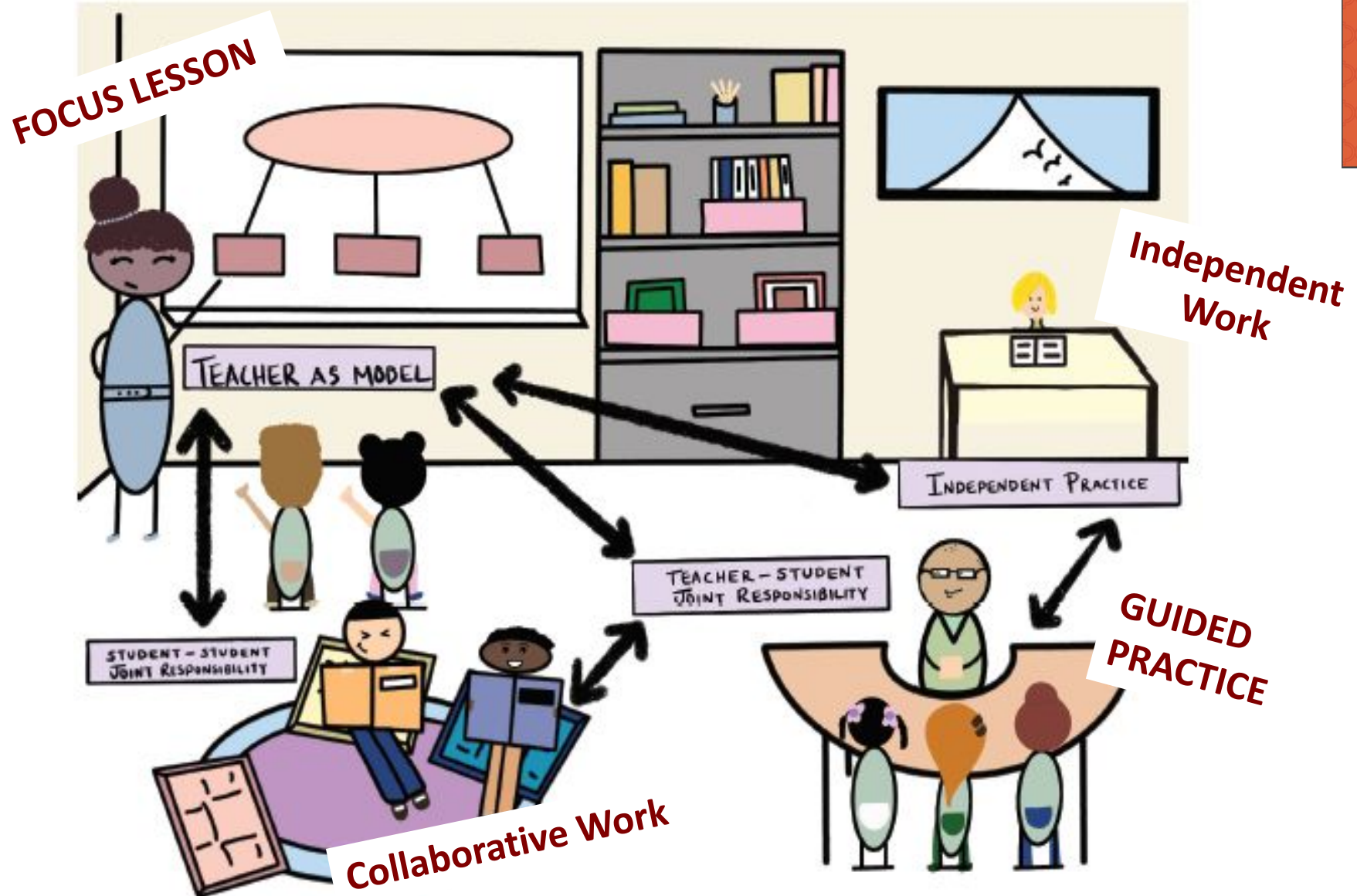


STUDENT RESPONSIBILITY

THE GRADUAL RELEASE OF RESPONSIBILITY

GROR 2.0

Fisher, D., & Frey, N. (2021)



Honigsfeld & Dove, (2021)

MODELING writing



- **Task modeling:** explain the expectations and break down the writing task or writing prompt to ensure clarity
- **Process modeling:** show the steps of the writing process to your students
- **Product modeling:** show what the final product may look like so your ELs see the big picture and can better visualize what they will be producing
- **Linguistic modeling:** make explicit connections between how the spoken words you use carry meaning (this is what we say) and then how it is transferred to a written piece (this is how we write it down) and offer language models.

Also see p. 41 for additional forms of modeling

See examples of PRODUCT AND LINGUISTIC Modeling



Poison dart frogs have physical adaptations that help them survive in the rain forest. First, they have toxic skin. This adaptation helps poison dart frogs survive by paralyzing or killing its predators. Poison dart frogs also have brightly colored skin. This adaptation helps them survive by warning predators to stay away.

_____ frogs have physical adaptations that help them survive in _____. First, they have _____. This adaptation helps _____ frogs survive by _____.

_____ frogs also have _____. This adaptation helps them survive by _____.

The glass frog have behavioral adaptations to survive from there predators like they have see-through body and sticky fingers.

It helps by catching it's prey and hide from predators to eat and not die.

This are important adaptations because without these adaptations the frog will not be able to survive in the rainforest because they will not be able to catch prey and he will be eating.

TASK? PROCESS? PRODUCT? OR LINGUISTIC?

Write an email to Ms. Valezy

- Greeting + Formal Name,
- Explain who you are and why you are writing.
- Information you need to tell/request you are making.
- Thank them for their time/attention and invite further response if needed.
- Sincerely,
- Full Name

Dear Ms. Valezy,
I am one of your EAL students,
and I am writing to ...

....

Thank you.

Sincerely,
XXXX YYYY

TASK? PROCESS? PRODUCT? OR LINGUISTIC?

COMPLETED PARAGRAPH EXAMPLE

Although the Basque and Chinese in Idaho have some historical similarities, they also have some differences. One similarity between the Basque and Chinese is they both moved to Idaho for opportunities. Another similarity is that they both arrived in Idaho in the 19th century. One way that their histories differ is that the Basques faced discrimination in Spain while the Chinese were discriminated against in Idaho. Another difference is that the Chinese primarily worked as miners while the Basques were mainly sheep herders. From analyzing the similarities and differences, I have learned that the Basque and the Chinese immigrated to Idaho for similar reasons.

Basque
Chinese







TOPIC SENTENCE FOR COMPARE AND CONTRAST

_____ and _____ have some differences and some similarities.

There are more similarities than differences between _____ and _____.

TASK? PROCESS? PRODUCT? OR LINGUISTIC?

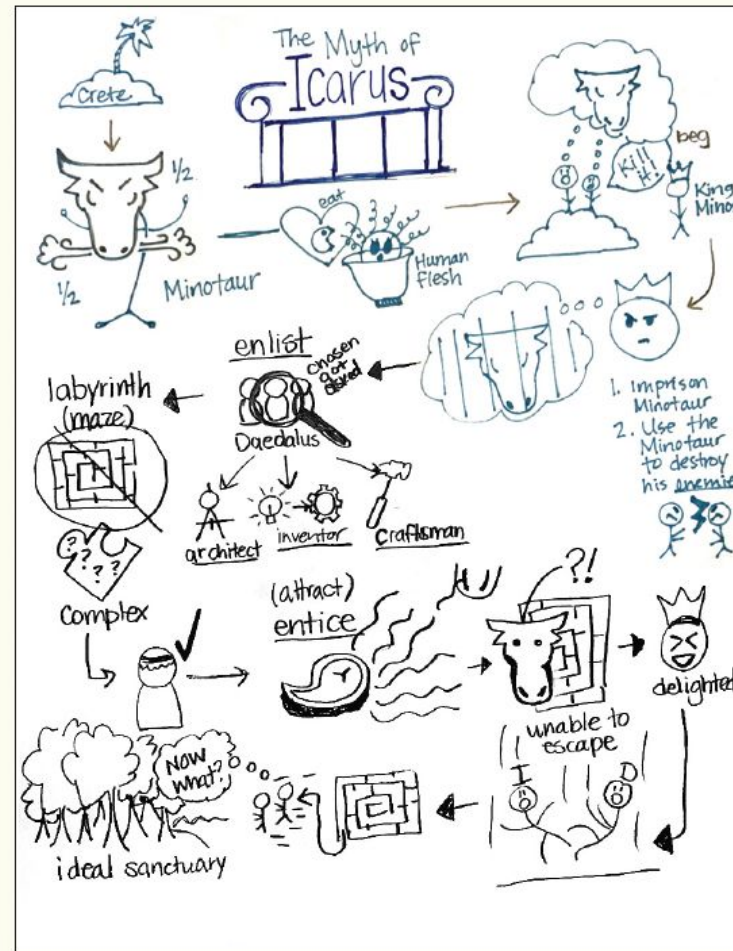
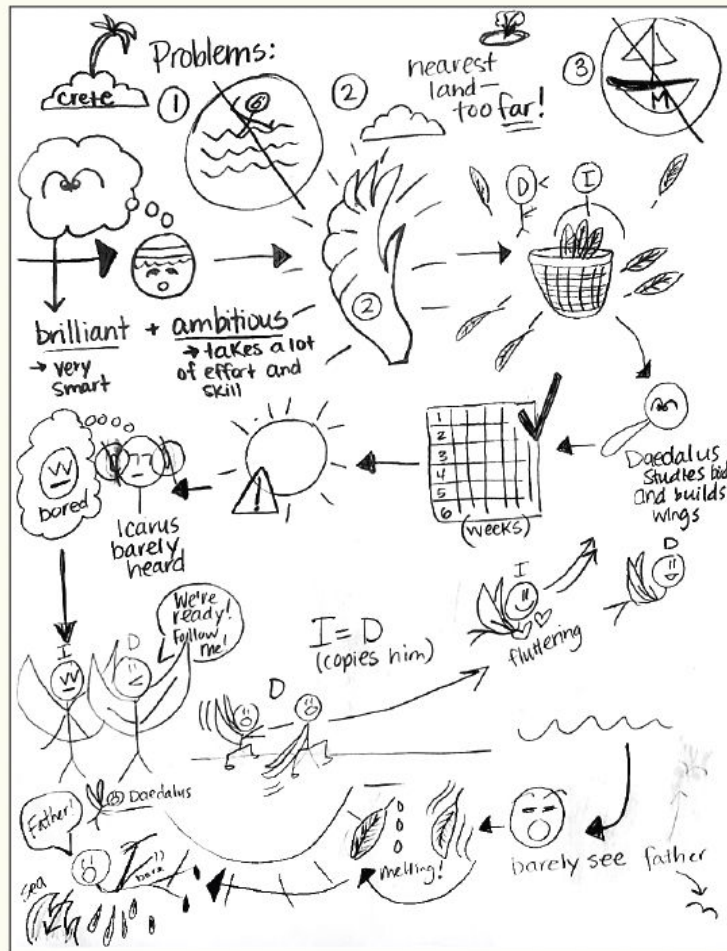
FIGURE 2.4 • Scaffolding for Meaning-Making and Disciplinary Writing

<p>Find the Perimeter of the Rectangle</p>  <p>12 inches 4 inches</p>	<p>Step 1: What does the problem ask?</p>  <p>12 inches 4 inches</p> <p>The problem asks me to find _____ _____</p>	<p>Step 2: What do you need to know?</p>  <p>12 inches 4 inches</p> <p>The problem asks me to find the perimeter of a rectangle. I need to know _____ _____</p>
<p>Step 3: How will you solve it?</p>  <p>12 inches 4 inches</p> <p>The problem asks me to find the perimeter of a rectangle. I need to know the length and width of each side. In order to find the perimeter of the rectangle, I will _____ _____</p>	<p>Step 4: What's the result?</p>  <p>12 inches 4 inches</p> <p>The problem asks me to find the perimeter of a rectangle. I need to know the length and width of each side. In order to find the lengths and widths of all four sides. So, _____ _____</p>	<p>Step 5: Check your work!</p>  <p>12 inches 4 inches</p> <p>The problem asks me to find the perimeter of a rectangle. I need to know the length and width of each side. In order to find the perimeter of the rectangle, I will find the <u>sum</u> of the lengths and widths of all four sides. So, the perimeter of the rectangle is 32 inches.</p>

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TASK? PROCESS? PRODUCT? OR LINGUISTIC?

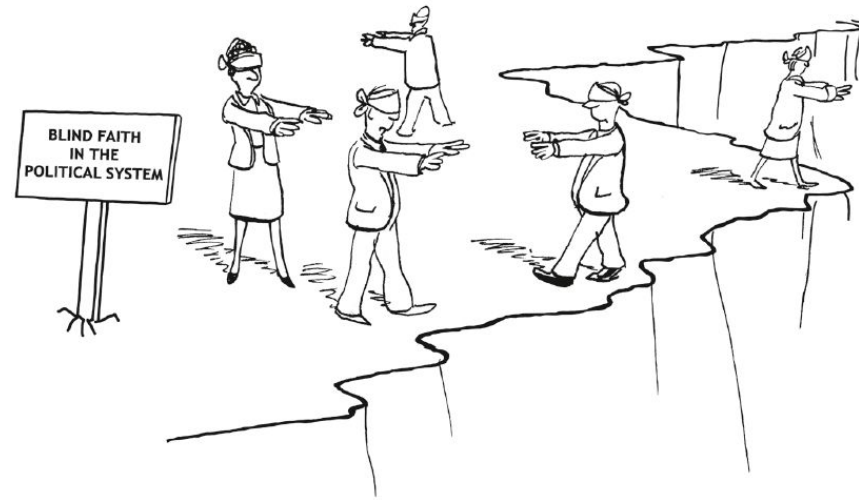
FIGURE 5.4 • Sketchnote Examples



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TASK? PROCESS? PRODUCT? OR LINGUISTIC?

FIGURE 6.2 • Graphic Support for Analyzing Political Cartoons



p. 179

POLITICAL CARTOON ANALYSIS (POST)	
People: List the people you see	Objects: List any objects you see
Symbols: Are any of the objects meant to symbolize something? What does each symbol mean? (¿Hay símbolos en la imagen? ¿Qué son?)	Text: List any words or phrases you see in the text that are really important.
Describe what is happening in the cartoon:	
What is the message of the cartoon? (¿Cuál es el mensaje de la imagen?):	

Source: Adeline Scibelli. Used with permission. Image source: istock.com/ andrewgenn

Let's Go Beyond Temporary Support



Scaffolding can empower multilingual learners to:

- Incorporate strategies into their permanent learning tool kit to maximize their independence and self-reliance and maximize their use across contexts to sustain learning

