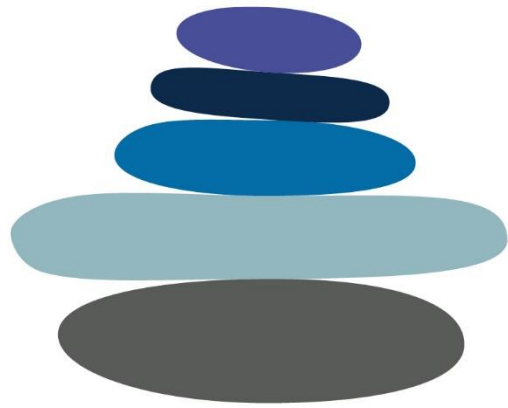


Welcome!

For today's session, you will need:

- Google Folder:
bit.ly/MaineElemFolder
- Series Padlet:
bit.ly/MainePadlet





SupportEd

Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds

Elementary Cohort

Maine DOE

February 24, 2026

Thank You!

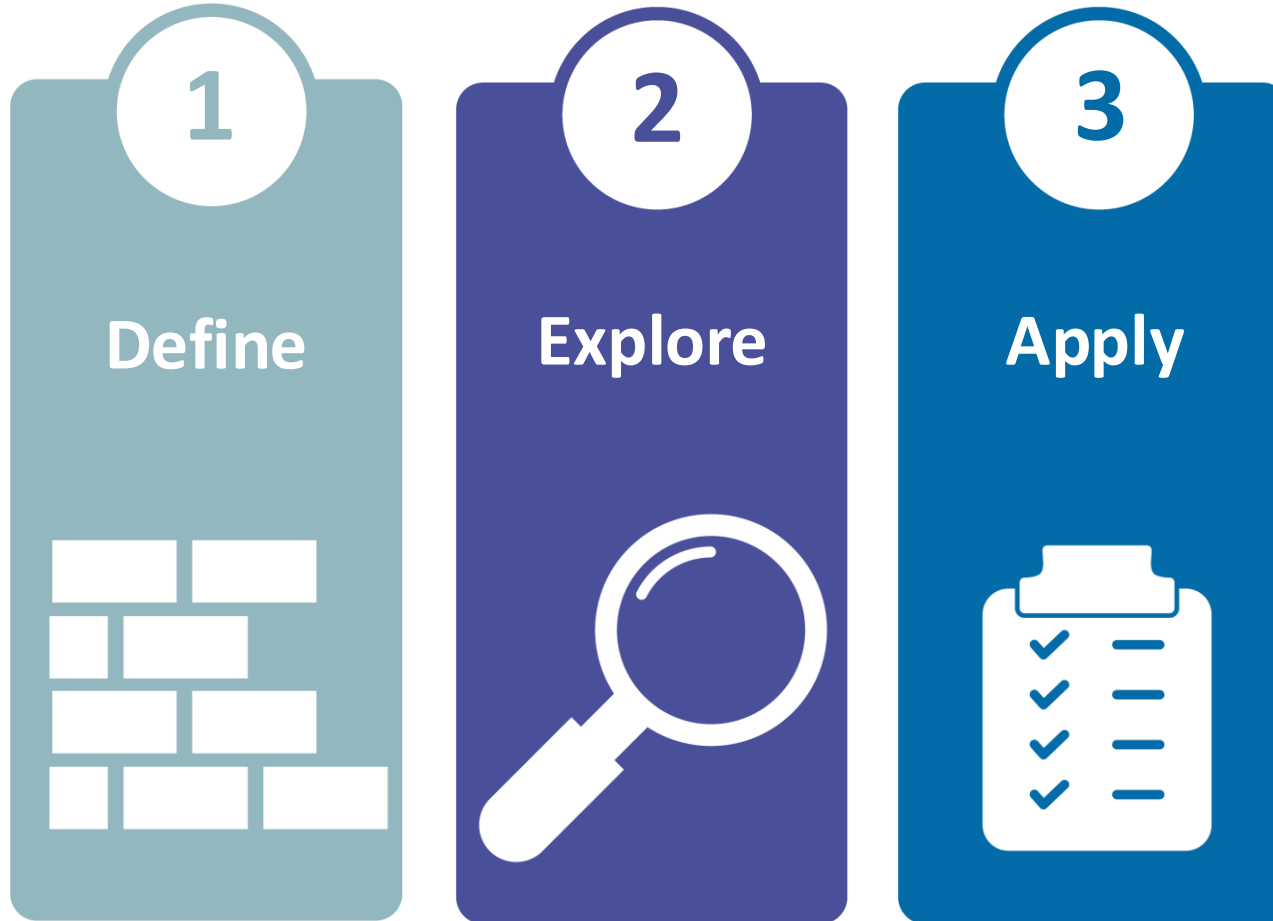


Series Overview (Document 1)

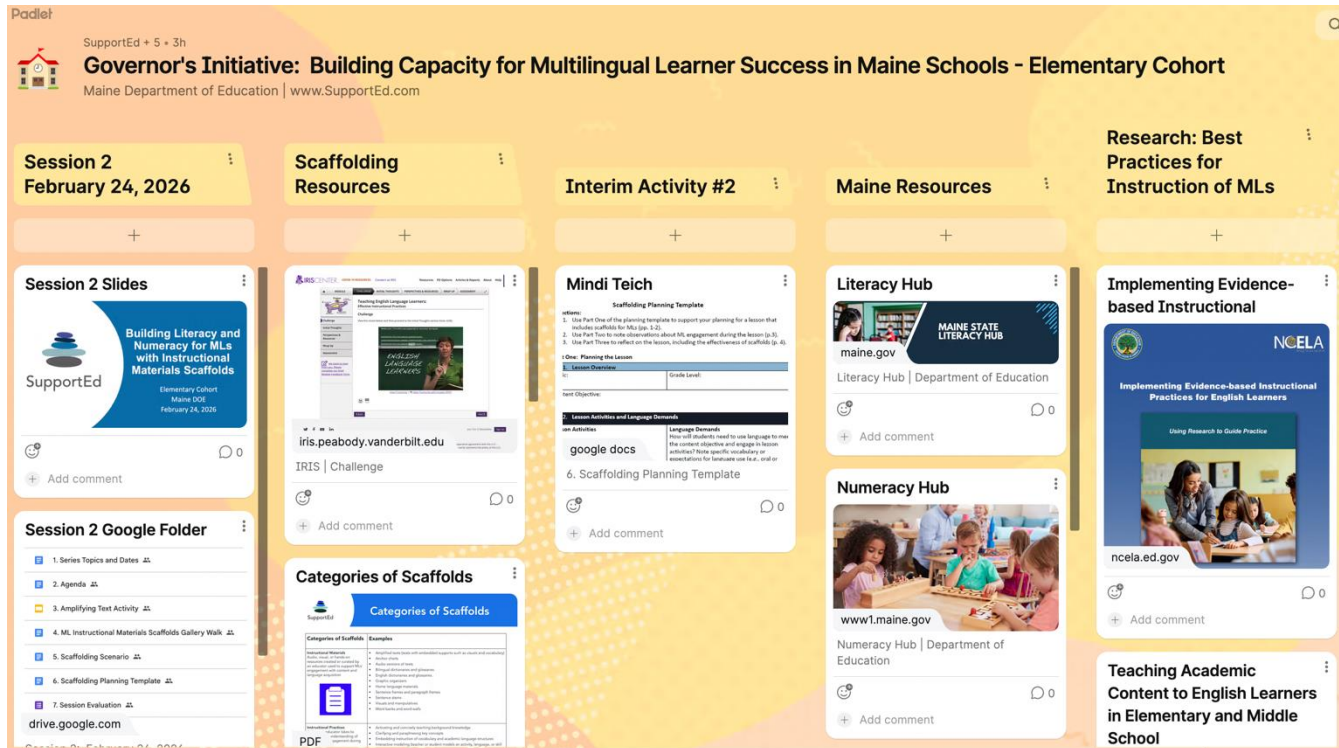
Session	Topic	Date and Time
1	Knowing Your Multilingual Learners and Using ML Research to Support Language, Literacy, and Numeracy Development	January 20, 2026 3:00 pm – 5:00 pm
2	Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds	February 24, 2026 3:00 pm – 5:00 pm
3	Session facilitated by Maine DOE	March 18, 2026 3:00 pm – 5:00 pm
4	Peer Learning and Intentional Student Grouping to Scaffold Literacy and Numeracy for MLs	April 7, 2026 3:00 pm – 5:00 pm
5	Scaffolding Through Instructional Practices for MLs	May 5, 2026 3:00 pm – 5:00 pm
6	Reflecting and Goal Setting for ML Success (combined meeting with Secondary Cohort)	June 3, 2026 3:00 pm – 5:00 pm



Session Objectives



Series Padlet: bit.ly/MainePadlet



Scan me

Google Folder: bit.ly/MaineElemFolder



Session 1: January 20, 2026



Session 2: February 24, 2026



Session 3: March 18, 2026



Session 4: April 7, 2026



Scan me



Agenda (Document 2)

Time*	Topic
3:00 – 3:15	Introduction and reflection on interim activity
3:15 – 3:40	Define scaffolding and its critical role in supporting MLs' language, literacy, and numeracy
3:40 – 4:25	Explore examples of instructional materials scaffolds
4:25 – 4:50	Apply scaffolding strategies
4:50 – 5:00	Wrap up, interim activity, and evaluation



Session 1 Evaluation Feedback

Glows

- Discussion time with colleagues
- Tools and resources
- Access to Padlet

Grows

- Not enough time in breakout rooms
- Too much to read/process before discussion
- Breakout room assignments

Your Feedback

In response we will :

- Plan for more time in breakout rooms
- Provide structure/guidance on how to use time
- Offer opportunity for self-selection of breakout rooms



Breakout Room Discussion: Interim Activity Reflection

- **Self-select** a breakout room.
- If you are currently teaching, choose a room based on the number of MLs in your context:
 - Low incidence – 0-50 MLs
 - Middle incidence – 51-100 MLs
 - High incidence – over 100 MLs
- If you are not currently teaching and completed the alternate activity, choose a breakout room labeled “Alternate Activity”.
- For seven minutes, **discuss your reflections and takeaways** from the interim activity that you completed.



Whole Group Debrief

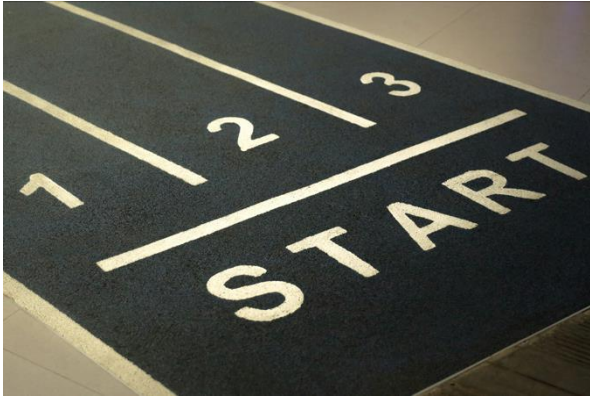
What from your discussion **supported or changed** your thinking about supporting MLs' language, literacy, or numeracy development?





Define Scaffolding and its Critical Role in Supporting MLs

Your Reflection: Scaffolding for MLs



A – I'm at the starting line and looking for direction.



B – I'm on the path, but there are curves ahead.



C – I am hitting my stride - this is making sense.

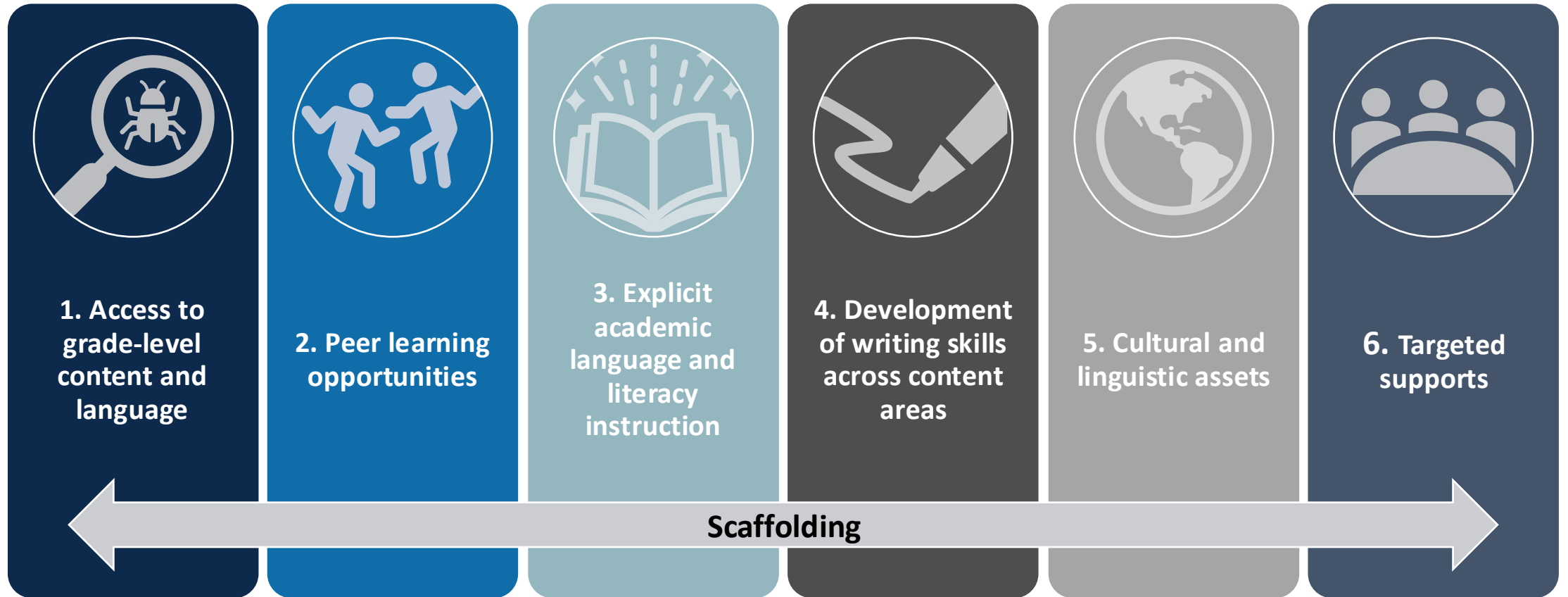


D – I keep hitting roadblocks and need support.

- **Identify** which image best represents how you are currently feeling about implementing scaffolding strategies to support MLs.
- **Share** the letter that matches your response in the chat.



Role of Scaffolding



Science Lesson Part 1

After watching the video,
reflect on:

- Your greatest struggle
- How you felt during the lesson



The IRIS Center Peabody College Vanderbilt University, 2023

Science Lesson Part 2

After watching the video,
reflect on:

- What supported you to understand
- How you felt during the lesson



The IRIS Center Peabody College Vanderbilt University, 2023

Science Lesson Debrief

Share in the chat:

- What did the scaffolds change about your **understanding and experience** during the science lesson?
- What does this suggest about the **role of scaffolds for MLs** in your classroom?



What Are Scaffolds?



Photo by Ricardo Gomez Angel on Unsplash



Scaffolds for MLs



- Temporary supports
- Support students to perform a task they could not do without help
- Facilitate students completing tasks independently in the future
- Macro (planned)
- Micro (in-the-moment, spontaneous)

Gibbons, 2015; National Governors Association for Best Practices, CCSSO, 2010; de Oliveria & Westerlund, 2023

Why Use Scaffolds With MLs?

- Provide comprehensible input
- Access rigorous grade-level curriculum and assessment
- Model language
- Differentiate



Key Research on Literacy and Numeracy for MLs

Literacy for MLs

- Scaffolded instruction in context
- Integrated language, literacy, and content learning
- Oral language development
- Leveraging cultural and linguistic assets
- Activate and build background knowledge

Numeracy for MLs

- MLs may have math reasoning skills
- Language demands may be a barrier to demonstrating understanding
- Math is language-rich discipline
- Use of home language can support mathematical thinking

August & Shanahan, 2006; Escamilla et al., 2022; Goldenberg, 2007; Martiniello, M. 2008; Moschkovich, 2013; Turner et al., 2020

Your Reflection on Scaffolding for MLs

- What from this discussion about scaffolds **resonates** with you?
- What **connections** can you make between scaffolding and literacy or numeracy instruction for MLs?





Explore Examples of Instructional Materials Scaffolds

Types of Scaffolds

Instructional Materials



Audio, visual,
and/or hands-
on resources to
support MLs

Instructional Practices



Actions an
educator takes to
support MLs

Instructional Groupings



Intentionally
grouping students
to provide support
for MLs

Staehr Fenner et al., 2024

Examples of Scaffolds

Categories of Scaffolds	Examples
 Instructional Materials Audio, visual, and/or hands-on resources created or curated by an educator used to support MLs' engagement with content and language acquisition	• Amplified texts (texts with embedded supports such as visuals and glossed vocabulary) and/or audio versions of texts • Anchor charts • Audio versions of texts • English and/or bilingual glossaries and dictionaries • Graphic organizers • Home language materials • Sentence frames, sentence stems, and/or paragraph frames • Visuals and/or manipulatives • Word banks and/or word walls
 Instructional Practices Actions an educator takes to support MLs' understanding of content and engagement during instruction	• Activating and concisely teaching background knowledge • Clarifying and paraphrasing key concepts and reducing linguistic load (as appropriate) • Embedding instruction of vocabulary and academic language structures • Interactive modeling (teacher or student model an activity, language, or skill and all students reflect on what was modeled) • Integrating multimodal and translanguaging opportunities for MLs (using a variety of modes to practice content, such as speaking, drawing, hands-on activities; using more than one of MLs' languages for communication) • Practicing academic language with non-academic topics (e.g., practicing language for comparison using a familiar topic) • Reduced linguistic load
 Instructional Groupings Intentionally grouping students to provide peer support, teacher support, and/or differentiated resources aligned to lesson objectives	• Structured pair work • Structured small-group work • Teacher-led small-group work • Examples of intentional groupings: academic skills grouping, home language grouping, language proficiency grouping, mixed proficiency grouping for language modeling and relationship building

Staehr Fenner et al., 2024

Instructional Materials Scaffolds

- Amplified texts
- Anchor charts
- Audio versions of texts
- English and bilingual glossaries and dictionaries
- Graphic organizers
- Home language materials
- Sentence and/or paragraph frames and sentence stems
- Visuals and/or manipulatives
- Word banks and/or word walls



WIDA, n.d.; Adapted from Staehr Fenner et al., 2024

Example Scaffold #1: Amplified Texts

When you **amplify**, rather than **simplify**, you:

- Provide access to grade-level texts
- Maintain language and text features that provide context

Original Text: Because he had to work at night to support his family, Paco often fell asleep in class.

Simplified Text: Paco had to make money for his family. Paco worked at night. He often went to sleep in class.

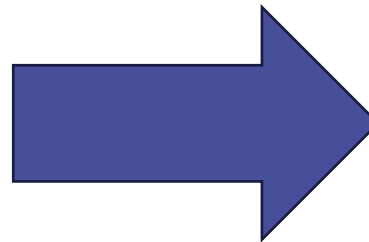
Text from Billings & Walqui, 2021, p. 2, in Staehr Fenner et al., 2024, p. 237



Example: Amplifying a Text

George Washington (February 22, 1732^[b] – December 14, 1799) was an American soldier, statesman, and Founding Father who served as the first president of the United States from 1789 to 1797. Appointed by the Continental Congress as commander of the Continental Army, Washington led the Patriot forces to victory in the American Revolutionary War, and presided at the Constitutional Convention of 1787, which established the Constitution of the United States and a federal government.

Source: Wikipedia



AFTER

George Washington: President, Soldier, & Founding Father of the U.S. 🇺🇸

George Washington (February 22, 1732– December 14, 1799) was an American soldier, **statesman** (leader), and **Founding** (first) Father. He served as the first president of the United States from 1789 to 1797. 🗣️

The **Continental Congress** appointed him as commander of the Continental Army. Washington led the **Patriot** (American) forces to **victory** (to win) in the American Revolutionary War. 🗣️

He was the leader of the 1787 **Constitutional Convention**. This meeting established the Constitution and the government of the U.S. 🗣️



Taken from X @michelleshory, Feb. 15, 2022

Strategies for Amplifying a Text

- Chunk the text
- Add guiding questions or headings
- Embed definitions, cognates, or translations
- Insert visuals
- Provide an audio version



Staehr Fenner et al., 2024, <https://www.colorincolorado.org/teaching-ells/ell-classroom-strategy-library/text-engineering>; Image from www.alamy.com

You Try It: Amplifying a Math Text (Document 3)

- Meet in a breakout room for **eight minutes**.
- Access Document 3 and find the slide that matches your breakout room number.
- Select a recorder and a reporter.
- Read the math text.
- Complete the table on your slide.
- Be prepared to share one idea for amplifying the text with the whole group.

Group 1

Recorder:

Reporter:

Solve the math problem:

Sofia's class has just completed a science unit and the teacher is planning a class celebration. Sofia is helping her teacher get ready for the celebration on Friday afternoon while the other students are at recess. She is putting cups on all the tables. Each of the 6 tables needs 4 cups.

How many cups will Sofia need for all the tables in the classroom? Show or explain how you know.

How might you amplify rather than simplify this text?

What resources could support you in creating engineered texts?

Would all MLs benefit from the same engineered text? Why or why not?



Debrief: Using Amplified Texts

- When might you use this strategy in your context?
- How could you collaborate with colleagues at your school to support this kind of work?



Example Scaffold #2: Sentence Frames and Paragraph Frames

- Support oral and written tasks
- Focus on content concepts or skills
- Integrate language and content
- Use with word banks and visuals for additional scaffolding
- Adapt to content and language proficiency

The main character is _____. I know this because in the text it says _____.

I used _____ to solve this problem. I know I needed to use this operation because _____.

Planning Questions for Using Sentence Frames or Stems

- What is the **language proficiency level** of MLs who will use the sentence stem or frame?
- What is the **academic language** you want MLs to use?
- How will the stem or frame support MLs in being able to **produce that language**?



This Photo by Unknown Author is licensed under CC BY-NC

Sentence Stems for Academic Discussions

TALK MOVE	SENTENCE STEM OR FRAME
 Restating	• So you are saying . . . • What I understood you to say is . . .
 Agreeing	• I agree with (Yuri) because . . . • (Emma's) point about . . . was important because . . .
 Disagreeing	• I disagree because . . . • I see it differently because . . .
 Asking a clarifying question	• Could you give an example of . . . ? • I'm confused when you say . . .
 Adding to an idea	• I'd like to add to (Tram's) point. I think that . . . • I agree with (Woo Jin), and furthermore I think that . . .
 Making connections between ideas	• When (Albert) said . . . , it reminded me of . . . • I see a connection between what (Laura) said and what (Karolina) said. The connection is . . .

Staehr Fenner et al., 2024

Virtual Gallery Walk of Scaffolds

Part One (7 minutes):

- **Access** the virtual gallery walk. (Document 4)
- **Review** the information about additional Instructional Materials Scaffolds.

Part Two:

- **Meet** in a breakout room for **10 minutes**.
- **Discuss:**
 - Your takeaways from the virtual gallery walk
 - Your ideas for implementing specific scaffolds for MLs at various levels of language proficiency.
- **Select** a reporter to share takeaways with the whole group.



Gallery Walk Debrief

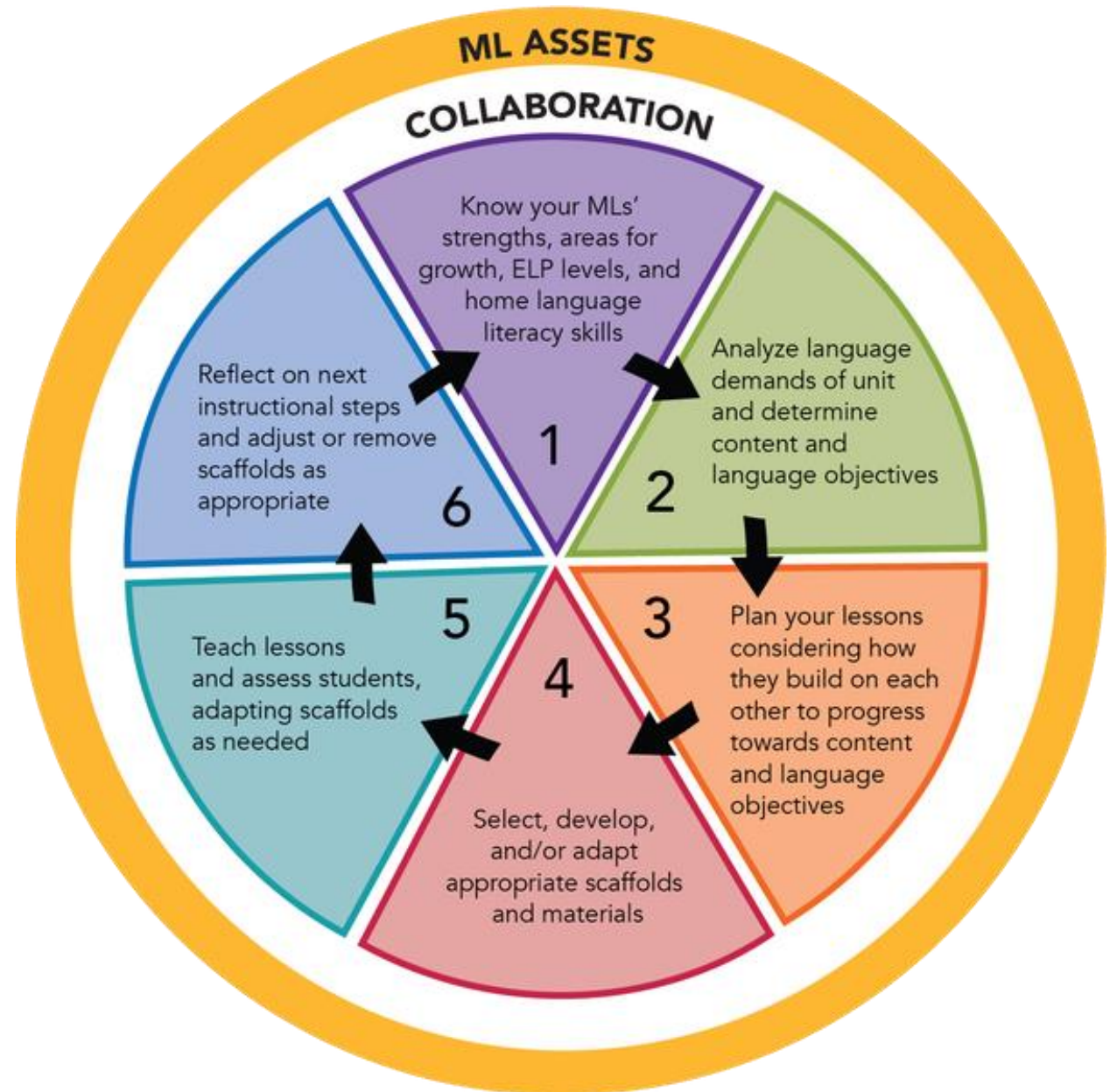
- **Share** a scaffold that resonated with you.
- **Use** the following sentence starters:
 - One scaffold that stood out to me was...
 - This could support MLs by...
 - I could try this during...



A teacher with glasses and a heart-patterned shirt is leaning over a desk, pointing at a spiral notebook. A young girl with long dark hair, wearing a pink shirt, is focused on writing in the notebook with a blue pen. The background is softly blurred, showing other students in a classroom setting. A semi-transparent blue banner with white text is overlaid across the middle of the image.

Apply Scaffolding Strategies

Six Steps for Scaffolding for MLs



Staehr Fenner et al., 2024

Tool: Suggested Scaffolds at Each Proficiency Level

Key			
Icon	Description		
	Scaffold is critical for MLs to access language and content dependent on task and individual student needs.		
	Scaffold may be necessary for MLs to access language and content dependent on task and individual student needs.		
	Scaffold may be appropriate for MLs to access language and content dependent on task and individual student needs.		

Scaffold	Beginning ELP Level	Intermediate ELP Level	Advanced ELP Level
Activating and concisely teaching background knowledge			
Amplified texts			
Anchor charts			
Audio versions of texts			

Staehr Fenner et al., 2024

Selecting Scaffolds (Document 5)

- **Meet** in a breakout room for 7 minutes.
- **Make** a copy of Document 5.
- **Read** the scenario and respond to the reflection questions at the bottom of the page.
- **Share:**
 - What stands out to you about how Ms. Alvarez planned for scaffolds for her MLs?
 - What questions do you have about selecting scaffolds for use with your MLs?



Planning for Scaffolds in Your Context (Document 6)

1. Look at a plan for an upcoming lesson.
2. Determine which scaffolds to implement based on your MLs, the task, and language needed.
3. Resources to support your work:
 1. WIDA PLDs (linked on Padlet)
 2. Academic and non-academic information about MLs
4. Complete Part One of the Scaffolding Planning Template (make a copy).
5. Work independently or self-select a breakout room.

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Scaffolding Planning Template

Directions:

1. Use Part One of the planning template to support your planning for a lesson that includes scaffolds for MLs. (pp. 1-2)
2. Use Part Two to note observations about ML engagement during the lesson. (p.3)
3. Use Part Three to reflect on the lesson, including the scaffolds used. (p. 4)

Part One: Planning the Lesson

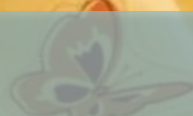
1. Lesson Overview	
Topic:	Grade Level:
Content Objective:	
2. Lesson Activities and Language Demands	
Lesson Activities	Language Demands How will students need to use language to meet the content objective and engage in lesson activities? Note specific vocabulary or expectations for language use (e.g., oral or written responses)

Reflection

- What **shifted** in your thinking today about supporting MLs?
- What is **one action** you feel ready to try as a result?





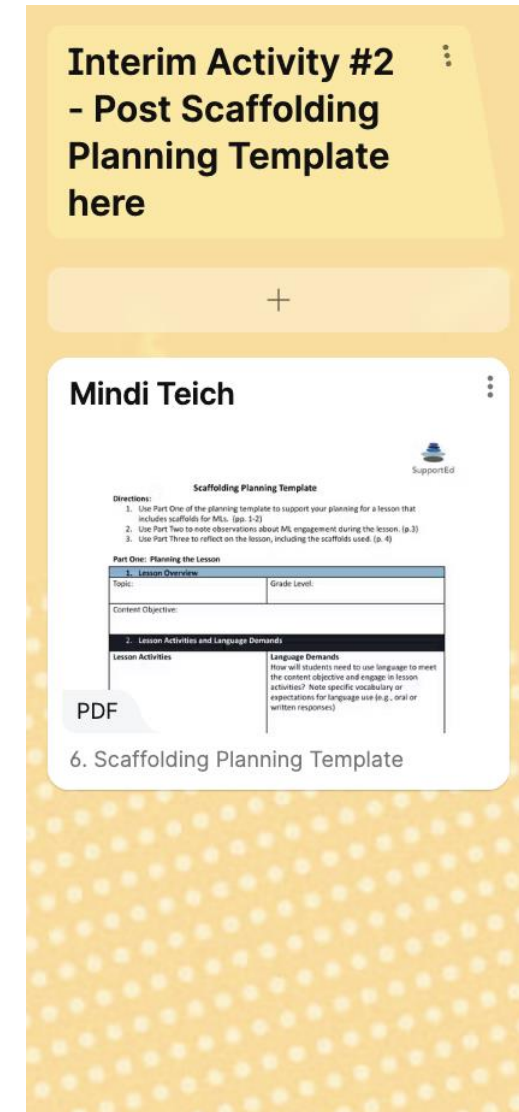
 **Wrap-Up**



Interim Activity (Documents 2 & 6)

Between now and the next session with SupportEd on April 7:

1. Implement a lesson with planned scaffolds for MLs.
2. Use the Scaffolding Planning Template to:
 - Plan for scaffolds
 - Note observations
 - Write a reflection
3. Post your template to the Padlet.



Alternate Activity Options

If you are in a non-teaching role or don't currently have MLs in your class, select **one** of these alternate options:

1. Plan a lesson using Part One of the scaffolding planning template.
2. Observe a lesson with a class that includes MLs. Record your observations about student engagement and language use and note any scaffolding strategies you would recommend.
3. Based on your role, respond to the following questions:
 - a. How could you encourage teachers to think about scaffolds during planning or reflection?
 - b. What questions could you ask to surface thinking about language demands and scaffolding choices?
 - c. How might you support reflection on the effectiveness of scaffolds?



Session Objectives Review



Questions



Next Steps

Session	Topic	Date and Time
3	Session facilitated by Maine DOE	March 18, 2026 3:00 pm – 5:00 pm
4	Peer Learning and Intentional Student Grouping to Scaffold Literacy and Numeracy for MLs	April 7, 2026 3:00 pm – 5:00 pm

- Before our next session on April 7, please complete the interim activity and post your template on the Padlet.
- Please reach out with any questions: Mindi@SupportEd.com

Reflecting on Today's Session (Document 7)

- Please provide anonymous feedback with a brief evaluation.
- bit.ly/MaineEval2
(case sensitive)
- Thank you!



Session Evaluation: Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds

Thank you for participating in today's session. Please take a moment to provide us feedback.

* Indicates required question

Please mark your cohort.

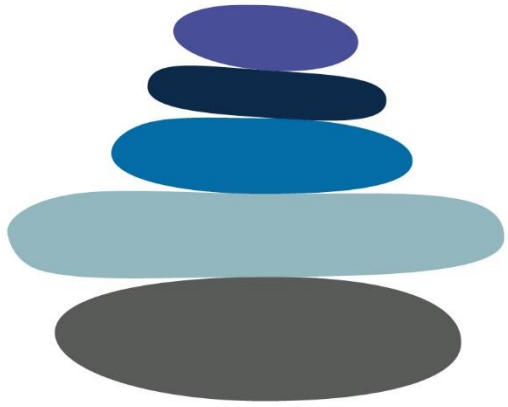
☐ Elementary

☐ Secondary

What did you appreciate about today's session? *

Your answer





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Thank You!

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