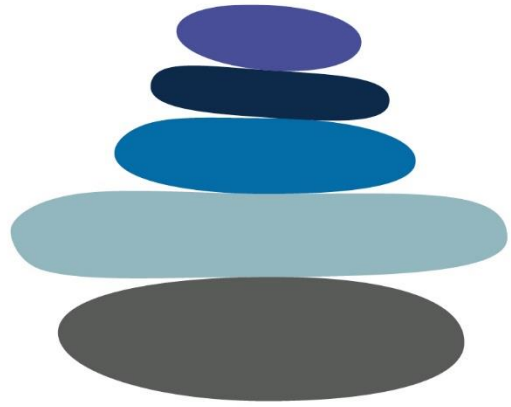


Welcome!

For today's session, you will need:

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





SupportEd

Scaffolding Through Instructional Practices for Multilingual Learners

Elementary Cohort

Maine DOE

May 5, 2026

Thank You!



This Photo by Unknown Author is licensed under CC BY

Series Overview (Document 1)

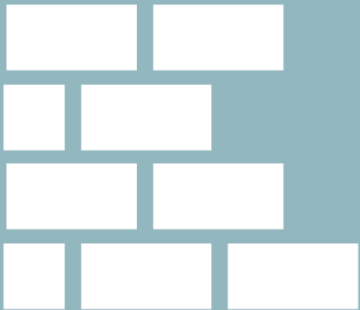
Session	Topic	Date and Time
1	Knowing Your Multilingual Learners and Using ML Research to Support Language, Literacy, and Numeracy Development	January 20, 2026 3:00 pm – 5:00 pm
2	Building Literacy and Numeracy for MLs with Instructional Materials Scaffolds	February 24, 2026 3:00 pm – 5:00 pm
3	Session facilitated by Maine DOE	March 17, 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

1

Describe

A white icon on a teal background showing a grid of rectangular blocks arranged in four rows and three columns, with some blocks missing to represent a data table.

2

Explore

A white icon on a purple background showing a lightbulb with several short lines radiating from the top, symbolizing an idea or exploration.

3

Plan

A white icon on a blue background showing a clipboard with a checklist. The checklist has four items, each with a checkmark on the left and a horizontal line on the right.

Series Padlet: bit.ly/MainePadlet

Padlet

SupportEd + 35 + 3d

Governor's Initiative: Building Capacity for Multilingual Learner Success in Maine Schools - Elementary

Maine Department of Education | www.SupportEd.com

Session 5. May 5, 2026

Background Knowledge Resources

Academic Language Resources

Interim Activity #4 - Post Instructional Practices Scaffolding

Session 5 Slides

Scaffolding Through Instructional Practices for Multilingual Learners

SupportEd

Elementary Cohort

Maine DOE

May 5, 2026

Add comment

Session 5 Google Folder

1. Series Topics and Dates .docx
2. Session Agenda .docx
3. Planning for Background Knowledge Activities .docx
- 4a. Checklist for Increasing Academic Language Awareness.pdf .docx
- 4b. Checklist for Supporting ML's Academic Language Development in .docx
- 5a. Instructional Practices Scaffolding Planning Template .docx
- 5b. Application and Reflection.docx .docx
- 5c. Leadership Planning for Your Vision.docx .docx

drive.google.com

Two Approaches to Background Knowledge

PDF

Figure 7 5

Add comment

Vocabulary Strategies

PDF

Vocabulary_Unlocking Multilingual Learners' Potential 2e

Add comment

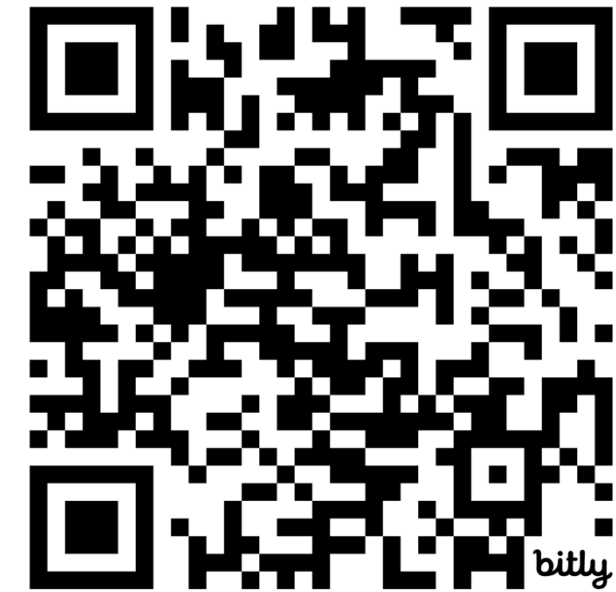
Mindi - Instructional Practices Scaffolding Planning Template

DOCX

Add comment

Virtual Field Trips

Video: Exploring Juicy Sentences



Scan me

Google Folder: bit.ly/MaineElemFolder

 Session 1: January 20, 2026

 Session 2: February 24, 2026

 Session 3: March 17, 2026

 Session 4: April 7, 2026

 Session 5: May 5, 2026

 Session 6: June 3, 2026



Scan me



Agenda (Document 2)

Time*	Topic
3:00 – 3:15	Introduction and reflection on interim activity
3:15 – 3:40	Describe how instructional practices scaffolds for MLs can expand access to literacy and numeracy while supporting language development
3:40– 4:40	Explore instructional practices scaffolds
4:40 – 4:50	Plan to apply instructional practices scaffolding strategies
4:50 – 5:00	Questions, interim activity, and evaluation

*Times are approximate.



Thank You for Your Feedback



This Photo by Unknown Author is licensed under [CC BY-SA](#)

Breakout Room Discussion: Interim Activity Reflection

- **Self-select** a breakout room based on the interim activity you completed:
 - **Teachers with MLs**: Implementation and Reflection Template
 - **Non-Teaching Role or Teachers Without MLs in Class**: Application and Reflection
 - **Instructional Leaders**: Planning for Your Vision for Peer Learning
- We have created a few rooms for each option; if a room has more than 4 or 5 participants please join a different room.
- For eight minutes, **discuss your reflections and takeaways** from the interim activity that you completed.



Whole Group Debrief

- What has **shifted or been reinforced** in your thinking about peer learning for MLs?
- Based on your role, what will you **do, consider, or prioritize**, to support effective peer interactions for MLs?



A young girl with short dark hair and glasses is lying on her stomach in a lush green park, reading an open book. She is smiling and looking towards the camera, with her hand resting on her chin. The background is filled with tall grass and many trees, creating a peaceful outdoor setting.

**Describe How Instructional Practices
Scaffolds Can Expand MLs' Access to
Literacy and Numeracy**

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

Instructional Practices Scaffolds

- Background knowledge
- Clarifying and paraphrasing key concepts
- Vocabulary and academic language instruction
- Interactive modeling
- Multimodal and translanguaging opportunities
- Practicing academic language with non-academic topics
- Reduced linguistic load



Staehr Fenner et al., 2024

Example Student Task

Text: *Lena looked at the dark clouds and grabbed her umbrella before leaving the house.*

Prompt: Why did Lena take her umbrella?



What might be challenging about this task for MLs?

Supporting MLs with Instructional Practices Scaffolds

Text: *Lena looked at the dark clouds and grabbed her umbrella before leaving the house.*

Prompt: Why did Lena take her umbrella?

I notice Lena sees dark clouds. When I see dark clouds, I think it might rain. I also see she grabs an umbrella. Umbrellas help keep us dry. So, I'm thinking she took her umbrella because she thinks it's going to rain.

If I had to answer this question, I might say: *Lena took her umbrella because she thought it would rain.*



Bridging Participation with Scaffolds

Teacher provides:

- A model of thinking
- Connection to background knowledge
- Highlights of key details
- A language model with specific language needed



Students can:

- Turn and talk with a partner
- Respond to the prompt, *"Why did Lena take her umbrella?"*
- Use a sentence frame (if needed): *Lena took her umbrella because ____.*

You Try It: Instructional Practices Scaffolds to Support Access in Math

Problem:

There are 8 apples. 4 students share them equally.
How many apples does each student get?

Directions:

- Solve the problem.
- Be ready to explain your thinking.

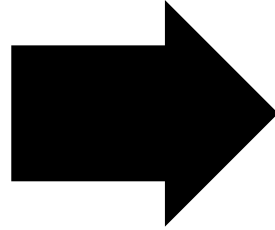
Meet in a breakout room for **six minutes** and discuss:

- What might be **challenging** about this task for MLs?
- What could the teacher say or do to support students with **content and language**?
- Work with your group to **jot down** a brief teacher script.
- **Be prepared** to share your teacher script with the whole group.



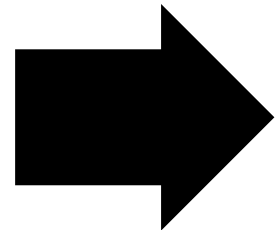
One Example: Instructional Practices Scaffolds

Key Vocabulary Instruction



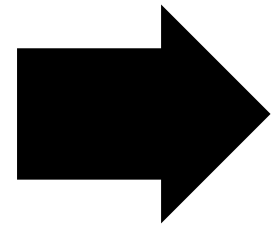
“Before we solve, let’s talk about one important word – *equally*.”

Explicit Teacher Modeling



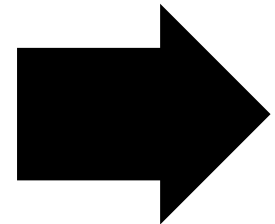
“I’m thinking about how to share 8 apples equally among 4 students. I can make 4 groups. Let me count 1, 2, 3, 4...each group gets 2 apples.”

Visual Support



Draw 4 groups with 2 apples each

Language Support



Each student gets ____apples.
I know this because _____.

Instructional Practices Scaffolds Debrief

What are you noticing about how instructional practices scaffolds expand access for MLs?





Explore Instructional Practices Scaffolds

Instructional Practices Scaffolds We'll Explore

1. Background knowledge
2. Vocabulary and academic language instruction



Staehr Fenner et al., 2024

Review of Effective Literacy Instruction for MLs

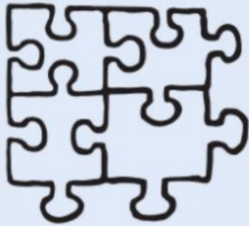


Must also include:

- Scaffolded instruction of skills in context
- Language and literacy development integrated with content learning
- Oral language development
- Leveraging of MLs' cultural and linguistic assets
- **Building of background knowledge to strengthen reading comprehension**
- Relevant inclusive curriculum
- Writing

Escamilla et al., 2022

Two Approaches to Background Knowledge

TEACHER ACTIONS RELATED TO BACKGROUND KNOWLEDGE	DEFINITION	EXAMPLES
Providing background knowledge 	Giving students background knowledge that they do not already have on a particular topic or text	- Showing students a visual of Inuit art prior to them engaging in a lesson on the topic - Showing students a video clip on Betsy Ross
Activating existing prior knowledge 	Finding out and leveraging pre-existing knowledge on a topic or text	- Having students discuss what they think the title of a text titled "Hurricane Katrina" means in pairs - Having students write a paragraph in their journals about what they previously learned about the Revolutionary War

Staehr Fenner et al., 2024, p. 206

Strategies to Activate and Teach Background Knowledge



- A. Concept sort
- B. Shared experience
- C. Carousel

Edwards, R. (2016). *¿Quién fue Paul Revere?*

A. Concept Sort

Open Sort With Images Only

Add Labels for Categories



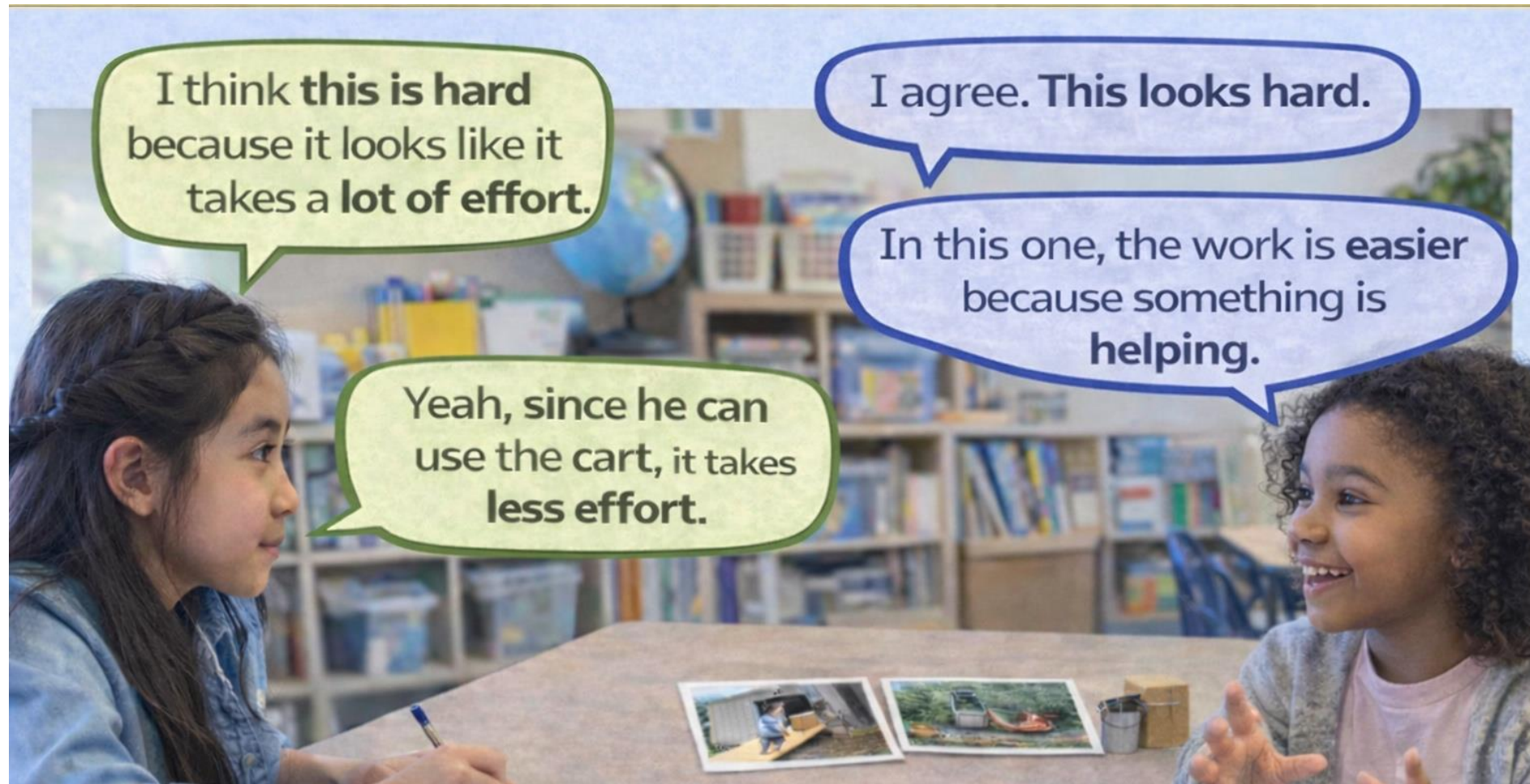
More Effort

Easier

Less Effort

Harder

From Sorting to Talking: Building Understanding Through Language



B. Shared Experience

- Field trips
- Virtual field trips
- School tours
- Experiments
- Creating or building



Using Experiences to Bridge Speaking and Writing: Language Experience Approach

Using Our Five Senses	
Sense	Words We Can Use
 See	★ people ★ food ★ tables
 Hear	★ talking ★ laughing ★ clanking
 Smell	★ sweet
 Feel	★ hard, soft, smooth
 Taste	★ sweet, salty

In the cafeteria kitchen
I see bright lights and
people cooking. I hear
spoons clanking in pots.
I smell sweet food.
I feel the smooth table.

- Students share orally using prompts
- Teacher captures language in an anchor chart
- Support transfer of oral language into written word using guided writing
- Provides model text for student practice

C. Carousel

- Post 4-6 questions, labels, or images around the room connected to a text or topic
- Place students in small groups and assign a starting point
- Students discuss and respond to the prompt or image on their chart paper
- Rotate until students have responded to each poster, adding on to others' ideas
- Debrief as a class

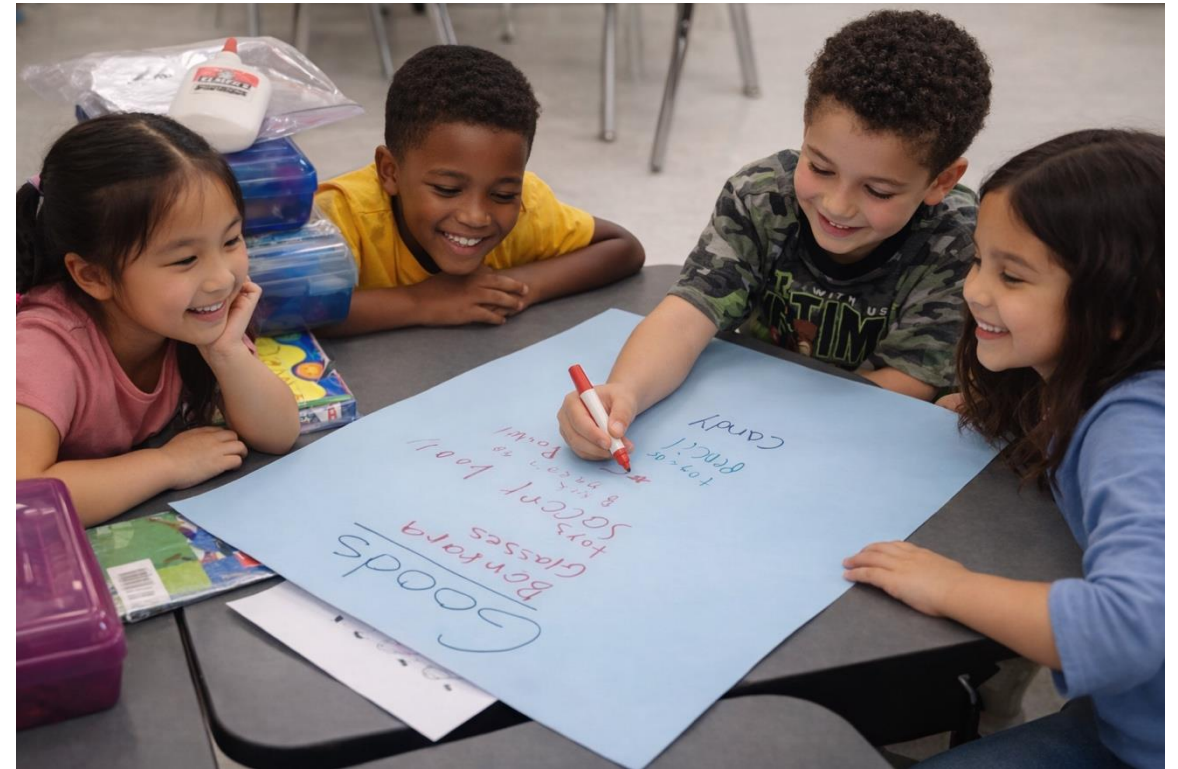


Image created by ChatGPT

Sample Text (Document 3)

Guiding question: How did rivers help early civilizations grow and develop?

A Father and His Son in Mesopotamia

Almost four thousand years ago, a father and a son were walking together on the banks of a great river, close to what was then possibly the biggest city in the world: Babylon. The father, whose name was Warad, said to his son Iddin, “See, my son, the great Euphrates River. If this river did not flow, there would be no wonderful city of Babylon, no palaces, no gardens, not even any houses . . . They dug ditches cut into the earth, which we call canals. The water flowed out of the river and through the canals to the areas of the city farther from the river. Then farmers could grow crops even where the rivers didn’t flow.” “Our great king, Hammurabi, did the same thing. He had canals dug to move water all over our country from the two great rivers, the Tigris and the Euphrates. And King Hammurabi and his helpers used an ancient way to collect rainwater. When the winter rains come, the water doesn’t just wash away downstream. They made the waters run into a reservoir so that after the rains stopped, there would be water for drinking or for watering crops.”

Source: Core Knowledge Foundation (2013). *Early World Civilizations: Tell It Again!*™ Read-Aloud Anthology: Listening & Learning™ Strand: Grade 1: Core Knowledge Language Arts® New York Edition (p. 16). Charlottesville, VA



Sample Carousel Activating Background Knowledge Activity

What do you see?	What can people do here?	Where would you like to live?
		
I see _____.	People can _____.	I would live _____ because _____.
This place has _____.	People cannot _____.	

You Try It! (Document 3)

- **Meet** in a breakout room for eight minutes.
- **Select** a recorder to make a copy of Document 3 and record your group's responses.
- **Review** the text, *A Father and His Son in Mesopotamia*.
- **Consider** what background knowledge students might need to prepare to read this text.
- **Plan one activity** to support background knowledge for this text.
- **Select** a reporter to share your activity idea.

A Father and His Son in Mesopotamia

Almost four thousand years ago, a father and a son were walking together on the banks of a great river, close to what was then possibly the biggest city in the world: Babylon. The father, whose name was Warad, said to his son Iddin, "See, my son, the great Euphrates River. If this river did not flow, there would be no wonderful city of Babylon, no palaces, no gardens, not even any houses . . . They dug ditches cut into the earth, which we call canals. The water flowed out of the river and through the canals to the areas of the city farther from the river. Then farmers could grow crops even where the rivers didn't flow." "Our great king, Hammurabi, did the same thing. He had canals dug to move water all over our country from the two great rivers, the Tigris and the Euphrates. And King Hammurabi and his helpers used an ancient way to collect rainwater. When the winter rains come, the water doesn't just wash away downstream. They made the waters run into a reservoir so that after the rains stopped, there would be water for drinking or for watering crops."

Source: Core Knowledge Foundation (2013). *Early World Civilizations: Tell It Again!*™ Read-Aloud Anthology: Listening & Learning™ Strand: Grade 1: Core Knowledge Language Arts® New York Edition (p. 16). Charlottesville, VA



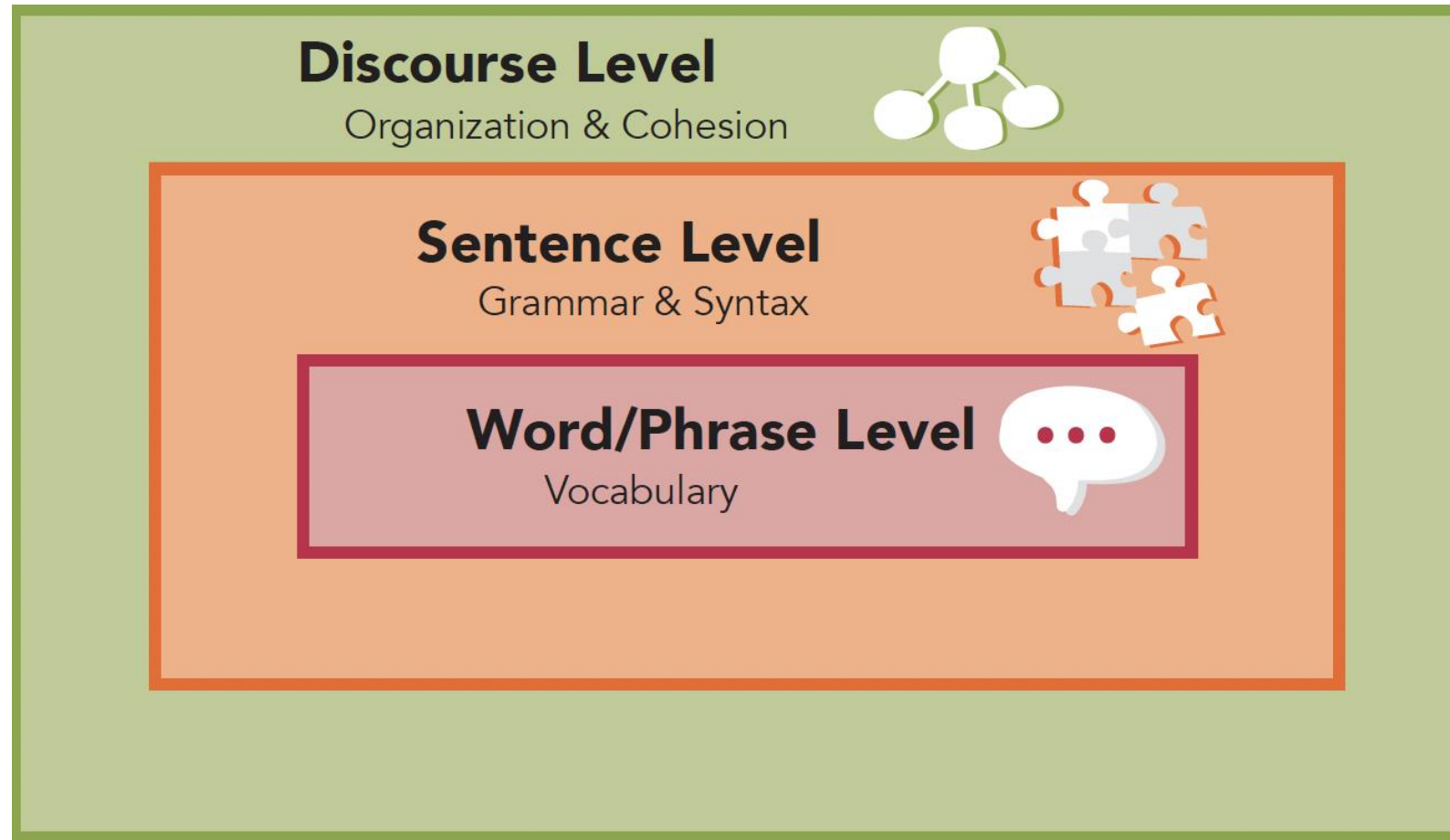
2. Academic Language

- Used in classroom settings to:
 - Acquire new knowledge and skills
 - Interact with a topic
 - Share information with others
- Encompasses both disciplinary and everyday language



August, 2018; NASEM, 2017; Bunch, 2014; Bunch & Martin, 2021; Molle et al., 2021; WIDA, 2020

Representation of Academic Language



Staehr Fenner et al., 2024; Adapted from: WIDA, 2012; 2020

Sociocultural Context

- Background knowledge
- Expectations
- Home language
- Impact of cultural background





SupportEd

Word- and Phrase-Level Academic Language

Multifaceted Approach to Vocabulary Instruction



Staehr Fenner et al., 2024



Strategies to Teach New Vocabulary

- Visuals
- Gestures
- Student-friendly definitions
- Student-created definitions
- Examples and non-examples
- Synonyms and antonyms
- Home language



Staehr Fenner et al., 2024





Strategies to Practice New Vocabulary

Speaking/Listening	Reading/Writing	Games
• Dramatic Representations • Information Gap • Interactive Word Wall • Three Image Discussion • Video Clips • Word Experts	• Gallery Walk • Glossary • Key Word, Important Information, Memory Cue (KIM) • Text-Dependent Questions • Word Banks	• Heads Up • Memory • Pictionary • Vocabulary Bingo • Vocab Jigsaw

Staehr Fenner et al., 2024



Support Independent Word Learning

- Context clues
- Word parts
- Cognates and false cognates
- Words with multiple meanings



Staehr Fenner et al., 2024; Baker et al., 2014

Example: Multiple Meaning Words

Vocabulary	Meaning in Everyday Use	Meaning in Math and/or Science
mean	to be unkind (adj.) to intend (v.)	an average
volume	loudness	amount of space inside an object
gross	offensive, disgusting	total income from sales
mass	having to do with a lot of people	the amount of matter in a particular object

Adapted from Staehr Fenner et al., 2024

Word- and Phrase-Level Academic Language

Where might you need to spend more time in your vocabulary instruction?

1. Teach
2. Practice
3. Support





SupportEd

Sentence- and Discourse-Level Strategies

Sentence-Level Strategies

1. Juicy Sentences
2. Because, But, So

Sentence

Grammatical complexity of language (sentence structure)

How relationships are expressed through simple, compound, and complex sentences

1. Exploring Juicy Sentences



- How do the teachers in the video support their students in **developing academic language** at the sentence and/or discourse level?
- How does this activity **benefit both MLs and the students who are not MLs** in your class?



1. Exploring Juicy Sentences



- How do the teachers in the video support their students in **developing academic language** at the sentence and/or discourse level?
- How does this activity **benefit both MLs and the students who are not MLs** in your class?

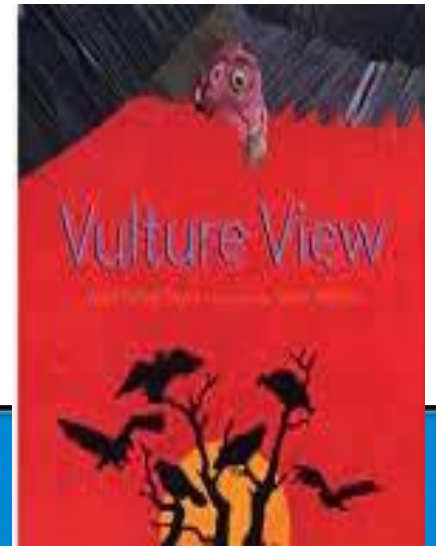
Juicy Sentences

Selected sentences should:

- Come from a **complex text**
- Be **relevant** to the content and skills of unit
- Contain **language functions** related to content and academic tasks
- Contain **complex** language structures
- Contain **academic vocabulary or figurative language**

Example: Juicy Sentence

1st Grade



Example: Juicy Sentences, 1st Grade

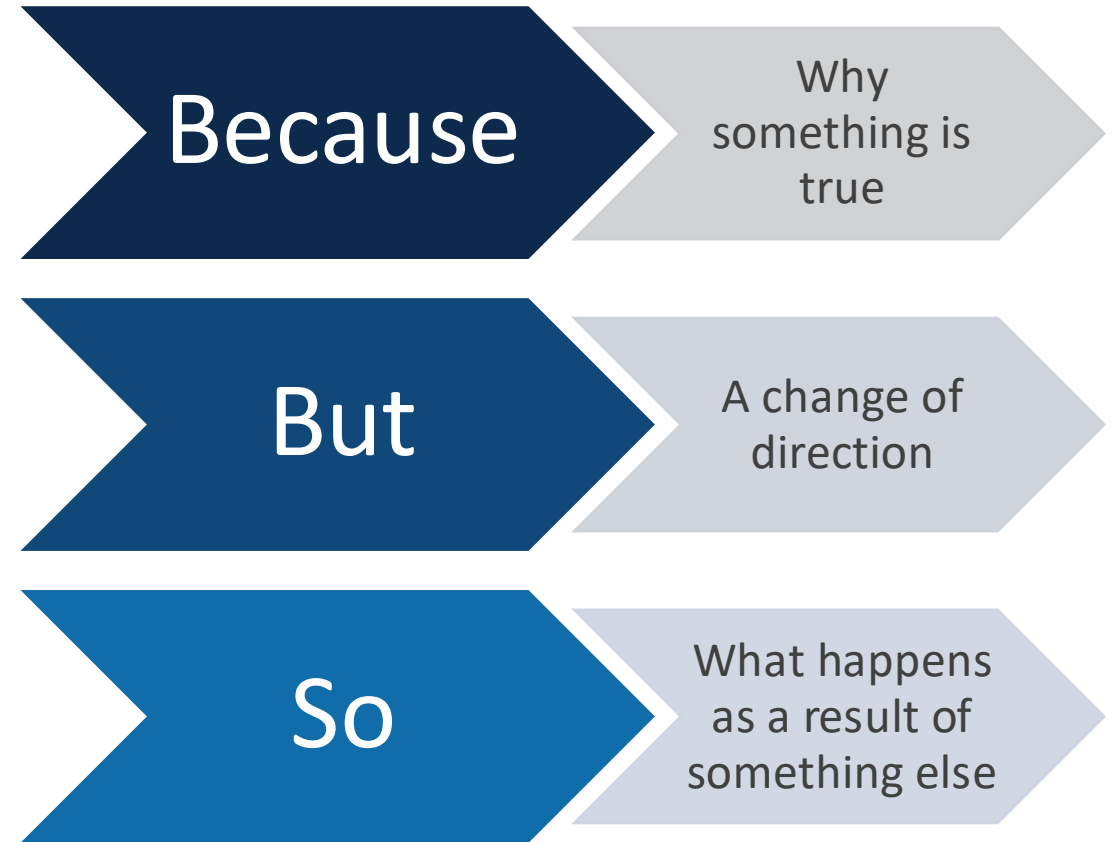
First turn and talk with partners for each chunk. Then share large group.

They sniff,	They smell things
search,	looking for
for foods that...	deer, dead food
REEK!	smelly rotten dirty gross.

Staehr Fenner et al., 2024

2. Because, But, So

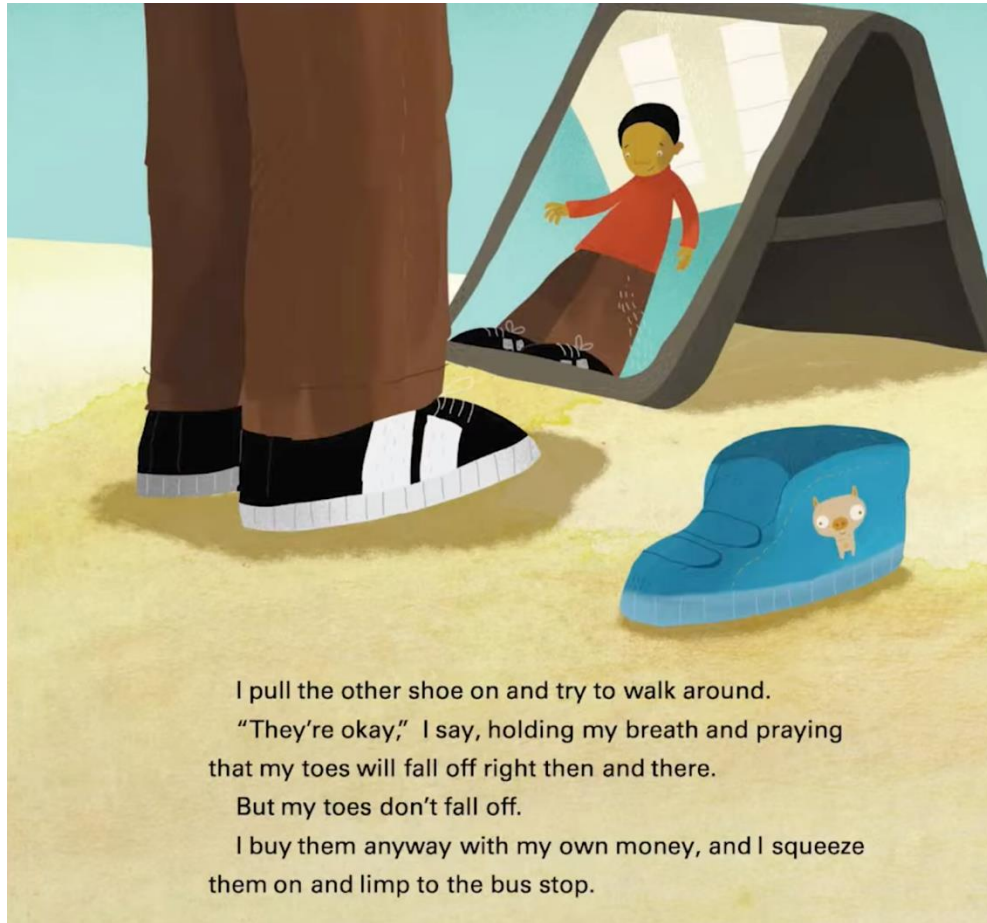
- Conjunctions added to a stem to **expand or combine sentences**
- Show **relationships** between ideas
- Supports **analytical thinking**



Hochman & Wexler, 2017

Scaffolding to Support Sentence Structure

From *Those Shoes* by Maribeth Boelts



Adapted from Huynh & Skelton, 2026, in press

- **Prompt:** Tell what happens when Jeremy tries on the shoes. Use _____, *but* _____ structure.
- **Guiding question #1:** What does Jeremy say about the shoes?
 - *He says they're okay.*
- **Guiding question #2:** What does he do on the way to the bus stop?
 - *He limps on the way to the bus stop.*
- **Combined sentence:**
 - *Jeremy says the shoes are okay, but he limps on the way to the bus stop.*



Sample Sentences Across Content Areas

Math Examples

- The problem is incorrect, so...
- 14 is the correct answer, but...

Science Examples

- Tornadoes are dangerous, but...
- The leaves of the plant look brown, so...

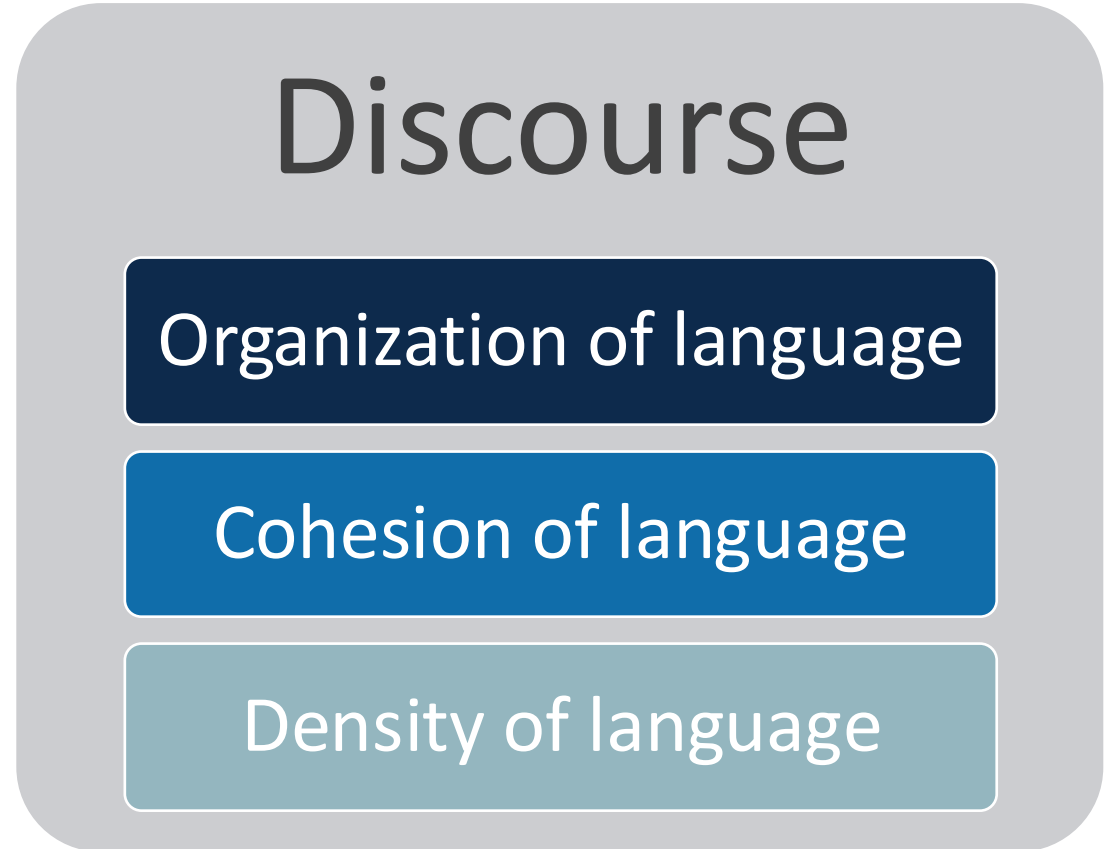
Social Studies Examples

- We should protect natural resources because
- Community helpers are important to our neighborhood, so ...

adapted from Kreckel & Antunes, 2024

Discourse-Level Strategies

1. Analyze sequencing in text
2. Use visual scaffolding



1. Analyze Sequencing in a Text

- **Provide** sentence strips to students.
- **Ask** students to:
 - Work in pairs or small groups to sequence the sentences.
 - Identify clues that help them determine the correct order.



Try it! Flippity Sequencing Text Activity

- **Use** the link: bit.ly/ElemSequence (case sensitive)
- **Click and drag** the sentences into the correct order.
- **Identify** the clues that helped you figure out the correct order.
- **Be prepared** to share your thinking with the large group.

Soon, under the soil, a tiny root begins to grow from the seed.

After it is planted, the seed gets water and sunlight each day.

A small sprout pushes up through the dirt.

The seed is placed in the soil and covered with more soil.

The plant grows taller and green leaves spread out.



Flippity Sequencing Text Answers

The seed is placed in the soil and covered with more soil.

After it is planted, the seed gets water and sunlight each day.

Soon, under the soil, a tiny root begins to grow from the seed.

A small sprout pushes up through the dirt.

The plant grows taller and green leaves spread out.



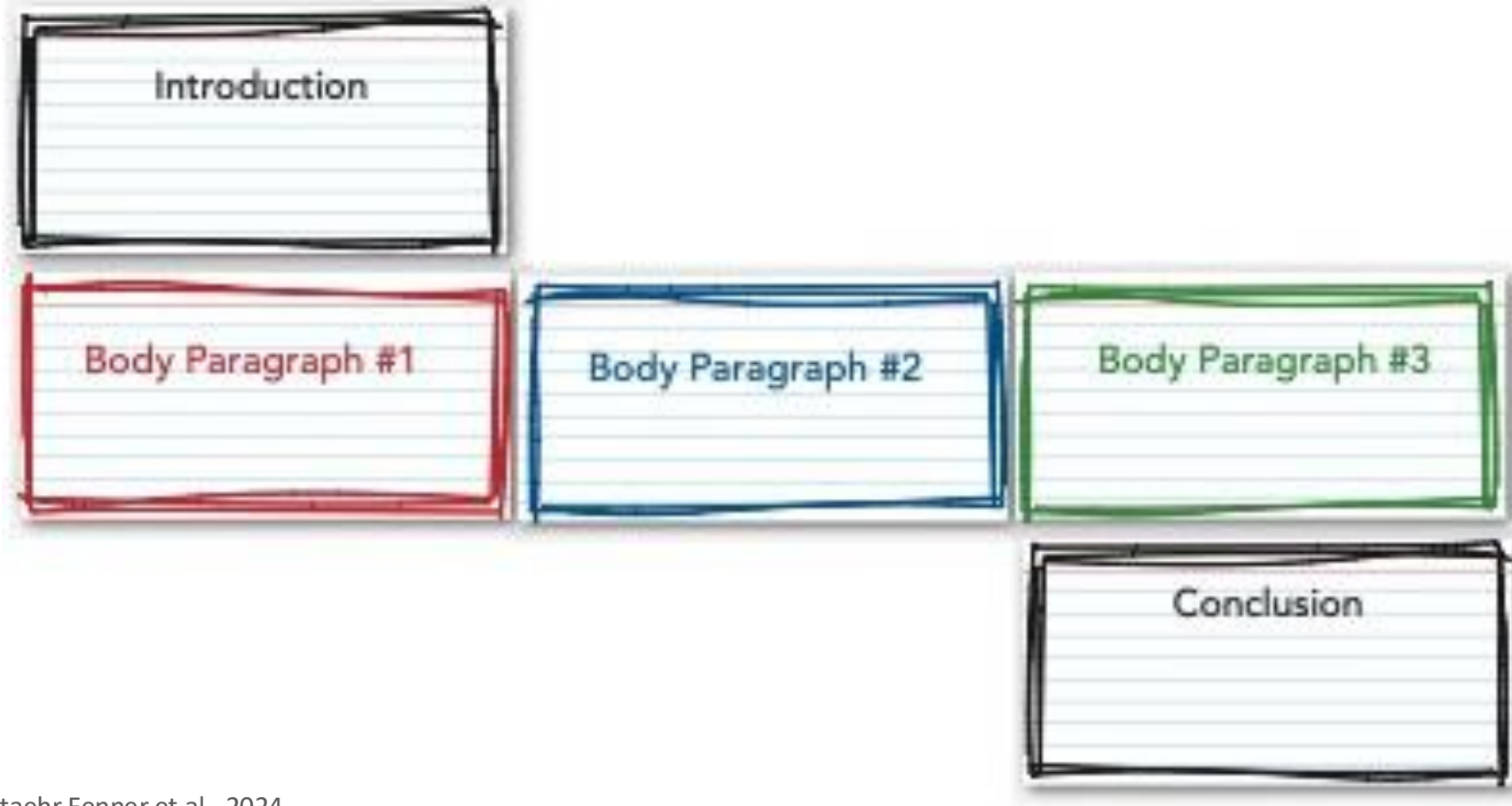
2. Use Visual Scaffolding

Support understanding through use of:

- Colors
- Manipulatives
- Placement in room

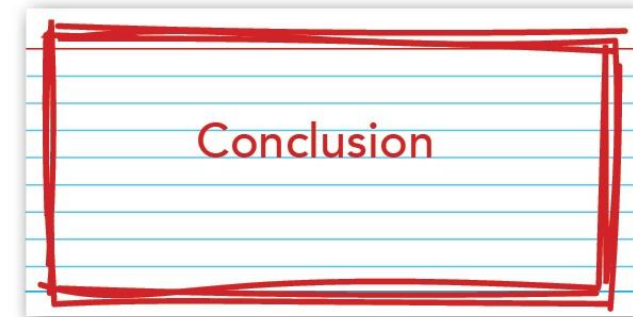
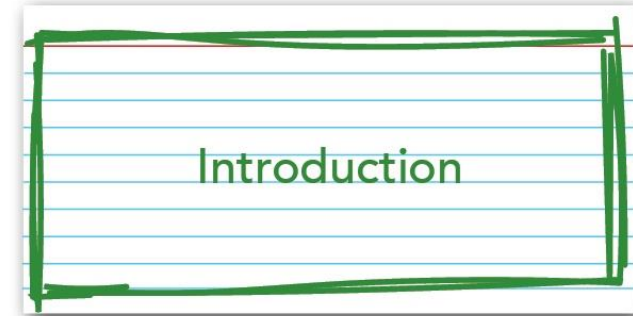


Example: The Writing Recipe



Sackman, 2018; Staehr Fenner et al., 2024

Example: The Writing Recipe for Primary Classrooms



Adapted from Sackman, 2018

Plan to Apply Strategies



Planning Support: Academic Language Analysis Tools (Documents 4a & 4b)

Checklist for Increasing Academic Language Awareness

Lesson Objectives:	Text:
Text type (e.g., biography, poem, lab report, word problem):	Text purpose (e.g., to inform, to persuade):
Academic tasks students will complete (e.g., summarize a text excerpt, discuss the main idea):	

Sentence Dimension

AWARENESS-BUILDING QUESTIONS	EXAMPLE(S) FOUND IN TEXT (IF PRESENT)	PRIORITY FOR INSTRUCTION
WORD/PHRASE LEVEL		
 Are there everyday words (e.g., ruler) that may be unfamiliar to MLs?		☐
 Are there cross-disciplinary academic words (e.g., analyze or describe) that may be unfamiliar to MLs?		☐
 Are there content or technical words specific to the topic you're teaching that may be unfamiliar to MLs?		☐

Checklist for Supporting AL Development in Speaking & Writing

Lesson Objectives:	
Text Type (e.g., biography, poem, lab report, word problem):	
Text Purpose (e.g., to inform, to persuade):	

AWARENESS-BUILDING QUESTIONS	EXAMPLE(S)	PRIORITY FOR INSTRUCTION
WORD/PHRASE LEVEL		
 Are there everyday words (e.g., pencil) that you would like MLs to use?		☐
 Are there cross-disciplinary academic words (e.g., analyze or describe) that you would like MLs to use?		☐
 Are there content or technical words (e.g., metamorphosis) specific to the topic that you would like MLs to use?		☐

Staehr Fenner et al., 2024



Planning for Academic Language Instruction

- **Reflect** on the academic language strategies discussed.
- **Think** about a text or task you plan to use in an upcoming lesson.
- **Share** in the chat:
 - What strategy would you like to try to support academic language at the sentence or discourse level for MLs?

Sentence-Level Strategies

- A. Juicy Sentences
- B. Because, But, So

Discourse-Level Strategies

- A. Analyze sequencing
- B. Use visual scaffolding

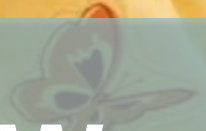


Reflection

- How will the use of instructional practices scaffolding **expand MLs' access** to language, literacy, and numeracy?
- What is **one action step** you will take as a result of today's session?





 **Wrap-Up**



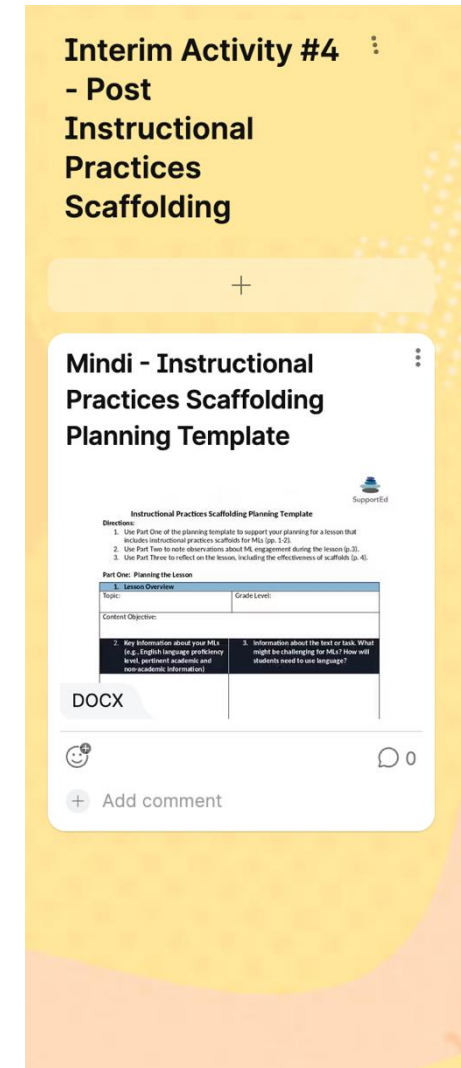
Interim Activity (Document 2 & 5a, 5b, or 5c)

Between now and the next session on June 3:

1. Plan and reflect using the template that best matches your role or resonates most with you:

- **Teachers with MLs:** Implementation and Reflection Template (Document 5a)
- **Non-Teaching Role or Teachers Without MLs in Class:** Application and Reflection (Document 5b)
- **Instructional Leaders:** Planning for Your Vision for Instructional Practices Scaffolding (Document 5c)

2. Post your template to the Padlet.



Review of Session Objectives



Next Steps

Session	Topic	Date and Time
6	Reflecting and Goal Setting for ML Success	June 3, 2026 3:00 – 5:00

- Before our final session on June 3, please complete the interim activity and post your reflection on the Padlet.
- Please reach out with any questions: Mindi@SupportEd.com

Reflecting on Today's Session (Document 6)

- Please provide anonymous feedback with a brief evaluation.
- bit.ly/MaineEval5
(case sensitive)
- Thank you!



Session Evaluation: Scaffolding Through Instructional Practices for Multilingual Learners

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

mindi@getsupported.net [Switch account](#)

Not shared

* Indicates required question

Please mark your cohort.

☐ Elementary

☐ Secondary

What did you appreciate about today's session? *

Your answer





SupportEd

Multilingual Learner

SYMPOSIUM

2026

Empowering Educators, Elevating Student Learning

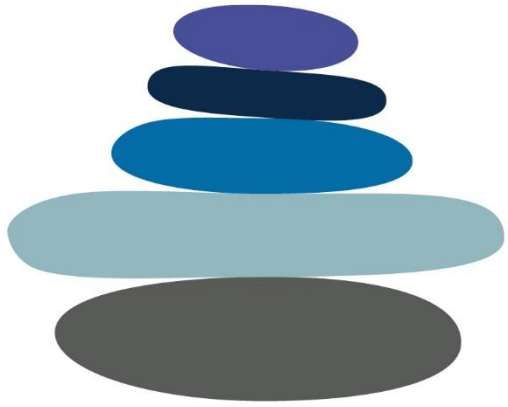
- + FREE ML Toolbox with Registration
- + Experience an Interactive Keynote
- + Choose from Six Breakout Sessions
- + Live Q&A with ML Experts
- + Walk Away with Practical Strategies
- + Earn a Certificate for 6 PD Credit Hours

JUNE 4 | 10:00 AM - 4:00 PM EST | VIRTUAL

SupportEd.com/symposium2026

Questions





SupportEd

Thank You!

Mindi@SupportEd.com



www.SupportEd.com