

## SDAIE Instruction for LEP and Bilingual Students

Scaffold	How Supports Building Understanding	Appropriate Tasks
<b>Modeling</b>	<ul style="list-style-type: none"> <li>• clarifies procedures via direct experience</li> <li>• provides concrete examples of completed project</li> </ul>	any task introduced for the first time should be modeled
<b>Bridging</b>	<ul style="list-style-type: none"> <li>• provides personal connection between learner and theme</li> <li>• taps into prior knowledge</li> </ul>	Questions via: <ul style="list-style-type: none"> <li>• think-pair-share</li> <li>• three-step interview</li> </ul> Quick writes: <ul style="list-style-type: none"> <li>• anticipatory charts</li> <li>• novel ideas</li> <li>• brainstorming</li> </ul>
<b>Contextualization</b>	<ul style="list-style-type: none"> <li>• familiarizes new, unknown concepts</li> </ul>	<ul style="list-style-type: none"> <li>• visualizations</li> <li>• focus questions</li> <li>• manipulatives</li> <li>• video clips</li> <li>• realia</li> <li>• oral development</li> <li>• jigsaw</li> </ul>
<b>Schema Building</b>	<ul style="list-style-type: none"> <li>• establishes connections amongst concepts</li> </ul>	<ul style="list-style-type: none"> <li>• compare/contrast matrix</li> <li>• fishbone diagram of text</li> <li>• story graph</li> <li>• concept review jigsaw</li> <li>• jigsaw project</li> </ul>
<b>Metacognitive Development</b>	<ul style="list-style-type: none"> <li>• assists in internalizing strategies</li> <li>• fosters autonomy via self-monitoring and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• reciprocal teaching</li> <li>• think-aloud</li> <li>• self-assessment tasks</li> </ul>
<b>Text Re-presentation</b>	<ul style="list-style-type: none"> <li>• extends understanding by applying knowledge in a new way</li> </ul>	<ul style="list-style-type: none"> <li>• post cards</li> <li>• collaborative posters</li> <li>• storyboards</li> <li>• collaborative dialog writing</li> </ul>