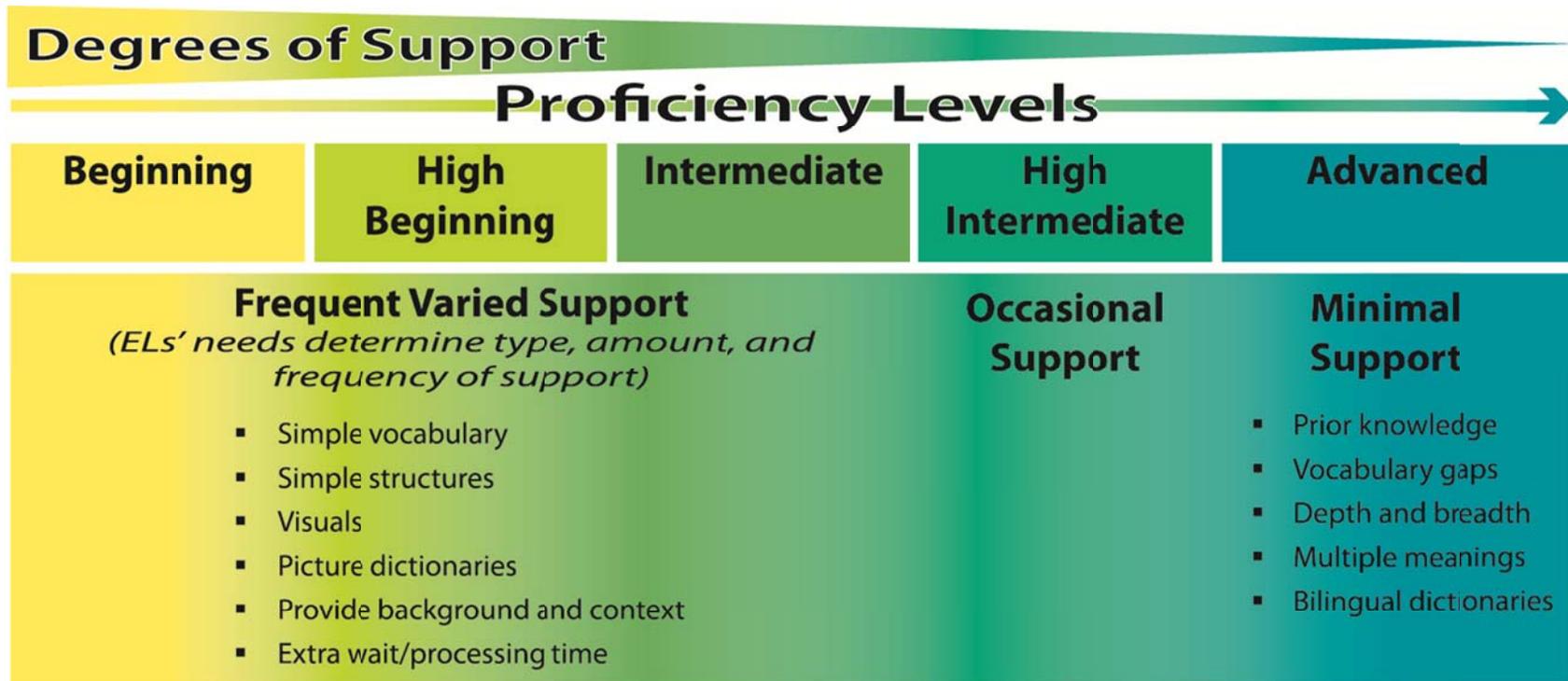


Appendix C: Degrees of Support for English Learners



Tasks span all levels of Bloom’s Taxonomy at all proficiency levels

English Learners (ELs) need varying levels of instructional, content, and language support implemented in the general classroom in order to 1) successfully access the curriculum and 2) become proficient in the knowledge and skills required for each content area. The type, amount, and frequency of support needed are dependent upon ELs’ individual learning needs (as written in their Individual Learning Plans) and available resources. The levels of support within this document are dependent upon students’ level of English language proficiency.

As levels of English language proficiency increase and students’ degree of independence increases, the degree of support decreases. Thus, ELs at the Beginning, High Beginning, and Intermediate levels will receive a greater variety, amount, and frequency of support than those who are more proficient in English at the High Intermediate and Advanced levels. A variety of possible support strategies are available in Appendix B.

Types of Support

Type of Support	Beginning, High Beginning, Intermediate	High Intermediate	Advanced
	<i>Greater Degree of Support</i>	<i>Occasional Support</i>	<i>Minimal Support</i>
Repetition (of directions, content, concepts, etc.)	XXX	X	X
Modeling (by teacher or peers of activities)	XXX	X	X
Manipulatives	XXX	X	X
Paired, group, or cooperative learning activities (to provide additional language support)	XXX	XX	X
Visual cues (to accompany verbal directions)	XXX		
Visuals – photos, drawings, illustrations, charts, diagrams, graphs, maps, outlines, graphic organizers, realia, models, props	XXX	X	X
Non-verbal cues, gestures, and actions	XXX		
Language or sentence frames, sentence starters	XXX	x	
Simplified language (simplified structure or with more common words)	XXX	X	X
Multimedia (incorporating reading and aural activities)	XXX	X	X
Picture or illustrated dictionaries	XXX	X	X
Bilingual dictionaries (for students who are literate in their first language; more appropriate with upper grades)	X	XX	XXX
Word banks	XXX	X	X
Word walls (with visuals)	XXX		
Cognates (using words with similar meanings and spellings in English and the students’ first language; often need to be explicitly explained to students)	XX	XXX	XXX
Building background knowledge (dependent upon concept being taught and possible cultural differences)	XXX	X	X
Connect students’ prior knowledge, interests, and life experiences (cultural and linguistic) to instruction	XXX	XX	XX
Increase wait/processing time (after teacher questioning and before student response)	XXX	X	X

X = low degree of intensity; XX = medium degree of intensity; XXX = high degree of intensity (compiled by Kimberly Gray and Melanie McQueen)