

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> <li>Use physical gestures to accompany oral directives.</li> <li>Modify <b>*Teacher Talk</b>.</li> <li>Label visuals and objects with target vocabulary.</li> <li>Introduce <b>Cognates</b> to aid comprehension.</li> <li>Ask for <b>Signal Responses</b> to check comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Give two step <b>Contextualized</b> directions.</li> <li>Restate/rephrase and use <b>*Patterned Oral Language</b> routines.</li> <li><b>Model Academic Language</b> and vocabulary.</li> <li>Ask for <b>Total Physical Responses</b> from students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphics or objects to sequence steps in a process.</li> <li><b>Check Comprehension</b> of all students frequently.</li> <li>Use <b>*Wait Time</b>.</li> <li>Provide <b>Anticipation Guides</b> for previewing content reading.</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast relationships from auditory information using a <b>Venn Diagram</b>.</li> <li>Require students to restate and rephrase from auditory input as in <b>*Paraphrase Passport</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Outline lectures on the SmartBoard.</li> <li>Use <b>*Video Observation Guides</b>.</li> <li>Confirm students' prior knowledge of content topics.</li> <li>Extend content vocabulary with multiple examples and non-examples.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Provide wall charts with illustrated academic vocabulary.</li> <li>Ask simple WH (who, what, when, where), yes-no or either-or questions.</li> <li>Elicit <b>*Choral Responses</b>.</li> <li>Encourage participation in group chants, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Use 10-2 structures.</li> <li>Assign roles in group work.</li> <li>Use <b>Clock Buddies</b>.</li> <li>Use <b>Numbered Heads Together</b>.</li> <li>Use <b>*Think-Pair-Share-Squared</b>.</li> <li>Develop <b>Key Sentence Frames</b> for pair interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Graphic Organizers</b> or notes to scaffold oral retelling.</li> <li><b>Prompt</b> for academic language output.</li> <li>Use <b>Think-Pair-Share</b>.</li> <li><b>Repeat and Expand</b> student responses in a <b>*Collaborative Dialogue</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require full sentence responses by asking open ended questions.</li> <li>Use <b>Varied Presentation Formats</b> such as role plays.</li> <li>* Scaffold oral reports with note cards and provide time for prior practice.</li> <li>Use <b>Reader's Theatre</b> to scaffold oral language growth.</li> </ul>	<ul style="list-style-type: none"> <li>* Structure debates requiring various points of view with graphic organizers and/or outlines.</li> <li>Require the use of academic language.</li> <li>Require oral reporting for summarizing group work.</li> <li>Include oral presentations in the content classroom.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Preview the text content with pictures, demos, charts, or experiences.</li> <li>Pair students to read one text together.</li> <li>Preview text with a <b>Picture Walk</b>.</li> <li>Use <b>Choral Reading</b>.</li> <li>Use <b>*Teacher Read Alouds</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>Card Sorts</b>.</li> <li>Use <b>K-W-L</b> charts before reading.</li> <li>Use the <b>Language Experience Approach</b>.</li> <li>Provide a list of important concepts on a graphic organizer.</li> <li>Use <b>*Shared Reading</b> and/or simplify the text.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a content vocabulary <b>Word Bank</b> with non-linguistic representations.</li> <li>Teach skimming for specific information.</li> <li>Use <b>Teach the Text Backwards</b>.</li> <li>Use 4 to 1 for main ideas from text.</li> <li>Use <b>*Guided Reading</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Model the creation of a <b>Story Map</b> from a narrative.</li> <li>Provide <b>Question Answer Relationship</b> questions for student pairs to research.</li> <li>Use <b>Directed Reading Thinking Activity</b>.</li> <li>Use <b>Cornell Notes</b>.</li> <li>Use <b>*Jigsaw Reading</b> to scaffold independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Require computer and library research.</li> <li>Ask students to analyze text structure and select an appropriate <b>Graphic Organizer</b> for summarizing.</li> <li>Use <b>*Reciprocal Teaching</b> to scaffold independent reading.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Require students to label visuals and/or create language balloons.</li> <li>Require vocabulary notebooks with L1 translations or non-linguistic representations.</li> <li>Provide <b>*Key Sentence Frames</b> with word and picture banks.</li> </ul>	<ul style="list-style-type: none"> <li>Teach note taking on a <b>Graphic Organizer</b>.</li> <li>Use a <b>Roving Chart</b> in small group work.</li> <li>Use <b>Interactive Journals</b>.</li> <li>Use <b>*Think-Write-Pair-Share</b>.</li> <li>Provide <b>Cloze</b> sentences with a <b>Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require <b>Learning Logs</b> for summaries of learning.</li> <li>Use <b>Text to Graphics and Back Again</b>.</li> <li>Teach <b>Signal Words</b> (comparison, chronology, cause-effect, and listing) for academic writing.</li> <li>Provide <b>*Cloze</b> paragraphs with a <b>*Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Rubrics</b> and exemplars to scaffold writing assignments.</li> <li>Teach and utilize the writing process.</li> <li>Provide an outline for the standard five-paragraph essay.</li> <li>Provide <b>*Report Frames</b> for independent, structured, content writing.</li> </ul>	<ul style="list-style-type: none"> <li>Require academic writing and the use of target academic vocabulary.</li> <li>*Teach the process of writing a research paper.</li> <li>Address students' cultures in differing genres of writing.</li> <li>Hold frequent writing conferences with teacher and peers.</li> </ul>

\* Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

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