



Science Structure	Possible challenges for ELLs	<i>Suggested differentiation strategies to support ELLs</i>
Engage	<p>Limited background vocabulary required for inquiry</p> <p>Need to connect background knowledge in first language to English</p>	<ul style="list-style-type: none"> ▪ Frontload vocabulary required to engage in the inquiry activity (Tier 1); for example, make sure students know the names of objects to be used ▪ Use graphic organizers to support activating background knowledge ▪ Establish routines that help ELLs focus on content and language ▪ Provide opportunities for turn and talk or active engagement ▪ Provide content and language objectives to help ELLs focus on key milestones of the lesson
Explore	<p>Lack of time or support to communicate about the learning experience</p>	<ul style="list-style-type: none"> ▪ Create multiple opportunities to share knowledge about the topic through listening, speaking, reading, and writing ▪ Activate students' prior knowledge from previous lessons and outside experiences ▪ Provide multiple opportunities for students to interact with essential vocabulary ▪ Create team structures that promote equitable and low-stress participation for ELLs (assigning roles, structuring talk time)
Explain	<p>Lack of scientific or academic language to explain discoveries</p> <p>Need for comprehensible input</p>	<ul style="list-style-type: none"> ▪ Use realia, gestures, pictures, and/or graphics to make language comprehensible ▪ Make your speaking very simple and clear ▪ Check for understanding ▪ Provide multiple opportunities for students to interact with essential vocabulary ▪ Provide sentence stems to help students explain concepts using scientific language
Elaborate	<p>Difficulty extending knowledge beyond original context</p> <p>Difficulty extending thinking using academic language</p>	<ul style="list-style-type: none"> ▪ Continue to provide multiple opportunities to engage with key vocabulary and academic language ▪ Provide scaffolded speaking and writing opportunities to check for misconceptions ▪ Support the use of formal language through stems and modeling
Evaluate	<p>Not understanding vocabulary of assessment</p>	<ul style="list-style-type: none"> ▪ Continue to provide vocabulary supports (notes, graphic organizers, interactive word walls) for student reference ▪ Use tiered questioning appropriate to students' language proficiency ▪ Use rubrics with clear criteria so that students can self-assess their learning ▪ Provide sentence and paragraph frames for open-ended responses ▪ Allow beginning ELLs to draw and label
Anchor charts & Wall space	<p>Premade</p> <p>Too many words</p>	<ul style="list-style-type: none"> ▪ Use interactive word walls created with students ▪ Categorize items on charts and provide sentence stems that show relationships among words ▪ Label with plenty of graphics, pictures, and realia ▪ Keep charts up and available and refer to them frequently ▪ Provide smaller copies to ELLs (artifacts)