



# Bathroom Briefs

EAL strategies on-the-go as you go



## Research Says

Scaffolds can help ELLs process information, and communicate their understanding (Walqui, 2003; Gibbons, 2008).

## Strategy

Sentence stems and frames help language learners articulate the ideas they have. Often they just need help in knowing how to begin their verbal responses.

## Inquiry Stems



Why does \_\_\_\_?  
I wonder why \_\_\_\_?  
How does \_\_\_\_ work?  
I want to find out more about \_\_\_\_  
I would like to understand \_\_\_\_ better because \_\_\_\_  
I would like help with \_\_\_\_ because \_\_\_\_

## Comparison Stems



\_\_\_\_ is similar to \_\_\_\_ because they both \_\_\_\_  
\_\_\_\_ is different than \_\_\_\_ because \_\_\_\_  
\_\_\_\_ is more \_\_\_\_ than \_\_\_\_ because \_\_\_\_

***More sentence frames next week***

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Dodge, J., & Honigfeld, A. (2014). Core instructional routines: Go-to structures for effective literacy teaching, K-5. Portsmouth, NH: Heinemann.

Gibbons, P. (2008). English learners academic literacy and thinking: Learning in the challenge zone. Portsmouth, NH: Heinemann.

Walqui, A. (2003). Conceptual framework: Scaffolding for English learners. San Francisco: WestEd.