

Scaffolding Pronunciation

- Always pronounce content-specific words when introducing vocabulary.
- Frequently remind students to use the routine.
- Be respectful of English language learners and speakers of nonstandard dialects.

Scaffolding the Definition of Words

- Always provide a student-friendly definition (include illustrations or diagrams where appropriate) for any new academic or content-specific word.
- Check students' understanding of the word:
 - Options include asking partners to use the word in a sentence or to give examples of the word.
 - Support students who struggle, and reword the student-friendly definition if necessary.
- Gradually increase the precision and technicality of the definition. Start with a student-friendly definition, and then scaffold toward an understanding of the formal definition as it would be used in the discipline. For example:
 - *Hypothesis*: something you think is true, but you are not sure (student-friendly)
 - *Hypothesis*: an unproven answer to a question (slightly more technical)
 - *Hypothesis*: an untested theory about something unknown (more formal)
- Point out cognates and false cognates:
 - www.colorincolorado.org/cognates.pdf
 - www.latinamericalinks.com/spanish_cognates.htm
 - <http://textproject.org/resources/spanish-english-cognates>
 - www.miguelmllop.com/glos/index.php
- For assistance when planning and composing the simplified explanations of words, refer to the following Web sites:
 - www.oup.com/elt/catalogue/teachersites/oald7/?cc=global
 - <http://dictionary.cambridge.org/results.asp?dict=A>
 - www.mathwords.com