



Using Visual Aids and Scaffolding to Enhance ELL Writing Skills

Introduction to Visual Aids and Scaffolding

Welcome to this comprehensive guide on using visual aids and scaffolding to enhance ELL writing skills. This resource is designed for educators working with 11-year-old English Language Learners (ELLs) to support their writing development.

The strategies and activities outlined in this guide are tailored to meet the diverse needs of ELL students, providing a structured approach to teaching writing skills. Visual aids and scaffolding are essential tools in supporting ELL students' writing skills. Visual aids, such as diagrams, pictures, and charts, help students organize their thoughts and ideas, making the writing process more manageable.

Understanding Visual Aids and Scaffolding

Scaffolding techniques, including sentence starters, graphic organizers, and peer feedback, provide temporary support and guidance, enabling students to build their writing skills and confidence.

- Visual aids help students organize their thoughts and ideas
- Scaffolding techniques provide temporary support and guidance
- ELL students benefit from a structured approach to teaching writing skills

ELL/ESL Support Strategies

To effectively support ELL students, the following strategies can be employed:

- 1. Modified Assignments: Provide modified assignments that cater to different language proficiency levels
- 2. Visual Aids: Use visual aids to support writing, including diagrams, pictures, and charts
- 3. Scaffolding Techniques: Implement scaffolding techniques, such as sentence starters, graphic organizers, and peer feedback
- 4. Peer Support: Encourage peer support by having students work in pairs or small groups to share their writing and provide feedback
- 5. Technology Integration: Integrate technology into the lesson, using digital tools or software to create visual aids or support writing

Activity 1: Visual Aid Sorting

Provide students with a set of pictures and story starters related to a specific theme. Ask students to work in pairs to match the pictures with the story starters, using a graphic organizer to record their choices.

Picture	Story Starter

Activity 2: Scaffolding Sentence Starters

Provide students with a set of sentence starters related to a theme. Ask students to work in small groups to complete the sentences, using visual aids such as pictures or diagrams to generate ideas.

Group Task:

Complete the following sentence starters:

- I remember a time when...
- The most interesting thing about...
- I wish I could...

[Space for writing]

Activity 3: Graphic Organizer Completion

Distribute a graphic organizer related to a theme, with sections for main idea, details, and conclusion. Ask students to work in pairs to complete the graphic organizer, using visual aids and sentence starters to guide their writing.

Main Idea	Details	Conclusion

Activity 4: Peer Support Writing

Pair students up, with one student acting as the writer and the other as the supporter. The writer is given a writing prompt and a set of visual aids, while the supporter provides guidance and feedback using scaffolding techniques.

Group Task:

Write a short story using the following prompt:

Imagine you are an animal living in a forest. What do you see, hear, and feel?

[Space for writing]

Activity 5: Technology Integration

Introduce a digital tool or app that allows students to create visual aids and write digitally. Ask students to work in pairs to create a short story or poem, using the digital tool to insert pictures, diagrams, or other visual aids to support their writing.

Group Task:

Use a digital tool to create a visual aid and write a short story or poem.

[Space for digital work]

Activity 6: Writing Workshop
Set up a writing workshop where students can share their writing and receive feedback from peers. Encourage students to use visual aids and scaffolding techniques to support their writing.

Group Task:

Share your writing with a partner or in a small group and provide feedback using the following criteria:

- Content
- Organization
- Language use

[Space for writing]

Activity 7: Self-Assessment
Provide students with a self-assessment rubric to evaluate their own writing. Encourage students to reflect on their use of visual aids and scaffolding techniques.

Criteria	Self-Assessment
Content	
Organization	

Activity 8: Peer Feedback

Pair students up to provide feedback on each other's writing. Encourage students to use visual aids and scaffolding techniques to support their feedback.

Group Task:

Provide feedback on your partner's writing using the following criteria:

- Content
- Organization
- Language use

[Space for writing]

Activity 9: Revision and Editing

Provide students with a revision and editing checklist to improve their writing. Encourage students to use visual aids and scaffolding techniques to support their revision and editing.

Criteria	Revision and Editing
Content	
Organization	

Activity 10: Publishing

Provide students with opportunities to publish their writing. Encourage students to use visual aids and scaffolding techniques to support their publishing.

Group Task:

Publish your writing in a format of your choice (e.g. booklet, poster, digital presentation).

[Space for writing]

Conclusion

Summarize the key concepts and activities covered in the unit. Encourage students to reflect on their learning and provide feedback.

In conclusion, this unit has provided students with a range of activities and strategies to support their writing development. By using visual aids and scaffolding techniques, students have been able to improve their writing skills and confidence.

Assessment and Evaluation

Provide students with a range of assessment and evaluation tools to measure their writing skills. Encourage students to use visual aids and scaffolding techniques to support their assessment and evaluation.

Assessment Tool	Criteria
Writing Sample	
Peer Feedback	

Extension Activity

Provide students with an extension activity to further develop their writing skills. Encourage students to use visual aids and scaffolding techniques to support their writing.

Group Task:

Write a persuasive text on a topic of your choice. Use visual aids and scaffolding techniques to support your writing.

[Space for writing]

Glossary

Provide students with a glossary of key terms related to writing and visual aids.

Term	Definition
Visual Aid	
Scaffolding	

References

Provide students with a list of references related to writing and visual aids.

- Reference 1
- Reference 2
- Reference 3



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Group Task:

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[Space for digital work]

Conclusion

In conclusion, using visual aids and scaffolding techniques can significantly enhance ELL writing skills. By providing temporary support and guidance, educators can help students build their writing skills and confidence.

The activities outlined in this guide are designed to be flexible and adaptable to meet the diverse needs of ELL students. By incorporating visual aids and scaffolding techniques into their teaching practice, educators can create a supportive and inclusive learning environment that fosters writing development and academic success.