

**BILINGUAL EDUCATION CERTIFICATION
INTRODUCTORY PROFESSIONAL DEVELOPMENT**

SHELTERED INSTRUCTION

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SLIDE 1: Title – Sheltered Instruction

ACKNOWLEDGEMENTS

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- Mrs. Karen Moorhead, Dean of Instruction, Miller High School

SLIDE 2: Acknowledgements

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Activity Instructions

The slide will appear as in the Power Point.

Activities are noted on slides.

Script will immediately follow the slide.

These are the trainer notes that correspond to each slide.

Information that is stated directly from the slide is bolded.

A notes and questions box will follow.

SLIDE 4: Slide Description

Optimizing Language Acquisition



Using Sheltered Instruction

SLIDE 5:

The focus of this professional development module is to assist teachers in supporting English Language Learners (ELL) in their classrooms. The module is divided into four sections related to the process of creating a “sheltered” classroom.

Notes and Questions

SECOND LANGUAGE ACQUISITION OVERVIEW



SLIDE 6:

This section of the module is essential for teachers who may not have studied second language acquisition theory previously. The knowledge of second language acquisition is required for understanding and meeting the needs of English Language Learners (ELL).

Notes and Questions

FACTORS AFFECTING SECOND LANGUAGE ACQUISITION

- Access to Language
- Age
- Cultural Background
- First Language Development
- Motivation
- Peers and Role Models
- Personality and Learning Style
- Quality of Instruction

SLIDE 7:

Access to Language is essential for the development of English. ELLs need frequent opportunities to use English to communicate in social settings, achieve academically in all content areas, interact in culturally appropriate ways.

Age is crucial because proficiency in a second language depends not on how long a student has been speaking the language, but on how early in life they began learning it.

Cultural Background plays an important role in second language acquisition. Assertiveness and seeking clarification are intrinsically woven into a student's cultural experience and, consequently, a student's ability to acquire English.

First Language Development directly transfers to second language development. The level or fluency in the first language drives instruction in the second language.

Peers and Role Models are an important part of an effective sheltered classroom because they provide English language interaction with more proficient speakers of English.

Personality and Learning Style of the student must be considered when sheltering appropriately. For example, in collaborative learning, some students work best with a partner, distracted by large groups. Other students are stimulated by the many perspectives shared in a large group and do well in that setting. A variety of grouping configurations is recommended for use to meet the needs of the various learning styles.

Quality of Instruction is the most fundamental aspect of second language acquisition. A well-designed and implemented sheltered instruction program will reduce the number of years a student needs to become academically proficient in English.

Notes and Questions

LEARNING A LANGUAGE AND ACQUIRING A LANGUAGE

(Krashen Research)

ACTIVITY ONE

SLIDE 8:

Second language acquisition researcher, Stephen Krashen, contends that a difference exists between **learning** English and **acquiring** English. Learning implies awareness of rules. Acquisition is more **subtle** in that it encompasses the nuances of both language and culture. Students need to acquire English in order to pass TAKS. Let me give you a non-language example: I can read in a manual how to change a tire and give back all of the facts. However, I have not truly acquired the skill of changing a tire until I do it without needing the manual. **ACTIVITY ONE:** Independently, think of a concept you can learn and show how you can acquire it, similar to the “changing the tire” example. Write them down. Get into groups of 3-4 and share your responses. Choose one concept from the group to present to the whole group that illustrates “learned” versus “acquired.” (Facilitator calls on each group to share the one of each and lead the whole group to decide if each is “learned” or “acquired.”) This leads us into the next idea – what are the varying degrees of “learned” and “acquired”?

Notes and Questions

SOCIAL VS. ACADEMIC LANGUAGE

BICS

- HALLWAY
- LUNCH
- LOCKER ROOM
- BEFORE SCHOOL
- AFTER SCHOOL

CALP

- MATH
- SCIENCE
- ELA/READING
- SOCIAL STUDIES
- FINE ARTS
- PE

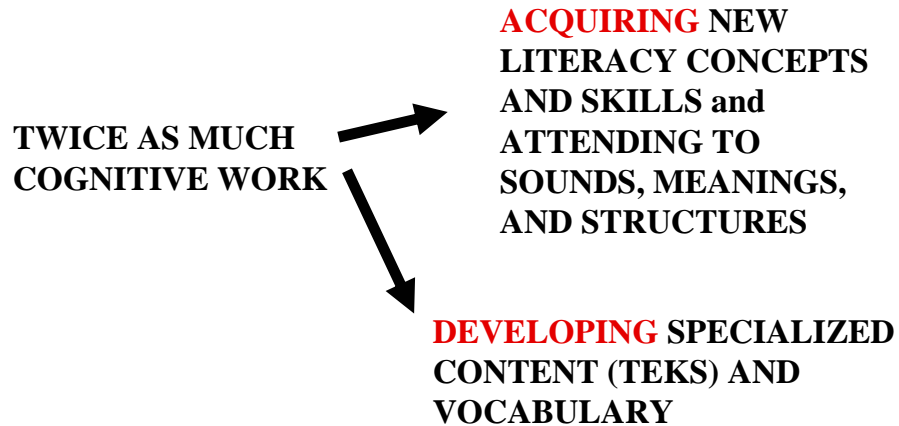
SLIDE 9:

Sheltered Instruction serves to “fast-forward” the findings of research conducted by Jim Cummins. As theorized by Cummins, most students develop **BICS** (Basic Interpersonal Communication Skills) within 1-3 years and **CALP** (Cognitive Academic Language Proficiency) within 5-7 years without an effective language acquisition program. This actually should be explained to all students, native and non-native speakers. So, where do you think students learn English more quickly? Where do we need to focus strategic language acquisition?

Please note that for grades K-5, ELA, or English Language Arts, and reading are usually taught as an integrated skills-based course. In grade 6-12, the ELA course concentrates on literary analysis and composition, while reading focuses on reading comprehension skills.

Notes and Questions

WHAT DO I NEED TO KNOW ABOUT SECOND LANGUAGE ACQUISITION?



SLIDE 10:

What should you **know about second language acquisition**? Second language learners are doing **twice the cognitive work of native speakers during content instruction** because they are **acquiring new literacy concepts and skills and attending to the sounds, meanings, and structures of a new language while developing** essential knowledge and skills in the various content areas.

SHELTERED INSTRUCTION and SHELTERED INSTRUCTION OBSERVATION PROTOCOL

SLIDE 11:

This section will define sheltered instruction and give specific characteristic of an effective sheltered classroom . A distinction will be made between English as a Second Language (ESL) and sheltered instruction. The Sheltered Instruction Observation Protocol (SIOP Model) will be introduced as a framework, or model, for sheltered instruction.

ACTIVITY TWO

**Think of the various definitions of
“sheltered” and “instruction.”
Based on what you have heard
and learned so far, what is your
immediate explanation of
“sheltered instruction”?**

SLIDE 12:

Think of the various definitions of “sheltered” and “instruction.” Based on what you have heard and learned so far, what is your immediate explanation of “sheltered instruction”?

Write down your explanation on a piece of paper.

(The activity allows the participants to process the previous information and begin to think critically about what sheltered instruction is, what it involves, and what its objectives are. The participants need not share the explanation at this point...they are merely “reflecting” on the learning.)

WHAT IS “SHELTERED” INSTRUCTION?

Sheltered Instruction is an English immersion approach to instruction and classroom management that teachers can use to help English language learners acquire English and content area knowledge and skills.

SLIDE 13:

The goal of **Sheltered Instruction** is to prepare teachers to teach content effectively to English learners while developing the students language ability. Is your explanation similar?

Sheltered instruction is a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development, both formal and informal.

Furthermore, sheltered instruction is the practice of highlighting key language features, such as subject-verb agreement, pronouns, tone, multiple meanings, grammatical structure, etc., and incorporating strategies that make the content comprehensible to students acquiring English.

Sheltered instruction is an approach that can extend the time students have for getting language support services while giving them a jump start on the content subjects they need for graduation.

CHARACTERISTICS OF SHELTERED INSTRUCTION

- **Thoughtful, purposeful curriculum planning**
- **Formative assessments throughout the learning process**
- **Accessible instructional practices**
- **Clear and explicit learning objectives**
- **Grade-level appropriateness**
- **Interactive learning opportunities**

SLIDE 14:

When implementing a sheltered instruction model into the classroom, you will notice that many of the strategies and pedagogy are parallel with quality teaching methods. However, don't be lulled into thinking that is all sheltered instruction is. Remember that the ultimate goal of sheltered instruction is to enable the English Language Learner to **acquire** content-specific knowledge and skills. This can be done through a variety of ways.

Thoughtful, purposeful curriculum planning allows the students exposure to as many TEKS as possible. It does not allow for "watered-down" instruction.

Formative assessments throughout the learning process is continuously checking for understanding through observations, conversations, quizzes, classwork, homework, and projects.

Accessible instructional practices allow for the learner to experience the content in tangible and meaningful ways through activities that may include role playing, color-coded information, visuals, oral word games, or any activity that allows for active learning.

Clear and explicit learning objectives are objectives that are written in a language easily understood by the learner. They also are specific to the desired learning for the activity.

Grade-level appropriateness ensures that the lessons and activities are aligned with the regular curriculum.

Interactive learning opportunities guarantees that the language learner has ample opportunities to converse and interact with native speakers, as well as students with high levels of language acquisition

NOTES AND QUESTIONS

CHARACTERISTICS CONTINUED

- **Kinesthetic learning opportunities**
- **Student-centered classroom**
- **Task focus**
- **HOTS – higher-order thinking skills**
- **Student individuality validation**
- **Variety**
- **Nurturing learning environment**
- **Quality planning**

SLIDE 15:

Kinesthetic learning opportunities allow for the student to “feel” or “sense” the activity and can include manipulatives, project building, model construction, role playing, texture identification, form identification through touch, and physical interactions with people and things.

A student-centered classroom has lessons and activities designed around the students’ needs as a group and, more importantly, as individuals.

Task focus utilizes the learning time for student interactions rather than teacher-directed lecture. The teacher is the facilitator for learning, not the dictator of learning.

HOTS, or higher-order thinking skills, promotes critical thinking through grade-level appropriate instruction and problem-solving.

Student individuality validation uses the students’ backgrounds and experiences to enhance instruction, as well as validating the variety of approaches to the same problems, concerns, issues, and situations faced by all.

Variety in instruction means that as the instructional facilitator you continuously monitor the learning. If one approach is not working, find another.

A nurturing learning environment allows to students to experience the learning in a non-threatening, risk-free environment that praises the learning process and mastery of the content equally.

Quality planning allows for highly interactive lessons, ensures that all activities are grade appropriate, and are created with a variety of levels of English proficiency in mind.

Build in a 10-minute break.

NOTES AND QUESTIONS

ESL versus SHELTERED INSTRUCTION

- **ESL**
 - English development
 - ESL methods used
 - Teacher **endorsed or certified** in ESL

→English language development, formal and informal
- **Sheltered Instruction**
 - Subject mastery
 - SI strategies are used
 - Follows mainstream scope and sequence
 - Teacher is **certified** in the **content area** and has ESL training

→English language development is content-based

SLIDE 16:

What is the difference between ESL and sheltered instruction? It is very simple: ESL focuses on the **development of the English language**, whether it is **formal or informal** and is taught by an ESL certified teacher. Sheltered instruction is much more focused on **subject**, or content, **mastery and requires that a teacher is certified in the content area and has ESL training.**

WHAT ARE SOME THINGS I ALREADY DO?

ACTIVITY THREE

**LIST 3 THINGS YOU DO IN YOUR INSTRUCTION
THAT CAN BE USED TO SUPPORT LANGUAGE
ACQUISITION.**

SHARE WITH YOUR TABLE.



SLIDE 17:

**ACTIVITY THREE LIST 3 THINGS YOU DO IN YOUR INSTRUCTION
THAT CAN BE USED TO SUPPORT LANGUAGE ACQUISITION. SHARE
WITH YOUR TABLE.**

SHELTERED INSTRUCTION OBSERVATION PROTOCOL

- Lesson Design
- Making Meaningful Connections
- Ensuring Understanding
- Action Plan
- Communication Applications
- Exercising New Knowledge
- Instructional Conveyance
- Evaluating the Learning

Adapted from

Echevarria, Jana, et al. Making Content Comprehensible for English Learners. The SIOP Model. Second Edition. Boston: Pearson Education Inc., 2004.

SLIDE 18:

You may already do many things that are responding to the Sheltered Instruction Observation Protocol. However, again, it is not just effective teaching – you are teaching students the key language components of content areas. In order to do that, you need to follow the protocol for sheltered instruction which includes:

Preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment.

All of these combined at a quality level will ensure that your language acquisition students are successful. Let's break down each for clarity.

Notes and Questions

LESSON DESIGN

- What am I going to teach? (content)
- How am I going to enhance language acquisition? (incorporated strategies)
- What overriding concept will be the focus? (TEKS strand[s])
- What resources do I use and how? (materials and ancillaries)
- How do I modify appropriately? (textbooks, levels of language acquisition)
- How do I engage the learner? (purpose, meaning, related to the student)

Adapted from

Echevarria, Jana, et. al. Making Content Comprehensible for English Learners, The SIOP Model. Second Edition. Boston: Pearson Education Inc., 2004.

SLIDE 19:

What am I going to teach? This is your everyday curriculum and instruction. For example: The learner will be able to understand the process of photosynthesis.

How am I going to enhance language acquisition is the critical focus. The strategies the instructor uses are very specific to the content studied. They may include key vocabulary, reading and composition skills, editing, appropriate question response format, higher-order thinking skills.

For example: The learner will be able to understand the use of the prefix “photo,” the root words “syn,” “the”, and the suffix “-sis.”

What overriding concept will be the focus? These are usually TEKS strands appropriate for age and educational background level of students; keep in mind that you may have a student who comes to you at the age of 10 in grade four. He/she may only be conceptually ready for grade two. As a result, the instructor should not only help the student at the grade four level, but also spiral those concepts found in grades two through three.

What resources are most appropriate for the content and concepts? Resources are not intended to replace but enhance current instructional practices based on the TEKS. These may include state adopted textbooks, private company ancillaries, manipulatives, etc.

How do I modify appropriately? Instructors should **modify** by highlighting, enlarging print, providing visuals, deconstructing text, or any variation on standard curriculum delivery.

How do I engage the learner? The instructor should focus on how students can use the language in multiple settings. Lessons should combine the content with a variety of activities for reading, writing, listening, and/or speaking. Refer back to “photosynthesis.” Students should have opportunities such as comparing a plant grown in a closet versus one grown in optimal conditions, playing with a disposable camera, looking through photo albums, describing photographs, etc.

ACTIVITY FOUR

Content Objectives with Language Objectives

Independently, write one content objective with a correlated language objective.

Following, meet in groups of 3-4 and reach consensus on a quality content objective and correlating language objective.

On chart paper, write the group's choice and post. Elect one spokesperson to present.

SLIDE 20:

Content Objectives with Language Objectives

Independently, write one content objective with a correlated language objective.

Following, meet in groups of 3-4 and reach consensus on a quality content objective and correlating language objective.

On chart paper, write the group's choice and post. Elect one spokesperson to present.

(This activity allows the participants to begin internalizing the concept of content objectives versus language objectives and provides interaction and interpretation discussions.)

Notes and Questions

MAKING MEANINGFUL CONNECTIONS

- How do I connect to the learners' varying backgrounds and experiences to the instruction?
- How do I continually spiral those experiences throughout the instruction?
- How do I ensure appropriate vocabulary development is occurring?

Adapted from

Echevarria, Jana, et. al. Making Content Comprehensible for English Learners. The SIOP Model. Second Edition. Boston: Pearson Education Inc., 2004.

SLIDE 21:

How do I connect the learners' varying backgrounds and experiences to the instruction? It is essential for the instructor to keep in the forefront that the students come with a wide range of experiences – personal and educational. These can act as catalysts for the current concepts that need to be learned.

How do I continually spiral those experiences throughout the instruction? As discussed earlier, students are more apt to make connections and embrace content if they are validated in their experiences. The instructor should incorporate these experiences directly into lesson development and classroom discussions on a daily basis.

In order to ensure spiraled learning, the instructor should link past learning experiences to new concepts. This can be done easily through referencing objectives by saying things such as "Let's look at Tuesday's objective" while pointing to it, or "Let's refer back to the timeline," as well as revisiting yesterday's reflective activity, or corresponding to concrete examples, or realia, located in the classroom.

How do I ensure appropriate vocabulary development is occurring? The instructor should also focus on key vocabulary by highlighting, listing, and emphasizing the vocabulary essential for understanding the concept taught.

Notes and Questions

ACTIVITY FIVE

Review your content and language objectives. Develop an activity that links concepts to a student's background, links to prior learning, and focuses on key vocabulary for the concept.

SLIDE 22:

Review your content and language objectives. Develop an activity that links concepts to a student's background, links to prior learning, and focuses on key vocabulary for the concept.

Share your activity with a neighbor.

Notes and Questions

ENSURING UNDERSTANDING

- How do I communicate at appropriate levels?
- How do I clarify instructional meaning and intent?
- What various strategies do I use to enhance understanding?

Adapted from

Echevarria, Jana, et. al. Making Content Comprehensible for English Learners, The SIOP Model. Second Edition. Boston: Pearson Education Inc., 2004.

SLIDE 23:

How do I communicate at appropriate levels? What the instructor tells the students needs to be clear, concise, grade-level appropriate, spoken at an understandable pace, and presented in a variety of ways.

How do I clarify instructional meaning and intent? When communicating with the learner, the instructor will want to use grade-level appropriate vocabulary, as well as appropriate synonyms, homonyms, or other vocabulary building techniques.

What strategies do I use to enhance understanding? In order to explain academic tasks clearly, the instructor needs to clearly and explicitly write and say the expectations of the content. If the objective is to use addition successfully through a variety of problems, then the academic task should focus on addition and not bring in subtraction or other distractors to the content.

Every quality lesson uses a variety of techniques to make concepts clear. Just like English speakers learn in a variety of ways, English language learners need various experiences in order to fully and completely understand the English language. This can be done through role-playing, collages, English-native language-English games, word play, word walls, etc.

Notes and Questions

ACTIVITY SIX

Review your content and language objectives, your links to background and prior experiences, and develop an explanation of the academic task you would use, including a variety of techniques for teaching the concept. Share with a neighbor.

SLIDE 24:

Review your content and language objectives, your links to background and prior experiences, and develop an explanation of the academic task you would use, including a variety of techniques for teaching the concept. Share with a neighbor.

Now you have the beginnings of a lesson design for your ELL students. Notice how the information you are learning is naturally spiraling itself throughout. Now, let's focus on strategies to enhance what you are creating.

Notes and Questions

ACTION PLAN

- How do I ensure a clear plan to give students opportunities to use the new language in a variety of ways?
- How do I spiral the learning effectively?
- What questioning techniques can I use to foster language acquisition?

Adapted from

Echevarria, Jana, et. al. Making Content Comprehensible for English Learners. The SIOP Model. Second Edition. Boston: Pearson Education Inc., 2004.

SLIDE 25:

Appropriate strategies utilized throughout instruction is critical in the ELLs language development.

How do I ensure a clear plan to give students opportunities to use the new language in a variety of ways? The lesson design needs to include how often and in what capacity the strategies will be used. For example, if the instructor chooses to use paired-reading, will it be used once, twice, or more?

How do I spiral the learning effectively? The instructor needs to focus on the language learner's ability level. For example, monolingual students will require more teacher-student language interaction with the teacher as the primary speaker. As time goes on, however, the roles reverse. Another example would be to cut individual words out of a paragraph and have the student fill in the blanks. Ultimately, the student will be able to read the full paragraph.

What questioning techniques can I use to foster language acquisition? One strategy is the Socratic Questioning Technique. A component to that is to continually ask why and how to the student's response.

Notes and Questions

ACTIVITY SEVEN

Review your academic task from before.

What scaffolding technique(s) and question types would you incorporate to encourage language acquisition of your concept?

What specific question(s) would you ask?

SLIDE 26:

Review your academic task from before. What scaffolding technique(s) and question types would you incorporate to encourage language acquisition of your concept? What specific question(s) would you ask? Share with a neighbor.

COMMUNICATION APPLICATIONS

- What are appropriate interaction opportunities?
- Is group work or cooperative grouping appropriate?
- How can I ensure that students have chances to internalize the language?
- Should students use comparable native language vocabulary when learning new vocabulary?

Adapted from

Echevarria, Jana, et. al. Making Content Comprehensible for English Learners, The SIOP Model. Second Edition. Boston: Pearson Education Inc., 2004.

SLIDE 27:

Interaction is critical for language development – speaking and listening to a variety of English speakers helps the language learner internalize the nuances of language.

What are appropriate interaction opportunities? Provide frequent opportunities for interaction and discussion between teacher/student and among students, and encourage elaborated responses. This a great opportunity for the teacher and student to interact one-on-one.

Is group work or cooperative grouping appropriate? Design the groups to support the objectives of the lesson, as well as the language acquisition objective(s). This is why cooperative learning groups are critical to language acquisition. While the language learner may feel more comfortable speaking in the native language with like language learners, it is imperative that the language learner experience varying levels of English acquisition.

How can I ensure that students have chances to internalize language? Just like any situation in which students are learning new concepts, ensure that the students have enough time to work through the language and/or vocabulary and formulate a response. In addition, utilize “thinking process strategies” that allow students to have structured think time. For example, issue a question to the whole class. Tell students that no one can respond for 30 seconds. Or have the students hold up a green popsicle stick for “yes” or a red popsicle stick for “no.” This allows everyone to have the opportunity to think through the question and formulate a response without interruption. Be sure to praise the effort, as well as the response.

Should students use comparable native language vocabulary when learning new vocabulary? Give ample opportunities for students to clarify key concepts in the native language as needed with a person who has moderate to high-level experience with the native language or a high-level English language learner who has the same native language. Also, make difficult concepts more easily understood through common vocabulary. For example, “circulo” and “circle;” “ciudad” and “city.”

ACTIVITY EIGHT

Review your on-going planning. What interaction strategies would you include in your lesson design?

SLIDE 28:

Review your on-going planning. What interaction strategies would you include in your lesson design?

Share with a neighbor.

Notes and Questions

EXERCISING NEW KNOWLEDGE

- How to I address the various learning modalities? (visual, auditory, kinesthetic)
- What kinds of activities are most appropriate?
- Should the activities incorporate content and language acquisition objectives?

Adapted from

Echevarria, Jana, et. al. Making Content Comprehensible for English Learners, The SIOP Model. Second Edition. Boston: Pearson Education Inc., 2004.

SLIDE 29:

Allowing students the opportunities to **exercise new knowledge** of language learning is probably the most important component of the protocol. Without **practice and application**, the learner will not acquire the language.

How do I address the various learning modalities? Daily the students are exposed to visual and auditory experiences; however, through the use of **manipulatives**, students can practice using new content knowledge. By touching a variety of textures a student can learn soft versus rough, fluffy versus flat, etc. By manipulating three-dimensional figures, students can conceptualize the mathematical concepts.

What kinds of activities are most appropriate? Keeping in mind the grade-level and language experience level, the instructor should allow students to play with the language in a lot of different ways, for example through word games, writing activities, formal and informal conversations, or even simple word-play.

Should the activities incorporate content and language acquisition objectives? The instructor should provide activities that integrate all language skills through listening, speaking, reading, and writing.

Notes and Questions

ACTIVITY NINE

Looking at your planning so far, what hands-on materials could you use? What activities could you incorporate in order for students to apply what they know? How can you integrate all of the necessary language skills?

SLIDE 30:

Looking at your planning so far, what hands-on materials could you use? What activities could you incorporate in order for students to apply what they know? How can you integrate all of the necessary language skills?

Discuss possibilities with a partner and help one another create appropriate practice and application activities.

Notes and Questions

INSTRUCTIONAL CONVEYANCE

- What is meant by “support content”?
- What is meant by “support language”?
- What does engagement look like?
- How do I make sure the students are with me during the lesson?

Adapted from

Echevarria, Jana, et. al. Making Content Comprehensible for English Learners, The SIOP Model. Second Edition. Boston: Pearson Education Inc., 2004.

SLIDE 31:

So far you have been learning about the protocol and designing appropriate activities to meet the needs of each level of the protocol. Now comes the important organizational part – **instructional conveyance**, a fancy term for teaching your lesson. In order to effectively teach the lesson, the instructor must have an organized plan.

What is meant by “support content” and “support language”? Teach what you say you are going to teach. Make your expectations clearly understood by the students by using the “Ensuring Understanding” techniques discussed early (slide 22).

What does engagement look like? Engage the students from bell-to-bell. All of your students should actively take part in the instruction program for the day. By designing meaningful and purposeful activities, building the background, scaffolding, cooperative learning and group interactions, and meaningful practice, the students will remain active learners.

How do I make sure that the students are with me during the lesson? Make sure that the lesson moves appropriately to the student’s ability level by continually asking clarifying questions and modifying your pace depending on the students’ abilities. Keep in mind the level of language acquisition...new language learners need to have a slower pace and more opportunities to interact with the instructor.

Notes and Questions

ACTIVITY TEN

Planning your lesson delivery – review all of the work you have done so far. What are you going to do to ensure that your content and language objectives are supported clearly? How are you going to engage your students for the full class period? How will you pace the lesson? Design a lesson based on your previous planning.

SLIDE 32:

Planning your lesson delivery – review all of the work you have done so far. What are you going to do to ensure that your content and language objectives are supported clearly? How are you going to engage your students for the full class period? How will you pace the lesson? Design a lesson based on your previous planning.

(This activity is a culmination of all of the previous work. It will allow the participants to see their work holistically and evaluate if what they are envisioning is an appropriate task.)

Notes and Questions

EVALUATING THE LEARNING

- Should evaluation of the learning be formative? summative? both?
- Should I use a variety of evaluation measures?
- When do I use formative evaluations?
- When do I use summative evaluations?

Adapted from

Echevarria, Jana, et. al. Making Content Comprehensible for English Learners. The SIOP Model. Second Edition. Boston: Pearson Education Inc., 2004.

SLIDE 33:

We tend to assume that “**evaluating the learning**” means a final evaluation. However, it is important to note that “**evaluating the learning**” through language acquisition is spiraled throughout the language development.

Should evaluation of the learning be formative? summative? both? When monitoring language acquisition, the instructor needs to utilize observations, conversations, and written feedback daily to evaluate the levels of learning. A “one-shot” written assessment will only give the instructor a small piece of the picture.

In providing assessment opportunities, the students should have choice in how they want to indicate their learning. Some of the students may feel comfortable with illustrating what they have learned, some may feel comfortable with writing about their learning experience, some may feel comfortable with discussing what they have learned. All of these are appropriate. Another quick assessments can include the “Ticket Out” – a short, free-write on the day’s learning. By offering a **variety of evaluation measures**, the instructor can get a clearer picture of the levels of learning. These act as your **formative evaluations**.

The **summative evaluation** is going to be an accumulation of the long-term learning. This can include benchmark tests, state-mandated tests, or even portfolios.

Notes and Questions

ACTIVITY ELEVEN

Review your lesson design and all of the activities you would like to integrate. Reflect on how you are going to assess progress during this lesson. What assessment strategies will you use?

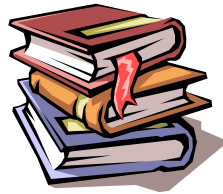
SLIDE 34:

Review your lesson design and all of the activities you would like to integrate. Reflect on how you are going to assess progress during this lesson. What assessment strategies will you use?

Work with a partner to develop the most appropriate on-going assessments that you can use within your plan. Now I would like to begin looking at specific integration issues.

Notes and Questions

IMPLEMENTATION WITHIN THE CONTENT AREAS



SLIDE 35:

This module will focus on how to **implement** sheltered instruction in each of the content areas: math, science, social studies, and English Language Arts.

MATHEMATICS LANGUAGE SKILLS

Skill	Gr. 1-3	Gr. 4-6	Gr. 6-12
Conceptualize explanations	L	M	H
Comprehend oral numbers	H	H	H
Comprehend oral word problems	H	M	L
Comprehend specialized vocabulary	L	M	H
Understand textbook explanations	L	M	H
Read explanations	L	M	H
Comprehend word problems	M	H	H
Answer questions	H	H	H
Ask clarifying questions	H	H	H
Clarify problem-solving techniques	H	H	H
Transfer math concepts to other contents	H	M	M
Write verbal input numerically	H	M	M
Generate written word problems	M	M	L
Write out number sentences	H	M	L

SLIDE 36:

The chart illustrates the language skills that students need to know in a mathematics class. Note that the skills cover listening, reading, speaking, and writing. The codes for each grade group are as follows:

H – high focus; the instructor needs to spend a lot of time on this skill and incorporate it into as many lessons as possible

M – medium focus; the instructor needs to ensure that the skill is addressed in lesson design and that the students have knowledge, but it does not need to be a daily focus

L – low focus; the instructor should emphasize these skills as part of the lesson less often

The presenter will need to review each skill and the focus level at each grade level by following the slide.

Notes and Questions

WHAT IS DIFFICULT IN MATH?

- Language dependence
- Non-linguistic difficulties
- Cultural differences
- Instructional implications

SLIDE 37:

As you are probably aware, in addition to learning English, language learners are also have to cope with learning content vocabulary. Math, as one of the specialized content areas, is especially difficult for our students, as illustrated below.

Sometimes, for no other reason than ignorance, students are placed in a grade-level equivalent math course because the belief is that math is not a language course. As reviewed on the table, we know that there are at least 14 language skills needed to be successful. **Language dependence** in math means that in order to learn math, one must have a strong grasp of the language, including specialized terms, vocabulary, and syntax of word problems.

Non-linguistic difficulties can affect math concept learning because the student must process complex concepts and various uses of different terms both through the language and then the concept – twice the cognitive work.

There are **cultural differences** in the way countries use decimals, measurements, commas, fractions, and in the ways to solve word problems.

Because English language learners are going to experience numerous challenges while learning math, special procedures need to be in place to allow students to play with mathematical language. This **instructional implication** is about letting students test what they know about the language and its use.

By working with fellow colleagues, an instructor can collaborate to determine **high-priority content**, review texts, and analyze math frameworks to use with ELLs.

Some simple teaching guidelines are as follows to address these needs:

Use a variety of problem-solving steps: Understand the question, find the needed information, choose a plan, solve the problem, check back.

Introduce the **problem-solving steps** with math facts.

Through active learning and engaging activities, the instructor can assist students in math **vocabulary development**.

Give students rules, hints, “cheat sheets,” mnemonic devices, and other learning devices for their “**Tool Kits**.”

SCIENCE LANGUAGE SKILLS

Skill	Gr. 1-3	Gr. 4-6	Gr. 6-12
Conceptualize explanations	L	M	H
Comprehend demonstrations	H	H	H
Complete experiments with multiple oral directions	H	M	L
Comprehend specific information	L	M	H
Work collaboratively	M	H	H
Comprehend science-specific vocabulary	L	M	H
Use graphs, charts, and tables	L	M	H
Complete experiments following written directions	L	M	H
Use reference materials	L	M	H
Answer oral questions	H	H	H
Ask clarifying questions or for clarification	H	H	H
Work in oral collaborative groups	H	H	M
Demonstrate a process and explain its components	L	M	H
Answer written questions	L	M	H
Take notes and write reports	L	L	H

SLIDE 38:

The chart illustrates the language skills that students need to know in a mathematics class. Note that the skills cover listening, reading, speaking, and writing. The codes for each grade group are as follows:

- H – high focus; the instructor needs to spend a lot of time on this skill and incorporate it into as many lessons as possible
- M – medium focus; the instructor needs to ensure that the skill is addressed in lesson design and that the students have knowledge, but it does not need to be a daily focus
- L – low focus; the instructor should emphasize these skills as part of the lesson less often

The presenter will need to review each skill and the focus level at each grade level by following the slide.

Notes and Questions

WHAT IS DIFFICULT IN SCIENCE?

- Textual structures differ
- Grammatical forms and structures are more elaborate
- All four academic language skills are needed
- Misunderstandings are persistent
- Study skills

SLIDE 39:

ELLs are probably more used to the narrative structures versus the expository structures found in science textbooks and essays. Therefore, because of the the **structural differences**, ELLs will have a more difficult time understanding the concepts of science.

Usually in science or any expository texts, the **grammatical forms and structures are more elaborate**. Students are probably more comfortable with the “hallway talk” and “informal” structures found in narratives rather than the “clinical” language.

In science, **all four academic language skills** - reading, writing, speaking, and listening - are required for conceptual understanding.

More often than not, **scientific principles are misunderstood persistently** due to culturally beliefs, naïve scientific understanding, or because of limited science exposure. Teaching strategies will need to change in order to help students make the necessary and proper scientific links.

Study skills are very similar to other content areas. Students need to locate information, analyze information, make connections, transfer information, classify information, use visual information such as graphs, charts, and diagrams. Again, the student is having to process the language then the content.

Some simple teaching guidelines are as follows:

By correlating science concepts and **themes** to applications across life, physical and earth sciences, students are able to make the connections and transfer their knowledge from course to course.

Prior to teaching a concept or theme, have students **tell you what they believe**. This will allow the instructor to make informed instructional decisions.

Use **hands-on activities** to make concepts more meaningful.

By using discussions, pair-share, experiments, and a variety of resource materials, you will help **develop academic language**.

Use a variety of instructional approaches to help students work through their misconceptions about science and scientific theories.

Integrate learning strategy instruction with all of the science activities, not just the activities that seem most amenable.

By using specific sheltered lesson delivery techniques, the instructor can enhance scientific learning.

SOCIAL STUDIES LANGUAGE SKILLS

Skill	Gr. 1-3	Gr. 4-6	Gr. 6-12
Conceptualize explanations	H	H	H
Comprehend oral information	L	M	H
Understand textual information	L	M	H
Monitor and adjust reading rate	L	M	H
Comprehend social studies-specific vocabulary	L	M	H
Use graphs, charts, and tables	L	M	H
Use reference materials	L	M	H
Answer questions orally	H	H	H
Ask clarifying questions or for clarification	H	H	H
Work in oral collaborative groups	H	M	M
Present orally in front of an audience	L	M	M
Provide written evidence	L	H	H
Label maps, charts, graphs, other visuals	H	M	L
Generate written reports	L	M	H

SLIDE 40:

The chart illustrates the language skills that students need to know in a mathematics class. Note that the skills cover listening, reading, speaking, and writing. The codes for each grade group are as follows:

H – high focus; the instructor needs to spend a lot of time on this skill and incorporate it into as many lessons as possible

M – medium focus; the instructor needs to ensure that the skill is addressed in lesson design and that the students have knowledge, but it does not need to be a daily focus

L – low focus; the instructor should emphasize these skills as part of the lesson less often

The presenter will need to review each skill and the focus level at each grade level by following the slide.

WHAT IS DIFFICULT IN SOCIAL STUDIES?

- Unfamiliar history
- Abstract concepts
- Expository texts
- Difficult grammatical structures
- Decontextualized language
- Visuals

SLIDE 41:

TEKS assume that our students come to us with prior knowledge of history, geography, and civics; however, because our ELLs are coming to us with limited or no knowledge, except for their preconceived notions, US history is **unfamiliar**. In addition, much of historical context is abstract – it happened in the past. As a result, the ELL has to process what you mean and what it looks like. Much of the specialized vocabulary is based on **abstract concepts**, such as *Mayflower Compact*, “social norms”, etc. Furthermore, like the science texts, social studies **texts** are **expository**, relying on difficult sentence structures and **grammatical structures** with which students are not familiar. ELLs also have to comprehend ideas and events that are removed from the present and **contextualize** those events within their own experiences. Finally, many ELLs have had little experience working with visuals such as maps, charts, graphs, or utilizing important listening, reading, or writing skills to obtain information and relay information to others.

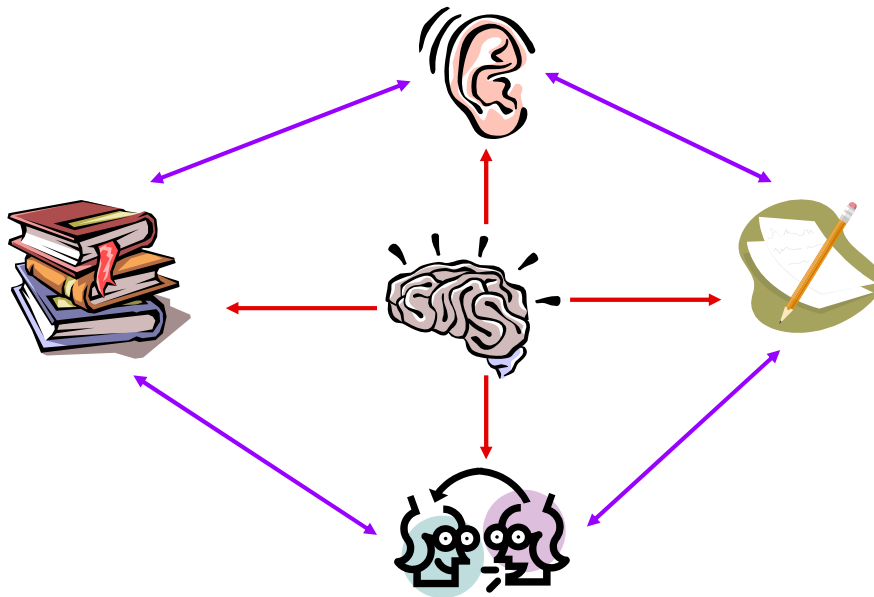
Some simple teaching guidelines include the following:

Talk to students about what they know, what they believe they know about the concept or topic you are addressing. This allows you to determine focus areas for your curriculum.

Choose to work with high priority objectives that include all levels of thinking.

Plan activities that students need to listen to, respond to verbally and in writing, discuss with peers and instructors, and present about to help students conceptualize the learning.

ELA and READING SKILLS



SLIDE 42:

The ELA and reading classes require an integrated language approach. Language should be taught holistically – while reading, the students need to write, speak, and listen. As the illustration shows, the thinking process for English and reading includes all four of the language skills. While this will help ELLs comprehend content, they will still have some difficulty.

Notes and Questions

WHAT IS DIFFICULT IN ELA AND READING?

- Literature and culture
- Extended vocabulary
- Comprehension and expression
- Lack of strategies in “Tool Kit”

SLIDE 43:

While we might believe that ELL students would engage in the ELA or reading class, there are obstacles that will impede the learning of literature, comprehension, grammar, and composition.

Literature is a reflection of a **culture**. Since ELL students are coming from different cultures, it is difficult for them to transition to our social norms. They also do not have a “shared knowledge” of our culture. So in addition to learning the curriculum, they are trying to assimilate the new culture.

In addition, many ELL students have not acquired a sufficient level of English to process varying levels of vocabulary. They are still learning simple and obvious words and simple sentence structure. Therefore, they do not have the **extended vocabulary** to express clearly what it is they want to say.

Because literature is various in its genres, approaches, biases, themes, and concepts, ELL students will have a difficult time **comprehending** the author’s intention, the selection’s meaning, as well as have to try to understand the language. This, in turn, stifles the ability to **express** what they are learning.

Ultimately, ELL students do not have enough learning and comprehension **strategies in their learning “Tool Kit.”**

Some teaching guidelines can include:

Have students complete an interest inventory. This can include their likes, dislikes, interests, concerns, ideas, background experiences, and any other information that is useful for the instructor to know the students. This information is valuable when trying to determine appropriate literature and comprehension activities. Once a theme or concept has been determined, it is important to incorporate appropriate language and content objectives that clearly outline the expectations. Also, build the Tool Kit – give students a multitude of strategies from which they can draw when trying to comprehend literature.

WHAT HAVE I LEARNED?

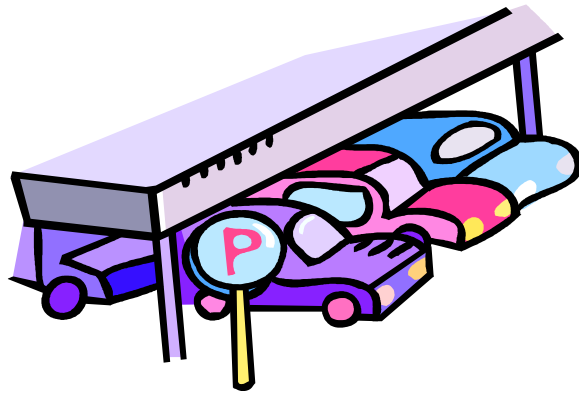
1. List 3 similarities between ESL and Sheltered Instruction.
2. What is one major difference between ESL and Sheltered Instruction?
3. What is one factor that affects second language acquisition that you will address immediately in your lesson planning? Why?
4. What is most important when assessing ELLs?
5. What are some concepts with which you still feel you need guidance and information?

SLIDE 44:

No notes.

PARKING LOT

What questions do you still have?



**SLIDE 45:
Questions.**

SECTION FOUR

Glossary of Related Terms

Additional Resources

SLIDE 46:
Glossary.

GLOSSARY

- Affective Filter – process whereby a person learns to adapt to new surroundings through low anxiety and emotional support to incorporate social and cultural ideas and traditions and to become part of the new culture without losing his/her own sense of self worth as he/she gains new social and cultural ideas.
- Alternative Assessment – analysis and reporting of student performance using sources that differ from traditional objective responses such as standardized and norm-referenced tests. Alternative assessments include portfolios, performance-based tasks, and checklists.
- Basic Interpersonal Communication Skills (BICS) – the language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. For example, children acquire BICS from their playmates, the media, and day-to-day experiences. BICS are generally more easily acquired than cognitive academic language proficiency (Cummins, 1984).
- Cognitive Academic Language Proficiency (CALP) – Language proficiency associated with schooling and the abstract language abilities required for the academic work. A more complex, conceptual, linguistic ability that includes analysis, synthesis, and evaluation (Echevarria, Voght, Short, 2000).
- Cloze Reading – a test or exercise of reading comprehension in which the student is asked to supply words systemically removed from the text.
- Cognates – related in origin – word parts that are similar in different languages because they are derived from the same root.
- Comprehensible Input – making adjustments to speech, providing gestures, pictures, visuals, films, and other media so that the message to the student is understandable; one of the components of the Sheltered Instruction Observation Protocol.
- Context Embedded – Natural usage of a language so that meaning of new words is derived through the context of the situation or test.
- ELD – English Language Development
- ELL – English Language Learners – students whose first language is not English and who are in the process of learning English
- English Proficient – a student who is not a native speaker, but who can function in English at an acceptable level to achieve in class and on standardized tests.

SLIDE 47:
Glossary.

GLOSSARY

- ESL – English as a Second Language – an educational approach in which limited English proficient students are instructed in the use of the English language. The instruction is based on a special curriculum that typically involves little or no use of the native language and is usually taught during specific school periods.
- ESOL – English for Speakers of Other Languages; see ESL.
- Extension – additional activities that provide practice in applying concepts of the lesson to new materials to ensure learning has taken place.
- Fishbone Graph – a flow chart or diagram much like the framework for diagramming sentences in English grammar.
- 5 Ws – who, what, when, where, why questions to answer when reading or writing usually used in journal-style writing or speaking
- Formal Schooling – new arrivals who have been in the US for fewer than 5 years and are very well-educated in their native language.
- Immersion – a general term for teaching approaches for limited English proficient students that do not involve using a student's native language (US General Accounting Office, 1994).
- Jigsaw – a text reading technique designed as a cooperative learning activity for all students. A “group” is assigned to read a section of the text. As a group, the students read the section, then discuss what was read, determining the essential information and key vocabulary. The group reports their finding to the rest of the class who takes notes.
- KWL Chart – a graphic organizer for reading and gathering information. K-What do we know? W-What do we want to find out? L-What did we learn?
- Language Proficiency – the level at which an individual is able to demonstrate the use of language for both communicative tasks and academic purposes
- LEP – Limited English Proficient – a term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classroom (Lessow-Hurley, 1991).
- Limited Formal Schooling – new arrivals who have been in the US for fewer than 5 years with limited or interrupted schooling in the native country.

SLIDE 48:

Glossary.

GLOSSARY

- Linguistically and Culturally Diverse – used to identify individuals from homes and communities where English is not the primary language of communication (Garcia, 1991).
- Long-term English Language Learner – students who have been in the US for 7 or more years and are reading and/or writing below grade level.
- LPAC – Language Proficiency Assessment Committee
- L1 – the first language that a person acquires, also termed the mother tongue, primary, or native language
- L2 – the second language that a person acquires, i.e. sometime after the acquisition of the first language has begun.
- Metacognitive Objectives – objectives that imply awareness, reflection, and interaction and are used in strategies that are integrated, interrelated, and recursive in manner.
- Native Language – primary or first language spoken by an individual
- Newcomer Programs – used by some districts to describe ESL programs developed for newly arriving immigrant students
- Paralanguage – in speech, the parts of language other than words that make up specific speech patterns of a person, i.e. pitch, volume, tone, etc.
- Partner Reading – a scaffolding technique where an ELL is paired with a more experienced reader through a part of the reading assignment.
- RAFT – a writing strategy for increasing student understanding of reading materials, especially in the content areas; Role, Audience, Format, Topic
- Realia – real-life objects that enable students to make connections to their own lives. For example, a bank deposit slip and a check register for a unit on banking.
- RPTE – Reading Proficiency Test in English
- Rubric – a statement that describes indicators of performance that include scoring criteria, on a continuum; may be described as “developmental” (emergent, beginning, developing, proficient) or “evaluative” (exceptional, thorough, adequate, inadequate)

SLIDE 49:
Glossary.

GLOSSARY

- SDAIE – Sheltered English; Specifically Designed Academic Instruction in English
- Sheltered Instruction – an approach to teaching that extends the time students have for receiving English language support while they learn content subjects. Sheltered instruction classrooms, which may include a mix of native English speakers and English language learners or only ELLs; integrates language and content while infusing sociocultural awareness. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing appropriate background information and experiences. The ultimate goal is accessibility for ELLs to grade-level content standards and concepts while they continue to improve their English language proficiency (Echevarria, et al, 2000).
- SLANT Strategy – Sit up, Lean forward, Activate your thinking, Name key information, Track the talker; a listening strategy based on the ideal that if students participate in positive ways, they enhance their relationship with the teacher that leads to a higher quality of education
- TPR – Total Physical Response – a language learning approach based on the relationship between language and its physical representation or execution. Emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by a teacher. Students respond by listening and performing the appropriate actions (Asher, 1981).
- Word Wall – a study technique using paper or poster or wall chart where words relevant to the content of the lesson being delivered are written so that students may refer to the words or use them in writing or speaking assignments

SLIDE 50:
Glossary.

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SLIDE 51:
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