

Sheltered Instruction Strategies for English Language Learners

Sheltered Instruction (SIOP) Components and Features	Suggested Instructional Activities
<p style="text-align: center;">Lesson Preparation (LP)</p> <p>1. Write content objectives clearly for students.</p> <p>2. Write language objectives clearly for students.</p> <p>3. Choose content concepts appropriate for age and educational background level of students. Teach required concepts without diminishing the content.</p> <p>4. Identify supplementary materials to use (graphs, models, visuals).</p> <p>5. Adapt content (e.g., text, assignment) to all levels of student proficiency.</p> <p>6. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking. Avoid planning a lecture as a meaningful activity.</p>	<p>Incorporate listening, speaking, reading, and writing activities</p> <p>Realia, manipulatives, props, photographs, illustrations</p> <p>Demonstration of lesson procedures</p> <p>Videos, DVDs, CD-ROMs, audio tapes</p> <p>Adapted, taped, or highlighted text</p> <p>Teacher-prepared outlines</p> <p>Jigsaw activities</p> <p>Marginal notes</p> <p>High-interest, low-readability texts, Trade books</p> <p>Thinking Maps and other graphic organizers</p> <p>Bilingual dictionaries, Native language texts</p>
<p style="text-align: center;">Building Background (BB)</p> <p>7. Explicitly link concepts to students' backgrounds and experiences (<i>"Have you ever...?"</i>)</p> <p>8. Explicitly link past learning and new concepts. (<i>Do you remember when we....?"</i>)</p> <p>9. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.</p>	<p>Question Stems to elicit and share background experiences</p> <p>Classroom charts and posters to link prior learning to new learning</p> <p>Advance Organizers</p> <p>Videos, DVDs, stories, articles, books, pictures, or photographs</p> <p>Insert Method, Anticipation Guides</p> <p>Concept/Question Board, Concept definition maps</p> <p>Word sorts, Vocabulary flip books, Word generation activities</p> <p>Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Cloze activities</p> <p>Mnemonic strategies, Interactive word walls, Labeling</p> <p>Word knowledge self-assessment, Word banks, Cognate study</p>
<p style="text-align: center;">Comprehensible Input (CI)</p> <p>10. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).</p> <p>11. Explain academic tasks clearly.</p> <p>12. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).</p>	<p>Preview lesson topic; provide multiple exposures to key details</p> <p>Provide both oral and written directions for tasks</p> <p>Step by step explanation and modeling of tasks</p> <p>Display a finished product as an example</p> <p>Assess students' comprehension often (<i>"Tell your partner what to do."</i>, <i>Thumbs up if you can repeat the directions"</i>, etc.)</p> <p>Multimedia resources (music, overhead transparencies, PowerPoint presentations, Web sites, videos/DVDs, etc.)</p> <p>Graphic organizers specific to the task</p> <p>Allow students to express understanding via alternative forms</p>
<p style="text-align: center;">Strategies (S)</p> <p>13. Provide ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).</p> <p>14. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.</p> <p>15. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (literal, analytical, and interpretive questions).</p>	<p>Mnemonic strategies</p> <p>SQP2Rs, GIST</p> <p>Rehearsal strategies</p> <p>Thinking Maps and other graphic organizers</p> <p>Text comprehension strategies (predicting, retelling, summarizing, etc.)</p> <p>QAR strategy</p> <p>Questioning the Author</p> <p>Anticipation / Reaction Guides</p> <p>Think Alouds</p> <p>Note Taking (Three-Column, Cornell notes, etc.)</p> <p>Scaffolded Questions / Verbal scaffolding of student responses</p> <p>Question stems that promote higher-order thinking skills</p>

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<p style="text-align: center;">Interaction (I)</p> <p>16. Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.</p> <p>17. Use group configurations that support language and content objectives of the lesson.</p> <p>18. Provide sufficient wait time for student responses consistently.</p> <p>19. Give ample opportunities for students to clarify key concepts in first language (L1) as needed with aide, peer, or L1 text.</p>		<p>Cooperative Learning Strategies (Think-Pair-Share, Numbered Heads Together, Jigsaw, Stay & Stray, Home-Expert Groups, etc.)</p> <p>Dialogue journals</p> <p>Pen pals / email exchanges</p> <p>Role play, charades, or pantomime</p> <p>Vary grouping configurations according to lesson objectives</p> <p>Incorporate sufficient wait time / avoid answering for students</p> <p>Student sharing of key words or concepts in L1</p>	
<p style="text-align: center;">Practice & Application (PA)</p> <p>20. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.</p> <p>21. Provide activities for students to apply content and language knowledge in the classroom.</p> <p>22. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).</p>		<p>Manipulatives / models</p> <p>Kinesthetic activities</p> <p>Thinking Maps and other graphic organizers</p> <p>Debate</p> <p>Discussion</p> <p>Role play</p> <p>Letter writing</p> <p>Interviews</p> <p>“Report out” information, orally or in writing</p> <p>Inquiry-based projects</p>	
<p style="text-align: center;">Lesson Delivery (LD)</p> <p>23. Support content objectives clearly.</p> <p>24. Support language objectives clearly.</p> <p>25. Engage students approximately 90-100% of the period (most students taking part and on task throughout the lesson).</p> <p>26. Pace the lesson appropriately to the students’ proficiency level.</p>		<p>State, post, and explain “student-friendly” objectives</p> <p>Explicitly address lesson objectives during instruction</p> <p>Think-Pair-Share</p> <p>Chunk and Chew technique</p> <p>Response cards</p> <p>Take a Stand</p> <p>Differentiate instruction based on student language levels</p>	
<p style="text-align: center;">Review & Assessment (RA)</p> <p>27. Give a comprehensive review of key vocabulary.</p> <p>28. Give a comprehensive review of key content concepts.</p> <p>29. Provide feedback to students regularly on their output (e.g., language, content, work).</p> <p>30. Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).</p>		<p>Act out key vocabulary (<i>see activities for Feature 9: Emphasize Key Vocabulary</i>)</p> <p>Draw / Write the Answer on individual white boards</p> <p>Non-verbal responses (thumbs-up, thumbs-down)</p> <p>Journal entries</p> <p>Outcome sentences</p> <p>Student-generated rubrics</p> <p>Modeling language use and paraphrasing student responses</p> <p>Portfolios</p> <p>NCCLAS Samples</p> <p>On-going, informal assessment</p> <p>Teacher observation/ anecdotal records</p>	
<p>Approved Testing Accommodations for Limited English Proficient Students (LEP)</p>	<p>English/Native Language Dictionary or Electronic Translator</p> <p>Multiple Sessions</p> <p>Scheduled Extended Time</p> <p>Student Reads Test Aloud to Self</p> <p>Test Administrator Reads Test Aloud</p> <p>Test in a Separate Room</p>	<p>North Carolina Standardized Test</p>	<p>Standardized Test without testing accommodations</p> <p>Standardized Test with testing accommodations</p> <p>NCCLAS (North Carolina Checklist of Academic Standards)</p>