

Sheltered Instruction Strategies for the High School ELL Classroom

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Sheltered English

- An instructional method used to make academic instruction in English comprehensible to ELLs
- ELLs are ‘sheltered’ in that they do not compete academically with native English speakers since the class includes only ELLs
- In some programs, ELLs also receive instruction in their native language
- ELLs are mainstreamed gradually as their English language proficiency improves

SIOP

Sheltered Instruction Observation Protocol

- Research-based model of sheltered instruction.
- Professional development to help teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency.
- The goal of sheltered instruction is to provide ELLs with grade-level content and concepts while they continue to improve their English.
- ELLs must develop English language proficiency and content area knowledge at the same time.
- SIOP consists of effective instructional techniques that positively impact student achievement when used consistently.
- Can be used in sheltered sections of ELLs, as well as in mainstream classrooms with only a few ELLs

Key Components for Teaching Language and Content Effectively

- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

Preparation

- Clearly define content & language objectives
- Choose age appropriate content objectives
- Use supplementary materials
- Adapt content to student proficiency
- Provide meaningful activities for language practice opportunities

Building Background

- Link concepts to students' background experiences
- Emphasize links between students' past learning and new concepts
- Emphasize key vocabulary

Comprehensible Input

- Speak appropriately to accommodate students' proficiency level
- Clearly explain academic tasks
- Vary techniques to make content concepts clear

Strategies

- Provide ample opportunities for students to use strategies
- Consistently use scaffolding techniques throughout lessons
- Employ a variety of question types

Interaction

- Provide frequent opportunities for interaction and discussion
- Group students to support language and content objectives
- Consistently afford sufficient wait time
- Give ample opportunities for clarification for concepts in L1

Practice/Application

- Supply lots of hands-on materials
- Provide activities for students to apply content/language knowledge
- Integrate all language skills into each lesson

Lesson Delivery

- Clearly support content objectives
- Clearly support language objectives
- Engage students 90-100% of the lesson
- Appropriately pace the lesson to students' ability level

Review/Assessment

- Provide comprehensive review of key vocabulary
- Supply comprehensive review of key content concepts
- Regularly give feedback to students on their output
- Conduct assessment of student comprehension and learning

Listening

For the given level of English language proficiency and with visual, graphic or interactive support through Level 4, English language learners can process or produce the **language** needed to:



Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> • Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons name orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., “These are polygons.”) • Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> • Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions 	<ul style="list-style-type: none"> • Evaluate information in social and academic conversations • Distinguish main ideas from supporting points in oral, content-related discourse • Use learning strategies described orally • Categorize content-based examples described orally 	<ul style="list-style-type: none"> • Distinguish between multiple meanings of oral words and phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> • Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly

Standard 2: The language of Language Arts

Model Performance Indicator

Listening

	Example Topic	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
L I S T E N I N G	Multiple Meaning (Summative Framework)	Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner <i>table</i> , <i>Table of Contents</i>)	Pair examples of use of words or phrases with multiple meanings from visuals (e.g., “Which one shows what <i>table</i> means in math class? In English class?)	Sort example of words, phrases or sentences with multiple meanings from visuals according to context.	Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support	Infer nuances from oral discourse containing multiple meanings

“Romeo loves Juliet.”	Juliet loves her family.
Love: a strong romantic feeling for someone	Love: the strong feeling of caring very much about someone or something.
	

Speaking

For the given level of English language proficiency and with visual, graphic or interactive support through Level 4, English language learners can process or produce the **language** needed to:

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> •Answer yes/no or choice questions within context of lessons or personal experiences •Provide identifying information about self •Name everyday objects and pre-taught vocabulary •Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> •Describe persons, places, events, or objects •Ask WH-questions to clarify meaning •Give features of content-based materials (e.g., time periods) •Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> •Suggest ways to resolve issues or pose solutions •Compare/contrast features, traits, characteristics using general and some specific language •Sequence processes, cycles, procedures, or events •Conduct interviews or gather information through oral interaction •Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> •Take a stance and use evidence to defend it •Explain content-related issues and concepts •Compare and contrast points of view •Analyze and share pros and cons of choices •Use and respond to gossip, slang, and idiomatic expressions •Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> •Give multimedia oral presentations on grade-level material •Engage in debates on content-related issues using technical language •Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) •Negotiate meaning in pairs or group discussions

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Model Performance Indicator

Speaking

	Example Topic	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
S P E A K I N G	Character Development (Formative Framework)	State facts about characters in visuals with L1 support	Describe personalities of characters in visuals with L1 support	Compare character assets and flaws using visuals or graphic organizers with L1 support	Discuss, with examples, character development using visuals or graphic organizers	Critique, with detailed examples, character development in literary works

“Juliet is a girl. She is 14 years old. She has long hair. She has brown hair.”



“Juliet has a cousin. His name is Tybalt. Tybalt wants to fight with Romeo.”



Reading

For the given level of English language proficiency and with visual, graphic or interactive support through Level 4, English language learners can process or produce the **language** needed to:

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> •Match visual representations to words/phrases •Read everyday signs, symbols, schedules, and school-related words/phrases •Respond to WH-questions related to illustrated text •Use references (e.g. picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> •Match data or information with its source or genre Classify or organize information presented in visuals or graphs •Follow multi-step instructions supported by visuals or data •Match sentence-level descriptions to visual representations •Compare content-related features in visuals and graphics •Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> •Apply multiple meanings of words/phrases to social and academic contexts •Identify topic sentences or main ideas and details in paragraphs •Answer questions about explicit information in texts •Differentiate between fact and opinion in text •Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> •Compare/contrast authors' points of view, characters, information, or events •Interpret visually- or graphically-supported information •Infer meaning from text •Match cause to effect •Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> •Interpret grade-level literature •Synthesize grade-level expository text •Draw conclusions from different sources of informational text •Infer significance of data or information in grade-level material •Identify evidence of bias and credibility of source

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Reading

	Example Topic	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
R E A D I N G	Bias (Formative Framework)	Identify facts (as nonbiased information) from visually supported phrases or sentences and share with a partner	Sort information as biased or not biased using models or illustrated criteria and share with a partner	Identify evidence of bias in various texts using models or criteria and share with a partner	Critique information in regard to bias from various sources including websites using models	Evaluate validity of information in regard to bias from various sources, including websites

“Juliet is a girl. She is 14 years old. She has long hair. She has brown hair.”



“The friar thinks that when Romeo and Juliet get married their families will stop hating each other.”



Writing

For the given level of English language proficiency and with visual, graphic or interactive support through Level 4, English language learners can process or produce the **language** needed to:

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> •Label content-related diagrams, pictures from word/phrase banks •Provide personal information on forms read orally •Produce short answer responses to oral questions with visual support •Supply missing words in short sentences 	<ul style="list-style-type: none"> •Make content-related lists of word, phrases, or expressions •Takes notes using graphic organizers or models •Formulate yes/no, choice and WH-questions from models •Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> •Complete reports from templates •Compose short narrative and expository pieces •Outline ideas and details using graphic organizers •Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> •Summarize content-related notes from lectures or text •Revise work based on narrative or oral feedback •Compose narrative and expository text for a variety of purposes •Justify or defend ideas and opinions •Produce content-related reports 	<ul style="list-style-type: none"> •Produce research reports from multiple sources •Create original pieces that represent the use of a variety of genres and discourses •Critique, peer-edit and make recommendations on others' writing from rubrics •Explain, with details, phenomena, processes, procedures

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Model Performance Indicator

Writing

	Example Topic	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
W R I T I N G	Literal & Figurative Language (Summative Framework)	Produce literal words or phrases from illustrations or cartoons and word/phrase banks	Express ideas using literal language from illustrations or cartoons and word/phrase banks	Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks	Elaborate on examples of literal and figurative language with or without illustrations	Compose narratives using literal and figurative language

She takes Romeo's very big knife. She kills herself. Now Juliet is dead.	Juliet sees Romeo's big knife. She takes the knife and kills herself and falls down beside Romeo.	'Quick, here is Romeo's dagger. Let me die! Juliet stabbed herself and fell.
Student examples: I am hungry.	I am so hungry that I could eat a horse!	I am starving to death!

1. Write the word:

angry

2. Write the sentence from the text:

“Juliet does not want her family to be angry.
Rome does not want his family to be angry.”

Write the word in your 1st language:

enojado

3. Write the definition:

-feeling of wanting to hurt someone because he or she has done something bad to you or been unkind to you

4. Illustrate the meaning of the word:



Write a synonym:

-annoyed
-irritated
-furious
-mad

Write an antonym:

-calm

ROMEO AND JULIET KWL CHART

	What I K now	What I W ant to Know	What I L earned
Character: people or animals in a story	Romeo – boy Juliet – girl -they are boyfriend and girlfriend	-How old are Romeo and Juliet? What are their last names?	Romeo is 15 years old. Juliet is 14 years old.
Setting: when and where the story takes place	When: a long time ago Where: Italy	When does the story take place? Where does the story take place? Does the setting change during the story?	The story takes place on May 16 th , 1595. The story takes place in Verona, Italy.
Plot: the events in the story	1. Romeo and Juliet fall in love. 2. They marry. 3. They die.	Where do Romeo and Juliet meet? How do they die?	They meet each other at a party. Romeo drinks lots of poison and Juliet kills herself with a knife.

Literary Terms Chart

Literary Term	Definition	Quotes from Text
character	-the people or animals in a story	"Juliet is a girl. She is 14 years old." "Romeo is a boy. He is 15 years old."
setting	-when and where the story takes place	"May 16 th , 1595"
plot	-the events in the story	"Romeo kills Tybalt." "They marry."
conflict	-the problem in the story	"Juliet does not want her family to be angry."
climax	-the most exciting part of the story	"Juliet wakes up. She sees Romeo is dead."
resolution	-the solution to the character's problem	"They do not have children. They feel very bad. They feel very sad. They say, "I do not hate you."
theme	-the lesson or the message that you can learn from the story	"They say, "I do not hate you."
surprise ending	-when the plot of a story takes a sudden turn at the end	"Juliet's parents and Romeo's parents see their children are dead."

Important Characters

Name of Character	Physical Description	Personality Traits	Relationship to Main Character	Quotes from Text
Juliet	- a girl - long hair - brown hair - 14 years old	- imaginative	Juliet is a main character.	“Juliet is a girl. She is 14 years old. She has long hair. She has brown hair.” “She thinks if she drinks a little poison she will look dead.”
Romeo	- a boy - 15 years old	- heartbroken	Romeo is a main character.	“Romeo is a boy. He is 15 years old.” “He thinks she is dead. He is very sad. His heart is broken.”
Tybalt	- a boy	- angry - aggressive	Tybalt is Juliet’s cousin.	“Tybalt wants to fight with Romeo.” “Romeo kills Tybalt. Now Tybalt is dead.”

Timeline of Events

Romeo and Juliet meet for the first time on May 16th.



Romeo and Juliet marry on May 17th.



Romeo kills Tybalt.



Romeo leaves Verona.



Juliet drinks a little poison.



Romeo's friend tells Romeo, "Juliet is dead."



Romeo runs to Juliet and he sees the cup of poison.



Romeo drinks lots of poison.

Open-Ended Questions

Level 1

A. The people tell Romeo, “Leave this city. Never come back.”

- Explain why Romeo has to leave Verona.

Provide specific information from the text to support your response.

B. Romeo runs to Juliet.

- Explain why his heart is broken.

Provide specific information from the text to support your response.

Level 2

A. Romeo and Juliet fall in love at first sight.

- Explain why they do not tell people that they are married.

Provide specific information from the text to support your response.

B. Juliet drinks a little poison.

- Explain why Juliet pretends that she is dead.

Provide specific information from the text to support your response.

Level 3

A. Romeo asks the Friar to marry him to Juliet.

- Explain why the Friar agrees to help them marry in secret.
- What are the consequences of the Friar’s decision?

Provide specific information from the text to support your response.

References

- Making Content Comprehensible for English Language Learners, Echevarria, Vogt, Short
- www.cal.org/siop
- www.ericdigests.org/pre-9210/english.htm
- www.wida.us