

# Sheltered Instruction Strategies for English Language Learners

Component	Sheltered Instruction (SIOP) Feature	Suggested Instructional Activities
<b>Lesson Preparation (LP)</b>	<ol style="list-style-type: none"> <li>1. Write <b>content objectives</b> clearly for students.</li> <li>2. Write <b>language objectives</b> clearly for students. (Reference the NC ELD SCS)*</li> <li>3. Choose <b>content concepts appropriate</b> for age and educational background level of students.</li> <li>4. Identify <b>supplementary materials</b> to use (graphs, models, visuals).</li> <li>5. <b>Adapt content</b> (e.g., text, assignment) to all levels of student proficiency.</li> <li>6. Plan <b>meaningful activities</b> that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.</li> </ol>	Incorporate listening, speaking, reading, and writing activities Realia, Manipulatives Picture Dictionary Thinking Maps Videos, CD Bilingual Dictionary Trade Books Leveled Readers
<b>Building Background (BB)</b>	<ol style="list-style-type: none"> <li>7. <b>Explicitly link concepts</b> to students' backgrounds and experiences.</li> <li>8. <b>Explicitly link past learning</b> and new concepts.</li> <li>9. <b>Emphasize key vocabulary</b> (e.g., introduce, write, repeat, and highlight) for students.</li> </ol>	Anticipation Guides Cognate Study Concept/Question Board Context Clues Four Quadrants Interactive Word Walls Labeling Personal Dictionaries Thesaurus Work Word Banks
<b>Comprehensible Input (CI)</b>	<ol style="list-style-type: none"> <li>10. Use <b>speech</b> appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).</li> <li>11. <b>Explain academic tasks</b> clearly.</li> <li>12. Use a <b>variety of techniques</b> to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).</li> </ol>	Concrete examples (maps, visuals, pictures, demonstrations) Instructional Technology Graphic Organizers (K-W-L, Story Map, T-Chart, Timeline, Venn Diagram, etc.) Modeling Music (Songs, Jazz Chants, etc.) Realia, Manipulatives, Props Videos, Films, CD ROM/DVD
<b>Strategies (S)</b>	<ol style="list-style-type: none"> <li>13. Provide ample opportunities for students to use <b>strategies</b>, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).</li> <li>14. Use <b>scaffolding techniques</b> consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.</li> <li>15. Use a variety of <b>question types including those that promote higher-order thinking</b> skills throughout the lesson (literal, analytical, and interpretive questions).</li> </ol>	Dialogue Journals Read Aloud Retelling Summarizing Think Aloud Thinking Maps Note Taking (Three-Column, Cornell, etc.) Verbal Scaffolding

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<b>Interaction (I)</b>	16. Provide frequent <b>opportunities for interactions</b> and discussion between teacher/student and among students, and encourage elaborated responses. 17. Use <b>group configurations</b> that support language and content objectives of the lesson. 18. Provide sufficient <b>wait time for student responses</b> consistently. 19. Give ample opportunities for <b>students to clarify key concepts in first language (L1)</b> as needed with aide, peer, or L1 text.	Centers Cooperative Learning Strategies (Think-Pair-Share, Numbered Heads Together, Jigsaw, etc.) Incorporate Wait Time Interview Cultural Sharing
<b>Practice &amp; Application (PA)</b>	20. Provide <b>hands-on materials</b> and/or manipulatives for students to practice using new content knowledge. 21. Provide activities for students to <b>apply content and language knowledge</b> in the classroom. 22. Provide activities that <b>integrate all language skills</b> (i.e., reading, writing, listening, and speaking).	Debate Games Group Projects Inquiry-Based Activities Role Play Total Physical Response (TPR)
<b>Lesson Delivery (LD)</b>	23. <b>Support content objectives</b> clearly. 24. <b>Support language objectives</b> clearly. 25. <b>Engage students</b> approximately 90-100% of the period (most students taking part and on task throughout the lesson). 26. <b>Pace</b> the lesson appropriately to the students' ability level.	Content Chunking Focus on essential concepts for mastery Refer to the NC ELD SCS Differentiate instruction according to students IPT scores Language Experience Approach
<b>Review &amp; Assessment (RA)</b>	27. Give a comprehensive <b>review of key vocabulary</b> . 28. Give a comprehensive <b>review of key content concepts</b> . 29. Provide <b>feedback</b> to students regularly on their output (e.g., language, content, work). 30. Conduct <b>assessments</b> of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).	Demonstration Draw the Answer/Clip art NCCLAS Samples Non-verbal (thumbs-up, thumbs-down) On-going, informal assessment Portfolio, Observation/Anecdotal Retelling Rubrics Sorting and Grouping

<b>Approved Testing Accommodations for Limited English Proficient Students (LEP)</b>	English/Native Language Dictionary or Electronic Translator Multiple Sessions Scheduled Extended Time Student Reads Test Aloud to Self Test Administrator Reads Test Aloud Test in a Separate Room	<b>North Carolina Standardized Test</b>	Standardized Test without testing accommodations Standardized Test with testing accommodations
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