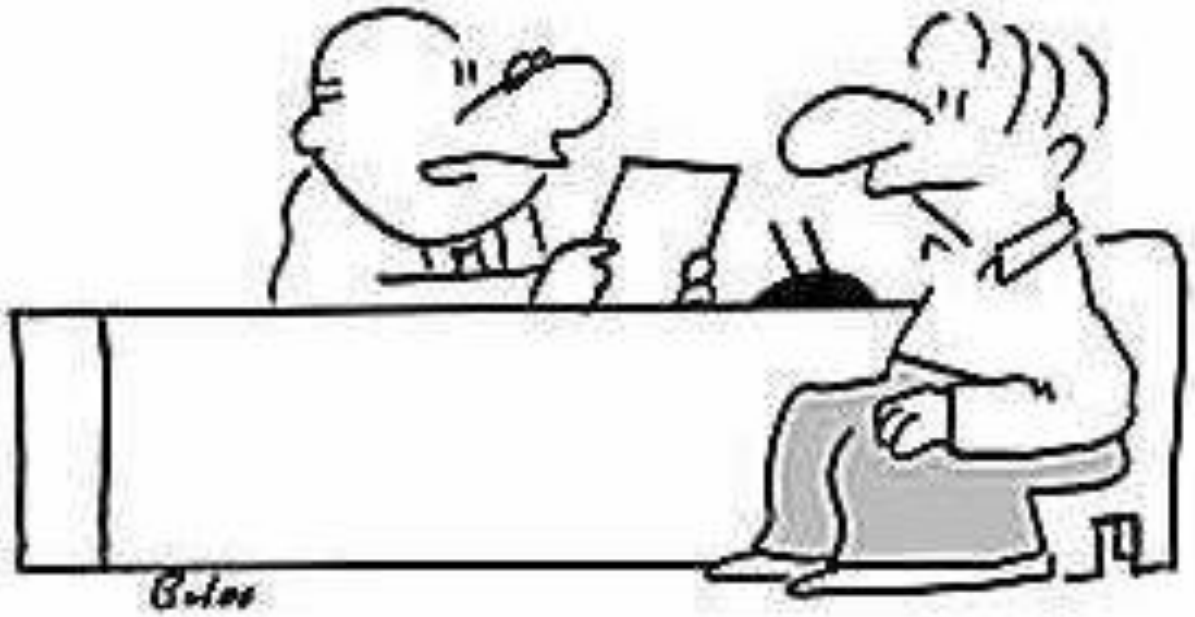
TODAY'S MENU
Strategies
Content Objectives
Language Objectives
* Special *
Lesson Planning

Sheltered Instruction: Day One

Welcome to Day One!

1. Grounding
2. APS Instructional Model
3. Overview of Sheltered Instruction
4. Language Acquisition Theory
5. Lesson Preparation
6. Wrap-up and Goal Setting

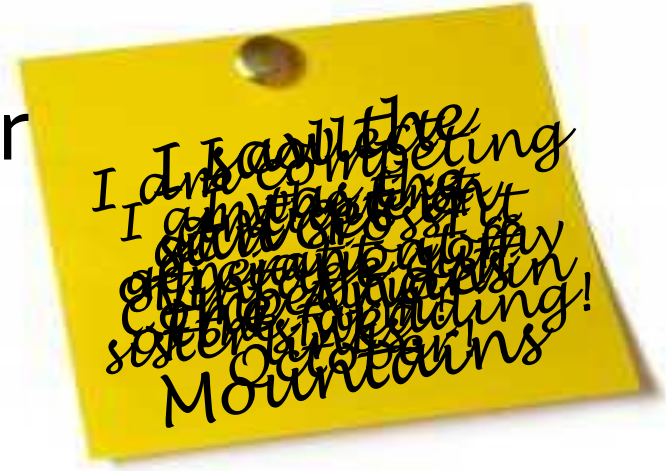
- *Integrated Lesson Planning Time*



"'LUNCH'? WELL, YES--BUT WHAT ARE YOUR *LONG*-TERM GOALS?"

Destiny Slips

1. Write a quirky fact about yourself on a sticky note.
   - Don't share it at your table
   - No need to write your name
2. Hand the slip to Lori or Jennifer



Objectives:

CONTENT OBJECTIVE: TLW

- Identify and apply the key components of the district instructional model.
- Embed engaging activities and language into our lesson delivery.

LANGUAGE OBJECTIVE

- I will read about and discuss key elements of the instructional model.
- I will describe the process of second language development.
- I will write language objectives that provide access to academic content.

Learning Target

"Students who can identify what they are learning significantly outscore those who cannot."

- Marzano, 2005

The Importance of Networking

PLEASE STAND IF you are…

- A Classroom Teacher PK
- A Classroom Teacher K-4
- A Classroom Teacher 5-6
- A Classroom Teacher 7-8
- A Classroom Teacher 9-12
- A Specialist

Shared Understandings

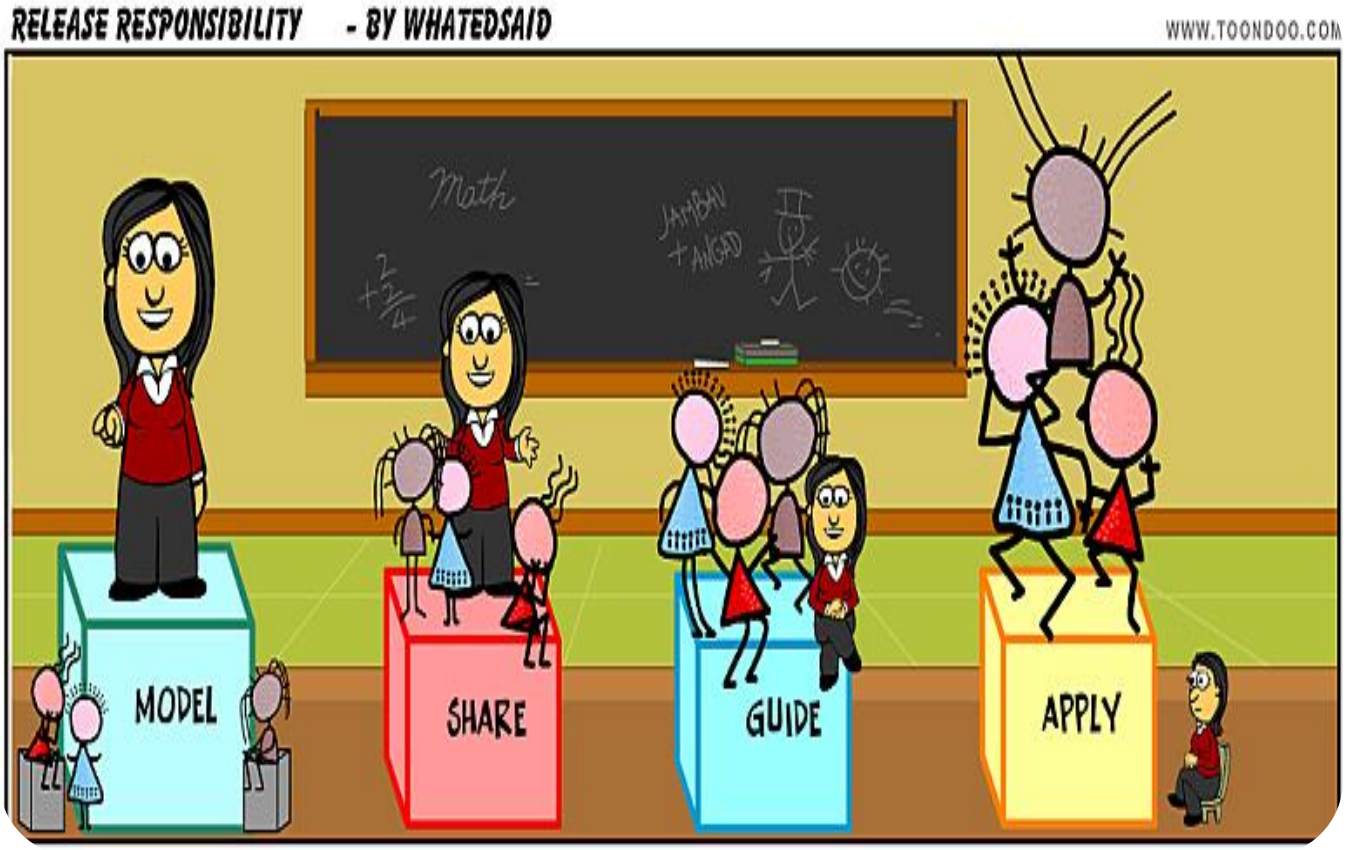
We are all here to enhance our practice!

- Positive
- Inquisitive
- CASE Teaching *[Copy & Steal Everything]*
- Present
  - Respectful use of technology

SIOP Pre-Assessment

- Google: kahoot.it
- https://getkahoot.com/

INSTRUCTIONAL MODEL



https://www.teachingchannel.org/videos/improving-teacher-practice

Discussion

- How would using the, "I do it, We do it, You do it together, You do it alone," model change the way you plan your lessons?
- How do the post-its hold students accountable and push them to think about their own cognition?
- Beyond shifting the cognitive load, what are the benefits of structuring lessons in this way?

The Cone of Learning

sparkinsight.com

I see and I forget.
I hear and I remember.
I do and I understand.
— Confucius

After 2 weeks, we tend to remember ...

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE & HEAR
- 70% of what we SAY
- 90% of what we SAY & DO

Passive

Active

Source: Edgar Dale (1969)

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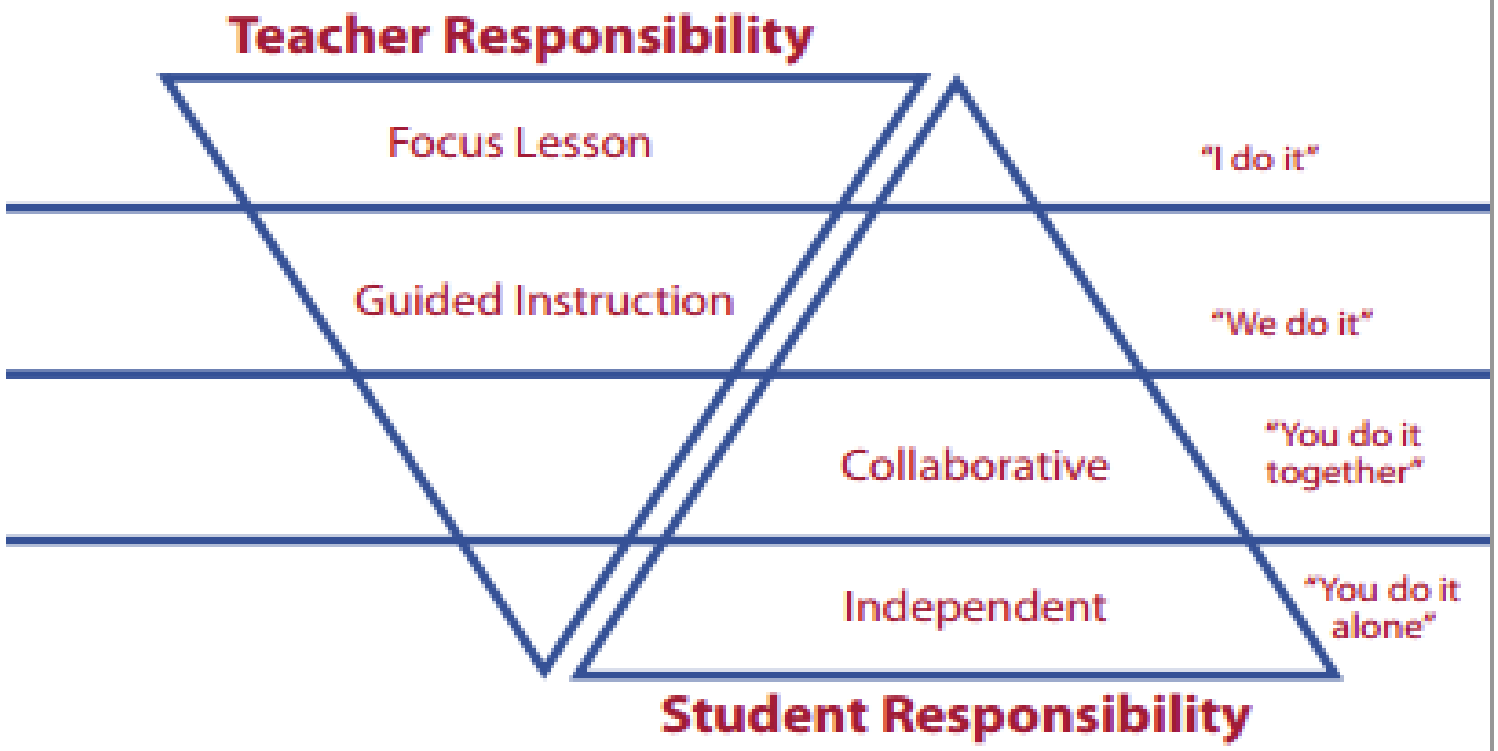
Gradual Release of Responsibility Model

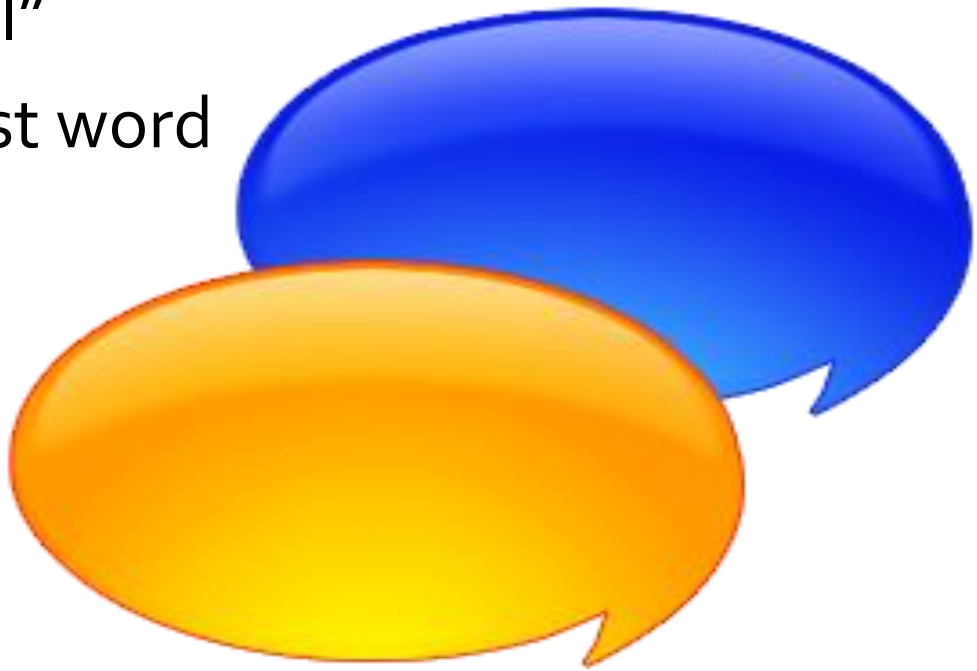


Fisher, D and Frey, N. (2008).

Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.

Save the Last Word Activity

- Article: "Effective use of the Gradual Release of Responsibility Model"
- Process: Save the last word



INSTRUCTIONAL MODEL

Instructional Model

Lesson Progression	Lesson Components	Strategies and Interactions (Examples)
Goal *I do it*	**Lesson Preparation** ⇒ Standards Based ⇒ Essential Question ⇒ Objectives ◊ Content-The learner will. Language-I can/will	**Objectives**
Access Prior Knowledge *I do it & We do it*	**Build Background** ⇒ Making Connections ◊ Prior learning ◊ Students' experiences	**cartoon video**
New Information *I do it & We do it*	**Lesson Delivery** ⇒ Comprehensible Input ⇒ Focus lesson/Direct Instruction	**APS Instructional model/Guided release visual**
Apply *You all do it & You do it*	**Practice & Application** ⇒ Teacher Facilitated Small Groups ⇒ Hands-on Learning ⇒ Cooperative Learning	**Article and activity**
Generalize *We do it, You all do it, or You do it*	**Review& Assessment** ⇒ Review Lesson Objectives ⇒ Summarize Learning ⇒ Student Reflection	**Reflection activity**

12-13

Instructional Model

Lesson Progression *Gradual Release*	Lesson Components *SIOP*	Strategies and Interactions (Examples) *Research-Based Instruction*
Goal *I do it*	**Lesson Preparation** ⇒ Standards Based ⇒ Essential Question ⇒ Objectives ◊ Content-The learner will... ◊ Language-I can/I will...	•Vocabulary from standards used and explained in content and language objectives
Access Prior Knowledge *I do it & We do it*	**Build Background** ⇒ Making Connections ◊ Prior learning ◊ Students' experiences	•Bell work •Visuals, manipulatives •Vocabulary graphic organizers •KWL •Quick writes
New Information *I do it & We do it*	**Lesson Delivery** ⇒ Comprehensible Input ⇒ Focus lesson/Direct Instruction ⇒ Guided Instruction	•Frayer model •Think aloud •Shared reading •Cornell notes •Wait time
Apply *You all do it & You do it*	**Practice & Application** ⇒ Teacher Facilitated Small Groups ⇒ Hands-on Learning ⇒ Cooperative Learning ⇒ Independent Practice	•Jigsaw •Turn and talk •Write and learn •Save the last word for me
Generalize *We do it, You all do it, or You do it*	**Review& Assessment** ⇒ Review Lesson Objectives ⇒ Summarize Learning ⇒ Student Reflection	**Lesson** •Think-write-pair-share •Exit Slips •Summarize •Mondo Focus Sheets **Unit** •Tests/Quizzes •Presentation •Project •Writing

FORMATIVE ASSESSMENT

DIFFERENTIATION

Student Learning, Data Analysis, Reflection, Pre-Assessment and Planning

Defining SIOP and SLA

Part I

Defining Sheltered Instruction?

1. **Think:** How would you define Sheltered Instruction (SIOP)?

2. **Write:** A definition on a sticky note.

3. **Pair - Share:** Turn to a partner and share.

What is Sheltered Instruction?

Sheltered instruction is an **approach** for teaching **grade-level content** to … **English learners** in strategic ways that make the subject matter concepts comprehensible while promoting the students' **English language development**.

What is Sheltered Instruction?

Sheltered instruction is an **approach** for teaching **grade-level content** to … **academic language learners** in strategic ways that make the subject matter concepts comprehensible while promoting the students' **English language development**.

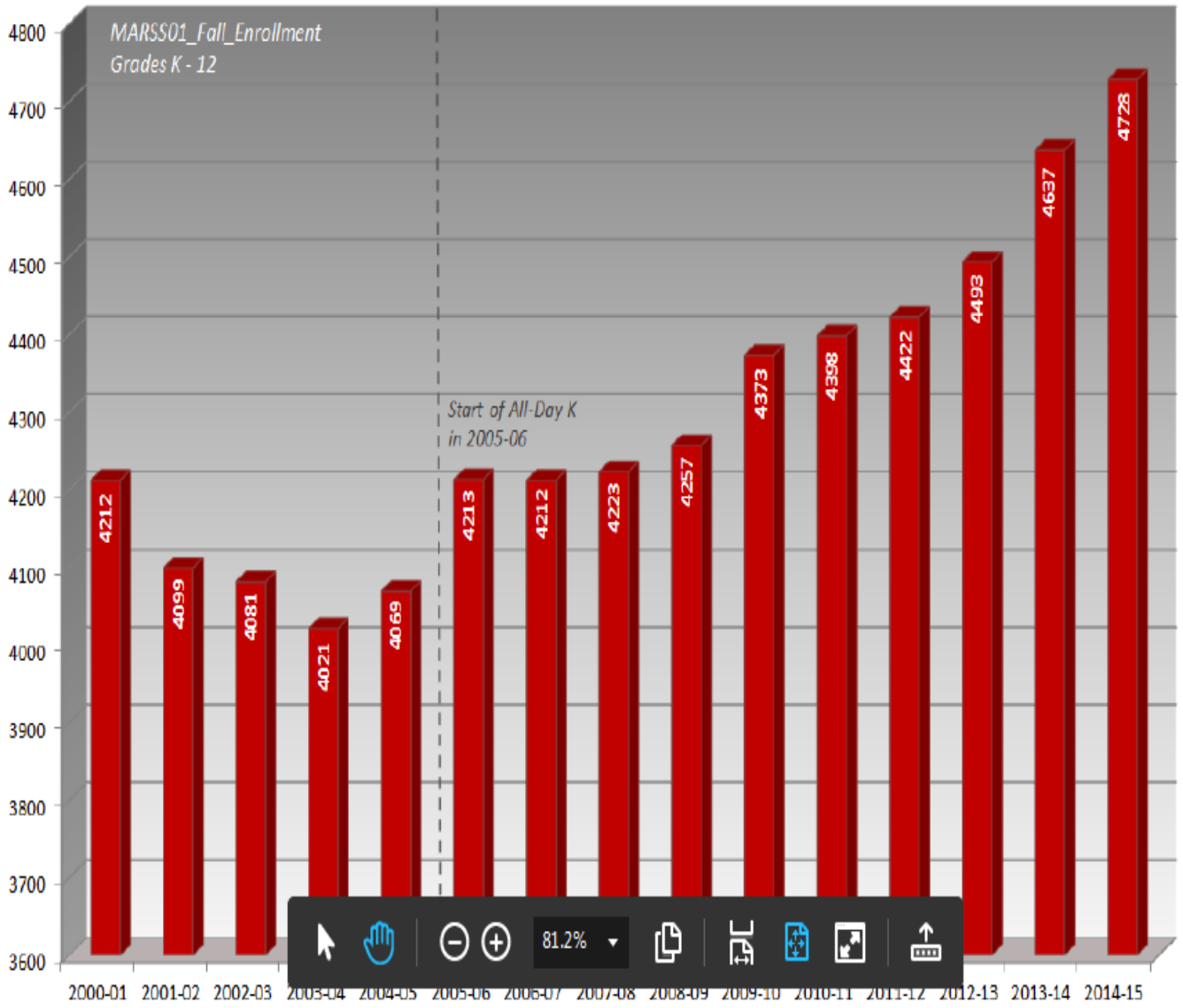
Austin Public Schools

ENGAGING AND EMPOWERING ALL LEARNERS FOR LIFE!

Enrollment Trend

*Fall Oct.1 Enrollment - *Excludes Early Childhood**

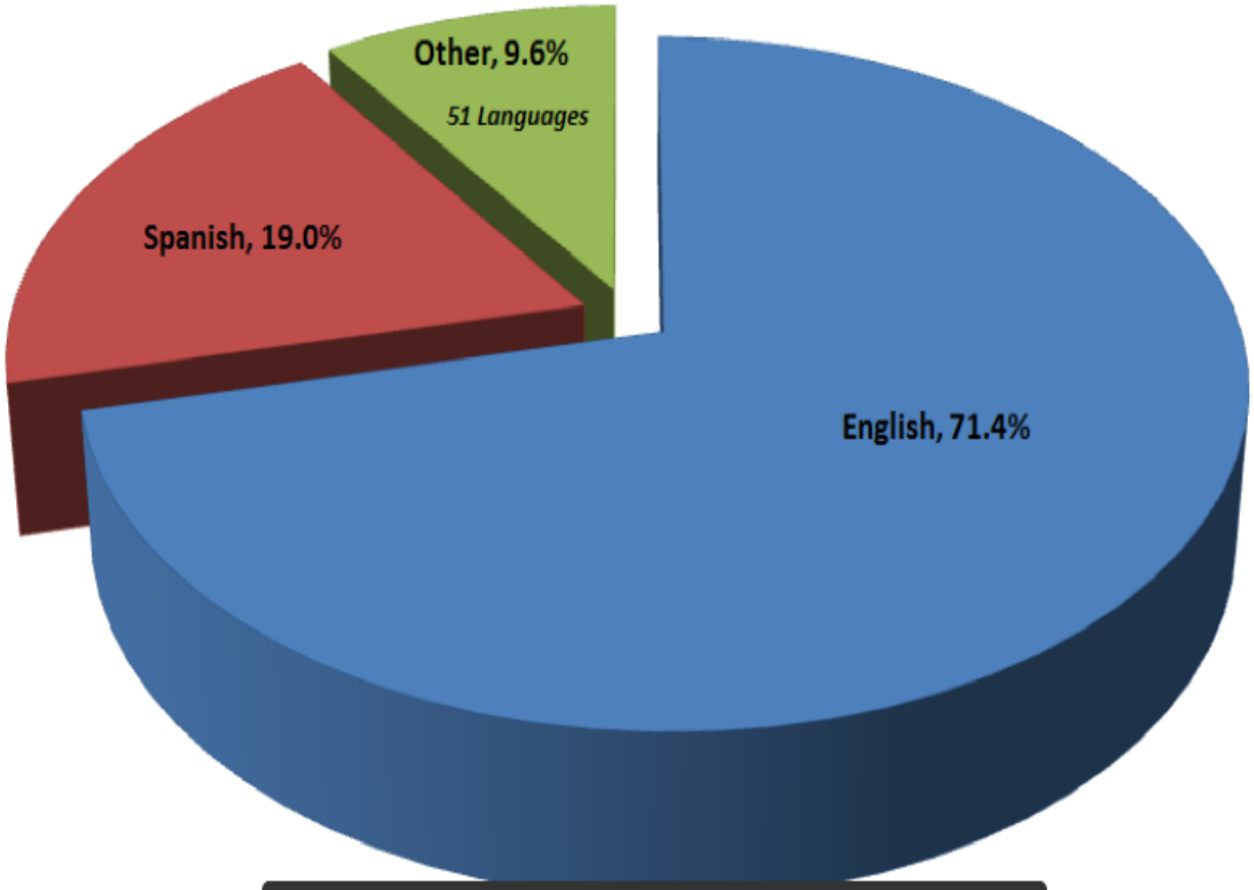
REA



Austin Public Schools

ENGAGING AND EMPOWERING ALL LEARNERS FOR LIFE!

2014 - 2015 Home Language Breakdown



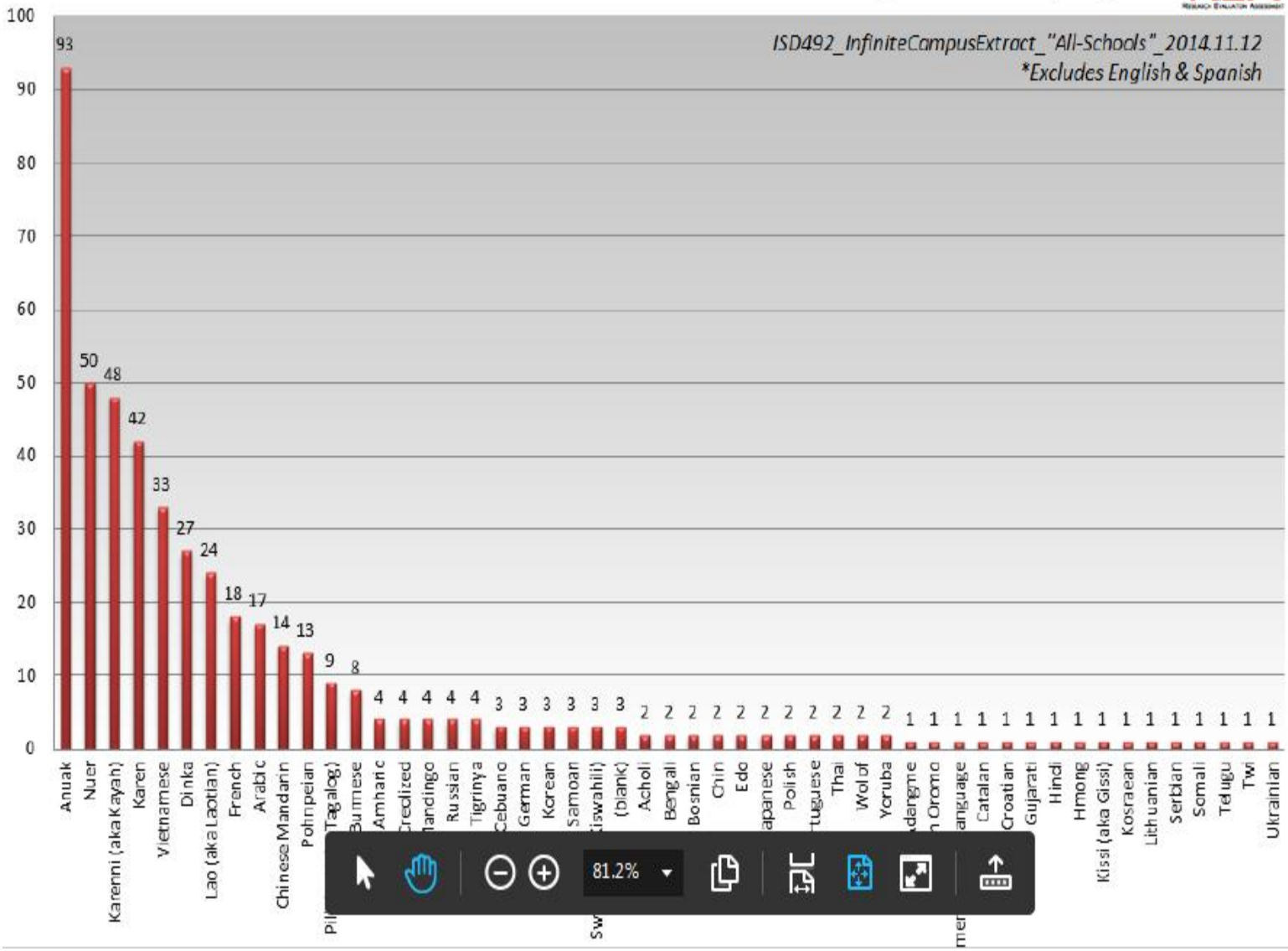
REA

Austin Public Schools

ENGAGING AND EMPOWERING ALL LEARNERS FOR LIFE!

2014 - 2015 Home Language Breakdown
Counts of 51* Known Primary Home Languages

REA



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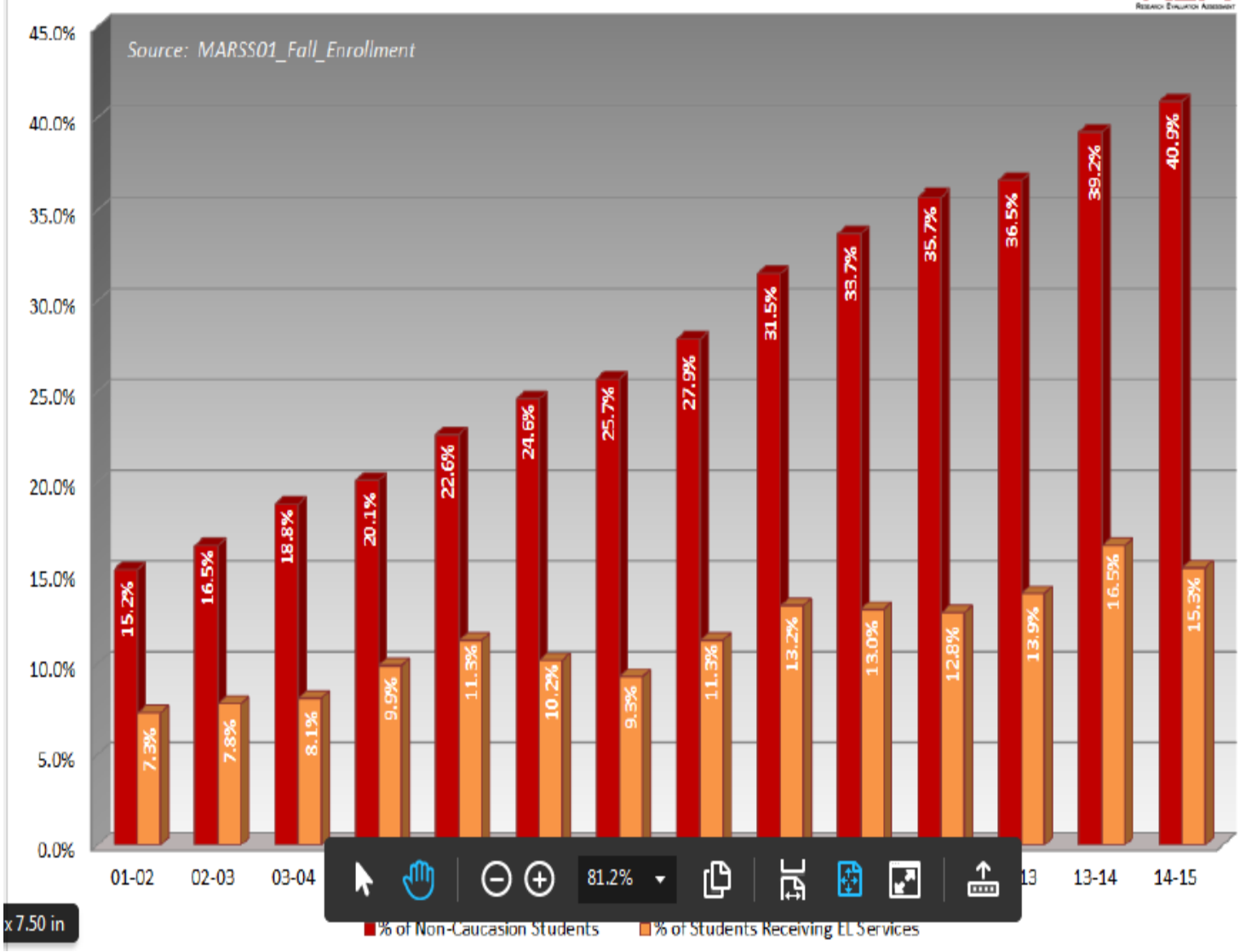
ENGAGING AND EMPOWERING ALL LEARNERS FOR LIFE!

Ethnicity & EL Trend

Percent of Students Receiving EL Services



x 7.50 in

Academic Language

Family Status	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	Words heard in 4 years
Welfare	616	62,000	3 million	13 million
Working Class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

- Hart & Risley, 1995

Movie Buddies:

A: What makes sheltered instruction **critical for ELs?**

B: How can sheltered instruction benefit **all students**?

How does Sheltered Instruction work?

Classroom teachers and specialists integrating **language support** **into** **content instruction**.

- Not just an EL intervention
- Inclusive
- All Proficiency Levels
- **Best Practice**: Strategies, supports, interaction, cultural backgrounds, affective needs, and learning styles

The 8 Components of Sheltered Instruction

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

English Learner Diversity

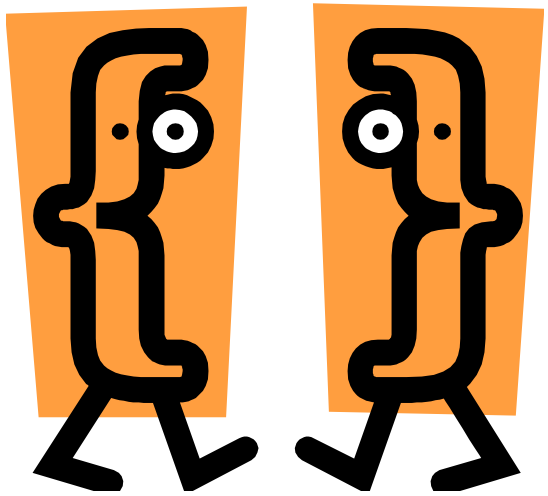
- Educational Backgrounds
  - Recent immigrant, strong academic background
  - Recent immigrant, SLIFE
  - Second or third generation (57%)
- Family Education, Expectations, Language Use
- Socioeconomic Status
- Age of Arrival

Factors Affecting Second Language Acquisition

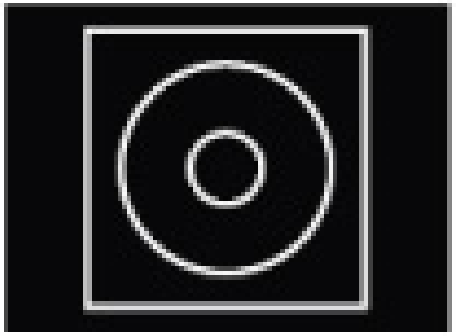
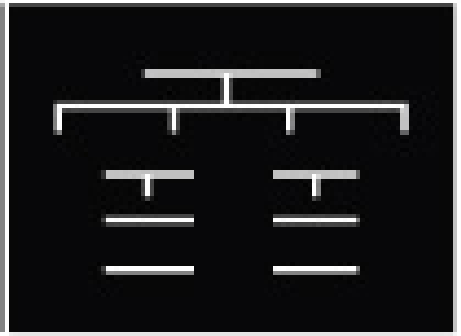
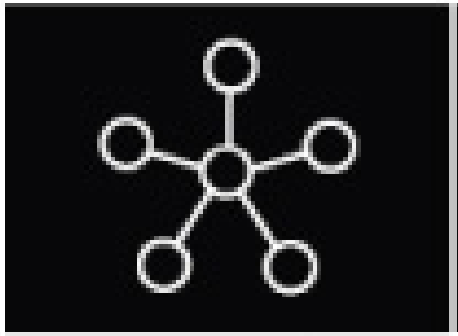
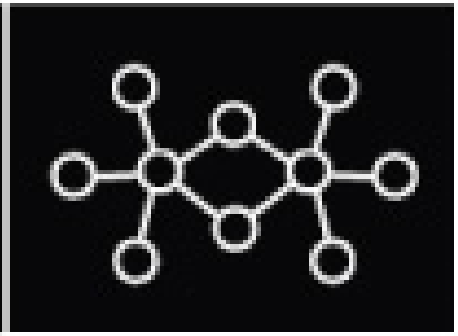
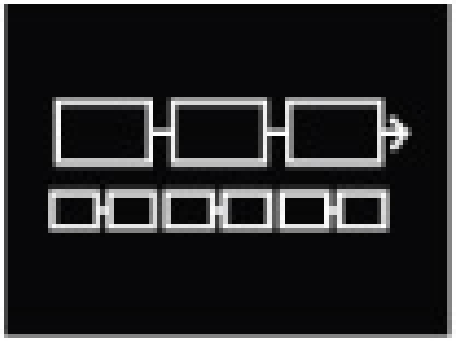
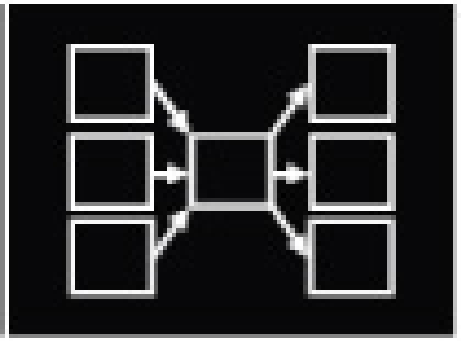
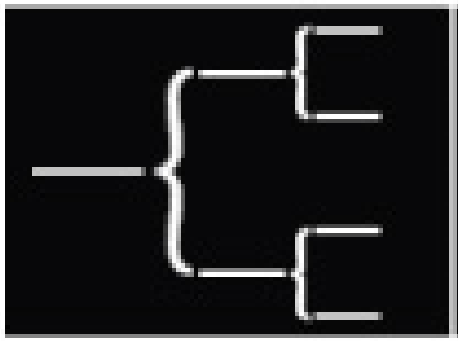
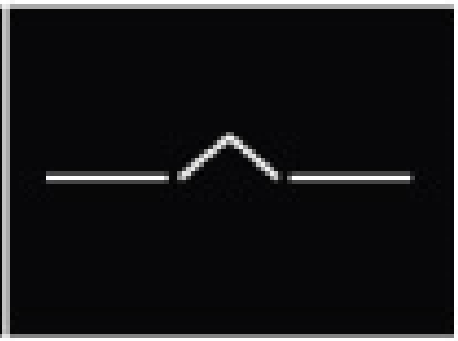
- SLA is a **unique process** for each EL
- Teacher awareness!
  - Find the article in the Binder titled **Contextual Factors…**
  - Number off **1** through **8 around the room**

Jigsaw Assignments

1. Language Distance + Native Language Proficiency
2. Knowledge of Second Language + Dialect and Register
3. Language Status + Language Attitudes
4. Diverse Needs + Diverse Goals
5. Peer Groups + Role Models
6. Home Support
7. Learning Styles + Motivation
8. Classroom Interaction



Thinking Maps: Sneak Peak

Circle	Tree	Bubble	Double Bubble
			
			
Flow	Multi Flow	Brace	Bridge

8

Thinking Maps

Circle Map – Brainstorming or Defining a Context

Bubble Map – Describing

Double Bubble Map – Comparing & Contrasting

Tree Map – Classifying & Sorting

Brace Map – Analyzing Whole-Part Relationships

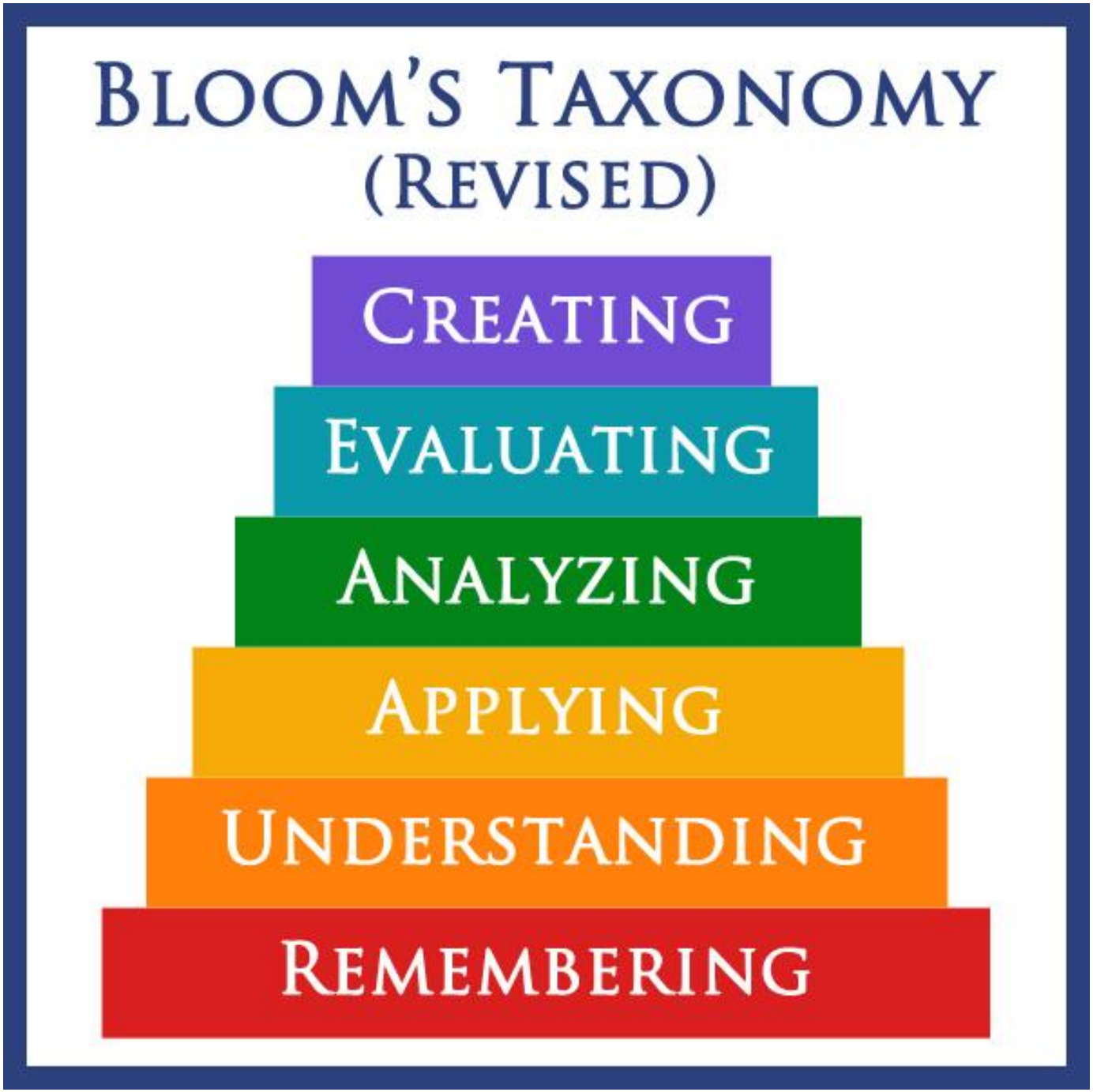
Flow Map – Sequencing

Multi Flow Map – Analyzing Cause & Effect Relationships

Bridge Map – Seeing Analogies

Contextual Factors [Summary]

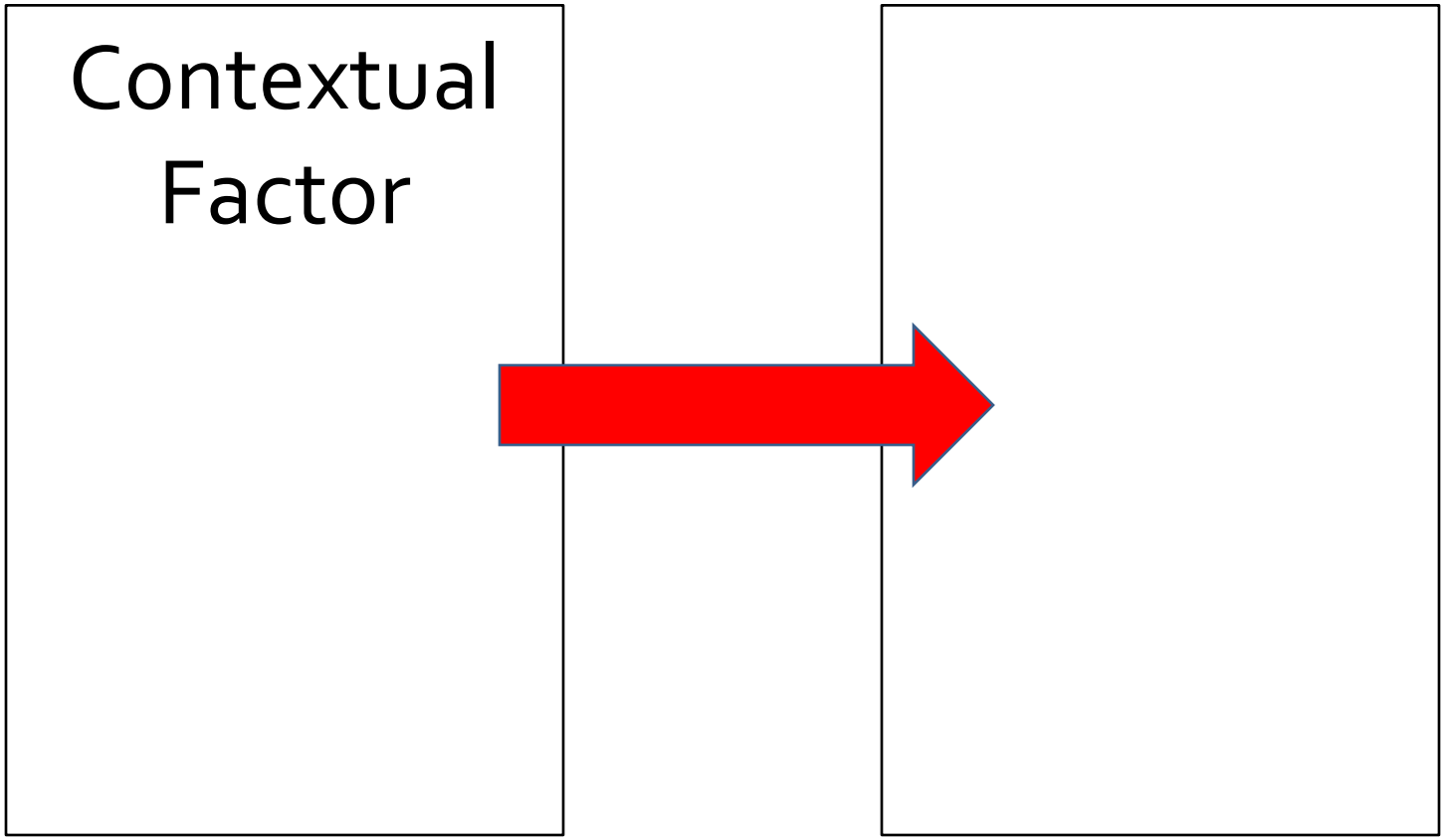
Language Distance + Native Language Proficiency	Knowledge of Second Language + Dialect and Register	Language Status + Language Attitudes	Diverse Needs + Diverse Goals	Peer Groups + Role Models	Home Support	Learning Styles + Motivation	Classroom Interaction
•	•						
•	•						
•	•						
•	•						


BLOOM'S TAXONOMY
(REVISED)
CREATING
EVALUATING
ANALYZING
APPLYING
UNDERSTANDING
REMEMBERING

How does this contextual factor impact students in our school(s)?

IF…

THEN…



Which of these contextual factors most affects your students' language learning? Why?

Language Distance + Native Language Proficiency	Knowledge of Second Language + Dialect and Register	Language Status + Language Attitudes	Diverse Needs + Diverse Goals	Peer Groups + Role Models	Home Support	Learning Styles + Motivation	Classroom Interaction

Where and how do children learn Academic Language?

http://www.online-stopwatch.com/countdo

SLA Research Guiding SIOP

Stephen Krashen

Jim Cummins

Academic Language Acquisition:
Cummins' Model of Academic Language Development

Cognitively Undemanding

A.

- Art, Music, PE
- Following simple Instructions
- Face-to-face conversations

C.

- Telephone conversations
- Note on refrigerator
- Written directions

Context Embedded

Context Reduced

B.

- Demonstrations
- A-V assisted lessons
- Science experiments
- Social studies projects

D.

- Reading a textbook
- Explanations of new, abstract concepts
- Lecture with few illustrations
- Math concepts & applications

Cognitively Demanding

BICS

Basic

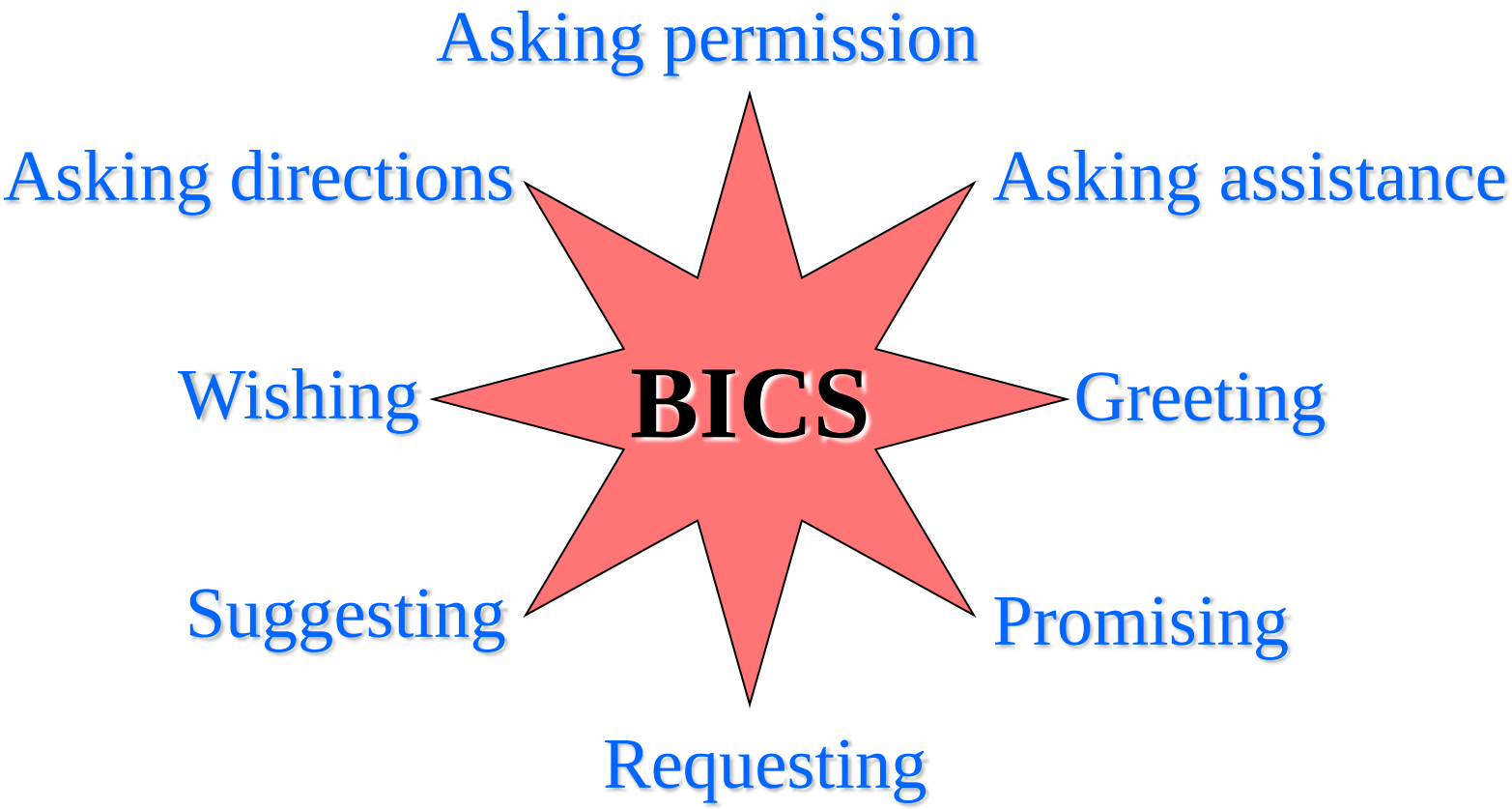
Interpersonal

Communicative

Skills

EL students frequently appear to have peer-appropriate conversation fluency in English.

Language Functions



CALP

Cognitive

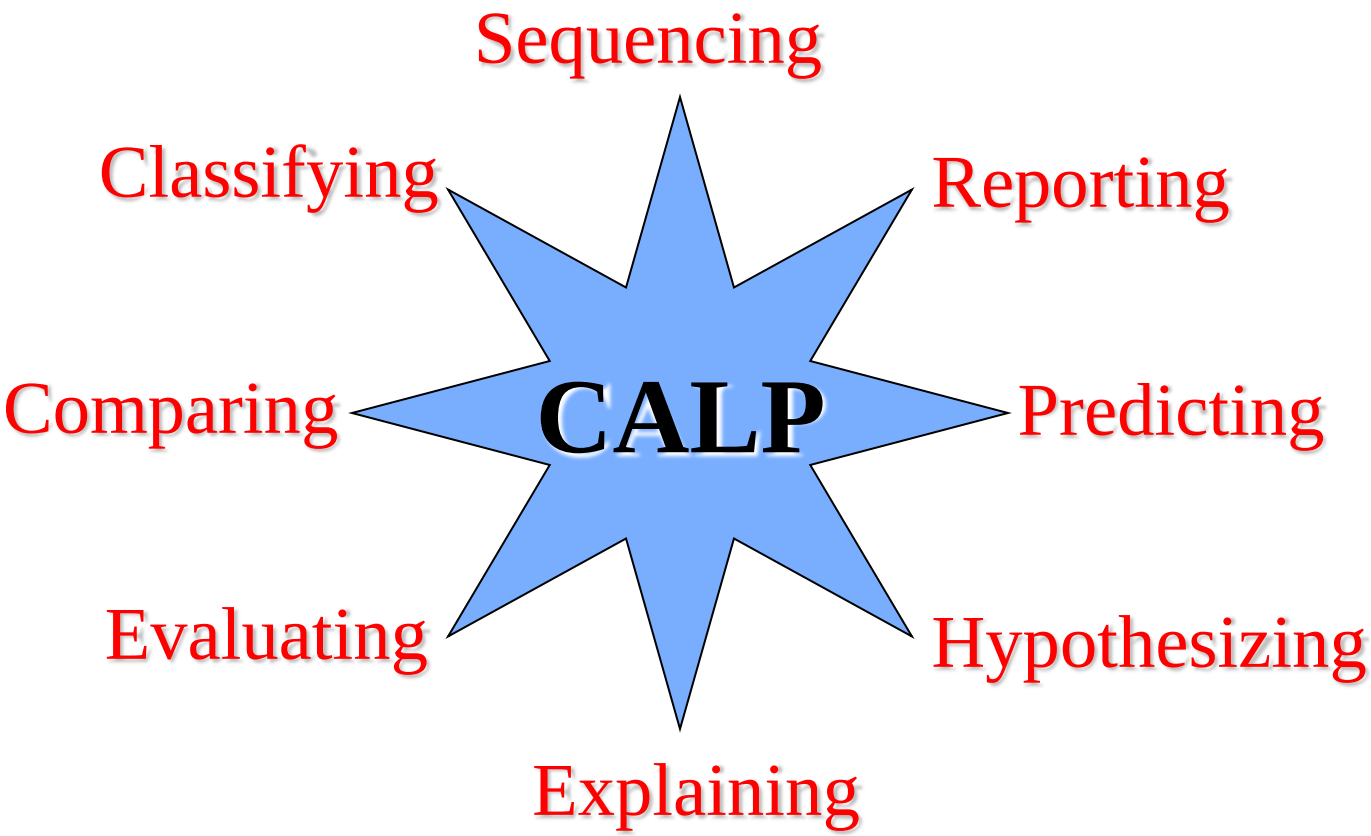
Academic

Language

Proficiency

On average ELL students require 5-7 years to approach grade norms in academic aspects of English

Language Functions



INSTRUCTIONAL MODEL

Instructional Model

Lesson Progression	*Lesson Components*	*Strategies and Interactions (Examples)*
Goal *I do it*	**Lesson Preparation** ⇒ Standards Based ⇒ Essential Question ⇒ Objectives ◊ Content-The learner will. Language-I can/will	
Access Prior Knowledge *I do it & We do it*	**Build Background** ⇒ Making Connections ◊ Prior learning ◊ Students' experiences	
New Information *I do it & We do it*	**Lesson Delivery** ⇒ Comprehensible Input ⇒ Focus lesson/Direct Instruc-tion	
Apply *You all do it & You do it*	**Practice & Application** ⇒ Teacher Facilitated Small Groups ⇒ Hands-on Learning ⇒ Cooperative Learning	
Generalize *We do it, You all do it, or You do it*	**Review& Assessment** ⇒ Review Lesson Objectives ⇒ Summarize Learning ⇒ Student Reflection	

12-13

Instructional Model

Lesson Progression ***Gradual Release***	*Lesson Components* ***SIOP***	*Strategies and Interactions (Examples)* ***Research-Based Instruction***
Goal *I do it*	**Lesson Preparation** ⇒ Standards Based ⇒ Essential Question ⇒ Objectives ◊ Content-The learner will... ◊ Language-I can/I will...	•Vocabulary from standards used and explained in content and language objectives
Access Prior Knowledge *I do it & We do it*	**Build Background** ⇒ Making Connections ◊ Prior learning ◊ Students' experiences	•Bell work •Visuals, manipulatives •Vocabulary graphic organizers •KWL •Quick writes
New Information *I do it & We do it*	**Lesson Delivery** ⇒ Comprehensible Input ⇒ Focus lesson/Direct Instruction ⇒ Guided Instruction	•Frayer model •Wait time •Think aloud •Shared reading •Cornell notes
Apply *You all do it & You do it*	**Practice & Application** ⇒ Teacher Facilitated Small Groups ⇒ Hands-on Learning ⇒ Cooperative Learning ⇒ Independent Practice	•Jigsaw •Turn and talk •Write and learn •Save the last word for me
Generalize *We do it, You all do it, or You do it*	**Review& Assessment** ⇒ Review Lesson Objectives ⇒ Summarize Learning ⇒ Student Reflection	**Lesson** •Think-write-pair-share •Exit Slips •Summarize •Mondo Focus Sheets **Unit** •Tests/Quizzes •Presentation •Project •Writing

FORMATIVE ASSESSMENT

DIFFERENTIATION

Student Learning, Data Analysis, Reflection, Pre-Assessment and Planning

Lesson Preparation

Part II

"Teacher Skills to Support English Language Learners"

Read:

- Underline interesting sentences.
- Add question marks [?] by statements you 'wonder' about
- Put an exclamation mark [!] by 1 statement you feel strongly about

Discuss your highlights:

- Use 3 **talking chips** each

Lesson Preparation: 6 Key Features

1. **Content Objectives:** defined, displayed and reviewed before, during and after the lesson.

2. **Language Objectives:** defined, displayed and reviewed before, during and after the lesson.

Lesson Preparation: 6 Key Features

3. **Content Concepts:** appropriate for educational level of students.
4. **Supplementary Materials:** make lesson clear and meaningful.
5. **Adaptation of Content:** meet all levels of language proficiency.
6. **Meaningful Activities:** integrate lesson concepts with language practice in 4 domains.

Content Objectives

- "What you teach" or "What students will **know**"
- Standards, benchmarks, and learning outcomes
- Reasonable chunk of time

Content Objectives

- **Defined, displayed, and reviewed**
- Focus your planning
- Written in **student-friendly language**

Student-Friendly Language

- Academic Standards
  - **Complex**
  - **Broad**
  - **Educatorese**
- Student-Friendly **Content** Objectives:
  - Lesson-level (**specific**)
  - Limited to **only 1-2** per lesson
  - May use **paraphrasing** or parenthetical explanations

Student-Friendly Starters

- We will…
- SWBAT…
- TLW…
- My job is…

Objectives

CONTENT OBJECTIVES

- The Learner Will (TLW)

LANGUAGE OBJECTIVE

- I can or I will

Student-Friendly Language

KINDERGARTEN L.A. STANDARD

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

AS CONTENT A OBJECTIVE

- The learner will retell several things that happen in a story.
- The learner will describe the location (place) of things in my house.

Student-Friendly Language

GRADE 6 MATH STANDARD

Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers. Use ratios to solve real-world and mathematical problems.

AS A CONTENT OBJECTIVE

- The learner will compare the ratios of raisins in different samples of trail mix.
- convert (change) ratios into fractions.

Student-Friendly Language

H.S. SOCIAL STUDIES STANDARD

Explain how various government fiscal policies are likely to impact overall output, employment and the price level.

AS A CONTENT OBJECTIVE

- The learner will research evidence of the economic effects of different sales tax rates.
- The learner will use evidence to evaluate the decision of a government to raise the sales tax.

Language Objectives

1. Opportunities to practice all 4 domains
2. Opportunities to learn new language skills related to the assessment
3. Student-friendly
4. Defined, displayed, and reviewed
5. Language skills to engage in the content.

What language do students need to engage in your content?

Blanket the Table

What are essential language skills students need to access your content?

- Comprehension of Lecture, Text, Concepts
- Production / Assessment
- 1 Skill per Slip

Language Objectives

- **Key Vocabulary** – words related to the topic of the lesson
- **Language Functions** – describe, compare, explain
- **Language Skills** – main idea, edit, listen and give an opinion

Language Objectives

- **Grammar or Language Structures** – verb tenses, sentence structure, question format
- **Tasks** – taking notes, participating in a cooperative group
- **Learning Strategies** – predicting, rereading, visualizing

All 4 Language Domains

- I will **listen** to a story and identify and **orally state** 3 key ideas to a partner.
- I can **write** a complete sentence with a noun and a verb and **read it aloud** to a small group.
- I will **read** the steps of the experiment and **record** my hypothesis using the following sentence frame:

  "I believe the _____ will _____."

Student-Friendly Language

- I can explain the process of photosynthesis using the words…
- TLW summarize the video clip in a written paragraph.
- SWBAT compare (show similarities and differences between) mammals and reptiles by completing a Venn diagram.

L.O. Examples: Elementary Math

Benchmark: Sketch polygons with a given number of sides or vertices (corners), such as pentagons, hexagons and octagons.

Content Objective: I can identify and create polygons.

Language Objectives:

- I will define sides and vertices by writing an illustrated definition in my math journal.

Writing

- I will compare pentagons and hexagons, using the following sentence frame:

Writing

"Pentagons have _____ sides and ____ vertices, while hexagons have ____ sides and ____ vertices."

- I will listen to my partner read a description of a shape and draw the correct shape.

Listening & Writing

L.O. Examples: 7th Grade Language Arts

Content Objective: Students will identify and formulate literal and figurative descriptions of familiar objects.

Language Objectives:

- I will work in a small group to formulate and write figurative descriptions of familiar objects.
- I will read and interpret a poem by discussing my reaction with a partner.
- I will write sentences using figurative language to describe familiar objects.

Writing

Reading

Writing

A Few Language Objective Tools

The Lesson Preparation binder section (green):

- Preparing Language Objectives
- Sample Language Objective Starters

INSTRUCTIONAL MODEL

Instructional Model

Lesson Progression	*Lesson Components*	*Strategies and Interactions (Examples)*
Goal *I do it*	**Lesson Preparation** ⇒ Standards Based ⇒ Essential Question ⇒ Objectives ◊ Content-The learner will. Language-I can/will	
Access Prior Knowledge *I do it & We do it*	**Build Background** ⇒ Making Connections ◊ Prior learning ◊ Students' experiences	
New Information *I do it & We do it*	**Lesson Delivery** ⇒ Comprehensible Input ⇒ Focus lesson/Direct Instruc-tion	
Apply *You all do it & You do it*	**Practice & Application** ⇒ Teacher Facilitated Small Groups ⇒ Hands-on Learning ⇒ Cooperative Learning	
Generalize *We do it, You all do it, or You do it*	**Review& Assessment** ⇒ Review Lesson Objectives ⇒ Summarize Learning ⇒ Student Reflection	

12-13

Instructional Model

Lesson Progression ***Gradual Release***	*Lesson Components* ***SIOP***	*Strategies and Interactions (Examples)* ***Research-Based Instruction***
Goal *I do it*	**Lesson Preparation** ⇒ Standards Based ⇒ Essential Question ⇒ Objectives ◊ Content-The learner will... ◊ Language-I can/I will...	•Vocabulary from standards used and explained in content and language objectives
Access Prior Knowledge *I do it & We do it*	**Build Background** ⇒ Making Connections ◊ Prior learning ◊ Students' experiences	•Bell work •Visuals, manipulatives •Vocabulary graphic organizers •KWL •Quick writes
New Information *I do it & We do it*	**Lesson Delivery** ⇒ Comprehensible Input ⇒ Focus lesson/Direct Instruction ⇒ Guided Instruction	•Frayer model •Wait time •Think aloud •Shared reading •Cornell notes
Apply *You all do it & You do it*	**Practice & Application** ⇒ Teacher Facilitated Small Groups ⇒ Hands-on Learning ⇒ Cooperative Learning ⇒ Independent Practice	•Jigsaw •Turn and talk •Write and learn •Save the last word for me
Generalize *We do it, You all do it, or You do it*	**Review& Assessment** ⇒ Review Lesson Objectives ⇒ Summarize Learning ⇒ Student Reflection	**Lesson** •Think-write-pair-share •Exit Slips •Summarize •Mondo Focus Sheets **Unit** •Tests/Quizzes •Presentation •Project •Writing

FORMATIVE ASSESSMENT

DIFFERENTIATION

Student Learning, Data Analysis, Reflection, Pre-Assessment and Planning

Checking In:

CONTENT OBJECTIVE: TLW

- Identify and apply the key components of the district instructional model.
- Embed engaging activities and language into our lesson delivery.

LANGUAGE OBJECTIVE

- I will read about and discuss key elements of the instructional model.
- I will describe the process of second language development.
- I will write language objectives that provide access to academic content.

A Review of Language Objectives

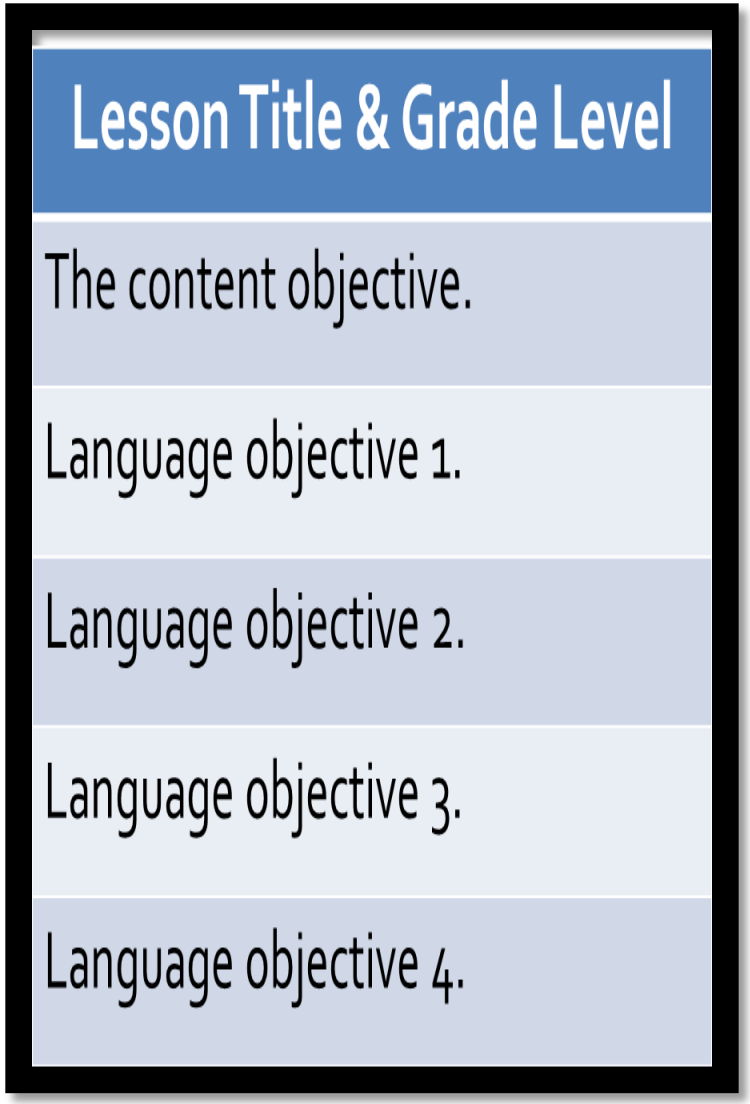
Find the **envelope** that contains sample **content objectives** and **language domains.**

1. Draw 1 content objective and 1 language domain.
2. Identify possible **language functions** to teach.
3. **Write** a language objectives that includes **evidence of learning** through reading, writing, listening or speaking.

Practice with Language Objectives

1. Choose a sample lesson plan.
2. Infer the content objective being taught.
3. Develop **4** language objectives that could be created from the lesson.
4. Create & display a poster

*Address all 4 domains (reading, writing, listening, & speaking)



Language Objectives: Gallery Walk

1. Browse and discuss the Lesson Plan Posters.

2. Use a post-it note to leave Feedback.
    1. One Praise
    2. One Suggestion

Leave feedback
on at least 3 posters!

Lesson Preparation Video: T-Chart

Note:

- **What I saw students doing.**
- **What the teacher did to prepare.**

Movie Buddies!

A: The use of content and language objectives.
B: The use of supplementary materials, adaptations, activities.

WIDA

- Proficiency Levels
  6. Reaching
  5. Bridging
  4. Expanding
  3. Developing
  2. Emerging
  1. Entering

Comprehensible Input

- Speech appropriate for all proficiency levels
- Clear explanation of academic tasks
- Using a variety of techniques used to make content concepts clear

Tonight's Homework!

- Go to Techniques for Achieving Comprehensible Input in Binder
- Choose 2 that would you incorporate in your lesson

Other Great Resources

For more ideas on how to write language objectives:

1. **English Language Development (ELD) Standards**
   - WIDA: www.wida.us

2. Teacher Connection ELL link: http://www.austin.k12.mn.us/it/teacherConnection/ELL

Lesson Preparation: Application

We will spend a little time writing possible language objectives for an upcoming lesson.

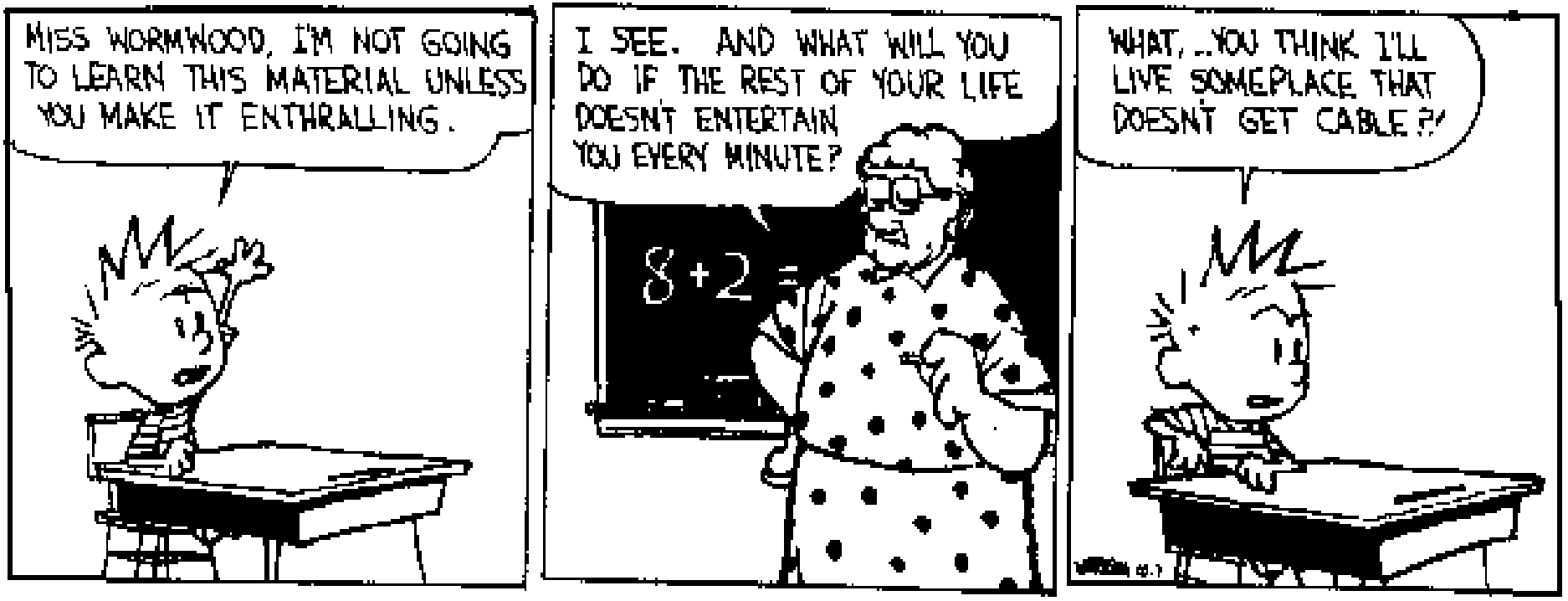
- Use the template provided.
- Include reading, writing, listening and speaking.
- Use your new resources (sentence starters from your notebook, verbs from your textbook, etc.).
- With a partner, go through the checklist in the binder, "Questions to Ask When Writing…."
- Add supplementary materials needed and meaningful activities

Tying The Components Together

Content and language objectives are at the core of a sheltered lesson. You will use them to integrate the other components:

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

Calvin and Hobbes



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Exit Slip: Stop Light Feedback

Stop Light EXIT SLIP:

Constructive Feedback about today's content.

Questions I have about today.

What I learned today

Thank You!

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