

EL Strategies for Content Teachers

MOISES



Delivery

- Speak clearly
- Increase wait time
- Emphasize key terms/concepts
- Paraphrase
- Pause frequently
- Shorten sentences
- NEVER force students to talk—respect silence
BUT NEVER quite trying to engage



Sheltered Instruction





What is Sheltered Instruction?

“Sheltered instruction is an approach for teaching **content** to English learners (ELs) in **strategic** ways that make the subject matter concepts **comprehensible** while promoting the students’ English **language development**.”



Why is Sheltered Instruction So Special?

Sheltered English classroom is the *systematic*, *consistent*, and *concurrent* focus on teaching both **academic content** **AND** **academic language** to English learners and to all students.



Beginner Level

The jergen in New York are very flergen in the wergen.
There are not many higat about and the ligat are made
by srigat and not kigat. You welf the chelf of smelf of lelf
in the gelf , the traipo of the laipo, the slij of the mijtij in
the frij and the swob of the mlob.

What taj the laj?

Give an hita of a bita?



Intermediate ELs

The gardens in New York are very flergen in the morning. There are not many persons about and the sounds are made by srigat and not men. You hear the smelf of lelf in the lake, the cry of laipo, the slij of the birds in the frij and the swob of the mlob.

What made the sounds?

Give an example of a bita.



Proficient ELs

The Botanical Gardens in New York are very peaceful in the morning. There are not many persons about and the sounds are made by animals and not men. You hear the splash of fish in the lake, the cry of the geese, the cawing of the birds in the bushes, and the movements of the monkeys.

What made the sounds?

Give an example of an onomatopoeia ?

Making content Comprehensible



Demonstrations

Preview vocabulary & concepts

Build background knowledge

Manipulatives & flash cards

Modeled, shared and guided writing

Student friendly/bilingual dictionaries

Visuals, pictures

Student retelling of key concepts

Graphs, charts, maps

Word Walls

Timelines

Models

Multi-media

Real objects, props

Paraphrase

Gestures

Outlined materials

Slower, simpler language

Sentence shortening or combining

Rephrase

Highlighted text

Body language & facial expressions

Expansions of synonyms/antonyms

Teach prefixes/suffixes

Use native language when possible

Emphasize academic vocabulary

Show meaning of vocabulary words

Use of senses

Related literature

Use fewer idioms/slang terms

Sentence starters



Activity #1: Materials

- One index card (una tarjeta de índice)
- A pencil or a pen (un lápiz o un bolígrafo)





Activity #1: Instructions

1. In or two words, describe how you feel on those hard days when instructing EL students?
2. In one or two words, how do your EL students feel daily?
3. 2 Minutes and Wait for further instructions.

Activity #1:

Discussion - Small and Whole Group Pair Share Trade





Activity #1: Instructions

1. Find a partner.
2. One partner will read the response. The other partner will listen.
3. Switch roles.
4. Once the two of you have read, discuss briefly.
5. Exchange index cards and find another partner.
6. Repeat the process.

2 Minutes

Activity #2: Discussion - Whole Group Focus on the Ball



Importance of EL Strategies

MOISES



Purposeful Planning

Clarity checks (check for understanding of task & processes involved before, during, and after instruction)

Teach the most essential vocabulary/terms (use of bilingual dictionary if needed)

Connect with prior knowledge (link new knowledge to personal, cultural, and world experiences)

Use teaching aids (pictures, real objects, video clips, role-play, actions)

Focus on key concepts (Write objectives on the board, use student-friendly language, underline key words & phrases)



Purposeful Planning

Always model and provide practice time

Modify & accommodate (limit number of questions, modify language, etc.)

Build on native language (language-rich environment, bilingual texts)

Adjust teacher talk (use consistent routine & language)

Create visuals, such as charts and outlines for vocabulary, routines, steps of a strategy, etc.



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Why add focus to the four language domains.

1. Promotes student academic language growth.
2. Includes the use of either receptive (listening and reading) and/or productive language skills (speaking and writing)
3. Connects clearly with the lesson topic or lesson activities.



SWRL

Speak Write Read Listen





Key Components of Interaction

- Create **frequent opportunities** for **interactions** and discussions. Teacher/student and student/student(s). Encourage elaborated responses.
- Utilize **grouping** configurations to support use of **language domains** and **content objectives**.
- Provide sufficient **wait time** for student responses. Be consistent.
- Give opportunities for students to **clarify** key concepts in **L1** as needed with aide, peer, or text.

Interaction

- **Any** opportunity to talk using academic language
- Pair ELL with fluent English speaker
- Guessing games
- Call on classmate to extend ELL's response
- Peer/teacher conferencing
- Flexible grouping
- Partner reading
- Explain thinking orally/writing
- Role-play
- Assign a buddy to ELL
- Work in pairs (Think-pair-share)
- Student discussions
- Brainstorm with partner
- Small group activities
- Cooperative groups

Teachers should always know the WHY and PURPOSE of the Lesson.



7 Benefits of Classroom Interaction





1. Deeper Understanding of Text, Including Vocabulary Learning

When students ask and answer thoughtful questions, they engage in critical thinking about the passage. In doing so, they also think more deeply about the meaning of the words they encounter.

(Echevarría, 1995; Saunders & Goldenberg, 1999; Wasik & Iannone- Campbell, 2012)

2. Oral Language Development

Being exposed to and interacting with language that is just beyond students' independent speaking levels moves students to higher levels of language proficiency.

(Saunders & Goldenberg, 1999)



3. Increased Motivation

Interaction with others is an important component of reading instruction that increases motivation and comprehension.

(Guthrie & Ozgungor, 2002)

4. Brain Stimulation

Interesting, engaging activities, including discussions, play an important role in learning. When students are engaged and their brains are activated, more of the pleasure structures of the brain fire than when students are simply asked to memorize information.

(Jensen, 2008; Poldrack et al., 2001)



5. Reduced Risk

Having students talk in pairs or small groups minimizes risk and allows ideas to flow more easily.

6. More Processing Time

7. Increased Attention

(Echevarría, J., Vogt, M.E., & Short, D. (2017). Making content comprehensible for English learners: The SIOP® Model. (5th ed.) Boston: Pearson Allyn & Bacon.)

The **POWER** of WAIT TIME



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Why Should I **WAIT**?



Students need to listen to the question.



Students may need time to build up courage for responding.



Students need to process what they've heard.



Students may need to translate from one language to another.



Students raise their hand in an effort to be heard.

WAIT 1:

The time between asking the question and the answer.

WAIT 2:

The time after the student answers the question. This wait time allows for an extended response.



CULTURE

Don't Forget the Basics

- Create a climate of acceptance
- Discover and value the culture of your students
- Make connections to the lives of your students



Know your students' levels of proficiency.

- LAS Links
- Reading Levels

Make connections so that they feel welcomed.

Activity #2: Materials

- One sticky note (una nota adhesiva)
- A pencil or a pen (un lápiz o un bolígrafo)





Activity #2: Instructions

1. Write one strategy or technique that teachers can use to **include** EL students in the classroom or school.
2. Be able to discuss how this strategy or technique is effective.

2 Minutes

Activity #2: Discussion - Small Group

Find Someone Who



Activity #2: Discussion - Whole Group Focus on the Ball





Conclusion

What will you take with you?

