CLESOL 2014, Wellington, New Zealand

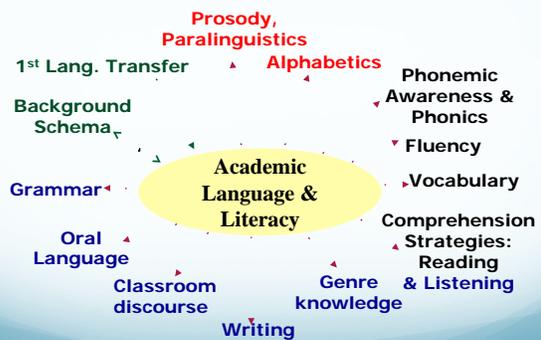## Using Sheltered Instruction to Develop Essential Academic Language Skills

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## Objectives

- To explore how sheltered instruction, like the SIOP Model, can address the academic language needs of all learners

- To demonstrate techniques that support vocabulary development, oral language skills, and content area literacy

English language learners have **Double the Work** to develop academic literacy when they study challenging subject areas through a new language, English.

But what is academic language & literacy?

DOUBLE THE WORK



**Prosody, Paralinguistics**

**1st Lang. Transfer**     **Alphabetics**

**Background Schema**

**Phonemic Awareness & Phonics**

**Fluency**

**Grammar**

**Academic Language & Literacy**

**Vocabulary**

**Comprehension Strategies: Reading & Listening**

**Oral Language**

**Classroom discourse**

**Genre knowledge**

**Writing**

from Short & Echevarria, Developing Academic Language with the SIOP Model, in press

## Academic Language in a Text Passage

**Energy is defined as the capacity to cause change—for instance, by doing work. Potential energy is the energy that matter possesses because of its location or structure. For example, water in a reservoir on a hill has potential energy because of its altitude. When the gates of the reservoir's dam are opened and the water runs downhill, the energy can be used to do work, such as turning generators. Because energy has been expended, the water has less energy at the bottom of the hill than it did in the reservoir. To restore the potential energy of a reservoir, work must be done to elevate the water against gravity.**

**(***Biology,* **Pearson, 2008, p. 35)**

## Text passage: Vocabulary

**Energy is defined as the capacity to cause change—for instance, by doing work. Potential energy is the energy that matter possesses because of its location or structure. For example, water in a reservoir on a hill has potential energy because of its altitude. When the gates of the reservoir's dam are opened and the water runs downhill, the energy can be used to do work, such as turning generators. Because energy has been expended, the water has less energy at the bottom of the hill than it did in the reservoir. To restore the potential energy of a reservoir, *work* must be done to elevate the water against gravity.**

(*Biology,* Pearson, 2008, p. 35)

## Text passage: Language Structures

Energy **is defined as** the capacity to cause change—*for instance,* by doing work. Potential energy is the energy that matter possesses because of its location or structure. *For example,* water in a reservoir on a hill has potential energy because of its altitude. When the gates of the reservoir's dam are opened and the water runs downhill, the energy **can be used** to do work, *such as* turning generators. Because energy **has been expended**, the water has less energy at the bottom of the hill than it did in the reservoir. To restore the potential energy of a reservoir, work **must be done** to elevate the water against gravity.

(*Biology,* **Pearson, 2008, p. 35)**

## Q: So How Do We Develop the Academic Literacy Skills that ELLs Need for Success?

# A: Sheltered Instruction, like the SIOP Model

## Sheltered Content Instruction Lessons

- **ESL techniques** to make grade-level academic content (e.g., science, history, math) more accessible for second language learners

- <u>At the same time</u> promote the learners' academic language development as it is used in the content area.

## Content-Based ESL Lessons

- Target key subject area vocabulary and academic tasks needed in the content classroom (e.g., creating a timeline, taking notes from reference materials).

- Could include objectives from math, economics, language arts, workplace, and other subjects.

## The SIOP Model
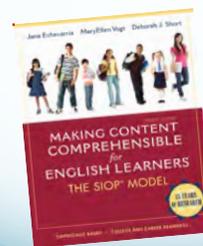
- **Lesson Preparation**
- **Building Background**
- **Comprehensible Input**
- **Strategies**
- **Interaction**
- **Practice & Application**
- **Lesson Delivery**
- **Review & Assessment**

### The SIOP Model
**(Echevarria, Vogt, & Short, 2000, 2013)**

- **Lesson Preparation** – language and content objectives, meaningful activities
- **Building Background** – vocabulary development, student connections
- **Comprehensible Input** – ESL techniques, appropriate speech
- **Strategies** – learning strategies, scaffolding instruction

### The SIOP Model
**(Echevarria, Vogt, & Short, 2000, 2013)**

- **Interaction** – oral language, student groupings
- **Practice & Application** – practice with all 4 language skills
- **Lesson Delivery** – meeting objectives, engaging students
- **Review & Assessment** – review of vocabulary and concepts, feedback, informal assessment

### The SIOP Model Integrates Language and Content in English Class and Content Classes

- **Content-based ESL** – language teacher
- **Sheltered content instruction** – content teacher
- Both types of classes have language and content objectives in each lesson!
- Used in ESL and bilingual programs – any time *second* language learners study in a *new* language

### Standards ——— Content Objectives + Language Objectives

State Standard: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
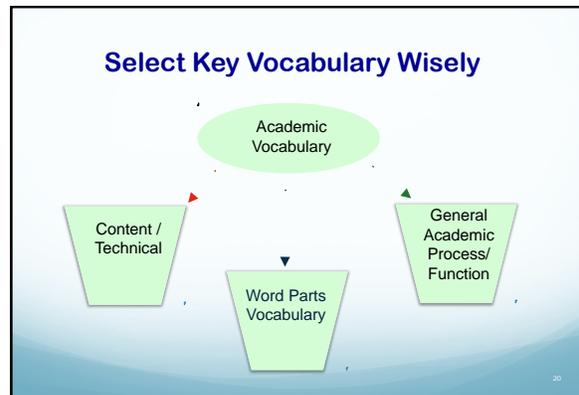
- Content Objective: Students will analyze letters to the editor to determine how persuasion can be used to move others to action.
- Language Objective: Students will write a letter to the editor stating their opinions about the pending legislation on educational funding.

16

## Students achieve: 15+ years of SIOP Research



## Vocabulary Development
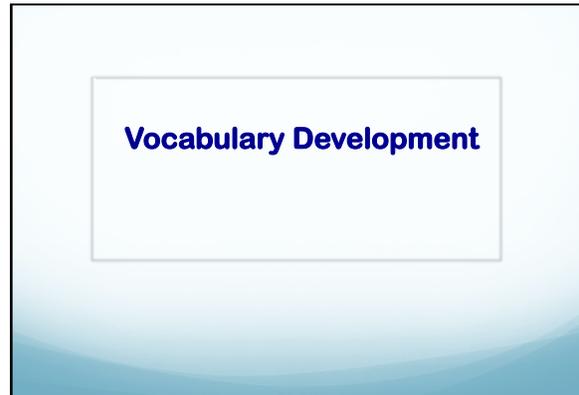
## Vocabulary Development in SIOP Lessons

- Select key vocabulary carefully to pre-teach

- Build conceptual knowledge and add related terms

- Structure opportunities to practice: Read, write and speak the terms, do word work on affixes, explore multiple meanings

- Tap into cognates, context clues, and on-page supports for unfamiliar words

- Play vocabulary games

19

## Select Key Vocabulary Wisely

Academic Vocabulary

Content / Technical

Word Parts Vocabulary

General Academic Process/ Function

20

## Academic Vocabulary

- <u>Subject-specific and technical terms</u> (found in informational and expository texts, e.g., *stem, xylem, phloem, transpire*)

- <u>General academic vocabulary—cross-curricular terms/process & function words</u> (used in all academic disciplines and often on state tests, e.g., *results, occur, discuss, skim, describe, compare, however, unless*)

- <u>Word parts: Roots and affixes</u> (word parts that enable students to learn new vocabulary, e.g., *photo-* = light, as in *photocopy, photograph, photosynthesis; un* =not, *as in unhappy*)

21

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**Draw From the Academic Word List**

**(Coxhead, 2000)**

*Especially for high school and college*



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## Basic: 4 Corners Vocabulary

Word

Desert

Picture



Word in context

Plants have adapted to a dry climate in the desert.

Definition

A dry, hot environment with little vegetation, little rainfall, and no permanent body of water

23

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**Frayer Model**



Essential Characteristics

fruta-*fruit*

semillas-*seeds*

piel-*peel*

Nonessential Characteristics

roja-*red*

jugo-*juice*

**manzana apple**

Examples

Me comí una manzana deliciosa.

Nonexamples

Una naranja no es lo mismo que una manzana.

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**Concept Definition Map**

Definition

Related Terms

*Nutrients*

Examples

Intermediate: **R.I.P. and Shooting Star Words**

R.I.P.

pretty

nice

glamorous

attractive

**Advanced: Shades of Meaning**

**Teach shades of meaning: gradation and nuances of synonyms**

**hungry**

**starving**

**famished**

**ravenous**

**Academic
Oral Language Skills**

## Oral Interaction in SIOP Lessons

- Generate discussion topics of high interest and build background and vocabulary
- Encourage students to share ideas and elaborate
- Structure opportunities to practice: Sentence starters, Signal words, Language frames
- Model academic conversations: Fish bowl, Role plays
- Link classroom discourse and interaction with engaging reading and writing texts

29

## Verbal Scaffolds for Elaboration



- **Tell me more.**
- **What do you mean by that?**
- **Who can add on?**

30

## Signal Words for Language Functions

### *Causation*
- **because**
- **caused**
- **as a result**
- **happen**
- **then**
- **consequentially**
- **effect**

## Academic Language Frames (Seidlitz, 2008)

**Cause-Effect**
- _____ was caused by ...
- If _____ happens, then _____
- The result is _____
- Because of ____, _____ affected/aided _____ by ....

**Define/Describe**
- ____ means ...
- ____ is an example of ...
- The diagram shows that ...
- _____ looks like ....
- It has ____ but doesn't have ...

32

**Use Language Frames to Advance Language Proficiency**

1. **I think that _____ .**
   **I believe that _____ .**

2. **In my opinion, ___ is ____ .**
   **I disagree with ___ because _____ .**

3. **One group argues _____, but the other group claims ____ .**

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**Express Opinions – Role Play**

Partner A
- I think that …
- In my opinion, …

Partner B
- I agree with you and …
- I agree with you but …
- I disagree because …

Will there be a large earthquake in Wellington in the next 5 years?

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**Reading Development**

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**Reading Development in SIOP Lessons**

- Build background and vocabulary to support access to text
- Pair fiction and non-fiction to capitalize on content and vocabulary
- Differentiate selections based on interest and ability
- Scaffold the reading process, move students towards independence
- Link classroom discourse and interaction with engaging reading and writing texts

**Rich, Diverse & Relevant Literature: Multi-cultural, Multi-subject, Multi-lingual**

**Pair Fiction & Non-Fiction**

**Organize Texts Around Essential Questions**

**Practice Skills in Post-Reading Projects**

## SIOP Teaching

- Sarah Russell is a high school English teacher. Watch her apply background building, vocabulary development, and oral language support to prepare students for reading in this clip.
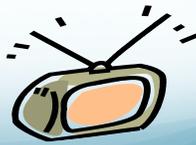
## Implementation

- Collaborative teacher development
- Time to get good at it
- Support/coaching and feedback

## Collaborative Teacher Development

CLESOL 2014 Conference

## Scaffolded Support for Teachers

- Move from "I Know It" to "I Can Do It"
- Instructional Coaches (designated coach, peer, trainer, lead teacher)
- Lesson study
- Book study groups
- Online community

## Join the TESOL International Association

- Lifelong learning opportunities
- Networking with colleagues
- Access to relevant publications and resources
- Career support and advancement
- A voice in your community and your profession

## TESOL Resource Center

- The online TESOL Resource Center (TRC) – find and share a variety of resources to support teaching and professional development efforts.
- Resources include lesson plans, activities, quizzes and other assessment tools, papers and articles, and multimedia.

## Online Opportunity: Virtual Seminars

TESOL Virtual Seminars allow members to

- Connect with experts in the field
- Bring ELT professionals in your school to discuss important issues
- Discuss important hot topics

## Co-Membership Discounts with TESOLANZ
www.tesol.org/join

- For current members of TESOLANZ who have never been members of the TESOL International Association or have not been members of TESOL in the past 3 years.
- 25% discount off the full price of a TESOL Professional Membership.
- TESOLANZ Officers share the code for online application.

**Celebrate Successes**
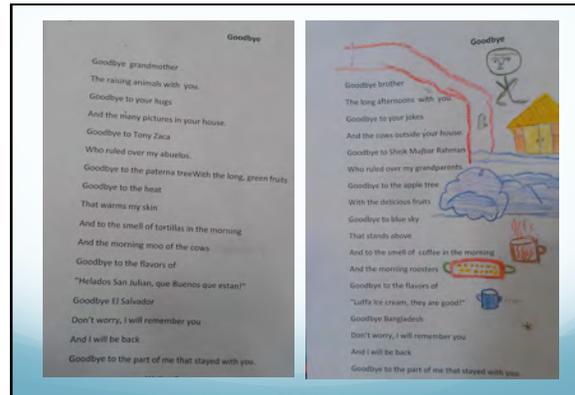


*Thank You*

## Core SIOP Texts

- Echevarria, J., Short, D. & Peterson, C. (2012). *Using the SIOP Model with Pre-K and Kindergarten English Learners.* Boston: Allyn & Bacon.

- Echevarria, J., Vogt, M.E. & Short, D. (2014a). *Making Content Comprehensible for Elementary English Learners: The SIOP® Model.* Boston: Allyn & Bacon.

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54

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- Seidlitz, J. (2008). *Navigating the ELPS: Using the new standards to improve instruction for English language learners.* San Antonio, TX: Canter Press.
- Short, D., & Fitzsimmons, S. (2006). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners.* Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.
- Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research, 15*(3), 363-380
- Short, D., Fidelman, C., & Louguit, M. (2012). Developing academic language in English language learners through sheltered instruction. *TESOL Quarterly, 46* (2), 333-360.

55