ESL Update:
Sheltered Instruction in the Classroom

World View: March 27, 2007
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Our focus today…

1) LEP statistics and information
2) Elements of effective instruction for LEP students
3) Instructional implementation
Part I: LEP Statistics and Information
Who are Limited English Proficient (LEP) Students in NC?

Students whose first, or home language is a language other than English, and who score below Superior in at least one subtest (Listening, Speaking, Reading, or Writing) on the NC English language proficiency test, the IPT.
North Carolina English Language Proficiency Levels

• Assessed by the state-designated English Language Proficiency Test (IPT)

• 6 different levels

• Students may have a different proficiency level in each of the four language skills: listening, speaking, reading, and writing.
English Proficiency Levels

Superior (S) = not LEP
Advanced (A)
Intermediate High (IH)
Intermediate Low (IL)
Novice High (NH)
Novice Low (NL)
Important to understand students’ English proficiency levels

All English language learners are not the same!
### Numbers of Limited English Proficient Students in NC

*Annual headcount taken October 1st*

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<tbody>
<tr>
<td>2002</td>
<td>60,149</td>
<td>70,912</td>
<td>77,937</td>
<td>83,627</td>
<td>96,725</td>
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<tr>
<td>2003</td>
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<tr>
<td>2004</td>
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<tr>
<td>2005</td>
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<tr>
<td>2006</td>
<td></td>
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LEP Students By Language
2005-2006 (Top 10)

- Spanish – 74,766
- Hmong - 2,651
- Vietnamese – 1,332
- Arabic – 1,129
- Chinese – 1,041
- Korean - 855
- French - 854
- Russian - 580
- Hindi - 467
- Japanese - 383
57% of adolescent LEP students were born in the US

Figure 4. Percent of Adolescent LEP Students by Generation

Note. LEP = limited English proficient
Source: Migration Policy Institute, 2006

The Literacy Challenge

• 30% of all secondary students (6-12) read proficiently
• 11% of secondary Hispanic students read at grade level
• 14% of secondary of Afro-American students read at grade level
• 4% of 8th-grade LEP students scored proficient on the reading part of the National Assessment for Educational Progress.

Why COLLABORATION?

What if the new exit standards applied to LEP students who took the EOCs in 2005-2006?

<table>
<thead>
<tr>
<th>Course</th>
<th>% of LEP Students NOT PROFICIENT</th>
<th># of EOC Retakes by LEP Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>55.3%</td>
<td>2117</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>35.7%</td>
<td>1306</td>
</tr>
<tr>
<td>Biology</td>
<td>73.2%</td>
<td>1905</td>
</tr>
<tr>
<td>Civics</td>
<td>80.9%</td>
<td>2140</td>
</tr>
<tr>
<td>US History</td>
<td>75.8%</td>
<td>1328</td>
</tr>
</tbody>
</table>

Source: NC DPI Testing
Part II: Elements of Effective Programs for LEP Students
Language-sensitive Classes
Language-sensitive Classes

LEP Student

- visual
- gestures
- real object (realia)
- graphic organizer
- model
- drama
- demonstration
- manipulatives
- body movement
- gestures
- visual

Student

Manipulatives

Drama

Demonstration

Body movement

Visual

Gesture

Real object (realia)

Graphic organizer

Model

Drama

Demonstration

Body movement

Visual

Gesture
First Language Support
Language Acquisition: An Interdependent Process

Listening ➔ Receptive ➔ Speaking ➔ Expressive ➔ Writing ➔ Reading
Ma and Pa Kettle
Math Lesson
What is the relationship?
Part III: Implementing Effective Programs for LEP Students
Sheltered Instruction

• Safe place
• Protection
from the language demands of mainstream instruction which is beyond the comprehension of English language learners
The NC Guide to the SIOP Model...

- Is good for ALL students, not just LEP students!
- Content teachers deliver this instruction.
- ESL teachers deliver this instruction if they are teaching the specific subject area.
Teach Content and Language Objectives

• Link literacy instruction with content instruction
  – Relevant

• Develop academic language
  – Vocabulary
  – Sentence patterns
  – Learning strategies
Language Objectives are

*language demands of the content class*

- Language functions /school language
  (define, describe, explain, classify, compare, summarize, …)

- Academic vocabulary (discipline-specific, word forms)

- Language structures (questions, past tense, writing a sentence, writing a paragraph).
Language Objectives answer the question…

“What language do students need to complete the assigned task?”

past tense
vocabulary
causes and effect
lab report
text type
sequence
narrative
Language Objectives answer the question…

“Where are the learners relative to the language expectations?”

- novice
- some experience

“What strategies will help make this language accessible?”

- advance organizers
- use of cognates
- cooperative groups
Language objectives are embedded in content objectives

To determine the language objective consider the task assigned to master the content objective
Math / Grade 3
1.01 Develop number sense for whole numbers
c. Compare and order

**Language: vocabulary & patterns**
- greater, greatest
- less, least
- equal to
- $x$ is {greater / less} than $y$.
- $x$ is the {greatest / least} number in the series.
- $x$ is equal to $y$. 

**Content**
number sense for whole numbers
Objectives

• CONTENT
  1. Order numbers from least to greatest.
  2. Use <, >, or = to make each sentence true.

• LANGUAGE
  Explain to a partner why your statements are true using a number line. Use these sentence patterns:
  • \( x \) is \{greater / less \} than \( y \).
  • \( x \) is equal to \( y \).
Science / Grade 7

4.07 Explain the effects of environmental influences (smoking, alcohol, drugs, diet) on human health

Language: vocabulary & patterns

- One consequence of ________ is ________________
- _______ leads to/causes ________________.
- _______ increases the risk of ________________.
- _______ are more likely to ________________ than _______.
Content Objective: Explain the effects of smoking on human health.

Language Objectives:
• Explain to a partner the effects of smoking.
  ➢ One consequence of smoking is ______________.
  ➢ Smoking leads to ________________.
  ➢ Smoking causes ________________.
  ➢ Smoking increases the risk of ________________.
  ➢ Smokers are more likely to ________________ than nonsmokers.
• In the reading, highlight the effects of smoking.
2.01 Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.

**Language:** vocabulary & patterns
- sequence
- cause & effect
- evaluate

**Content**
Revolutionary War
Objectives

CONTENT
- Complete a timeline listing the events leading up to the Revolutionary War.

LANGUAGE
- In the reading, highlight the colonial action in blue and the British reaction in red.
- Explain to a partner your timeline. Use the words *first, second, then* to show sequence.
Objectives

**CONTENT**
• Select the 3 most significant events which led to the Revolutionary War.

**LANGUAGE**
• In writing, summarize the 3 most significant events which led to war.
  ➢ _______ was the most significant event because ____________________.
  ➢ The significance of _______ cannot be overstated. It __________.
  ➢ _______ was also significant because __________.
5.03 Compare and contrast relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
Content Objective: Compare Medieval and Renaissance paintings

Language Objective: Write an art critique using comparative sentence structures.

- X is _______ while y is __________.
- X is different from y in that ______
- Both x and y are ____________________.
- X is more ______________ than y.
Biology
2.02 Investigate and describe the structure and functions of cells...

Language: vocabulary & patterns
• The _____ consists of ____________.
• The ____ is made up of ________________.
• The _____ includes the ________________.
• The function of the _____ is to __________.
• The _____ serves to ____________.
• The _____ acts/serves as a ____________.
Content Objective: Identify the structure of a cell.

Language Objectives:

• Explain to a partner the structure of a cell.
  ➢ The _____ consists of ____________.
  ➢ The ____ is made up of ____________________.
  ➢ The _____ includes the ________________.

• Label cell parts on a diagram.

• Complete a cloze text describing the structure of a cell.
**Content Objective:**
Compare the structure of an animal cell with the structure of a plant cell.

**Language Objective:**
Describe the structure of plant and animal cells to a partner using the comparative form.

- Both plant cells *and* animal cells contain _______.
- A plant cell contains a nucleus. An animal cell *also* contains a nucleus.
- Plant cells contain vacuoles, *whereas* animal cells often do not have vacuoles.
- Plant cells contain vacuoles. Animal cells, *however*, often do not have vacuoles.
Verbs for Language Objectives

Write
Read with a partner
Think
Listen
Read
Discuss
Retell
Grade 6 Math: 5.03: Solve simple (one- and two-step) equations or inequalities.

Content Objective: Solve two-step equations (3x - 10 = 14)

Language Objective:
Possible Language Objectives

1. Explain to a partner how to solve two-step equations. Use key vocabulary: first, second, then, combine like terms, isolate the variable, inverse operations.

2. Use commands to state the steps in solving two-step equations as your partner does them.

3. Write in your journal how to isolate the variable in a two-step equation.
Maria might say

“Fast food does bad stuff to you.”
Guide students to use scientific phrasing…

“Research indicates that a diet of fast food can have negative impacts on a person’s physical and mental health including weight gain, skin problems, and mood swings.”
Lesson Preparation

• Support core curriculum
  *Use supplementary materials*

• Contextualize learning
  *Make it real*

• Support learning styles

• Support multiple intelligences
Examples of supplementary materials:

- hands-on manipulatives
- realia (real objects)
- pictures
- visuals
- multimedia
- demonstrations
- related literature
- adapted text
Building Background

• **Link** concepts to students’ background experiences.

• **Bridge** past learning to new concepts.

• Emphasize **key** vocabulary.
<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Picture</th>
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<tbody>
<tr>
<td>Definition</td>
<td>Personal Association</td>
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<tr>
<td></td>
<td>Synonym</td>
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<tr>
<td></td>
<td>Antonym</td>
</tr>
<tr>
<td></td>
<td>Sentence</td>
</tr>
</tbody>
</table>
How many ways can you say...

<table>
<thead>
<tr>
<th>+</th>
<th>-</th>
<th>X</th>
<th>÷</th>
</tr>
</thead>
<tbody>
<tr>
<td>add</td>
<td>subtract</td>
<td>multiply</td>
<td>divide</td>
</tr>
<tr>
<td>plus</td>
<td>minus</td>
<td>times</td>
<td>quotient</td>
</tr>
<tr>
<td>and</td>
<td>less</td>
<td>product</td>
<td>over</td>
</tr>
<tr>
<td>together</td>
<td>few</td>
<td>a factor</td>
<td></td>
</tr>
<tr>
<td>combine</td>
<td>take away</td>
<td>by</td>
<td></td>
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Comprehensible Input

• Clear explanation of academic tasks.

• Speech appropriate for students’ proficiency level.

• Variety of techniques used to make content concepts clear.
Techniques

• Mark important concepts on worksheets and notes.

• Teach **Highlighting/Underlining**

• Use sticky notes on texts, novels, etc.
Strategies

What tools (metacognitive, cognitive, affective strategies) can be used by the teacher and taught to students to increase comprehension?
DEFINING IN CONTEXT

CIRCLE MAP

Slope
- undefined
- positive
- negative
- zero
- angle
- Rise/run
- Change in Y over change in X
- Up and Over
- roof
- skateboarding
- change in X
- steepness
- definition of slope
- rise/run
- undefined
- zero
- angle
- positive
- negative
- racing track curve
- skiing
- roll

Developed by Karen Parker, math teacher, New Hanover CS
Interaction

**Cooperative Learning**
- Think-Pair-Share
- Jigsaw
- Numbered Heads Together

**First Language Support**
- Students’ use of L₁
  - Tutoring
  - Bilingual dictionaries
- Teachers’ use of L₁
  - Check comprehension
- L₁ support in the school
  - Library books in L₁
  - Parent communication
  - Spanish for Spanish speakers
What can the teacher do to structure academic interaction?

- Pose a concrete task and clarify the task
- Model an appropriate response using a starter. Identify vocabulary, content, grammar needed to complete the starter.
- Monitor student’s process and offer assistance
- Cue partners to rehearse answer/share
- Randomly call on students before allowing volunteers
Review / Assessment

Active Response

- TPR (like Simon Says)
- Thumbs up/ pencils up
- Response boards
- Response pads
- Stand up/sit down
Learning Requires Feedback

Correct student errors. Feedback must be

• comprehensible

• useful

• relevant

• NOTE: Traditional grammar instruction is unlikely to improve adolescent writing. In fact, the effect is NEGATIVE.
Control Language Demand

What language features affect comprehension?

- Word frequency and familiarity
- Word length
- Sentence length
- Passive voice (a sample was selected)
- Length of nominals (last year’s class vice president)
- Comparative Structures

Language-sensitive classes

*sheltered instruction – the SIOP model*

- Lesson Preparation
- Building Background
- Comprehensible Input
- Lesson Delivery
- Learning Strategies
- Interaction
- Practice and Application
- Review / Assessment
Keep the End in Mind!