

Using Sheltered Instruction to Reach Common Core Standards



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Academic Language
Research & Training

Objectives

- To explore how sheltered instruction, like the SIOP Model, can address the Common Core and WIDA standards
- To demonstrate techniques that support vocabulary development, oral language skills, and content area literacy



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WIDA (World-Class Instructional Design & Assessment) Standards

- 33 states and territories have adopted the ELD standards with the ACCESS test. 3 additional states adopted the standards.
- The standards measure academic English in reading, writing, listening, speaking, and social/instructional language.
- The WIDA ELD standards have been revised to support the CCSS.



Common Core State Standards (CCSS)

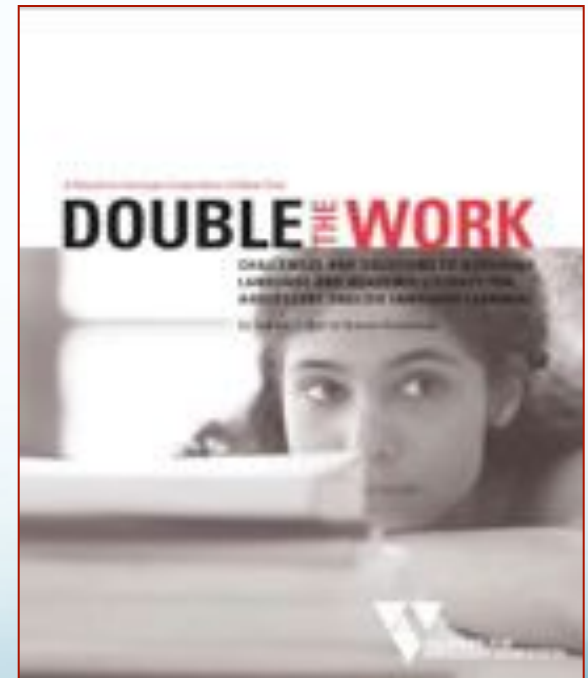
- 46 states have adopted them.
- The developers decided not to address English learners' second language development needs in the standards.
- They wrote a 2-page document entitled, “Application of Common Core State Standards for English Language Learners.”
- They left it up to the states: “Teachers must ... provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English.”

Major Shifts in New Standards

- **Emphasis on Vocabulary**
- **More Informational Texts and Multiple Genres**
- **Increased Text Complexity and Text-Dependent Questions**
- **Real-World Connections**
- **Listening and Speaking Targets**
- **Crafting Arguments and Citing Text-Based Evidence**

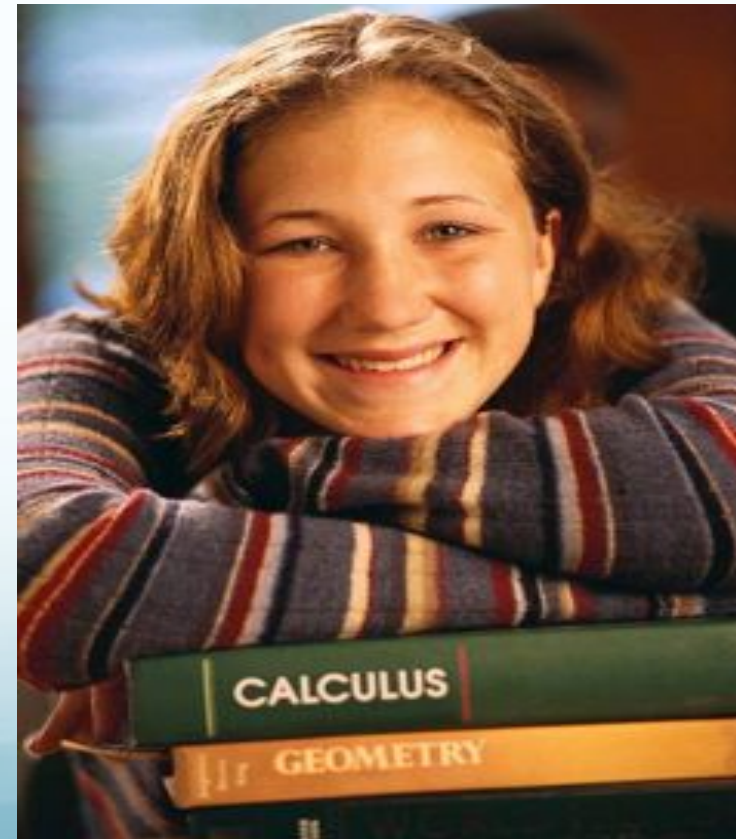
English learners have ***Double the Work*** to develop academic literacy when they study challenging subject areas through a new language, English.

**But what is
academic language
& literacy?**



Academic literacy enables students to

- read expository prose and find evidence for claims in texts and articles
- write persuasively about an environmental issue
- argue a point of view on the concept of Manifest Destiny
- take notes from teacher lectures



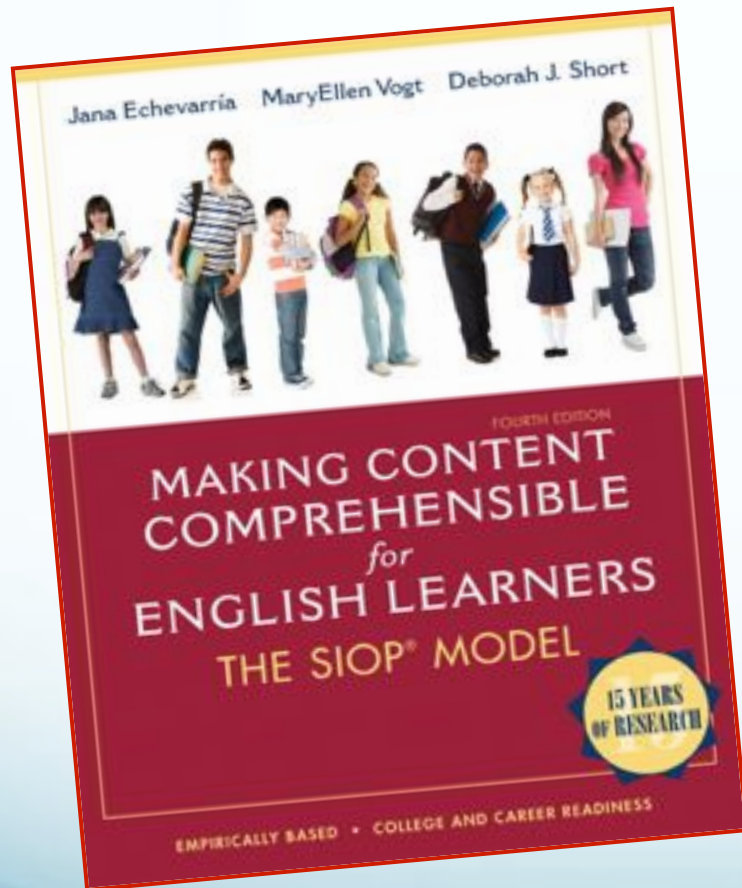
**Q: So How Do We
Develop the Academic
Literacy Skills that ELLs
Need for the CCSS?**

**A: Sheltered
Instruction, like the
SIOP Model**

The CCSS and WIDA are the *what*, what students need to learn.

The SIOP Model offers the *how*, how students will meet the standards.

The SIOP Model: Quality Instruction for English Learners



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

Integrate Language and Content in English Class and Content Classes

- Content-based ESL – language teacher
- Sheltered content instruction – content teacher
- Both types of classes need language and content objectives in each lesson!

CCSS → Content Objectives + Language Objectives

Common Core 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 actions of the American colonists or the British loyalists.

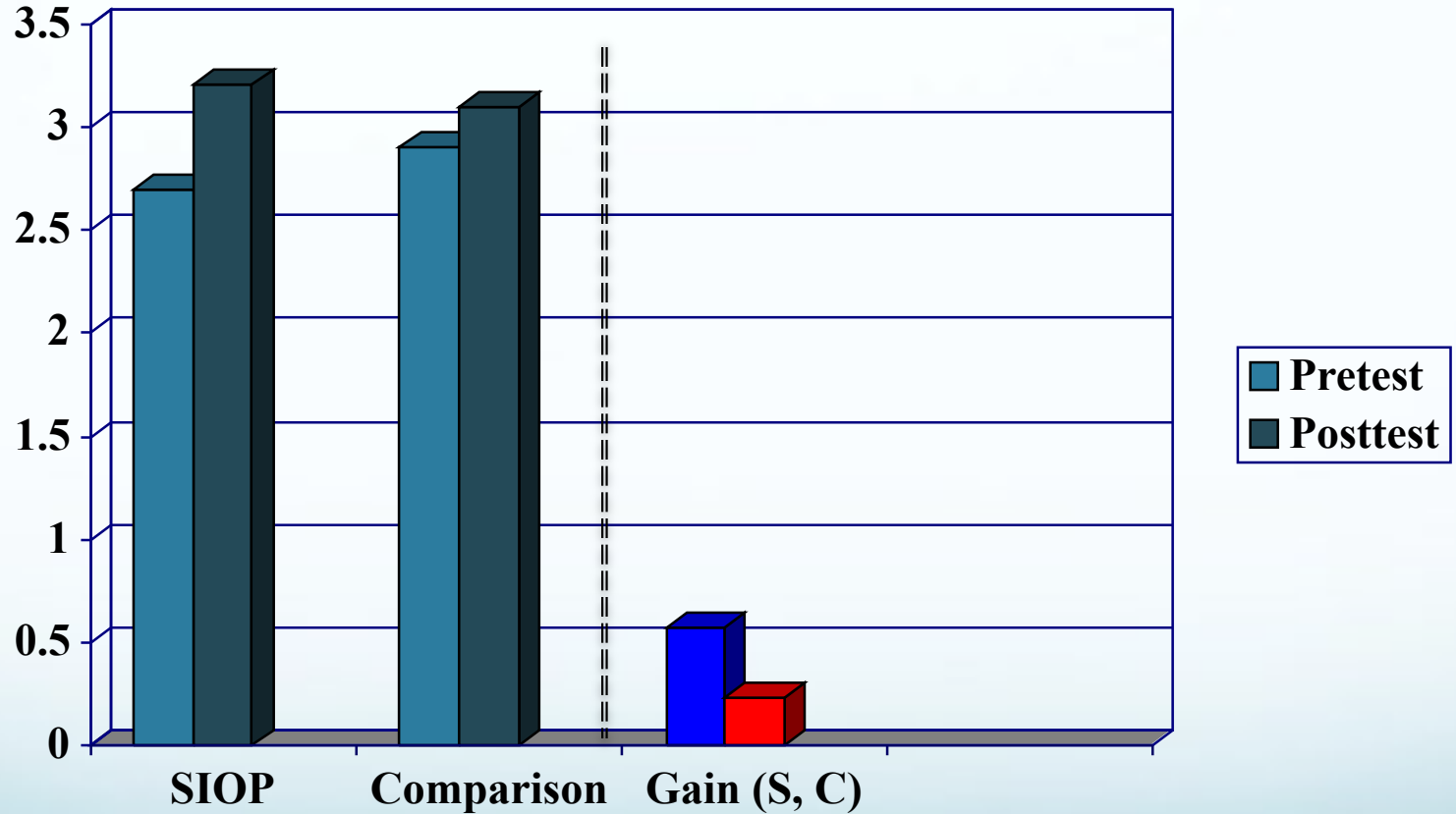
The Effects of Sheltered Instruction on the Achievement of LEP Students



- CREDE (Center for Research on Education, Diversity & Excellence) 7-year research study (1996–2003)
- After several years of field-testing the SIOP, a **validity and reliability study of the instrument** was conducted. Findings showed the SIOP is a highly reliable and valid measure of sheltered instruction (Guarino, et al., 2001).
- 1998-99: Using a prompt for **expository writing**, ELLs in classes with SIOP-trained teachers outperformed and made greater overall gains than ELLs in classes with non-SIOP-trained sheltered teachers on a version of the IMAGE writing test.

(IMAGE exam: Illinois Measure of Annual Growth in English)

1998-99 Pre/Post Writing Skills Scores on the IMAGE Test



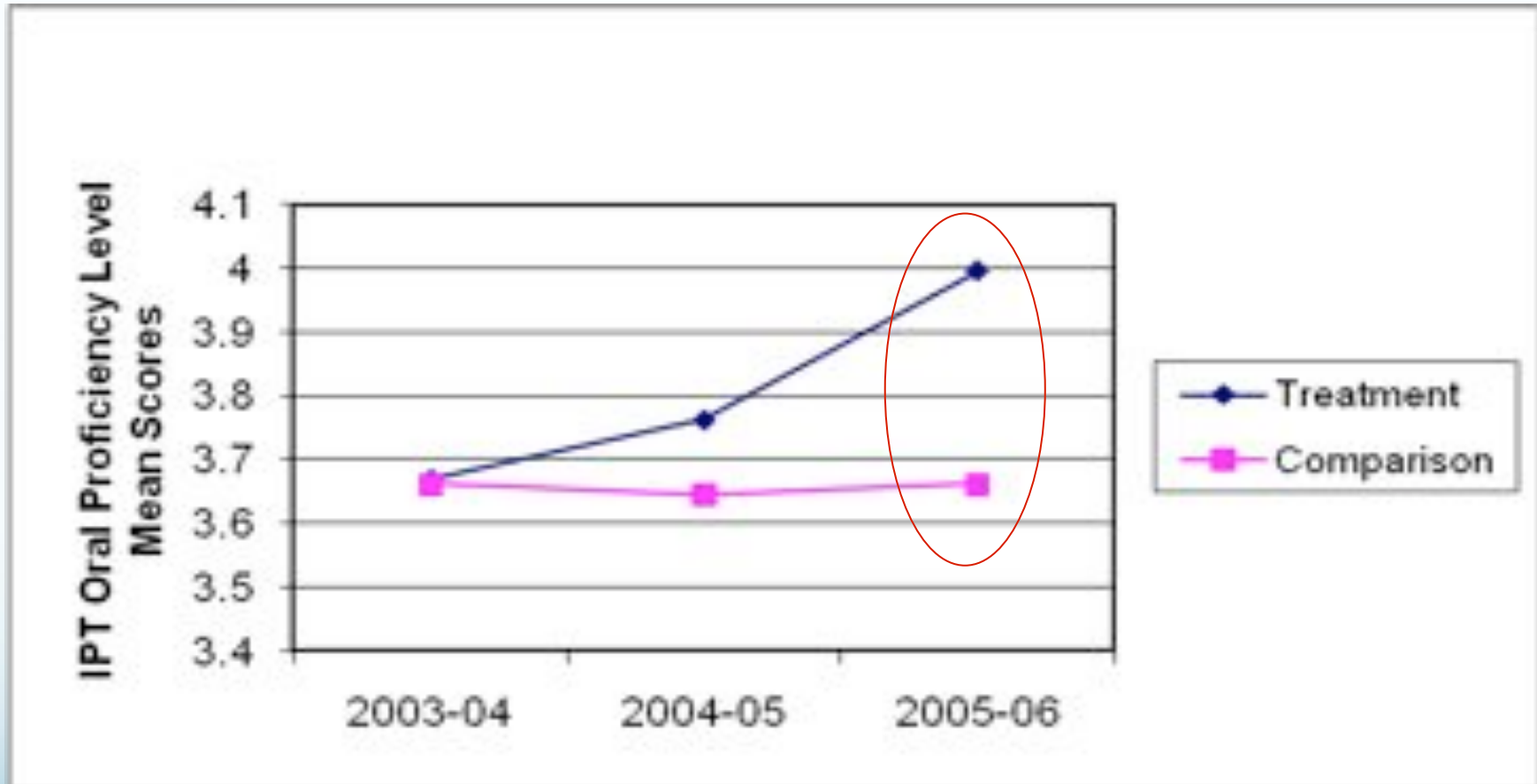


New Jersey SIOP Study Results

- Teachers can reach high levels of SIOP implementation after 1-2 years (1 year with more support). Sustained, supported professional development (workshops + coaching) works.
- After 1 year, students with SIOP-trained teachers outperformed non-SIOP students within the Clifton district on mean scores for oral, reading, writing IPT tests and for total IPT to statistically significant levels. Same results for Year 2.
- After 2 years, with SIOP-trained teachers in Clifton, students outperformed non-SIOP students in comparison district on mean scores for oral, writing IPT tests and total IPT across districts) to statistically significant levels.

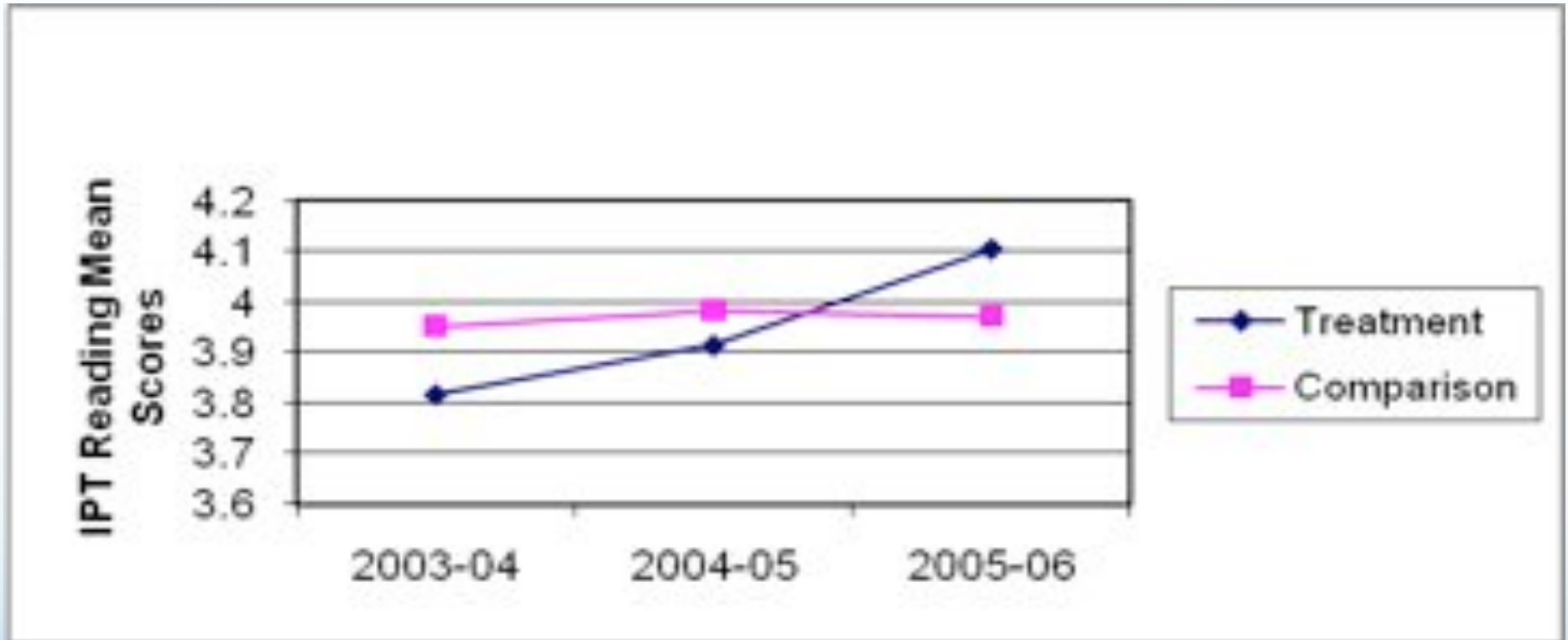
IPT Total Oral Scores for Clifton SLOP and NJ Comparison Group

Center for Applied Linguistics, 2008



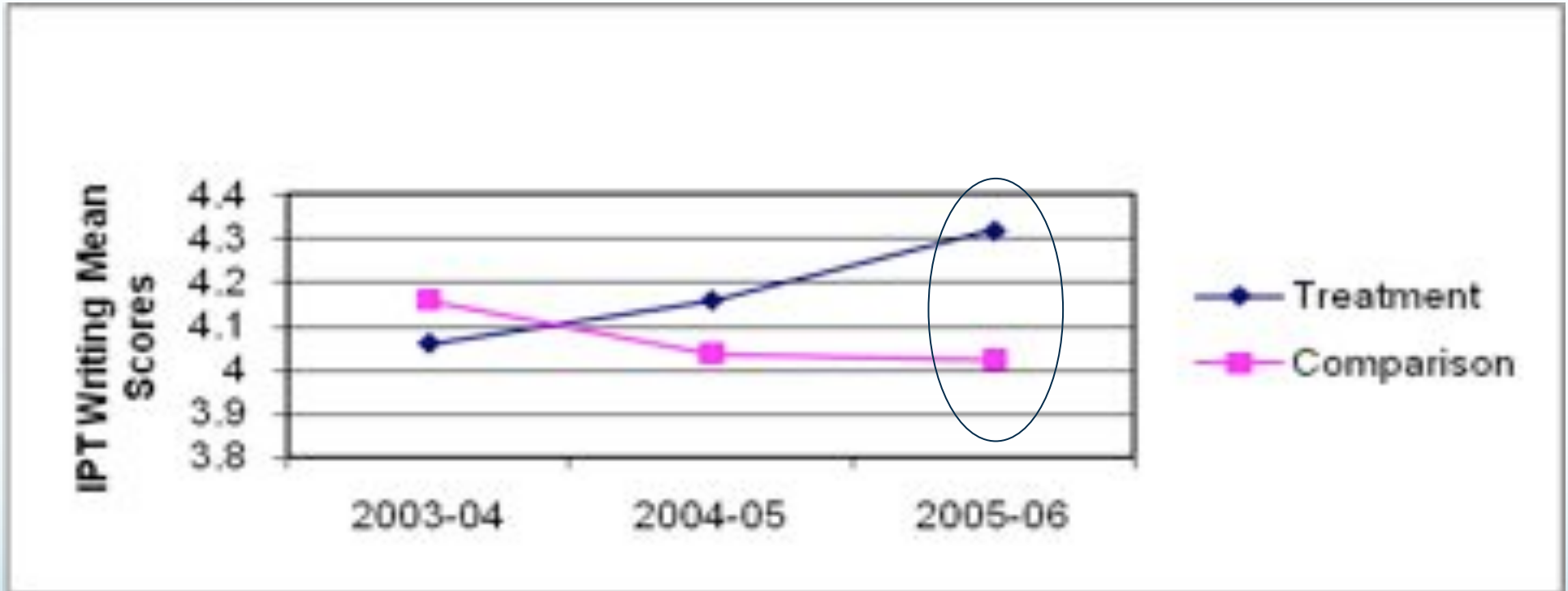
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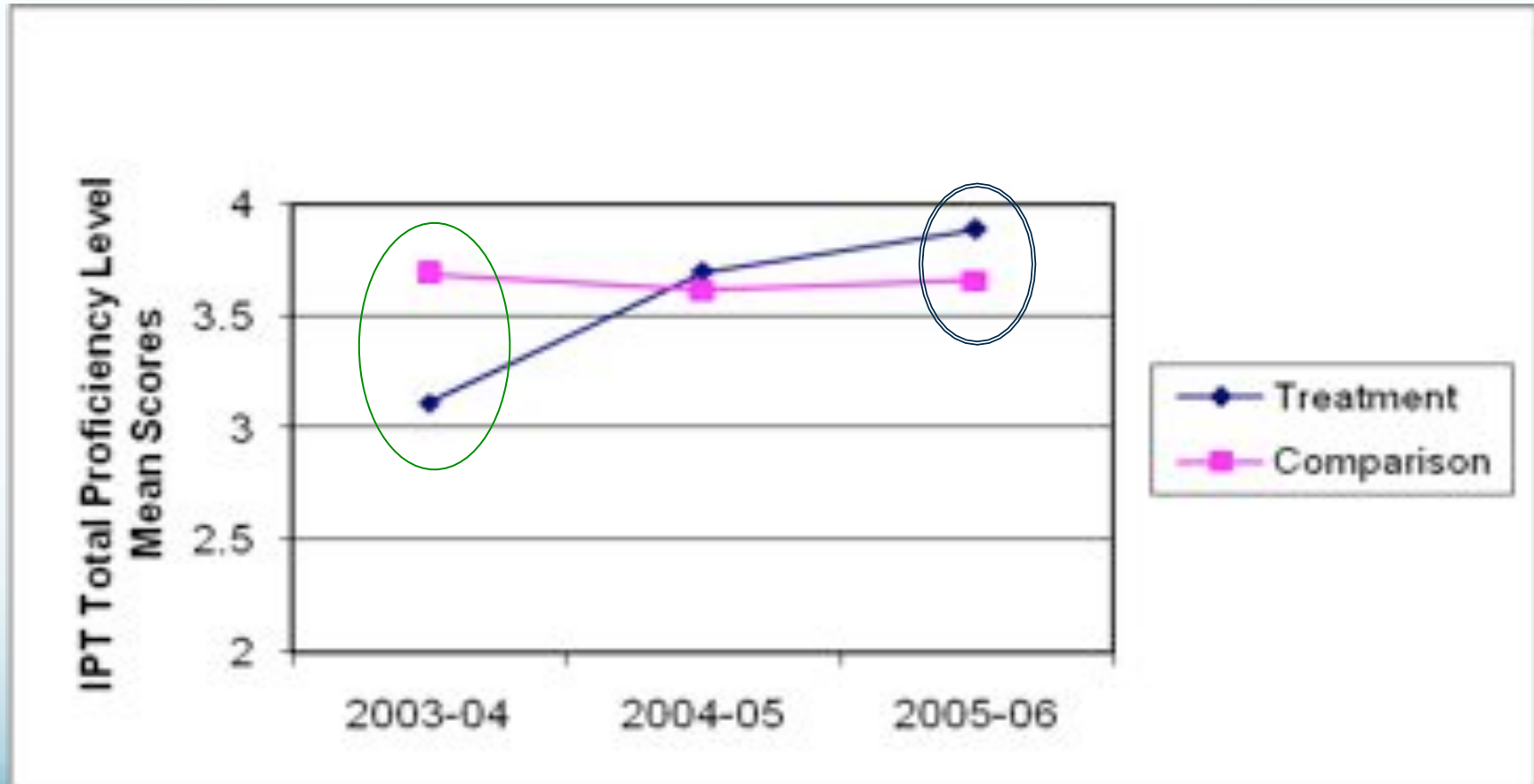
IPT Total Writing Scores for Clifton SLOP and Comparison Group

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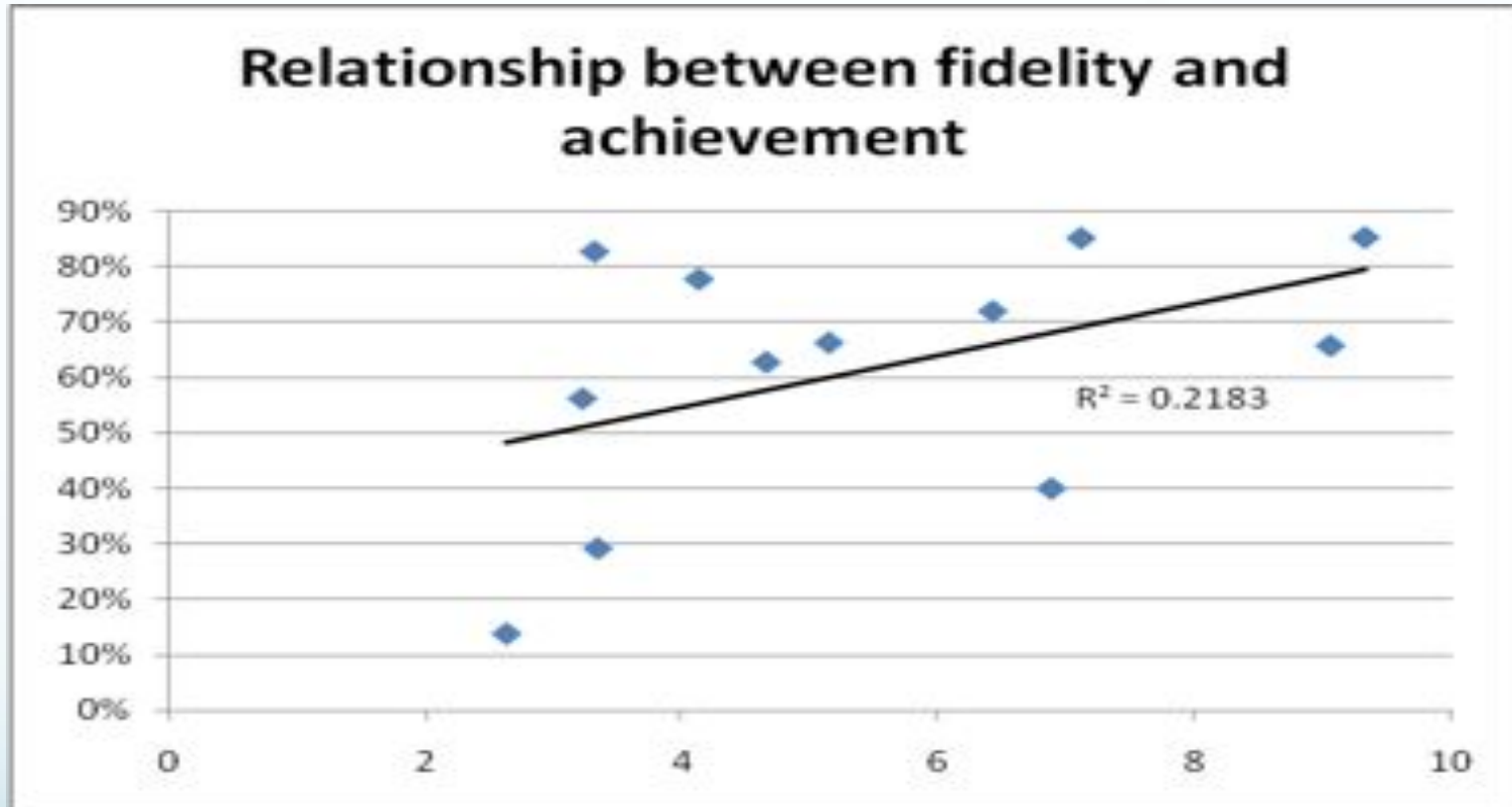
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Center for Applied Linguistics, 2008



Relationship: Average Teacher Performance and Student Outcomes

T level of SIOP implementation



Average Student Gain (std dev)

Vocabulary Development



College and Career Readiness Standard for Language (Vocabulary)

- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

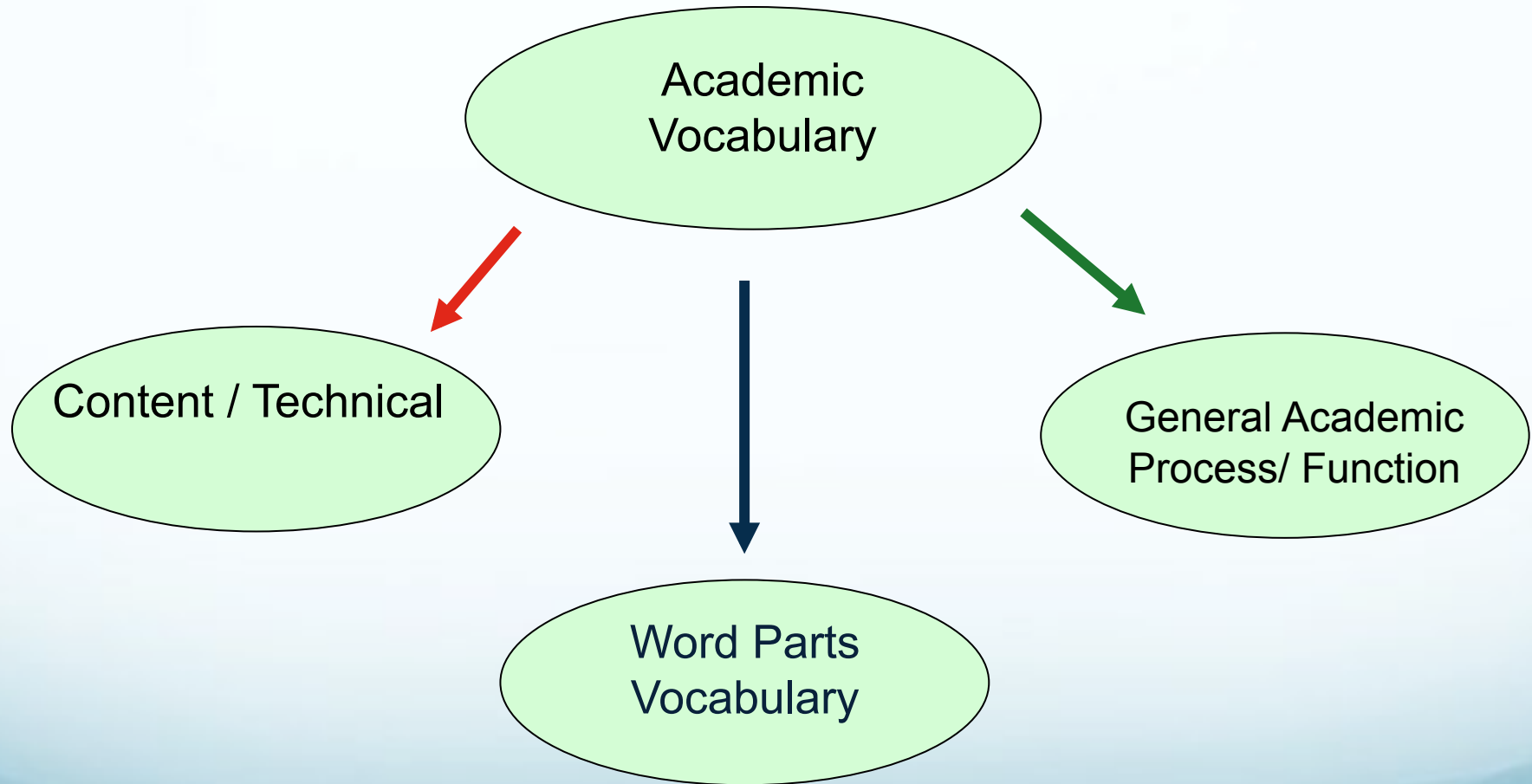
The SIOP Model for CCSS & WIDA

- Building Background SIOP Feature:
 - **Key vocabulary emphasized** (e.g., introduced, written, repeated, and highlighted for students to see)

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

Select Key Vocabulary Wisely



Academic Vocabulary

- Subject-specific and technical terms (found in informational and expository texts, e.g., *stem, xylem, phloem, transpire*)
- General academic vocabulary—cross-curricular terms/process & function words (used in all academic disciplines and often on state tests, e.g., *results, occur, discuss, skim, describe, compare, however, unless*)
- Word parts: Roots and affixes (word parts that enable students to learn new vocabulary, e.g., *photo-* = light, as in *photocopy, photograph, photosynthesis*; *un* =not, as in *unhappy*)

4 Corners Vocabulary

Word

Desert

Picture



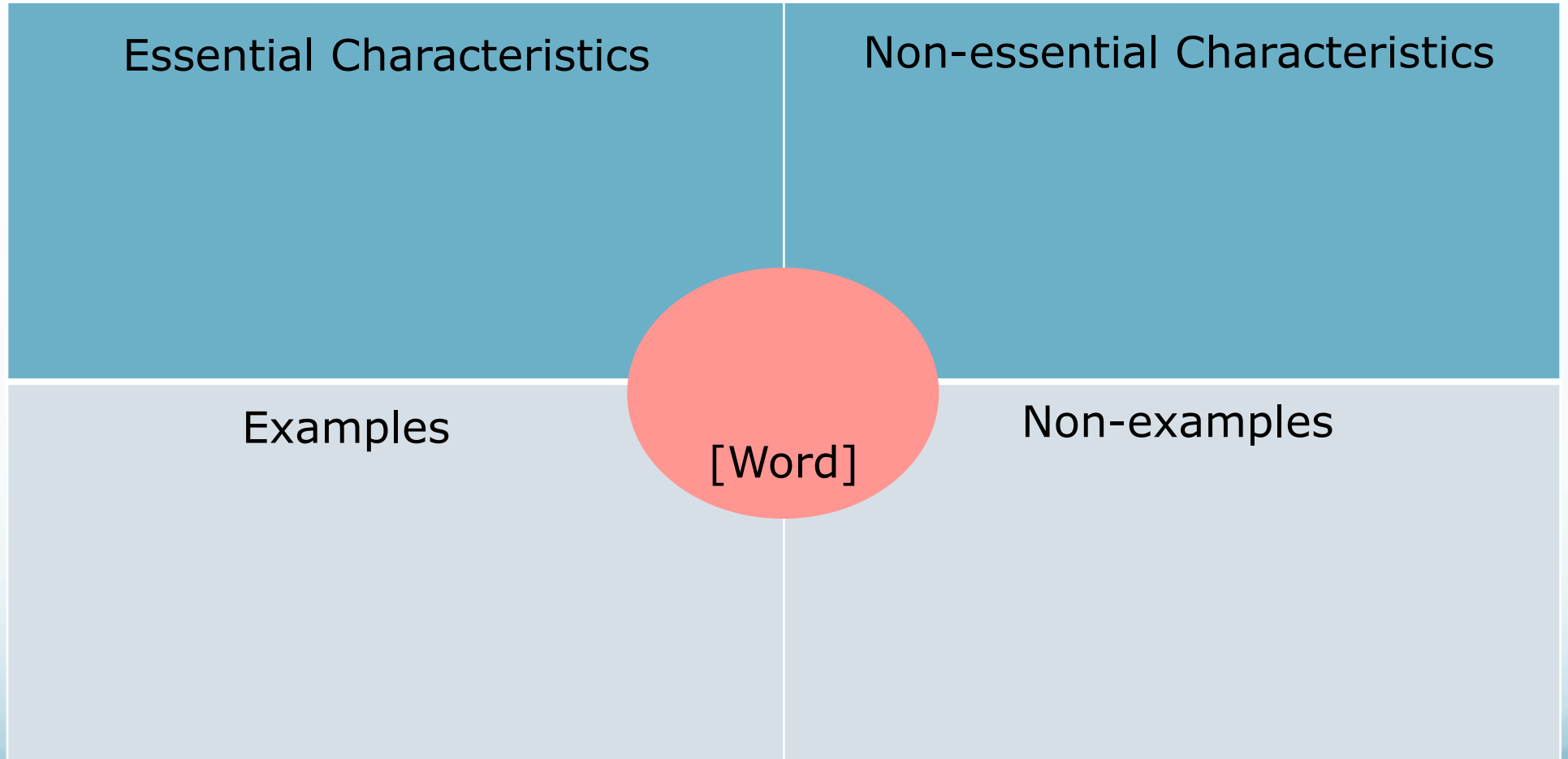
Word in context

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

Word Study: Frayer Model



Concept Definition Map

Definition

Related Terms

Nutrients

Examples

Take Advantage of English Learners' Native Language for Determining New Words

SPANISH

incapaz

incomódo

ENGLISH

unable

uncomfortable

SPANISH

velocidad

discuter

ENGLISH

velocity

discuss

College and Career Readiness Standard for Reading (Vocabulary)

- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meaning, and analyze how specific word choices shape meaning or tone.

Shades of Meaning

Teach shades of meaning: gradation and nuances of synonyms



hungry

starving

famished

ravenous

Academic Oral Language Skills



College and Career Readiness Standard for Speaking and Listening

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

WIDA ELD Standard 2

English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts.**

The SIOP Model for CCSS & WIDA

- Interaction SIOP Feature:
- Frequent opportunities for **interaction** and discussion between teacher/student and among students that encourage elaborated responses about lesson concepts

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

Verbal Scaffolds for Elaboration



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

Academic Language Frames (Seidlitz, 2008)

Cause-Effect	<ul style="list-style-type: none">• _____ was caused by ...• If _____ happens, then _____• The result is _____• Because of _____, _____ affected/aided _____ by
Define/Describe	<ul style="list-style-type: none">• _____ means ...• _____ is an example of ...• The diagram shows that ...• _____ looks like• It has _____ but doesn't have ...

Express Opinions – Role Play

Partner A

- I think that ...
- In my opinion, ...

Think about the upcoming Patriots vs. Broncos NFL game.

Partner B

- I agree. *OR* I disagree.
- I agree with you and ...
- I agree with you but ...
- I disagree because ...



Reading Development

College and Career Readiness Anchor Standard for Reading

- Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.

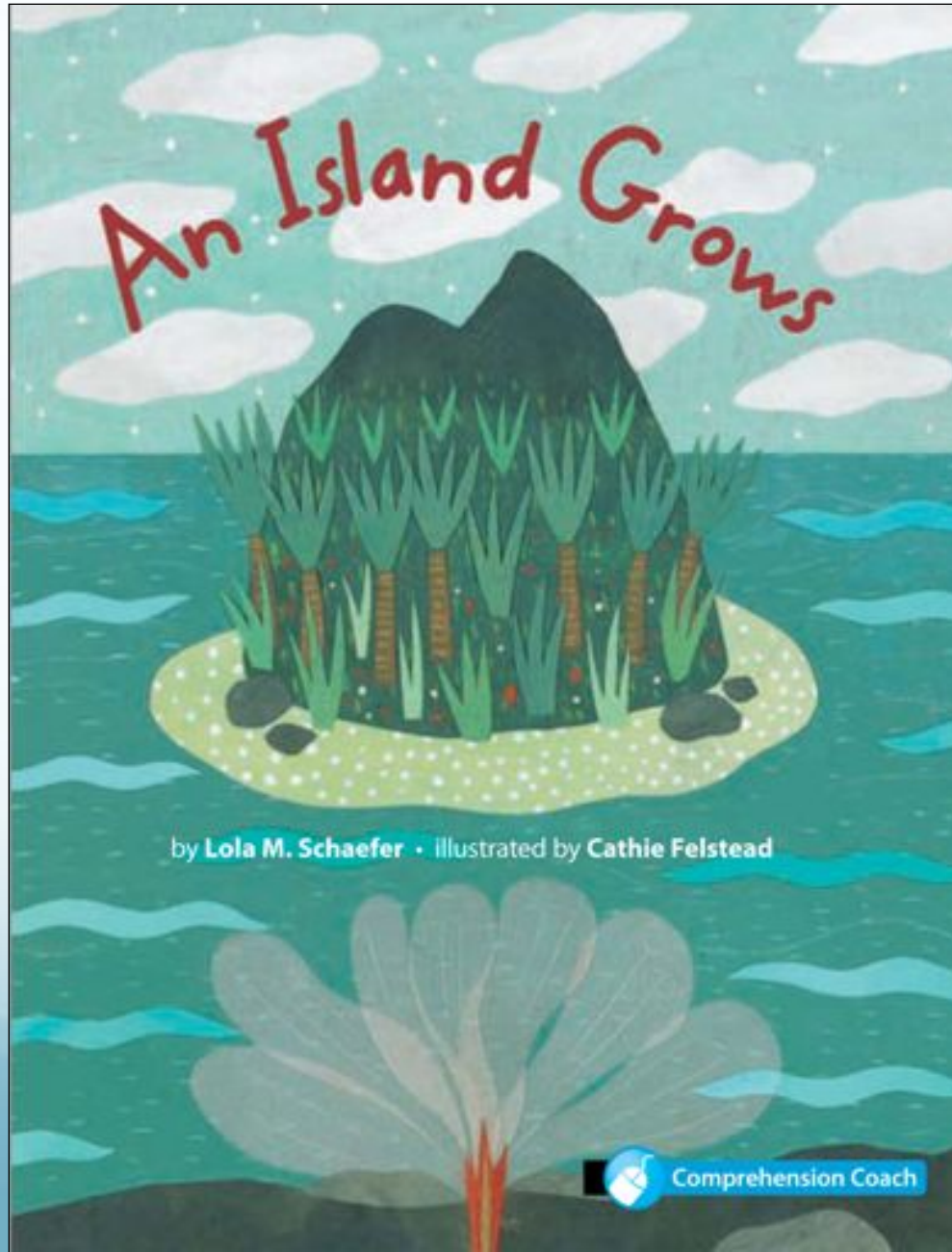
The SIOP Model for CCSS & WIDA

- Strategies SIOP Feature:
 - Ample opportunities provided for students to use **learning strategies**
 - **Scaffolding techniques** consistently used, assisting and supporting student understanding

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

Pair Fiction & Non-Fiction



NATIONAL GEOGRAPHIC EXCLUSIVE

Connect Across Texts Read a photo-essay to see just how dangerous **volcanoes** can be.

Genre A **photo-essay** is nonfiction. It uses photographs and text to give information.

Volcano Views

with photographs by **Carsten Peter**
and text by **Chris Beem**

Carsten Peter is an award-winning photographer who takes pictures in some of the most dangerous places on Earth. Look at these amazing photographs. To take the pictures, Peter had to get very close to **active volcanoes**.

Carsten Peter by an active volcano

In Other Words
Volcano Views Pictures of **volcanoes**
active erupting

Before You Move On

- 1. Draw Conclusions** What kind of person is Carsten Peter? How do you know?
- 2. Use Text Features** What can you learn about an active **volcano** from the photograph?

Same information, different reading levels



Below to On Level



On to Above Level

Organize Texts Around Essential Questions

UNIT 1 SHORT STORIES

CHOICES

ESSENTIAL QUESTION:
What Influences a Person's Choices?

Everything is determined, the beginning as well as the end, by forces over which we have no control.

—Albert Einstein

With every experience, you alone are painting your own canvas, thought by thought, choice by choice.

—Quint Watson



Critical Thinking: What can the author suggest about forces in life and society?

Build Background

- Help students talk about the theme, the EQ, and the texts, by building background with discussions and key vocabulary.

PREPARE TO READ ▶ The Good Samaritan
▶ Don't Go Gentle Into That Good Expressway
▶ The World Is in Their Hands

EQ What Influences a Person's Choices?
Explore the effect of family and friends on choices.

Make a Connection
Rank Reasons Often our families, friends, and values or beliefs direct our actions. Read the **Ranking Chart** to see a list of reasons people help others. Rank each reason from 1 to 5 (1 means you agree with that reason the most). Then discuss these questions with a partner: Which reasons ranked highest? How did you rank your friends and family?

RANKING CHART
Reasons for Helping Others Rank (1 to 5)

"My parents taught me to do it."	_____
"My friends will respect me more."	_____
"Good works look good on a résumé or college application."	_____
"Changing the world starts with me."	_____

Learn Key Vocabulary
Study the Words Pronounce each word and learn its meaning. You may also want to look up the definitions in the Glossary.

• Academic Vocabulary

Key Words	Examples
• affect (ə-fekt) verb ▶ pages 17, 23, 33	When you affect something, you change it in some way. You can affect the environment by using more or less water.
• conflict (kɒn-flikt) noun ▶ pages 12, 23	When people or things are in conflict , they do not agree. A story's conflict is the main problem.
• contribute (kən-tri-byūt) verb ▶ page 28	When you contribute , you give something with others. Students contribute ideas to a group discussion. Synonym: give; Antonym: take
• disrespect (dis-rɪ-spekt) noun ▶ pages 17, 23	When you are rude to someone, you show them disrespect . When children yell at their parents, they show disrespect . Synonym: rudeness; Antonyms: courtesy, respect
• generation (jə-nə-rə-shən) noun ▶ pages 29, 31, 33	People who are about the same age belong to the same generation . We can learn a lot from our parents' generation .
• motivation (mə-tu-vā-shən) noun ▶ pages 27, 33	Motivation is the reason you act or think in a certain way. My motivation for volunteering is to help my neighbors. Synonyms: reason, drive
• privilege (prɪ-vu-lɪj) noun ▶ page 17	A privilege is something special that someone is allowed to have, be, or do. The football team gets the privilege of leaving school early on game days. Synonym: favor
• responsible (rɪ-spɛn-sə-bul) adjective ▶ pages 16, 33	When you are responsible for something, it is your duty to take care of it. If you borrow a pen, you are responsible for returning it when you are done.

Practice the Words Write a sentence for each of two Key Vocabulary words. Then cover or erase the Key Vocabulary word and have a partner tell the word that fits.
Example: Freedom of speech is a right, but driving a car is a privilege.

8 Unit 1 Choices

Scaffold Throughout Reading

- Support with vocabulary glosses
- Engage students orally with questions to monitor their comprehension process

"We can go home and shower and be back," said Hernando.

"No, *mejor que regresen mañana*. I'll be here tomorrow and we can swim. After lunch, okay. For sure we'll do it tomorrow," said Mr. Sánchez. ■

The following day he was there, but he was headed out right after lunch and he didn't feel safe leaving us behind without supervision. "If one of you drowns, your parents will be angry at me and . . ." He didn't say it, but he didn't need to. One of our parents could sue him. And he needed that like I needed another F in my Geometry I class! Or, we figured out later, he could have just said, "I used you **saps** to do my dirty work. And I lied about the pool, suckers!"

I don't know why we hadn't learned our lesson. Twice before he had **gypped** us this way of our time and effort. Always **dangling the carrot in front of our eyes**, then snatching it away last second. ■

One of those times he promised us soft drinks and snacks if we helped clean up a yard across the street from his house. It wasn't his yard to worry about, but I guess he just didn't like to see the weeds growing as tall as dogs. What if he had company? What would they think? And he was **angling for** a position on the school board. How could a **político** live in such filth!

Language
Some of the characters switch between English and Spanish. What can you guess about their community?

Plot/Confirm Prediction
Which characters will have a conflict? Do you want to change your prediction?

In Other Words
mejor que regresen mañana it's better if you come back tomorrow
saps: foolish kids
gypped: cheated, robbed (slang)
dangling the carrot in front of our eyes: getting us to work by promising a reward

Well, we did get a soft drink and chips, only it was one two-liter bottle of Coke and one bag of chips for close to ten of us. We had no cups, and the older, stronger boys **got dibs on** most of the eats. "I didn't know there'd be so many of you," he said. "Well, share. And thanks. You all are good, strong boys."

The next time was real hard labor. He said, "Help me dig these holes here, then we can put up some basketball rims. Once the cement dries on the court itself, you all can come over and play anytime since it's kind of your court too. That is, if you help me dig the holes."

And we did. We dug and dug and dug for close to six hours straight until we got done, passing on the shovel from one of us to the next. But we got it done. We had our court. Mr. Sánchez **kept his word**. He reminded us we could come over to play anytime, and we took special care not to **dunk** and grab hold of the rim. Even the shortest kid could practically dunk it because the baskets were so low. But we'd seen the rims all bent down at the different yards at school. And we didn't want that for our court. ■

"I didn't know there'd be so many of you," he said. "Well, share."

Plot/Predict
Mr. Sánchez keeps his promise. Do you think his relationship with Rey will change? ■

Summarize
How have Rey's feelings about Mr. Sánchez changed over time?

In Other Words
got dibs on: had the first choice of
kept his word: did what he had promised
dunk: slam the basketball into the hoop

Unit 1 Choices

The Good Samaritan 15

Embed Language Development in Reading

Lesson 4, continued
READ

OBJECTIVES
Reading Strategy
• Plan and Monitor: Make and Confirm Predictions
Literary Analysis
• Analyze Plot
Grammar
• Kinds of Sentences

TEACH & PRACTICE

Reading Support
Language Point out the bolded Spanish phrases in the text. Ask: What does this tell you about the community where Ray and the Sánchez family live?
Possible response:
• Ray and the Sánchez live in a bilingual community.

Reading Support
Plot/Content Prediction Review the elements of text structure, or plot, of a short story. Have students use information from plot complications to revise their earlier predictions.



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The following day he was there, but he was headed out right after lunch and he didn't feel safe leaving an infant without supervision. "If one of you drinks, your parents will be angry at me and..." He didn't say it, but he didn't need to. One of our parents could see him. And he needed that like I needed another I in my Geometry 1 class! Oh, we figured out later, he could have just said, "I need you guys to do my dirty work. And I had about the post, no-hes!"

"I don't know why we hadn't learned our lesson. Never before he had gapped us this way of our time and effort. Always dangling the carrot in front of our eyes, then snatching it away last second."

One of those times he promised us soft drinks and snacks if we helped clean up a yard across the street from his house. It wasn't his yard to worry about, but I guess he just didn't like to see the weeds growing as tall as dogs. What if he had company? What would they drink? And he was angling for a position on the school board. How could a **public** be in such a...

- TE focuses on grammar skills for all students.

GRAMMAR
Kinds of Sentences

Teach/Model: Display the transparency. Remind students that a sentence tells a complete thought. As you explain the four kinds of sentences, point out capitalization and end punctuation for each sentence.

Practice A. Have volunteers read each sentence aloud and identify the kind of sentence. Elicit reasons for their choice. Refer to the example sentences to help students change each sentence to a different kind.

B. After partners write their sentences about promises, have each student read a favorite aloud. Record a few, and ask the group to identify the kind of sentence and punctuation.

Grammar & Writing Practice Book, pp. 1-2

Are All Sentences the Same?

Key Features of Sentences

1. Every sentence has a subject and a verb.
2. Every sentence has a complete thought.
3. Every sentence has a capital letter at the beginning.
4. Every sentence has a period, exclamation point, or question mark at the end.

Check Your Understanding

1. Write a sentence about a promise you made to yourself.
2. Write a sentence about a promise you made to someone else.
3. Write a sentence about a promise you made to a pet.
4. Write a sentence about a promise you made to a friend.
5. Write a sentence about a promise you made to a teacher.
6. Write a sentence about a promise you made to a parent.
7. Write a sentence about a promise you made to a sibling.
8. Write a sentence about a promise you made to a neighbor.
9. Write a sentence about a promise you made to a community.
10. Write a sentence about a promise you made to a country.

Grammar Taught in Context

Apply in Writing Tasks

Power Writing

Have children write as much as they can as well as they can in one minute about the word *grow*.

For Writing Routine 1, see page BP00.

And in Post-Reading Projects

1

Plan a Project

TV Talk Show

In this unit, you'll be producing a TV talk show about the Essential Question. Choose the kind of show, host, guests, and set to produce. To get started, watch a few different TV talk shows. Look for

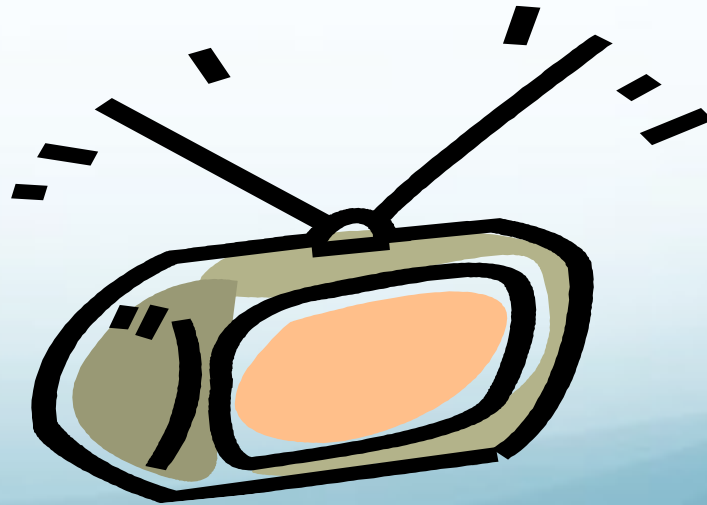
- how the interviewer introduces each guest
- whether the interviewer reads from notes, talks from memory, or takes notes
- whether the guest and interviewer look directly at each other
- how the parts of the show relate to the topic.

Study Skills Start planning your talk show. Use the forms on hbedge.net to help plan your time and to prepare the content.



SIOP Teaching

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



The SIOP Model meets recommendations for CC Standards Implementation

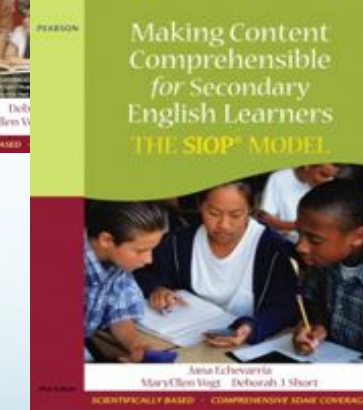
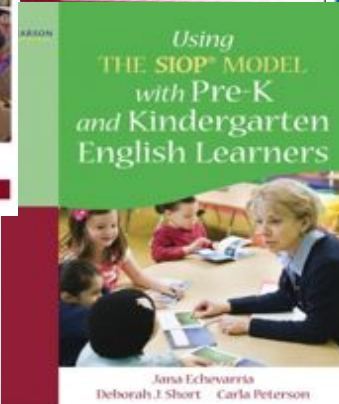
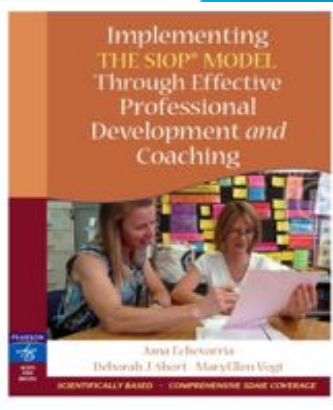
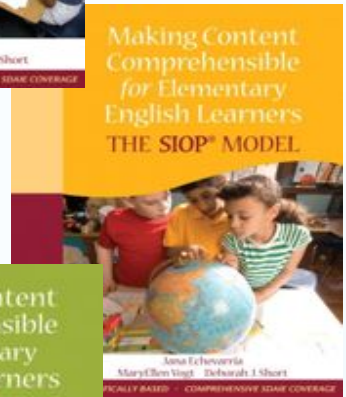
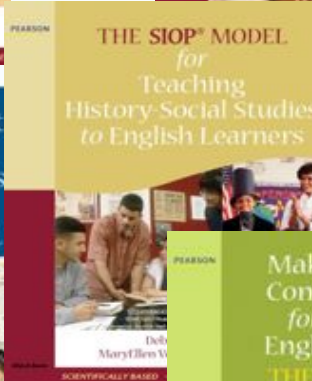
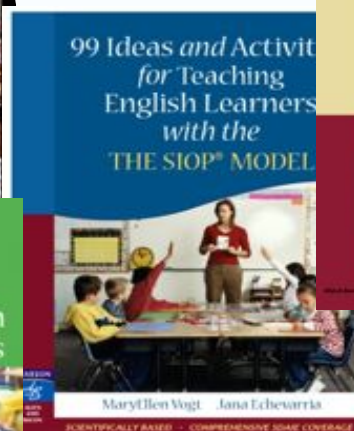
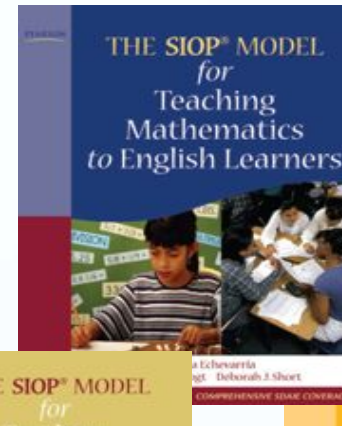
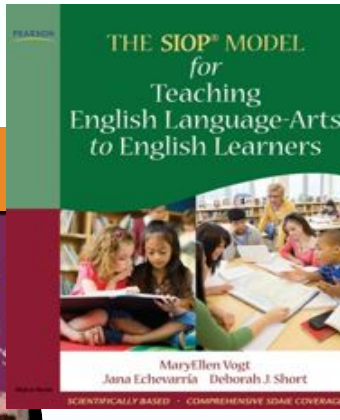
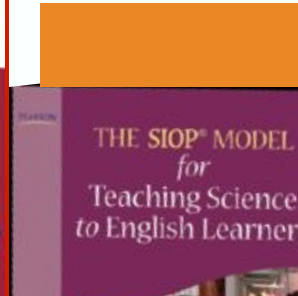
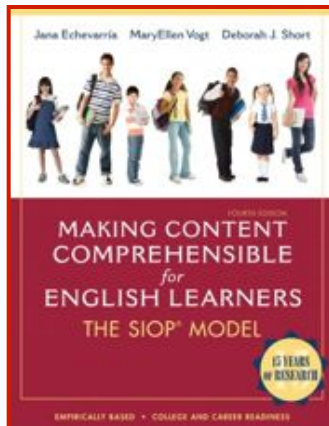
- **Focus on Vocabulary Development** -
“grow vocabularies through conversations, direct instruction, and reading”
- **Set up Opportunities for Classroom Discourse and Interaction** – “enable ELLs to develop communicative strengths in language arts and mathematics”
- **Make Content Comprehensible** –
“for ELLs through specific pedagogical techniques and additional resources”

*Education is not
the filling of a
pail, but a
lighting of a fire*



William Butler Yeats

SIOP Resources



Selected References

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