MODULE E

Curriculum Planning and Sheltered Instruction
What is Sheltered Instruction?

- Sheltered instruction is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. It was originally designed for content and classroom teachers who teach in English. The benefits are for ELL students, as well as native English speakers with a variety of learning styles.

- Teachers adjust the language demands of the lesson in many ways, such as:
  - modifying speech rate and tone
  - using context clues and models extensively
  - relating instruction to student experience
  - adapting the language of texts or tasks, and
  - using certain methods familiar to ESL teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work)
Sheltered Instruction

The following video will illustrate the Sheltered Instruction teaching strategies:

✓ View Ms. Rogozinski, Middle School Teacher, video at this link –
  www.state.nj.us/education/bilingual/ell_mainstream/part_three/index.html
  *reflection portion
Sheltered Instruction Observation Protocol (SIOP) Components

- Teacher Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Application
- Lesson Delivery
- Review and Assessment
Curriculum Requirements

- **N.J.A.C.6A:8–3.1(a)** District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

- **N.J.A.C.6A:15–1.4(c)1** Districts are required to approve curriculum that meets the needs of the types of bilingual/English as a second language program that they offer. For example, if a district has an ESL program, it should have an ESL curriculum. Similarly, if it operates a bilingual program, it should have a bilingual education curriculum.
The following video will illustrate the Sheltered Instruction teaching strategies:

✔ View Ms. Rogozinski, Middle School Teacher, video at this link –
  www.state.nj.us/education/bilingual/ell_mainstream/part_three/index.html

*Preparation portion*
### Unit Overview Template

<table>
<thead>
<tr>
<th><strong>Content Area(s):</strong></th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit title:</strong></td>
<td>Overcoming Challenges</td>
</tr>
<tr>
<td><strong>Target Course/Grade Level:</strong></td>
<td>Grade 4</td>
</tr>
</tbody>
</table>

**Unit Summary**

**Primary interdisciplinary connections:** Social Studies; Technology

**21st century themes:** Cross Cultural Understanding and Interpersonal Communication; Collaboration, Teamwork, and Leadership

**Unit Rationale:**

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WIDA ELDS 2 Language of Language Arts Grade 4 Reading</strong></td>
</tr>
<tr>
<td><strong>NJSLS R.I.4.4</strong></td>
</tr>
<tr>
<td><strong>NJSLS R.I.4.6</strong></td>
</tr>
<tr>
<td><strong>NJSLS R.I.4.9</strong></td>
</tr>
<tr>
<td><strong>NJSLS 6.1.4.A.9</strong></td>
</tr>
<tr>
<td><strong>NJSLS 8.1.4.A.3</strong></td>
</tr>
</tbody>
</table>
Teacher Preparation

- Content and Language objectives.
- Age appropriate content concepts based on language proficiency.
- Supplementary materials – charts, graphs, pictures, illustrations, realia, math manipulatives, multimedia, and demonstrations by teacher and other students. (Please see following slide for additional resources).

- Adaptation of content
  - graphic organizers
  - outlines
  - labeling of pictures
  - study guides
  - adapted text
  - highlighted text

- Meaningful activities integrate lesson concepts with language practice opportunities in listening, speaking, reading, and writing.
Teacher Preparation – Additional Resources

- [www.library.upenn.edu/exhibits/rbm/anders on/lincoln.html](www.library.upenn.edu/exhibits/rbm/anders on/lincoln.html)
- Read Aloud – *When Marian Sang* by Pam Muñoz Ryan
- [www.library.upenn.edu/exhibits/rbm/anders on/](www.library.upenn.edu/exhibits/rbm/anders on/)
Resources for “Overcoming Challenges” Unit

February 28, 1930.

Henry M.

Ma dear Sir, Robert:

I am afraid that I have never been a very useful member of the Daughters of the American Revolution, and I hope it will not make very little difference to you whether I resign, or whether I continue to be a member of your organization.

However, I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist. You have set an example which seems to me unfortunate, and I feel obliged to deal in so you my resignation. You had an opportunity to lead in an enlightened way and it seems to me that your organization has failed.

I realize that many people will not agree with me, but feeling as I do this seems to me the only proper procedure to follow.

Very sincerely yours,

[Signature]
HUMAN RIGHTS

Education
Freedom
Equality
Hope
Justice

Tolerance starts young

Tolerance

Advice
Youth
Mankind
Generations
Human
Independent
Friendship
Respect
Communication
Forgiveness
Trends
Getting
Direction
Future
Family
New
Supervision
Victory
Losing
Sharing
Watch
<table>
<thead>
<tr>
<th>SLO: 9</th>
<th>NJSLS: RI.4.4</th>
<th>WIDA ELDS: 2-5</th>
<th>Reading Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO: 9</strong></td>
<td><strong>NJSLS: RI.4.4</strong></td>
<td><strong>WIDA ELDS: 2-5</strong></td>
<td><strong>Reading Speaking</strong></td>
</tr>
<tr>
<td><strong>Determine meaning of general academic words or phrases in a text relevant to a grade 4 topics or subject area.</strong></td>
<td><strong>Define words and phrases in informational texts through use of pictures, synonyms, translation dictionaries and/or context clues.</strong></td>
<td><strong>VU: Academic word list</strong></td>
<td><strong>LFC: Nouns, comparative adjectives</strong></td>
</tr>
<tr>
<td><strong>Note: When NJSLS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.</strong></td>
<td><strong>Defining words and phrases in informational texts through use of pictures, synonyms, translation dictionaries and/or context clues.</strong></td>
<td><strong>LC: Varies by ELP level</strong></td>
<td><strong>Learning Supports</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Objectives</th>
<th>ELP 1</th>
<th>ELP 2</th>
<th>ELP 3</th>
<th>ELP 4</th>
<th>ELP 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Define academic words and phrases in L1 and/or define high-frequency, academic words in English from leveled texts using single words, gestures and pictures.</strong></td>
<td><strong>Define academic words and phrases in L1 and/or define general, content-based words in English from leveled texts using phrases and pictures.</strong></td>
<td><strong>Define key, academic words and phrases in adapted, informational text using simple sentences.</strong></td>
<td><strong>Define academic words and phrases in informational texts within grades 3-4 complexity level using expanded sentences.</strong></td>
<td><strong>Define precise, academic words and phrases in informational, grade-level text using complex sentences.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Supports</strong></th>
<th><strong>Bilingual Dictionary</strong></th>
<th><strong>Bilingual Dictionary Glossary</strong></th>
<th><strong>Dictionary</strong></th>
<th><strong>Dictionary Glossary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Glossary</strong></td>
<td><strong>Picture Dictionary</strong></td>
<td><strong>Bold</strong></td>
<td><strong>Faced/highlighted words</strong></td>
<td><strong>Glossary</strong></td>
</tr>
<tr>
<td><strong>Personal dictionary</strong></td>
<td><strong>L1 support</strong></td>
<td><strong>Pictures</strong></td>
<td><strong>L1 support</strong></td>
<td><strong>Pictures</strong></td>
</tr>
<tr>
<td><strong>L1 support</strong></td>
<td><strong>Pictures</strong></td>
<td><strong>Gestures</strong></td>
<td><strong>L1 support</strong></td>
<td><strong>Pictures</strong></td>
</tr>
</tbody>
</table>

*Another Resource - ELA - Grade 4 - Unit 2 - ELL Scaffold*
# Student Learning Objective (SLO)

**SLO: 12**  
NJSLS: RI.4.6  
WIDA ELDS: 2-5  
Reading Speaking

Describe the differences in focus and the information provided in a firsthand and a secondhand account of the same event or topic. **Note:** When NJSLS is RI (Reading Informational Text), the WIDA ELDS could be Language Arts, Math, Science or Social Studies. For that reason, all 4 standards are included. However, teachers should only cite the specific content used.

<table>
<thead>
<tr>
<th>Language Objective</th>
<th>Language Needed</th>
</tr>
</thead>
</table>
| Describe differences in focus and information provided in a firsthand account and a secondhand account of the same event or topic using a Venn diagram and word/phrase bank. | VU: Point of view, primary source  
LFC: Comparatives, superlatives  
LC: Varies by ELP level |

### ELP 1

Language Objectives: Describe the differences in focus and information in L1 and/or state the differences by answering yes/no or either/or questions with high-frequency, content-related single words, pictures or gestures.

<table>
<thead>
<tr>
<th>Learning Supports</th>
</tr>
</thead>
</table>
| Leveled text  
Venn Diagram (semi-completed by teacher)  
Word/picture bank  
L1 support  
Pictures  
Choice questions |

### ELP 2

Language Objectives: Describe the differences in focus and information in L1 and/or identify the differences by answering wh- questions with general, content-based vocabulary in phrases with formulaic structures and pictures.

<table>
<thead>
<tr>
<th>Learning Supports</th>
</tr>
</thead>
</table>
| Leveled text  
Venn Diagram (semi-completed by teacher)  
Word/picture bank  
L1 support  
Pictures  
Sentence frames |

### ELP 3

Language Objectives: Describe the differences in focus and information using key, content-based vocabulary in simple sentences with repetitive, grammatical structures.

<table>
<thead>
<tr>
<th>Learning Supports</th>
</tr>
</thead>
</table>
| Adapted text  
Venn Diagram  
Sentence starters  
Word/phrase bank |

### ELP 4

Language Objectives: Describe the differences in focus and information using content-based vocabulary in expanded and some complex sentences with varying grammatical structures.

<table>
<thead>
<tr>
<th>Learning Supports</th>
</tr>
</thead>
</table>
| Text within grades 3-4 complexity level  
Venn Diagram |

### ELP 5

Language Objectives: Describe the differences in focus and information using precise, content-based vocabulary in multiple, complex sentences with a variety of grammatical structures.
<table>
<thead>
<tr>
<th>SLO: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS:</td>
</tr>
<tr>
<td>RI.4.9</td>
</tr>
<tr>
<td>WIDA ELDS:</td>
</tr>
<tr>
<td>2 - 5 Reading</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Objective (SLO)</th>
<th>Language Objective</th>
<th>Language Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate and reflect on information from two texts on the same topic in order to write or speak about the subject knowledgeably</td>
<td>Compare and contrast two texts on the same topic in order to write or speak about the subject knowledgeably by using a Graphic Organizers and L1 support.</td>
<td>VU: Similarities, differences, facts, fiction; content-based, grade-level vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LFC: Simple, compound and complex sentences, word order and parallelism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LC: Varies by ELP level</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Language Objectives</td>
<td>Compare and contrast two texts on the same topic with that of another from an informational text in L1 and/or using leveled texts or excerpts from grade-level texts, produce single words and Pictures to complete a Graphic Organizers.</td>
<td>Compare and contrast two texts on the same topic with that of another from an informational text in L1 and/or using a leveled text or excerpts from grade-level texts, produce Pictures and phrases or short sentences to complete a Graphic Organizers.</td>
<td>Compare and contrast two adapted texts on the same topic using key vocabulary in simple, related sentences.</td>
<td>Compare and contrast two texts within the grade-level band on the same topic using key vocabulary in expanded and some complex sentences.</td>
<td>Compare and contrast two grade-level texts on the same topic with that of another, using precise vocabulary in multiple, complex sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Supports</th>
<th>Graphic Organizers Template L1 support Word/Picture Wall</th>
<th>Graphic Organizers Template L1 support Sentence frame Word/Picture Wall</th>
<th>Graphic Organizers Template Word Wall</th>
<th>Graphic Organizers</th>
<th>Graphic Organizers</th>
</tr>
</thead>
</table>
Building Background

https://www.youtube.com/watch?v=ytXeEFCTMbg

- Based on what you saw in the video what are the key ideas for building background?
- New concepts and academic vocabulary should be directly linked to students’ background experience. This experience can be personal, cultural or academic.
- Links should be explicitly made between past learning and new concepts.
- Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.
Comprehensible Input

- Speech appropriate to students' language proficiency
  - Avoid idiomatic phrases or jargon
- Explanation of academic tasks
  - Step-by-step; peer-modeling
- Uses of a variety of techniques to make content concepts clear
  - Vocabulary
    - Repeat, illustrate, write in a word bank/wall, L1, cognates
Strategies

- Strategies are learned systems of processing information.
- Students should be taught through explicit instruction –
  - For example, “Preview and Predict” strategy.
- Use of verbal and instructional scaffolding techniques.
- Use question types at different levels, especially those that promote higher level thinking.
Small Group Work

www.state.nj.us/education/modelcurriculum/ela/exemplars/4.pdf

Teacher Preparation
- Content and language objectives – (e.g., see pages 3 and 4)
- Age appropriate content concepts based on language proficiency (e.g., see page 8)
- Supplementary materials
- Adaptation of content
- Meaningful activities integrate lesson concepts with language practice opportunities in listening, speaking, reading, and writing.

Building Background (see page 8)
Comprehensible Input (see page 10)
Strategies (see page 9)
How could you modify your lesson to meet the needs of ELLs by incorporating the 4 principles covered so far?
Interaction

Provide the following for ELLs:

- Frequent opportunities for student and teacher interactions.
- Grouping configurations to support lesson objectives:
  - cooperative groups,
  - buddies,
  - pairs, and
  - large and small groups.
- Ample wait time for responses.
- Opportunities for clarification in native language, if possible.
Application

Lessons should include:

- hands-on materials or manipulatives for student practice
- activities for students to apply content and language knowledge in the classroom
- activities in all four language domains (listening, speaking, reading and writing).
Lesson Delivery

- **Content objectives supported by lesson delivery—**
  - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
  - What standard(s) are being addressed here?

- **Language objectives supported by lesson delivery—**
  - Compare and contrast two texts on the same topic in order to write or speak about the subject knowledgeably by using a graphic organizer and L1 support.
  - What standard(s) are being addressed here?

- Students engaged.
- Pacing of the lesson appropriate to students’ language proficiency level.
Review and Assessment

- Comprehensive review of:
  - Vocabulary
  - Content concepts

- Regularly provides feedback on language and content output.

- Conducts assessment of student comprehension, ongoing basis throughout lesson.
Small Group Work

- www.state.nj.us/education/modelcurriculum/ela/exemplars/4.pdf

- How could you modify your lesson to meet the needs of ELLs by incorporating the last 4 principles?
- Be ready to share and discuss.
End of Module E
Contact Information

- Please email lep@doe.state.nj.us with any questions or comments you may have regarding this module.
**Resources**

- http://www.colorincolorado.org/
- http://educationnorthwest.org/webfm_send/459
- http://eric.ed.gov/?id=ED249773
- http://www.state.nj.us/education/bilingual/resources/curriculum/