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
Co-membership Discounts with RITELL

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- For current members of RITELL 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.
- RITELL Officers share the code for online application. Do it by Jan 2014!
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!
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


- 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

![Bar chart showing pretest and posttest scores for SIOP and Comparison groups, with a gain comparison for SIOP (S) and Comparison (C).]
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 SIOP and NJ Comparison Group

Center for Applied Linguistics, 2008
IPT Total Reading Scores for Clifton SIOP and Comparison Group

Center for Applied Linguistics, 2008
IPT Total Writing Scores for Clifton SIOP and Comparison Group

Center for Applied Linguistics, 2008
IPT Total Mean Scores for Clifton SIOP and NJ Comparison Group

Center for Applied Linguistics, 2008
The Impact of the SIOP Model on Middle School Science and Language Learning

- CREATE (Center for Research on the Educational Achievement and Teaching of English Language Learners) 6-year study (2005-2011)

- The higher the teacher rating on the SIOP protocol, the better the students performed.

- This was true for all subgroups: English Learners, Fluent English Proficient, English Only, and students with disabilities.

- This is true of both SIOP and control teachers.
Relationship: Average Teacher Performance and Student Outcomes

Average Student Gain (std dev)

Relationship between fidelity and achievement

$R^2 = 0.2183$
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

Content / Technical

Word Parts Vocabulary

General Academic Process/ Function
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)
<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert</td>
<td><img src="image" alt="Desert Plants" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word in context</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants have adapted to a dry climate in the desert.</td>
<td>A dry, hot environment with little vegetation, little rainfall, and no permanent body of water</td>
</tr>
</tbody>
</table>
# Word Study: Frayer Model

<table>
<thead>
<tr>
<th>Essential Characteristics</th>
<th>Non-essential Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Word]</td>
<td></td>
</tr>
</tbody>
</table>
Concept Definition Map

**Nutrients**

- Definition
- Related Terms
- Examples
### Take Advantage of English Learners’ Native Language for Determining New Words

<table>
<thead>
<tr>
<th>SPANISH</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>incapaz</td>
<td>unable</td>
</tr>
<tr>
<td>incomódo</td>
<td>uncomfortable</td>
</tr>
<tr>
<td>velocidad</td>
<td>velocity</td>
</tr>
<tr>
<td>discuter</td>
<td>discuss</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>hungry</th>
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</thead>
<tbody>
<tr>
<td>starving</td>
</tr>
<tr>
<td>famished</td>
</tr>
<tr>
<td>ravenous</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Cause-Effect</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• _____ was caused by ...</td>
<td></td>
</tr>
<tr>
<td>• If _____ happens, then ____</td>
<td></td>
</tr>
<tr>
<td>• The result is ______</td>
<td></td>
</tr>
<tr>
<td>• Because of ___, _____________</td>
<td>affected/aided _____ by ....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Define/Describe</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• ____ means ...</td>
<td></td>
</tr>
<tr>
<td>• ____ is an example of ...</td>
<td></td>
</tr>
<tr>
<td>• The diagram shows that ...</td>
<td></td>
</tr>
<tr>
<td>• ____ looks like ....</td>
<td></td>
</tr>
<tr>
<td>• It has ____ but doesn’t have ...</td>
<td></td>
</tr>
</tbody>
</table>
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
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

An Island Grows
by Lola M. Schaefer - illustrated by Cathie Felstead

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!

Comprehension Coach

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.

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
Organize Texts Around Essential Questions

**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.*

—Oprah Winfrey
Help students talk about the theme, the EQ, and the texts, by building background with discussions and key vocabulary.
**Scaffold Throughout Reading**

- **Support with vocabulary glosses**
- **Engage students orally with questions to monitor their comprehension process**
Embed Language Development in Reading

- TE focuses on grammar skills for all students.

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

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


Selected References (continued)


