

***Instructional Best Practices  
for  
English Language Learners***

**Day 2**

Module 3: Creating Opportunities for Interaction  
Module 4: Putting It All Together

## About Your Trainers

Lorrie Stoops Verplaetse, Ph.D. is Professor and Coordinator of Bilingual Education and TESOL at Southern Connecticut State University. Dr. Verplaetse has been in the field of ESL for 35 years. She is the co-editor of *Second and Foreign Language Learning Through Classroom Interaction* and most recently, *Inclusive Pedagogy for English Language Learners*. She has authored three Department of Education National Professional Development grants and currently serves as Project Director of the OELA-funded Training for All Teachers Program.

Marisa Ferraro is Program Manager of the Training for All Teachers Program at Southern Connecticut State University. She holds a MS in TESOL, Bilingual and Multicultural Education and has experience in both ESL and EFL capacities, teaching refugee immigrant students in Connecticut and training foreign professionals in Germany. As Program Manager, she works closely with mainstream teachers and administrators throughout the state co-delivering professional development workshops in best instructional practices for ELLs.

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# MODULE 3

## Engaging ELLs: Opportunities for Interaction

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## Introduction to Module 3

Module 3 introduces the participant to ways to provide the students with opportunities for increased interaction and output. This module provides the teacher and instruction leader with ideas for grouping students to increase interaction while using the target language and focusing on the task at hand. It also includes ideas for monitoring students and observing classrooms, especially useful for a supervisor and/or evaluator.

Teachers know that all students, regardless of language background, need to show what they have learned. This module provides ideas for writing and speaking that are modified to suit a student's language ability.

By the end of the module, participants will be able to:

1. Explain why current typical classroom interaction models do not produce sufficient output time for students.
2. Explain why interaction is important and necessary for all students, especially ELLs.
3. Identify the characteristics of an "instructional conversation."
4. Explain how varying teacher question strategies can elicit student responses- no matter what level of language development the student currently possesses.
5. Identify the points in a student's language development when s/he needs to be challenged to produce longer, extended utterances. Understand the steps necessary to help a student gain his/her academic voice at this time.
6. Use language modeling to increase students' opportunities for output.
7. Identify small group experiences that increase student interaction and content engagement.
8. Identify when and how to respond to students' written errors.
9. Apply these ideas to one of their own lessons.

# Self Reflection

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## PREVIEW ACTIVITY

Recall the lesson you committed to in Module 2. Think about the questions below and write a brief response. In pairs discuss your answers. Select one to share with the group.

What specific difficulties would ELLs have in participating in **class discussions**?

What specific difficulties would ELLs have in participating in **writing assignments**?

# CREATING OPPORTUNITIES FOR OUTPUT

## ENGAGING YOUR ENGLISH LANGUAGE LEARNER



### IV. Changing Traditional Classroom Talk

- A. Teacher Questions / Student Responds (IRE)
- B. Instructional Conversations
- C. Linguistic Features of Highly Engaged Instructional Conversations

### V. Engaging Appropriate Language Proficiency Levels

- A. Question Techniques at Various Proficiency Levels
- B. Differentiating Objectives: How Students Meet the Lesson Objectives based on Language Proficiency

### VI. Giving Students Voice

- A. Modeling language
  - 1. Describing your insect
  - 2. Generating Output Using Sentence Starters
- B. Challenging Students to Produce Extended Academic Talk
  - 1. Interview with Pei
- C. Pair/Group Work for Content Classrooms
- D. Responding to Students Voice – Writing & Error Correction

# IVA. Traditional Classroom Talk IRE

(T) I = Initiation

(S) R = Response

(T) E/F = Evaluation/Feedback

# IVB. Buffalo Woman Language and Content Objectives

## **Content Objectives:**

Students will be able to...

1. Predict what will happen in the story.
2. Justify their predictions by referring to evidence in the text.
3. Speculate as to author's purpose.
4. Justify their ideas by referring to supportive details in the text.

## **Language Objectives:**

In small teacher-led group discussion, students will...

1. Make predictions using complete sentences.
2. Justify their predictions using complete sentences.
3. Propose their own ideas of author's purpose using complete sentences.
4. Read sections of text or refer to sections of text that support their ideas.

Source: TAT Program

## IVB. Continued Instructional Conversations: Understanding Through Discussion

Transcript of video clip

S = Student

T = Teacher

1. S: Maybe he is going to fall in love with her, and he is the only one that hunts buffalo and at the end, 'cause she turns into a buffalo, he might kill her.
2. T: Oh, that would be a twist—he is in love with her but he is going to kill her?
3. S: And that's the, that's the, the ...
4. S: Moral.
5. S: The explanation of nature not to kill.
6. S: Not to kill the buffalo, because it's like, it's like killing a big part of nature, 'cause it is killing a big part.
7. S: (inaudible) says that I will be you wife, that she will be his wife.  
...
8. T: You were saying she could... (inaudible)
9. S: Not to, not, to, (inaudible)
10. T: Is he the kid of person who's going to listen?
11. S: Maybe.
12. S: Maybe he is.
13. S: Because he is kind, he should listen.
14. S: And maybe like they'll both get mad and he'll have to follow her, and , and at the end...
15. S: And it says...
16. S: And at the end, the, the, she turns into a buffalo again and maybe, like her father is also a buffalo, so he tells him...  
...
17. S: Maybe the man, the man wants to hunt the buffalos but the lady maybe tells the man not to hunt...
18. T: So the conflict between man and woman is about hunting buffalo. Why would she not let them hunt the buffalos?
19. S: She likes them too much

20. T: She likes the buffalos too much?
21. S: And maybe the man wants to kills the buffalo, and she sacrifice her life, and the buffalo.
22. T: Wow. I really like the way you're bringing in the ideas we have talked about, and making some guesses about what's going to happen in the story. And I think that is excellent guesses=
23. S: = I think the buffalo is the lady. And then when he turns a little bit and he doesn't look, she, the buffalo turns into the lady again.
24. T: What gives you the idea that the buffalo could be the lady?
25. S: 'Cause she's always with them.
26. T: 'Cause you see her...
27. S: (inaudible) title, buffalo...
28. S: Title.
29. T: The title, Buffalo Woman. Okay, you guys are picking up on a lot of clues.
- ...
30. S: A young man gave thanks to the buffalo and offered themselves.
31. T: A little different that what we had talked about might happen.
32. S: Yeah. The lady from the buffalo nation came.
33. S: She turns into a buffalo. She was a buffalo and she turns into a woman.
34. T: Do you guys think that's what happened?
35. S: Yeah.
36. T: How can you just accept that? Would that happen to our lives?
37. S: No.
38. T: What allows you to just know that, that happened in this story?
39. S: 'Cause it's a legend.
40. S: 'Cause every legend happens like that, magical and mystical.
41. T: Okay, great.
42. S: Coming back here. Maybe she is doing that, that thing to turn into a buffalo.
43. S: Because this is a legend.
44. T: Oh, I see.
45. S: This is a legend, and , and maybe she had teaching, just because legends, they always have an author's purpose.
46. T: A-huh.

47. S: Maybe this author's purpose is not to kill a buffalo 'cause then they might kill her, 'cause she's a buffalo.
48. T: Okay. So you think that maybe the explanation of nature is, has something to do with man shouldn't kill buffalo?
49. S: Yeah.
50. S: No.
51. T: What do you guys think about that? Could this be what it's about?
52. S: Yeah.
53. T: How would they show us that?
54. S: Because right here. It says "the young man did not know whether he fell asleep or what happened but when he looks again the buffalo was not there. Instead a beautiful young woman stepped from the weeds and onto the pebbles at the water's edge, and ..."
55. S: Took a drink.
56. S: And took a drink.
57. S: Or maybe, it wants to say that killing a buffalo is like killing a beautiful lady.
58. T: So, it might be harder for him you think to kill a beautiful lady than to kill a buffalo?
59. S: Yeah.
60. T: Well, how did he feel about this beautiful lady?
61. S: Yeah.
62. T: Well, how did he feel about this beautiful lady?
63. S: He loved her,
64. S: He loved her.
65. T: Okay. Is that believable to you?
66. S: Yeah.
67. S: Maybe he had respect.
68. T: Why would that be?
69. S: 'Cause people have, maybe he has respect for women and for men.

*Source: Used from "Instructional Conversations: Understanding Through Discussion" from the National Center for Research on Cultural Diversity and Second Language Learning. Produced by Jana Echevarria and Jon Silver. Copyright 1995 by the Regents of the University of California. Used with permission.*

# IVC.

## Linguistic Features of Highly Engaged Instructional Conversations (IC)

### Question Strategies:

1. Use open-ended questions (rather than one word answer questions)
2. Ask higher cognitive level questions (not just recall)
3. Expand topic with one student by asking an additional follow-up question
4. Scaffold, but only when student needs help
  - a. Reducing the question into a smaller, easier one first, to provide "steps" for student to climb
  - b. Or provide an either/or question, so student can fill in the blank
5. Link questions to students' previous comments
6. Ask questions with unknown answers

### Response Strategies:

1. Paraphrase or recast
2. Repeat
3. Back-channel ("uh-huh", "I see", indicate that you are listening)
4. Give confirmation checks (repeat as a question, "You said that . . .?")
5. Silence

Source: L. Verplaetse,, TAT Program.

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### V. Engaging Appropriate Language Proficiency Levels

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Source: Adapted from Empowering ESOL Teachers, Section 5. Enriching Content Classes for Secondary ESOL Students (National Edition) Study Guide Section 2: Language Learning in School (p. 38)

## VA. Teaching Science to ELLs Language and Content Objectives

### **Content Objectives:**

Students will be able to...

1. Make observations about a bug in a small group.
2. Record their observations, and describe their bug.
3. Draw and identify another student pair's bug based on their written description.
4. Discuss how scientists communicate.

### **Language Objectives:**

Students will be able to...

1. Draw and measure a bug in pairs.
2. Record their observations with the partner, and discuss how to describe the bug. Then, in pairs, write 3-5 complete sentences describing the bug in partners.
3. Reading another pair's written description, draw and identify a different bug.
4. Participate orally in a full class discussion about how scientists communicate.

Source: TAT Program

# VA. Teaching Science to ELLs Lesson

## BEING AN ENTOMOLOGIST

**Content:** ESL/Science Lesson  
**Grade:** 3<sup>rd</sup> Grade  
**Time:** 1 hour (or two 30 minute lessons)

### Science Concepts:

- Scientists are careful observers
- Scientists collect and record precise data
- Scientists communicate
- Living things have structures by which they can be described and classified

### Scientific Processes:

- Observing
- Communicating

### Materials:

- "bugs"
- paper
- pencils
- picture sheet of bugs used: BUG SHEET
- hand lens
- rulers
- paragraph or sentence format
- Scientist's Notebooks
- picture dictionaries
- crayons
- labeled bug diagram

### Procedure:

1. Tell students they are going to work as "Research Partners" today because scientists often work in pairs or teams to study. They will use their eyes, hand lenses, and skills of observation and communication to study a bug. Students will need to take out their Scientist's Notebooks and get into their assigned groups/pairs.
2. Model or Guided lesson: Give each pair of students, or each small group, a practice bug, (all groups should have the same bug), a piece of paper, a ruler, and a pencil. Guide them through the process of measuring, observing, drawing, and recording information about the bug. (Talk about what you are doing while pointing/gesturing to the bug or your paper or a wall chart, etc.). Use the students' observations to model writing sentences or a paragraph to describe the bug and have the students copy the description to use as a reference.

## Teaching Science to ELLs Continued

3. Now the students are ready to do it on their own! Give each pair/group another bug (this time each group should have a different bug). Tell students to observe carefully! Each group should draw a picture of their bug and write 3-5 sentences (or a paragraph for more advanced) that describes the bug precisely. Instruct them to keep their bug a secret. Give the students about 10 minutes to write their descriptions (trying to introduce students to the concept of description; they don't need a perfect product). Students can use the description from Step 2 as a model as well as the sentence format sheet (attached) and picture dictionaries.
4. Exchanging and Drawing the Bug: Collect the students' descriptions. Groups keep their original bugs. Redistribute the bug descriptions to different groups who will read the descriptions and draw a picture of that bug based on the description. Allow 3-5 minutes.
5. Give students the BUG SHEET that shows pictures of the various bugs they observed. Have the groups decide which bug fits the description they have and put its number next to their drawing. Clip the drawings to the descriptions – collect them again and give the descriptions back to the original group. If the written descriptions were done well, the new group should have been able to make a fairly good drawing and/or identify the correct bug on the BUG SHEET.
6. Select the groups that were successful at drawing based on another group's description and ask them to explain how they were able to correctly draw and identify the bug. This should highlight that a good and complete description was the reason they were successful.
7. Discuss how scientists communicate and in turn, how well the students communicated today. Discuss their bug descriptions. How accurate were they? What was helpful and what wasn't? And finally, how would students improve if they did this activity again?

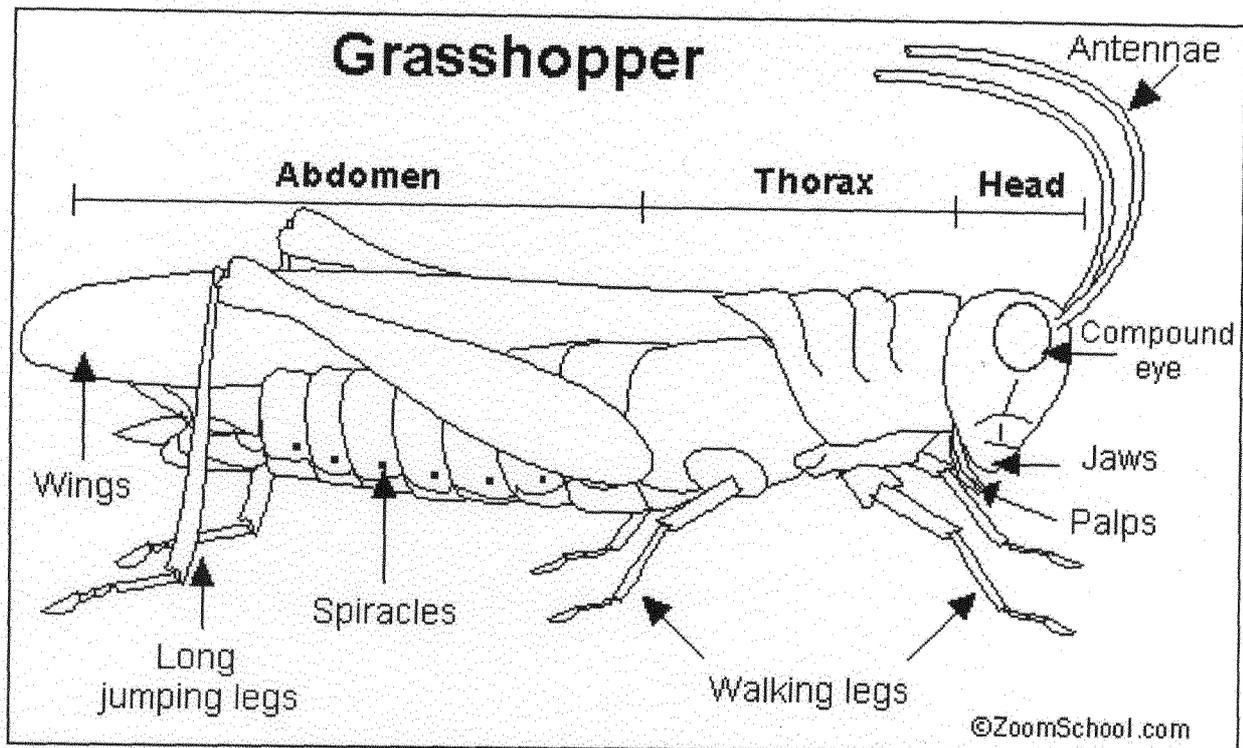
### Evaluation:

- Did the pairs/groups work cooperatively?
- Did the pairs/groups understand that a description is different from an opinion?
- Could each pair/group write at least 3 descriptive sentences about their bug?
- Did they record their data correctly?

The entire lesson, pages 13 -18 are sourced to Kathy Ermenwein, ESL Teacher, TESOL Conference.

# Class Insecta

Exploring Science

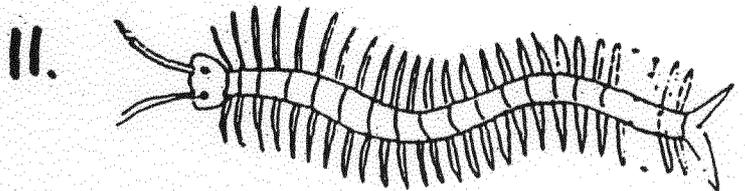
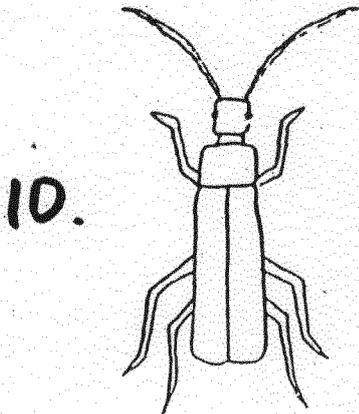
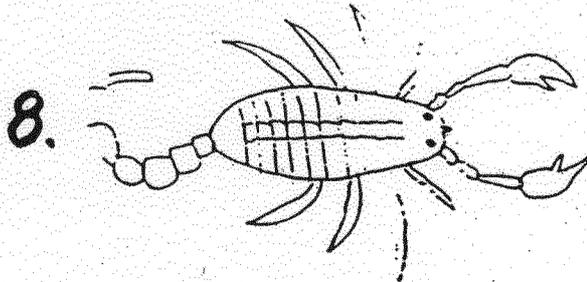
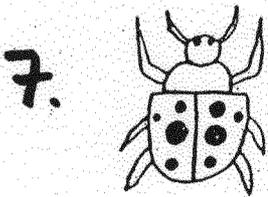
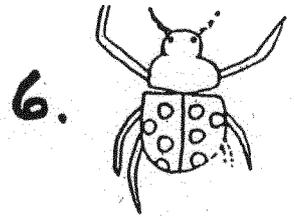
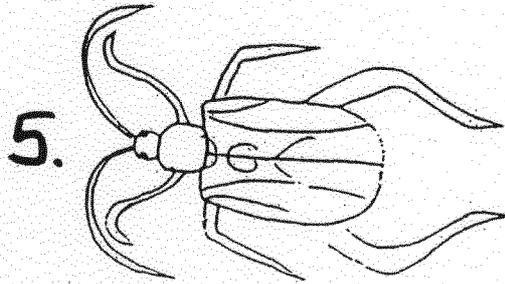
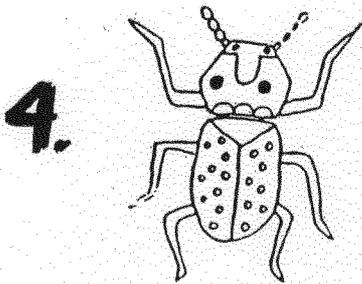
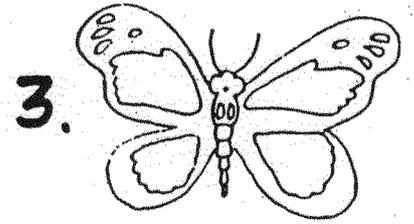
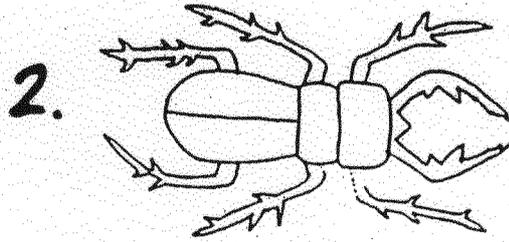
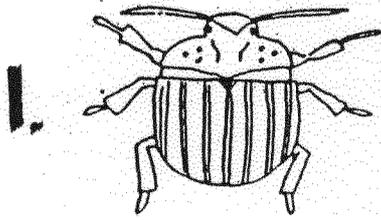


## Key Characteristics

- six jointed legs
- usually two pairs of wings
- one pair of antennae
- three body parts
- compound eyes

Diagram from: [www.enchantedlearning.com/subjects/insects/orthoptera/Grasshopperprintout.shtml](http://www.enchantedlearning.com/subjects/insects/orthoptera/Grasshopperprintout.shtml)

# Bug Sheet



Source: Kathy Ernenwein, ESL Teacher, TESOL Conference.

Prepared by Dr. Lorrie Verplaetse & Marisa Ferraro

## VA. Questioning Techniques

Stage	Example Lesson Insects (3 <sup>rd</sup> gr)	Example Lesson Dust Bowl (10 <sup>th</sup> gr)	Teaching Behaviors	Questioning Techniques
<p><b>Pre Production</b> 1 day-several mos. •silent period •use questions with yes/no or non-verbal response</p>	<p>Point to the insect that has wings.</p> <p>How are the grasshopper and bee alike? Point to how they are alike.</p> <p>Does a grasshopper have wings?</p> <p>Circle the bugs that are not insects.</p>	<p>Circle the 3 causes of the dustbowl:</p> <ul style="list-style-type: none"> <li>• overproduction,</li> <li>• not enough farmers,</li> <li>• drought,</li> <li>• mechanization (modern machinery),</li> <li>• unemployment</li> </ul> <p>Which of the 3 causes could the government help solve? Point to those causes.</p>	<ul style="list-style-type: none"> <li>• Gestures</li> <li>• Language focuses on conveying meanings and vocabulary development</li> <li>• Repetition</li> <li>• Doesn't force students to speak</li> </ul>	<ul style="list-style-type: none"> <li>• Point to ...</li> <li>• Find the...</li> <li>• Put the ___ next to the ___.</li> <li>• Do you have the ___?</li> <li>• Is this a ___?</li> <li>• Who wants the ___?</li> <li>• Who has the ___?</li> </ul>
<p><b>Early Production</b> 2-5 mos. •95% teacher talk •use questions with 1-2 word responses</p>	<p>Does an ant crawl or hop?</p> <p>List how the grasshopper and bee are alike.</p> <p>Which insects fly?</p> <p>Which bugs have a large thorax?</p>	<p>List the 3 causes of the dustbowl.</p> <p>Which of the 3 causes are linked to technological advancement?</p> <p>Which of the 3 causes might be solved by the government?</p> <p>Was unemployment a cause of the dustbowl?</p>	<ul style="list-style-type: none"> <li>• Asks yes/no &amp; either/or questions</li> <li>• Models correct responses</li> <li>• Ensures supportive, low-anxiety environment</li> <li>• Doesn't overtly call attention to grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>• Yes/no (Is the trouble light on?)</li> <li>• Either/or (Is this a screwdriver or a hammer?)</li> <li>• One word response (What utensil am I holding in my hand?)</li> <li>• General questions which encourage lists of words (What do you see on the tool board?)</li> <li>• Two-word response (Where did he go? "To work.")</li> </ul>
<p><b>Speech Emergence</b> 1-2 years •increase student talk •use how/why questions, •students can list, sequence, compare, predict, summarize</p>	<p>What are the main characteristics of insects?</p> <p>How are grasshopper and bee alike? List the parts they share.</p>	<p>Explain the three causes of the dustbowl.</p> <p>Why do you think that farmers continued to overproduce?</p>	<ul style="list-style-type: none"> <li>• Focuses on key concepts in content</li> <li>• Provides frequent comprehension checks</li> <li>• Uses performance-based assessment</li> <li>• Uses expanded vocabulary</li> <li>• Asks open-ended questions that stimulate language production</li> </ul>	<ul style="list-style-type: none"> <li>• Why?</li> <li>• How?</li> <li>• How is this like that?</li> <li>• Tell me about...</li> <li>• Describe</li> <li>• How would you change this part?</li> </ul>
<p><b>Intermediate Fluency</b> 3-7 years •student talks, teacher supports •students can: expand, analyze, problem solve, evaluate, discuss, give opinions</p>	<p>Describe how a scientist determines if an animal is an insect.</p> <p>Discuss how the bee and the grasshopper are similar and different. Would you say that they are more similar or more different? Explain why.</p>	<p>Explain how technological advancements contributed to the dustbowl.</p> <p>If you had been the U.S. Secretary of Agriculture, what solutions would you have recommended?</p>	<ul style="list-style-type: none"> <li>• Fosters conceptual development and expanded literacy through content</li> <li>• Continues to make lessons comprehensible and interactive</li> <li>• Teaches thinking and study skills</li> <li>• Continues to be alert to differences in language and culture</li> </ul>	<ul style="list-style-type: none"> <li>• What would you recommend/suggest?</li> <li>• How do you think this story will end?</li> <li>• What is the story mainly about?</li> <li>• What is your opinion on this matter?</li> <li>• Describe/compare ...</li> <li>• What would happen if?</li> <li>• Which do you prefer? Why?</li> <li>• Create ...</li> </ul>

Source: Modified from "Enriching Content Classes for Secondary ESOL Students: Study Guide" (1998) Center for Applied Linguistics, Sunbelt Office, and Delta Publishing Company, A Division of Delta Systems

Prepared by Dr. Lorrie Verplaetse & Marisa Ferraro

## VB.

### Performance Indicators: How Students Meet the Lesson Objectives, based on Language Proficiency

Because the German Science lesson is designed for a beginning language level sheltered course, this chart focuses on Levels 1 & 2, for the Performance Indicators. In italics is what we might do should a more capable German student unexpectedly show up in this sheltered class experience.

Task	Level 5 Transition Fluent	Level 4 Intermed. Fluent	Level 3 Speech Emergence	Level 2 Early Production	Level 1 Pre-production
Speaking: Predict and verify in small groups	<i>Students will take a leading role in small group prediction and verification activity, modeling pronunciations. Individually, they will orally answer justification questions posed by the teacher.</i>	<i>Students will take part in small group prediction and verification activity, modeling pronunciations. Individually, they will orally answer justification questions posed by the teacher.</i>	<i>Students will take part in small group prediction and verification activity, modeling pronunciations. Individually, they will orally answer yes/no, and either/or justification questions posed by the teacher, in front of the group.</i>	In small groups, students will predict and verify if the seven objects float, by orally discussing in their groups (in L1 and possibly L2), raising their hands for the prediction, and checking off a chart for the verification. They will work with the help of listening guides, a word bank, realia, and the use of their L1, as needed.	In small groups, students will predict and verify if the seven objects float, by raising their hands for the prediction, and checking off a chart for the verification. They will work with the help of listening guides, a word bank, realia, and the use of their L1, as needed.
Writing: three components of the Scientific Method	<i>Students will write a three paragraph description of the three components of the Scientific Method.</i>	<i>Students will write a three paragraph description of the three components of the Scientific Method with the help of a graphic organizer to shape the paragraphs.</i>	<i>With the help of a phrase bank and sentence starters, students will write 2-3 sentences to describe each of the three components.</i>	More advanced students will write a one word answer, or possibly a full sentence response, on a post-test naming one of the three components, with the help of a phrase guide and word wall.	Students will write a one word answer on a post-test naming one of the three components, with the help of a phrase guide and word wall.
Writing: justify and verify predictions	<i>Students will write up a lab report, explaining their predictions, justifying their predictions, and reporting on the outcomes.</i>	<i>Assisted by a model report, students will write up a lab report, explaining their predictions, justifying their predictions, and reporting on the outcomes.</i>	<i>Students will write up a modified lab report, guided by specific questions and a phrase bank, explaining their predictions, justifying their predictions, and reporting on the outcomes.</i>	In a written post-test, students will be able to make a new prediction and justify their predictions by writing full sentences in L2, with the help of phrasal and word banks, full sentence models and the chance to negotiate meaning with other students. They may choose to give the answer in two variant forms.	In a written post-test, students will be able to make a new prediction and justify their predictions by writing short answers in L1 or L2, with the help of phrasal and word banks, and the chance to negotiate meaning with other students.

# CREATING OPPORTUNITIES FOR OUTPUT

## ENGAGING YOUR ENGLISH LANGUAGE LEARNER

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- A. Teacher Questions / Student Responds (IRE)
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- C. Linguistic Features of Highly Engaged Instructional Conversations

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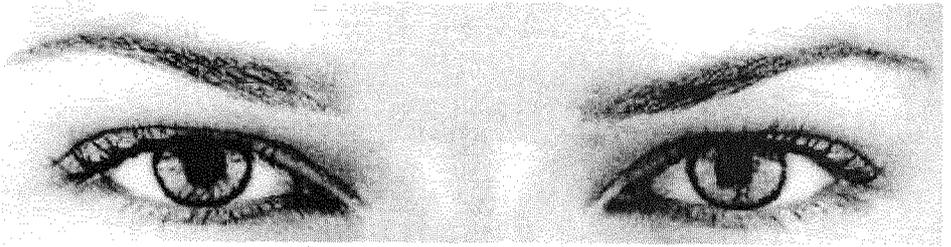
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- A. Modeling language
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I used my eyes.



I looked at an insect.

I saw.....

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Source: Kathy Ernenwein, ESL Teacher, TESOL Conference.

# Describing Your Insect

## Modeling Language

It has  $\left\{ \begin{array}{c} \text{two} \\ \text{four} \\ \text{six} \end{array} \right\}$   $\left\{ \begin{array}{c} \text{eyes} \\ \text{legs} \\ \text{antennas} \\ \text{wings} \end{array} \right\}$  .

It is  $\left\{ \begin{array}{c} 5 \\ 10 \\ 15 \end{array} \right\}$  centimeters  $\left\{ \begin{array}{c} \text{wide} \\ \text{long} \end{array} \right\}$  .

It is  $\left\{ \begin{array}{c} \text{red} \\ \text{yellow} \\ \text{brown} \end{array} \right\}$  and  $\left\{ \begin{array}{c} \text{green} \\ \text{blue} \\ \text{black} \end{array} \right\}$  and...

It is  $\left\{ \begin{array}{c} \text{long} \\ \text{round} \\ \text{square} \end{array} \right\}$  .

It has (a)  $\left\{ \begin{array}{c} \text{big} \\ \text{long} \\ \text{striped} \end{array} \right\}$   $\left\{ \begin{array}{c} \text{eyes} \\ \text{body} \\ \text{head} \end{array} \right\}$  .

Source: Kathy Ernenwein, ESL Teacher, TESOL Conference.

# Modeling Language

## Generating Output Using Sentence Starters

### Understanding:

- The main character(s) is/are.....
- In the story something ..... happened to .....
- This caused a problem because.....
- The character acted this way because.....

### Interpretation:

- I think this way because.....
- I feel ..... because.....
- I think the character(s) felt .....

### Connection:

- This story reminds me of .....
- I feel people like this .....
- This situation could have been different if .....

### Critical stance:

- I don't feel that the author's description of ..... was complete
- I would have added .....
- I would not have said .....

Source: Adapted from "Cipher in the Snow" exercise

Class: English Literature, grades 9-12; Unit: Poetry; Teacher: Anonymous.

### Debrief:

How does this activity help the English language learner?

# Modeling Language

## Interpreting Meaning

\*In our discussions please practice using different words from the word boxes.

It's like.....  
my memory of.....  
an experience I had where.....

I think.....  
a real community has.....  
stories help to tell.....

She's saying.....  
a real community.....  
over time.....  
people.....

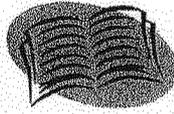
What she means is.....  
a real community.....  
people share.....

To me.....  
a real community.....  
my community.....

Source: Robin Gerber  
Grades 1-4, Social Studies Unit, "Neighborhoods of New Haven."

# Modeling Language

## Example 4 → Creating a Story Problem



Write  a story  problem that can be solved using the number sentence:

$$\$7.96 - \$0.49 = \underline{\hspace{2cm}}$$

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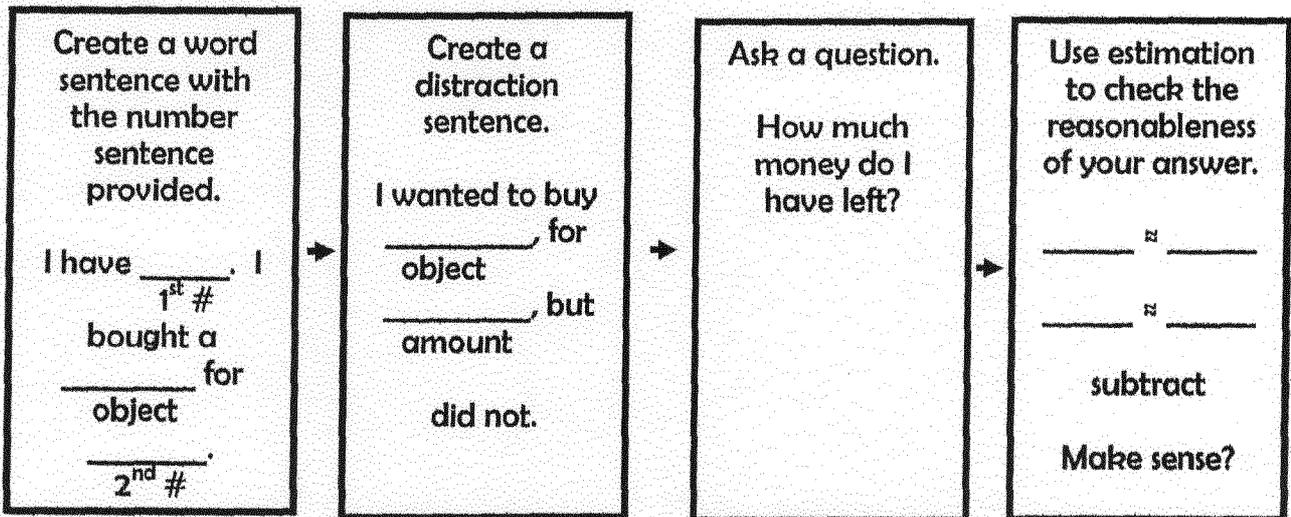
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Source: Keely Miller  
 Middle School, Math Unit, "Working with Decimals."

# Modeling Language

## Your Turn Now ~ Rounding Decimals

### Level 3

Thousands			Ones			And	Decimals				
Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths	Ten Thousandths	Hundred Thousandths
8	4	7	6	3	2	.	1	3	9	2	3

Without using a number line, round the decimal to the given place value. Then, explain to your partner how you got your answer.

1. 5.29 (nearest tenth)

The digit to the right is \_\_\_\_\_,  
so I rounded \_\_\_\_\_.

2. 7.096 (nearest hundredth)

The digit to the right is \_\_\_\_\_,  
so I rounded \_\_\_\_\_.

3. 6.48 (nearest one)

The digit to the right is \_\_\_\_\_,  
so I rounded \_\_\_\_\_.

4. 3.9876 (nearest thousandth)

The digit to the right is \_\_\_\_\_,  
so I rounded \_\_\_\_\_.

Source: Keely Miller  
Middle School, Math Unit, "Working with Decimals."

# Modeling Language

## Language Functions For Argumentation

Function	Situation	Expression	Word/Phrase	Grammar
Use polite, courteous language.	Argumentation Essay or Oral Debate	Supporters of _____  say/believe that _____.	Television-watching Technology Discipline Prohibiting television Personal communication Freedom (topic-dependent)	Relative clauses
Point out common ground.	Argumentation Essay or Oral Debate	Most people/Everyone can agree that _____ is _____.	Television-watching Technology Discipline Prohibiting television Personal communication Freedom  (sometimes) Necessary Essential Important Indispensable	Relative clauses Adjectives
Acknowledge the opposing viewpoint.	Argumentation Essay or Oral Debate	_____ some people believe that _____, (author's name) believes that (restate thesis or opinion).	Although, While, Even though (Topic-dependent- see above list)	Dependent Clauses Subordinate conjunctions (contrasting) Punctuation
When appropriate, grant the merits of differing viewpoints.	Argumentation Essay or Oral Debate	_____ it is true that _____; it is also true that _____.	Although, While, Even though (topic-dependent)  (topic-dependent)	Dependent Clauses Subordinate Conjunctions Punctuation
Rebut the opposing viewpoint.	Argumentation Essay or Oral Debate	_____ fails to _____.	(topic-dependent, i.e., giving freedom to teenagers, using technology, watching television)	Participial noun phrases

Source: Carla Cerino. Middle School – Adult ESL, Intermediate Level, Language Arts Unit, "Writing the Argumentation Essay."

# Modeling Language

## Functional Language Chart

What language expressions will help Level 1 & 2 students achieve the above-mentioned goals and performance indicators?

Function	Situation	Expressions	Words	Grammar
Predict	Whether objects sink or float?	(Das, der, die) _____ 1 _____ wird - _____ 2 _____.	1. Das Blatt Das Papier Die Aluminumfolie Der Stift Der Knopf Der Deckel Der Pfennig 2. sinken schwimmen	Verb infinitives. Gender of Nouns.
Justify	Predictions about objects sinking or floating.	_____ ist schwerer als _____. Or _____ ist nicht schwerer als _____.	Das Wasser Schwer, schwerer  nicht	Comparative adj.  Negative form of predicate adjectives

Source: TAT Program

## VIA. Producing Extended Academic Talk

Interviewer met with Pei one-on-one to determine what his knowledge of the science topic was and what language competency he had to engage in content discussions.

((Interviewer and Pei have been discussing what mitosis is. Pei could give the definition that is written in his notes. Interviewer then asks Pei to describe mitosis in his own words. He has difficulty. So interviewer asks him about a part of mitosis, mentioned by the teacher – daughter cells.))

1. I: She was talking about daughter cells. What are daughter cells?
2. P: Daughter cells is (3) the new cell, like, that (3) form from mitosis.
3. I: So mitosis is the forming of new cells? (3) Is that what it is?
4. P: The mitosis is like, they call it the mother cells. And the mother cells give off (2) break up into a daughter cells, like (4) mmm.
5. I: Tell me what you are thinking.
6. P: Like, the mother, the mother cells produce another cell? And then they call is daughter cells.
7. I: The mother cell actually becomes two cells? Is that what happens?
8. P: Yeah, yeah.
9. I: One cell becomes=
10. P: =daughter cells.
11. I: daughter cells. Hmm.

((Interviewer questions about where mitosis happens.))

12. P: It's happening in our bodies.
13. I: It happens in our bodies?
14. P: It, it, it just not our bodies, ...like animals and stuff. Animals. Anything that reproduce, you know.

15. I: Where does it happen in our bodies?
16. P: I think it's, ((chuckles))
17. I: Does it happen like, do our skin cells do it? Do our muscle cells do it?
18. P: Yeah, I think it happen everywhere. It goes like, anyplace that has cells and stuff.
19. I: Uh-huh. So let's take, for example, our skin.

((The two talk for awhile about cells dying and how skin cells fall off.))

20. I: What would happen if mitosis did not occur?
21. P: We'd probably die. Because like, you know in the skin they have like a little hole by the hair come out?
22. I: Yeah.
23. P: That's the waste, waste product for the cell.
24. I: Uh-huh.
25. P: When they, uh, when they die, it's like; when you sweat, when you sweat, then kind of waters come out your body. If the cell die, the skin, your skin won't be, you know full of (---). Like your body couldn't get out, in your whole body – probably all water.
26. I: Uh-huh. So you're saying that if the cells died and did not replace themselves=
27. P: =Yeah, and little, like you know in the hair that it grows?
28. I: The follicle?
29. P: Yeah
30. I: mm-hmm, in the hair follicle.
31. P: They probably be, if the cell die, those things might be close
32. I: Yeah
33. P: And then you, then you, when it close, the water in your body couldn't come out

Source: Verplaetse, L. S. (2008). *Identifying the ZPD: Finding the Learner's Voice*. *Academic Exchange Quarterly*, 12 (3), 179-184.

# VIC

## Six Types of Pair/Group Work For Content Classrooms with ELLs

### **WORD BANK**

Jigsaw

Pair Assignments

Numbered Heads Together

Think/Write/Pair/Share

Peer Tutoring

Cooperative Projects

1. \_\_\_\_\_

- Teacher chooses a topic or question.
- Students individually think, then may write a few notes to record their thoughts.
- Pairs of students discuss their ideas and may agree on a response to share with the whole class.
- The whole class shares ideas.

2. \_\_\_\_\_

- Teacher divides students into groups with equal numbers.
  - Students in each group number off.
  - Teacher asks a question.
  - Students in each group "put their heads together" to decide on an answer. All students are responsible for knowing the answer.
  - Teacher chooses a number at random. Students with that number raise their hands. Teacher calls on one or more to answer.
- \* Especially good for reviewing material and checking comprehension.

3. \_\_\_\_\_

- Teacher selects a task that can be accomplished by dividing it into parts and then putting the parts together to accomplish the whole; e.g., reading a long chapter by dividing it into parts and then sharing the information.
- Teacher divides students into home groups and explains the overall task.
- Students number off. All students with the same number are assigned the same part of the task. These students may move into expert groups to complete their task and become "experts" on it.
- Students then return to their home groups to share their parts of the task and to accomplish the task as a whole.

## Pair/Group Work For Content Classrooms with ELLs Continued

4. \_\_\_\_\_

- Assign a more proficient English-speaker to help an ESOL student.
- Give the pair a task to accomplish so that there is a need to communicate.
- \* For example: the more proficient student might read to a peer, highlight key passages in the text, and/or paraphrase difficult material; or the more proficient student might take dictation for a journal from a student who is unable to write independently.

5. \_\_\_\_\_

- Assign two students to a common task. The students may confer with one another, contributing what they can.
- \* For example: in a science lab project, the more proficient student reads the instructions and notes the observations while the ESOL student follows the directions and orally describes the observations.

6. \_\_\_\_\_

- Teacher divides students into groups of four to six to produce a product together; e.g., creating a skit, book, or mural. The project should include opportunities for cooperative planning, use of manipulative materials, synthesizing ideas, and reaching group consensus.
- \* Students may need to be taught the necessary cooperative skills. Begin with a project that entails bringing individual pieces or work together (such as individual pictures and dictated or written poems edited and combined into a group-made book). Later on, assign group projects that require more sophisticated collaborative effort. Rotating leadership and roles can give students a chance to learn valuable skills.

### Things to Remember When Using Pair/Group Work

1. Vary grouping strategies
2. Plan for positive interdependence and individual accountability
3. Teach and model activities before asking students to do them
4. Recognize and reward effective group work

*Source: Enriching Content Classes for Secondary ESOL Students (National Edition) Study Guide Section 1: Academic Competence, Part A*

## Information Gap Task Skeletal System

<b>Bone Connectors</b>	<b>Description</b>	<b>Job</b>	<b>Fractures</b>	<b>Where found (examples)</b>
Sample questions	1. What is _____? Or 2. How would you describe _____?	1. What is the job of _____? Or 2. What is the function of _____?	What do we call fractured _____?	Where can we find _____ in our bodies?
<b>Cartilage</b>	Strong, elastic material on the end of bones	<ul style="list-style-type: none"> <li>• _____</li> <li>• to protect bones from damage</li> </ul>		
<b>Joints</b>		to allow some bones to move	spraining	<ul style="list-style-type: none"> <li>• Shoulder</li> <li>• _____</li> <li>• Knees</li> </ul>
<b>Ligaments</b>	Cords of tissue around joints		<ul style="list-style-type: none"> <li>• Stretching</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• The jaw</li> <li>• _____</li> <li>• _____</li> </ul>

Sheet 1

Source: TAT Program

## Information Gap Task Skeletal System

<b>Bone Connectors</b>	<b>Description</b>	<b>Job</b>	<b>Fractures</b>	<b>Where found (examples)</b>
Sample questions	1. What is _____? Or 2. How would you describe _____?	1. What is the job of _____? Or 2. What is the function of _____?	What do we call fractured _____?	Where can we find _____ in our bodies?
<b>Cartilage</b>		<ul style="list-style-type: none"> <li>• to cushion bone connections</li> <li>• _____</li> </ul>	breakage	Around the knees
<b>Joints</b>	The point where two bones meet			<ul style="list-style-type: none"> <li>• _____</li> <li>• Elbows</li> <li>• _____</li> </ul>
<b>Ligaments</b>		To keep organs in place	<ul style="list-style-type: none"> <li>• _____</li> <li>• Tearing</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• The wrist</li> </ul>

Sheet 2

Source: TAT Program

## VID.

### Responding to Students' Written Voice

- A. Most good writing pedagogies apply
- B. Good place to start: Write from your own place
  - 1. Autobiographies
  - 2. Language experience approach
- C. Error correction
  - 1. For the most part, error correction is non-productive
  - 2. "Errors" = natural part of language learning; a sign of developing language
  - 3. Knowing a grammar rule DOES NOT EQUAL competency in the use of that rule
  - 4. One way to error correct. . .
    - a. Select areas where the errors truly confuse the message
    - b. Underline error (as if, "pardon me?")
    - c. Work through in rewrites, peer edits, or Teacher conferences
  - 5. Another way to correct a frequent error:
    - a. provide an illustrative pattern on the side of the page; for example: in response to this type of error, underline

*The city is exciting.*

*I am excited to see the city.*

**"I was so exciting."** (write on the side of the page)

*The movie was thrilling.*

*I was thrilled to see the movie.*

- D. Pay more attention to "shape" of writing. Help students explicitly learn about the shape of academic text
  - 1. Graphic organizers
  - 2. Modeling (sample essays/ paragraph)
  - 3. Guided questions framework

Source: L. Verplaetse , TAT Program

## MODIFICATIONS FOR INSTRUCTION AND ASSESSMENT

Instead of having the student . . .	Think about having the student . . .
Learn to spell all the words on the list	Learn some of the words Learn word families Learn words about a topic Learn words easily illustrated Learn words related to other class work Copy the words
Write a paragraph about . . .	Complete a word web Find another sample on the same topic Illustrate or dramatize the information Complete a cloze paragraph
Learn abstract vocabulary	Learn more concrete vocabulary related to a lesson
Write the definitions for . . .	Draw or cut out pictures to illustrate the meaning
Complete the whole assignment or test	Complete part of the assignment Recall or recognize the information rather than apply or synthesize the information
Read the assignment or test	Hear a pre-taped version or listen to a buddy, tutor, or volunteer read the test
Write all the steps in a process or historical event	Arrange the steps or events in correct sequence
Write sentences to explain . . .	Match related parts of a sentence
Read an assignment or test with many difficult vocabulary items	Read a test where the teacher has highlighted difficult vocabulary and included easier synonyms
Take notes from a teacher's presentation	Complete a T-list or skeletal outline
Summarize all of the details of the lesson	Organize the information into appropriate categories
Work alone	Work with a buddy or a group

Source: Delta Systems/CAL. Enriching Content Classes for Secondary ESOL Students.

## Sheltered ELL Strategies Checklist

SHELTERED FEATURES	PRESENT IN LESSON
<b>1. Contextualize Lesson</b>	
1.A. Build & Activate Background Knowledge	
1.B. Develop Vocabulary	
1.C. Use Visuals, Gestures, & Realia	
1.D. Create Opportunities to Negotiate Meaning	
<b>2. Make Academic Text Comprehensible</b>	
2.A. Use Graphic Organizers Intentionally	
2.B. Modify Written Text	
<b>3. Make Talk Comprehensible</b>	
3.A. Pace Teacher's Speech	
3.B. Use Listening Guides	
3.C. Use Word Walls	
3.D. Frame Main Ideas	
3.E. Check for Understanding	
<b>4. Change Traditional Classroom Talk</b>	
4.A. Use Teacher Question and Response Strategies	
4.B. Practice Instructional Conversations	
<b>5. Engage at Appropriate Language Proficiency Levels</b>	
5.A. Vary Question Techniques based on Students' Proficiency Levels	
<b>6. Give Students Voice</b>	
6.A. Challenge Students to Produce Extended Academic Talk	
6.B. Model Language for Oral and Written Production	
6.C. Use Small Group/Pair Work to Elicit Student Talk; Students as Researchers	
6.D. Respond to Student's Voice – Writing and Error Correction	

Source: Lorrie Verplaetse, Southern Connecticut State University, Training for All Teachers Program

## Give One Get One

Take 5 minutes and write 3 things you've learned about ELLs in the left column, and record 3 questions you have about ELLs at this point in the right column. Then walk around the room "cocktail style" and share (give) those 3 things you've learned with your colleagues and record (get) things others have learned and their questions with their name beside each one. Finally as a group you'll share out what you've learned from the interaction with your colleagues.

What are some **things you have learned** about ELLS?

1.

2.

3.

4.

5.

6.

7.

What are some **outstanding questions** you have about ELLs?

1.

2.

3.

4.

5.

6.

7.

## Notes

## Research-based Studies that Support Engaging English Language Learners by Creating Opportunities for Interaction

Pica, T., Young, R., and Doughty, C. (1997). The impact on comprehension. *TESOL Quarterly*, 21, pp. 737-758.

Opportunities to negotiate meaning significantly increase ELL student performance.

• • •

Gass, S.M., & Varonis, E.M. (1994). Input, interaction, and second language production. *Studies in second language acquisition*.

Negotiation of meaning in interaction leads to increased content vocabulary.

• • •

Verplaetse, L.S. (2000). Mr. Wonderful: Portrait of a dialogic teacher. In L.S. Verplaetse & J. Hall, (Eds.), *Second and foreign language learning through classroom interaction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Shows that appropriate teacher questioning and response strategies lead to increased opportunities for ELL's interaction.

• • •

Damhuis, R. (2000). A different teacher role in language arts education: Interaction in a small circle with teacher. In L.S. Verplaetse & J. Hall, (Eds.), *Second and foreign language learning through classroom interaction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Small group interaction through instructional conversations leads to increased second language and word development.

• • •

Verplaetse, L.S. (2003). Locating the learner's authentic zone of proximal development: Finding the learner's voice. Paper presented at the International Society of Language Studies, St. Thomas, VI. May 1, 2003.

Appropriate questions and response strategies leads to increased ELL oral production.

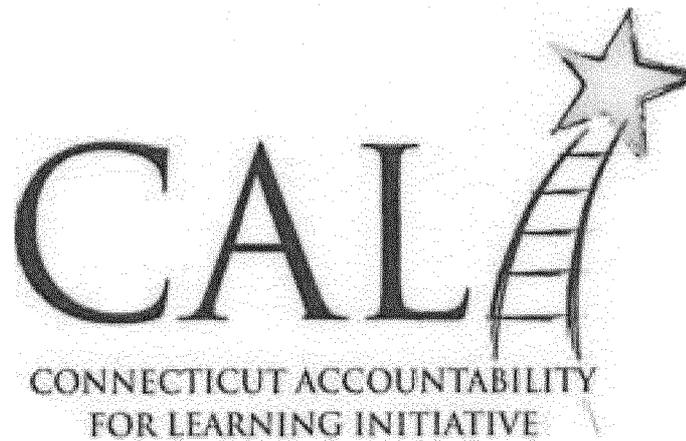
• • •

## Research-based Studies that Support Engaging English Language Learners by Creating Opportunities for Interaction

Sounders, W.M. & Goldenberg, C. (1999). *The effects of instructional conversations and literature logs on the story comprehension and thematic understanding of English proficient and limited English proficient students*. Center for Research on Education, Diversity and Excellent (CREDE).

• • •

Tharp, R.G. & Yamauchi, L.A. (1994). *Effective instructional conversation in Native American classrooms*. National Center for Research on Cultural Diversity and Second Language Learning.



***Instructional Best Practices  
for  
English Language Learners***

Module 4: Putting It All Together

# MODULE 4

## Putting It All Together

### Table of Contents

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## Introduction to Module 4

Module 4 introduces the participant to the SIOP (Sheltered Instruction Observation Protocol) through the use of video and discussion. Participants will receive a brief introduction to the protocol, the 8 components of the lesson, and what the various elements entail.

This module provides teachers and instructional leaders with ideas for integrating the SIOP across all content areas and with all learners. It also provides supervisors and evaluators with ideas for observing classrooms, and it provides teachers with ideas for how they might work together with other teachers. Module 4 includes information on learning styles and learner preferences. Teachers can use this knowledge to assist them in preparing multilevel lessons in which students of differing abilities in language and content can participate.

By the end of the module participants will be able to:

1. Apply modifications to their own lessons; making content more comprehensible and creating more opportunities for students to engage and interact.
2. Compare their newly discovered TAT instructional strategies to the nationally known SIOP strategies.
3. Make a distinction between sheltered instruction vs. really good instruction for everyone.
4. React to and identify 10 ways in which reform in their own schools and classrooms could enhance ELLs' participation.

## Sheltered ELL Strategies Checklist

SHELTERED FEATURES	SIOP COMPONENT
<b>1. Contextualize Lesson</b>	
1.A. Build & Activate Background Knowledge	
1.B. Develop Vocabulary	
1.C. Use Visuals, Gestures, & Realia	
1.D. Create Opportunities to Negotiate Meaning	
<b>2. Make Academic Text Comprehensible</b>	
2.A. Use Graphic Organizers Intentionally	
2.B. Modify Written Text	
<b>3. Make Talk Comprehensible</b>	
3.A. Pace Teacher's Speech	
3.B. Use Listening Guides	
3.C. Use Word Walls	
3.D. Frame Main Ideas	
3.E. Check for Understanding	
<b>4. Change Traditional Classroom Talk</b>	
4.A. Use Teacher Question and Response Strategies	
4.B. Practice Instructional Conversations	
<b>5. Engage at Appropriate Language Proficiency Levels</b>	
5.A. Vary Question Techniques based on Students' Proficiency Levels	
<b>6. Give Students Voice</b>	
6.A. Challenge Students to Produce Extended Academic Talk	
6.B. Model Language for Oral and Written Production	
6.C. Use Small Group/Pair Work to Elicit Student Talk; Students as Researchers	
6.D. Respond to Student's Voice – Writing and Error Correction	

Source: Lorrie Verplaetse, Southern Connecticut State University, Training for All Teachers Program

# Sheltered Instruction Observation Protocol

## 8 Components

1. Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review/Assessment

## Helping English Learners Succeed: An Overview of the SIOP Model (Sheltered Instruction Observation Protocol)

### Viewing Guide

Instructions: Use the listening guide on the following page to distinguish which strategies are good for all learners and which are essential for ELLs.

	Especially important for ELLs	Great for all students
<b>Preparation</b>		
<b>Building Background</b>		
<b>Comprehensible Input</b>		
<b>Strategies</b>		
<b>Interaction</b>		
<b>Practice &amp; Application</b>		
<b>Lesson Delivery</b>		
<b>Review &amp; Assessment</b>		

*Source: Lorrie Verplaetse, Southern Connecticut State University, Training for All Teachers Program*

# Helping English Learners Succeed: An Overview of the SIOP Model (Sheltered Instruction Observation Protocol)

## After Viewing

Instructions: Group Discussion

1. What makes Sheltered Instruction uniquely different from "overall really good instruction?"
2. What kinds of supports (administrative) might you need in order to successfully implement SIOP?
3. For administrators: how might you support teachers who want to use SIOP?

Source: TAT Program, Southern Connecticut State University

## SIOP EVALUATION & ASSESSMENT TOOL

Abbreviated Sheltered Instruction Observation Protocol	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	NA
<b>I. Preparation</b>						
1. Clearly defined <b>content objectives</b> for students						
2. Clearly defined <b>language objectives</b> for students						
3. <b>Content concepts</b> appropriate for age and educational background level of students						
4. <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals)						
5. <b>Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency						
6. <b>Meaningful activities</b> that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.						
<i>Comments:</i>						
<b>II. Instruction</b>						
<b>BUILDING BACKGROUND</b>						
7. <b>Concepts explicitly linked</b> to students' background experiences						
8. <b>Links explicitly made</b> between past learning and new concepts						
9. <b>Key vocabulary emphasized</b> (e.g., introduced, written, repeated, and highlighted for students to see)						
<i>Comments:</i>						
<b>COMPREHENSIBLE INPUT</b>						
10. <b>Speech</b> appropriate for students' proficiency level (e.g., slower rate and enunciation, and simple sentence structure for beginners)						
11. <b>Explanation</b> of academic tasks clear						
12. Uses a variety of <b>techniques</b> to make content concepts clear (e.g., modeling, visuals, hands-on						

Abbreviated Sheltered Instruction Observation Protocol	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	NA
activities, demonstrations, gestures, body language)						
<i>Comments:</i>						
<b>STRATEGIES</b>						
13. Provides ample opportunities for students to use <b>strategies</b>						
14. Consistent use of <b>scaffolding</b> techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds)						
15. Teacher uses a variety of <b>question types</b> , including those that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)						
<i>Comments:</i>						
<b>INTERACTION</b>						
16. Frequent opportunities for <b>interaction</b> and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts						
17. <b>Grouping configurations</b> support language and content objectives of the lesson						
18. Consistently provides sufficient <b>wait time</b> for <b>student responses</b>						
19. Ample opportunities for students to <b>clarify key concepts</b> in L1 as needed with aide, peer, or L1 text						
<i>Comments:</i>						
<b>PRACTICE/APPLICATION</b>						
20. Provides <b>hands-on</b> materials and/or manipulatives for students to practice using new content knowledge						
21. Provides activities for students to <b>apply content and language knowledge</b> in the classroom						
22. Uses activities that integrate all <b>language skills</b> (i.e., reading, writing, listening, and speaking)						

Abbreviated Sheltered Instruction Observation Protocol	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	NA
<i>Comments:</i>						
<b>LESSON DELIVERY</b>						
23. <b>Content objectives</b> clearly supported by lesson delivery						
24. <b>Language objectives</b> clearly supported by lesson delivery						
25. <b>Students engaged</b> approximately 90% to 100% of the period						
26. <b>Pacing</b> of the lesson appropriate to the students' ability levels						
<i>Comments:</i>						
<b>III. Review/Assessment</b>						
27. <b>Comprehensive review of key vocabulary</b>						
28. <b>Comprehensive review of key content concepts</b>						
29. Regularly provides <b>feedback</b> to students on their output (e.g., language, content, work)						
30. Conducts <b>assessment</b> of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson						
<i>Comments:</i>						

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Source: Adapted from

**The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development, Educational Practice Report 3.**  
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## Planning a Sheltered Content Lesson

✍	<p><b><u>Lesson Title:</u></b>                  Die wissenschaftliche Methode (The Scientific Method)                  Drei Stufen: 1) die Frage 2) die Vorhersage 3) die Verifizierung</p>
<p><b><u>Concept/Skill- “Bridge Connection”:</u></b></p> <p><u>Concepts:</u> weight, buoyancy</p> <p><u>Skills:</u> 1.) Identify the three steps of the scientific method,                  2.) Predict through hypothesis,                  3.) Verify the predictions through experimentation</p> <p><u>Bridge connection:</u> In the follow-up pop quiz/assessment, Ss are asked to make predications about objects not covered in the lesson, e.g. a football. Would a football float or sink? Based on the predictions made in the lesson with objects like a leaf, a penny, a button, Ss could bridge the connection to a more common object such as a football. This could then be extended to discuss buoyancy and density, e.g. a ship – why does a ship float?</p>	
<p><b><u>Standards/Objectives/Goals:</u></b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p><u>Standards:</u> ELL Frameworks goals and content standards                      Goal 2: Use English (German) to achieve in all academic settings including language arts, math, <b>science</b>, and social studies. 2-1. Use English (German) to participate orally in academic settings. 2-3. Use English (German) to become independent learners in academic settings.</p> <p><u>Content objectives:</u></p> <ol style="list-style-type: none"> <li>1. Students will take part in all three components of the Scientific Method. They will be able to identify the three components.</li> <li>2. In a small group activity, students will predict, justify, and verify whether certain objects will float or sink.</li> </ol> <p><u>Language objectives:</u></p> <ol style="list-style-type: none"> <li>1a. In small groups, students will take part in a prediction and verification activity. They will orally make predictions and verify their predictions in the small group.</li> <li>1b. They will identify in writing one or more of the three components in a short answer quiz.</li> <li>2a. In small groups, students will engage in a prediction and verification activity. They will orally make predictions, justify and verify their predictions in the small group.</li> <li>2b. In writing they will make predictions and justify their predictions, in complete sentences.</li> </ol> </div> <div style="width: 15%; border: 1px solid black; padding: 5px; text-align: center;"> <p>SMART GOALS</p> <p>Specific                      Measurable                      Achievable                      Relevant                      Timely</p> </div> </div>	
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>* The Ss will learn the vocabulary of the three steps of the scientific method: die Frage, die Vorhersage, die Verifizierung.</li> <li>* Ss will learn the names of the seven objects which they will use to make their sink/float predictions: das Blatt, die Aluminiumfolie, das Papier, der Stift, der Deckel, der Knopf, der Pfennig.</li> <li>* Ss will learn the vocabulary associated with making predictions and verifications: schwer(er), sinken, swimmen.</li> <li>* The vocabulary is taught using a post-it flip chart which doubles as a word wall once listed. While the teacher is introducing the seven objects, Ss write the names of the objects next to their pictures on a handout.</li> </ul>	

## Planning a Sheltered Content Lesson Continued

	<p><b><u>Teacher Demonstration/Modeling:</u></b></p> <p>Teacher models the actions associated with the vocabulary words: sinken (sink), swimmen (float), schwer (heavy) through body language and gestures. For example, the teacher walks around the room trying to lift heavy objects while saying “schwer.” The teacher can lift something light and say, “nicht schwer.”</p>
	<p><b><u>Checking for Understanding:</u></b></p> <p>Once the input has been made comprehensible (which it has through the use of visuals, realia, demonstration, modified text, modified talk, etc.), T engages the Ss according to their degrees of language proficiency. For example, a beginner (silent period) may be asked to respond to a yes/no answer or by pointing: “Ist dass der Stift?/Is this the pen?” For slightly higher language proficiency (speech emergent), T encourages oral production through either/or questioning: “Ist dass das Papier oder die Aluminiumfolie?/Is this the paper or the aluminium foil?” Or the teacher can ask, “Was ist dass?/What is this?” while holding up the item. The teacher can refer the Ss to the word wall for help in oral production. At the end of the lesson, there is a pop-quiz. Ss work in groups to answer 5-7 questions – asked in German and answered in German.</p>
	<p><b><u>Guided Practice:</u></b></p> <p>Ss are socially engineered into groups of varying language proficiencies.          Ss practice – by repeating and holding up the corresponding object – each new vocabulary word as it is introduced by the T.          While working through the second step of the Scientific Method, Ss practice the language of predicting with their classmates while the teacher elicits their responses to their hypotheses.</p> <p>*Reflection: Do I need to reteach the concept?</p>
	<p><b><u>Independent Practice:</u></b></p> <p>For the third step of the Scientific Method, the verification of their hypotheses, Ss work independently in groups. Ss are monitored by the teacher who walks around the room ensuring Ss are on task. Ss practice the language in the “safety” of their groups before sharing with the class. Following 5-10 minutes of independent practice, Ss are once again asked to share-out their findings to the class. Ss are encouraged to continue a similar exercise for homework with their parents. Once home, Ss can choose 5 new objects and, using the three steps of the Scientific Method, can predict if the objects will float or sink, record their predictions, and actually test them in a sink filled with water. Ss can share their results with the class the next day – which also entails teaching/learning new vocabulary for their classmates.</p>

## Planning a Sheltered Content Lesson Continued

	<p><b><u>Assessment:</u></b></p> <p>As mentioned in the Check for Understanding on page 2, Ss will complete a pop-quiz following the 30-minute lesson. An authentic means of assessing the Ss could be to have them relate this concept to objects in real life, e.g a boat. A discussion of how and why a boat floats can be valuable in assessing their understanding of the concepts of weight and buoyancy. Ss can think of other objects they encounter in their everyday lives and discuss the same issue of buoyancy.</p> <p>Ss can also use the Scientific Method for inquiry into another topic, unrelated to buoyancy to truly assess their understanding of the 3 steps. This new topic could be in an area that directly affects their lives, e.g. recycling programs in their school (Are the recycling programs effective?), food served in their cafeteria (How healthy is the food we eat at school?), etc. and could culminate in a final project for the science fair.</p>
	<p><b><u>Learning Accomplishments</u></b></p> <p>To ensure Ss have met initial goals of lesson →</p> <ol style="list-style-type: none"><li>1. Frame main ideas – Return to the original goals of the lesson and walk the Ss through how each one was accomplished so they can visually see what was learned in the lesson (on Elmo, smartboard, etc.).</li><li>2. Additionally, the teacher could use a “Give One/Get One” as a pass out of the classroom. Students list five+ things they have learned throughout the lesson and any questions they may have. They then move about the room “cocktail style” and ask their fellow Ss what they have learned in the lesson and what questions they have. They record what the other Ss report in an adjacent column. The Ss return to their seats and are asked by the T to give one thing their fellow S learned and to give one question their fellow S still has at the end of the lesson. This is a great way for the Ss to ask and answer questions before closing the lesson as well as an opportunity to learn new language from their peers.</li></ol> <p>* Reflection/Success</p>

Modified SERC LP Template Adapted from Jo Gusman, New Horizons nhie.com

## Walqui's 10 Priorities for Designing Instruction for Immigrant Students

Walk around the room making comments on the posters with a magic marker. Write down what the information on the posters means to you. You may respond to what other people write as well. Each poster offers two quotations from ELL students. While these are older students, the priority summarized at the top of each page is applicable for all students.

### **1. The culture of the classroom fosters the development of a community of learners, and all students are part of that community.**

High school is hard for me because my English is so limited. Sometimes it is hard for me to do things because of my English. There are times when I feel a lot of pressure because I want to say something, but I don't know how to say it. There are many times when the teacher is asking questions, I know the answer, but I'm afraid that people might laugh at me. I know I just need to be a little patient with myself.

*10<sup>th</sup> grade student from Mexico, 2 years in the United States*

To me, the big issue is that we need more teachers who care about us, who treat us as human beings, who greet us and want to help us. Too many teachers don't really care. They are just doing their job, coming to school and going home.

*9<sup>th</sup> grade student from the Philippines, 3 years in the United States*

### **2. Good language teaching involves conceptual and academic development.**

I am sick and tired of what we do in our ESL class. We are always shopping to the supermarket, as if all we did in life was eat...I need to get ready for the other classes. I am lost in World History, for example. Why can't we study something like this in ESL?

*16-year old from El Salvador*

When I entered the regular English classes, I found they were much more difficult than the ESL classes. It made me feel that I didn't walk, but jumped from ESL to regular classes. I had to study very hard to recover the gap. I wish schools can have a better ESL program so the transition is easier.

*Mainstream student from Vietnam*

## Walqui's 10 Priorities Continued

### 3. Students' experiential background is used as a point of departure and an anchor in the exploration of new ideas.

What I don't like about this class is that the teacher thinks we were born yesterday, that we do not know anything of value. It is true I do not know a lot, but back at home I was a good student, and I was always informed about what happened in the world. The other day the teacher was talking about the U.N. and asked if anybody knew who the Secretary General is. I responded Pérez de Cuellar, and she gave me such a funny look, as if I had said something bad. Then, after a second, she said the same name with such a pronunciation that you would have never recognized it.

*18-year old from Colombia, 2 years in the United States*

Why was I sent to the office? There is this new girl in class, and I was helping her because she does not understand a thing that goes on. I thought I did not, either, but when Carmen asked me for help I realized I did, and I was explaining to her in Spanish, and the teacher got mad. She said, "Don't you know I do not understand Spanish?" And I answered, "So? Carmen needs help." But I got a referral.

*15-year-old from Mexico, 28 months in the United States*

### 4. Teaching and learning focus on substantive ideas that are organized cyclically.

I used to get very upset because I couldn't understand everything the teacher said. I just stopped listening. But Ms. Long always gives us the main points before she explains or we read, and then a few days later she touches on the same topics but with different materials. Now I know if I am patient, I can understand everything that is important.

*10<sup>th</sup> grader from Brazil, 2-1/2 years in the United States*

I love the themes in our ESL book because you read about the same problems in many different stories, and you understand them better every time. I think all classes should be in themes.

*Student from Poland, in the 2<sup>nd</sup> year in an American School*

### 5. New ideas and tasks are contextualized.

I couldn't make any sense of what happened in the middle ages and the lives people led. I could understand "castle" and imagined a beautiful castle in my dreams. When the teacher showed us a 4-minute clip of an old film, it all clicked, and I could make sense of all those other words—knights and vassals and all of that.

*8<sup>th</sup> grade student from Ethiopia, 3 years in the United States*

In my chemistry class I can always do well because the teacher first demonstrates an experiment, and then we try a similar one. Then he asks us to write down the procedure and the conclusions in groups of two or four. I can do it. I can even use the new words because I know what they mean.

*10<sup>th</sup> grade student from Chile, 3 years in the United States*

## Walqui's 10 Priorities Continued

### 6. Academic strategies, sociocultural expectations, and academic norms are taught explicitly.

In Korea there is a class which teaches Korean customs and traditions, like what you do and eat at a funeral. It is all throughout junior high and high school. Students are taken to a separate building where elders teach the class. It is very serious. I wish they had something like that here in the United States, so I could learn the customs and how to be an American.

*Middle school student from Korea, 2-1/2 years in the United States*

What I really love about my ESL teacher is that she explains to us how to organize our thoughts and how to write in school ways. She also teaches us what to do to be good, critical readers. That is so helpful in my other classes, and I know it will be good for life.

*10<sup>th</sup> grade student from Mexico, 2 years in the United States*

### 7. Tasks are relevant, meaningful, engaging, and varied.

If you want me to be honest, the biggest problem here is that we're BORED! We spend too much time sitting in classes that are dead, unexciting. Teachers talk to the blackboard, and always lecture, lecture, lecture. It's the same day after day, every day, every period, except when they get mad because somebody complains or does something to wake us up. It's boring. You can't just sit through that. And sometimes it really is too much, and that's when you think, Why should I get up to go to school? What am I getting out of it?

*9<sup>th</sup> grade student from Mexico, 3 years in the United States*

Classes would be more interesting if teachers themselves were excited, had us do interesting things, and related subjects to what is happening around us. I hate it when all we do is silly worksheets. Why can't we work on projects? There is this teacher in school that everybody loves because he always has students doing things, presenting them, and teaching each other. He even included a chapter on Mexican history that my friends in that class loved. Why can't more teachers be like him? If more were that way, I am sure more students would stay in school and learn.

*10<sup>th</sup> grade student from Mexico, 2-1/2 years in American Schools*

### 8. Complex and flexible forms of collaboration maximize learners' opportunities to interact while making sense of language and content.

I learned so much from the World Religious project. At first, I thought it would not be so interesting because I am not specially religious. But as we started our research, and then exchanged information and viewpoints, I could see there were so many similarities among such different religions. It is the same way we feel here, we come from many nations and many languages, we all look different on the surface, but underneath we are very similar and share a lot. That is why we like to collaborate. It helps us see all those important things.

*High school student from Russia, 3 years in the United States*

## Walqui's 10 Priorities Continued

I always think that it is better for me to work in small groups because then I am not afraid to participate. I am basically a very shy person, and if I have to speak in front of everybody, I rather die. In small groups nobody is afraid, not even to make a mistake.

*Middle school student from Cambodia, 4 years in the United States*

### **9. Students are given multiple opportunities to extend their understandings and apply their knowledge.**

One of my favorite activities is to do Open Mind diagrams. Trying to present what is going on in the mind of Kino at this moment of *The Pearl*, for example, helped me clarify my ideas. I could use quotes, phrases of my own that synthesize the main ideas, drawings, and symbols to do it. Cool! I have memorized the teacher's instructions! Working on Kino's mind, I realized that a person can feel two very contrary things at the same time. By the time I had to write, I was ready for it, and I didn't do so bad.

*8<sup>th</sup> grade student from Guatemala, 4 years in the United States*

The United Nations simulation? I loved it! After we read so many different perspectives on the Palestinian situation we can see many different sides, and in the U.N. discussion we can discuss and try to win new understandings. It is difficult to imagine an easy solution to the problem.

*10<sup>th</sup> grade student from Romania*

### **10. Authentic assessment is an integral part of teaching and learning.**

When we first started keeping a collection of our writing, I thought that was a dumb idea, but now I see some value in it. The other day, I was reading one of my compositions from January and I asked myself "What? What did I say here? I don't get it." The teacher had told us this would be good for us because it will show us how to improve, and how we improve. I guess he was right. I can now see I write a little better in English. I thought I had not moved.

*8<sup>th</sup> grade student from El Salvador, 2-1/2 years in the United States*

Boy, was I nervous the day before the presentation of my senior project. I wished I was in ESL II so I could do it in Spanish, but then, talking to my friends who were doing their presentation in Spanish, they were just as nervous as me. So we decided to rehearse together one more time. I felt good because the rehearsal made me realize that I understood the topic of my research better than anybody else, and that I could probably answer the questions from the jury. How did it go? Fine, I was nervous at first, but when I started presenting and I looked at my panel and they were smiling, I forgot about my nerves and continued. The whole thing went by fast and well.

*12<sup>th</sup> grade student from Mexico, 3 years in the United States*

Source: Walqui, A. (2000). *Access and engagement: Program design and instructional approaches for immigrant students in secondary school*. McHenry, IL: Center for Applied Linguistics and Delta Systems.

## Notes

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