

Content Based Sheltered Instruction

In this segment of Module 4, we will we will come to understand one popular program model for teaching ESOL students: **Content-based Sheltered Instruction**.

Content-based sheltered instruction includes programs dedicated to the planning and instruction of grade-level subject matter in English solely for ESOL students. This type of program focuses on ways to make content comprehensible and engage students academically, while also consciously promoting English language development.

Content Based Sheltered Instruction is also known as Structured Immersion. This involves the teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, *while also promoting English language development*.

Sheltered instructional strategies are part of almost every other method and model, but can also be organized into a unified program model in their own right. This method of instruction requires significant teaching skills in both English language development and subject-specific academic instruction.

Sheltered instruction involves clearly defined language and content objectives; modified curriculum, supplementary materials, and alternative assessments.

One Content Based Sheltered Instruction program model for teaching grade-level content is Sheltered Instruction Observation Protocol or SIOP (sigh-op). This program model focuses on teaching grade-level content in a way that is understandable for ELL students, while at the same time promoting their English language development. It uses a variety of sheltering strategies in a unified, structured way.

Sheltered Instruction teachers make the content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content, and native language support. They create a non-threatening environment where students feel comfortable taking risks.

They also make specific connections between the content being taught and students' experiences and prior knowledge (including cultural background) while focusing on expanding the students' vocabulary base. In effective Sheltered Instruction lessons, there is a high level of student engagement and interaction. Through conversations and meaningful activities, students practice and apply their new language and content knowledge.

The Center for Research, Education, Diversity, and Excellence has developed a rubric for observing classroom instruction for elements of the SIOP model. This rubric looks for the following in classroom instruction:

- Joint Productive Activity - where students work together on a joint product that integrates a number of standards.
- Language and Literacy Development – where the teacher engages students in activities that build their ability to express themselves using the language of multiple standards through questioning, modeling, and rephrasing.
- Contextualization – where the teacher activates background knowledge across content areas to create a context for new information.
- Challenging Activities – where the teacher assists students in reaching a more complex level of understanding including providing specific feedback to the student.
- Instructional Conversation – where students discuss academic topics including their point of view, opinions, and explanations. Student talk should be more prevalent than teacher talk.

You will use the SIOP rubric later in this module to evaluate a math classroom for its potential success with ESOL students.

Reflection: How does the SIOP model relate to the Principles of Differentiation that were discussed in Module 3?

A second Content Based Sheltered Instruction program model is the Cognitive Academic Language Learning Approach or CALLA. CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley of George Washington University. This program model based is on cognitive learning theory and integrates content-area instruction with language development activities and explicit instruction in learning strategies.

The goal of CALLA is for students to learn the essential academic content and language and to become independent learners by increasing their command over a variety of strategies for learning in school.

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The strategies emphasized in CALLA are:

- **Planning:** Including advanced organization and self management
- **Monitoring:** Including checking for comprehension and self-monitoring while speaking and writing
- **Evaluating:** Including checking back and reflecting
- **Resourcing:** Including using reference materials such as textbooks, dictionaries and encyclopedias
- **Grouping:** Including classifying words or concepts according to their attributes
- **Note-taking:** Including recording key words and concepts
- **Elaboration:** Including relating new ideas and concepts to prior knowledge and making personal associations
- **Summarizing:** Including creating oral or written summaries of information
- **Deduction/Induction:** Including using and making rules
- **Imagery:** or making a mental picture from the information
- **Auditory Representation:** or mentally replaying a word, phrase or piece of information
- **Making Inferences:** including using context clues to guess meaning and predict upcoming information

CALLA emphasizes active learning, in which students are given the skills and opportunities to take an active role in their own learning.

Reflection: How does the CALLA model relate to the Principles of Differentiation that were discussed in Module 3?

SLOP and CALLA are two interpretations of the Content Based Sheltered Instruction program model for ESOL students. While there is no one model with all of the answers, both of these models offer a great number of research based classroom practices which have a positive effect on both the language and academic learning of second language students.