

Literacy Routines for Sheltered Instruction

GET TO KNOW ME

My Students' Background



Identify and monitor the literacy and language needs of individual students.

- ✓ Get to know students' personal stories, histories, and preferences.
- ✓ Discover and document information about students' literacy and content status using data history.
- ✓ Create and maintain student learner profiles for each student using a portfolio.
- ✓ Assess student's prior knowledge for each unit.
- ✓ Plan extra support or extension.
- ✓ Monitor progress.

HUDDLE

Grouping for Differentiation



Frontload new learning and plan a response to misunderstandings to make learning more accessible to students.

- ✓ Anticipate misconceptions and plan using data.
- ✓ Frontload or preview vocabulary and build background knowledge.
- ✓ Re-teach or review concepts during guided or independent practice in small groups.
- ✓ Use flexible grouping strategically.
- ✓ Provide additional practice as needed.

TURN THE LIGHT ON

Prepare the Learner



Scaffold direct instruction to increase comprehensible input and meet the literacy and language needs of diverse learners.

- ✓ Prep the brain.
- ✓ Teach it three ways.
- ✓ Drive home key points.
- ✓ Provide processing time.
- ✓ Monitor teacher talk.
- ✓ Scaffold to ensure mastery.
 - Accept native language
 - Use visuals and gestures
 - Use multimedia
 - Use graphic organizers

DO I REALLY GET IT

Checking for Understanding



Teach students to monitor their comprehension and check for understanding frequently through structured questions.

- ✓ Predict student confusion and plan questions.
- ✓ Check understanding of instructions.
- ✓ Use response signals.
- ✓ Monitor students closely and address confusion.
- ✓ Provide think time and talk time before cold calling.
- ✓ Extend superficial responses and accept student's native language.

PUMP UP THE VOCAB

Building Vocabulary & Concept Knowledge



Create opportunities for students to build and apply academic vocabulary daily.

- ✓ Identify a handful of key vocabulary terms.
- ✓ Quickly assess students' familiarity with terms.
- ✓ Point out word parts and cognates, making cross-linguistics connections.
- ✓ Provide a simple definition that includes a visual, realia, and/or Total Physical Response.
- ✓ Have students generate personal definitions, associations, examples and visuals.
- ✓ Re-assess, post, and revisit new words.

BE THE LEAD READER

Reading to Learn



Lead guided reading experiences to ensure students make sense of complex text.

- ✓ Select texts carefully.
- ✓ Read text closely.
- ✓ Lead a pre-reading ritual.
- ✓ Gradually release reading to the students.
- ✓ Guide students to process each chunk.
- ✓ Re-focus and reconnect after reading.

LET'S TALK

Structured Conversations



Facilitate a variety of structured academic conversations that enable students to monitor and build understanding.

- ✓ Remind students of Let's Talk procedures.
- ✓ Plan and post conversation questions and sentence stems.
- ✓ Guide students to use academic language.
- ✓ Implement structured peer conversations strategies.
- ✓ Monitor student interactions.
- ✓ Coach students to clarify and paraphrase.

PEN/CIL TO PAPER

Writing to Learn



Structure student opportunities to employ writing to make sense of new learning.

- ✓ Plan to model informal writing consistently throughout the lesson in all content areas.
- ✓ Prepare for writing with structured conversations.
- ✓ Scaffold with sentence stems and paragraph frames.
- ✓ Model all "writing to learn" tasks.
- ✓ Circulate and coach as students write.
- ✓ Assess student writing.