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

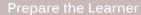
Grouping for Differentiation



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





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 Learr

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.
- ☑ 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.