

Sheltered Instruction Strategies

* Required

Campus

 ▼

Teacher's name

Your answer

Language Objective

Your answer

Content

 ▼

Reading Activities *

- none observed
- Adapted text(s)
- Bilingual dictionary or glossary
- Clarification of word(s) or phrase(s)
- Content Support
- Differentiating according to the student English level of proficiency
- Extra time for complex materials and/or assignments
- Graphic organizer
- Gestures for added emphasis
- Drawing a pictorial representation
- Language and Vocabulary Support
- Organize readings in chunks
- Paraphrasing
- Pre-teach vocabulary
- Read and think aloud
- Scaffold assignments
- Visuals and/or verbal cues to reinforce written words.
- Organize reading in chunks
- Practice high frequency, concrete terms
- Use visual and linguistic supports
- Explain classroom environmental print
- Use adapted text
- Allow wide range of reading
- Allow grade level comprehension and analysis of tasks including drawing and use of native language and peer collaboration
- Provide high level of visual and linguistic supports with adapted text and pre-taught



- vocabulary
- Allow abstract grade level reading comprehension and analysis with peer support
- Provide visual and linguistic supports including adapted text for unfamiliar topics
- Allow abstract grade level reading
- Provide minimal visual and linguistic supports
- Allow grade level comprehension and analysis tasks with peer collaboration
- Other:



Writing Activities *

- none observed
- Allow abstract and technical writing with linguistic support including teacher modeling and student interaction
- Allow abstract and technical writing with minimal linguistic support
- Allow drawing and use of native language to express academic concepts
- Allow drawing and use of native language to express concepts
- Allow writing on familiar, concrete topics
- Allow student to use high frequency recently memorized, and short, simple sentences
- Anchor charts
- Avoid assessment of language errors in content area writing
- Bilingual dictionary or glossary
- Clarify directions
- Differentiating according to the student English level of proficiency
- Extra time for complex materials and/or assignments
- Graphic organizer
- Journal entries
- Pre-teach vocabulary
- Provide complex grade level appropriate writing tasks
- Provide complex sentence stems for scaffolded writing assignments
- Provide grade level appropriate writing tasks
- Provide phrases or simple sentences frames
- Provide short, simple sentence stems with present tense and high frequency vocabulary
- Provide simple sentence stems and scaffolded writing assignments
- Stem sentences or Sentence starters
- Use genre analysis to identify and use features of advanced English writing



- Writing on familiar, concrete topics
- Word bank or key vocabulary
- Other:

Speaking Activities *

- none Observed
- Allow extra processing time
- Allow extra time after pauses
- Allow some nonparticipation in simple conversations
- Differentiating according to the student English level of proficiency
- Encouragement to use full sentences
- Gestures for added emphasis
- Model and provide practice in pronunciation of academic terms
- Model pronunciation of social and academic language
- Provide opportunities for extended discussions
- Provide sentence stems with past, present, future, and complex grammar, and vocabulary with content-based and abstract terms
- Provide sentence stems with simple sentence structures and tenses
- Provide short sentence stems and single words for practice before conversations
- Provide word bank of key vocabulary
- Rephrase, repeat, or slow down
- Small Group
- Stem sentences or Sentence starters
- Working with a partner
- Visuals and/or verbal cues to reinforce spoken words
- Other:



Listening Activities *

- none observed
- Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations
- Allow some extra time when academic material is complex and unfamiliar
- Allow use of same language peer and native language support
- Differentiating according to the student English level of proficiency
- Expect student to struggle to understand simple conversations
- Graphic organizer
- Model pronunciation
- Pre-teach vocabulary before discussions and lectures
- Provide opportunities for student to request clarification, repetition & rephrasing
- Provide visuals, slower speech, verbal cues, and simplified language
- Provide visuals, verbal cues, and gestures when material is complex and unfamiliar
- Teach phrases for student to request speakers repeat, slow down, or rephrase speech
- Use gestures and movement and other linguistic support to communicate language and expectations
- Other:



Other *

- None Observed
- Demonstration of classroom activity
- Group/partner work
- "I don't know" poster or strategies
- Non-participation in simple conversations
- Oral translation
- Oral and written instructions
- Peer and native language support
- Short sentences and single words
- Simple conversations words/phrases
- Students say something different than "I don't know"
- Student centered activities
- Text-to-speech
- Tiered sentence stems
- Translate word(s), phrase(s), or sentence(s)
- Wait time
- Word wall with realia

Your answer

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