Accommodations

Instructional

- Set clear expectations:
  - We will...; I will...
- Create a print-rich environment
- Use visuals, realia, and manipulatives
- Use graphic organizers
- Introduce key vocabulary before lesson
- Write key vocabulary words on board
- Provide highlighted text and/or key concepts
- Provide summaries or outlines of texts
- Record lesson digitally for review
- Divide information into smaller chunks
- Focus on oral language as a basis for learning content
- Have bilingual dictionaries available
- Work toward longer passages as skills in English increase
- Use a proficient English Language student as a "buddy"
- Allow students time to work together
- Frequent checks for understanding
- Allow extended time

Assessments

- Dictionary
- Bilingual dictionary
- Extra time
- Clarification in English of word meaning
- Reading aloud of text
- Oral translation
- Bilingual/ESL glossary

Contacts

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Best Practices for the Sheltered Instruction Classroom
Grading Guidelines & Considerations

Federal Law: States that no LEP child should be retained where language is the reason for the retention. Retention of LEP students shall not be based solely upon the level of English language proficiency (Section I, Part G, guidelines to satisfy legal requirements of Lau v. Nichols).

State Law: Classroom teachers are required to accommodate materials, instruction, and pacing based on students’ English language proficiencies (TAC 89.1210(A)).

Local Policy: MISD grading policy states that each student’s academic progress and conduct are evaluated using progress reports and grade reports (MISD Student Handbook).

Beginning/Intermediate ELL Students: With these criteria in mind, decisions on how a Beg/Int LEP student is to be numerically assessed on coursework is a campus-level decision. When considering a grade for a student at this level, the ELL Progress Measure can be used as a guide to help measure a student's progress with grade-level content.

Advance/Advanced High ELL Students: Advanced/Adv High to follow the local MISD grading policy but allowable accommodations within the instructional setting must be followed per the individual students’ LPAC.

Sheltered Instruction for ELLs
What does good Sheltered Instruction look like?

Lesson Design - Fundamental 5
A good lesson for ELLs will be designed carefully and will include the following:

1. Framing the Lesson
   - Clearly stated content (We will) and language (I will) objectives

2. Work in the Power Zone

3. Frequent, Small-Group, Purposeful Talk about the learning

4. Recognize and Reinforce
   - Create a stress free climate
   - Hold high expectations
   - Honor individual learning styles
   - Praise efforts to use English
   - Respect silent period
   - Value home languages & culture

5. Write Critically
   - Various and appropriate authentic assessments that demonstrate student progress, ties back to the lesson objectives and provides next steps.

Interactive Learning Strategies
A good lesson for ELLs should promote interaction between students/teachers; students/students; students and content subject matter, critical thinking, and integration of the four perceptual modes (listening-speaking-reading-writing).

- Advance organizers (Anticipatory Guide)
- Close reading strategies
- Cloze passages
- Compare/contrast matrix
- Concept/Mind/Semantic Word Maps
- Cooperative/paired learning
- Four corners
- Frayer model
- Graphic organizers
- Inquiry charts
- Jigsaw reading
- K-W-L strategy
- Kagan strategies
- List/Sort/Label
- Note taking (Cornell, T-Chart)
- Purposeful talk
- Question/Answer Relationship (QAR)
- Reflective journals
- Summarization
- Survey, Question, Read, Recite, Review
- Think alouds
- Verbal-visual word association
- Word walls

Second Language Acquisition Strategies
A good lesson for ELLs will target the use of second language acquisition strategies intended to prompt, build, clarify, and extend language prior to and during a lesson.

- Cause & effect organizers
- Comparing, contrasting, classifying
- Demonstrating meaning of word/passage
- Dramatizations
- Elaborating/extendling
- Explanations of U.S. customs/cultures
- Front load key vocabulary
- Giving antonyms/synonyms
- Giving examples/non-examples
- Guided questions/cues
- Hands-on, peer interactive learning
- Homophone/Homograph sort
- Modeling
- Non-Linguistic Representations (Pictures, realia, visualizations)
- Paraphrasing
- Pointing out prefixes/suffixes, other structures, conventions
- Previewing/summarizing key words/ideas
- Print rich environment
- Recounting/recapitulating/retelling
- Reduce/eliminate/explain
- Rephrasing/restating
- Sentence stems (aligned to objective) clearly displayed
- Simplifying (words/sentences)
- Terms are explicitly explained, clarified or emphasized
- Use of vocabulary building graphics
- Using prompts

Sheltered Instruction for ELLs
What does good Sheltered Instruction look like?