

Brockton Public Schools
DEPARTMENT OF
BILINGUAL/ESL SERVICES

Successful Sheltered Instruction Strategy

Strategy

Dictaglos

Sheltered Instruction Components Addressed

Comprehensible Input and Interaction

English Language Proficiency Benchmarks and Outcomes Addressed

S.1.25 – Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various Massachusetts Curriculum Frameworks.

Steps

Select Content Related Text

- Read text aloud at a normal pace, instructing them to “just listen carefully.”
- Discuss content of text.

Re-read Text

- Re-read the text twice more, asking students to jot down key words and phrases.

Pair and Group Work

- Have students work in pairs to re-create the text as much as possible using the original notes.
- Have two pairs meet together to pool their re-creations of the text to reconstruct it more completely.
- Instruct the group to work together to write down as much of the text as possible. Instruct them that their aim is to re-create the text as closely as possible to the original.

Perform and Discuss the Text

- Ask one member of each group to read the group’s re-creation of the text.
 - Ask the other groups how closely it matches their own texts.
 - Compare and contrast re-creations.
 - Note sections in the text that were difficult to re-create.

Grade level adaptations:

Kindergarten – Recite poems and finger-plays, and write their notes interactively

Primary – Paragraphs describing content knowledge – re-create and illustrate

Upper Elementary – Literary excerpts, famous speeches, and historical documents such as the Constitution

Middle School - Description of procedures, historical literature linking writing to periods of history, literary language linked to art, music, etc.

High School – Current events: famous speakers, speeches, poetry, and historical literature



Got a great story of using this strategy? Got a successful sheltered instruction strategy that you use? Send them to the Department of Bilingual/ESL Services for future inclusion!