

## *Successful Sheltered Instruction Strategy*

### *Strategy*

Interactive Read Aloud

### *Sheltered Instruction Components Addressed*

Comprehensible Input and Interaction

### *English Language Proficiency Benchmarks and Outcomes Addressed*

S.3.33 – Identify details that support a main idea in a literary or informational text that is heard.  
S.3.41 – Summarize a story orally.  
S.3.42 – State a position and support/justify it.

### *Steps*

#### **Choose a Book that is above Instructional Reading Level of the Students**

- The best books are those that provide a rich read-aloud experience through the use of different voices, excitement and drama. Set aside a time each day to read aloud interactively with your students.

#### **Read the Book Thoroughly before Reading to Students**

- Use post it notes to mark places for discussion, predicting, and connections to other books students have read or personal experiences they can relate to in the story.

#### **Read Selection of Book Each Day**

- Read with enthusiasm, using gestures and voices, and review the events of each day's reading at the end of the session.
- Discuss predictions for the next day's reading and involve the students in relating the events in the story to personal or literary experiences.

#### **Visually Represent Story**

- Use graphic devices like story mapping or daily illustrations of the events.



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!