

Utah DLI Core Instructional Strategies

Content and language objectives are _____

Both content and language objectives should be:

POSTED	INTRODUCED	INTERACTED WITH	REVISITED
<p style="text-align: center;"><u>Example of a CONTENT objective:</u> I can work with partners to describe 4 defining features of fossils [size, color, shape, texture] to compare them with familiar objects and identify each 'fossil.'</p>		<p style="text-align: center;"><u>Example of a LANGUAGE objective:</u> I can record 2 or more adjectives associated with all 4 defining features and will use them in sentence frames to make comparisons and to identify each 'fossil.'</p>	

When?

Comprehensible input is _____

VISUAL SUPPORT	CONTEXT	ADAPTED LANGUAGE
meaning is matched to new language through the use of visuals, objects, body language, gestures, videos, realia, Total Physical Response (TPR)	meaningful, repeated exposures are given in a variety of contexts: preview material, activating background knowledge, graphic organizers, storytelling, songs and chants	speech tempo & complexity, explicit/clear articulation, new language stands out and is recycled, ideas are rephrased, language is clarified through explanations, definitions, examples and non-examples

When?

The modeling cycle is _____

STEP #1	I DO	Teacher does.
STEP #2	WE DO	Teacher and student do.
STEP #3	YOU DO	Student and student do.
STEP #4	WE ALL DO	All students do.

When?

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Language supports for extended utterances increase _____ _____		
SENTENCE FRAMES	Explicit Instruction of VOCABULARY IN CONTEXT	THEMATIC / FUNCTION WALLS
_____ is (bigger/smaller) than _____; it is the size of _____.	Gallery walks	science or math walls, verb wall, sequence word wall, connecting word wall
When?		

Student engagement is _____ _____			
COGNITIVE	VISUAL	PHYSICAL	ORAL
think time	hand signals, whiteboards, clickers, response cards, thumbs up/down	TPR, Cornell note taking, move to the answer, four corners, opinion lines	choral, turn and talk, think-pair-share, precision partner, small group discussion, teach-teach, mirror, blow it away, paraphrase to a partner
EVERY opportunity in a DLI classroom should be paired with an oral response!			
When?			

Checking for understanding is _____ _____ for the purpose of: (1) monitoring student progress and (2) informing instruction using the following OTRs:		
VISUAL	PHYSICAL	ORAL
When?		