

# Instructional Practices for Students with Limited and/or Interrupted Formal Education (SLIFE)



Students with Limited and/or Interrupted Formal Education (SLIFE) come to schools in the United States with a unique set of needs; many of whom have experienced difficult circumstances. Effective programs for SLIFE address their acculturation to the United States school system, socio-emotional well-being, foundational literacy and academic skills, and integrated content and language instruction.

## Classroom Environment

- Establish purposeful routines for learning.
- Create classroom norms that honor students' backgrounds.
- Create a language rich space that supports English language development by using:
  - [word walls](#),
  - [anchor charts](#),
  - [visuals](#), and
  - first language supports (where appropriate).
- Explicitly teach:
  - reading strategies,
  - independent learning strategies,
  - study skills and strategies,
  - note-taking skills and strategies,
  - technology skills, and
  - collaboration and group-work skills.

## Instructional Practices that Promote English Language Development

- Create a culture of conversation (speaking and listening).
  - Create structured opportunities to support student talk in English every day.
  - Use language authentically.
    - Model conversation norms and English language use.
  - Structure group dialogue.
  - Structure student responses:
    - [QSSSA](#),
    - [sentence frames](#), and
    - [sentence stems](#)
  - Choose topics that are relevant to students.
- Read every day.
  - Connect reading with students' background knowledge and experiences.
  - Read in unison (choral read) and have students track the print.
  - Read aloud so students become familiar with the sounds of the English language.

- Model fluency through frequent read alouds and [echo reading](#).
- Explicitly teach early literacy skills (phonics and phonological awareness)
- Read independently in English or home language.
- Use cognates to support literacy development.
- Write every day.
  - Co-construct texts with students using:
    - [language experience approach](#),
    - [picture inductive model](#), and
    - [roving paragraph frames](#).
  - Use cloze writing activities to support emerging English language development.
  - Use model texts as a guide for student writing.
- Transition from first language to English using scaffolds and supports during writing activities by using:
  - graphic organizers,
  - content webs/concept maps, and
  - student notes and drafts.

## Additional Supports

- Enable peer to peer collaboration for content support.
- Enable language support during peer collaboration.
- Provide connections to the community.
- Connect SLIFE with students of similar languages and backgrounds.