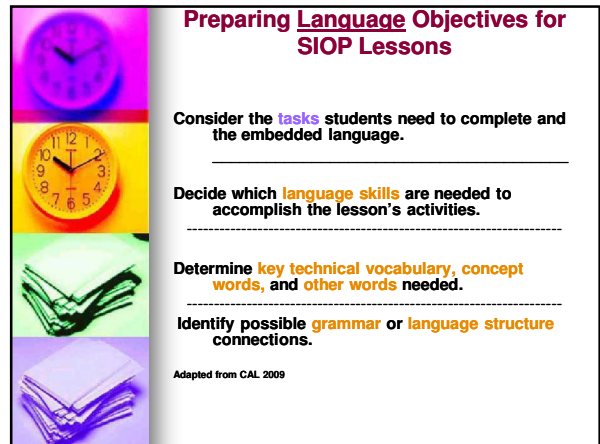




SIOP Workshop
Sheltered Instruction Observation
Protocol

Day 2
Building Background / Comprehensible
Input / Strategies / Interaction

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Preparing Language Objectives for SIOP Lessons

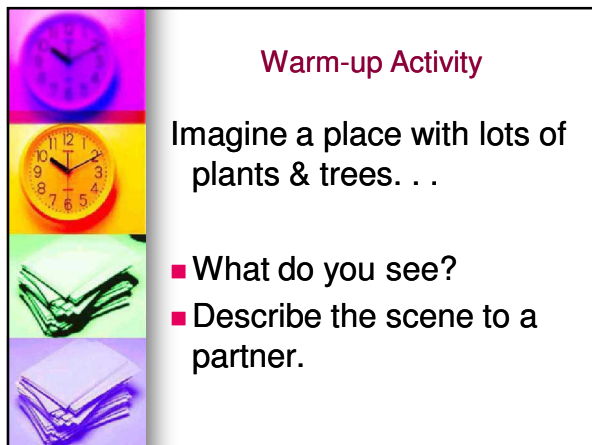
Consider the **tasks** students need to complete and the embedded language.

Decide which **language skills** are needed to accomplish the lesson's activities.

Determine **key technical vocabulary, concept words, and other words** needed.

Identify possible **grammar or language structure** connections.

Adapted from CAL 2009



Warm-up Activity

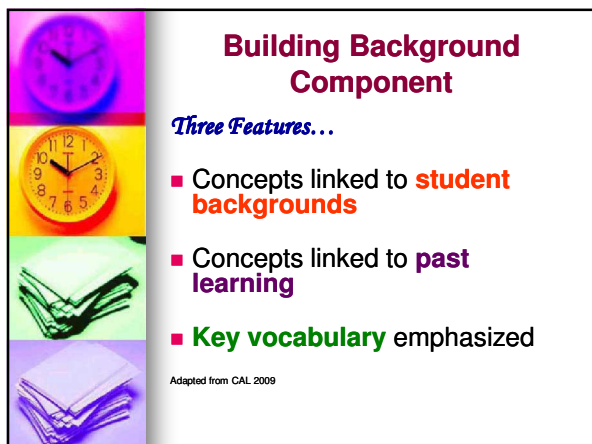
Imagine a place with lots of plants & trees. . .

- What do you see?
- Describe the scene to a partner.



The SIOP Model

- Lesson Preparation
- **Building Background**
- Comprehensible Input
- Strategies
- Interaction
- Practice & Application
- Lesson Delivery
- Review & Assessment

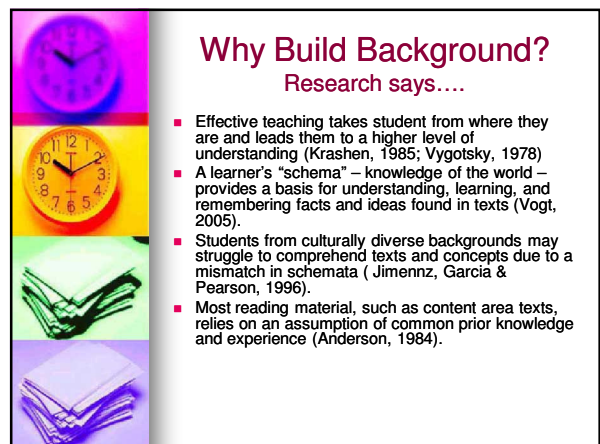


Building Background Component

Three Features...

- Concepts linked to **student backgrounds**
- Concepts linked to **past learning**
- **Key vocabulary** emphasized

Adapted from CAL 2009



Why Build Background?
Research says....


- Effective teaching takes student from where they are and leads them to a higher level of understanding (Krashen, 1985; Vygotsky, 1978)
- A learner's "schema" – knowledge of the world – provides a basis for understanding, learning, and remembering facts and ideas found in texts (Vogt, 2005).
- Students from culturally diverse backgrounds may struggle to comprehend texts and concepts due to a mismatch in schemata (Jimenez, Garcia & Pearson, 1996).
- Most reading material, such as content area texts, relies on an assumption of common prior knowledge and experience (Anderson, 1984).



Students' Experiences

When thinking about students' prior experiences explore their:


- Personal history
- Family group
- Cultural group
- Peer group



Connecting Content to Students' Background Experiences

- **Concept:** Genetic traits
Idea (question): Ask: "What external genetics traits (physical characteristics) have you inherited from you parents/relatives?"
- **Concept:** Addition, Currency
Idea (lesson): Ask students to share the names of the different types of currency (money) they know, including the dollar. Ask students to list things they would like to buy and estimate their value in dollars. Give students fake dollars. Ask them to decide what to buy from their list with that money. Ask students to write addition equations based on their decisions.
- **Concept:** Native American tribes
Idea (journaling): Journal about "What group of people do you belong to? What do members of your group have in common?" (*word bank:* family, ethnic group, tribe, etc.)


Adapted from CAL 2009



Building Background Component

Three Features...


- Concepts linked to **student backgrounds** ←
- Concepts linked to **past learning**
- **Key vocabulary** emphasized



Ways to Tie Prior Learning to New Knowledge


- **Questioning** – Ask a simple question, "Who remembers what we did yesterday?" and elicit responses.
- **Charts** – Make a chart of key information being studied and keep the chart as a reference. Call students' attention to it as needed.
- **KWL** – Have students individually or as a class create a KWL chart. Refer back to it during the unit. Check off things in the 'want' column when explored and add things to the 'learn' column.
- **Student Journals** – Have students write down what they have learned in a journal or notebook.
- **Lesson Connections** – Make explicit statements to connect what the students are going to study with what they have studied. Help students see a continuum of the content concepts and build a bigger picture in their minds.

Adapted from CAL 2009



Building Background Component

- Concepts linked to **student backgrounds** ←
- Concepts linked to **past learning** ←
- **Key vocabulary** emphasized




Key Vocabulary

Challenges:

- High school students are expected to have a vocabulary of approximately 50,000.
- The average student learns 3,000 new words each year.
- In 4 years, the average **beginning** HS ELL might learn 12,000 to 15,000 words without targeted interventions, falling far short of the 50,000-word goal.
- The vocabulary gap is not as enormous but it is also large at the elementary school level.

Adapted from CAL 2009



Content Concepts and Key Vocabulary

(Example: science)


Content Concepts: Life Cycles, Metamorphosis

Key Vocabulary:

Content words (Tier 3): egg, larva, caterpillar, pupa, adult.

- Academic word list word (Tier 2): observe / observation, record, document
- Process/function words: first, second, then, next, finally
- Words that teach English structure: Cycle (bicycle, recycle)
- Common words (Tier 1) words: Butterfly, wings, change, circle

Adapted from CAL 2009



Research-Based Tips for Vocabulary Instruction


- **Explicitly** teach words (provide student-friendly definition).
- **Present** words in context.
- **Provide** visual support (pictures, definition in glossary).
- **Provide translation** of words.
- **Repeatedly** use the words in the context of the lesson.
- Have student **interaction** with words (engage them in activities that make them use the words).
- **Help** student internalize new words by explaining the definitions in their own words.

Adapted from CAL 2009




Language Levels

See Hand-outs of ELP Standards



The SIOP Model

- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice & Application
- Lesson Delivery
- Review & Assessment



Comprehensible Input Component


- Appropriate speech
- Clearly explained academic tasks
- Use of a variety of instructional techniques



What Research Says....


(According to Echevarria, Vogt & Short, 2008)

- ELL students learning rigorous content material in a language that they do not speak or understand completely require **specialized teaching techniques** to make the message understood.
- Acquiring a new language takes time, and therefore **clues** and **speech** must be appropriately provided.
- Comprehensible input is achieved when teachers pay attention to the **unique linguistic needs of ELLs** and **consistently incorporate these techniques into their daily teaching routines.**




Thai Lesson (First Viewing)

- Watch the instructor's presentation.
- With your table, try to guess what is being presented. What words did you understand?
- Note how you feel as you view this.
- Share these with the group.




Thai Lesson (Second Viewing)

- Use the T-Chart to list your answers to these questions:
 - What does the instructor do to make the content comprehensible?
 - What contributes to limited or no content comprehension?
- Identify 2 additional techniques that might increase understanding. Share these with the group.



Comprehensible Input


1. **Appropriate speech**
2. **Clear task explanations**
3. **Variety of techniques**



Strategies Component


Features

- Ample opportunities for students to use **learning strategies**
- Consistent use of **scaffolding** techniques throughout lesson
- A variety of question and task types used, including those that promote **higher-order thinking**



What Research Says....


- Information is retained and connected in the brain through "**mental pathways**" that are linked to an individual's existing schemata (Anderson, 1984).
- Competent language learners actively engaged these cognitive skill through special ways of processing the new information they are learning called **learning strategies** (O'malley & Chamot, 1990).



Strategies: An Important Distinction

- **Instructional Strategies:**
 - Activities, techniques, approaches, and methods that teachers use to promote student learning and achievement
- **Learning Strategies:**
 - Conscious, flexible plans learners use to make sense of what they're reading and learning; these reside in the learner's head


Adapted from CAL 2009



Learning Strategies – Examples

1. Rereading
2. Highlighting
3. Reading aloud
4. Taking notes
5. Mapping information
6. Talking to someone
7. Finding key vocabulary
9. Mnemonics
10. Predicting/Inferring
11. Self-Questioning
12. Monitoring/Clarifying
13. Evaluating
14. Summarizing
15. Visualizing

Adapted from CAL2009



What Makes Reading a Textbook Easy or Hard for English Language Learners?

List your ideas.....



Reading Strategies


1. Activating Prior Knowledge / Making Connections
2. Determining Importance
3. Asking questions
4. Drawing Inferences / Predicting
5. Visualizing
6. Summarizing
7. Getting Critical
8. Retelling
9. Repairing Understanding / Fixing Breakdowns

Adapted from CAL 2009



Some Strategies


- **SQP2RS: An Effective Reading Strategies**
- **Other strategies for Making Textbooks Comprehensible**
- **Scaffolding:** Verbal Scaffolding & Instructional Scaffolding



SQP2RS: An Effective Reading Strategies


SQP2RS is a multi-step strategy which helps students master several important learning behaviors:

1. Survey
2. Question
3. Predict
4. Read
5. Respond
6. Summarize




SQP2RS Step 1: Survey

- Quickly skim the text (about 2 minutes) to find the main ideas.
- What kinds of things will you pay attention to as you skim?




SQP2RS Step 2: Question

- Write 1-3 questions that you think this text will answer.
- Write your questions on your handout.




SQP2RS Step 3: Predict

- Think about 1 or 2 interesting things you think you will learn by reading this text.
- Use your questions to help you decide what to predict.
- Write your predictions on your handout.




SQP2RS Step 4: Read

- Read the text.
- Look for answers to your questions.
- Decide if your predictions were correct.
- Write the results on your handout.




SQP2RS Step 5: Respond

- Write your answers or new questions on your handout.
- Write answers to your questions, OR write new questions so you can answer them.



SQP2RS Step 6: Summarize

Write the three of the most important ideas from the reading.



Let's Summarize...SQP2RS

Survey: Preview text.

Question: List 1-3 questions you think we'll find answers to.

Predict: State 1-3 things we'll learn.

Read: Read assigned section of text.

Respond: Try to answer questions. Modify, drop, and/or add more questions if needed.

Summarize: At end of text (orally/writing)

Adapted from CAL 2009




Tips for Teaching Learning Strategies

When teaching a strategy, you should:

- **Name** the strategy.
- Provide **clearly defined steps**.
- **Explain** why, how, and when to use the strategy.
- **Model** the strategy (this may require think-aloud).
- Provide **language supports** needed to use strategy.
- Practice it regularly so it becomes **automatic**.
- Practice it in different contexts and with different content so that it becomes **transferable**.


Adapted from CAL 2009



Interaction Component


Features

- Frequent opportunities for **interaction and discussion**
- **Grouping configurations** that support language & content objectives
- Sufficient **wait-time**
- Ample opportunities for students to **clarify key concepts in L1** with adult, peer, or L1 text




What Research Says....

- When learning a new language, speaking/interaction helps to develop the language (Graff, 2003).
- The role that conversation plays in the process of second language teaching and learning is very important (Graff, 2003).
- Interaction provides ELL students a variety of ways to use language (Marshall, 2000).




The SIOP Model: Interaction

- Teacher-Student and Student-Student interaction
- Supportive group configurations: Cooperative Learning
- Sufficient wait time
- Clarification in native language



Cooperative Learning Strategies

- ▶ What is cooperative learning?
- ▶ What are the considerations for ELLs?
- ▶ **Activity:** Get in a group of five and discuss what you have done in your class, using this strategy. What are the considerations for ELLs in your class?



WAIT TIME

- What are ways you might increase wait time in your teaching, and write these ideas on a note card
- What may be challenging for you?

Adapted from CAL 2009



Clarification in native language

- Why is it important
- Samples...