Making Content Comprehensible for English Language Learners

SIOP Model
Sheltered Instruction for Academic Achievement

Bilingual/ESL Department
The Challenges

- Providing content area instruction that is accommodated to the needs of ELLs at all levels
- Integrating academic language instruction into content area instruction
- High expectations for academic success of ELLs in all content areas
Definition of Sheltered Instruction

A variety of strategies, techniques, and materials for making grade-level core curriculum (reading, science, social studies, math) more accessible for English Language Learners while at the same time promoting their English language development.
What is SIOP?

Purposefully teaching of the language necessary for English Language Learners to understand the content.
The SIOP Model -
The Eight Components of SIOP

(Echevarria, Vogt, & Short, 2008)

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

➢ shares many features recommended for high quality instruction for all students, such as:
  • cooperative learning
  • strategies for reading comprehension
  • emphasis on the writing process
  • differentiated instruction

➢ accommodates the distinct second language development needs of ELLs
The SIOP Model

➢ contains key features for the academic success of ELLs, such as the:
  • inclusion of language objectives in every lesson
  • development of background knowledge
  • acquisition of content-related vocabulary
  • emphasis on academic literacy practice

➢ allows for some variation in classroom implementation
Objectives

- Clearly defined content objective (TEKS)
  - Write on board
  - State orally

- Clearly defined language objective (ELPS)
  - Write on board
  - State orally

*Students need to know what they will be learning and how they will be learning it*
How can I lessen the gap? How can I differentiate?

- Adaptation of Content
- Supplementary Materials
Adaptation of Content

to all levels of student proficiency (B, I, A, AH):

- Make texts accessible to all students without “watering down”
  - differentiating
    *same content objective,*
    *different input/output/process*
  - scaffolding
  - adjusting content to various learning styles and intelligences
Examples of Adaptation of Content

- **Thinking Maps/Graphic Organizers** – schematic visuals that help students grasp the “wholeness and parts” of a concept
- **Outlines** – help students take notes in an organized manner
- **Highlighted Text** – highlighted key concepts, important vocabulary and summary statement in text helps reduce stress yet maintains key concepts
- **Marginal Notes** – notes in the margins help focus attention on important ideas, key concepts, key words and definitions or important supporting facts
Examples of Adaptation of Content

- **Taped Text** – allows for multiple exposures to text which improves reading and understanding
- **Adapted Text** – helps students get access to the same text, but with shorter, simpler sentences they can comprehend better
- **Leveled Study Guides** – guides that accompany textbooks that may include: a summary of the text, leveled questions, important facts, etc…
Supplementary Materials

• Use supplementary materials to make the lesson clear and meaningful
  • support core curriculum
    make content concepts “concrete”:
    tangible, visible, understandable
  • contextualize learning
    make it real
  • support learning styles
  • support multiple intelligences
Examples of Supplementary Materials

- **Hands-on manipulatives and realia** – connects abstract concepts with concrete experiences and student’s own life
- **Pictures, Photos, Visuals** – provide support for harder concepts
- **Multimedia** – film clips, songs and chants, posters, computer games, etc… - related to concept solidify concepts into the students’ deep memory
- **Demonstrations** – model step-by-step completion of tasks or model language to use with presentations – scaffolds and enhances learning
- **Related materials** – leveled books both fiction and nonfiction that supplement the theme of what is being taught
Building Background

1) **Link** concepts to students’ background experiences
   • Discuss students’ previous personal and academic experiences to help bridge meaning

2) **Bridge** past learning to new concepts
   • Integrate new information with what the learner already knows

3) **Emphasize** key vocabulary
   • The most effective way to teach vocabulary is when it is presented in the context of new concepts, not in isolation
   • Students should be actively involved in their own vocabulary development and make it personal
   • Students should be immersed in a vocabulary-rich environment
Focus on key vocabulary:

- contextualizing key vocabulary
- vocabulary self-selection
- personal dictionaries
- content word wall
- concept definition map
- cloze sentences
- word sorts
- word generation
- visual vocabulary
- vocabulary through songs
3 Features of Comprehensible Input

- Clear explanation of academic tasks
- Speech appropriate for students’ proficiency level
- Variety of techniques used to make content concepts clear
Comprehensible Input

• **Explanation of Academic Tasks**
  - present instructions in a step-by-step manner and/or with demonstrations
  - peer modeling

• **Scaffolding**
  - verbal scaffolding – paraphrasing, think-alouds, reinforcing contextual definitions
  - procedural scaffolding

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**Increasing Independence**
- explicit teaching
- modeling
- practicing
- applying
Comprehensible Input

- **Questioning** – using a variety of question types
- **Interaction**
  - variety of grouping structures (partners, triads, teams, etc…)
  - vary group configurations from day to day
- **Wait time** (effective teachers wait 20 seconds or more – ELLs may need longer than that)
- **Clarifying key concepts in first language** – allow students to confer with each other, teacher, or para-professional in their native language about subject matter to support understanding
Comprehensible Input

- **Application of content and language knowledge (projects)**
  - discussing and doing make abstract concepts concrete
  - reporting out orally (opportunity to practice English)
- **Integration of language skills** – develop reading, writing, listening and speaking in an integrated manner
- **Review of key vocabulary** – multiple exposures to new vocabulary
- **Assessment of lesson objectives using multiple methods**
Strategies

- Metacognitive Thinking About Thinking!
- Cognitive Active Learning!
- Social/Affective Interactive Learning!

  - Questioning Techniques Higher-Order Thinking!
  - Scaffolding Techniques Building Independence!
Metacognitive Strategies
“thinking about your thinking”

- predicting/inferring
- self-questioning
- monitoring/clarifying
- evaluating
- summarizing
- visualizing
Cognitive Strategies
“active learning”

- previewing/rereading
- establishing a purpose for reading
- making connections
- reading aloud
- highlighting
- taking notes
- mapping information
- finding key vocabulary
- mnemonics
Social/Affective Strategies
“interactive learning”

- interaction/questioning
- cooperative learning
- group discussion/self talk
- i.e., think/pair/share
# Teacher Behaviors

- **The Big Picture**
- **Building Background**
- **Self-Correcting**
- **Self-Evaluation**
- **Peer Interaction**
- **Imitation**
- **Native Language Resources**

## Avoid:
- Assuming prior knowledge
- Immediate corrections
- Asking only for correct answers
- Always giving the answer
- Silent classrooms and glossaries

## Focus on:
- Discovering prior knowledge
- Wait time
- Context clues
- Relating shared experiences
- Journals (can be illustrated!)
- KWL Charts
- Rubrics
- Guest Speakers
- Interviews
- ELLs
- High achieving resources
- Field trips
- Interviews
- Guest Speakers
## A Model of Scaffolding

<table>
<thead>
<tr>
<th>Teacher-Centered</th>
<th>Teacher-Assisted</th>
<th>Peer-Assisted</th>
<th>Student-Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Drill &amp; Practice</td>
<td>Role Playing</td>
<td>Rehearsal Strategies (repeated readings)</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>Discovery Learning</td>
<td>Peer Tutoring</td>
<td>Elaboration Strategies (imagery)</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Brainstorming</td>
<td>Reciprocal Teaching</td>
<td>Organizational Strategies (graphic organizers)</td>
</tr>
<tr>
<td>Recitation</td>
<td>Discussion</td>
<td>Cooperative Learning</td>
<td></td>
</tr>
</tbody>
</table>


Strategies

- Graphic Organizers
- Comprehension Strategies
- Rehearsal Strategies
- GIST
- PENS
- SQP2RS
- Mnemonics

Surveying (scanning the text)
Questioning (teacher guided, students generate questions)
Predicting (stating 1-3 things learned based on their questions)
Reading (searching for answers and confirming predictions)
Responding (formulating new questions and generating a new question for the next section)
Summarizing (oral or written summary of key concepts)

Please Excuse My Dear Aunt Sally
- P: Please
- E: Excuse
- M: My
- D: Dear
- A: Aunt
- S: Sally

- Please
- Excuse
- My
- Dear
- Aunt
- Sally

- Note-taking
- Summarization Process
- Main Idea
- Topic Sentences
- Determining importance
Opportunities for Interaction

Learning is more effective when students have an opportunity to participate fully – discussing ideas and information

2) Effective teachers strive to provide a more balanced linguistic exchange between themselves and their students – ELL students need to practice speaking

Interaction accesses the thought processes of another and solidifies one’s own thinking

Talking to others, either in pairs or small allows for oral rehearsal of leaning
Opportunities for Interaction

- **encourage more elaborate responses**
- **vary grouping configurations** (random, voluntary, teacher assigned)
  - whole group, flexible small groups, partners/triads
  - homogeneous/heterogeneous (gender, language proficiency, ability, etc…)
- **allow adequate wait time** –
  don’t allow yourself or other students to answer their questions
- **clarify concepts in L1 if needed** – teacher or peers clarify concepts or use native text, dictionaries or other tools
Key Definitions:

• “Practice” refers to the opportunities provided to English Language Learners to become familiar, analyze and/or experiment with content and language topics.

• “Application” refers to the ways in which learners apply what they have learned in different contexts or situations.
Practice and Application:

Tools:

- Hands-on materials and/or manipulatives
- Language and content knowledge-rich activities
- Language skills-integrated activities

Purpose:

- For students to practice with new content knowledge
- For students to apply learning in the classroom
- For students to develop reading, writing, listening and speaking skills
LESSON DELIVERY FEATURES

• **Content Objectives** should be clearly supported by the lesson delivery (stated orally - written on board for all to see)

• **Language Objectives** should be clearly supported by the lesson delivery (stated orally - written on board for all to see)
LESSON DELIVERY FEATURES

- Class time needs to be planned efficiently - all aspects of student engagement should be considered:
  - well planned lessons
  - clear explanations of academic task or instructions
  - appropriate amount of time to spend on academic task
  - strong classroom management
  - opportunities for students to apply learning in meaningful ways
  - active student involvement
  - lesson design that meets the language and learning needs of students

- **Students should be engaged approximately 90-100% of the time during the lesson (engagement minimizes boredom and off-task behaviors)**

- **Pacing** of the lesson should be appropriate to the students’ ability level (brisk enough to maintain students’ interest, but not too quick to lose their understanding)
Review

- **Provide comprehensive review of key vocabulary**
  - teach, review, assess, use
    - word study notebooks
    - content word walls

- **Supply comprehensive review of key content concepts**
  - review content directly related to the objectives throughout the lesson
  - use graphic organizers as review

- **Regularly give feedback to students on their output**
  - clarify
  - discuss
  - correct responses
Assessment - Evaluation

**Assessment** is “gathering and synthesizing of information concerning student learning”

**Evaluation** is “making judgments about students’ learning”
Assessment

Informal Assessment

on-the spot, on-going opportunities to determine the extent of students’ learning

includes: teacher observations, anecdotal reports, informal conversations with students, quick writes
Assessment

Authentic Assessment

- application to real life – real life contexts
- multi-dimensional
  - portfolios
  - student’s writings
  - taped pieces
  - interviews
  - videotapes
  - observations
  - projects
  - discussions
  - performances
Assessment (cont.)

• includes multiple indicators to show competency of a content objective – use of a rubric

• group responses
  - agree/disagree, true/false, yes/no index cards – happy face – sad face on a stick
  - thumb up - down
  - stand up – sit down
  - numbered wheels
  - dry erase response boards