

**Making Content Comprehensible for
English Language Learners—SIOP Model
SHELTERED INSTRUCTION—
for Academic Achievement**

Key Components – Teaching language and content effectively:

1. Preparation:

- Clearly define content objectives
 - ✓ Write on the board
 - ✓ State orally
- Clearly define language objectives
 - ✓ Write on the board
 - ✓ State orally
- Choose content concepts for age appropriateness and “fit” with educational background of students
- Use supplementary materials to make lessons clear and meaningful
- Adapt content to all levels of student proficiency—use graphic organizers, study guides, taped texts, jigsaw reading...
- Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities—surveys, letter writing, making models, plays, games...

2. Building Background:

- Explicitly link concepts to students’ background experience
- Make clear links between students’ past learning and new concepts
- Emphasize key vocabulary

3. Comprehensible Input:

- Speak appropriately to accommodate students’ proficiency level
- Clearly explain academic tasks
- Use a variety of techniques to make content concepts clear—modeling, hands-on materials, visuals, demos, gestures, film clips...

4. Strategies:

- Provide ample opportunities for students to use strategies—GIST, SQP2R, Reciprocal Teaching, mnemonics, 12 minute research paper, 2 column notes, repeated readings, ...
- Consistently use scaffolding techniques throughout lesson --think-alouds, paraphrasing, partnering...
- Employ a variety of question types—use Question Cube, Thinking Cube, Bloom’s Taxonomy...

5. Interaction:

- Provide frequent opportunities for interaction and discussion—Supplies much needed “oral rehearsal”
- Group students to support language and content objectives—use at least 2 different structures during a lesson—pairs, triads, teams, varied by language proficiency or interest
- Consistently afford sufficient wait time—let other students write down answers while waiting for one student to respond
- Give ample opportunities for clarification for concepts in L₁—use bilingual paraprofessionals, native language materials, notes by students...

6. Practice/Application:

- Supply lots of hands-on materials
- Provide activities for students to apply content/language knowledge— discussing and doing make abstract concepts concrete; allow students to work in partners before working alone
- Integrate all language skills into each lesson—listening, speaking, reading, writing

7. Lesson Delivery:

- Clearly support content objectives—objectives apparent throughout lesson; no “bird-walks”
- Clearly support language objectives—students given ample opportunities to “show off” their language capabilities in speaking, reading, writing
- Engage students 90-100% of the lesson—less “teacher talk”, no “down-time”, students are actively working in whole groups, small groups, individually...
- Appropriately pace the lesson to students’ ability level

8. Review/Assessment:

- Provide comprehensive review of key vocabulary—teach, review, assess, teach...; use word study books, Content Word Wall, ...
- Supply comprehensive review of key content concepts—review content directly related to objectives throughout lesson; use graphic organizers as review
- Regularly give feedback to students on their output—clarify, discuss, correct responses
- Conduct assessment of student comprehension and learning—use a variety of quick reviews: thumbs up-down, numbered wheels, small dry erase boards; include student self-assessment...

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

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