

Welcome to *99 MORE Ideas and Activities for Teaching English Learners with the SIOP<sup>®</sup> Model!* This book is intended to provide “SIOPers” everywhere with an additional resource to use during your planning and implementation of effective SIOP lessons.

It has been nearly two decades since we began conceptualizing and researching what effective content and language instruction for English learners must be if students are to achieve English proficiency and academic success in school. During this time, we have learned a great deal from the thousands of classroom teachers, ESL specialists, administrators, professors, researchers, and students with whom we have collaborated and worked. From these people, young and not-so-young, we have learned that:

- The SIOP<sup>®</sup> Model is a lesson planning and delivery system that teachers can learn to implement consistently and to a high degree with professional development and coaching.
- The SIOP<sup>®</sup> Model, when implemented to a high degree, has been found to bring about significant academic and language gains not only for English learners, but for all students, as measured on standardized tests (Echevarria, 2012; Echevarria, Richards-Tutor, Canges, & Francis, 2011; Echevarria & Short, 2010; Echevarria & Short, 2011; Echevarria, Short, Richards-Tutor, & Himmel, 2011). For a full discussion of what constitutes high implementation of the SIOP<sup>®</sup> Model, see Chapter 11 in Echevarria, Vogt, and Short, 2013; 2014a; 2014b; and Echevarria, Short, Richards-Tutor, Chinn, and Ratleff, 2011.
- Effective SIOP teachers who consistently implement the Model’s eight components and thirty features do so throughout the day, rather than using the instructional framework for some students and not for others, or for some subject areas (or periods) and not for others. These teachers believe and demonstrate through their teaching that the SIOP<sup>®</sup> Model is “the way I teach,” every day and during all instructional periods.

What follows is a brief overview of the SIOP<sup>®</sup> Model’s eight components. Grouped within the components are the thirty instructional features. This complex instructional framework that is elaborated in the SIOP protocol provides teachers of English learners and native speakers alike with the means to plan, teach, and assess effective, comprehensible, and appropriate instruction. See Appendix A for the complete Sheltered Instruction Observation Protocol (SIOP).

The SIOP<sup>®</sup> Model includes the following eight components:

1. **Lesson Preparation** Teachers plan lessons carefully, paying particular attention to language and content objectives, appropriate content concepts, the use of supplemental materials, adaptation of content, and meaningful activities.
2. **Building Background** Teachers make explicit links to their students’ background experiences and knowledge, and past learning, and teach and emphasize key vocabulary.
3. **Comprehensible Input** Teachers use a variety of techniques to make instruction understandable, including speech appropriate to students’ English proficiency, clear

academic tasks, modeling, and the use of a variety of techniques, including visuals, hands-on activities, demonstrations, gestures, and body language.

4. **Strategies** Teachers provide students with instruction in and practice with a variety of learning strategies, scaffolding their teaching with techniques such as think-alouds, and they promote higher-order thinking through questions and tasks at a variety of levels.
5. **Interaction** Teachers provide students with frequent opportunities for interaction and discussion, group students to support content and language objectives, provide sufficient wait-time for student responses, and appropriately clarify concepts in the student's first language, if possible and as necessary.
6. **Practice & Application** Teachers provide hands-on materials and/or manipulatives, and include activities for students to apply their content and language knowledge through all language skills (reading, writing, listening, and speaking).
7. **Lesson Delivery** Teachers implement lessons that clearly support content and language objectives, use appropriate pacing, and have high levels of student engagement.
8. **Review & Assessment** Teachers provide a comprehensive review of key vocabulary and content concepts, regularly give specific, academic feedback to students, and conduct assessment of student comprehension and learning throughout the lesson.

## Overview of This Book

This title responds to frequent requests from educators for additional SIOP resources that will help make lesson planning and delivery more effective, more interactive, and less time-consuming. We've responded to your requests with this book that has a variety of ideas and activities that you can add to your teaching repertoire.

- **Chapter 1. Getting Started** This chapter serves as your “owner’s manual” for the book. We ask that you read it before you begin discovering all the ideas and activities so that you can streamline the SIOP lesson planning process while making your lessons more effective.
- **Chapters 2–9. The SIOP Components and Features** In each of these chapters, you will find a brief description of each of the SIOP components and features, along with ideas and activities that are particularly effective for attending to particular SIOP features.
- **Chapter 10. Putting It All Together** In this chapter, we discuss the SIOP lesson planning process and include a SIOP lesson plan template with suggestions for how and where to implement the thirty features in your lessons. The chapter also includes lesson plans created by SIOP teachers at a variety of grade levels and subject areas.
- **Appendixes**
  - **Appendix A** The SIOP Protocol (for specific guidance on how to use the Protocol for observations, see Echevarria, Vogt, & Short, 2013; 2014a; 2014b).

- **Appendix B** The process and product verbs listed on this chart are organized by the levels of the Revised Bloom’s Taxonomy (Anderson & Krathwohl, 2001). They can be used when writing objectives to ensure that your content and language goals represent a variety of cognitive levels.
- **Multi-Layered Table of Contents** You may have already noticed that you can pick and choose which table of contents works best for you: (1) the standard, chapter-by-chapter table of contents or (2) the table of contents that lists all of the ideas and activities alphabetically and by feature. We hope this helps you find what you need when you need it!
- **i**dea and **a**ctivity Icons Throughout the book, for each of the 99 ideas or activities, you will find an icon that identifies whether it is a teaching idea or an instructional activity. Use these icons to guide you as you’re planning SIOP lessons.

## Acknowledgments

First, we wish to acknowledge and heartily thank all the SIOP teachers who have contributed their ideas, activities, and lesson plans for this book. You amaze us with your creativity, informed approach to lesson design, and commitment to using instructional activities in a truly meaningful way. We wanted this book to be authentic, for you our reader, and these teachers’ ideas and deep understandings of the SIOP® Model have made it so. In this book, you will find the ideas, activities, and lesson plans of real teachers in real classrooms with real kids—English learners and native English speakers, alike. We have made every attempt to correctly identify the originators. If you know of any activity that is not correctly attributed, please let us know.

We also thank the SIOP teachers who shared their thoughts for the Teacher Reflections that begin each chapter. Their collective voices articulate the power of the SIOP Model and we appreciate their insights and wisdom. Their Teacher Reflections about using SIOP are sprinkled throughout the book, and we thank them for contributing their insights to our book. We also enthusiastically acknowledge our reviewers, whose helpful suggestions and thoughtful ideas are greatly appreciated. They include: Julia López-Roberston, University of South Carolina; Lorraine Smith, District School Board of Collier County; and Susan Seay, University of Alabama at Birmingham.

Without our Pearson editorial staff, there would be no SIOP books. We especially appreciate the assistance of our copy editor, Kathy Smith, and our editor, Julie Peters, for their support and expertise during the publication of this book. As always, we express our thanks to our SIOP colleague and friend, Deborah Short, for her ideas and collegiality; and to Keith Vogt for his creative illustrations that appear throughout the book. And finally, to our families who lovingly (and with great patience) support our work, we thank you.

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# 1

## Getting Started: Activities and SIOP Lessons



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### ***A Teacher's Reflection***

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My impression from my first SIOP Institute was WOW! This is something different from all of the gimmicky workshops I have been to in the last 14 years. (Not all were gimmicky, but too many were a waste of time.) In my role as a district ESL specialist, I felt that the activities I used to help my students learn were not enough to help me coach the entire district. SIOP gave me the tools to coach . . . >>>

Shortly after attending the SIOP Institute, I attended a SIOP session at a convention in Texas. I was so excited about it, but equally disappointed when the entire session was about activities with no mention of the SIOP features. At what point do we lose SIOP when we begin focusing exclusively on various activities? Once I became a SIOP trainer, I found that teachers want lots of activities during the trainings. So, I started giving each activity a name, writing the directions for each on the slides, and keeping track of the activities on chart paper. And then it happened: With so much focus on activities, some participants in a training started spoofing how I introduced the activities. They said they made up a new activity called “Stop, Talk, and Gawk.” I got the point that teachers need more than just activities with cute names, and quickly readjusted. Although all of our SIOP trainings include activities, techniques, and teaching methods, there is *no* SIOP without an understanding of its features. We have to keep in mind that the activities are not the end goal.

—Amy Washam, Former ESL Specialist, Lewisville Independent School District; Pearson SIOP Education Specialist, Texas

**T**his chapter is all about getting started with this new volume of SIOP ideas and activities. You may be just getting started with planning SIOP lessons, or you may be a SIOP veteran who is eager to implement new ideas and activities into your SIOP lesson plans. Either way, this book will help you accomplish the goal of writing effective SIOP lessons and units.

You may be wondering what this book’s relationship is to the core text, *Making Content Comprehensible for English Learners: The SIOP® Model* (Echevarria, Vogt, & Short, 2013; Echevarria, Vogt, & Short, 2014a, elementary; 2014b, secondary). It is our expectation that anyone who is reading this book has already read one of the core SIOP texts. From our experience (and that of most, if not all, high-implementing SIOP teachers), reading one of these books and reflecting on its content is essential for a thorough understanding of the SIOP® Model. *Please don’t attempt to do a short-cut* and assume that you’ll gain deep understandings of the SIOP® Model by reading this book. To use effectively the ideas and activities included in this book, you need to first understand the SIOP® Model’s features thoroughly, and that takes more study than is provided in this text.

To make best use of this book, we’ve included the following highlights that we hope will make for more interesting reading, as well as assist in streamlining your SIOP lesson planning.

- **A Teacher’s Reflection** Each chapter begins with a SIOP teacher’s thoughts about a particular SIOP component. These set the stage for the information and activities that follow. You’ll note that this chapter begins with reflections from a teacher who is also a SIOP trainer.

- **Criteria for Selecting the Ideas and Activities** As you peruse the book, you may recognize a couple of the ideas and activities that you already use, or they be a modification of a familiar activity. It’s important to remember that in the SIOP® Model, any and all activities may be appropriate, if they:

- Provide practice and application of your lesson’s key content and language concepts, and thus your content and language objectives (the *most important* criterion).

- Are meaningful.
- Enable you to attend to SIOP features.

All of the ideas and activities in this book have been used by SIOP teachers. You will notice their names and schools after the name of an activity. What distinguishes this book from other “activity books” is that all of the teachers who have recommended the activities use the SIOP® Model to teach English learners and other students. We authors created and have used the activities that don’t have any attribution (name, school, town), and we include them because they’re effective in SIOP classrooms.

- **Organization of Ideas and Activities** In the first volume of *99 Ideas*, we organized the ideas and activities by SIOP *component* (see Vogt & Echevarria, 2008). In this book, we have organized the new ideas and activities by each of the thirty SIOP *features*, with each chapter focusing on one of the eight SIOP components. Our reasons for this structure are twofold:

1. We want you to remember that all thirty features are of equal importance, and each should be considered when planning SIOP lessons.
2. We hope you will see the interrelatedness of the thirty features, where they overlap and support one another, and where they might stand alone.

- **Identifying SIOP Features for the Ideas and Activities** All of the ideas and activities in the book include a specific SIOP feature that you may want to focus on when using the activity. This is not meant to imply that you must select thirty activities in order to include all SIOP features in your lessons! Rather, the feature numbers are simply suggestions that a particular activity may be a good one to use when focusing on a particular feature.

As the book’s title indicates, there are also “ideas” provided for some of the SIOP features. For example, consider Feature 18 in Interaction: *Sufficient wait time for student responses consistently provided*. While an “activity” may not be necessary or appropriate for increasing your wait time after you pose a question, there are particular techniques you can use to make sure you are allowing English learners and other students sufficient time to process an answer to a question, perhaps in a language other than English. Therefore, ideas rather than activities are provided for this SIOP feature.

- **Additional SIOP Features** As mentioned, each idea or activity targets one particular SIOP feature, but because of the interrelatedness of the features, we suggest other alternatives in “Additional SIOP Features.”

- **Content and Language Objectives** Of all the SIOP features, planning for content and language objectives in each and every lesson is the most challenging. Therefore, we have provided you with numerous examples that you can use as models for writing your own content and language objectives. We’ve also provided student friendly options for writing and orally conveying objectives for young children. We’ve written the content and language objectives that you’ll find throughout the book with various subject areas and grade levels in mind.

**Most important:** Remember that objectives are not written for “activities,” per se. Keep this in mind and use the following principles to help focus your writing of SIOP objectives and lessons:

- Content and language standards guide your choice of content and language objectives for all lessons.

- Once you decide on your objectives, select a meaningful activity that will best help your students practice and apply the content and language skills identified by the objectives.
- The purpose of a lesson is having students learn content concepts, information, and/or skills as reflected in the content objectives; while at the same time, students are developing English language proficiency, as indicated by the language objectives.

Resist the temptation to select an activity first—and then write objectives that “match.” The activities in this book are intended to be the *means to the end* (that is, students meeting the objectives), *not the end*. The *end* is when your students successfully meet the content and language objectives of your lesson, in part because they have had practice and application with a meaningful, relevant activity.

- **Grade Levels for Ideas and Activities** Most of the grade levels that are indicated for the book’s ideas and activities are K–12. While we know that may be a little frustrating since you want activities for the specific grade you’re teaching this year, the reality is that we selected activities that really do span grade levels, given appropriate modifications, such as easier or more challenging texts or a range of difficulty of key vocabulary, and so forth. That said, you’ll notice that there are some activities that just work better with older students, or younger ones, and we’ve identified these as such. Don’t be afraid to select and modify activities for your students as needed.

- **Matching Activities to Your Subject Area(s)** As we began working on this book by observing classroom lessons, gathering activities, and collecting lesson plans, we discussed having a spot for each activity where we would recommend subject areas that would be a good match for that particular activity. We quickly realized that nearly all of the ideas and activities in this book are appropriate and can be adapted for virtually any subject area. If you read an activity and decide it won’t work for the content you teach, move to the next one—but before you do so, if your reason for moving is that the activity seems to focus too much on language arts, then consider that you may need to include more language practice in your classroom. Our hope is that you will find nearly all of these activities to be useful and adaptable, except perhaps those that are targeted for a different grade level than the one(s) you teach.

- **Step-by-Step Directions for Each Idea or Activity** To assist you in planning, each activity’s directions are included in easily followed, numbered steps. You will also find photographs of students’ work for some activities, as well as bulletin board displays and illustrations. We hope these visuals will bring the activities “to life” for you and provide additional context. Further, a list of materials needed for each activity is included.

- **SIOP Protocol** You will find the SIOP protocol in Appendix A. This is included so you can use it to check the degree to which you’re including each feature as you plan your lessons. Keep in mind that in the elementary grades, your goal should be to include all thirty SIOP features in your lessons that occur throughout the day. Of course, it’s unreasonable to assume that you will include thirty instructional features in a 10-minute phonics or spelling lesson. However, it is reasonable to assume that all thirty can be implemented in a grade 5, two-day social studies lesson, where you have a 40-minute instructional block each day. Similarly, if you teach grades 6–12, a lesson may extend over a few days (2–3), and your goal will be to implement all thirty features during that time period. It is important to remember that the more consistently you implement SIOP’s thirty features in your lessons, the more likely it will be that your students will make significant academic and language growth.

● **SIOP Lesson Plans** In Chapter 10, you will find six detailed SIOP lesson plans that were written by SIOP teachers. There are three reasons for the level of detail in these lessons:

- We wanted to include as much detail as possible so you can easily follow and picture the instructional sequence.
- We wanted you to see how all the SIOP features are woven together throughout a lesson.
- We wanted to admit to you that lesson planning in the early stages of learning the SIOP® Model may remind you of when you were a student teacher!

We're sure you remember those long, detailed lesson plans you wrote as a preservice teacher. We have found that the thinking processes of preservice teachers who try to include all the "parts of a lesson" are similar to those of new SIOP teachers as they attempt to write lessons with all "the parts of SIOP." The good news, for student teachers and SIOP teachers alike, is that with practice, both the time it takes to plan and the length of the actual lesson plan are greatly reduced. Before long, SIOP's thirty features will be etched in your brain and you can plan a strong, effective SIOP lesson in much less time with much less work. To view additional SIOP teachers' lesson plans, along with unit plans and other ideas and activities, see Echevarria, Vogt, and Short, 2010 (mathematics); Short, Vogt, & Echevarria, 2011a (history/social studies); and 2011b (science); and Vogt, Echevarria, and Short, 2010 (English language arts). These SIOP content books focus on lesson planning for grades K–2, 3–5, 6–8, and 9–12.

We have one more suggestion before you begin digging into the 99 ideas and activities in the chapters that follow. Previously, we have mentioned the interrelatedness of the thirty SIOP features. It's also important to remember that the eight SIOP components are not only *interrelated* but also *interdependent*. Together, they make up the whole that is the SIOP® Model. In the SIOP research studies, the greatest academic gains have been found when teachers use the entire SIOP® Model consistently, not just activities here and there in lessons. We hope you enjoy this book and that your students will benefit from the lessons you design using the ideas and activities herein!

## Thinking about Activities and Lesson Planning

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1. In this chapter, we make a strong point for selecting activities that provide practice and application of a lesson's content and language objectives. Amy suggests in the Teacher's Reflection segment that teachers often just want activities, and they don't think much about how or why to select them. Why do you think this often happens? Reflect on the commercial teacher's guides that accompany the texts your district has adopted. Do the activities suggested in the lesson plans provide practice and application of the learning goals or standards that are identified for that lesson? What are the implications for planning your own lessons from the teacher's guides?
2. Make a list of the activities you currently use that are your students' favorites because they're fun and engaging. If you begin to more consistently select activities based on your content and language objectives, which of the fun activities will you continue to use? Are there any that you may need to reconsider before you use them again, because while they're fun, they may not be particularly meaningful? How will you know the difference?

# 2 Lesson Preparation



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## ***A Teacher's Reflection***

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The shift in my thinking to ensure students are given the opportunity to read, write, listen, and speak throughout a lesson has greatly increased positive student responses. Students feel energized when the task is measurable and can be accomplished within one class period instead of over a series of days.

—Molly Richardson, 6–8 Resource Room Math Teacher,  
Olympic Middle School, Auburn, Washington

People frequently ask us which is the most important of the SIOP components. We always respond that our research has shown that the eight components are of equal importance. Picking and choosing components or features isn't possible because if one or more is overlooked or omitted, you can't expect the academic gains for English learners and other students that have consistently been found during the 15 years of research on the SIOP® Model.

Because academic achievement is the ultimate goal, the way SIOP lessons are planned and delivered is incredibly important. The Lesson Preparation component is about preparing lessons that are:

- Focused on both content concepts and language development.
- Comprehensible to all students.
- Targeted to students' academic and language strengths and needs.
- Differentiated as needed.

I'm sure that no reader of this book has *ever* done this, but figuring out what you're going to teach while waiting in line at the coffee drive-through on the way to school doesn't constitute effective planning for any student—but it's especially inappropriate for English learners. In contrast, during SIOP lesson planning, when each of the six features in Lesson Preparation is considered carefully, individually, and in combination with the others, all students benefit.

SIOP teachers sometimes complain that it takes longer to create a SIOP lesson, especially in the beginning stages of learning the Model. We're not surprised to hear this because SIOP planning requires attention to each of the thirty features. However, the more lesson plans you create, the more automatic the planning becomes. The ideas and meaningful activities that are included in this book are intended to make your lesson planning not only more effective but also more expedient.

We begin with the six features of Lesson Preparation, each of which is equally important. During effective SIOP lessons with Lesson Preparation, you will discover:

- Your students know what is expected of them during each lesson related to the content and academic language that is being taught (Features 1 & 2).
- Your students are able to grapple with and learn grade-level content information (Feature 3).
- Your students use supplementary materials and adapted content to comprehend challenging content and language concepts (Features 4 & 5).
- Your students engage in meaningful activities to practice and apply the content and academic language concepts they are being taught (Feature 6).

## Feature 1 Content Objectives Clearly Defined, Displayed, and Reviewed with Students

“Arguably the most basic issue a teacher can consider is what he or she will do to establish and communicate learning goals, track student progress, and celebrate success . . . for learning to be effective, clear targets in terms of information and skill must be established . . . once goals have been set it is natural and necessary to track progress” (Marzano, 2007, 9).

Many teachers tell us that objectives are important because students need to know what they are going to do during a lesson, but we only partially agree with that statement. Students may appreciate knowing what they are going to be doing during class, but they will benefit more when they know what they are responsible for learning. It’s important to remember that objectives are more than just an agenda of activities (Echevarria, Vogt, & Short, 2013, p. 30). Rather, clear lesson objectives enable students and teachers alike to track progress in meeting learning goals. If we only post an agenda or list of activities to complete, students simply check off what they finish rather than monitor what they are learning.

Another important distinction to remember is that content and language objectives are different from activities. *Objectives* stem from content and language standards, including the Common Core State Standards or your state content standards, the WIDA language standards (WIDA Consortium, 2007), or your state’s ELD or ELP language standards. Clearly written objectives focus on what students are supposed to know and be able to do at the end of a lesson. We often tell teachers that objectives are *non-negotiable* because they are derived from standards that delineate what students must learn at various grade levels.

In contrast, *activities* provide the means for students to practice and apply content and language learning that is the focus of objectives. Activities are *flexible* and *negotiable*, and there is a wide variety of activities and techniques teachers can employ to help students meet objectives. While the same objectives are often written for all students, the way students practice, apply, and ultimately master those objectives may differ depending on students’ strengths and needs. That is, while it is most often unnecessary to differentiate content objectives, it is frequently necessary to differentiate the activities that enable students to meet them. It is sometimes necessary to differentiate language objectives because of students’ varying English proficiency levels, but it’s also possible to have a language objective for all students, such as: *Summarize the main point of a letter written to the editor of a magazine*. The activity students do to meet that objective could differ greatly based upon students’ language needs: oral presentation, a drawing with key points illustrated, a written summary, a role play, or a Concept Definition Map (Echevarria, Vogt, & Short, 2013, p. 81) are just a few possibilities.

So, we hope you see that it is imperative not to confuse objectives with activities. As a final example of this axiom, think about when your students must learn new vocabulary words, define what they mean in a text, and use the new words to construct meaning. Not all students need to make a flip-book in order to learn the vocabulary. Mastering the new vocabulary is the objective, while making the flip-book is the activity. It is the means for helping students who need extra scaffolding to learn the targeted words.

As you look through the items listed below, think about which represent a well-written objective, the knowledge and/or skill students will learn, or an activity that teachers use to scaffold instruction.

1. Make a flip-book.\*
2. Read a passage with comprehension.
3. Identify the characteristics of a quadrilateral.
4. Summarize a passage.
5. Complete a graphic organizer.
6. Solve equations.
7. Use key vocabulary to describe two events in the news that occurred this week.
8. Use Newton's Laws of Motion to explain what you saw in the experiment.
9. Determine key events that led to the start of World War II.
10. Watch a video.

As we move to some activities and techniques for writing and presenting effective content objectives, please keep in mind Rick Stiggins's recommendation: "In addition to beginning with a purpose in mind, we must also have a clear sense of the achievement expectations we wish our students to master . . . Understanding learning targets is the essential foundation of sound assessment, and of good teaching too." (Stiggins et al., 2006, p. 15) And good teaching is what the remainder of this book is all about!

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\* Answers: (1) activity; (2) learning or skill; (3) content objective; (4) learning or skill; also could be a language objective; (5) activity; (6) learning or skill; (7) language objective; (8) language objective; (9) content objective; (10) activity

## Ideas & Activities for Content Objectives

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### Ideas for Communicating Objectives

It is important that students understand a lesson's learning goals or objectives. Sharing a lesson's objectives can be accomplished by using various activities or techniques, depending on the age of your students. For very young children, state objectives in "student-friendly" terms so that the children fully understand a lesson's content and language goals. Throughout this book, you will find student-friendly objectives for all ideas and activities that are recommended as appropriate for young children (grades K–2)\*.

**SIOP Feature 1:** Content objectives clearly defined, displayed, and reviewed with students

**Additional SIOP Features:** 2, 23, 24

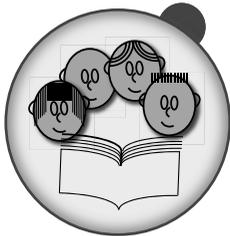
**Grade Level:** K–12

**Materials:** Objectives should be posted where students can refer to them throughout the lesson. It is helpful to have a place designated for objectives on the board, but objectives can also be written on chart paper, posted on sentence strips in Pocket Charts, written on small dry-erase boards, displayed on a classroom monitor via PowerPoint®, and so forth. Some of the ideas that follow require student journals or other paper to write on.

**Objectives:** Not applicable

**Grouping Configurations:** Partners, small groups

**Options and Directions:**



#### **i** Choral Reading of Objectives

Students repeat, chorally as a whole class, after you read the objectives.

#### **i** Predict Learning Outcomes Using Sentence Frames

- a. Under the posted objectives, list the following sentence frames:
  - I predict that the objective \_\_\_\_\_ will be easy for me to learn because \_\_\_\_\_.
  - I predict that the objective \_\_\_\_\_ will be difficult for me to learn because \_\_\_\_\_.
- b. Save these sentence frames for review of the objectives at the end of the lesson.

#### **i** Record the Objectives in Journals

submitted by Leslie M. Middleton, Instructional Coach, Rochester City School District, NY

- a. Post objectives and read them aloud.
- b. Ask students to record the objectives in their notebooks or journals.

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\* For teaching young children in pre-K and kindergarten, see Echevarria, Short, & Peterson (2012) for specific information about preparing their SIOP lessons.

- c. Students rephrase the objectives in their own words in their journals.
- d. Students refer to the objectives throughout the lesson, as needed.



### **i** Repeat Objectives to a Neighbor

- a. After you present the objectives, ask students to repeat, rephrase, or summarize the objectives to their table partners.
- b. For younger students, this can be done while students are actively engaged in centers (Echevarria, Short, & Peterson, 2012).



### **i** Think-Pair-Share the Objectives

- a. Present the objectives and ask students to take about 30 seconds to think about how to rephrase the objectives in their own words.
- b. Students share their thoughts on how to rephrase their objectives with their table partners.
- c. Call on two or three students to restate a neighbor's revised objective.

## Feature 2 Language Objectives Clearly Defined, Displayed, and Reviewed with Students

What is the difference between Feature 2 (*Language objectives clearly defined, displayed, and reviewed with students*), and Feature 6 (*Meaningful activities that integrate lesson concepts with language practice opportunities*)? One answer to this question is that objectives are what we are teaching (content and language) and activities are the ways students practice the objectives. Sometimes teachers mistakenly think that content objectives represent the “what” and language objectives represent the “how.” This is incorrect. Language objectives focus on the language we’re teaching and the language students are using, but they are not the activities we choose for students to practice and apply a lesson’s content and language concepts.

Many teachers with whom we have worked have identified Feature 2 (Language Objectives) as the most challenging feature of the SIOP® Model primarily because in the past, language development wasn’t a concern of content teachers other than those who teach English, language arts, and ESL. Writing objectives for students’ language use wasn’t even considered. However, we now know that it’s important to create learning goals that focus on the academic language that students need to know and be able to use during a content lesson, and on other elements of language that they need to learn to succeed with all academic disciplines. Language objectives often need to be scaffolded for English learners through explicit instruction on how to achieve them.

As with content objectives, student progress toward meeting language objectives should be tracked throughout a lesson by you and your students. Figure 2.1 lists some teachers’ language objectives taken from lesson plans. Which of these would be difficult for a student to use to track his or her progress? One way to answer this question is to consider whether the objective would make a good test question. Test questions are observable and measurable and have criteria for success. Similarly, with objectives, we should be able to watch student performance during a lesson (observable) and know the degree to which students have met or are close to meeting the objective (measurable). Note the following language objectives that are measurable. If they’re not measurable, how could they be rewritten so that you’ll know the degree to which students are meeting or not meeting them? The goal is to have criteria-specific objectives that can be easily measured. See the first example, and then try to figure out the others by yourself without reading our explanation. Do you agree with our suggested modifications? Also, what are characteristics that make these objectives difficult to measure? How might you need to scaffold these objectives for your students?

**Figure 2.1** Non-Specific and Criteria-Specific Language Objectives

1. Write a letter to a classmate and share it with him or her. This is an activity; it is not specific, nor is it criteria-based. A better language objective is: *You will write a friendly letter, in the proper format, that describes something funny that happened to you this week.* This may sound like an activity, but as an objective, note that it is specific and it’s measurable. As usually stated, an activity isn’t specific, measurable, or observable. With the revised language objective, you can assess the friendly letter format and the student’s description of a funny incident and his or her use of descriptive adjectives. Another measurable language objective could be included: *You will orally share the letter with a classmate.* This is also observable and measurable; the assessment can take place as you walk around

(continued)

Figure 2.1 Continued.

listening to the letters being read aloud. Was the oral reading clear? Was pronunciation accurate? Did the classmate laugh at the incidents that were described?

2. Repeat each vocabulary word, act it out, write it down, and draw a picture to match. This language objective says what students will do (activity), but it is also observable, measurable, and criteria specific (the picture must match). You can readily assess if students know the meanings of the key vocabulary words.
3. Use math vocabulary (*double, one more*) to orally explain to a partner how to solve a double-plus-one addition problem. This language objective is specific, measurable, and criteria specific (solving the math problem).
4. Students will be able to write a story problem and share it with another student to solve. The person solving will be expected to answer using the sentence starter: *The difference is \_\_\_\_\_*. This language objective is specific, measurable, and criteria specific in two ways: first for the person writing the story problem (it must be understandable), and second for the partner who must correctly use the sentence starter to solve the problem.
5. In pairs, students will create a Venn Diagram to compare/contrast the different media coverage, write a paragraph, and share by reading it to another group. This is an overloaded activity, not an objective. It's not specific because other than comparing/contrasting, there are no learning behaviors expressed. It would be better to take it apart. Content objective: "Students will compare and contrast the *NBC News* and *Boston Globe* coverage of the Marathon bombings." Language objective: "Students will write an analysis of the perspectives of the two media sources and will orally share it with peers." The use of the Venn diagram is irrelevant; some students may need it to organize their thoughts, but the graphic organizer should not be the focus here. The analysis is.
6. Students will be able to categorize items under the appropriate linear metric unit of measurement on a 3-column chart and defend their choices to a partner. This is specific and measurable, but it should be split into two objectives: one content (categorize) and one language (oral defense). The mention of the 3-column chart isn't necessary because you might wish to differentiate how students categorize. Including it in the objective isn't wrong; it's just not needed.
7. Students will be able to explain the functions of cell parts through their writing. This is somewhat specific and measurable, but requiring students to use specific vocabulary would help them develop their academic language and provide even more specific criteria.
8. Students will comprehend content vocabulary. This is not measurable because there are no criteria for determining whether or not students really do comprehend the content vocabulary. You could add that students would define content vocabulary or use content vocabulary to describe or summarize a concept, which would add specific, measurable criteria. It would also be better to list the specific vocabulary students are to describe or summarize.
9. Students will identify the main characters, protagonist and antagonist, in the story. This is measurable and specific as far as what students should identify. The objective also develops academic vocabulary because students are identifying the *protagonist* and *antagonist*, but the objective could be written with the additional criteria that students justify their answers using the word *because* or using a complex sentence.
10. Students will take turns reading the story aloud. This seems like a legitimate language objective, but there are no criteria for how students will learn to read aloud better than they already know how to do. Objectives should include knowledge or skills students need to learn, not knowledge and skills they already know. You could add criteria like pronunciation, fluency, and phrasing, which would require some instruction and would help students learn to read aloud more fluently.



## Ideas & Activities for Language Objectives

### i Three Questions to Ask About Language Objectives

We haven't met a teacher yet who doesn't initially struggle with writing language objectives—and that includes us, as well! For one thing, language objectives are foreign to most teachers and as a result, they can be daunting. In addition, many teachers don't feel comfortable being responsible for “teaching English” because they lack knowledge of grammar, sentence structure, figurative language (metaphors, similes, idioms), and other aspects of language that students need to know. We've heard many reasons for *not* teaching language objectives, including:

- “I'm *not* an English teacher!”
- “This is the job of the ESL teacher!”
- “My responsibility is to teach (insert subject area), not language.”
- “I don't know what language to teach!”
- “If I try to teach English, I'll never cover my content standards!”
- “Most of my students already know English!”

You get the picture—and you might have said (or thought) one or more of these reasons yourself!

To help you figure out what academic language needs to be included in your content lessons, we came up with three important questions to consider when creating language objectives. We urge you to think about these questions as you're writing language objectives:

- **What academic language related to my lesson's topic do my students need to know and be able to use to meet the lesson's content objective(s)?** Each subject area you teach has its own academic language and it's important that you know it. Academic language includes specialized terms, phrases, and words that have multiple meanings: *product* (think math and the grocery store); *plot* (think a short story and the cemetery); *characters* (think again of a short story and writing on the computer); *rocks* (think igneous and dancing); *cell* (think organelle and jail). Academic language in varied subject areas also involves different sentence structures in text: compare reading a history chapter to reading a math chapter or a science or health chapter. As you prepare a lesson, look carefully through a text you expect students to read and identify the academic language students will need to know to be successful.

- **What would I like to hear my students say when they talk in class about the topic of this lesson?** Think about how you would answer this question for any given lesson. What words and terms do you want the students to use? How should your students' academic conversations sound? What academic phrases do you want students to use? Your answers indicate the academic language you need to teach and that your students need to practice.

- **What language can I teach and reinforce to move my students' language proficiency forward?** For English learners in particular, this is a very important question to consider because each day, they should be increasing their English knowledge and proficiency. You don't have to be an expert to consider this—just think carefully about the content you'll be teaching and see if there are opportunities to point something out. For example,

in a history or social studies lesson, your speech and the text's writing will undoubtedly be in the past tense. Take a moment and remind students how past tense is created in most verbs (add *-ed*). Students can highlight or note the past tense words they find while reading. Or, point out that there are many words for *said* that are far more interesting to use when writing: *expressed, questioned, exclaimed, mentioned, told, laughed, whispered*, and so forth. Put these and other words in a list and remind students to use them. Moving students' language knowledge forward can be as simple as this! Just be aware of these teachable moments.

It might help you to review in detail the types of language that are regularly included in language objectives (see pages 32–37 in Echevarria, Vogt, & Short, 2013). As a quick overview, the types include:

1. **Academic vocabulary:** Key words needed to discuss, read, or write about the topic of the lesson. Within this category are:
  - *Content vocabulary:* Words or phrases that are names of people, places, events; scientific or mathematical terms, and so forth.
  - *General academic vocabulary:* Cross-curricular words and terms that are encountered in subject areas, such as *describe, explain, define, compare, persuade, support your answer, share with a partner, summarize*.
  - *Word parts:* Refers to roots, prefixes, and suffixes; for a list of common word roots and examples of words with them, see Echevarria, Vogt, and Short, 2013, pp. 72–73. Remember this important adage: *English words that are related in structure are almost always related in meaning* (Bear, Helman, Invernizzi, Templeton, & Johnston, 2011).
2. **Language skills and functions:** These words reflect the ways students use language in a lesson: reading, writing, listening, and speaking. Examples include: *finding evidence in a text while reading, recording observations during an experiment, listening to a speaker, asking questions*, and so forth.
3. **Language structures or grammar:** Focuses on the language structures used in your content, such as if–then sentences, the passive voice (common in science texts), past tense used in history, and so forth.
4. **Language learning strategies:** Teach your students how to learn on their own, through practice with corrective strategies, self-monitoring strategies, pre-reading strategies, and language practice strategies.

If this is all new information to you, please refer to *Making Content Comprehensible for English Learners: The SIOP® Model* (Echevarria, Vogt, & Short, 2013, pp. 33–37), for much more information about the types of academic language that are the focus of language objectives.

## Feature 3 Content Concepts Appropriate for Age and Educational Background Level of Students

Because content and language objectives are derived from grade-level content and language standards, it is relatively easy to make sure that the content concepts you're teaching are appropriate for your students. Even though standards represent the academic goals teachers and students strive for, the educational backgrounds of some English learners may necessitate modifications. Consider the following three scenarios in terms of whether or not the modifications that are described are "appropriate," given this particular SIOP feature.

1. You teach a grade 9 physical science class. All of your students are in grade 9, except for five students (ages 16 and 17), who are taking your class because they are recent immigrants who have not had basic science and they must have the course units to graduate from high school.
2. You teach eighth grade American History, but because of many students' low reading and English proficiency levels, you decide to use the district-adopted grade 5 American History text for this particular class.
3. You teach grade 3, and your heterogeneous class of 28 includes eight English learners, five students who receive Special Education services, and four students who are designated as Gifted and Talented. You decide to teach students to do close readings of complex texts by using well-written, leveled texts that are written for students below, at, and above grade level. Your plan is to gradually increase the difficulty and complexity of the texts as students improve in their ability to read closely.

If you decided that the first and third scenarios constitute "appropriate" content concepts for students' age and educational backgrounds, you're right! The teachers are modifying their instruction and materials based on their students' language and content needs. In the case of the grade 9 class, which includes older English learners, the students' educational backgrounds have been considered in that they haven't had a basic science class in high school; thus, they are enrolled in the class, despite their age.

However, the teacher in the second scenario is not making a wise or appropriate choice for her grade 8 students. The content standards for grade 5 and grade 8 American History are obviously different, and so is the content in the respective textbooks. The teacher needs to teach to the grade 8 content standards, and instead of using the lower-level text, she should make appropriate adaptations and modifications as suggested by many of the SIOP features, and especially Feature 5 (Adaptation of Content to All Levels of Student Proficiency).

## Ideas & Activities for Selecting Appropriate Content Concepts

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### Know Your Students!

You're probably thinking, "This is a NEW teaching idea?" Nope, it's been around as long as there have been teachers and students. However, within the SIOP® Model, this is an idea whose time has come. If you have only one English learner or struggling student in your class, you must know his or her academic and language strengths and needs in order to plan appropriate instruction for that student. If you have several English learners, you need to know each of your students' educational backgrounds.

**SIOP Feature 3:** Content concepts appropriate to age and educational background

**Additional SIOP Features:** 5, 7, 8, 19, 25

**Materials:** File folder to gather assessment and interview data; summary sheet for educational background information

**Objectives:** Not applicable

**Directions:** If you have an ESL teacher or specialist in your school, enlist his or her assistance with gathering background data about your students who are English learners. If you don't have this help, you'll need to do some detective work yourself. The following information is essential to understanding English learners' (and other students') academic and language backgrounds as well as their current language and literacy proficiency. Keep in mind that a couple of these assessments can be done with the whole class (writing samples, interest inventory)—it's great to have this information for all of your students! For purposes of discussion in the points that follow, we consider a fictional English learner, Almasd, who is a second-generation immigrant from Armenia.

- **Educational History** Depending on the age of a student, you may be able to gain this information from the student herself. For immigrant students, it is unlikely that a cumulative file will provide much information, so interviewing a family member or community liaison who speaks the student's L1 and English will be helpful. Ask about how much schooling the student has had; whether it's been continuous or interrupted; and whether there are work or other experiences the student has had that may have educational value (e.g., working in a shop, working in the fields, caring for children, living in a variety of places and settings, etc.). Remember that students may have been educated in non-traditional ways. Our student, Almasd, as a second-generation immigrant, has been educated exclusively in the United States. Therefore, be sure to check her cumulative file for any information that will be helpful to your planning.

- **Parent or Guardian Interview** You may need to have an interpreter present for an interview of a parent or guardian. An interview is worth the expenditure of time because of the amount of information you can gather about your student. Some parents, depending on their own educational experiences, may be reluctant to come to school. In this case, some teachers make home visits. If you are a secondary teacher with more than a hundred students, home visits may not be possible, but talking with a community member who speaks the same home language as your student may be. If you are able to schedule an interview

with a parent, please remember to keep the student as the focus of your conversation. Most parents are eager and proud to talk about their children. Our co-author, Amy, recently spoke to a SIOP teacher at PS 58 in the Bronx in New York City, and they talked about parent involvement in her classroom. New York City teachers are required to communicate effectively with parents, and this teacher asks her students to share the daily language objectives with their parents each day. Think of the parent–child discussions of academic language and vocabulary that go on in these homes in the evenings! This topic would be a great kick-off for a parent inventory.

- **Writing Sample in L1** Once again, think of our fictional student, Almasd. Ask her to write in her home language, Armenian, about something she enjoys doing. If you don't speak Armenian, you can still gather a lot of information by observing how she writes her response. Does she write fluidly and comfortably? Are there several sentences that appear to include punctuation (for alphabetic languages)? Or does she seem strained and uncomfortable as she thinks about words and what to say? Is she able to produce very few sentences or words in Armenian? If possible, have a parent, guardian, other family member, community liaison, other student, or Armenian interpreter translate the writing sample so you can get a glimpse of the student's language and literacy development in her first language.

- **Writing Sample in English** At a different time, ask Almasd to write about the same topic in English. Look for similar things in this sample as you did when the student wrote in her home language: fluidity, comfort, sentence structure, vocabulary, and so forth. You might discover that your student is fully literate in her first language, but struggles with English. Or you might find that she does not appear to be literate in either language. The implications for each of these findings regarding Almasd's language and literacy development and her content instruction are significant.

- **Reading Sample in L1** If possible, ask your student to read some text aloud (at an appropriate grade level) in the home language. This text can be anything—a newspaper column, magazine article, recipe, or menu. Your purpose is hearing the student reading in her own language, so that you can assess her fluency (does she read effortlessly or does she struggle to identify words?); word recognition (does she stumble to identify words or are they easy for her to read?); and comprehension (is she able to tell you or an interpreter what she just read?). Research clearly shows that students are able to transfer their knowledge of literacy processes from one language to another, especially if they are fluent readers of their L1.

- **Reading Sample in English** At a different time, ask your student to read aloud in English. If the text appears too difficult, be prepared to move to an easier text until she can read aloud somewhat comfortably. Is there a notable difference between the reading skills she displays when reading in Armenian and when reading English? In other words, do reading difficulties appear in both languages or only in English? Since Almasd has been in a U.S. school since kindergarten, it's important to know whether she knows how to read in Armenian. If so, who taught her?

- **Student Test Results in English** Include here any information about the student's performance on standardized tests. What are Almasd's assessed strengths and needs according to your state test results?

- **Student Test Results in L1** Depending on the language your students speak, there may be test data available in the home language, especially if it's Spanish. Check with your ESL specialist to see if a home language assessment has been done and if results are available.

This is required in many states for limited English proficient students, so it's important to know where the test results are located.

- **Interest Inventory** This is a great assessment idea for all your students, not just English learners. You can gain a great deal of information about your students' interests, activities, home life, friends, siblings, and so forth. This information can be used when you're planning lessons and selecting instructional materials. The following is an example of questions for an interest inventory.

### Sample Interest Inventory

1. How old are you? \_\_\_\_\_  
What grade are you in? \_\_\_\_\_
2. Who lives in your home with you? \* \_\_\_\_\_  
Do you like school? \_\_\_\_\_ Why or why not? \_\_\_\_\_
3. What subject(s) do you like best in school? \_\_\_\_\_
4. What books have you enjoyed reading? \_\_\_\_\_
5. What kind of books would you like to read in the future? \_\_\_\_\_
6. Do you like to play sports? \_\_\_\_\_  
What sports do you like to play? \_\_\_\_\_
7. What do you like to do at recess? \_\_\_\_\_
8. Do you like to play games? \_\_\_\_\_  
What games do you like to play? \_\_\_\_\_
9. What do you like to do when you are at home? \_\_\_\_\_
10. Do you like to watch TV? \_\_\_\_\_  
What is/are your favorite TV show(s)? \_\_\_\_\_
11. Do you like to listen to music? \_\_\_\_\_  
Do you like to sing? \_\_\_\_\_  
What is your favorite song(s)? \_\_\_\_\_
12. What do you like to eat? \_\_\_\_\_
13. What do you like to do with your friends after school? \_\_\_\_\_
14. What do you like to do on the weekend? \_\_\_\_\_
15. What things in life bother you most? \_\_\_\_\_
16. Who is your favorite person? \_\_\_\_\_  
Why? \_\_\_\_\_
17. Who do you think is the greatest person? \_\_\_\_\_  
Why? \_\_\_\_\_
18. What kind of person would you like to be when you are older? \_\_\_\_\_

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\* Note the wording in this question. As you know, we cannot presume anything about what constitutes a "family" and where students might live. If you have students who are homeless (or you suspect they are), be sensitive in how you phrase questions on an interest inventory.

## **Feature 4** Supplementary Materials Used to a High Degree, Making the Lesson Clear and Meaningful (e.g., Computer Programs, Graphs, Models, Visuals)

Some teachers who are new to the SIOP® Model believe that this feature is all about including a lot of “bells and whistles” in their lessons. However, bells and whistles aren’t what English learners and other students need. Instead, what will benefit them are supplementary materials that:

1. Provide context for new concepts.
2. Make abstract concepts concrete.
3. Enable students to make connections between what they have experienced, what they know, and what you’re teaching.

Anything that can accomplish these goals is fair game as a “supplementary material.” This includes models, illustrations, photographs, simple drawings, acting out, gestures, videos, something applicable from the Internet, an article, a piece of literature, a guest speaker, realia (real and authentic, including primary sources, such as a copy of an original document; or an actual letter to the editor in a newspaper)—and the list goes on.

The best way to understand why supplementary materials are so important for your students is to think back on the worst course you had in college. We bet there were NO supplementary materials—only a boring instructor with a large marker that he seldom used for anything that was helpful or interesting. Don’t be that teacher . . .

## Ideas & Activities for Supplementary Materials

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### **a** Personal White Board Think-Pair-Share

submitted by Carreba Williams, First Grade Teacher, Dodd Elementary, Little Rock Schools, AR

As you know, small white boards are used for a variety of reasons in classrooms. This activity provides students with a chance to jot down an answer to a teacher’s question and then share it with a partner. As the partners hear each other’s responses, they negotiate and decide upon what they think is the best answer to the question. Partners revise their original responses, as necessary, on the personal write boards. This activity provides students with time to think, along with the opportunity to read, write, listen, and speak.

**SIOP Feature 4:** Supplementary materials used to a high degree, making the lesson clear and meaningful

**Additional SIOP Features:** 14, 16, 17, 18, 20, 22

**Grade Level:** 2–12

**Materials:** Individual white boards, markers, erasers (or cloth)

#### **Objectives:**

- *Content:* Students will decide together on the best answer to a teacher-generated question.
- *Language:*
  1. Students will write an answer to a question on a white board.
  2. Students will read their answers to their partner.
- *Student Friendly:*
  - *Content:* I can think of an answer to my teacher’s question and write it on my white board.
  - *Language:* I can read my answer to my partner and listen to his answers.

**Grouping Configuration:** Partners

#### **Directions:**

1. All students sit facing one another, each with an individual white board.
2. Following instruction and/or reading, ask students a question. Be sure the question is also written so students can read it themselves. For older students, you might provide a study guide or list of pertinent questions.
3. Allow wait time for processing.
4. Each student writes a response on his or her white board.
5. On your cue, students turn to their assigned partners and share what they wrote on their white boards. Depending on your students’ ages and English proficiency levels, model this sharing process beforehand so students know exactly what to do. Remember to review the “ground rules” for the activity each time you assign it until it has become a routine.

6. Remind students to negotiate (again, you may need to model this) their answers until they both agree on the best answer or come up with a new one that they can agree on.
7. Students make revisions, as needed, on their own white boards.
8. On cue (“Show Me!”), all students hold up their white boards so you can see them and respond to their answers.



## **a** Rotating Graffiti\*

submitted by Pam Dutter, Dodson Elementary School, Washoe County School District, NV

We have all seen graffiti on the walls of buildings, on freeway overpasses, and on fences where graffiti “artists” have left their mark. Usually, the graffiti designs that include scribbles, pictures, and stylized words have been left illicitly, most often in a public place. Although graffiti is often seen as simply vandalism when space is used without permission from the owner, graffiti has an underlying message. The writings, drawings, and scribbles mean something.

For many students, the opportunity to share what they know using artistic expression is very appealing, and for English learners it is a chance to share what they have learned without worrying about making grammatical errors or missing a word or two. Pam Dutter uses a Rotating Graffiti activity in her classroom to help her students demonstrate their learning. Her students use their science logs as a reference for the graffiti art they will create about the science concepts they are studying.

**SIOP Feature 4:** Supplementary materials used to a high degree, making lesson clear and meaningful

**Additional SIOP Features:** 6, 14, 27, 28, 30

**Grade Level:** 4–10

**Materials:** Student notebooks or journals, large dry-erase boards or large pieces of chart paper, colored markers

### **Objectives:**

- *Content:* Students will create a graffiti-like representation of the concepts studied using phrases and drawings.
- *Language:* Students will incorporate key vocabulary when drawing lesson concepts.

**Grouping Configuration:** Small groups (pairs, triads, or groups of four)

### **Directions:**

1. Students will work in teacher-created small groups using their texts and notebooks as references.
2. Each white board or piece of chart paper has a different term or concept listed at the top. As an example, there might be 4–6 different boards placed around the room on

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\* You may be uncomfortable about using the term *graffiti* in your classroom, especially if your community has strong feelings (and laws) about gangs, taggers, and tagging. If you wish, this activity can be renamed “Rotating Doodles,” since *doodle* is a synonym for graffiti.

table top surfaces. (If large white boards are not available, chart paper can be posted on tables or the walls.)

3. Students work with their partners to negotiate how they will graphically represent the concept that is on the white board or chart paper.
4. Each set of partners uses a different color marker to demonstrate their learning on each board.
5. Model for students how they are to move from board to board adding information to another pair's drawings. They should demonstrate what they know about the topic and read what has been written on the white board or chart paper. They should not duplicate other partners' responses.
6. All student groups rotate to all boards.
7. Monitor the amount of time each pair is at each board before moving the students to the next one.
8. After all groups have had a chance to read and contribute to all white boards or charts, discuss and celebrate the students' work. What contributes to effective communication through graffiti? Why do you think it is now viewed in many places as a legitimate art form?



MaryEllen Vogt



MaryEllen Vogt



## **a** Switching Ladders

submitted by Kimberly Howland, SIOP Trainer, Washoe County School District, NV

Too often, beginning English learners are relegated to lower level questions that only allow them to recall information. English learners, even newcomers with little English proficiency, have the ability to think critically if they are provided with effective scaffolding. Kimberly Howland uses a graphic organizer called a Concept Ladder (Allen, 2007, p. 19; Gillet & Temple, 1998) to provide English learners with the scaffolding they need to grapple with the content concepts they are learning.

**SIOP Feature 6:** Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and speaking

**Additional SIOP Features:** 13, 14, 15, 16

**Grade Level:** 3–12

**Materials:** Concept Ladder template, access to the Process Verbs (see Appendix B). Depending on the age of students, the list of verbs may need to be shortened and modified before they receive it.

### **Objectives:**

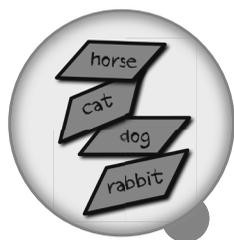
- *Content:* Students will answer various questions about (concept or topic).
- *Language:* Students will write questions at various levels of cognition.
- *Student Friendly:*
  - *Content:* I will answer questions about (concept or topic).
  - *Language:* I will ask different types of questions to students in my group.

**Grouping Configuration:** Small groups or individuals

### **Directions:**

1. Provide students with a template for the Concept Ladder after they have read a text or been introduced to a new concept.
2. Review question types and ask students what they remember about the different levels of questions that have been discussed previously. You may wish to use either the revised Bloom's Taxonomy (see Echevarria, Vogt, & Short, 2013, pp. 124–125) or Question-Answer-Relationships (QAR) (see Vogt & Echevarria, 2008, p. 79) to teach different levels of questioning.
3. Explain and model how to use the verbs from the various levels to write a question about the text or concept they are studying (see Appendix B). For example, from the Remember category, the teacher might model the sentence, "Define a quantitative observation." And from the Analyze category, the teacher might model the sentence, "Compare a quantitative observation to a qualitative observation." Students who are new to English can copy the sentence structure, swapping out the concepts being defined and compared.
4. Working individually or in pairs, students write questions for each category using the verbs provided on their copy of the Process Verbs (Appendix B).

5. This activity can be differentiated for students of various English proficiency levels. Students with little English may use the same verbs that you modeled, replacing the concepts, or they may write only a few questions. Students with more English proficiency can try to use different verbs and may be able to create more questions. As long as each group writes two or three questions, everyone can participate in switching the ladders.
6. Once all students have their questions written on their “Ladder,” the whole class will engage in an interactive process of “Switching Ladders” with other students.
7. Tell students to find another group and switch ladders.
8. Using their learning logs as a resource, the students will answer one question and then return the “Ladder” to the author and move on until all questions are answered.



## **a** Whole Class Word Sort or Time Line Word Wall

submitted by Jose Ruiz, Solis Middle School, Donna, TX

English learners and other students benefit from having new vocabulary posted for them to refer to during a lesson. Jose Ruiz engages his students with word sorts that help them make thematic connections between the events they are studying in American History. Mr. Ruiz uses a large piece of chart paper (8 feet long), and sticky notes to create a class-sized word sort for his students to review at the end of a unit. This activity promotes student independence in making connections. In the first phase of the activity, the teacher recalls the topic details and models thematic connections. In the second phase, the students recall the details, with the teacher assisting them with the thematic connections. In the third phase, the students work more independently to make their own connections between the various topics studied.

**SIOP Feature 4:** Supplementary materials used to a high degree, making the lesson clear and meaningful

**Additional SIOP Features:** 6, 8, 9, 12, 14, 15, 27, 28, 29, 30

**Grade Level:** 4–12

**Materials:** Large piece of chart paper, at least 8 feet long; sticky notes (10 for each student); prepared list of words, terms, phrases, and/or dates to describe a topic

### **Objectives:**

- *Content:*
  1. Students will determine central ideas or themes of (a topic).
  2. Students will analyze the development of the chosen central ideas or themes.
- *Language:* Students will write an explanation of how various topics are thematically connected, using a cause and effect sentence.

**Grouping Configuration:** Whole group, small group, individual

### **Directions:**

#### **Phase I:**

1. Ask the class to brainstorm themes, topics, dates, or events that they have recently studied. As another option, prepare the topics or dates ahead of time and present them to the class.

2. Post the topics or dates near the top of an 8-foot piece of chart paper hung horizontally (like a timeline without the line).
3. Stand under or by the long piece of chart paper.
4. Ask students to stand facing the chart paper so they can see the dates or topics.
5. Call out several words, phrases, or dates that refer to one or more of the topics on the chart. The students look at each of the topics listed on the chart and try to decide which is best connected to the word or phrase the teacher just called out. For example, if the teacher says the word *independence*, the students would look on the chart and identify the topic *Revolutionary War* or the date *1776*. Scaffold this step, as needed, by having the words you're calling out written on sentence strips or large cards so students can hear and see them.
6. Give students clues if they are struggling with the answers, or ask follow-up questions to extend their responses.

**Phase II:**

7. Give students ten sticky notes each and ask them to write a word or phrase they remember from Phase I on each sticky note. Each student should be able to recall ten words or phrases from Phase I. The students might remember the word *independence* and write it on a sticky note. To scaffold this step, students can work with partners.
8. Once the students have completed their sticky notes, tell them to go, as a whole group, to post their sticky notes under the correct topics or dates. For example, the word *independence* could be posted under the topics of *1776* or *Revolutionary War*. Have all of the students post their sticky notes at the same time—bumping into each other is half the fun! This is also the reason the chart paper must be long.
9. Once all of the sticky notes are posted under the topics on the chart paper, read each one and ask the class if it is placed correctly. This is an opportunity for students to elaborate on the concepts and the teacher to clarify any misconceptions.
10. Model how to make thematic connections between the topics using the words written on the sticky notes.

**Phase III:**

11. Have students work in small groups to make at least one thematic connection between topics.
12. As each group shares its thematic connection, ask for clarifying questions and point to the large chart to help other students comprehend the connection.
13. Ask students to work independently to make at least one thematic connection between the topics listed on the large chart paper. This connection can be written in a journal and later shared with the class.
14. To meet the language objective, each student should be able to articulate in writing how the topics are thematically connected.

## Feature 5 Adaptation of Content (e.g., Text, Assignment) to All Levels of Student Proficiency

Sometimes, teachers misunderstand this SIOP feature and think it means that all difficult texts must be rewritten for English learners and struggling readers, or that only easy texts can be provided for them. Another misconception is that abstract concepts should be avoided for this group of students, and the focus should be on more concrete ideas that can be readily understood.

When you consider that our goal as teachers is for ALL students to meet grade-level content and language standards, then we must plan lessons according to these standards, but modify instruction so that students have a chance to meet them. In *Making Content Comprehensible for English Learners: The SIOP® Model* (Echevarria, Vogt, & Short, 2013, Chapter 2), you will find a variety of ways to appropriately modify content and texts for English learners and other students. What these ideas and the ones that follow have in common is that they provide students with *access* to challenging texts and abstract concepts. With these types of modifications, your students have a far better chance of meeting their grade-level standards.

## Ideas & Activities for Adapting Content and Texts

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### **a** Adapted Graphic Organizer

submitted by Pam Dutter, Dodson Elementary School, Washoe County School District, NV

Research has found that graphic organizers (GOs), visual representations of ideas, benefit English learners and other students because information is organized into manageable and understandable units. GOs assist students in seeing how pieces of information about a particular topic are related, and they enable students to classify the key concepts. To further scaffold language and content for students who need extra support, you can partially complete a graphic organizer prior to distributing it to the class. It's a great way to differentiate within your class: some students work from a blank GO; others have 1–2 boxes completed; a few students may require several of the boxes to be completed. GOs also provide context for generating student conversations, discussion, and writing about the key concepts and vocabulary.

**SIOP Feature 5:** Adaptation of content to all levels of student proficiency

**Additional SIOP Feature:** 14

**Grade Level:** 2–12

**Materials:** Various copies of a graphic organizer that are appropriate for the lesson you are teaching; chart paper, document camera, or interactive white board for projecting the blank graphic organizer

**Objectives:**

- *Content:* Students will organize (or classify, list, etc.) information about (topic).\*
- *Language:* Students will use the following words to organize the (topic) on a graphic organizer (insert vocabulary list).

**Grouping Configuration:** Individuals, pairs, whole group

**Directions:**

1. Choose a graphic organizer that suits the lesson's concept and language objectives.
2. Partially complete the graphic organizer with labels, sentence frames, or words. Students with less English proficiency may need more sentence frames, while students with more language proficiency may only need a few words here and there. Newcomer students might benefit from pictures on the graphic organizer that explain the concepts.
3. At the beginning of the lesson, present a blank graphic organizer to the entire class. This can be presented on a chart, using a document camera, or on an interactive white board.
4. It might be appropriate to tie the graphic organizer into the objectives, explaining how the lesson's concepts will be organized using the language objectives.

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\* Note: The type of GO you are using determines how you write the content objective. Consider the learning you want students engaged in. See Appendix B to guide you.

5. Throughout the lesson, students complete the graphic organizer. When necessary, model where to add information on the blank graphic organizer.
6. The graphic organizers can be used to encourage interaction by having students share or compare their answers.
7. At the end of the lesson, students have the language and content of the lesson incorporated into a graphic organizer they can use as a reference for continued practice of the lesson's concepts and language.

## **a** Adapted Text Guided Reading Questions

submitted by Isabel Ramirez & Lois Hardaway, Sheltered ELA Teachers, Lewisville High School, TX

This technique helps English learners and other students dissect the plot of complex texts using guided questions and a comprehensible outline of the original text. First, create an extremely detailed list of questions about the basic plot of the story. You can use either the original text or an adapted text with some of the key details omitted to write the guided questions. The list of unanswered guided reading questions becomes a form of adapted text for students. They must read the original text to find the answer to the questions or to locate information that is missing in the adapted text. The Adapted Text Guided Reading Questions assist students in understanding the basic plot of the story, while the more complex inferences and themes will be discussed after students are more acquainted with the plot of the original text.

**SIOP Feature 5:** Adaptation of content (e.g., text, assignment) to all levels of student proficiency

**Additional SIOP Features:** 12, 13, 14, 15, 16, 20, 22

**Grade Level:** 6–12

**Materials:** Copy of the Adapted Text Guided Reading Questions for each student, copies of the original text, copies of the sentence frames, highlighters if text can be marked up

### **Objectives:**

- *Content:* Students will read the original text to dissect the plot.
- *Language:*
  1. Students will discuss the details from the text using text evidence to support their statements.
  2. Students will define the word *dissect* and explain how it applies to the plot of a short story.

**Grouping Configuration:** Individual, partners, whole class

### **Directions:**

1. Provide background information on the text students will read.
2. Ask students to scan the first few lines of the text.
3. Encourage students to talk about the text and discuss what they think might be difficult to comprehend.

4. Hand out the Adapted Text Guided Reading Questions (sample questions follow).
5. Explain that students will find the answers to the guided reading questions in the text.
6. Read the first guided reading question together, and then allow students time to look for the answer. Students can work in pairs or on their own.
7. After students have had time to look for the first answer, ask several students how they found it. There should be discussion about using context clues, reading a sentence more than once, and looking up unknown words.
8. Students complete the Adapted Text Guided Reading Questions in pairs. Eventually, if students have ample reading and language proficiency, and as they become familiar with the guided questions, they can complete the questions for homework.
9. After students complete the guided reading questions, discuss answers and questions that weren't answered.
10. Use, as needed, the following sentence frames to initiate class discussion:
  - For this question, I found the following answer \_\_\_\_\_.
  - My answer is different. I found \_\_\_\_\_.
  - That answer is similar to mine. Here's my answer \_\_\_\_\_.
  - My answer is different. I found this answer \_\_\_\_\_.
  - I think this answer is correct because \_\_\_\_\_.
  - I figured out the answer to this question by \_\_\_\_\_.
  - Another way to answer the question is \_\_\_\_\_.
  - This question was really hard to answer because \_\_\_\_\_.
  - This question was really easy to answer because \_\_\_\_\_.
11. When the guided reading questions sheet is completed, it reads like an adapted version of the text with the basic plot summarized. You can encourage students to complete the guided reading questions by allowing them to use the completed guided questions on a subsequent quiz or test.

### **Examples of Adapted Text Reading Questions for “A Rose for Emily”**

*(see Chapter 10 for the lesson plan and complete list of questions)*

1. Who went to Miss Emily's funeral?
2. What did the women want to see?
3. Who were the only people to see it in the past ten years?
4. What surrounded Miss Emily's house?
5. What does Faulkner mean when he says, “[Insert a quote from the text]”?
6. Why did Colonel Sartoris remit Miss Emily's taxes?
7. What happened when the next generation mailed her tax notices?
8. When the men went to her house to discuss the taxes,
  - a. how did the house smell?
  - b. how did the house look?
9. Describe Emily at this point in her life (when the men come to visit).
10. What do the words “[Insert a quote from the text]” suggest?

## **i** Using Adapted Text to Provide Access to Complex Texts

submitted by Isabel Ramirez, Sheltered ELA III Teacher, Lewisville High School, TX

Isabel Ramirez explains why she helps her high school English learners understand the basic plot of a short story before having them read the actual text. She states, “I don’t want students to be bogged down by what is happening in the story; rather, I want them to figure out how the author creates what is happening.” After the students learn the basic plot of the story, the teacher can bring in the original text for students to read more deeply, such as how the author creates mood and tone, uses references and analogies, and tells a story using chronology. Isabel explains that “Vocabulary is rarely the biggest hurdle to accessing complex text. It is usually the concepts involved within the text, or the text structure, or textual constructs that makes it difficult, like a story not in chronological order.” Once students know the plot of a story, they can study the original text in order to determine how the author tells the story.

**SIOP Feature 5:** Adaptation of content (e.g., text, assignment) to all levels of student proficiency

**Additional SIOP Features:** 13, 14

**Grade Level:** 5–12

**Materials:** Two texts: one adapted and one complex

**Authors’ Note:** Some English teachers may question this process because they think it provides too much scaffolding. The Common Core State Standards require that students be able to independently do *close readings* of *complex texts*. To accomplish this, reading expert Dr. Tim Shanahan suggests that some students will benefit from having what he calls “apprentice texts” (Shanahan, 2011). These provide a stair-step to more challenging texts and they enable students to learn how to do a close reading in texts they can comfortably read. As teachers provide increasingly complex texts, these students can then practice and apply their close reading skills and strategies to these new texts. This is precisely what this activity provides—an apprentice “text” before English learners and other students grapple with the more complex text.

## **Feature 6** Meaningful Activities that Integrate Lesson Concepts with Language Practice Opportunities for Reading, Writing, Listening, and/or Speaking (e.g., Surveys, Letter Writing, Simulations, Constructing Models)

We're sometimes asked what is meant by *meaningful* in the context of this SIOP feature. Essentially, it means the activity or activities you have chosen for a lesson are the best ones you could find that provide practice and application of the content and language concepts that are the focus of your lesson's content and language objectives. If an activity doesn't provide practice and application of your objectives, then it doesn't belong in the lesson, even if it's one of your favorites. As you read through the activities in this book, take note of the sample objectives provided for most. Be sure that whatever activity you decide to use provides students with the important practice your students need to meet *your* content and language goals for a lesson.

## Ideas & Activities for Meaningful Activities



### **a** Circle of Academic Conversations

submitted by Isabel Ramirez and Lois Hardaway, Sheltered ELA Teachers, Lewisville High School, TX

Students need help engaging in academic conversations. By working together in small groups, the students build background information about the topic and create a chart to scaffold their academic conversations. The teacher arranges students in a circle in order to structure and provide accountability for academic conversation while the large charts students create provide scaffolding for the conversation.

**SIOP Feature 6:** Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking

**Additional SIOP Features:** 13, 14, 15, 16, 17, 20, 21, 22

**Grade Level:** 6–12

**Materials:** Copies of the reading text; large poster paper; markers; access to dictionaries

#### **Objectives:**

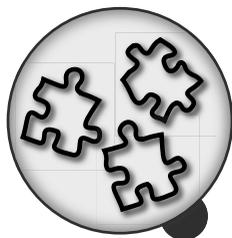
- *Content:* In groups, students will reach consensus about (topic) prior to charting their ideas.
- *Language:* Students will discuss the ideas they charted by explaining and defending the ideas they generated.

**Grouping Configuration:** Groups of four students

#### **Directions:**

1. Students work in small groups to investigate a topic. Investigation can be done with an experiment, reading passage, Internet research, or a problem to solve.
2. Supply each group with a large piece of construction paper or poster paper for the students to use to record their findings.
3. Tell students to chart their results—their conclusion to the experiment, main idea of the reading passage, results of the Internet research, or solution to a problem. This activity can be further scaffolded by providing students with graphic organizers or sentence frames. For example, students might be asked to compare and contrast using a Venn diagram.
4. Tell students to use large print on the chart paper, as the charts should be legible for the rest of the class. It may be helpful to provide an example of what the print on the chart should—and should not—look like.
5. Each group should practice summarizing their poster before forming the whole class circle.
6. Once all of the posters are completed, the students form a large circle around the room and hold up their posters.
7. Each group takes turns summarizing its poster.

8. After each group summarizes its poster, the teacher asks guiding questions to encourage elaborated responses.
  - How did you come to that conclusion?
  - Did anyone else record a similar idea?
  - Who else came to the same conclusion?
  - Did anyone come to a different conclusion?
  - Which answer is correct? And why?
9. The students should continue discussing, defending, and questioning their posters.



## **a** Jigsaw Story Boarding

submitted by Isabel Ramirez and Lois Hardaway, Sheltered ELA Teachers, Lewisville High School, TX

This activity engages students in illustrating and summarizing a section of a short story. A chapter or article could also be used as text. After reading an assigned passage, students individually draw a cartoon-like picture of a scene, main event, or main concept. Each student then writes a brief summary to go along with the illustrations. Then group members put the illustrations (cartoons) in sequence to make a “comic strip” of the text to share with the rest of the class.

**SIOP Feature 6:** Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and speaking

**Additional SIOP Features:** 5, 13, 14, 16, 17, 20, 21, 22

**Grade Level:** 3–12

**Materials:** Copy of the text for each student with their assigned portions identified; large poster paper (large enough to cover four student desks) for each group; colored markers

### **Objectives:**

- *Content:*
  1. Students will read and summarize a passage from a story.
  2. Students will correctly sequence the events in a story.
- *Language:* Students will orally present their descriptions of the summary drawing they created for the passage.

**Grouping Configuration:** Small groups

### **Directions:**

1. Jigsaw a reading passage by assigning parts of each story or chapter to each group.
2. Within the groups, the students Jigsaw the reading further by each reading an assigned part.
3. On the group’s poster paper, each student draws a summary of his or her assigned passage; underneath it, the student writes a summary sentence, comic strip style, to describe the drawing. Encourage students to add as much detail as possible to their pictures and summaries.

4. Remind group members to coordinate the poster so that the drawings and written summaries are in chronological order.
5. Group members work together to edit the sentences on their poster for errors. The students should also practice reading their sentences in chronological order while still in their groups.
6. When all of the posters are completed, have the class form a large circle; the groups present their posters, in chronological order, with each group member presenting his or her drawing and summary.
7. The posters can also be placed around the room and shared in a carousel activity.



Teresa Wells

## Thinking about Lesson Preparation

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1. Reflect again about the college teacher mentioned earlier in the chapter who was so ineffective for you. What would have made his or her lessons more engaging? What could the teacher have done to provide you with what you needed to better learn the content?
2. We've often said that the best way to learn how to write content and language objectives is to WRITE THEM. Think about how you learn something new. What thinking processes do you go through? What are the implications of your own learning process for your students' learning and how you plan lessons for them?