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field-tested framework for the differential learning needs of CLD students. Teachers can then evaluate the effectiveness of their implementation of SIOP using the 30 indicators of the model's protocol (Echevarria, Vogt, & Short, 2013). Each of the 30 indicators is specified as a bullet in Figure 8.2.

Through their use of the SIOP variation of the sheltered instruction methodology, effective teachers are able to enhance the success of students who are acquiring English. Such teachers use the indicators of the SIOP model to focus on key elements of lesson preparation, instruction, and review and assessment that help students develop both their academic and language skills. Teachers using the SIOP model provide all students with an affirming environment in which they can share their individual talents and cultures and work together to create new knowledge.

## **Connect, Engage, Challenge**

### **CONNECT**

#### *Review and Reflect on the Reading*

1. What are the six indicators of preparation according to instruction that is delivered using the SIOP model?
2. In what ways are content and language objectives integrated into an SIOP lesson?
3. In what ways is the adaptation of content beneficial for CLD students who are taught according to an SIOP lesson?
4. What are the six categories of instruction when it is delivered according to the SIOP model of sheltered instruction?
5. List and discuss at least three ways teachers can build background among CLD students as part of an SIOP lesson. Why is building background important?
6. In what ways does the SIOP model target comprehensible input? (Be specific.)
7. List and discuss three ways teachers can target the strategies category of instruction in an SIOP lesson to support CLD students' academic learning.
8. What is the role of interaction in an SIOP lesson?
9. Differentiate lesson delivery in an SIOP lesson from traditional grade-level lesson delivery. In what ways is the former beneficial for CLD students?
10. In what ways do the 30 SIOP indicators enhance instruction delivered according to the SIOP model of the sheltered method?



## ENGAGE

### *Share What You Learned*

1. This chapter explores the academic and career potentials that are possible when CLD students receive the accommodative instruction they require to be successful in academic settings. Discuss the ways in which the perspective of a level playing field often denies students the appropriate instructional accommodations they require to address their differential learning and transition needs.
2. Despite the many variations of the sheltered instruction method that have evolved over time, themes are common to this accommodative instruction for CLD students. Discuss each of these themes of sheltered instruction and the ways in which each is beneficial for students who are acquiring English.
3. The SIOP model of the sheltered instruction method is defined by three aspects (or eight components). Discuss how a teacher might undertake the evaluation of his or her effectiveness in using the SIOP model with CLD students.

## CHALLENGE

### *It's Not Real until You Practice*

#### **Preservice Teachers**

1. Sonia, a 10-year-old student from Ecuador, arrived in the United States three months ago and has had no formal schooling in her home country. Choose two of the eight components of the SIOP model and elaborate on how you will meet her needs within the heterogeneous classroom by means of thorough implementation of these two components. For example, if you choose the comprehensible input component, through what techniques can you promote her understanding of the key concepts in a specific content area?
2. Observe a classroom teacher with CLD students. Choose one of the eight components from the SIOP method on which to focus for this observation. For example, you might observe lesson delivery and watch how the teacher implements and carries out the content and language objectives clearly, how much time students are engaged during the class period, and how the teacher paces the lesson to match the ability level of the students. Watch for innovative ways in which the teacher is accommodating the CLD student consistent with the component emphasized. In what ways is his or her teaching consistent with what you have learned about the SIOP model of sheltered instruction? What alternative strategies and techniques might the teacher have used to target the chosen component of the SIOP method?
3. Based on what you have learned from your previous observation of an educator serving English learners and your knowledge of the SIOP model, what are the implications for your future classroom?

#### **In-Service Teachers**

1. Review the eight components of the SIOP model of sheltered instruction and reflect on your classroom instruction.
  - In what two or more components of your instruction do you find your strengths in meeting the needs of your CLD students?
  - In what two or more components of your instruction do you find improvement needed to meet the needs of your language learners? How can these areas of improvement be addressed to meet the needs of students in your classroom more effectively?

2. Reflect on a concept in a content area that has been of particular difficulty to teach. Target that area through the following activity:
- Implement the use of student learning logs for one week. Through such logs, students write and reflect on what they have learned. For instance, if the targeted area is word problems in math, a log might begin with: "Today I learned three ways to solve word problems." Subsequently, the students will write about the three ways while reflecting on the processes learned. Adapt these logs as needed for academic and language proficiency, noting that students may also include illustrations of a concept, diagrams with labeled parts, poems, outlines, graphic organizers, and more.
  - What gains have your students made in this content area after this first week of using learning logs?
  - Can your students articulate key concepts and content vocabulary more readily? Why or why not?
  - What frustrations are you encountering, and how can these be overcome?
  - Think about the population in your classroom. List two areas of need specific to each CLD student that can be addressed effectively using the SIOP model. For example, if you have a non-English-proficient student schooled in his first language, you can provide material in his native language or ask a proficient bilingual peer to preview the lesson and then review for a few minutes after a lesson for clarification of content (comprehensible input).

## or practice

The following tips for practice are provided to each of the eight components of the model. Although setting-specific adaptations are needed, these tips are applicable to learners and EFL classrooms.

**Introduction**  
When introducing the content and language objectives of a lesson:  
• Ensure that the content and language objectives are written or posted in a location easily visible to students. Ask students to volunteer to read the objectives aloud.  
• Use language that clarifies and simplifies the content that may be difficult for

students with grade-level content material. Content can be adapted to meet the varying student levels of language proficiency in the following ways:

- Before presenting a concept or lesson from the textbook, highlight the key vocabulary, concepts, and summary statements.
- Audio-record key portions or entire texts for students to follow along with as they read. This is ideal for use at any grade level.
- Rewrite





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