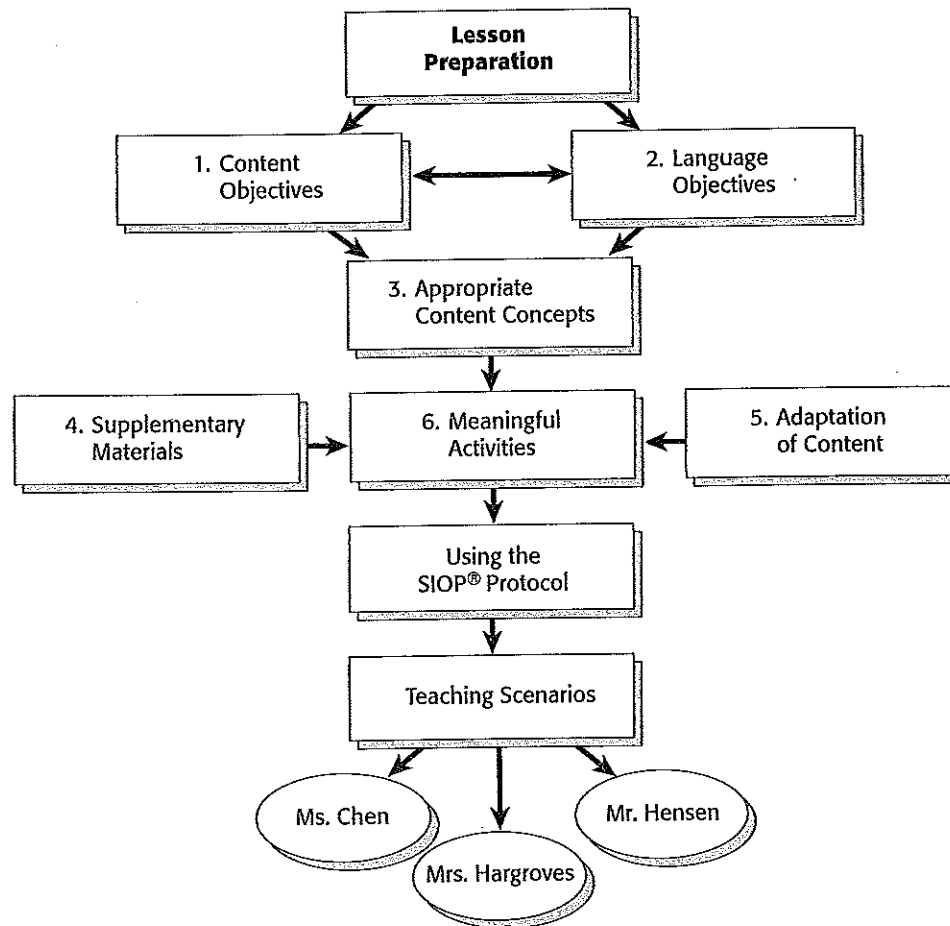


# Lesson Preparation



## Objectives

After reading, discussing, and engaging in activities related to this chapter, you will be able to meet the following content and language objectives.

### Content Objectives

- Identify content objectives for English learners (ELs) that are aligned to state, local, or national standards
- Incorporate supplementary materials suitable for ELs in a lesson plan
- Select from a variety of techniques for adapting content to the students' proficiency and cognitive levels

### Language Objectives

- Explain the importance of meaningful academic activities for ELs
- Write language and content objectives
- Discuss advantages for writing both language and content objectives for a lesson and sharing the objectives with students

In this and subsequent chapters, we offer an explanation of each component and feature on the SIOP® (Sheltered Instruction Observation Protocol) protocol. Each chapter begins with the explanation of the SIOP® component, offers classroom activities, and then follows with descriptions of the same lesson taught by three different teachers. The lessons throughout the book are on varied topics and at different grade levels.

This chapter introduces the first component of the SIOP® Model, Lesson Preparation. After background information and the rationale for each of the six features in this component, you will find an overview of the lesson topic and then teaching scenarios involving three teachers. As you read these, think about the SIOP® features that have been previously described, and prepare to rate the lessons according to them. Reflect on how effectively the teacher is meeting the needs of English learners (ELs) in relation to each feature. At the conclusion of the teaching scenarios, we offer our assessment of the teachers' efforts to shelter content instruction, and we invite you to compare your appraisal to ours.

## Background

As we all know, lesson planning is critical to both a student's and a teacher's success. For maximum learning to occur, planning must produce lessons that enable students to make connections between their own knowledge and experiences and the new information being taught (Rumelhart, 1994). With careful planning, we make learning meaningful and



relevant by including appropriate motivating materials and activities that foster real-life application of concepts studied.

Traditionally, to meet the needs of students who struggled with grade-level reading materials, texts have been rewritten according to readability formulae or lexile levels (Gray & Leary, 1935; Ruddell, 2005; Stenner & Burdick, 1997). The adapted texts included controlled vocabulary and a limited number of concepts, resulting in the omission of critical pieces of information. We have learned that if students' exposure to content concepts is limited by vocabulary-controlled materials, the amount of information they learn over time is considerably less than that of their peers who use grade-level texts. The result is that the "rich get richer and the poor get poorer" (Stanovich, 1986). That is, instead of closing the gap between native English speakers and ELs, the learning gap is increased and eventually it becomes nearly impossible to close. Therefore, it is imperative that we plan lessons that are not negatively biased for students acquiring English and that include age-appropriate content and materials.

This component, Lesson Preparation, is therefore very important to the SIOP® Model. If properly prepared, a lesson will include most of the SIOP® features in advance. It is then up to the teachers and class to accomplish them as the lesson unfolds. However, when planning, teachers have asked how they can meet all thirty features in a 45-minute period. We explain that a SIOP® lesson may be single day or multiday in length. Over the course of several days, all thirty features should be met. See Vogt & Echevarria (2008, pp. 8–9) for a SIOP® lesson-planning flow chart.

As teachers learn the model, we strongly encourage them to write out lessons in detail. They may use the SIOP® protocol as a checklist to ensure they incorporate all of the features, and they may want to try one or more of the lesson plan templates we have included in Appendix B. All of these templates have been used successfully in classrooms. In some cases, teachers may learn the SIOP® Model over time, component by component, and they build their lesson planning skills in the same way. Once teachers have internalized the model, they may write less detailed lesson plans.



## SIOP® FEATURE 1: Content Objectives Clearly Defined, Displayed, and Reviewed with Students

In effective instruction, concrete content objectives that identify what students should know and be able to do must guide teaching and learning. For the most part, these objectives support school, district, or state content standards and learning outcomes. Frequently, in texts and teachers' guides, content objectives and state standards are complex and not written in a manner that is accessible to ELs. Teachers may or may not present them to students. In other cases, standards are too generic or broad, such as "Explain the geopolitical shifts of countries' alliances in the twentieth century and their economic impact." Given either situation, it is important to write lesson-level objectives (something that can be taught and learned in a lesson or two) and use student-friendly language that suits the age and proficiency levels in the class. The bottom line for English learners is that content objectives need to be written in terms of what students will learn or do, be stated simply, orally and in writing, and tied to specific grade-level content standards (Echevarria & Graves, 2007). Also, it may be necessary to limit content objectives to only one or two per lesson to reduce the complexity of the learning task.

Most of us learned about the importance of writing and teaching to content objectives early in our professional preparation. However, it is often easy to overlook sharing the objectives, orally and in writing, with students. One of the sheltered teachers who was learning the SIOP® Model explained her growing awareness of the importance of clearly stated content objectives that are displayed for ELs:

The objectives are still going on in my class. They're on the board everyday and the students are getting used to seeing them, reading them out loud, and evaluating whether or not we achieved them at the end of each class. I still have questions about the wording and what's a good objective . . . but that will come with time and more discussion and study. I just wanted to say that defining the objectives each day definitely brings more focus to my planning and thinking, and it helps bring order to my classroom procedures. So far, it has not been too burdensome and the habit is definitely forming.

Examples of content objectives and language objectives, discussed below, can be found throughout each chapter in this book, in the *99 Ideas and Activities for Teaching English Learners with the SIOP® Model* (Vogt & Echevarria, 2008) resource, in lesson plans presented in *Science for English Language Learners* (Fathman & Crowther, 2006), and in lesson plans on the Web sites [www.cal.org](http://www.cal.org) and [www.siopinstitute.net](http://www.siopinstitute.net).



## SIOP® FEATURE 2:

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

While carefully planning and delivering content objectives, SIOP® teachers must also incorporate in their lesson plans activities that support students' language development (Short, 1999). As with content objectives, language objectives should be stated clearly and simply, and students should be informed of them, both orally and in writing.

When considering which language objectives to include in a lesson and how to write them, it is important to keep in mind that acquiring a second language is a process. As such, language objectives may cover a range from process-oriented to performance-oriented statements so that students have a chance to explore, and then practice, before demonstrating mastery of an objective. The following objectives from a SIOP® language arts class show the progression of objectives that might be taught over several days:

Students will be able to

1. Recognize similes in text
2. Discuss the functions of similes
3. Write three similes
4. Write a paragraph that describes a setting using similes

For the first lesson, students learn to recognize similes in text, perhaps by focusing on the key words *like* and *as*. Then in the next lesson, they develop an understanding of the purpose of similes. Only after that are they tapped to generate their own similes; first in decontextualized sentences, then in a paragraph.

FIGURE 2.1 *Process-to-Performance Verbs*

Process-Oriented	Performance-Oriented
Explore	Define
Listen to	Draft
Recognize	Write
Discuss in small groups	Give an oral presentation
	Edit

Figure 2.1 displays possible verbs for objective statements that reflect this process-to-performance continuum.

When determining language objectives, it is also important to distinguish between receptive and productive language skills. English learners tend to develop receptive skills (listening and reading) faster than productive skills (speaking and writing), but all the skills should be worked on in a unified way. Students don't have to learn to speak, for instance, before they learn to read and write (August & Shanahan, 2006a). Moreover, we cannot ignore oral language practice and focus our objectives only on reading and writing. We know from research (Guthrie & Ozgungor, 2002) that the absence of planned speaking practice—be it formal or informal—by ELs in content classrooms is detrimental to the development of academic English. Gibbons (2003) argues that skillful teachers should take advantage of oral interaction to move students from informal, everyday explanations of a content topic (e.g., a scientific process) to the more specialized academic register of the formal written and spoken code. Schleppegrell and colleagues (Schleppegrell, 2004; Schleppegrell, Achugar & Orteiza, 2004) have conducted linguistic analysis of the lexical and grammatical forms that construe meaning in written and spoken school discourse and have identified implications for instruction. SIOP® teachers might make the development of specialized grammar and lexical forms part of their scope and sequence of language objectives.

A wide variety of language objectives can be planned according to the goals and activities in the lesson. In some cases, language objectives may focus on developing students' vocabulary. Other lessons may lend themselves to reading comprehension skills practice or the writing process, helping students to brainstorm, outline, draft, revise, edit, and complete a text. Students also benefit from objectives that highlight functional language use such as how to request information, justify opinions, negotiate meaning, provide detailed explanations, and so forth. Higher-order thinking skills, such as articulating predictions or hypotheses, stating conclusions, summarizing information, and making comparisons, can be tied to language objectives, too. Sometimes specific grammar points can be taught as well; for example, learning about capitalization when studying famous historical events and persons, or teaching language structure to help ELs develop new vocabulary. These ideas will be expanded upon in the next section.

Teachers are also interested in sources of language objectives. The first place to start is the state English language development (ELD) or English as a second language (ESL) standards. The state English language arts standards are another resource. Some states have content area standards that include a strand focused on communication. Ideas for objectives will be found in all of these official documents as well as in local district



To see an example of integrating language objectives, please view the corresponding video clip (Chapter 2, Module 2) on the accompanying CD.




curricula. Instructional materials are another source. By reviewing the course textbook and other materials, you can see if there are language skills and academic vocabulary that students need to develop in order to comprehend the information.

One final critical source for successful SIOP® lesson implementation are your colleagues. If you are a content or grade-level classroom teacher, pair up with an ESL or bilingual teacher. Tap his or her expertise for language topics and knowledge of the ELs' academic language needs. (The recent book from the National Science Teachers Association, *Science for English Language Learners* [Fathman & Crowther, 2006] is an excellent resource. Each chapter was a collaboration between a language specialist and a science educator. It includes science lessons with language and content objectives.) If you are an ESL teacher, you have a plethora of language objectives at your disposal. You need to partner with one or more content teachers to identify content objectives they perceive their ELs' needing assistance with and align them to your language ones. You may want to focus on thematic units to cover a variety of content topics or focus on one subject area per quarter.

Remember, as you teach and assess these language objectives in your lessons, you can plan for multilevel responses from the students according to their proficiency in English. For example, you might use group response techniques (e.g., thumbs-up/ thumbs-down) for students who are in the early stages of English language development. For students who are more proficient English speakers, incorporate activities that involve partner work and small group assignments so that ELs can practice their English in a less-threatening setting. When possible, accept approximations and multiple word responses rather than complete sentences because this supports English development. However, it is also appropriate to require ELs, depending on their level of proficiency, to give answers in one or two complete sentences. This develops language skills because it requires students to move beyond what may be their comfort zone in using English.

## Writing Content and Language Objectives



To see an example of writing content and language objectives in lessons, please view the corresponding video clip (Chapter 2, Module 1) on the accompanying CD.

All the content and language objectives should evolve from the lesson topic and be part of the instructional plan. After a teacher writes content and language objectives, posts them, and discusses them with the students at the start of class, at some point in the lesson explicit instruction must be provided on these objectives. Students would then have opportunities to practice with the objectives and be assessed on their progress toward meeting them at the close of the lesson. In other words, each objective is what we want the students to learn, and each needs explicit attention. An objective is not a by-product of an activity but the foundation of one.

Content objectives as mentioned earlier are usually drawn from the state subject area standards. Consider this standard of learning from Virginia: "Students will investigate and understand the basic needs and life processes of plants and animals." It is too broad to be addressed in one lesson, but it is written in a straightforward manner. Surprisingly, however, it is an objective for kindergarten. Posting this objective word for word in the kindergarten classroom would not be successful. How might you rewrite it to present to five- and six-year-olds? You might write the following on a lesson plan: "Students will identify parts of a tree and their functions"; but for the students you might write on the board, "Identify parts of a tree. Tell what the parts do." When you explain it, you might

elaborate, “Today you will learn about parts of a tree (show a picture or drawing). You will be able to identify the parts (point to the different parts) and tell what the parts do (explain that leaves make food for the tree).”

After you have rewritten the state standard as an appropriate content objective for the kindergartners, you will need to plan the lesson and determine a language objective. One teacher we worked with combined the science lesson with a reading of *The Giving Tree* (Silverstein, 1988). For his language objective, he decided on “Students will listen to *The Giving Tree* and act out the story miming vocabulary words (trunk, branch, leaf).” He explained to the students that they would listen to a story, look at the pictures, name the parts of the tree, and then act out parts of the tree when he read the story again. In this lesson he would therefore reinforce the skill of listening for specific information and have students physically demonstrate their understanding of vocabulary terms.

Incorporating language objectives in all content lessons is a hallmark of the SIOP® Model, but it is a challenging proposition for many content teachers. It requires a new way of thinking about their subject, specifically both the written and spoken discourse. It also requires them to know their students’ proficiency levels so the language objectives can be targeted to what the students need to learn about the academic language of history, science, or mathematics but not be at a level too high for their current understanding. Note that even if you have students with mixed levels of English proficiency in class, we do not suggest you write different language objectives per proficiency level. Instead, write an objective that all students should attain based on the content concepts in the lesson but adjust the intended outcomes to match the students’ ability levels. Some students may master the objective by the end of the lesson; others will be on at some point on a path toward mastery.

Some content teachers have expressed concern that they will have to become grammar experts, but that is not what the SIOP® Model proposes. It is useful for them to be aware of the syntax used in their subject areas (e.g., heavy use of the passive voice in secondary school math textbooks), but not essential that they can explain grammatical rules. Fillmore and Snow (2002) do, however, point out basic linguistic understandings that all teachers should have.

Content-based ESL teachers sometimes face the opposite challenge. They are familiar with language objectives and often have a syllabus that systematically introduces them to students. They need assistance in identifying appropriate content objectives to add to their lessons. In a similar way to content teachers, they may feel unprepared for in-depth instruction on a content topic. For these reasons, we advocate that content and language teachers collaborate closely as they prepare lessons and help their students meet language and content goals.

The six categories in Figure 2.2 (adapted from Short, Hudec, & Echevarria, 2002) offer a starting point for generating language objectives. Teachers need to think about how language will be used in their lesson: in their speech, in class discussion, in the reading assignments, in the lesson activities. Then given the content topic and an understanding of the students’ degree of academic language acquisition, the teacher writes an objective that complements the topic and can be explicitly addressed in the lesson. Sample objectives listed in Figure 2.2 could be incorporated into several lessons throughout a chemistry unit on physical and chemical change.

FIGURE 2.2 *Categories and Examples for Developing Language Objectives*

Consider these six categories as a starting point for generating a language objective. Think about your content topic and how language will be used in your lesson: in your speech, in the reading assignments, and in the lesson activities. Given the content topic and your understanding of the students' degree of academic language acquisition, write an objective that complements the topic and can be explicitly addressed in the lesson. Examples of language objectives are listed below and could occur over several lessons in a chemistry unit on physical and chemical change.

- **Key Vocabulary** refers to the **technical terms, concept words, and other words** needed to discuss, read, or write about the topic of the lesson (e.g., names of important people, places, and events; scientific and mathematical terms; social studies or health concepts) can become language objectives. The "other words" subset includes process words and words like comparatives (e.g., both, are similar, in comparison), conjunctions (e.g., but, however, although), and transition phrases (e.g., first, next, after that, during the second phase).

An example objective is

**Students will be able to define the terms *chemical reaction, reagent, and physical change* orally and in writing.**

Therefore, in this lesson, the teacher will spend time making sure students become familiar with these definitions and can use them, with support as needed.

- **Language Functions** refer to the ways students use language in the lesson. The lesson may call for students to describe, compare, or summarize, for example. Some state standards (e.g., New York's ESL standards) are organized in this way and are a good source for ideas.

An example objective is

**Students will be able to formulate questions and generate hypotheses before conducting an experiment.**

If a lesson focuses on language functions, the teacher will spend time teaching or reviewing the purpose and procedures for the targeted language use. In this case, the teacher might provide question and hypothesis starters (e.g., What will happen when . . . ? How does a . . . ? I predict that . . . ).

- **Language Skills** are the reading, writing, listening, and speaking skills students need to learn. Skills can be taught directly, practiced, and reviewed; they need to link to the topic of the lesson. In a language arts class, for example, will students need to read and determine a main idea? In social studies, will they need to listen to an audio or video recording and identify the speaker's point of view regarding an historical conflict? In math class, will they have to write an explanation of their solution to a word problem?

Two example objectives are

**Students will be able to scan directions for a laboratory experiment to identify the necessary equipment.**

**Students will be able to draft a lab report.**

In this lesson that revolves around a lab experiment, the teacher may teach scanning skills, using another piece of text, and also teach how to draft a report, perhaps by providing a template and modeling its completion.

- **Grammar or Language Structures** can be taught when they are prevalent in the written or spoken discourse of the class. They might include questioning patterns, past or future tense verbs, paragraph writing, pronoun usage, or sentence formation. Structural clues for words like roots (photo-), prefixes (un-), and suffixes (-tion) can be addressed in this category as well.

Two example objectives are

**Students will be able to recognize the difference between imperative sentences (like those in lab directions) and declarative sentences (like those in their textbook).**

**Students will be able to use adverbs of time in their lab report to describe observations.**

The teacher might introduce or review the types of sentences or the adverbs of time in this lesson on chemical and physical change in passages in the textbook. Beginning-level students may need to understand that a statement like "Turn on the Bunsen burner" is a sentence that calls for an action even though it does not have a recognizable noun subject.

- **Lesson Tasks** are a source for language objectives as well. Teachers consider what language is embedded in a lesson assignment that could be pulled forth and turned into explicit instruction in language. Will the student need language to play a particular role in a cooperative learning group? Will the students have to take notes or explain a procedure to one another?

An example objective is

**Students will be able to read and summarize a text passage with peers and then teach the main information to another student.**

(Continued)



FIGURE 2.2 *Continued*

This example shows how a language objective built around a lesson task might involve multiple areas of language. In this case, the teachers would make sure students knew how to read for the main idea, write a summary, and share key information orally. If not, the teacher might teach one of these three language goals, but we would not suggest the teacher never teach all three at once.

- **Language Learning Strategies** may include corrective strategies (e.g., reread confusing text), self-monitoring strategies (e.g., make and confirm predictions), prereading strategies (e.g., relate to personal experience), or language practice strategies (e.g., repeat or rehearse phrases, visualize). Helping students with Latin-based native languages apply cognates to new academic terms is a very powerful strategy.

Two example objectives are

**Students will be able to confirm their responses to text questions with a peer.**

**Students will be able to represent data graphically.**

To help students meet these objectives, the teacher would provide time in class for partners to check their answers but encourage discussion about any disputed responses. Also to help complete the lab report, the teacher may model how to create a chart or graph using the data from the experiment and then have students practice on their own.

Sometimes the language and content objectives may be closely linked as in the following upper elementary math lesson:

- Students will solve word problems using a two-step process.
- Students will write a word problem for a classmate to solve requiring a two-step process.

The first statement is the content objective. It focuses on a mathematical procedure. The second is the language objective, wherein students practice mathematical writing skills.

At other times, the language objective might extend the content knowledge as in this middle school geography lesson:

- Students will be able to (SWBAT) identify specific landforms on a map of South America.
- SWBAT present an oral report about one landform and its influence on economic development.

For language arts and reading teachers, teasing apart language and content objectives can be tricky. Certain curriculum concepts like *plot* and *setting* are clearly ingredients for language arts content objectives, but some potential objectives like “produce writing that conveys a clear point of view and maintains a consistent tone” could be either a language or a content objective. We encourage language arts and reading teachers to nonetheless consistently identify a content and a language objective for each lesson, even if some might be placed in either category. Because we are aiming for whole-school implementation of the SIOP® Model, having students recognize and expect both types of objectives across all their classes is a valuable goal.



The following objectives are from an eighth-grade language arts class. Which one is the content objective and which is the language objective? Justify your answer.

- SWBAT use descriptive adjectives to write sentences about the characters.
- SWBAT compare traits of two characters in a story.



You teach a tenth-grade sheltered World History class with students of intermediate English proficiency. One of your state history standards is “Explain the causes of the economic recovery of Europe and Japan after World War II.” You intend to teach about the Marshall Plan. Write a content and a language objective for your class.

FIGURE 2.3 *Verbs for Writing Content and Language Objectives*

Verbs for Content Objectives	Verbs for Language Objectives
Identify	Listen for
Solve	Retell
Investigate	Define
Distinguish	Find the main idea
Hypothesize	Compare
Create	Summarize
Select	Rehearse
Draw conclusions about	Persuade
.	Write
.	.
.	.
.	.

As you write your objectives, keep the verbs in Figure 2.3 in mind. Although the verbs are not exclusive to one type or another, they are more common to the category presented. Over time, add to this list to further distinguish between the content and language goals of your lesson.

Once you have written your content and language objectives, you might use this checklist to evaluate them:

- The objectives are observable.
- The objectives are written and presented in language the students can understand.
- The content objective is related to the key concept of the lesson.
- The language objective promotes student academic language growth (it is not something most students already do well).
- The language objective connects clearly with the lesson topic or lesson activities.
- I have a plan for assessing student progress on meeting these objectives during the lesson.



### SIOP® FEATURE 3: Content Concepts Appropriate for Age and Educational Background

SIOP® teachers must carefully consider the content concepts they wish to teach and use district curriculum guidelines and grade-level content standards as guides. In SIOP® classrooms, this entails ensuring that although materials may be adapted to meet the

needs of English learners, the content is not diminished. When planning lessons around content concepts, consider the following: (1) the students' first language (L1) literacy, (2) their second language (L2) proficiency, (3) their reading ability, (4) the cultural and age appropriateness of the L2 materials, and (5) the difficulty level of the material to be read (Gunderson, 1991, p. 21).

In some cases, students with major gaps in their educational backgrounds may be placed in newcomer programs or specialized classes that pull objectives and content concepts from earlier grades in order to provide the foundational knowledge the students need to perform grade-level work successfully and catch up to their classmates (Short & Boyson, 2004). In general, it is inappropriate to use the curriculum materials and books from much earlier grades. Students in high school who are developing literacy for the first time should not be reading about "doggies and birdies," for example. Other materials should be found, and if necessary, the teacher should provide the scaffolding needed to understand the content concepts. Ideally, specialized courses would be developed to accelerate their learning, such as FAST Math developed by Fairfax County (VA) Public Schools (Helman & Buchanan, 1993), which can help students gain several years' worth of mathematics instruction in one subject area in six months to one year.

Additionally, reflect on the amount of background experience needed to learn and apply the content concepts and include ways to activate students' prior knowledge related to them. For example, fourth-grade students typically learn about magnetism, yet some ELs may not have the requisite background knowledge to understand this concept. Rather than diminish the content, use what prior knowledge students do have, perhaps about attraction, and then explicitly build background information as a foundation for their understanding of magnetism.

Providing adequate background requires teachers to perform a *task analysis*—a process in which you carefully analyze the requisite knowledge a student must possess in order to understand what is being taught. The purpose is to lessen the gap between what a student knows and what he or she must learn. This can be accomplished by modifying the lesson to include substantial background building, or through a small group minilesson that precedes the regular whole class lesson (Vogt, 2000). This minilesson provides a "jump start" by reviewing key background concepts, introducing vocabulary, leading a picture or text "walk" through the reading material, engaging in simulations or role-plays, or hands-on experiential activities. The jump-start minilesson develops context and gives access to children who may lack appropriate background knowledge or experience with the grade-level content concepts. In heterogeneous classes in which ELs study with native English speakers, peer tutors can be used to teach some of the requisite background information as well.

You are the one to decide when to modify content concepts by providing extensive background building for the whole class, or by teaching a brief jump-start lesson to a small group. If you have a large number of English learners who are in the early stages of language development, you may need to include extensive background building. If you have a small group of ELs who have intermediate language proficiency, the jump-start minilesson may provide sufficient scaffolding and access to the content concepts. Alternately, in situations in which an ESL and content teacher work collaboratively with the same group of students, the ESL teacher can offer lessons that build background and vocabulary before the ELs study the topic in their regular or sheltered content class.



## SIOP® FEATURE 4:

### Supplementary Materials Used to a High Degree

Information that is embedded in context allows English learners to understand and complete more cognitively demanding tasks. Effective SIOP® instruction involves the use of many supplementary materials that support the core curriculum and contextualize learning. This is especially important for students who do not have grade-level academic backgrounds and/or who have language and learning difficulties. Since lectures and pencil-and-paper activities centered on a text are often difficult for these students, remember to plan for supplementary materials that will enhance meaning and clarify confusing concepts, making lessons more relevant.



To see an example of the effective use of supplementary materials, please view the corresponding video clip (Chapter 2, Module 3) on the accompanying CD.

A variety of supplementary materials also supports different learning styles and multiple intelligences because information and concepts are presented in a multifaceted manner. Students can see, hear, feel, perform, create, and participate in order to make connections and construct personal, relevant meanings. Supplementary materials provide a real-life context and enable students to bridge prior experiences with new learning.

Examples of supplementary materials that can be used to create context and support content concepts include the following:

- **Hands-on manipulatives:** These can include anything from Cuisinaire rods for math to microscopes for science to globes for social studies. Manipulating objects physically can reduce the language load of an activity; beginning students in particular can still participate and demonstrate their understanding.
- **Realia:** These are real-life objects that enable students to make connections to their own lives. Examples include bank deposit slips and check registers for a unit on banking, or nutrition labels on food products for a health unit.
- **Pictures:** Photographs and illustrations depict nearly any object, process, or setting, and magazines, commercial photos, and hand drawings can provide visual support for a wide variety of content and vocabulary concepts and can build background knowledge.
- **Visuals:** These can include overhead transparencies, models, graphs, charts, timelines, maps, props, and bulletin board displays. Students with diverse abilities often have difficulty processing an inordinate amount of auditory information and are aided with visual clues.
- **Multimedia:** A wide variety of multimedia materials are available to enhance teaching and learning. These range from simple tape recordings to videos, DVDs, interactive CD-ROMs, and an increasing number of resources available on the World Wide Web. Brief video clips at [www.unitedstreaming.com](http://www.unitedstreaming.com) are effective tools. For some students and tasks, media in the students' native language may be a valuable source of information. It is important to preview Web sites for appropriateness and readability, especially when using them with beginning and intermediate-level students.
- **Demonstrations:** Demonstrations provide visual support and modeling for ELs. If you have a lesson task that includes supplementary materials, then you can scaffold

information by carefully planning demonstrations that model how to use the materials and follow directions. Students can then practice these steps in groups or alone, with you or other experienced individuals nearby to assist as needed.

- **Related literature:** A wide variety of fiction and nonfiction can be included to support content teaching. The literature enables readers to create what Rosenblatt (1991) refers to as an “aesthetic response.” This type of literature response is characterized by personal feelings about what is read. Aesthetic responses to literature promote more reading of literature, and hopefully, a deeper understanding of the concepts that are depicted—what Rosenblatt refers to as a *transactional experience*. Many content teachers create class libraries with trade books on key topics. Students can read these as supplements to the textbook. They offer a more relaxing way to look at a topic in more depth.
- **Hi-lo readers:** Some publishers are now offering classic literature as well as fiction and non-fiction selections in a hi-lo format. The stories are of high interest but lower readability levels and tend to include many visuals. Some books are grouped thematically and can accompany different content areas and language arts courses. They are useful for students at lower proficiency levels in English.
- **Adapted text:** A type of supplementary reading material that can be very effective for English learners, as well as struggling readers, is adapted text. Without significantly diminishing the content concepts, a piece of text (usually from a grade-level textbook) is adapted to reduce the readability demands. Complicated, lengthy sentences with specialized terminology are rewritten in smaller chunks. Definitions are given for difficult vocabulary, if possible, in context. Please note that we are not advocating “dumbing down” the textbook, an approach that in the past yielded easy-to-read materials with virtually no content concepts left intact. Rather, we suggest that the major concepts be retained and just the readability level of the text be reduced.



## SIOP® FEATURE 5: Adaptation of Content to All Levels of Student Proficiency

In many schools, teachers are required to teach from textbooks that are too difficult for English learners to read. We have previously mentioned the problem of “watering down” text to the point where all students can read it; content concepts are frequently lost when the text is adapted in this way. We also know ELs cannot be expected to learn all content information by listening to lectures.

Therefore, we must find ways to make the text and other resource materials accessible for all students, adapting them so that the content concepts are left intact (Short, 1991). Several ways of doing this have been recommended for students who have reading difficulties (Readance, Bean, & Baldwin, 2001; Ruddell, 2005; Vacca & Vacca, 2004; Vogt, 1992), and they work equally well for ELs. These approaches can be used throughout a lesson, as a prereading instructional strategy, as an aid during reading, and as a postreading method for organizing newly learned information.

Suggestions for adapting content to make it more accessible include the following:

- **Graphic organizers:** These are schematic diagrams that provide conceptual clarity for information that is difficult to grasp. They help students identify key content concepts and make relationships among them (McLaughlin & Allen, 2002). Graphic organizers also provide students with visual clues they can use to supplement written or spoken words that may be hard to understand. When they use them prior to reading, students can use the organizers as a guide and as a supplement to build background for difficult or dense text. When used concurrently with reading, they focus students' attention and help them make connections (e.g., Venn diagram), take notes, and understand the text structure (e.g., a timeline informs students the text will be organized chronologically). When used after reading, graphic organizers can be used to record personal understandings and responses (Buehl, 2001). Graphic organizers include story or text structure charts, Venn diagrams, story or text maps, timelines, discussion webs, word webs, clusters, thinking maps, and so forth. Vogt & Echevarria (2008) include a number of templates for these graphic organizers.
- **Outlines:** Teacher-prepared outlines equip students with a form for note-taking while reading dense portions of text, thus providing scaffolded support. These are especially helpful if major concepts, such as the Roman numeral level of the outline, are already filled in. The students can then add other information to the outline as they read. For some students, an outline that is entirely completed may be helpful to use as a guide to reading and understanding the text. Figure 2.4 shows an example of a scaffolded outline for a reading on the circulatory system.

FIGURE 2.4 *Scaffolded Outline*

The Circulatory System

- I. Major Organs
  - A. Heart
    - 1. Pumps blood throughout the body
    - 2. \_\_\_\_\_
  - B. \_\_\_\_\_
    - 1. \_\_\_\_\_
    - 2. \_\_\_\_\_
- II. Major Vessels
  - A. Artery
    - 1. Takes blood away from heart
    - 2. \_\_\_\_\_
  - B. Vein
    - 1. \_\_\_\_\_
    - 2. \_\_\_\_\_
  - C. \_\_\_\_\_
    - 1. Connects arteries and veins
    - 2. \_\_\_\_\_
- III. Types of Blood Cells
  - A. Red blood cells
    - 1. \_\_\_\_\_
  - B. \_\_\_\_\_
    - 1. Fights disease
  - C. Platelets
    - 1. \_\_\_\_\_



- **Leveled study guides:** These are study guides designed specifically for diverse students' needs. All students are expected to master the key concepts in the text; however, depending on students' language and literacy development, the leveled study guides are written differently. For some students who can easily read the text material, the study guides extend and enrich the subject material and they include challenging questions or tasks. For other students, leveled study guides lead them through the material with definitions and "hints" for unlocking the meaning, and they include fewer challenging questions and tasks. For some ELs and struggling readers, the study guides may include brief summaries of the text along with more manageable questions and tasks. Questions, tasks, and statements on the leveled study guides can be marked with asterisks as follows (from most manageable to most challenging):

\*All students are to respond to these questions/statements/tasks

\*\*Group 1 students are required to complete these questions/statements/tasks

\*\*\*Group 2 students are required to complete these questions/statements/tasks

Of course, the option to try the more challenging questions or statements should be open to all students.

- **Highlighted text:** A few literature anthologies or content textbooks may be marked and reserved for students acquiring English and/or for those with delayed literacy development. Overriding ideas, key concepts, topic sentences, important vocabulary, and summary statements are highlighted (by the teacher or other knowledgeable person) prior to the students using the books. Students are encouraged to first read only the highlighted sections. As confidence and reading ability improve, more of the unmarked text is attempted. The purpose of highlighted text is to reduce the reading demands of the text while still maintaining key concepts and information.
- **Taped text:** Key portions (such as the highlighted text just mentioned) or the entire text is recorded, and students are encouraged to listen to the tape while they follow along in the book. For some students, multiple exposures to the taped text may result in a more thorough understanding. Ideally, tapes should be available for both home and school learning center use.
- **Adapted text:** As mentioned earlier in this chapter, text adaptation involves rewriting selected sections of text that contain key concepts and information. Although time consuming, rewriting text is an effective modification of curricular materials because information is organized in small sequential steps, avoiding long, dense passages. Short, simpler sentences are rewritten from long, complex ones. An example of a complex sentence from a science text follows: "Electrons have negative electric charges and orbit around the core, nucleus, of an atom." A simple adaptation of this sentence is, "Electrons have negative charges. They orbit around the core. The core of the atom is called the nucleus."

Ideally, rewritten paragraphs should include a topic sentence with several supporting details. Maintaining a consistent format promotes easier reading for information-seeking purposes. All sentences included in the rewritten text should be direct and relevant to the subject. In the following example, a paragraph of original text is taken from an anthology theme in a reading series (Cooper, et al., 2003). This passage was excerpted from a piece of nonfiction literature, *Into the Mummy's Tomb*, written by Nicholas Reeves.

*Original text:* "Tutankhamen's mummy bore a magnificent mask of burnished gold, which covered its face and shoulders. Its headcloth was inlaid with blue glass. The vulture and cobra on its forehead, ready to spit fire at the pharaoh's enemies, were of solid gold" (p. 237).

We have rewritten the original text as follows:

*Adapted text:* "King Tutankhamen's mummy wore a grand mask, made of very shiny gold. It covered the face and shoulders of the body. The part of the mask over the forehead looked like a gold headcloth. Blue glass was set into the headcloth. Shapes of a vulture (a type of bird) and a cobra (a type of snake) were above the eyes on the mask. They were solid gold. The artist made them look like they could attack the pharaoh's (King Tut's) enemies."

Obviously, adapting text like this takes time and is not easy to do. Note here that the adapted version is slightly longer than the original, which often happens when definitions are included. If you have a large number of ELs in your classroom, adapted text can be very beneficial, and it is worth the time and effort to provide students with more accessible material. Be sure to have a colleague read the adapted text to make sure it clarifies rather than confuses the content.

- **Jigsaw text reading:** Originally designed as a cooperative learning activity for all students, Jigsaw works well with English learners when there is a difficult-to-read text. One or two members from each cooperative learning group come together to form a new group of "experts." Assign each new "expert" group a different section of the text to be read. This group either reads the text orally taking turns, or partners read to each other, or group members read the text silently. Following the reading, each "expert" group reviews and discusses what was read, determining the essential information and key vocabulary. You need to check carefully with each "expert" group to make sure all members understand the material they have read.

After you feel sure that the "experts" know their assigned information, they return to their original groups and teach fellow group members what they learned. This process scaffolds the learning of ELs because in both groups they are working with others to understand the text. Some classmates may have more background information on the topic. Text can be read with other students, reducing the demands of lengthy sections. Depending on English proficiency, ELs may join an "expert" group individually or with a partner. It is important that you form the "expert" groups rather than letting the students choose their own group members.

- **Marginal notes:** As with highlighted text, you may wish to reserve a few textbooks for English learners and struggling readers. Print marginal notes directly in the margin of the textbook pages or duplicate notes on a handout that students can put alongside a page they are reading. The marginal notes, or handout, should include hints for understanding the content, key concepts, and/or key vocabulary and definitions. The notes, whether in the textbook's margin or on a handout, are similar to the ones often found in teachers' guides.

Most marginal notes either deal specifically with content (e.g., "Cell division includes two phases: mitosis and meiosis"), or with hints for reading a passage

(e.g., “This paragraph explains why General George Armstrong Custer believed he could win the Battle of Little Big Horn. As you read it, think about whether his reasons make sense.”). Marginal notes reduce ambiguity as well as the reading difficulty of the text, making it more accessible and less intimidating.

You may be thinking that marginal notes create an unnecessary burden for the teacher. Please note that once you have completed a set for one textbook, whether in the margins or on handouts, teaching assistants (parent volunteers, other adults, or capable students) can copy them in other student texts. Obviously, this type of scaffolding only works when you have extra textbooks you can write in or when you can assign specific books to particular students.

- **Native language texts:** If some students are literate in their first language, texts written in that language may be used to supplement a textbook or clarify key concepts. Students may conduct research using native language materials and share the information with classmates in English. Increasingly, the Internet offers native language Web sites, especially for the more commonly taught languages, and authentic materials such as newspapers can be found online. For students who are not literate in their L1, but have oral skills, native language broadcasts, pod casts, and audio books may be additional sources of information.



## SIOP® FEATURE 6:

### Meaningful Activities That Integrate Lesson Concepts with Language Practice Opportunities

To the extent possible, lesson activities should be planned to promote language development in all skills while ELs are mastering content objectives. We want to provide oral and written language practice that is relevant to the lesson concepts, but remember that all activities that generate language practice do not need to be identified as language objectives.

Students are more successful when they are able to make connections between what they know and what they are learning by relating classroom experiences to their own lives. These meaningful experiences are often described as “authentic,” because they represent a reality for students. That is, classroom experiences mirror that which actually occurs in the learner’s world. Authentic, meaningful experiences are especially important for ELs because they are learning to attach labels and terms to things already familiar to them. Their learning becomes situated rather than abstract when they are provided with the opportunity to actually experience what they are learning about.

Too often, however, English learners are relegated to activities that are not meaningful and are unrelated to the content and activities pursued by the other English proficient students in their classes. It is essential that content standards that apply to students with English proficiency also apply to ELs, and that the planned activities reflect and support these standards.

Consider a class of middle school students is studying insects, butterflies in particular. While the rest of the class learns the scientific names and habitats of varied kinds of butterflies, the teacher has the ELs color and cut out pictures of butterflies to

make a butterfly mobile. This activity is neither authentic nor is it meaningful for these adolescent students. And, in this example, the teacher obviously has not provided meaningful activities that support the grade-level science content standards.

## Using the SIOP<sup>®</sup> Protocol

As you learn to use the SIOP<sup>®</sup> protocol, both for your own teaching and for coaching other teachers, it is important that you rate each feature as reliably as possible. That is, you need to develop consistency in your rating by having a clear understanding of each feature and how it “looks” during a sheltered lesson. Therefore, it is very important that you discuss with other teachers and/or supervisors how you determined your ratings on the various SIOP<sup>®</sup> features for the lessons depicted in this book. Some schools have group meetings to discuss the ratings, while other teachers work with a partner to establish reliability. You will probably notice that some ratings for the features will seem quite obvious to you (usually those that fall on 0, 1, or 4 on the scale) while others will be more challenging. As we learned to use the SIOP<sup>®</sup> protocol, in many classroom settings and with many lessons, we developed consistency in our ratings. With practice and discussion about the ratings you give, you will do the same.

Although we organized this book so that you can score the lessons as you read, in real life, you may not want to give scores on each feature, especially as teachers are learning to implement the model. You can record comments and note if a feature is present or absent, and then use the protocol to offer targeted feedback. You will also notice that five of the thirty features have an NA option (see Appendix A). After years of research we determined that those five (such as Adaptation of Content, in Lesson Preparation) might not need to be included in every SIOP<sup>®</sup> lesson. Adaptation of Content, for example, may not be needed in a class with advanced ELs. Chapter 11 provides more explanation on scoring and interpreting the SIOP<sup>®</sup> protocol.

## The Lesson

The lesson described below is intended to teach fourth-grade children about the Gold Rush, in particular, about the trails taken by the pioneers.

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### UNIT: The Gold Rush (Fourth Grade)

The classrooms described in the teaching scenarios in this chapter are all in a suburban elementary school with heterogeneously mixed students. English learners represent approximately 30 percent of the student population, and the children speak a variety of languages. In the fourth-grade classrooms of teachers Ms. Chen, Mrs. Hargroves, and Mr. Hensen, the majority of the ELs are at the intermediate stage of English fluency.

As part of the fourth-grade social studies curriculum, Ms. Chen, Mrs. Hargroves, and Mr. Hensen have planned a unit on the California Gold Rush. The school district requires the use of the adopted social studies series although teachers are encouraged to supplement the text with primary source materials, literature, and realia. The content topics for the Gold Rush unit include westward expansion, routes and trails to the West, the

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**UNIT: The Gold Rush (Fourth Grade) *continued***

people who sought their fortunes, hardships, settlements, the discovery of gold, the life of miners, methods for extracting gold, and the impact of the Gold Rush.

Each of the teachers has created several lessons for this unit, beginning with a lesson

plan (approximately fifty-five minutes) on routes and trails to the West. Specifically, the content of this lesson covers the Oregon Trail, the Overland Trail, and the route around Cape Horn.

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## Teaching Scenarios

To demonstrate how Ms. Chen, Mrs. Hargroves, and Mr. Hensen prepared their first lesson on the trails west, we visit them in their fourth-grade classrooms. As you read, think of the SIOP® features for Lesson Preparation: content objectives, language objectives, content concepts, supplementary materials, adaptation of content, and meaningful activities.

### Ms. Chen

As Ms. Chen began the first day's lesson on the Gold Rush, she referred students to the content objectives written on the board: 1) Find and label the three main routes to the West on a map; 2) Tell one or two facts about each of the three trails. After reading the content objectives aloud, Ms. Chen then explained the language objectives: 1) Write sentences explaining how the three routes to the West were given their names; 2) Tell how the structure of some words gives clues to their meaning.

Next, Ms. Chen asked the students to brainstorm why people would leave their comfortable homes and travel great distances to seek their fortunes. She listed their responses on the board and then asked the students to categorize the words or phrases, using a List-Group-Label activity. The children determined the following categories: For Adventure, To Get Rich, For a Better Life. Examples of phrases under the first category included *riding in a wagon train*, *seeing new places*, *climbing mountains*, *becoming a gold miner*; etc.

Ms. Chen then assigned her students a quick-write about the Gold Rush. She distributed two or three picture books on the topic for each of the table groups (four or five children per group) and directed students to use their background knowledge, the brainstormed categories, and the books to generate a brief paragraph on the Gold Rush. Students were encouraged to work quietly together with a partner, and each pair was expected to have a brief paragraph written for later whole-class discussion.

While the rest of the class were preparing their quick-writes, Ms. Chen asked the six English learners with very limited English proficiency to meet her at the table in the back of the room. For seven to ten minutes, she provided the small group of students with a jump start for the Gold Rush unit they were about to begin. She introduced key vocabulary with illustrations and simple definitions, led the students through a picture and text walk of two picture books and the textbook chapter, showed the trails on the U.S. map, and talked about where the pioneers began their journey

and where they were heading in California. Ms. Chen showed the students some chunks of fool's gold (iron pyrite) and asked them how they thought the gold miners were able to get the gold from the earth. After the brief jump-start lesson, Ms. Chen convened the entire class for a brief discussion of the quick-writes and a whole-class introduction to the unit. Several of the groups volunteered to share their quick-writes with the entire class.

Ms. Chen then referred to the key vocabulary she had previously written on the board: Oregon Trail, Overland Trail, Route around Cape Horn. She asked students to think about the names of the trails they were going to be reading about, and she asked, "Why are streets given their names?" She then asked students to call out some of the names of streets on which they lived. They offered First Street, River Avenue, Main Street, and Mill Creek Road, among others. Ms. Chen then suggested that trails, routes, streets, avenues, and highways are often named after geographical landmarks. She explained that often we learn about places and surrounding areas by examining their names.

Following a shared reading of the social studies text, Ms. Chen asked the students to examine the map of the United States on the wall and try to determine why the three main trails to the West were named as they were. The children volunteered appropriate ideas for the first one, the Oregon Trail. Ms. Chen then wrote "Over + land = Overland." One child said, "I get it! They went over the land!" The teacher reinforced this by pointing out the "over the land" route on the wall map. She then wrote "Route around Cape Horn" on the board and asked students to think about the name's meaning while directing them to look at the map. One child said, "See, the land looks kind of like a horn. And they had to sail around it!" To check understanding, Ms. Chen asked each student to tell a partner in a complete sentence why the three western routes were given their respective names. These reasons were shared with the others in their groups.

Next, Ms. Chen distributed a duplicated map of the United States to each group. She asked three students to come to the wall map and point to the Route around Cape Horn, the Overland Trail, and the Oregon Trail. She then modeled with transparencies how to locate and color in the trails, and then directed the students to work together as a team to complete their groups' maps.

In the few remaining minutes, Ms. Chen distributed a skeleton outline of the chapter that students would complete individually the following day. The outline had subheadings labeled for each of the trails: "Location," "Characteristics," "Challenges," and "Advantages." She told the groups they would have about ten minutes to begin working on the outline, using their maps and their text chapter. Ms. Chen wrapped up the lesson by reviewing the content and language objectives and by having several students report a number of facts about each of the trails.

On the SIOP<sup>®</sup> form in Figure 2.5, rate Ms. Chen's lesson on each of the Lesson Preparation features.

### **Mrs. Hargroves**

Mrs. Hargroves began her lesson on the trails west by stating, "Today you'll learn about the Oregon Trail, the Overland Trail, and the Route around Cape Horn. We'll also be working on maps, and I want you to color the Overland Trail a different color from the



FIGURE 2.5 *Lesson Preparation Component of the SIOP® Model: Ms. Chen's Lesson*

1. <b>Content objectives</b> clearly defined, displayed, and reviewed with students	4	3	2	1	0	
			<b>Content objectives</b> for students implied		No clearly defined <b>content objectives</b> for students	
2. <b>Language objectives</b> clearly defined, displayed, and reviewed with students	4	3	2	1	0	
			<b>Language objectives</b> for students implied		No clearly defined <b>language objectives</b> for students	
3. <b>Content concepts</b> appropriate for age and educational background level of students	4	3	2	1	0	
			<b>Content concepts</b> somewhat appropriate for age and educational background level of students		<b>Content concepts</b> inappropriate for age and educational background level of students	
4. <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	4	3	2	1	0	
			Some use of <b>supplementary materials</b>		No use of <b>supplementary materials</b>	
5. <b>Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency	4	3	2	1	0	NA
			Some <b>adaptation of content</b> to all levels of student proficiency		No significant <b>adaptation of content</b> to all levels of student proficiency	
6. <b>Meaningful activities</b> that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking	4	3	2	1	0	
			<b>Meaningful activities</b> that integrate lesson concepts, but provide few language practice opportunities for reading, writing, listening, and/or speaking		No <b>meaningful activities</b> that integrate lesson concepts with language practice	

color you use for the Cape Horn route. When you learn about the Oregon Trail, you'll complete the map with a third color. By the time you're finished, you should have all three routes drawn on the map using different colors." She held up a completed map for the students to see as an example.

Mrs. Hargroves then presented a brief lecture on the trails west, using the map in the textbook to point out where the pioneers traveled. She referred students to pictures in the book and answered questions. She read the chapter title and the first few paragraphs about the trails west and then assigned the remainder of the chapter as independent reading. She suggested that if students had difficulty with any words, they should hold up their hands and she would circulate to give assistance.

After about twenty minutes, Mrs. Hargroves asked students to stop reading. She distributed the U.S. maps and colored pencils and asked the students to work with a partner to complete their maps by locating and coloring in the three trails. When most were finished, Mrs. Hargroves asked three of the students to show and explain their maps to the other students. All maps were then submitted for a grade. At the conclusion of the lesson, students were given the following writing assignment for homework: "If you had been a pioneer, which trail would you have chosen? Why?"

On the SIOP® form in Figure 2.6, rate Mrs. Hargroves's lesson on each of the Lesson Preparation features.

#### **Mr. Hensen**

Mr. Hensen began his lesson on westward expansion by introducing the topic and asking how many children had been to California. He then asked, "How did you get to California? Did you go by car? By plane? By boat? Or did you go by wagon train? Today you're going to learn how the pioneers made their voyages to California." Mr. Hensen then showed a brief video on the westward expansion. At the end of the video, he introduced the terms Oregon Trail, Overland Trail, and Route around Cape Horn, and then read aloud two paragraphs from the textbook that described the routes. Then he numbered off the students to form six new groups and quickly moved students into the groups. With their team members, students did a Jigsaw activity for the remainder of the chapter, and when they had finished reading, everyone returned to their original home groups to report on what they had read. The ELs with limited English proficiency were partnered with other students during the Jigsaw reading activity.

Mr. Hensen then wrote the names of the three trails on the board, and on his wall map he pointed out where the pioneers had traveled along the three routes. He directed the groups to divide the three trails, with one or two students in each group drawing the Oregon Trail and the other students drawing either the Overland or Cape Horn trails. Their next task was to tell the other students in their group how to draw and color their maps, using the map in the text and the language on the board as a guide. Mr. Hensen circulated through the room while the children completed the mapping activity, assisting as necessary. At the lesson's conclusion, students were directed to pass in their maps. Those maps that were not finished were assigned as homework.

On the SIOP® form in Figure 2.7, rate Mr. Hensen's lesson on each of the Lesson Preparation features.

FIGURE 2.6 *Lesson Preparation Component of the STOP® Model: Mrs. Hargroves's Lesson*

	4	3	2	1	0
1. <b>Content objectives</b> clearly defined, displayed, and reviewed with students			<b>Content objectives</b> for students implied		No clearly defined <b>content objectives</b> for students
2. <b>Language objectives</b> clearly defined, displayed, and reviewed with students			<b>Language objectives</b> for students implied		No clearly defined <b>language objectives</b> for students
3. <b>Content concepts</b> appropriate for age and educational background level of students			<b>Content concepts</b> somewhat appropriate for age and educational background level of students		<b>Content concepts</b> inappropriate for age and educational background level of students
4. <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)			Some use of <b>supplementary materials</b>		No use of <b>supplementary materials</b>
5. <b>Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency			Some <b>adaptation of content</b> to all levels of student proficiency		No significant <b>adaptation of content</b> to all levels of student proficiency
6. <b>Meaningful activities</b> that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking			<b>Meaningful activities</b> that integrate lesson concepts, but provide few language practice opportunities for reading, writing, listening, and/or speaking		No <b>meaningful activities</b> that integrate lesson concepts with language practice



FIGURE 2.7 Lesson Preparation Component of the SIOP® Model: Mr. Hensen's Lesson

	4	3	2	1	0	
1. <b>Content objectives</b> clearly defined, displayed, and reviewed with students			<b>Content objectives</b> for students implied			No clearly defined <b>content objectives</b> for students
2. <b>Language objectives</b> clearly defined, displayed, and reviewed with students			<b>Language objectives</b> for students implied			No clearly defined <b>language objectives</b> for students
3. <b>Content concepts</b> appropriate for age and educational background level of students			<b>Content concepts</b> somewhat appropriate for age and educational background level of students			<b>Content concepts</b> inappropriate for age and educational background level of students
4. <b>Supplementary materials</b> used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)			<b>Some use of supplementary materials</b>			No use of <b>supplementary materials</b>
5. <b>Adaptation of content</b> (e.g., text, assignment) to all levels of student proficiency			<b>Some adaptation of content</b> to all levels of student proficiency			No significant <b>adaptation of content</b> to all levels of student proficiency
6. <b>Meaningful activities</b> that integrate lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking			<b>Meaningful activities</b> that integrate lesson concepts, but provide few language practice opportunities for reading, writing, listening, and/or speaking			No <b>meaningful activities</b> that integrate lesson concepts with language practice

## Discussion of Lessons

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

Ms. Chen: 4

Mrs. Hargroves: 2

Mr. Hensen: 1

During their planning, Ms. Chen, Mrs. Hargroves, and Mr. Hensen approached the task of writing and delivering content objectives in different ways.

A review of Ms. Chen's lesson plan book indicated the following objectives for her first lessons on the Gold Rush: "The learner will be able to 1) identify the three main routes to the West on a map; 2) state at least one distinct fact about each of the three trails." She wrote the content objectives on the whiteboard and she clearly, explicitly, and simply stated them in a manner that was comprehensible to her students: "Find and label the three main routes to the West on a map; and tell one or two facts about each of the three trails." (See Figure 2.8 for Ms. Chen's lesson plan.) Her lesson received a "4."

Mrs. Hargroves wrote a content objective in her plan book but not on the board, and she orally stated what she wanted her students to learn and do. However, her English learners might have had difficulty understanding what the purpose was for the activities they were to do. She did state her objectives in simple terms, and some students may have inferred that the purpose for the lesson was the coloring activity rather than learning where the trails and routes were. Further, the content objectives were not written on the board or overhead for the students to see. Her lesson was rated "2."

A review of Mr. Hensen's lesson plan book revealed no content objectives for the Gold Rush lesson on routes and trails. He did not define any content objectives for the students, but just began the lesson with a brief discussion and the video. Some students may have been able to infer the purpose of the map work, but English learners may have been unaware of the purpose of these assignments. His lesson received a "1."

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

Ms. Chen: 4

Mrs. Hargroves: 0

Mr. Hensen: 2

The three teachers incorporated language objectives into their lesson planning and delivery to varying degrees.

Ms. Chen wrote the following language objectives on the board and she read them orally to her students: 1) Write sentences explaining how the three routes to the West were given their names; 2) Tell how the structure of some words gives clues to their meaning. Ms. Chen provided opportunities for students to meet the objective by encouraging class and small group discussion, by assigning sentences about the three trails, and by having each student convey important facts related to the lesson. Further, she scaffolded students' understandings of the names of the routes and trails by having them examine the names of familiar street names, and she led them through an analysis of the names of the historical routes, such as "over + land." She pointed out the compound word and supported students' approximations. At the end of the

FIGURE 2.8 Ms. Chen's SIOP® Lesson Plan

Date: Feb. 10-11 Grade/Class/Subject: 4-SS

Unit/Theme: Gold Rush Standards: History-Social Science 4.3

Content Objective(s): Students will find and label 3 routes to West on map;  
Tell 1-2 facts about each trail

Language Objective(s): Students will write sentences explaining how 3 routes got  
their names; Explain how word structure gives clues to meaning.

Key Vocabulary	Supplementary Materials
Oregon Trail Overland Trail Route around Cape Horn	Picture books      Outlines Iron Pyrite Transp. w/ US map

SIOP Features		
Skel. Outline Jumpstart	<b>Preparation</b>	<b>Scaffolding</b>
	<input checked="" type="checkbox"/> Adaptation of Content	<input checked="" type="checkbox"/> Modeling Transp.
	<input checked="" type="checkbox"/> Links to Background	<input checked="" type="checkbox"/> Guided practice
	<input checked="" type="checkbox"/> Links to Past Learning	<input type="checkbox"/> Independent practice
	<input checked="" type="checkbox"/> Strategies incorporated	<input checked="" type="checkbox"/> Comprehensible input
	<input type="checkbox"/> List / Group / Label	
	<b>Integration of Processes</b>	<b>Application</b>
	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Hands-on maps
	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Meaningful
	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Linked to objectives
<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Promotes engagement	
	<b>Grouping Options</b>	
	<input checked="" type="checkbox"/> Whole class	
	<input checked="" type="checkbox"/> Small groups	
	<input type="checkbox"/> Partners	
	<input checked="" type="checkbox"/> Independent	
	<b>Assessment</b>	
	<input checked="" type="checkbox"/> Individual	
	<input checked="" type="checkbox"/> Group	
	<input checked="" type="checkbox"/> Written	
	<input type="checkbox"/> Oral	

Min.	Lesson Sequence
5	1. Content/lang. obj.
	2. Brainstorm — Why would people leave their homes to seek fortunes?
	3. List - Group - Label
10	4. EOs — Quick Write: Gold Rush
	5. ELs — Jumpstart text/fool's gold/pictures
5	6. Quick Write Share Out
	7. Intro. Vocabulary: Why are streets given their names?
10	8. Shared reading — p. 124-128
10	9. On map — show trails — How did they get their names?, Discuss word structure
	10. Pass out U.S. maps —
	11. Model on transp. — Have kids color
5	12. Skeleton Outline — Work in groups — fill in categories —
10	(Start, if time)
	<b>Reflections:</b>
	It felt a little rushed, but everyone finished the maps. Next time, save Skeleton outlines for 2nd day. Kids loved the fool's gold!



lesson, she orally reviewed the language objectives for the students. Her lesson was rated a "4."

Mrs. Hargroves did not include any language objectives in her lesson plan and she did not suggest any to the students. She did not discuss the meanings of the names or terms used in her demonstration and explanations, nor did she encourage her students to use the terminology and concepts during discussion. Further, Mrs. Hargroves expected students to read the textbook with very little support. Her instruction was conveyed mostly orally, and she expected students to complete the writing assignment as homework with no modeling or assistance. Her lesson received a "0."

Although Mr. Hensen had no stated language objectives, he did write key vocabulary on the board. He scaffolded the mapping activity and the text reading by having the children work in groups and by having each group member explain the map and key words to the others. This activity was appropriate for beginning English learners because they were supported by each other, and their oral explanations were not "public," for the entire class. The lesson would have been more effective had Mr. Hensen explained his language objectives to the children, emphasizing the importance of listening carefully and of giving clear directions. Though one purpose of the lesson was to build listening and speaking skills, the children were not informed of these objectives either orally or in writing. His lesson was rated a "2."

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

Ms. Chen: 4

Mrs. Hargroves: 4

Mr. Hensen: 4

Each of the teaching scenarios indicates that the three fourth-grade teachers, Ms. Chen, Mrs. Hargroves, and Mr. Hensen were teaching a unit on the Gold Rush. The content concepts were appropriate because they are congruent with the fourth grade state and district standards for the social studies curriculum in the district where the teachers are employed. Each lesson was rated a "4."

### 4. *Supplementary Materials Used to a High Degree*

Ms. Chen: 4

Mrs. Hargroves: 1

Mr. Hensen: 3

Ms. Chen used the following supplementary materials: picture books on the Gold Rush, fool's gold, the wall map of the United States, and transparencies to model how students might color the trails on their maps. Her lesson received a "4" on this feature.

Mrs. Hargroves, on the other hand, used only the wall map and the textbook during her lecture and when the students were coloring their maps. She did not demonstrate, model, or show visuals or other resources to support student learning other than the illustrations in the textbooks. Because Mrs. Hargroves delivered the content orally, some English learners may have had difficulty making connections between the lecture and the illustrations and maps in their books. Her lesson received a "1."

Mr. Hensen's video enabled his English learners and other students to connect with the pioneers in the Gold Rush, and his use of the wall map enhanced student learning about the location of the three trails. His lesson was rated "3."

### 5. *Adaptation of Content to All Levels of Student Proficiency*

Ms. Chen: 4

Mrs. Hargroves: 0

Mr. Hensen: 3

Ms. Chen adapted the grade-level content for her English learners and struggling readers in a number of ways. First, she had students brainstorm, categorize, and then quick-write information about the Gold Rush. She then provided a “jump start” for her English learners by preteaching the lesson concepts and key vocabulary. She also had a variety of picture books that were easier to read and more comprehensible than the textbook. In addition, she used a skeleton outline that included key information. The students used this outline to organize their understanding of the content concepts. Her lesson was rated “4.”

Mrs. Hargroves did not adapt the content for her English learners, other than by lecturing on the topic. Without any supplementary support except the pictures in the textbook and her oral reading of the first few paragraphs, the ELs may have had difficulty learning key concepts just by listening and reading independently. Further, Mrs. Hargroves did not paraphrase or clarify important points during her lecture, nor did she explain or define key language or vocabulary before or during reading. Her lesson plans made no mention of other ways to adapt the content or text. Her lesson received a “0.”

Mr. Hensen provided access to the textbook content through the Jigsaw activity and the video. He grouped the students for their reading so that they read with the support of others and then conveyed what they had learned to another group of students. He also had the students complete their work on the maps in small groups, and he encouraged them to help each other with the assignment. His lesson was rated “3.”

### 6. *Meaningful Activities That Integrate Lesson Concepts with Language Practice Opportunities*

Ms. Chen: 4

Mrs. Hargroves: 2

Mr. Hensen: 4

Recall that Ms. Chen asked students to brainstorm what they knew about the Gold Rush in order to activate and build background. She later asked them to name the streets they lived on. The purpose of this was to make the names of geographic locations meaningful, such as familiar street names, as well as routes to California. Her jump-start activity for the English learners included picture walks and discussion of key vocabulary, and the students were able to see and hold fool’s gold, which simulated the feel and look of gold. The picture books supported their learning, and the skeleton outline provided a meaningful way to summarize the key concepts. Students located and colored in the trails on the U.S. maps after watching modeling by Ms. Chen. Her lesson received a “4.”

Mrs. Hargroves’s lesson plan included her lecture, the mapping activity, and the independent reading. Locating the trails by coloring the map was meaningful for students if they understood what they were doing; however, if they were unable to access the text or the lecture, the mapping activity may have been irrelevant. Mrs. Hargroves’s lesson received a “2.” It was teacher centered with lecture and independent seat work the

predominant activities. She expected students to complete the homework assignment based only on the information they could gather from the lecture and text. If students did not understand the lecture or comprehend the chapter, it is unlikely they were able to write a meaningful essay on what they learned.

Mr. Hensen activated prior knowledge and background when he asked which students had traveled to California. He also showed the video on the westward expansion, incorporated a Jigsaw reading activity, and had the students complete and explain their maps in triads. All of these activities helped make the content concepts more comprehensible for his English learners, and were considered to be meaningful and appropriate. His lesson was rated a “4.”

## Summary

We view Lesson Preparation as a critical foundation for delivering a high-quality SIOP® lesson. Thoughtful planning leads to effective teaching—but a great plan does not always guarantee a great lesson for English learners. They require sensitive teachers who realize that curriculum must be grade-level appropriate, based on content standards and learning outcomes. Moreover, all SIOP® lessons need attention to language with at least one objective devoted to furthering the ELs’ academic English development. If children lack background knowledge and experience with content concepts, effective sheltered teachers provide it through explicit instruction and they enhance student learning with appropriate supplementary materials. They provide scaffolded support by adapting dense and difficult text. They situate lessons in meaningful real-life activities and experiences that involve students in reading, writing, and discussion of important concepts and ideas.

These principles of effective sheltered instruction should be reflected in teachers’ lesson plans. As we explore the other features of the SIOP® Model and see how teachers apply many other important principles in their classrooms, remember that the first step in the instructional process is comprehensive and thoughtful lesson design.

## Discussion Questions

1. What are some advantages to writing both content objectives and language objectives for students to hear and see? How might written objectives affect teacher and student performance in the classroom?
2. Think of a lesson you have recently taught or one you might teach. What would be an appropriate content objective and language objective for that lesson?
3. What are some ways that curriculum intended for younger learners can be used effectively as a supplement for teaching grade-level content concepts? Give examples.
4. Many teachers in sheltered settings rely on paper-and-pencil tasks or lectures for teaching concepts. Think of a curricular area (e.g., science, language arts, math, social studies) and discuss some meaningful activities that could be used to teach a concept in that area. What makes each of these activities “meaningful” and how would they provide language practice?

5. Begin writing a SIOP® lesson. Identify the topic and content and language objectives. Find or create supplementary materials and adapted content as needed. Determine at least one meaningful activity the students can engage in during the lesson. Decide how many class periods will be needed to complete the lesson. When you finish, share your initial lesson plan with a colleague and garner feedback. Revise your lesson.