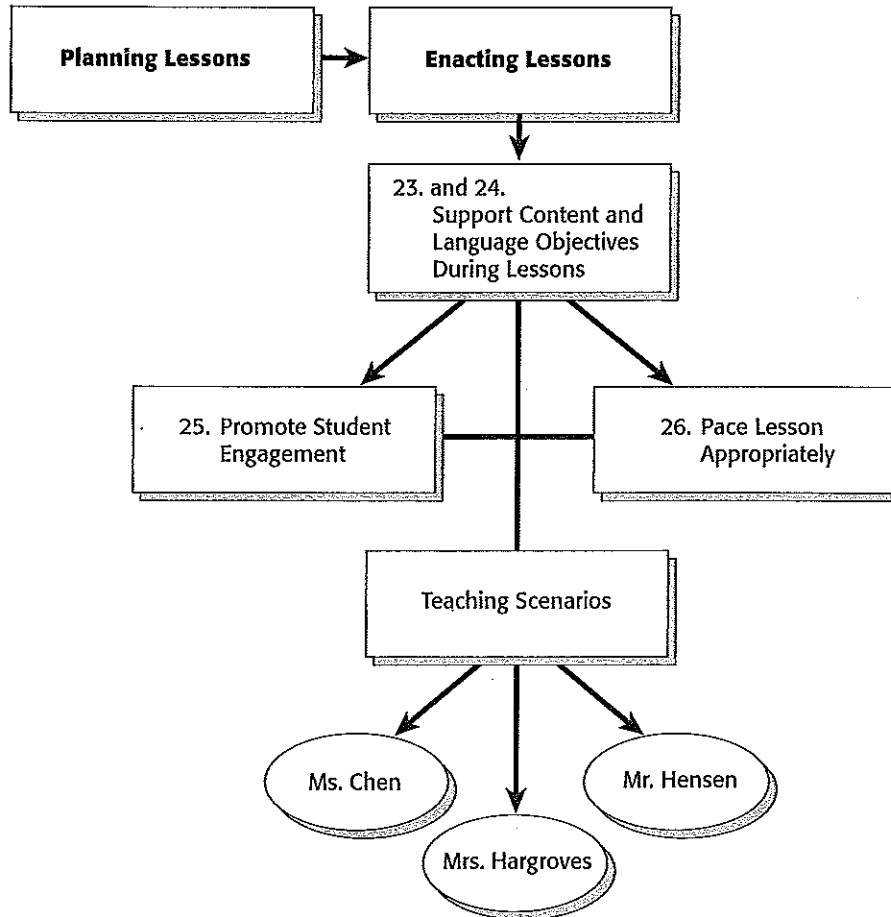


Lesson Delivery



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

- Monitor lessons to determine if the delivery is supporting the objectives
- List strategies for improving student time-on-task throughout a lesson
- Explain how a focus on a lesson's objectives can aid in pacing
- Generate activities to keep English learners engaged

Language Objectives

- Evaluate a situation where a great lesson plan is not enacted successfully and explain what might have gone wrong and what could be improved
- Compare pacing considerations in classes that have only native English speakers with classes that have English learners
- Discuss characteristics of effective SIOP® lesson delivery

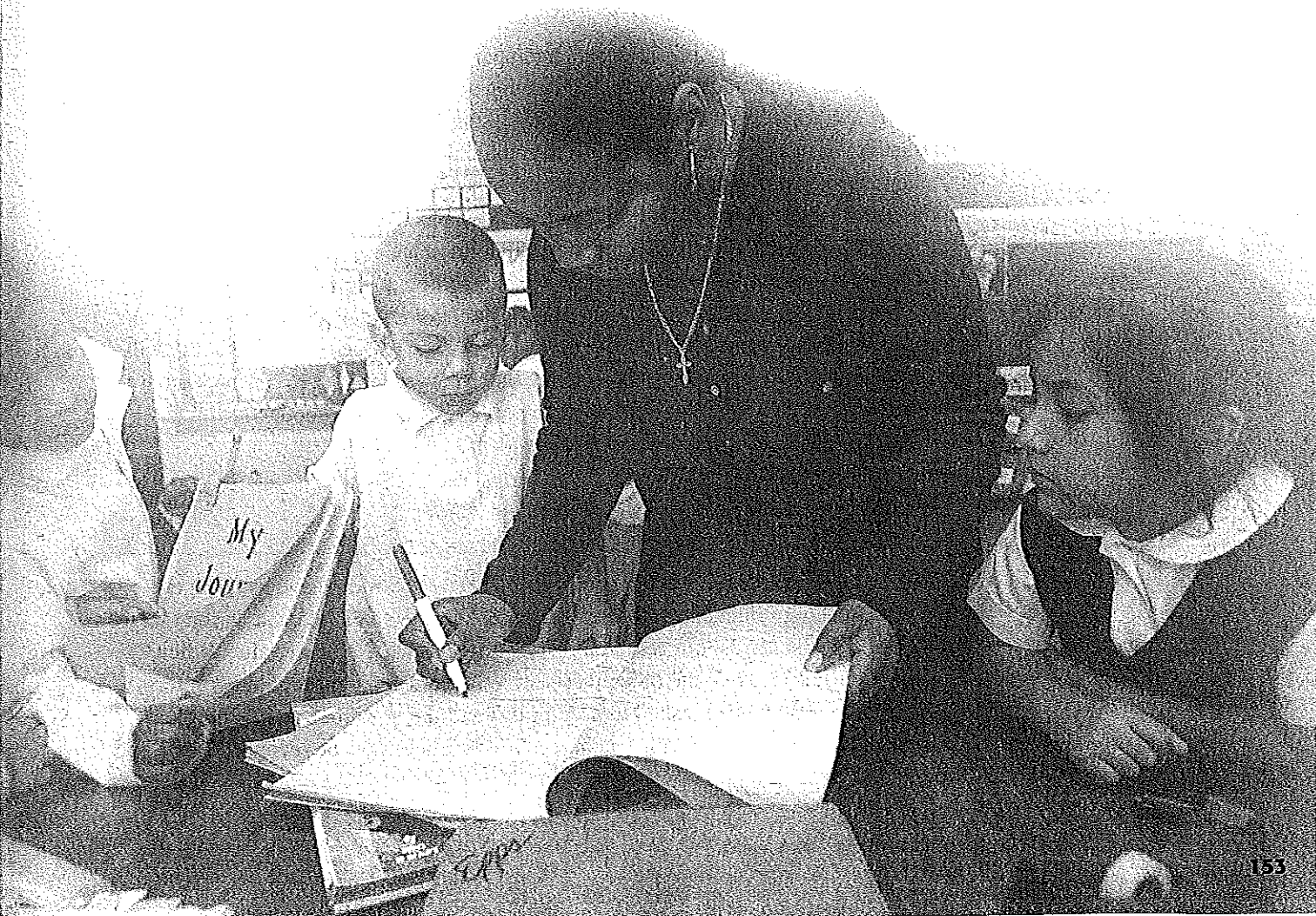
Background

As we mentioned, good preparation is the first step in delivering a lesson that leads to student learning. However, a lesson can go awry, even if it is well written. Activities might be too easy or too difficult for the students. The lesson might be too long or too short. A student might ask an interesting but tangential question, and the ensuing class discussion consumes ten unexpected minutes. The Lesson Delivery component of the SIOP® Model is included to remind teachers to stay on track, and in this chapter we provide some guidance for doing so.



To see an example of using the SIOP® model for lesson delivery, please view the corresponding video clip (Chapter 8, Module 1) on the accompanying CD.

This chapter addresses the way a lesson is delivered, how well the content and language objectives are supported during the lesson, to what extent students are engaged in the lesson, and how appropriate the pace of the lesson is to students' ability levels. You will see that this chapter parallels Chapter 2, Lesson Preparation, because the two components are closely related. The effectiveness of a lesson's delivery—the level of student participation, how clearly information is communicated, students' level of understanding reflected in the quality of student work—often can be traced back to the preparation that took place before students entered the classroom. We will meet the teachers from Chapter 2 again and discuss how their level of preparation was executed in their lesson delivery.





SIOP® FEATURE 23: Content Objectives Clearly Supported by Lesson Delivery

As we discussed in Chapter 2, content objectives must be stated orally and must be displayed for students and teachers alike to see. From the content perspective, this is no longer an unusual proposition. Since the No Child Left Behind Act has raised the level of school accountability, teachers and principals are more comfortable with posting objectives tied to state standards. We caution against any inclination to list the standard in an abbreviated form, like CA History 5.2.3, as an objective because it would be meaningless to the students and is unlikely to be at the level of a lesson goal. Rather, written, student-friendly objectives serve to remind us of the focus of the lesson, providing a structure to classroom procedures. Written objectives also allow students to know the direction of the lesson and help them stay on task. Throughout the lesson and at its conclusion, the teacher and students can evaluate the extent to which the lesson delivery supported the content objectives.



SIOP® FEATURE 24: Language Objectives Clearly Supported by Lesson Delivery

As you now know, language objectives are an important part of effective sheltered lessons. Teachers and students benefit from having a clear, language objective written for them to see and reviewed with them during the lesson. The objective may be related to an ESL standard such as “Students will write to communicate with different audiences for different reasons”; or it may be related to teachers’ scope and sequence of language skills that their own students need to develop, such as “Students will make connections between text and self, and text and world.” No matter which language objective is written for a lesson, as we stated in Chapter 2, a teacher needs to address it explicitly during instruction. For example, if students in a language arts class have to “defend a position” as their language objective in a lesson on *To Kill a Mockingbird* by Harper Lee and the task will be to argue in favor of Atticus’s decision to act as the lawyer for Tom Robinson, then we would expect the teacher to spend some of the period discussing or modeling persuasive speech.

Meeting Content and Language Objectives

A SIOP® lesson is effective when it meets its objectives. Although we have experienced some teacher reluctance to write both kinds of objectives for each lesson and to post them for the students, our research results give evidence of their value. When presenting a SIOP® lesson, the objectives should be noticeable throughout—in terms of the activities students are asked to accomplish and the questions and comprehension checks the teachers perform. The objectives should always be reviewed at the end of the lesson too.

Some teachers have explained that they don't want to write out and discuss the objectives with the students because they can't write them in a manner that students understand or because they fear not completing the full lesson. Both of those arguments are easily overcome with practice and support. A SIOP® coach or a fellow SIOP® teacher can advise a teacher on writing student-friendly objectives. The students themselves will confirm if they understood the objective when it is presented in class. And as a teacher gets to know his or her students, writing for their age and proficiency level becomes easier. If the problem is that the objectives are not being met by the end of the lesson, then the teacher and students can discuss why as they review them. It may be that the activities took longer than planned or class discussions veered off track, but the presence of objectives can actually impose a subtle discipline on the pacing of each lesson. If a teacher consistently does not meet objectives, however, it may also be that too many objectives are planned for the time frame of the lesson.

We acknowledge that it takes time to determine good objectives for every lesson, but the investment in writing them and then teaching to them pays off in student achievement.



SIOP® FEATURE 25:

Students Engaged Approximately 90% to 100% of the Period

This feature in the Lesson Delivery component calls on teachers to engage students 90 percent to 100 percent of the class period. By this we mean that the students are paying attention and on task. It does not mean they need to be highly active (writing, reading, moving) the entire time, but they are following the lesson, responding to teacher direction, and performing the activities as expected. Lessons where students are engaged less than 50 percent of the time are unacceptable.



Student engagement is enhanced, for example, when a teacher incorporates a Think-Pair-Share technique during a class discussion. Instead of asking questions to the whole class and calling on two or three students to respond, the teacher asks everyone to think of an answer, then tell it to a partner before calling on some students to share responses with the whole class. This relatively simple and quick technique gives *all* of the students a chance to think and speak, instead of two or three. Another activity called “Chunk and Chew” (see Vogt & Echevarria, 2008, p. 164) encourages teachers to pause after every ten minutes of input to give students time to discuss or reflect.

English learners are the students who can least afford to have valuable time squandered through boredom, inattention, socializing, and other off-task behaviors. Time also is wasted when teachers are ill prepared; have poor classroom management skills; spend excessive amounts of time making announcements and passing out and handing in papers; and the like. The most effective teachers minimize these behaviors and maximize time spent actively engaged in instruction (Mastropieri & Scruggs, 1994). English learners who are working to achieve grade-level competence benefit from efficient use of class time. Further, many of these learners have had uneven schooling experiences, missing time in school due to circumstances beyond their control, and are then further disadvantaged by inefficient use of class time.

There are actually three aspects to student engagement that should be considered: (1) allocated time, (2) engaged time, and (3) academic learning time (Berliner, 1984). *Allocated time* reflects the decisions teachers make regarding the amount of time to spend studying a topic (e.g., math versus reading) and a given academic task (e.g., how much time to spend on reading comprehension versus decoding skills). As we have discussed throughout this book, effective sheltered instruction teachers plan for and deliver lessons that are balanced between teacher presentation of information and opportunities for students to practice and apply the information in meaningful ways. Effective sheltered teachers use instructional time wisely.

Engaged time refers to the time students are actively participating in instruction during the time allocated. The engaged time-on-task research has consistently concluded that the more actively students participate in the instructional process, the more they achieve (Schmoker, 2006). As Bickel and Bickel (1986) put it: “Students learn more when they are attending to the learning tasks that are the focus of instruction” (p. 493). Instruction that is understandable to ELs, that creates opportunities for students to talk about the lesson’s concepts, and that provides hands-on activities to reinforce learning captures students’ attention and keeps them more actively engaged.

Academic learning time focuses on students’ time-on-task, when the task is related to the materials they will be tested on. Creative, fun activities are not effective if they are unrelated to the content and language objectives of the lesson. According to Leinhardt and colleagues (1982):

When teachers spend their time and energy teaching students the content the students need to learn, students learn the material. When students spend their time actively engaged in activities that relate strongly to the materials they will be tested on, they learn more of the material (p. 409).

Of course, sheltered teachers need to be explicit in their expectations and make certain that their English learners understand which materials relate to upcoming assessments.

In summary, effective SIOP® teachers need to plan to use the entire class period efficiently, teach in ways that engage students, and make sure students are engaged in activities that specifically relate to the material on which they will be assessed.



SIOP® FEATURE 26: Pacing of the Lesson Appropriate to Students’ Ability Levels

Pacing refers to the rate at which information is presented during a lesson. The pace of the lesson depends on the nature of the lesson’s content, as well as the level of students’ background knowledge. When working with ELs, it can be challenging to find a pace that doesn’t present information too quickly yet is brisk enough to maintain students’ interest, especially when a variety of English proficiency levels are represented in the same classroom. Finding an appropriate pace requires practice but becomes easier as teachers develop familiarity with their students’ skills.

Using differentiated instruction techniques and prorating the task are two options for managing a lesson with multiple proficiency levels. Some other related ideas can be found in *99 Ideas and Activities for Teaching English Learners with the SIOP® Model* (Vogt & Echevarria, 2008) and in *Implementing the SIOP® Model Through Effective Professional Development and Coaching* (Echevarria, Short, & Vogt, 2008).

One important fact to remember is this: if a teacher wastes five minutes of a class period daily, perhaps by starting the lesson late or finishing early, over the course of 180 days, fifteen hours of instructional time will be lost! Sometimes little routines can help the pacing: a basket by the door where students deposit homework when they enter or classwork when they leave, or a materials manager for each group of desks who distributes books or worksheets to everyone in the group. We need to maximize the way we use time when we have English learners in the classroom.

The Lesson

UNIT: The Gold Rush (Fourth Grade)

The classrooms described in the teaching vignettes 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 people who sought their fortunes, hardships, settlements, the discovery of gold, the life of miners, methods for extracting gold, the impact of the Gold Rush, and so forth.

Each of the teachers has created several lessons for this unit, beginning with a lesson plan (approximately forty-five minutes per day) 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.

Teaching Scenarios

To refresh your memory about the lessons on westward expansion and the Gold Rush taught by Ms. Chen, Mrs. Hargroves, and Mr. Hensen, we summarize them in the sections that follow. (See Chapter 2, Teaching Scenarios, for a complete description of the three lessons.)

Ms. Chen

Ms. Chen began the lesson on westward expansion by reading aloud the content and language objectives for the day.

Content Objectives

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.

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.

After a whole-class brainstorming and List-Group-Label activity about why people leave their homes and move to new locations, Ms. Chen assigned most of the class a quick-write on the Gold Rush. She then provided a “jump-start” for the English learners with very limited proficiency by introducing key vocabulary, passing around iron pyrite (“fool’s gold”), looking together at a map of the trails west, and viewing several pictures of pioneers and Gold Rush characters.

Following this, Ms. Chen introduced the key vocabulary to the entire class, and discussed why roads, streets, and trails have particular names. She pointed out the three trails west on the wall map, discussed their names, and explained how the Overland Trail was a compound word that gave clues to its meaning (Over + Land = Overland).

Next, Ms. Chen distributed copies of maps and modeled on the overhead projector how to use colored pencils to color in the maps. Students worked together in small groups to complete their maps. Finally, with just a few minutes remaining in the period, Ms. Chen distributed a skeleton outline of the chapter that the students had read. The outline’s headings (Locations, Characteristics, Challenges, and Advantages) provided an organizer for the information, and in groups, students began working together to fill in the outline. The lesson concluded with a review of the content and language objectives. Then several students volunteered to report on a number of facts about each of the trails.

On the SIOP® form in Figure 8.1, rate Ms. Chen’s lesson for each of the features in Lesson Delivery. Be able to defend your ratings and discuss them with others, if possible.

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 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.

Following a brief lecture on westward expansion, Mrs. Hargroves directed students to the respective chapter in the text. Students looked at the illustrations and she responded to questions they had. She began reading the chapter and after a few minutes, she directed students to complete the reading independently. She circulated through the room, answering questions and helping with difficult words. After twenty minutes, Mrs. Hargroves stopped the reading, distributed colored pencils and maps, and asked students to complete the maps with partners. When the maps were completed, she collected them and assigned a brief essay on the topic “If you had been a pioneer, which trail would you have chosen? Why?”

FIGURE 8.1 Lesson Delivery Component of the SIOP® Model: Ms. Chen's Lesson

	4	3	2	1	0
23. Content objectives clearly supported by lesson delivery			Content objectives somewhat supported by lesson delivery		Content objectives not supported by lesson delivery
24. Language objectives clearly supported by lesson delivery			Language objectives somewhat supported by lesson delivery		Language objectives not supported by lesson delivery
25. Students engaged approximately 90% to 100% of the period			Students engaged approximately 70% of the period		Students engaged less than 50% of the period
26. Pacing of the lesson appropriate to the students' ability level			Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to students' ability levels

On the SIOP® form in Figure 8.2, rate Mrs. Hargroves's lesson for each of the Lesson Delivery features.

Mr. Hensen

Mr. Hensen began his lesson by asking how many of the students had traveled to California. They discussed the various modes of transportation used by students who had visited the state, and then Mr. Hensen linked their responses to the travel modes of the pioneers. Following a video on the westward expansion, he introduced the key vocabulary for the day's lessons (Oregon Trail, Overland Trail, Route around Cape Horn).

Next, Mr. Hensen read aloud two paragraphs from the textbook chapter. He then numbered students off into six groups, assigned sections of the text to the newly formed groups, and engaged them in a Jigsaw reading activity for the remainder of the chapter. ELs were partnered with more proficient English readers for the Jigsaw activity. After the Jigsaw groups completed their reading, they returned to their home groups and shared what they had learned from the assigned text. Again, English learners were paired with students with greater English proficiency.

Mr. Hensen then directed the students in their home groups to divide up the three trails, with one or two students in each group. One group was asked to draw the Oregon Trail on a map, and the other students were to draw either the Overland or Cape Horn trails. Their next task was to tell the other students in their group how to

FIGURE 8.2 Lesson Delivery Component of the SIOP® Model: Mrs. Hargroves's Lesson

	4	3	2	1	0
23. Content objectives clearly supported by lesson delivery			Content objectives somewhat supported by lesson delivery		Content objectives not supported by lesson delivery
24. Language objectives clearly supported by lesson delivery			Language objectives somewhat supported by lesson delivery		Language objectives not supported by lesson delivery
25. Students engaged approximately 90% to 100% of the period			Students engaged approximately 70% of the period		Students engaged less than 50% of the period
26. Pacing of the lesson appropriate to the students' ability level			Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to students' ability levels

locate, draw, and color the trails on their maps, using the map in the text and their reading as a guide. Mr. Hensen circulated through the room, assisting as necessary, while the children completed the mapping activity. 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 8.3, rate Mr. Hensen's lesson for each of the Lesson Delivery features.

Discussion of Lessons

23. *Content Objectives Clearly Supported by Lesson Delivery*

Ms. Chen: 4

Mrs. Hargroves: 1

Mr. Hensen: 3

Clearly, we believe (and our research supports it) that teachers must include content and language objectives in every lesson, not only for planning and teaching, but also for the students, especially English learners. They need to have a clear, explicit understanding of what the expectations are for a lesson. Recall that only Ms. Chen wrote her content and language objectives on the board and read them aloud for her students. While Mrs. Hargroves had a content objective (but no language objective) written in

FIGURE 8.3 Lesson Delivery Component of the SIOP® Model: Mr. Hensen's Lesson

	4	3	2	1	0
23. Content objectives clearly supported by lesson delivery			Content objectives somewhat supported by lesson delivery		Content objectives not supported by lesson delivery
24. Language objectives clearly supported by lesson delivery			Language objectives somewhat supported by lesson delivery		Language objectives not supported by lesson delivery
25. Students engaged approximately 90% to 100% of the period			Students engaged approximately 70% of the period		Students engaged less than 50% of the period
26. Pacing of the lesson appropriate to the students' ability level			Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to students' ability levels

her plan book, she stated her plans for the day orally to her students, without clearly defining their learning or language objectives. Mr. Hensen had neither content nor language objectives written in his plan book, yet he appeared to have a clear idea of where he was going with his lesson. However, at the outset of the lesson, his plans may not have been clear for some students.

In this component of the SIOP® Model (Lesson Delivery), we move beyond having the content and lesson objectives written in plan books and on the board (or chart paper or transparency). Rather, the focus here is on whether the lesson delivery matches the stated (or unstated, in Mr. Hensen's case) objectives.

Ms. Chen's lesson received a "4" on Content Objectives. From the beginning of the lesson, she had a clearly defined content objective, and her lesson delivery supported it. Her focus on the three routes to the West was supported by 1) activating students' prior knowledge about why people leave their homes and move to a new location (brainstorming and List-Group-Label); 2) engaging some students in a quick-write about the Gold Rush, so that she could have a few minutes to preteach (jump-start) the English learners a topic about which they probably had little prior knowledge; 3) the shared reading of the textbook chapter; 4) the mapping activity; and 5) the skeleton outline that compared and contrasted the three trails.

In contrast, Mrs. Hargroves's lesson received a "1" on Content Objectives. As you may recall, she did not write an objective on the board and hurriedly stated what she wanted the students to do for the lesson. What is also problematic about her

lesson is that the coloring of the maps seemed to be what was important to her, rather than her confirmation that each student understood the information about the trails west. Students were expected to read the chapter independently, which was most likely impossible for struggling readers and the English learners. Further, her lecture may have been difficult for her ELs to follow. The writing assignment, while a worthwhile topic (“If you had been a pioneer, which trail would you have chosen? Why?”), was not scaffolded so it may or may not have been appropriate for her students, depending on their English proficiency and their ability to access the information in the text. Therefore, her lesson delivery did not support well her intended content objective.

Mr. Hensen’s lesson was rated “3” on Content Objectives. Although he did not state the objectives, they were certainly implied and supported by his lesson. For example, at the end of the period, he asked several students to report on some differences among the trails; this initial feedback provided information about whether the students had met the day’s objective. His constant monitoring, and the various grouping activities, provided additional information about who was meeting the objective and who was having difficulty. He might have added a quick group-response activity (pencils up/pencils down or whiteboard) to determine if all students understood the differences among the trails. Surely, the skeleton outline to be completed the following day would provide him with definitive information about his students’ meeting of the content objectives. Had Mr. Hensen written his objectives on the board and reviewed them with his students, his lesson would have received a “4” for this feature.

24. *Language Objectives Clearly Supported by Lesson Delivery*

Ms. Chen: 4

Mrs. Hargroves: 0

Mr. Hensen: 1

Ms. Chen’s lesson was rated “4” on the Language Objectives feature. Objectives were clearly written and stated, and students had several opportunities to meet them. During the discussion of the street names, students had a chance to discuss why and how streets and routes were named. Additionally, students were asked to use complete sentences.

Mrs. Hargroves’s lesson received a “0” for Language Objectives. She did not write or state any language objectives, and although she did assign a reading and writing activity, for many of the students the text was inaccessible. Therefore, the writing activity would be difficult, if not impossible, for them to complete.

Mr. Hensen’s lesson received a “1” for Language Objectives. He did not write or state his language objectives, but as with the content objectives, they were implied. He engaged students in a Jigsaw activity for reading the text, and then they returned to their home groups and explained what they had learned from the reading.

25. *Students Engaged Approximately 90% to 100% of the Period*

Ms. Chen: 4

Mrs. Hargroves: 1

Mr. Hensen: 4

Ms. Chen is an enthusiastic teacher who plans lessons that use each minute of class time to its fullest. As illustrated in the lesson, Ms. Chen spent time presenting materials and allowed students to work together. They eagerly participated in whole-group and small-group discussions, and Ms. Chen made sure they were on task as she walked around the room. In addition, the content of the lesson was directly related to the district's content standards on which the students will be assessed at the end of the unit.

Her lesson received a "4" for this feature because it met all the criteria for active student engagement: She used the allocated time in an effective way, basing the lesson on the text, teaching outlining and mapping skills, providing opportunities for interaction and application of concepts, and so forth. Students were active and on task throughout, and the material was relevant to the assignment.

Mrs. Hargroves's lesson received a "1" for Student Engagement. Recall that Mrs. Hargroves read part of the text chapter aloud, which cut its substantial length. She then allotted twenty minutes for students to read the remaining portion of the text chapter. Most students completed the reading in about ten minutes. Some began talking amongst themselves, while others tried to finish the reading. Overall, students were engaged less than 50 percent of the period. During Mrs. Hargroves's lecture on westward expansion, many students were disengaged until she discussed the illustrations and the trails on the wall map.

Mr. Hensen's lesson received a "4" for Student Engagement. His students were actively engaged throughout the lesson. From the opening question about trips to California, through the video and the Jigsaw activity, all students were held accountable for learning the material. During the map activity, students not only located and colored a trail, but were also responsible for assisting each other in finding, drawing, and coloring the additional trails.

26. *Pacing of Lesson Appropriate to Students' Ability Levels*

Ms. Chen: 4

Mrs. Hargroves: 1

Mr. Hensen: 3

Ms. Chen's lesson received a "4" for Pacing. She understood that the English learners in her class may have needed a slower pace than the native English speakers. Therefore, she provided them a jump-start that enabled them to keep up with the whole-class activities. She also moved the pace along by reading aloud and doing a shared reading of the text. In this way, she scaffolded instruction for the ELs, and all students were able to work at roughly the same pace. The groups for the map activity included four to five students with both native English speakers and ELs who assisted one another as needed.

The pacing of Mrs. Hargroves's lesson was slow and monotonous at times, especially when she lectured, yet she covered material too quickly at other times. Many students were off task because of the problematic pace of the lesson. Her lesson received a "1" for Pacing because it was inappropriate for the students' ability level—too slow to maintain interest and too quick for ELs to understand the information presented orally.

Mr. Hensen's lesson received a "3" for Pacing. With the discussions, videos, Jigsaw reading activity, group work, and map coloring, some students, especially the English learners, may have felt a bit rushed. However, he also provided substantial scaffolding and did allow students to complete their maps at home.

Summary

The importance of setting and meeting objectives cannot be overemphasized. Many teachers may feel comfortable having a general objective in mind and moving along with a lesson's flow, but that approach is not helpful for English learners. Delivering a lesson geared to objectives that have been made clear to students benefits all. The teacher stays on task, and the students know what is important to focus on and remember. By incorporating a variety of techniques that engage students throughout the lesson, teachers not only give students opportunities to learn, practice, and apply information and language skills, but they also help to ensure meeting the lesson's objectives.

Pacing is another important aspect of lesson delivery, and appropriate pace is critical for English learners. Information that is presented at a pace suitable for native English speakers may render that information meaningless, especially for beginning English speakers. Finding the right pace for a lesson depends in part on the content of the lesson and students' prior knowledge about the topic. As illustrated in the lessons here, effective sheltered teachers accommodate the language and learning needs of their students.

Discussion Questions

1. Reflect on a lesson that you taught or observed that did not go well. What happened? Can you identify a feature in Lesson Delivery that might have caused the lesson to be less successful? Or a feature from another SIOP[®] component? In retrospect, how might the lesson delivery have been improved?
2. Suppose three new middle school students, all with limited English proficiency, joined a social studies or history class midyear. The other students in the class include a few former ELs and native English speakers. What are some language objectives the teacher could write for each of the following content concepts?
 - a. Economic trends during the Great Depression
 - b. Migration of people from the Dust Bowl of OklahomaHow might the teacher prorate the tasks associated with the language objectives to meet the different academic development needs of the students?
3. How does a teacher or supervisor determine whether a majority of students, including English learners, are engaged during a lesson? What techniques could be used to sustain engagement throughout the period? What should the teacher do if he or she senses that students are off task? Why is sustained engagement so critical to ELs' academic progress?

4. Look over a SIOP® lesson you have been working on. Write down the amount of time you expect each section (or activity) of the lesson to take. Teach the lesson and compare your expectations with reality. Do you have a good handle on pacing? If not, review your lesson for tightening or extending. What can you add or take away? List some routines you could implement in your classroom so you do less talking, or less distributing and collecting. Share with a colleague your ideas for maximizing time-on-task and student engagement.