




SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP) STRATEGIES

<p>Content Objective (Standards-based)</p> <ul style="list-style-type: none"> • Possible VERB stems: <ul style="list-style-type: none"> √ Identify √ Solve √ Investigate √ Distinguish √ Hypothesize √ Create √ Select √ Draw conclusions √ Etc. 	<p>Suggested Adaptations</p> <ul style="list-style-type: none"> • THINKING MAPS • Adapted text (<i>complicated, lengthy sentences rewritten in smaller chunks</i>) • Demonstrations • Hands-on manipulatives • Highlighted text • Hi-lo readers (<i>high interest/ lower readability level</i>) • Jigsaw text reading • Leveled study guides • Links to background • Links to past learning • Marginal notes • Multimedia • Native language text • Pictures • Realia (real-life objects) • Related literature • Taped text • Visuals 	<p>METACOGNITIVE STRATEGIES</p> <ul style="list-style-type: none"> √ Matching thinking and problem-solving to particular learning situations √ Clarifying purposes for learning √ Monitoring one's own comprehension through self-questioning √ Taking corrective action if understanding fails <p>COGNITIVE STRATEGIES</p> <ul style="list-style-type: none"> √ Previewing a story prior to reading √ Establishing a purpose for reading √ Consciously making connections between personal experiences and what is happening in a story √ Taking notes during a lecture √ Using Thinking Maps <p>SOCIAL/AFFECTIVE STRATEGIES</p> <ul style="list-style-type: none"> √ Interacting with others to clarify a confusing point √ Participating in group discussions √ Participating in cooperative learning groups to solve a problem <p>MNEMONICS (Memory system using acronyms) Examples to help students remember how to spell challenging words:</p> <ul style="list-style-type: none"> √ <i>Because</i>: Big Elephants Can Always Understand Small Elephants √ <i>Necessary</i>: Not Every Cat Eats Sardines (Some Are Really Yummy) √ <i>Ocean</i>: Only Cats' Eyes Are Narrow
<p>Language Objective <i>Supports language development with Reading (R), Writing (WR), Listening (L), and Speaking (S)</i></p> <p>Possible VERB stems:</p> <ul style="list-style-type: none"> √ Listen for (L) √ Retell (S,WR) √ Define (S,WR) √ Find the main idea (R) √ Compare (S,WR) √ Summarize (S,WR) √ Rehearse (L,S) √ Persuade (S,WR) √ Write (WR) √ Etc. 		<p>COMPREHENSION STRATEGIES</p> <ul style="list-style-type: none"> √ Prediction √ Self-questioning √ Monitoring √ Determining importance √ Summarizing <p>DIRECTED READING-THINKING ACTIVITY (DRTA)</p> <ul style="list-style-type: none"> √ "with a title like. . ., what do you think this story will be about?" √ "Let's read to find out." √ Revisit predictions: "Did . . . Happen? If not, why not?" √ "What do you think is going to happen next? What makes you think so?" √ "Where did you get that idea?" √ "What made you think that?" √ "Tell me more about that . . ."
<p>VOCABULARY INSTRUCTION Students should....</p> <ul style="list-style-type: none"> • ... be active in developing their understanding of words and ways to learn them. • ... personalize word learning. • ... be immersed in words. • ...build on multiple sources of information to learn words through repeated exposures. <p>ACTIVITIES</p> <ul style="list-style-type: none"> √ Contextualizing Key Vocabulary (Read w/students; explain words) √ Personal Dictionaries √ Word Wall √ THINKING MAPS √ Cloze Sentences √ List—Group—Label √ Word Study Books √ Vocabulary Games 		<p>TECHNIQUES TO MAKE CONTENT CONCEPTS CLEAR</p> <ul style="list-style-type: none"> √ Use gestures, body language, pictures & objects to accompany speech √ Provide model of a process task, or assignment √ Allow alternative forms for expressing their understanding √ Use multimedia and other technologies in lessons √ Provide repeated exposures to words, concepts, and skills √ Use sentence strips √ For teenagers, be succinct ...straight-forward and given one at a time