

Making Content Comprehensible for English Language Learners
The Sheltered Instruction Observation Protocol (SIOP®) Model
(modified from Echevarria, Vogt, & Short, 2000; 2004; 2008)

Preparation

	1. Content objectives clearly defined, displayed, and review with students (e.g. written on board and read aloud whole class etc.)
	2. Language objectives clearly defined, displayed, and reviewed with students (e.g. written on board and read aloud whole class etc.)
	3. Content concepts appropriate for age and educational background
	4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g. whiteboards, visuals, picture cards, word walls etc.)
	5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency (e.g. graphic organizers, study guides, taped texts, jigsaw reading etc.)
	6. Meaningful activities that integrate lesson concepts(e.g. surveys, letter writing, simulations, constructing models) with language opportunities for reading, writing, listening, and/or speaking

Building Background

	7. Concepts explicitly linked to students' background experiences (e.g. US Constitution is like family rules but for a country, condensation on a soda can, writing for an audience is like TV shows that are created for an audience; tone of writing is like different feelings of songs from your home etc.)
	8. Links explicitly made between past learning and new concepts (e.g. "Yesterday we surveyed and tallied favorite foods, and today we will turn those tallies into bar graphs.")
	9. Key vocabulary emphasized (e.g. write, repeat, highlight, create hand signal for key words etc.)

Comprehensible Input

	10. Speech appropriate for students' proficiency level (e.g. slower rate, enunciation, and simple sentence structure for beginners etc.)
	11. Clear explanation of academic tasks (e.g. written on a board with pictures for each step, written and reviewed orally by a volunteer etc.)
	12. A variety of techniques used to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language etc.)

Strategies

	13. Ample opportunities provided for students to use learning strategies (e.g. rereading, note-taking, predicting, clarifying etc.)
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	14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g. think-alouds, paraphrasing, partnering etc.)
	15. A variety of higher-order thinking skills (e.g. literal, analytical, and interpretive questions etc.)
	Interaction
	16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
	17. Grouping configurations support language and content objectives of the lesson (e.g.pairs for sharing information, discussion; individual for individual performance, etc.)
	18. Sufficient wait time for student responses consistently provided
	19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text (e.g.bilingual dictionaries, bilingual aide, peer translation etc.)
	Practice/Application
	20. Hands-on materials and/or manipulatives provided for students to practice new content knowledge (e.g. unifix cubes for counting, experiment for photosynthesis, words on index cards for sorting word families etc.)
	21. Activities provided for students to apply content and language knowledge in the classroom (e.g. working in partners before working alone, build a model of a chemical reaction before solving the abstract equation etc.)
	22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)
	Lesson Delivery
	23. Content objectives clearly supported by lesson delivery (i.e. all classroom activity, instruction, and materials are tightly aligned with the content objective)
	24. Language objectives clearly supported by lesson delivery (i.e. the lesson clearly offers students the tools and activities to attain the language objective)
	25. Students engaged approximately 90% to 100% of the period (i.e. less “teacher talk,” no “down time,” student are actively working)
	26. Pacing of the lesson appropriate to students’ ability level
	Review/Assessment
	27. Comprehensive review of key vocabulary (e.g. use personal dictionary, word wall etc.)
	28. Comprehensive review of key content concepts (e.g. review content of lesson objective throughout etc.)
	29. Regular feedback provided to students on their output (e.g., language, content, work)
	30. Assessment of student comprehension and learning of all lesson objectives (e.g. spot checking, group response, etc. throughout the lesson)