Components 3-4

Rebecca Olsen

Introduction to Sheltered Instruction Observation Protocol
Group Norms and Expectations

- We will start and finish on time
- We will have one conversation
- We will silence our cell phones
- We will be positive, respectful, and encouraging

For the Good of the Order
Goals

– By 2020, 90% of 3rd-grade students will read on or above grade level.
– By 2018, our graduation rate will be 90%.
– By 2018, we will close the achievement gap between subgroups by 10 percentage points while increasing the performance of all subgroups.
Content Objectives

Today we will:

1. **Review** the 8 components of SIOP.

2. **Explore** how adapting instruction leads to comprehension.

3. **Examine** how modifications can give students access to content.

4. **Analyze** the impact of strategic scaffolding.
We will...

1. **Answer** Yes/No questions about SIOP.

2. **Compare** learning experiences with and without accommodations.

3. **Create** a semantic diagram using Learning Strategy vocabulary.

4. **Generate** higher level questions about a given topic.

5. **Apply** the “Dump and Clump” strategy for writing a summary.
What is SIOP?

SIOP is research based lesson components that are proven to support students’ academic and social language needs! SIOP makes grade-level academic content more accessible for LEP students while at the same time promoting their English language development.

The 8 Components of SIOP

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. High Yield Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment
Partner Ups

1. Walk around the room with your hand up.
2. When the music stops high five the person closest to you and pair up.
3. Review with your partner what you remember about SIOP from the last time we met.
4. When the music plays again say goodbye to your partner.
5. Repeat 2 more times before returning to your seat.
What is Sheltered Instruction?

1. Promotes English language development and academic language.  Yes
2. Helps to make grade level content accessible to all students.  Yes
3. LEP students and native English speakers can be in the same classes and benefit.  Yes
4. Appropriate for classes with 1 LEP student or 20.  Yes
5. Waters down the content.  No
Six Levels of English Language Proficiency

Pre-Production (The Silent Period)
- In this stage the student is absorbing the new language, but not producing any. They are building their receptive vocabularies and listening skills.

Early Production
- The student begins speaking and writing using single words or short phrases with many errors still present. Ex. “Want Water.” Or “Bathroom?”

Speech Emergent
- The student speaks or writes in longer phrases and sentences but still relies heavily on context clues and familiar topics. The student’s vocabulary increases and he or she begins to generalize.

Beginning Fluency
- Speech is fluent in social or familiar settings. New contexts and academic language are still a challenge due to gaps in the student’s vocabulary.

Intermediate Fluency
- The student is fluent in social settings and fairly fluent in academic ones. Some gaps in vocabulary may still exist but student can demonstrate higher order thinking skills.

Advanced Fluency
- The student can speak and write in connected, unified paragraphs and is fluent in all contexts. The student may still have an accent and confuse idiomatic expressions but is essentially fluent and comfortable in their second language.

See Handout
SIOP: Level 1

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. High Yield Strategies

Sheltered Instruction Observation Protocol
Sheltered Instruction Observation Protocol
Comprehensible Input Overview

Clear Explanation of Academic Tasks
- Written directions
- Engaging and effective tasks
- Examples

Use a variety of Techniques
- Mnemonics
- Models
- Multi-media
- Illustrations

Appropriate speech
- Slow speed
- Simple language
- Hand gestures
- Visuals

Comprehensible Input

Text pages 95-114
One minute of Chinese

https://www.youtube.com/watch?v=BZQEDEpO0Eg

https://www.youtube.com/watch?v=s2N0YO4iEEo
One minute of Chinese

Which lesson was more comprehensible?
In which lesson did your language proficiency in Chinese increase?
Which lesson would you rather sit through?
“She doesn’t explain it too good. I don’t understand the words she’s saying because I don’t know what they mean.”

“She talks too fast. I don’t understand the directions.”

“He talks too fast. Not patient.”

“It helps when he comes close to my desk and explains stuff in the order I have to do it.”

(Echevarria, 1998)
Comprehensible Input

Speech Appropriate for Students’ Proficiency Levels
- Speak slowly
- Model the language you want students to use
- Avoid idioms and slang
- Point out cognates
- Simplified to complex language

Clear Explanation of Academic Tasks
- Write directions on the board
- Employ paraphrasing and repetition
- Provide a model of the process, task, or assignment

Variety of Techniques Used to Make Content Concepts Clear
- Use gestures, body language, pictures, and objects with speech
- Preview material for optimal learning
- Allow for alternative forms of expression for information and concepts
- Use multi-media and technology
- Provide repeated exposure to words, concepts, and skills
- Use graphic organizers
- Audiotape texts for greater comprehension

Text pages 97-104
Simple to Complex Speech

proceed  computation  double
halt    adhesive  single
portal  banned  pair
incline forbidden  commotion
antagonize  aggravate  chaos
problem  exhausted  independent
solution  jovial  shall
Take a Walk in Their Shoes...

What is the author of these sentences trying to say? Record in your own words on a post-it note.

The pinecone was very **echinated**. **Defenestrating** it was impractical because it **ailed me to purchase** it.
Comprehensible Input

Group 1

• You have 1 minute
• Work by yourself

Group 2

• You have three minutes
• I will read the sentence for you
• You may work with a partner
• You may use a dictionary or electronic resource

echinated
What is the author of these sentences trying to say?
Record in your own words on a post-it note.

The pinecone was very echinated. Defenestrating it was impractical because it ailed me to purchase it.
Groups

• What were your feelings?

• What were the road blocks to your success?

• If you were successful, why?
Echinated
Defenestration
Purchase
1. Thrower says: “Defenestration!”
2. Catcher says: “Ow! This is too echinated! I can’t purchase it!”
3. Repeat
Take a Walk in Their Shoes...

What is the author of these sentences trying to say?

The pinecone was very **echinated**. **Defenestrating** it was impractical because it ailed me to **purchase** it.

The pinecone was very **spiky**. **Throwing** it was not a good idea because it hurt me to **hold** it.
Did these accommodations / modifications help?

- Extended time
- Dictionaries/electronic resources
- Peer tutor
- Read aloud
- Simplified English
- Visual support
- Hands on experience
- Realia
Accommodations offer a way to bypass a skill-weakness in order to make context accessible and/or to assess content knowledge.
Any student who scores less than a 5 in reading on the ACCESS test is eligible for classroom modifications and testing accommodations. They include but are not limited to:
Reduced homework
Copies of class notes
Extra time on assignments
Using alternative assessments
Use of translator/dictionary in class
Providing visual representation
Use of home language for clarification
Read aloud on assignments and test
Grading per effort and progress
Provide assignments in advance
Assessing per proficiency level
Simplified Assignments
Read per request on assignments and tests
Collaboration with ESL teacher on grading

Simplified tests
Extra time on tests
Eliminating essay questions
Dictate to scribe
Classroom buddy or mentor
Providing scaffolding supports
Preview of reading materials
Take home tests
Quick Write

Take a Post-it and write:

1. One thing you learned about Comprehensible Input
2. One strategy you can use this week in your classroom

Share with your face partner.

30 seconds to write
60 seconds to share
Why is English so Difficult?

Take the simple word **run**. How many meanings does it have?

1. My nose is **running**. *(leaking)*
2. I am **running** a marathon. *(moving quickly)*
3. The car is **running**. *(started, going)*
4. He will **run** for office. *(try, attempt)*
5. I have a **run** in my stockings! *(a tear)*
6. While playing Uno I got a **run**! *(consecutive # cards)*
7. He’s had a long **run** for a hockey player. *(term, career)*
8. I’ll take a **run** at it. *(try)*
9. They had a **run** in. *(conflict)*
10. I saw him **run** the red light. *(go through)*
**EYE IDIOMS**

- **Feast one’s eyes on**
  - to look at something amazing
  - “Feast your eyes on the dessert buffet!”

- **One’s eyes pop out of one’s head**
  - to be shocked or amazed
  - “When I told him I was pregnant, his eyes popped out of his head.”

- **Keep one’s eyes peeled**
  - to look for intently
  - “Keep your eyes peeled for a taxi.”

- **Out of the corner of one’s eye**
  - to catch something without really looking for it
  - “I spotted a ‘For Sale’ sign out of the corner of my eye.”

- **The apple of one’s eye**
  - a person you have great affection for
  - “His granddaughter is the apple of his eye.”

- **In the blink of an eye**
  - very quickly
  - “Your father will be here in the blink of an eye.”

- **Eye candy**
  - someone who is very attractive
  - “There’s a lot of eye candy on the red carpet.”

- **Red-eye**
  - an overnight flight
  - “I flew in on the red-eye last night.”

- **Get some shut-eye**
  - to get some sleep
  - “I need to go home and get some shut-eye before work.”
Why is English so Difficult?

- give him a hand → clap
- red-handed → caught in the act
- hands full → difficult task
- hands are tied → cannot help
- wash your hands → done with it
- upper hand → advantage
- lend a hand → help
- on the other hand → contrasting idea
- old hand → experienced
- up in arms → defensive
- twist his arm → make him

See handout
HIGH YIELD STRATEGIES

Sheltered Instruction Observation Protocol
High Yield Strategy Overview

Ample Opportunities Provided for Students to Use Learning Strategies
- Metacognitive
- Cognitive
- Social/Affective

Scaffolding Techniques Consistently Used, Assisting and Supporting Student Understanding
- Verbal
- Procedural
- Instructional

A Variety of Questions or Tasks That Promote Higher-Order Thinking Skills
- Higher-Order Questioning

Text pages 115-142
What is a strategy?

An intentional thought or behavior that individuals use to help them comprehend, learn, or retain new information.

What are high yield strategies?

Research-based instructional strategies that strongly affect student achievement.
Strategies help students to organize their thinking and build strong schemata.
Background

Component 4: Strategies
Youtube Video (2.11 minutes)
https://www.youtube.com/watch?v=rhYl3w5I0EA

Your task: As you watch jot down at least four strategies you hear mentioned.
1. **Partner with your shoulder partner.**

2. **Cut out the terms.**

3. **Group into three categories.**

4. **Take a Post-It and make a heading for your categories.**

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**Social/Affective Strategies**
- Highlighting

**Cognitive Strategies**
- Thinking about your thinking
- Asking questions for clarification
- Cooperative learning
- Applying the learning strategies that work best for you
- Taking notes

**Metacognitive Strategies**
- Organizing information
- Discussing your answer with a partner
- Self-correcting miscues

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*See handout Text pages 117-119*
Learning Strategies

Metacognitive Strategies
- Thinking about your thinking
- Applying the learning strategies that work best for you
- Self-correcting miscues

Cognitive Strategies
- Highlighting
- Taking notes
- Organizing Information

Social/Affective Strategies
- Asking questions for clarification
- Discussing your answer with a partner
- Cooperative Learning
Strategies that we use to monitor our thinking...

- **Characterized by:**
  - Matching thinking and problem solving
  - Clarifying our purpose for learning
  - Clarifying our purpose for learning
  - Taking corrective action when understanding fails
- **Learning about learning**
- **Self-monitoring**
  - Knowing how you learn best
  - Self-monitoring
  - Understanding your purpose for learning
  - Evaluating your learning

- **Knowledge of different learning styles**
  - Visual, auditory, tactile, kinesthetic
  - Individual vs. group learner
  - Multiple intelligences

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*Metacognitive Strategies*
Cognitive Strategies

Strategies that help students to organize the information they are expected to learn and to regulate their own learning...

- Directly related to individual learning tasks
- Used when learners physically and mentally manipulate material
- Used when students apply a specific technique to a learning task
  - Previewing a story
  - Establishing a purpose for reading
  - Taking notes during a lecture
  - Questioning text
  - Creating a graphic organizer
Social/Affective Strategies

Strategies that have the greatest impact on learning...

• Cooperative Learning
  • Think-pair-share
  • Numbered heads
  • Jigsaw
  • And MANY more!!

• Questions for Clarification
  Asking a teacher or other native speaker for:
  • Repetition
  • Paraphrasing
  • Explanation
  • Examples
Asking Questions that Promote Higher Order Thinking Skills

Bloom’s Taxonomy

- **Remembering**: State, name, list, describe, label, relate, find
- **Understanding**: Explain, interpret, compare, discuss, predict, describe, give an example
- **Applying**: Analyse, explain, investigate, distinguish, compare, separate
- **Analysing**: Solve, show, use, illustrate, complete, classify, compare, design
- **Evaluating**: Judge, select, decide, justify, debate, discuss, recommend, rate
- **Creating**: Create, invent, compose, predict, plan, imagine, construct, design
Bloom’s Bucks Activity

1. Take your picture and find your group.

2. Pick one of the following remembering ($1) questions:
   - What are the three states of matter?
   - Name a character trait?
   - What are the four seasons?
   - What are the roles and responsibilities of citizens?

3. Write five more related questions with increased levels of difficulty: understanding ($5), applying ($10), analyzing ($20), evaluating ($50), creating ($100).

4. Your questions must be worth at least $75.

5. Share out with the group.
Scaffolding Student Learning Through Strategies
Effective scaffolding can increase the student’s independence in performing a task or learning a new concept through the gradual release of responsibility.

(Echevarria, Vogt, & Short 2010)
Scaffolding Model

Increasing Independence

Teach  Model  Practice  Apply
3 Types of Scaffolding

Explicit teaching
Guided Practice
Independent practice
Small Group instruction
Partnered learning
Modeling

Paraphrasing
Think-alouds
Context clues
Rephrasing student responses
Slow speech
Eliciting student language

Procedural

Graphic Organizers
Models
Mnemonics
Rehearsal strategies
Comprehension strategies

Verbal

Think-alouds
Context clues
Rephrasing student responses
Slow speech
Eliciting student language

Instructional
Scaffolding Through Instructional Strategies

- Mnemonics
- SQPRRS (*Surveying, Questioning, Predicting, Reading, Responding, Summarizing*)
- PENS (*Preview ideas, Explore words, Note words in a complete sentence, and See if the sentence is okay*)
- GIST (*Generating Interactions Between Schemata and Texts*)
- Graphic Organizers (*visual representations of language*)
- Rehearsal strategies
- Comprehension strategies (*Directed Reading Thinking Activities*)
- Think-A-Louds
- Question-Answer Relationships
Mnemonics

**THE COORDINATING CONJUNCTIONS**

<table>
<thead>
<tr>
<th>FOR</th>
<th>AND</th>
<th>NOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUT</td>
<td>OR</td>
<td>YET</td>
</tr>
<tr>
<td>SO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Huron**

**Ontario**

**Michigan**

**Erie**

**Superior**

**because**

- big
- elephants
- can
- always
- upset
- small
- elephants

**How to Divide!**

1. **Does**
2. **McDonald’s**
3. **Serve**
4. **Burgers?**

- \( \div \) (divide)
- \( x \) (multiply)
- \( - \) (subtract)
- \( \downarrow \) (bring down)

**Please Excuse My Dear Aunt Sally**

- Please = Parentheses
- Excuse = Exponents
- My Dear = Multiplication and/or Division
- Aunt Sally = Addition and/or Subtraction
SQPRS

S - Survey
   Preview text.

Q - Question
   List 1-3 questions you think we’ll find answers to.

P - Predict
   State 1-3 things we’ll learn.

R - Read
   Read the text.

R - Respond
   Try to answer questions.
   Modify, drop, add.

S - Summarize
   At end of text.
<table>
<thead>
<tr>
<th>T</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Headings</td>
</tr>
<tr>
<td>I</td>
<td>Introduction</td>
</tr>
<tr>
<td>E</td>
<td>Every First Sentence in a Paragraph</td>
</tr>
<tr>
<td>V</td>
<td>Visuals and Vocabulary</td>
</tr>
<tr>
<td>E</td>
<td>End of Chapter Summary</td>
</tr>
<tr>
<td>S</td>
<td>Summary</td>
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</tbody>
</table>

Surveying specific elements in a textbook chapter will help students to activate prior knowledge, as well as identify their purpose and expectations for reading the chapter.

Perusing the title, headings, introduction, topic sentences, visuals, vocabulary, end of chapter questions, and summary, before reading the text itself, helps readers identify important concepts, establish context and note significant points.

The word gist is defined as "the main or essential part of a matter." The GIST strategy (Cunningham, 1982) helps students read expository text and get the main idea. Students must then convey the gist of what they read in 10 words. This strategy can be used with narrative text if students are asked to summarize after each chapter.
# The Question-Answer Relationships

<table>
<thead>
<tr>
<th>In the Text</th>
<th>In My Head</th>
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<tbody>
<tr>
<td><strong>Right There</strong></td>
<td><strong>Search and Locate</strong></td>
</tr>
<tr>
<td>- The answer is usually located in one sentence and is <strong>EASY TO FIND</strong>.</td>
<td>- The answer is located in more than one sentence or paragraph.</td>
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<tr>
<td>- The reader will find some of the same words in the answer that are in the question.</td>
<td>- The reader must <strong>PUT</strong> different parts of the text <strong>TOGETHER</strong> to find the answer.</td>
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<tr>
<td></td>
<td>- The information is stated in the text and the reader answers the question by <strong>PUTTING</strong> it <strong>TOGETHER</strong>.</td>
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</table>

| On the Line | On Several Lines | Between the Lines | Beyond the Lines |
Vocabulary Pretest

Directions: Rate your knowledge of each of the vocabulary words. Place a check in the column that best describes your knowledge of the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Never heard of it.</th>
<th>Heard it, but do not know what it means.</th>
<th>Heard it and know what it means.</th>
<th>Heard it and can use it in a sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>10.</td>
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Go back and circle the words you need to focus on learning this unit.
Smiley Sentences

- I used capitals and periods.
- I put finger spaces between my words.
- I spelled sight words correctly.
- My writing is neat and I tried my best.
- I wrote my name on my paper.
Writing Rubric

Directions: Please complete the self-assessment portion of the rubric, placing a check mark in the box if you have completed each requirement.

<table>
<thead>
<tr>
<th>Answer the questions below.</th>
<th>Student Self-Assessment</th>
<th>Teacher Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did I indent?</td>
<td></td>
<td>/1pt.</td>
</tr>
<tr>
<td>2. Did I use complete sentences?</td>
<td></td>
<td>/1pt.</td>
</tr>
<tr>
<td>3. Did I include a topic sentence?</td>
<td></td>
<td>/1pt.</td>
</tr>
<tr>
<td>4. Did I answer the question asked?</td>
<td></td>
<td>/1pt.</td>
</tr>
<tr>
<td>5. Did I use correct punctuation?</td>
<td></td>
<td>/1pt.</td>
</tr>
<tr>
<td>(ie. evidence, examples) 2 minimum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>/10</td>
</tr>
</tbody>
</table>
### Summarizing Strategies

<table>
<thead>
<tr>
<th>My ideas</th>
<th>My partner’s ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

A summary of our thoughts:
Persuasive Writing

Remember: giving 2 or 3 reasons and examples strengthens your argument and makes your writing more persuasive.

Opinion: Give your opinion
Reason: Give a reason for having this opinion.
1. 
2. 
Example: Give an example that supports your opinion
1. 
2. 
Opinion: Restate your opinion.

PERSUASION MAP

by: __________________________

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Reason 1</td>
</tr>
<tr>
<td>Facts or Examples</td>
</tr>
</tbody>
</table>

Conclusion

Thinkfinity

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International Reading Association

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### Dump and Clump

**Directions:** Brainstorm words related to your topic. Place these in the "Dumpster." When you have 10-12 words written, pull your words out of the dumpster and clump them into categories. Assign your categories labels. Looking at all of your words, write 3-5 sentence summary of what you learned on the back of this page.

### The Dumpster

<p>| | |</p>
<table>
<thead>
<tr>
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</table>

### The Clumpster

<p>| | |</p>
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</thead>
</table>

### Summarize

Write a sentence for each of the categories you developed:

- Category 1:  
- Category 2:  
- Category 3:  
- Category 4:  
- Category 5:  

Wrap it up!
TWEET IT!

Directions:
1. Think about today’s lesson.
2. Jot down questions, phrases, vocabulary, and ideas you think are important from the lesson.
3. With your shoulder partner, come up with a TWEET (140 characters or fewer) capturing the main idea of what you heard.

My thoughts as I read:

---

My TWEET:

---
<table>
<thead>
<tr>
<th>Name: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ticket Out the door</strong></td>
</tr>
<tr>
<td>One thing I learned:</td>
</tr>
<tr>
<td>One thing I will use:</td>
</tr>
<tr>
<td>One question I still have:</td>
</tr>
<tr>
<td>One thing I would like to learn more about:</td>
</tr>
</tbody>
</table>
Sheltered Instruction Observation Protocol

Making learning accessible to ALL children

For more information you can contact me at rlolsen@wsfcs.k12.nc.us