

Making Content Comprehensible for Multilingual Learners: The SIOP[®] Model

sixth edition

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Building Background

CONTENT OBJECTIVES

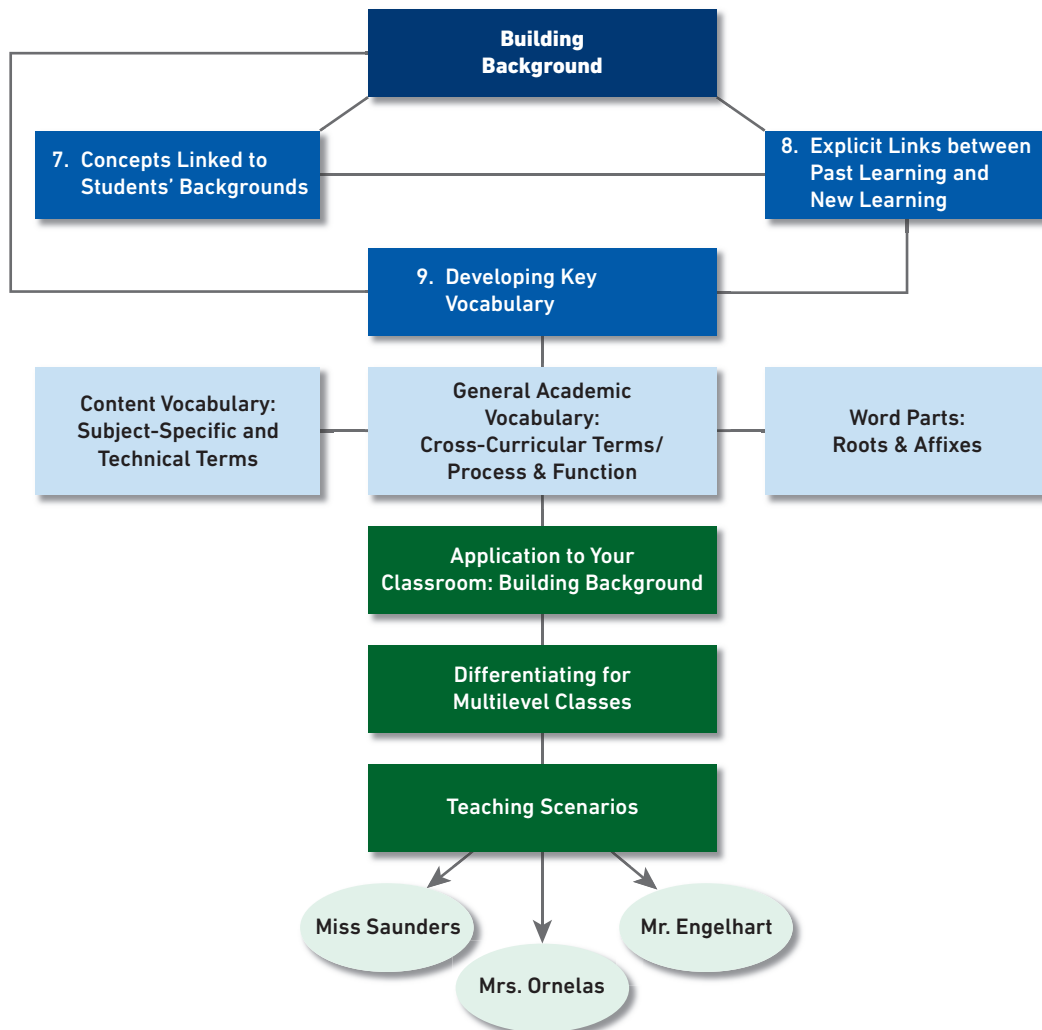
This chapter will help you to . . .

- Identify techniques for connecting students' prior knowledge, personal experiences, and past learning to a lesson's content concepts.
- Identify ways to develop background knowledge for students who have a mismatch between what they know and have experienced, and the content concepts found in a lesson.

LANGUAGE OBJECTIVES

This chapter will help you to . . .

- Select vocabulary for a SIOP lesson from three categories of words: Key content and technical words; general academic words; and word parts—roots and affixes.
- For your SIOP lesson plan, write several prompts for activating students' prior knowledge about the lesson's content concepts.



Reflect on two instances when you attended workshops for professional development.

- During one workshop, you were highly motivated, totally engaged, and you came away from the training renewed and eager to implement in your classroom what you had learned. What aspects of this professional learning activity clicked for you?
- Now, recall a workshop during which you were unmotivated by the speaker, disengaged, disconnected, and bored by what the facilitator was talking about. You had little interest in trying out anything that was discussed during the session. Why was this professional development workshop such an unsatisfying experience?



There might be several reasons for the differences in your reactions, including your motivation for attending the workshop, the effectiveness of the facilitator, the time of day, your physical comfort, and so forth. But consider another possibility: There was a mismatch between what you know and have experienced with your own students, and the concepts and information that were being presented. Because of your background knowledge and personal experiences, you didn't understand what was being presented; or you didn't care about what was being presented because of the mismatch; and/or you couldn't connect with what was being taught, so you turned off and became disengaged. Now, ponder what these two workshops would have been like if the facilitator had been speaking in a language that you did not understand fully. ■

■ Background

Multilingual learners, particularly recent immigrants, are frequently disadvantaged because their schooling experiences—whether little schooling, ineffective schooling, or excellent schooling—may be considerably different from U.S. educational contexts. For example, the K–12 curriculum varies from country to country, and depending on circumstances, some students may have experienced interrupted schooling, especially if they have been refugees or lived in remote areas. Further, multilingual learners, including both immigrants and students born in the United States, may lack the academic language and key vocabulary necessary to understand grade-level content information. However, not all multilingual learners lack background experiences and academic language. Some may have rich experiential backgrounds and sufficient academic language in their native tongue, but they do not know the equivalent English terms and thus are unable to connect with the concepts being taught.

Effective teaching takes students, including multilingual learners, from where they are and leads them to higher levels of understanding. Effective SIOP teachers present information in a way that students can understand, bearing in mind their language development needs and possible gaps in their educational experiences. In SIOP lessons, new information is explicitly linked to students' backgrounds and experiences, and instructional scaffolding provides multilingual learners and other students with access to grade-level content concepts. This chapter focuses on Building Background, which is closely tied to Lesson Preparation and the teacher's assessment of students' knowledge of and experience with the topic at hand.

You will find three teachers' lessons in the Teaching Scenarios section. As you read about each of the Building Background features and then the Scenarios, reflect on the multilingual students you are teaching, have taught, or have observed. Which, if any, may have had a mismatch between their background knowledge and experiences and the content they were being taught? Which, if any, struggled with academic vocabulary?

SIOP®

SIOP® FEATURE 7:

Concepts Explicitly Linked to Students' Background Experiences

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The Building Background component in SIOP helps teachers make connections to multilingual learners' cultural and linguistic experiences while accessing the content. At the same time, teachers are modeling a tenet of culturally responsive teaching as they adapt to the diversity of classrooms today.

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It is a widely accepted notion among experts that a learner's “schemata”—knowledge of the world—provides a basis for understanding, learning, and remembering facts and ideas found in texts. Individuals with knowledge of a topic have better recall and are better able to elaborate on aspects of that topic than those who have limited knowledge of the subject (Kaefer, 2020). Background knowledge is essential for developing reading comprehension, and it predicts comprehension skill development throughout a student's schooling (Barnes, Ahmed, Barth, & Francis, 2015). Therefore, students benefit when teachers assess, develop, and use their background knowledge to create lessons that provide a path to reading and academic success, as has been described over the decades by the Science of Reading research studies (see Glossary) (Duke, Ward, & Pearson, 2021).

TESOL, an international professional organization for teachers of multilingual learners (www.tesol.org), has published the *6 Principles for the Exemplary Teaching of English Learners*, which provides a foundation for excellence in English language teaching (TESOL, 2018). The first principle is directly related to SIOP feature #7: Know Your Learners. The better we know each of our students, the more likely we are to provide appropriate instruction that taps into their prior knowledge and builds upon what they already know.

One of the most important things teachers of multilingual learners can do is to learn the pronunciation of all students' names within the first few days of a new school year, by teaching all students to learn to say each other's names. Esther Park, a talented and highly effective teacher of multilingual learners, suggests beginning this process with the oral reading of the book, *Teach Us Your Name*, by Huda Essa (2016). On the cover of the book, in the title, the word, *Tell* is crossed out, and the word *Teach* is inserted, gently emphasizing the importance of each child's name. On her website,

www.mrspark.org/free, Esther shares her process, called Teach Us Your Name, by beginning with her own name, modeling its origin and pronunciation. You are free to download the other steps in this important and meaningful lesson from her website.

Culturally responsive teaching suggests that teachers also tap into and value students' backgrounds, experiences, languages, and cultures. Luis Moll (1994) contributed seminal research about the impact of students' backgrounds and experiences, with a focus on Hispanic students and students of color. Many of the children and youth he studied were schooled in middle-class, mostly White classrooms that were not necessarily designed to allow non-White and/or non-middle-class students to showcase what Moll refers to as their "funds of knowledge." He describes these *funds* as sources of knowledge and experience that are grounded in the students' homes and communities. These experiences are rich and they frequently include practical opportunities for practice, often provided by multi-generational family members.

However, instead of being viewed as assets, too often multilingual learners' backgrounds "are perceived as coming from homes with limited intellectual capital and possessing limited intellectual capability" (Tracy & Morrow, 2017, p. 164). Moll refers to this as a *deficit perspective*, and he argues in his writing that teachers must know their students well, all aspects of them, in order to recognize and use instructionally the assets that students bring to the classroom.

With asset-driven teaching, teachers use what students know and have experienced as conduits for language, literacy, and content learning. Examples include providing sentence frames (see Chapter 4) and Talk Moves (see Chapter 6), in English and in the home language, so multilingual learners have a chance to participate fully in a lesson.¹ Effective literacy and content instruction for multilingual learners includes focused attention on helping students forge connections with texts, topics, and classroom activities that build on their background knowledge, experiences, and past learning. Teachers make connections to students' home languages and cultures by linking them to the content concepts and key vocabulary they are teaching (Duke, Ward, & Pearson, 2021; Neuman, Kaefer, & Pinkham, 2014).

In addition, SIOP teachers develop multilingual learners' background knowledge by:

- Recognizing that students from culturally diverse backgrounds may struggle with comprehending a text or concept presented in class because their schemata do not match those of the culture for which the text was written. In the United States, most school reading materials, such as content area texts, rely on assumptions about students' prior knowledge, especially related to curriculum. Therefore, when introducing a new concept, SIOP teachers often use visuals (pictures, photos, and artifacts) to provide context and a reference point for multilingual learners. Students can share in their home languages the name for what a picture represents, and native English-speaking students can practice saying the words in their classmates' languages, thus validating one of the greatest assets of multilingual learners, their native languages. Then, the English word can be introduced and explained.

¹ There are several translation sites online, such as Google Translate and Word Translate. If possible, check with a speaker of the language to verify accuracy of the translation.

- Acknowledging that many multilingual learners emigrate from other countries and bring an array of experiences that are quite different from those of the majority. Multilingual learners' cultures may have an impact on their reading comprehension development, even for those who were born in the United States. Again, culturally responsive teaching is especially important. Consider this example: As a teacher reads, "*The barking dog ran toward the boy on the bike,*" do all students get a sense of fear or danger? Anderson (1994), a pioneer in schema theory research, questioned whether we can assume that students from every culture will have the same experience with, or emotional reaction to a story or article, or whether we should expect the same outcomes from them. For an example of cultural mismatch of schemata that occurred in a middle school's self-contained special education class with a small group of multilingual learners, see Figure 3.1.

FIGURE 3.1 An Example of a Mismatched Schema

A teacher was participating in a research study using instructional conversations, an approach that explicitly links students' background to text (Echevarría, 1995). He read a passage from a grade-level novel about a young man, Mike, who was reading a magazine (his favorite subscription) while riding a public bus home. He left the magazine on the bus and as he exited, he spoke a quick Italian greeting to some passengers whom he had overheard speaking Italian. The story explains that Mike had learned a few phrases from his brother-in-law who is Italian. After Mike got off the bus, he noticed the bus make its next stop with quite a commotion. He turned to see the Italians running toward him, angrily! After taking a circuitous route home, he got to his second-floor apartment, breathing a sigh of relief. He had no idea why the Italians were so angry with him, but he was relieved that he had lost them. A half-hour later he heard a noise outside, looked out the window, and saw the Italians coming into his building.

At this point, the teacher paused and asked the students how the Italians could possibly have found where Mike lived when the story made it clear that he had lost them. She expected that the students would remember that Mike had left the magazine, with his address label on it, on the bus. However, one student volunteered that the Italians found Mike by asking his brother-in-law. The teacher admitted that she found the answer to be "out in left field" and would ordinarily have tactfully asked someone else for the answer. But the nature of instructional conversations is to discuss ideas, drawing out students' thoughts and linking them to the text. So, the teacher asked the student to elaborate. He explained that in their community, which was 99% Latino with a small population of Samoans, if he needed to know where a certain Samoan person lived, he'd simply ask someone from the Samoan neighborhood.

The teacher admitted that she had learned an important lesson: The students' schemata were different from hers, yet just as valid. Moreover, she had nearly dismissed the student's excellent contribution because she was looking for a specific answer that matched her schemata, but none of the students in her group had any idea about magazine subscriptions and address labels. In that student's experience, if one wanted a magazine, one merely walked to the store and bought it.

This example clearly demonstrates that the student and teacher had very different ideas and assumptions about the characters and events in the story and a different "magazine" schema. Some of the differences might be attributed to cultural variation and a difference in home environments.

Teachers of multilingual learners need to be aware that what may appear to be poor comprehension and weak memory skills may in fact be students' lack of experience or background knowledge associated with or assumed by a message or a text. Further, what might look like a lack of prior knowledge may be a lack of accessibility in previous lessons that were taught. Background material may have been "covered," but it was not learned meaningfully. Through the SIOP Model,

we urge teachers to activate students' background knowledge explicitly and provide links from their experiences to the key concepts. The interactive emphasis of the SIOP Model (see Chapter 6 for specific features) enables teachers to elicit students' prior knowledge and discuss ideas, issues, concepts, or vocabulary that are familiar and unfamiliar, to develop requisite background information.

An Important Distinction: Activating Prior Knowledge and Building Background

As you begin to write SIOP lessons with techniques to develop students' background knowledge, reflect on the following questions:

- What is meant by activating prior knowledge?
- What is meant by building background?
- How do they differ instructionally?

In the past, we have used the terms *activating prior knowledge* and *building background* somewhat synonymously. Yet, we now know there are some instructional differences that need to be considered when teaching multilingual learners. All students have prior knowledge gained from schooling and life experiences, and teachers can informally assess through a variety of activities what students know and can do, as well as determine any mismatches in schemata. Some familiar activities for activating students' prior knowledge include brainstorming, structured discussion, quick-writes, and research-validated activities, such as KWL: What do we know? What do we want to know? What have we learned? (Ogle, 1986).

Some other examples of prompts for activating prior knowledge at the beginning of a SIOP lesson include:

- *Try to picture . . . (topic) in your mind. What does it look like? Describe your mental picture with a partner. Are your pictures alike or different?*
- *In the last lesson, you learned about . . . (concept) What are three important things you remember about this topic? Share what you remember with your partner/small group.*
- *How many of you have seen a or have seen a picture of it? Describe what you saw to your partner/small group.*
- *Yesterday in social studies (or another subject), your content objective was Explain to your partner what you did to meet that objective. Your language objective was Explain to a new partner what you did to meet that objective.*

You will find additional prompts for activating students' prior knowledge in Mrs. Ornelas's lesson in the Teaching Scenarios section of this chapter.

Using prompts to elicit students' prior knowledge about a topic represents an important assessment opportunity. If you find that some multilingual learners have little or no prior knowledge about a content topic, brainstorming about it may not be helpful because the brainstormed terms, names, and places may be unfamiliar to



When students are learning new tasks in a SIOP lesson, their affective filter is lower because they understand the expectations, are encouraged to make connections to what they know, and have multiple ways to self-monitor their understanding.

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these students. For example, if students are from countries where there have been revolutions, they may know something about them, but not about the American Revolution. According to Kaefer (2020, p. S175), “activities meant to activate background knowledge are not always helpful. When students have incorrect background knowledge, activating it may actually inhibit comprehension, even if the prereading activities attempt to correct that misinformation.” Therefore, it is prudent to circulate among students while they are participating in activities to activate prior knowledge, listening to their conversations to clarify misconceptions or misunderstandings. Doing so may fill in gaps in knowledge and help students connect what they do know with what is being taught. And when teachers’ explanations are made more concrete with supplementary materials (e.g., photos, models, illustrations, etc.), students are more likely to make the appropriate connections. Essential questions, found in many textbooks and required in some districts, can be developed from a lesson’s content and language objectives. They can assist students in thinking about and making connections to a lesson’s topic, using their background knowledge, and experiences.



SIOP® FEATURE 8:

Links Explicitly Made between Past Learning and New Concepts

In addition to activating prior knowledge and building background for students, it is also important for teachers to make explicit connections between new content concepts and vocabulary, and those concepts and vocabulary that were taught in one or more previous lessons. Decades of research clearly shows that for learning to occur, new information must be integrated with knowledge students have previously acquired (Duke & Cartwright, 2021; Kaefer, 2020; Rumelhart, 1980). In other words, a SIOP teacher builds a bridge between previous lesson concepts and vocabulary, and the concepts and vocabulary in the current lesson.

Examples of ways to explicitly link students’ past learning and new learning follow:

- Compare yesterday’s objectives to today’s content and language lesson objectives.
 - ◆ *Here are our objectives from yesterday (read them aloud). What did you learn while working on them? Tell a partner. Here are our content and language objectives for today’s lesson. What do you think you’ll be learning today that you didn’t know yesterday? Share with your group.*
- Explicitly review the previous lesson’s key concepts and vocabulary:
 - ◆ *Let’s review the graphic organizer we used yesterday to help us compare and contrast acids and bases. With your partner, share two or more ways they are different, and two ways they are the same. You may look at your notes and graphic organizer if you need some help remembering. Be ready to share with the class.*



The Building Background component is critically important for remote teaching and learning. Just as with in-person instruction, online teachers need to activate their students' prior knowledge, develop background knowledge to foster understanding of content concepts, and teach the academic vocabulary students need to know to access an online text. However, I would argue that creating a relatable and relevant context for learning is even more important when using an online curriculum because students may be missing those in-person content connections and discussions that deepen their comprehension. Students in an online learning environment will benefit from building background activities so they have a foundation on which to build their new learning.

Karlin LaPorta,
Principal, California



- Refer to a previous lesson's PowerPoint slides, a text that was read, or other visuals that are related to the topic. By preserving and explicitly referring to photos, word banks, illustrations, charts, maps, and graphic organizers, teachers have tools for helping students make critical connections between previous learning and new learning.
 - ◆ *Here are the pictures we talked about yesterday. In your group (or with a partner), explain to each other how the pictures are related to the topic of Here are two pictures we will be talking about today. Using today's objectives and these pictures, predict what content and language concepts you think you will learn in today's lesson.*
- Incorporate Exit Tickets (Vogt, Echevarria, & Washam, 2015, p. 188) and/or Self-Assessment Rubrics (Vogt & Echevarria, 2022, p. 235) as opening and closing routines for lessons.
 - ◆ Exit tickets can be sticky notes on which students record their responses to posted Outcome Sentences (see Chapter 9). An example of an Outcome Sentence is: *Something I still don't understand is _____.*
 - ◆ The Self-Assessment Rubric provides an opportunity for students to review and assess the degree to which they have met or are making progress in meeting each of the content and language objectives. Young children can respond with 😊 (*I understand*), ? (*I still have a question*), and ☹️ (*I don't understand*). Older students can respond by indicating the number on a rubric (3, 2, 1) that corresponds with their level of understanding (3 = I fully understand; 1 = I do not understand).

Explicit links to past learning are particularly important for multilingual learners who receive a great deal of input through the new language. An explicit, if brief, review of the content and academic vocabulary from prior lessons focuses on the key information that students should remember. This review is not intended to be remedial; instead, it is an important part of a SIOP lesson that is beneficial for all students.

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SIOP® FEATURE 9:

Key Vocabulary Emphasized (e.g., introduced, written, repeated, and highlighted for students to see)

Vocabulary development, critical for multilingual learners, is strongly related to academic achievement (August & Shanahan, 2006). Furthermore, for over 80 years we have known of the powerful relationship between vocabulary knowledge and reading comprehension (Duke, Ward, & Pearson, 2021; Stahl & Nagy, 2006). As an integral aspect of a learner's background knowledge, vocabulary plays a major role in language, literacy, and content teaching. Systematic and comprehensive vocabulary instruction, therefore, is particularly necessary for multilingual learners. Rigorous state standards require that students be able to read texts of increasing complexity

that include sophisticated academic vocabulary across a variety of content areas. State content and literacy assessments rely on wide-ranging vocabulary knowledge, so multilingual learners' academic vocabulary instruction must be accelerated to meet rigorous content standards.

Vocabulary experts recommend a combination of plentiful and wide-ranging language experiences that include learning individual words, reading a wide variety of texts, employing word-learning strategies, and developing word consciousness, which is loosely defined as an appreciation of and interest in words. All are needed in a comprehensive vocabulary program for multilingual learners (Vogt, 2020). What follows are some interesting and important facts about vocabulary learning for native English speakers and multilingual learners:

- It has been estimated that students need to learn approximately 3000 new words per year, if they are to complete high school with sufficient vocabulary knowledge (Hiebert, Goodwin, & Cervetti, 2017).
- Older students need to know about 2000 high-frequency words to understand about 85% of most texts (Blachowicz & Fisher, 2000, p. 514). However, there is a paradox: Less-frequent words that students need to know are attained mostly through reading, but many multilingual learners do not know enough words to be able to read well (Carr, Shearer, & Vogt, 2019).
- Over the years, literacy researchers have found that students need multiple exposures to new words and terms. The number of encounters necessary for vocabulary to enter long-term memory ranges from 8–10 to 35 or more, depending on who is making the recommendation. The numbers differ because of the variability of students in any given study, so rather than aiming for a particular number, be sure to provide multiple exposures and opportunities for students to read, write, and orally use the key vocabulary you are teaching. Exposures to instructional words via multimedia-enhanced texts have been found to lessen the gap in vocabulary knowledge between multilingual learners and non-multilingual learners (Silverman & Hines, 2009).
- Not surprisingly, multilingual learners and struggling readers need even more exposures to newly learned vocabulary. Again, depending on the students, they may need as many as 20 or more encounters, if we take retention beyond the immediate posttest as the criteria for learning (Waring & Nation, 2004). The more exposures, the more likely it is that the words will be learned and long-term retention will be greater. In all, students must learn tens of thousands of words, so they need multiple and meaningful language and vocabulary practice opportunities with a variety of instructional approaches, and ongoing encouragement.

Teachers frequently ask how many words they should be teaching during a lesson or unit. Some studies suggest that a limited number of words should be taught per lesson or per week, and those words should be key words in the text the students will read. Others recommend teaching multilingual learners the meanings of basic words, such as those that native English speakers already know. Beck, McKeown, and Kucan (2002), have developed a three-tier scheme for teaching vocabulary words that is widely used in U.S. schools. Within the tiers, teachers identify basic or common

words (Tier 1); words that are used across the curriculum and multiple meaning words (Tier 2); and content specific vocabulary (Tier 3). Identifying vocabulary for instruction within the three tiers helps teachers select words important to a topic, thus limiting words to a manageable number.

What is clear is that students must know many more words than teachers can possibly teach. Therefore, in SIOP lessons, teachers purposefully select words that are critical for understanding texts and content concepts, and then provide a variety of ways for students to learn, remember, and use those words. When planning vocabulary lessons, a SIOP teacher returns to the lesson objectives and considers the following questions about which and how many words to teach:

- What words or terms do students need to know to meet the content objectives of this lesson?
 - ◆ *The topic of this lesson is westward expansion. In the chapter, the following words are in italics: “transcontinental, expansion, relocation, reservation, treaty, and disease.” I will concentrate on “transcontinental” and “expansion” for the first lesson because we will be using these terms throughout the unit. I will teach “reservation, relocation, treaty, and disease” tomorrow, while reviewing the three words taught today. All of these are content words necessary for understanding the next few lessons.*
- What words or terms do students need to know to meet the language objectives of this lesson?
 - ◆ *In the chapter, the author provides information in a sequential manner. I need to make sure that all students know the word “sequence,” so that is part of the language objective. I also need to informally assess the degree to which students recognize the academic words that are in the chapter, including “originally, after a while, subsequently, meanwhile, another.” There are other sequence words that are included (“first, then, afterwards, finally”), but most of the students know these. I’ll double-check to ensure my students with lower English proficiency can identify these words.*

If teachers have too many words to teach in a lesson, students, especially multilingual learners, will become lost because of so many definitions. Therefore, fewer words at a deeper level are better than a lot of words that are lightly touched upon.

Academic Vocabulary

The words and terms about westward expansion, discussed in the previous two examples, are *academic vocabulary*. A subset of academic language, as described in Chapter 1, academic vocabulary involves the use of more sophisticated sentence structures and forms of expression than are found in everyday conversation. Academic vocabulary includes words and phrases that are used widely in the academic disciplines. Deep knowledge of the academic vocabulary of the content subjects taught in schools is necessary for students’ overall academic success. In SIOP lessons, academic vocabulary is an important category for developing language objectives, and it involves more than just defining words. Generating new words (e.g., with word families and base words/roots/affixes), using vocabulary strategies, and working on

word choice in writing tasks are also examples of language development that can serve as sources of language objectives.

For better understanding of the varied types of academic vocabulary that teachers need to focus on, especially for multilingual learners, we have classified them into three groups. Each should be considered during the planning of SIOP lessons when deciding vocabulary to teach and when writing language objectives.

1. **Content Vocabulary—Subject-Specific and Technical Terms:** These are the key words and terms associated with a particular topic being taught (e.g., the words provided in the example of westward expansion; or a language arts lesson on parts of speech: *nouns, verbs, adjectives, adverbs*). These words and phrases are found primarily in the informational and expository texts that students read, and frequently they are highlighted or bolded in the students' textbooks. More important than listing words for students to learn is conveying the importance of knowing particular words related to a given topic.
2. **General Academic Vocabulary—Cross-Curricular Terms/Process & Function:** These are words and phrases students must learn because they are used in all academic disciplines, such as *sequence* in the preceding example. Often, these words are not explicitly taught; yet they are the ones that frequently trip up multilingual learners and struggling readers. This category also includes words with multiple meanings. These words may have both a social language and an academic language use, such as *a dining room table* and *table with information*. Or the word's meanings may differ according to academic subject, such as the distinction among legislative *power*, electrical *power*, and logarithmic *power*.
 - a. Cross-curricular terms: Most of the general academic vocabulary terms can be used across the curriculum. They describe relationships (*friendship, conflict, encounter*) and actions (*describe, argue, measure*). They help illustrate information (*chart, model, structure, symbol*), and are used to speculate (*predict, infer*) and conclude (*effect, result, conclusion, drawback*). They are expressions we usually only see in academic texts (*In addition to . . . , Moreover . . . , Subsequently . . .*), and terms we might use in casual conversation, as well as in academic discussions (*situation, circumstances, source, evidence, modify*).
 - b. Language processes and functions: Another subset of the general academic terms indicates what we want to do with language—the kind of information we convey or receive, and the tasks we engage in that require language to accomplish. Some multilingual learners may know the terms in their home languages, but they may not know the English equivalents. Examples of some of these language process and function words and phrases that are common in classroom discourse are *discuss, skim, scan, question, argue, describe, compare, explain, list, debate, classify, support your answer, provide examples, summarize, outline, give an opinion*, and so forth. Additional examples are words and phrases that indicate transitions and connections between thoughts, such as *therefore, in conclusion, whereas, moreover*, and *furthermore*, and words that indicate sequence such as *first, then, next, finally*, and *at last*. This category also includes the verbs that students encounter in state tests and during other assessments, such as *determine, identify, select, critique, define, match, estimate, and contrast*.

3. **Word Parts: Roots and Affixes:** These include word parts that enable students to learn new vocabulary, primarily based upon English morphology. By grade 6, students have acquired thousands of words that include roots and affixes. There is no way that multilingual learners can realistically learn all these words through instruction and memorization. Therefore, all teachers must help students understand that many English words are formed with roots, to which are attached prefixes and suffixes (affixes).

For example, if a science teacher is teaching photosynthesis, they can help students learn the meaning of *photosynthesis* by introducing the meaning of the root, *photo-* (light). By comparing the words *photosynthesis*, *photocopy*, *photograph*, *photography*, *photoelectron*, *photo-finish*, and *photogenic*, students can see how these English words are related by both structure (prefix + root + suffix) and meaning. The root *photo* means “light,” thus providing a clue to a word’s meaning if it has this root. “In fact, in English and other languages with Latin and Greek roots, words that are related by structure are also frequently related by meaning” (Bear, Invernizzi, Templeton, & Johnston, 2019).

■ Application to Your Classroom: Building Background

Effective activities that activate prior knowledge, build students’ background knowledge, and develop academic vocabulary include the following:

- **Use What You Know.** With partners or small groups, a SIOP teacher asks students to solve a problem related to a content topic, using prior knowledge and experiences. For example, in a middle school lesson on water conservation, the teacher tasked the students with proposing multiple ways to desalinate ocean water, prior to researching the problem on the Internet or in a text. All students, including multilingual learners, were able to contribute because the meanings of words related to conservation of water and desalinization had been taught, supported with visuals, modeled, and reviewed. In addition, home language (L1) support was provided with key terms and phrases in the students’ L1. Classroom posters included English and other languages for the technical vocabulary. (Always check translations for accuracy when using Internet translation tools with multilingual students.)
- **Pair-Share-Chart** (Vogt, Echevarría, & Washam, 2015). This activity begins with a structured partner-share about a familiar topic, as determined by the SIOP teacher. After 2–3 minutes, students share their conversations with the whole class. As students share what they know or think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted information is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.

- **Pretest with a Partner** (Vogt & Echevarria, 2022, p. 48). This activity is helpful for students in grades 2–12 and is appropriate for any subject area. The purpose of Pretest with a Partner is to allow students the opportunity at the beginning of a lesson or unit to preview the concepts and vocabulary that will be assessed at the conclusion of that lesson or unit. One pretest and a pencil are distributed to each pair of students. The pretest, created by the SIOP teachers, should be similar or identical to the posttest that will be administered later. The partners pass the pretest and pencil back and forth to one another. They read a question aloud, discuss possible answers, come to consensus, and write an answer on the pretest. This activity provides an opportunity for students to activate prior knowledge and share background information, while the teacher circulates to assess what students know, noting gaps and misinformation.
- **Word Sorts** (Bear et al., 2019; Helman, Bear, Templeton, & Invernizzi, 2012). During a word sort, students categorize previously introduced words or phrases into groups predetermined by the teacher. Words or phrases can be typed on a sheet of paper (46-point type on the computer works well), many sorts are available through the *Words their Way* books (citations above), or they can be downloaded from several websites by doing a search for “words for word sorts.” The teacher or students cut the paper into word strips and then sort the words according to meaning or similarities in structure. For example, in a SIOP history classroom, a variety of words related to the American Revolution are listed in mixed order on a sheet of paper. After the teacher has orally read the words and students have chorally read them, the students sort them according to structure (endings: *-tion*, *-sion*, *-tation*) (see Artifact 3.1). This activity can be differentiated by having some students also determine the verb forms for words (e.g., *revolt*, *tax*, *participate*, *solve*, *frustrate*, *represent*). Then they can compare those words to the other words that are nouns (e.g., *nation*, *passion*, *mission*, *vision*, *plantation*).
 Other examples of word sorts involve words and phrases related to the content concepts being taught (see Artifact 3.2). Adding the “oddball” column in word sorts encourages students to think about both examples and non-examples during the classification activity.
- **Contextualizing Key Vocabulary.** SIOP teachers peruse the material to be learned and select several key terms that are critical to understanding the lesson’s most important concepts. The teacher introduces the terms at the outset of the lesson, systematically defining them, showing a picture for each, as appropriate, and showing how the term is used within the context of a sentence. For additional scaffolding, embed definitions within a sentence, such as:
 - ◆ *Sara, an athletic teen who is healthy, strong, and active, won the race.*
 - ◆ *The migratory birds, those that fly in a group from one place to another in autumn, have stayed near our lake for several days before flying on.*
 - ◆ *Amphibians, such as frogs and salamanders that have smooth, scale-less skin that must stay wet, are most active at night when there is less evaporation of water.*

ARTIFACT 3.1 Word Sorts (American Revolution—Example 1)

-tion	-sion	-tation
revolution	tension	representation
taxation	passion	plantation
frustration	mission	
participation	vision	
solution		
transition		
nation		

- Vocabulary Self-Collection Strategy (VSS)** (Ruddell, 2007). Following the reading of a content text, students self-select several words that are essential to understanding key concepts. Words may be selected by individuals, partners, or small groups, and they are eventually shared with and discussed by the entire class. The VSS words may be entered into a word study notebook, and students may be asked to demonstrate their knowledge of these words through written or oral activities. Or teachers may wish to use Google Apps for Education (GAFE), a free suite of apps that include *Docs*, *Sheets*, and *Forms*, which provide an easy way to create surveys and collect information from students. *Forms* can be used with VSS to expedite the process for students when collecting their VSS words.

The teacher creates a form for the text being read and shares it on the class website. For homework, students enter the words and terms they selected (VSS), and the information is automatically sent to a spreadsheet, where it is sorted into columns corresponding to those on the teacher’s survey form. Research on VSS indicates that when students are shown how to identify key content vocabulary, they become adept at selecting and learning words they need to know, and, given opportunities to practice VSS, comprehension of the text improves (Shearer, Ruddell, & Vogt, 2001). This approach is most appropriate for multilingual students with high-intermediate and advanced English proficiency, for native English speakers, and for those in the upper elementary and secondary grades.

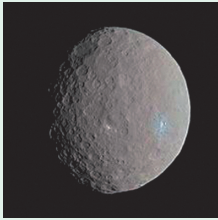
ARTIFACT 3.2 Word Sorts: American Revolution—Example 2

People	Weapons	Issues
George Washington	muskets	right to bear arms
Thomas Jefferson	rifles	taxation
Thomas Paine	knives	self-governance
King George	bayonets	freedom of religion
Paul Revere	cannons	democracy

- **Four Corners Vocabulary Charts** (Vogt & Echevarría, 2008). These charts provide more context and “clues” than typical word walls because they include an illustration, definition, and sentence for each vocabulary word (see Artifact 3.3). For academic words that are challenging or impossible to illustrate (e.g., *discuss* or *summarize*), simply take a photo of your students during a discussion or when summarizing, and insert the photo on the chart as a reminder of the word’s meaning. Including multilingual learners’ home languages for the key vocabulary word not only helps their comprehension and retention of the word but also validates students’ home languages (L1).

ARTIFACT 3.3 Four Corners Vocabulary Chart: Dwarf Planet

Justin Cowart/NASA,
JPL-Caltech, UCLA,
MPS, DLR, IDA

<p>1. Picture or Illustration</p> 	<p>3. Sentence with Embedded Definition</p> <p>There are currently five known dwarf planets, including Pluto, which was formerly called a planet until 2006.</p>
<p>2. Definition</p> <p>A celestial body that orbits the sun and is not a moon; has enough mass to assume a nearly round shape, but is not large enough to disturb other objects from its orbit</p>	<p>4. Word or Term</p> <p>English: Dwarf Planet</p> <p>Spanish: planetas enanos Vietnamese: hành tinh lùn Arabic: كواكب قزمة</p>

■ Differentiating for Multilevel Classes

Many of the teaching ideas in the previous section provide ways to differentiate instruction while developing students' background and vocabulary knowledge. The following idea is geared specifically to differentiating instruction according to multilingual learners' levels of English proficiency. (If you need to refresh your memory of the stages of language acquisition, please see the Glossary, where they are described.)

- Differentiated Cue Tips.** Cue Tips (Vogt & Echevarria, 2022, p. 8) are an effective way to provide multilingual learners (and other students) with words related to language functions, such as *comparing/contrasting*, *determining cause/effect*, *sequencing events*, *summarizing*, *drawing conclusions*, *making generalizations*, etc. Rothenberg and Fisher (2007) suggest that these words can be differentiated for varied levels of language proficiency (see Figure 3.2). One caution: Remember to

FIGURE 3.2 Examples of Differentiated Cue Tips for Sequencing

Entering and Beginning (Levels 1 and 2)	Developing and Expanding (Levels 3 and 4)	Bridging and Reaching (Levels 5 and 6)
first	while	prior to
second	before	previously
third	now	since
next	after	eventually
later	finally	subsequently
then	in the past	furthermore

adjust differentiated Cue Tips as multilingual learners gain more English proficiency. A goal for all students is for them to learn to use grade-level terminology, including more sophisticated vocabulary.

■ The Lesson

Short Story: *Two Were Left* by Hugh B. Cave (Sixth Grade)

Three teachers in an urban middle school with a large population of multilingual learners are teaching a suspenseful short story. Although it was written in 1942, it remains an exciting, suspenseful, and intriguing story for upper elementary and middle school students. Each of the teachers' self-contained classes includes multilingual learners with a variety of levels of English proficiency. The classes are heterogeneously mixed with native English speakers and multilingual learners, and all students are reading at a variety of reading levels. This story is part of a larger literature unit focusing on stories and poetry, with the theme of "Decisions and Their Consequences."

The short story, *Two Were Left*, begins with a description of a boy named Noni and his devoted husky, Nimuk, stranded on a floating ice island in the sea. It is not evident from the text exactly how they got there, but it is implied that the boy and dog had been with village hunters, and the ice they were on had broken away from the others. Noni and Nimuk had been there for an undetermined time, and both were exhausted, hungry, and increasingly wary of each other. Noni's leg had been hurt at a previous time, and he was wearing a simple brace made of a harness and iron strips. The boy decided to make a weapon in case the starving Nimuk decided to attack him. In Noni's village, it was not uncommon to use dogs for food in times of hunger. The story continues as Noni works on making a knife, and boy and dog become increasingly weak. The suspense builds as Noni considers the consequences of attacking his dog. Eventually, he decides he can't possibly kill his beloved dog, and he flings the crude knife away from them. It lands point first in the ice some distance away. Nimuk growls in a frightening way, but eventually licks Noni's face and falls, exhausted, by his owner. Sadly, boy and dog cuddle together, unable to save themselves any longer. Not much later, an airplane pilot sees two figures on the ice island and swoops in for a closer look. He settles his plane on the ice and saves an unconscious Noni and his dog, Nimuk. What had caught the pilot's attention was the reflection of a quivering knife stuck in the ice.

The following standards guided the development of the three lessons.

Key Ideas and Details

1. Read closely to determine what the text says and make logical inferences about its meaning; cite specific evidence from the text, in writing or when speaking, to support conclusions.
2. Analyze the development of central ideas or themes in a text; summarize the main ideas and supporting details.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Note: The story, *Two Were Left*, can be found on the Internet by searching the title and author.

■ Teaching Scenarios

The teachers have prepared their own lesson plans for teaching the short story, *Two Were Left* by Hugh B. Cave. Their individual instructional approaches and SIOP ratings follow.

Miss Saunders

Miss Saunders began her lesson by reviewing with her students the lesson's content objectives (connecting the day's story to the theme of "Decisions and Consequences") and language objectives (reading a story; locating and defining vocabulary words) that were written on chart paper. Next, she asked the table groups to turn over the four photos that were face down on their tables. Each was a photo of Alaska: One was of a glacier, another was of the tundra, the third was of the sea with large, broken pieces of ice floating in it, and the fourth was of an Inuit village. Miss Saunders asked her students to do a Think-Pair-Share and consider what they observed in the photos, what they had questions about, and what they thought life must be like for the people living in the village. She then described her experiences on a vacation to Alaska and showed some of her photos.

Miss Saunders next introduced several vocabulary words that were taken from the story. She mentioned that understanding these words would help students better understand the story. She wrote the following on the board: *Noni, Nimuk, ice island, momentarily, intentions, suspiciously, unconscious*. She explained the first two words were the characters' names in the story. Miss Saunders then distributed copies of the two-page story and asked students to find the remaining vocabulary words in the story. Once they found the words, students were asked to highlight them, and, with a partner, try to define the words using contextual clues. Then, the students, in pairs, were expected to match their informal definitions with those found in the dictionary and make corrections, as needed.

When everyone was finished with the vocabulary assignment, Miss Saunders and the class went over the vocabulary words' definitions. She then asked the students to read the story silently. The evening's homework assignment was to create a "storyboard" of *Two Were Left*. Miss Saunders reminded the class of what the word *sequence* means and noted that events in a story generally follow in an order or sequence. She said, "You remember when we talked about this, right?" Her students nodded affirmatively. She then asked the students what the first event was in *Two Were Left*. A student responded that Noni and Nimuk were on a piece of ice that broke off from a larger piece. "That's right, Louis!" She then distributed a large piece of white construction paper to each student with the instructions to fold it into eighths and draw the first event in the first box in the upper left-hand corner. After a few moments, Miss Saunders asked the class to take the construction paper home and to continue making the storyboard sequence by drawing pictures that depicted seven other important events in the story. She quickly went over the day's objectives, with mixed feelings about her students' progress toward meeting them, and the bell rang shortly thereafter.

Check your understanding: On the SIOP form in Figure 3.3, rate Miss Saunders's lesson for each of the Building Background features.

FIGURE 3.3 Building Background Component of the SIOP® Model: Miss Saunders’s Lesson

	4	3	2	1	0	N/A
7. Concepts explicitly linked to students’ background experiences			Concepts loosely linked to students’ background experiences		Concepts not explicitly linked to students’ background experiences	
	4	3	2	1	0	
8. Links explicitly made between past learning and new concepts			Few links made between past learning and new concepts		No links made between past learning and new concepts	
	4	3	2	1	0	
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)			Key vocabulary introduced, but not emphasized		Key vocabulary not introduced or emphasized	

Mrs. Ornelas

Mrs. Ornelas began the story, *Two Were Left*, by asking her students to close their eyes for a moment and put their heads down on their desks. She then turned down the lights and turned on a recording of heavy winds blowing. Then, she said in a slow and careful cadence: “Imagine for a moment . . . you are in the Arctic, farther north than Alaska, where the winds blow almost continuously. You live here with your family in a small village. During the winter, it snows every day until there are so many feet of snow piled high that all walking paths are solid ice. The only time there is any natural light is around lunch time and it’s only a glimmer; then it becomes black as night once again. In the summer, the sun never sets so you need to put heavy cloth or tarps on window openings so you can sleep. This is your home, and you share it with your parents and best friend, your dog. You are happy that you have family, good friends, and enough food. However, one day, everything changes. You and your dog become separated from the other hunters in your village, and you end up alone on a chunk of ice, floating with only your dog. Think about what you might do in this situation to save yourself.”

Mrs. Ornelas then turned off the recording and raised the lights. She turned on the document reader so the students could see the brief paragraph that she had just read to them. She read aloud the directions that followed the paragraph: “With your group members, jot down the ways that your lives are different from this boy’s life. Think of as many different things as you can. Now, how are your lives like this boy’s life?” Mrs. Ornelas asked each student to draw a Venn diagram graphic organizer (this was familiar to them) on a piece of paper, and as they talked among themselves, they filled out the organizer. The class then briefly reported out what they had discussed.

Mrs. Ornelas then read aloud and explained the lesson’s content objectives (comparing and contrasting their lives with the main character’s life; predicting events in the story) and language objectives (finding examples of foreshadowing in the story; reading the story while confirming or disconfirming predictions).

Following the objectives, Mrs. Ornelas displayed on the smartboard a map of the Arctic area, so all students had an idea of the setting for the story they were going to read. Mrs. Ornelas pointed to Alaska and northern Canada, and asked students if they had ever read, seen, or heard anything (other than what she had just read) about this part of the world. One girl said, “I remember when we were studying climate change in Science and we looked at photos of melting glaciers. That’s what I thought of when you started telling us your story.” Mrs. Ornelas displayed on the whiteboard several large photos of glaciers and said, “You mean these pictures, Esmeralda? You’re right. The setting for today’s story is very much like what we talked about in science, so think about these photos as you begin reading about the setting in today’s story.”

Mrs. Ornelas next displayed on the smartboard the following academic vocabulary words: *predicting* and *foreshadowing* because these words are critical to understanding the story deeply. She reviewed the meaning of *predicting* because this was a familiar process while reading stories. She then introduced *foreshadowing* by pointing to the word on the board and asking what *fore* made them think of. Someone said “Before?” Another said, “Doesn’t it have something to do with golf?” She wrote on the board *foreground* and *forethought*, and asked students to try to figure out the words’ meanings, with *fore* meaning “before or in front of;” then she asked them to have a partner conversation about whether the three words might be related because of the prefix *fore*. Mrs. Ornelas walked around the room listening while her students grappled with their task. She then asked the students to share with their partner what *shadowing* might mean. Nearly everyone knew what a shadow was, but they were struggling with the term *foreshadowing*. Mrs. Ornelas asked the students if, when she was reading the brief vignette at the beginning of class, they had formed any ideas of what today’s story might be about. Many students’ hands flew into the air. After taking a few responses, Mrs. Ornelas told the class, “I used foreshadowing to help you think about the story we’re going to read before we actually read it. You’re now already making some predictions based on the hints I provided, right? What are they?”

After taking some responses, Mrs. Ornelas told the students that in the story, *Two Were Left*, the author would also give some hints about what was going to happen later in the story. She said, “These hints are called *foreshadowing*. Throughout our reading, we will make predictions and as we continue, we will either confirm or disconfirm our predictions, sometimes based on the foreshadowing the author provides.” Mrs. Ornelas reminded students that they had worked with confirming and disconfirming predictions before in other stories, and she reminded them about how to use the strategy. She also told them that the author’s use of foreshadowing would help them predict what would happen in the story. She encouraged them to see if they could find examples of *foreshadowing* and to underline them while they read the story together. Mrs. Ornelas then distributed copies of *Two Were Left* and the class engaged in a familiar group reading activity called the Directed Reading-Thinking Activity (DR-TA) (see Chapter 5 for more details).

Mrs. Ornelas began by asking the students to cover with another piece of paper everything but the title, *Two Were Left*. She then asked, “With a title like *Two Were Left*, what do you think this story is going to be about?” The students laughed and said, “About a boy and a dog!” Mrs. Ornelas directed the students to uncover

FIGURE 3.4 Building Background Component of the SIOP® Model: Mrs. Ornelas’s Lesson

	4	3	2	1	0	N/A
7. Concepts explicitly linked to students’ background experiences			Concepts loosely linked to students’ background experiences		Concepts not explicitly linked to students’ background experiences	
8. Links explicitly made between past learning and new concepts			Few links made between past learning and new concepts		No links made between past learning and new concepts	
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)			Key vocabulary introduced, but not emphasized		Key vocabulary not introduced or emphasized	

and sentences from the day’s story, *Two Were Left*. He gave each student eight index cards so that they could copy the information from the worksheet, one vocabulary word per card so that students would have eight flash cards for practice. The words on the worksheet included the following: *marooned*, *warily*, *labored*, *intentions*, *thrust*, *aroused*, *feebly*, *quivering*.

The following are examples of four of the vocabulary words, definitions, and sentences that the students copied onto their index cards from the words on the worksheet.

Marooned: to place or leave alone without hope of escape; “And, now, the two, completely alone, *marooned* on the ice, eyed each other *warily*.”

Warily: careful and watchful for danger; “And, now, the two, completely alone, marooned on the ice, eyed each other *warily*.”

Labored: to move with great effort; “He could see hunger and suffering in the dog’s *labored* breathing and awkward movements.”

Intentions: a planned way of acting; “Closer Nimuk came, aware of Noni’s *intentions*.”

After the students had copied the words, definitions, and sentences onto their eight vocabulary cards, Mr. Engelhart distributed copies of the *Two Were Left* story. He then asked for volunteers to take turns reading the story aloud. He directed students to underline the sentences where the eight vocabulary words were found. When the story was completed, Mr. Engelhart asked students how they liked the story, and all said it was good. A discussion followed on what the students liked about the story, and why. A graphic organizer for the story’s plot was assigned as homework. He collected the vocabulary cards for checking and concluded the lesson, satisfied that his goals had been met.

Check your understanding: On the SIOP form in Figure 3.5, rate Mr. Engelhart’s lesson for each of the Building Background features.

FIGURE 3.5 Building Background Component of the SIOP® Model: Mr. Engelhart’s Lesson

	4	3	2	1	0	N/A
7. Concepts explicitly linked to students’ background experiences			Concepts loosely linked to students’ background experiences		Concepts not explicitly linked to students’ background experiences	
8. Links explicitly made between past learning and new concepts			Few links made between past learning and new concepts		No links made between past learning and new concepts	
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)			Key vocabulary introduced, but not emphasized		Key vocabulary not introduced or emphasized	

■ Discussion of Lessons

Look back at your rating form and think about the reasons you scored the lessons as you did. What evidence is in the scenarios? Read on to see our analyses.

7. *Concepts Explicitly Linked to Students’ Background Experiences*

Miss Saunders: 3

Mrs. Ornelas: 4

Mr. Engelhart: 0

- **Miss Saunders’s** lesson received a “3” for this feature. She chose to develop students’ background knowledge for the story, *Two Were Left*, by showing them photographs of Alaska that were similar to the setting of the story. The Think-Pair-Share activity was a good one to choose so that students could share their impressions of the photos with each other and the class. While Miss Saunders’s vacation photos and stories were interesting, they didn’t directly relate to the setting of the story the students were going to read. To earn a “4” rating, Miss Saunders might have shown a video clip from the Internet and, depending on the location of their school, asked students to contrast their living conditions (such as southern California or Florida) to the story’s setting. This may have been more meaningful. Also, since the main characters are a boy and a dog, bringing students’ feelings about their pets (or others’ pets they know) could have prepared them for the emotional aspect of this story.
- **Mrs. Ornelas’s** lesson received a “4” for this feature. She spent about 15 minutes activating her students’ prior knowledge and building their background about the setting of the story, *Two Were Left*. Because the setting and the situation were so very different from the students’ experiences, the time was well spent. It’s not just the actual setting that is so different (the Arctic area), but it’s also the culture of the people in the story, where dogs aren’t pets, but rather commodities

that can mean the difference between life and death. (For this story, it might be interesting to mention to students that keeping dogs as pets might also be a cultural difference for other people, including some cultures where dogs are food, and in others, where neither dogs nor cats are pets.) In the lesson, the students' predictions and ability to grapple with a challenging literary device like foreshadowing were enhanced by the visualization exercise (with students' eyes closed and the wind blowing) and the comparison/contrast of their lives to Noni's via the Venn diagram. Also, the DR-TA is a powerful activity that enables teachers to really understand where students' predictions and ideas are coming from while they're reading. Students use their background experiences and knowledge throughout a DR-TA to make and then confirm/disconfirm their predictions while developing comprehension of the story. Note that confirming predictions requires citing text evidence.

- **Mr. Engelhart's** lesson received a "0" for this lesson. He didn't attempt to activate students' background knowledge or build background information related to the story's content concepts or vocabulary. He did state his goals, but these were not written as content and language objectives because the verb *learn* isn't measurable or observable, and "completing a graphic organizer" doesn't indicate the cognitive work the students will be engaged in. When objectives are well written, they provide information that begins to activate students' prior knowledge and build background knowledge.

8. *Links Explicitly Made between Past Learning and New Concepts*

Miss Saunders: 1

Mrs. Ornelas: 3

Mr. Engelhart: 0

- **Miss Saunders's** lesson received a "1" for this feature. She made only one reference to the students' past learning, and it was toward the end of the lesson. When she asked her students if they recalled when they talked about story sequence, the students gamely replied with a unison nod. Because understanding story sequence was critically important for the homework assignment, explicitly reviewing (and if necessary, re-teaching) the steps taught previously (e.g., introduction, rising action, falling action, climax, conclusion; or beginning, event 1, event 2, . . . conclusion) was very important. Multilingual learners would have benefitted from working together with the teacher and/or a small group to identify the story sequence prior to creating the storyboard. There will also most likely be confusion when doing the homework if the number of boxes (8) doesn't match the number of story events they identify at home.
- **Mrs. Ornelas's** lesson received a "3" for this feature. She was prepared to make an explicit link between the students' previous learning about the Arctic area and the story they were going to read in this lesson. She had the photos from the Science lesson ready to display on the interactive whiteboard so students could make the connections. For this feature to have been a "4," Mrs. Ornelas would have needed to be more explicit in reminding students of how readers make

predictions, and more importantly, how they could confirm and disconfirm predictions while reading. This was especially important because Mrs. Ornelas was connecting making predictions to the author's use of foreshadowing in the story. This might have been confusing to some multilingual learners and struggling readers who still needed more practice in understanding predicting as a metacognitive strategy as a metacognitive strategy (see Chapter 5 for more information about metacognitive strategies).

- **Mr. Engelhart's** lesson received a "0" for this feature because it included nothing to connect past learning to today's lesson in terms of content concepts, vocabulary, or language. Although students may have completed vocabulary cards previously, there was no attempt to connect former vocabulary to today's new words.

9. *Key Vocabulary Emphasized*

Miss Saunders: 2

Mrs. Ornelas: 4

Mr. Engelhart: 1

- **Miss Saunders's** lesson received a "2" for this feature. She selected some interesting and perhaps tricky words from the story for her students to work with. However, the time that was spent on finding informal and formal definitions of these words was not necessarily going to enable the multilingual learners (and other students) to better understand this story. That is, they were not critical to the story's outcome, especially character names, which are easily learned. It would have been more relevant to this story and the objectives (sequencing the events in the story) if she had spent the time reviewing the academic vocabulary related to sequencing, perhaps with signal words the students could have used on their storyboards (*first, next, then, finally, in the end*, and so forth). She then could have identified and talked about some of the more interesting and challenging words in the story, working with the students to use the context clues for the informal definitions.
- **Mrs. Ornelas's** lesson received a "4" for this feature. She chose to teach explicitly two academic vocabulary words that she felt were essential to fully comprehending the story. One is an important literary term related to author's craft (*foreshadowing*), and the other is a critical strategy for reading (*predicting*). Notice how she introduced these concepts with the visualizing activity. She then divided the word *foreshadowing* into two parts (*fore + shadowing*) before writing *foreground* and *forethought* on the board, leading students to generalize the meanings of the three words. There are many other interesting words in this story, and on the following day, the students worked with them when creating their word cloud designs. Because the word clouds emphasized the most frequent words in the passages the students chose, they could readily compare them with the interesting, but less frequently used words.
- **Mr. Engelhart's** lesson received a "1" for this feature. He provided his students with a list of vocabulary words, definitions, and sentences from the story they read, but the students' assignment to copy them onto the flash cards didn't have

a clear purpose and it's unlikely the words carried much meaning for them. Making connections to the words would have been difficult to do since several were somewhat unique to this story, and thus challenging for grade 6 students. One exposure to these words would not ensure retention of either the words or their meanings. Mr. Engelhart's students may have enjoyed listening to and reading the story, but his lesson missed many opportunities to develop his students' content and language knowledge.

■ Final Points

As you reflect on this chapter and the impact of connecting students' background knowledge and learning experiences to the content being taught, and the importance of explicitly teaching academic vocabulary, consider the following main points:

- Explicitly linking a lesson's key content and language concepts to students' background knowledge and experiences enables them to forge connections between what they know and what they are learning.
- In addition, explicitly connecting past content and language learning to a new lesson's content and language concepts assists students in understanding that their previous learning connects to the lesson they will have today.
- Multilingual learners may have a difficult time with the academic vocabulary of various disciplines. Three types of academic vocabulary discussed in this chapter are: (1) content vocabulary: subject specific and technical terms; (2) general academic: cross-curricular terms/process & function; and (3) word parts: roots and affixes.
- Teaching ideas, such as using visuals to provide concrete meanings, Four Corners Vocabulary charts, differentiated signal words, and word clouds, engage students in interactive practice with words that promote academic vocabulary development for multilingual learners.

■ Discussion Questions

1. In reflecting on the content and language objectives at the beginning of the chapter, are you able to:
 - a. Identify techniques for connecting students' prior knowledge, personal experiences, and past learning to a lesson's content concepts?
 - b. Identify ways to develop background knowledge for students who have a mismatch between what they know and have experienced, and the content concepts found in a lesson?
 - c. Select academic vocabulary for a SIOP lesson using words from these three groups: content vocabulary, general academic vocabulary, word parts: roots and affixes?
 - d. As part of a lesson plan, write several prompts for activating students' prior knowledge about the lesson's content concepts?

2. In culturally responsive SIOP classrooms, teachers validate their students' backgrounds, experiences, cultures, and native languages. Reflect on what you have just read in this chapter and in Chapter 1 that demonstrates this type of sensitivity and respect for native English speaking and multilingual students. Which SIOP features that you have learned about to this point focus on teaching to students' assets? Be specific.
3. Think about a joke or cartoon that you didn't understand, such as from a late-show monologue or a political cartoon. Why was it confusing or not amusing? What information would you have needed for it to make sense? What are the implications for teaching content to all students, including multilingual learners?
4. Add to the SIOP lesson plan you have started. Think about how you will activate students' prior knowledge and build background. What explicit connections to past learning can you make? What are your key academic vocabulary words, and how will you teach them? Choose some techniques or activities for the lesson.

Lesson Delivery

CONTENT OBJECTIVES

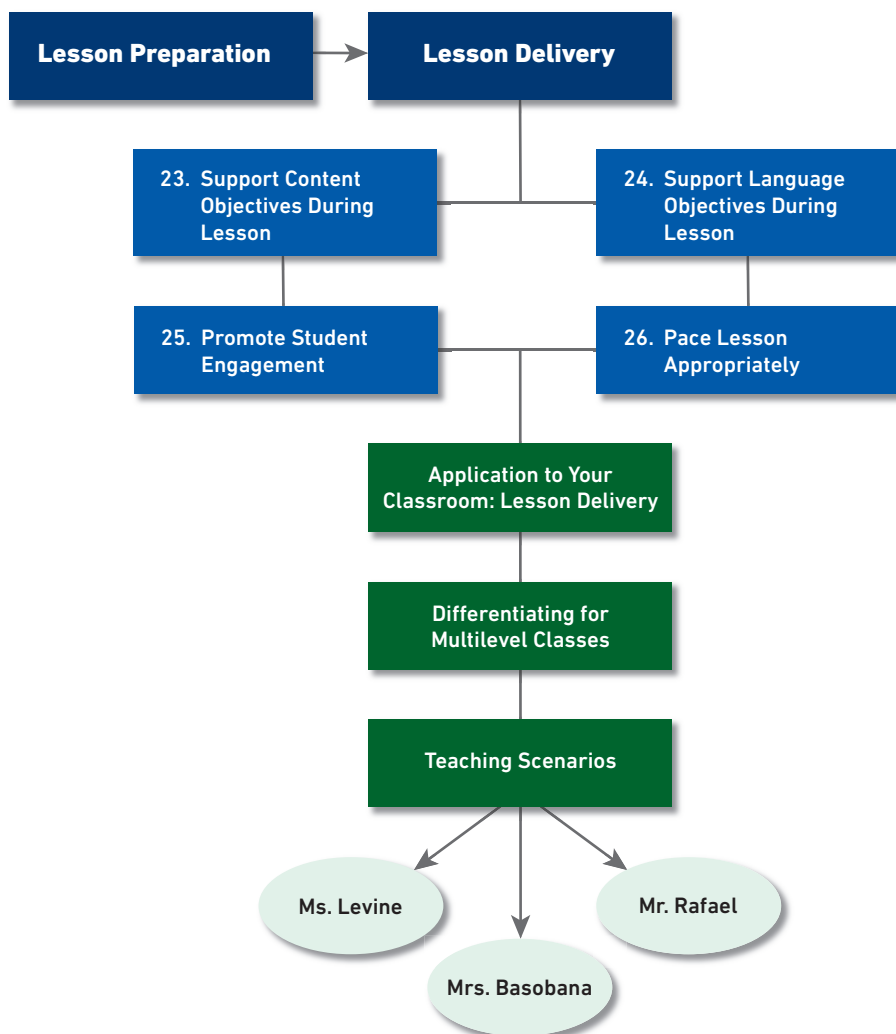
This chapter will help you to . . .

- Monitor lesson delivery to determine if it is supporting the lesson objectives.
- Determine how lesson preparation influences lesson delivery.
- Generate activities to keep multilingual learners engaged.

LANGUAGE OBJECTIVES

This chapter will help you to . . .

- Discuss characteristics of effective SIOP lesson delivery.
- Explain how a focus on a lesson's objectives can aid in pacing.
- Review your lesson plan to make sure the information and activities support the students in meeting the language and content objectives.



Have you ever planned a lesson that you looked forward to teaching, only to be disappointed by the students' response? Maybe after you presented some new information or process and explained the activity, your student groups could not get to work. They were distracted, chatted with one another, got out of their seats to sharpen pencils, couldn't type the password into the class website—any manner of off-task behavior. Or maybe they were trying to work, but raised their hands to call you over every three minutes to ask a question about the instructions, materials, or purpose. Or they worked diligently but couldn't complete the task in the time you had allocated. You may have been puzzled as to what went wrong. Using the SIOP protocol, you can reflect on and determine ways to improve this lesson and others in the future. ■



■ Background

In Chapter 2, we explained the importance of carefully designing lessons with multilingual learners in mind. Good preparation is the first step in delivering a lesson that leads to student learning, but those lessons need careful implementation as well. In the Lesson Delivery component, we monitor the success of a lesson in helping students meet objectives. Some lessons unfold as planned; however, some go awry, even if the plan 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 marginally related question, and the ensuing class discussion consumes ten unexpected minutes. The Lesson Delivery component of the SIOP Model reminds teachers to stay on track, and in this chapter we provide some guidance for doing so.

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 their work—often can be traced back to the preparation that took place before the students entered the classroom.

In this component, Lesson Delivery, we go beyond having the content and lesson objectives written in lesson plans and on the board. Rather, the focus here is on whether the actual lesson delivery matches the stated objectives. We will meet the teachers from Chapter 2 again (Ms. Levine, Mrs. Basobana, and Mr. Rafael) in the Teaching Scenarios and discuss how their level of preparation was executed in their lesson delivery.

SIOP® SIOP® FEATURE 23:

Content Objectives Clearly Supported by Lesson Delivery

As we discussed in Chapter 2, content objectives must be stated orally, written in student-friendly language, and displayed for students and teachers alike to see. The objectives serve to remind everyone of the focus of the lesson and to provide a structure to classroom procedures.

Educational reforms and federal legislation over the past two decades have raised the level of academic rigor and accountability in elementary and secondary classrooms. Teachers are expected to post objectives tied to state standards, and administrators expect to see them. However, listing the standard in an abbreviated form, like M.AI-APR.1 (for an algebra standard), as an objective would be meaningless to the students. For young learners, it may appear as gibberish; for older students, it is something to ignore. Further, as we discussed in Chapter 2, a standard is conceptualized at the level of knowledge broader than that taught in an individual lesson plan.

We know that written objectives guide learning and help teachers and students stay on task. SIOP teachers who attend to their lesson objectives make sure there are times during the lesson when some explicit instruction takes place that targets the

ARTIFACT 8.1 Using Technology for Sharing Objectives

Source: Kelsins Santos, ESL/Bilingual Instructional Facilitator, Tyler ISD, Texas

The infographic is a blue-bordered box with a yellow background. It is divided into two columns. The left column features a red Powerpoint icon and the title 'Powerpoint Recorder'. Below the title is a bulleted list of three points: 'Write and record yourself dictating objective', 'Easily uploaded to any learning management system', and 'Can include various media to reinforce comprehension'. The right column features a yellow Google Slides icon and the title 'Google Slides'. Below the title is a paragraph: 'Running G-slides deck which contains daily objectives. Share to student as viewers, and they can keep up with the day's objectives independently.' At the bottom center, an orange box contains the text: 'Both programs allow you to integrate mixed media to drive home the understanding!'.

Powerpoint Recorder	Google Slides
<ul style="list-style-type: none"> • Write and record yourself dictating objective • Easily uploaded to any learning management system • Can include various media to reinforce comprehension 	<p>Running G-slides deck which contains daily objectives. Share to student as viewers, and they can keep up with the day's objectives independently.</p>
<p>Both programs allow you to integrate mixed media to drive home the understanding!</p>	

objectives and other times when students have the opportunity to practice and make progress toward meeting those objectives. Lessons can therefore be organized into meaningful segments that allow for instruction, guided practice, and comprehension checks (Schmoker, 2018). Throughout the lesson and at its conclusion, the teacher and learners can evaluate the extent to which the lesson delivery supported the content objectives.

SIOP®

SIOP® FEATURE 24:

Language Objectives Clearly Supported by Lesson Delivery

Language objectives are an important element of effective SIOP lessons. Teachers and students benefit from having a clear language objective that is written for them to see, discussed at the outset of a lesson, and reviewed during and at the conclusion of the lesson. The objective may be drawn from a state standard for language arts or English as a new language, a scope and sequence of language skills found in a district curriculum framework or instructional text series, or a teacher’s observation of student language development needs for a particular discipline.

No matter which language objective is written for a lesson, this feature reminds teachers that they need to address it explicitly during instruction. For example, if first graders in a language arts lesson have to “retell a story” as their language objective after listening to *Lon Po Po* (Young, 1996), then we expect the teacher will spend some time teaching or reviewing *how to retell* with the children, perhaps using a different but familiar story, and also reviewing sequence terms. Similarly, if high schoolers have to “defend a position” as their language objective in a lesson on *To Kill a Mockingbird* (Lee, 2015) and the task is to argue in favor of Atticus’s decision to act as the lawyer for Tom Robinson, then we expect the teacher will spend some of the period discussing what makes a good argument and modeling persuasive speech. Without explicit instruction in elements of academic language and without students having multiple opportunities to practice and use the language in a variety of contexts, we will fail to advance our students’ academic language development.



When teachers make a point of addressing the language needed to access and manipulate the content, they become language teachers. This makes the biggest difference in the students’ path to language acquisition.

Ana Segulin, Bilingual/
ESL/LOTE Director,
Texas



SIOP®

SIOP® FEATURE 25:

Students Engaged Approximately 90% to 100% of the Period

The student engagement feature calls on teachers to engage learners 90% to 100% 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. When students are in small groups, all are participating. When they are assigned individual tasks, they get to work.

Multilingual learners are the students who can least afford to have valuable time squandered through boredom, inattention, socializing, and acting up. Lessons where

students are engaged less than 50% of the time are unacceptable. This situation tends to occur when teachers are ill prepared, have poor classroom management skills, spend excessive amounts of time making announcements or passing out and collecting papers, have not provided clear explanations of the assignment, or have not scaffolded the process well. If students don't know what to do, they will find something else to do, and then misbehavior or inattention ensues.

The most effective teachers minimize these off-task behaviors and maximize time spent actively engaged in instruction. Multilingual learners who are working to achieve grade-level competence benefit from efficient use of class time. If they have had limited or uneven schooling experiences or a high degree of absenteeism, they particularly need instruction that builds on their assets and interests to encourage participation and direct their focus.

As teachers plan and then deliver lessons, they often estimate the amount of time an activity will take (e.g., show and discuss video clip—ten minutes). While this practice can improve the pacing of a lesson (see SIOP feature 26), we suggest teachers also ask themselves when and how student engagement will lead to learning. As we have discussed throughout this book, effective SIOP 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. Creative, fun activities are not effective if they are unrelated to the content and language objectives of the lesson. Equally, “skill and drill” exercises on discrete points (e.g., past tense verb endings) and endless multiple-choice practice tests are not engaging, and they reduce academic learning time as students “tune out.”

We know that engagement, motivation, and cultural responsiveness are important factors in successful lessons—for all students (Gay, 2018; Nieto & Bode, 2017; TESOL, 2018). When learners are actively engaged, they are involved in tasks that challenge them and allow them to gain confidence. So what promotes student engagement? Simply, instruction that is understandable to the learners and tasks that are motivating and relevant. Younger learners may prefer activities with objects they can manipulate or movements they can perform, as well as puzzles and learning games. Adolescents are motivated by lessons that connect school topics to their current or future lives and by projects that give them agency. All learners will engage with text above their reading level if it is of interest to them. We know that technology-infused lessons also create inviting, accessible, and interactive classrooms (Pawan et al., 2022). Engagement happens when students have opportunities to talk, read, or write about the lesson's concepts through a variety of activities that reinforce learning and capture students' attention.

It is important to remember that as we plan engaging activities, we must also set students up for success. In order to do that, SIOP teachers:

- optimize the academic learning time for their students by being explicit in their expectations for student performance and by connecting tasks to the learning objectives;
- build background schema so students have knowledge to apply to a task;

- plan activities that leverage students’ assets, such as their home language skills, favored communication modalities, out-of-school experiences, cultural traditions, and passions;
- structure activities around familiar routines or procedures;
- provide clear directions and modeling;
- design linguistic and instructional scaffolds to help students read, write, and talk about the lesson’s concepts;
- allow students to discuss and take notes in their home language (translanguaging practices) to support completing an assignment in English;
- offer choices—in tasks, texts, and/or partners; and
- conceive of outcomes, products, or performances that can be achieved through a variety of modalities.

SIOP® 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 and the time allotted for completing activities. 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 multilingual learners, 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 range of English proficiency levels is represented in the same classroom. Finding an appropriate pace requires practice, but becomes easier as teachers develop familiarity with their students’ language and academic skills.

- *Elementary teachers* know, for instance, that the attention span of a kindergartener or first grader is much shorter than that of a fifth grader, so they adjust their lessons accordingly. A practice activity may last only five minutes in the primary grades, whereas in the upper grades it could last 15–20. Elementary teachers also chunk important information in smaller conceptual units and allot time for processing the material taught in the new language between the chunks. In many elementary classrooms, students do not typically switch teachers or rooms, so on some days, teachers may extend certain lessons beyond the normal time frame to cover the material.
- *Middle and high school subject-area teachers* may be constrained by the school’s bell schedule and district curriculum pacing guides. However, teachers cannot move so quickly through the curriculum that they leave their multilingual learners behind. Therefore, they carefully select the important concepts to focus on, provide a range of scaffolds and supports, and adjust their planning accordingly.
- *ELD teachers* can help augment instructional time. When a grade-level or subject-area teacher collaborates with the ELD teacher, both language

development and content instruction benefit. The ELD teacher might introduce key vocabulary and build background on topics before they are covered in the content classroom, or provide additional practice and application activities afterward. This supports multilingual students' content learning. It also supports the acquisition of academic English and motivates learners because when they address grade-level material in the ELD class, the result is that they understand more in the content class. (See Chapter 11 for a discussion of teacher collaboration.)

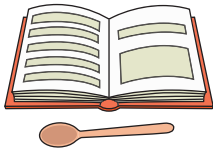
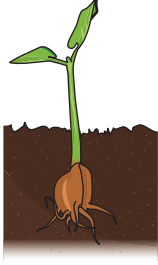



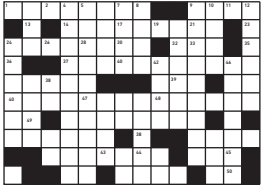
In classes with both students who are proficient in English and those who are multilingual learners, it can take some effort and experience to pace the lessons well. Investing in a slower pace in the first quarter of the year to teach instructional routines and task procedures, along with related language frames, reaps dividends later because students then know the classroom practices and have better academic language skills. Most students enjoy working with peers, so collaborative learning projects with tasks geared to proficiency level and interest are beneficial. On occasion, interdisciplinary projects could be planned, such as a project on the Harlem Renaissance that involves U.S. history (e.g., the migration of African Americans from the South to the North), English literature (e.g., poems by Langston Hughes and Zora Neale Hurston), and music (e.g., the Jazz Age). Such projects not only spiral the content but also introduce and reinforce key language terms, functions, and sentence structures, allowing multilingual learners time over the course of a unit and across several content areas to develop the academic English skills they need for success.

In addition, simple routines can help the pacing:

- Put a basket by the door where students deposit homework when they enter or class work when they leave.
- Assign a materials manager for each group of desks who distributes books or worksheets to everyone in the group.
- Establish routinized activities that do not need directions explained each time.
- Set a classroom timer to ring when an activity should end.
- If students ask questions that are off-topic, refer back to the objectives and help students stay on track.
- Prepare a student choice board of independent task options that students can work on if they finish early (see Figure 8.1 on next page).

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, 15 hours of instructional time will be lost! So, if you finish a lesson before the allocated time ends, don't let students chat or do homework; instead, play a game to review vocabulary or key concepts. We need to maximize the way we use time when we have multilingual learners in the classroom.

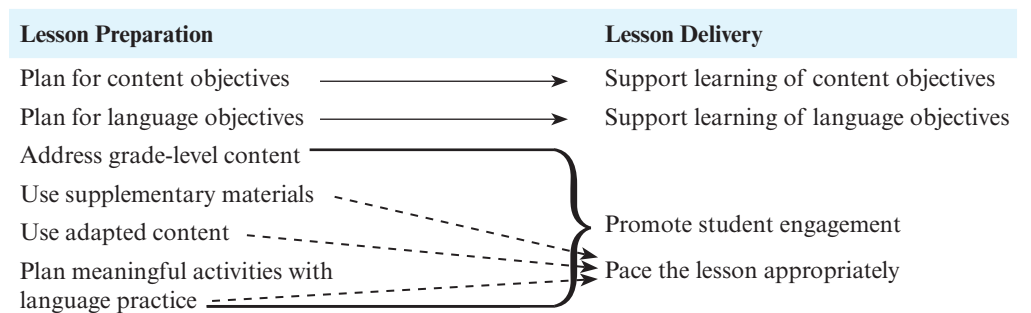
FIGURE 8.1 Choice Board for Science Class

<p>Find two recipes that use the same plant in different ways. Tell a partner about them.</p> 	<p>Write a story about a seed becoming a plant.</p> 	<p>Record a poem you like on Flipgrid.</p> 
<p>Read a book for fun.</p> 	<p>Prepare 4 questions to ask an organic farmer.</p> 	<p>Work on a crossword puzzle.</p> 

■ Linking Lesson Preparation and Lesson Delivery

Now that you have read about the features of this component, you can see that strong, thoughtful lesson preparation is critical to effective lesson delivery. Without the planning necessary to make the content truly comprehensible for the diversity of learners in your class and without considering which aspects of academic English they need to learn or practice in a given lesson, your lesson may fly over their heads, and a day during which they could be learning may be wasted. Figure 8.2 shows how the features of Lesson Preparation influence the features of Lesson Delivery.

FIGURE 8.2 The Relationship Between Lesson Preparation and Lesson Delivery





Sheltered instruction (SIOP) has given flight to my planning. One wing is the content and the other is the language required of the content. Students need both to soar.

Tan Huynh, Secondary Language Specialist, Thailand



Supporting Content and Language Objectives. We advocate for teachers to include content and language objectives in every lesson, and our research supports their value, especially when multilingual learners have a clear, explicit understanding of what the teacher’s expectations are for a lesson (Guzman, 2015; Hayden, 2019; Short, Fidelman, & Louguit, 2012). The content and language objectives written on a lesson plan need to be presented and practiced in a way to support student learning (Balconi & Spitzman, 2021). Not all students may master the objectives the first day they encounter them, but all students should make progress toward mastery. Just writing a content and a language objective on your lesson plan is not sufficient; you have to “deliver” on those learning goals in class.

When presenting a SIOP lesson, remember the objectives should be:

- **Observable**—an observer can see or hear students participating in activities related to the learning targets.
- **Measurable**—there is a way to determine whether students met the objectives, or made progress toward meeting them.
- **Assessable**—the objectives are reviewed at the end of the lesson, and the class determines if they were met.

Some teachers fail to write out and discuss the objectives with the students because the process is time consuming. 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 (cf. Short, Fidelman, & Louguit, 2012).

Other teachers complain they can’t write objectives in a manner that students will understand or are worried that they will not complete all of the objectives for the full lesson. Both of these arguments are easily addressed by practice and support. A SIOP coach or a fellow SIOP teacher can give guidance on writing student-friendly objectives. The students themselves will confirm if they understand the objective when it is presented in class. And as teachers get to know their students, writing for their age and proficiency levels 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 determine 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 discipline on the pacing of each lesson. If a teacher consistently does not meet objectives, however, it may also be that too many objectives have been planned for the allocated time of the lesson, or that time is lost during activity transitions or at the start or end of the period.

The following suggestions may help:

When planning,

- Estimate the time each portion of the lesson will take to ensure it fits in your allocated time.
- Reduce the number of objectives.

During the lesson,

- Reread the objective chorally with the class to re-focus the students.
- Ask students what they have done up to that point in the lesson that relates to the objective.

- Pause periodically and have students rate how well they are meeting the objective (e.g., Thumb up ~ *I got it*. Thumb down ~ *I am lost*. Thumb horizontal ~ *I'm getting there*).

Promoting Student Engagement. In Figure 8.2, you can see how student engagement depends in large part on what content you teach, how you adapt that content, what supplementary materials you include, and what activities you ask students to perform. Multilingual learners are motivated to learn what their English-speaking peers are learning. Sometimes, in order to provide that grade-level content in a comprehensible way, you will have to adapt it. You will decide whether the adaptation is through the texts they are reading (e.g., utilizing a book with more reading supports) or the tasks they are being asked to do, but if the material is at or a little above their level of understanding, they can be engaged with it. And of course, the planned lesson tasks play a critical role in student engagement. “Skill and drill” exercises turn everyone off—English speakers and multilingual learners alike. Creative activities related to the objectives that include plenty of language practice do not.



We know even the best lesson plans tend to hit a speed bump! I like to record my lessons in order to watch for pace and engagement! Try first recording with the camera on you to see your instruction, then try changing the camera to record just the students so that you can watch the kids to see if/when confusion kicks in!

Andrea Rients, Professional Learning Coordinator, Minnesota



Pacing SIOP Lessons. We can't discount how the choices we make when planning a lesson affect the pacing. Planning makes a difference. If students use supplementary materials and the content has been adapted to their levels, they are better able to move through the materials with occasional support from the teacher. If, however, those materials are above their level, the class discussions and activities may get bogged down. More time will be spent explaining what something means than applying or extending the information. Likewise, if the activities are not meaningful or clearly explained, students may exhibit off-task behavior or dawdle while trying to complete the assigned work. Yet if objectives are clear and guide in-lesson decision making, if scaffolds have been prepared in advance, if familiar procedures are used, if student roles are clear, and if new content has been taught in manageable portions with comprehensible supports, then learning can take place more readily.

■ Application to Your Classroom: Lesson Delivery

Effective techniques such as the following can help a teacher check on student progress toward meeting content and language objectives, manage pacing, and promote student engagement.

- **Padlet or Jamboard.** Padlet and Jamboard function as online bulletin boards that teachers and students can access in class and out. Teachers create a shared wall with a unique Web address (or in a Google classroom website) and users can add or pin different links, images, and text that other users can see. Some teachers create one wall for each unit of study. It is a place to post exit tickets, ongoing group work, relevant research links, and more. Teachers may have one section with language supports, such as sentence frames, signal words, and key vocabulary. In addition to the benefit of having students work collaboratively

and share knowledge, teachers wind up with a useful artifact that can be used for reference, reflection on student learning, guidance for further instruction, and review of key concepts.

- **Chunk and Chew.** To help with pacing and knowledge acquisition, this technique encourages teachers to pause after every ten minutes of input (i.e., a “chunk” of new information) to give students time to talk or reflect (i.e., “chew”) with a partner or in a small group about what they have just learned. Effective SIOP teachers carefully structure this student talk with specific prompts, sentence starters, and small-group discourse routines (see WIDA, 2017 for examples of discourse moves).
- **Roam and Review.** At the end of a lesson, the teacher may pose a reflection question (e.g., “*What was the most important thing you learned today?*” or “*What surprised you in our lesson today?*”) and have students think silently, then stand and roam the classroom, discussing their ideas with classmates. This is unstructured; students can roam and talk to whomever they choose.
- **Hand Up-Stand Up-Pair Up.** This is a similar technique that can be used as well. In this case, students write a response on a sheet of paper, stand up holding it, raise their hand, pair up with another who has a raised hand, and then both lower hands. Pairs share ideas, then raise hands again, look around the room for another partner, and repeat the process.
- **Podcasts and Screencasts.** Students prepare a two to three-minute oral summary on a topic that they have selected or that the teacher has assigned. They rehearse and then record it on their tablet or phone and use it as a podcast. Screencasts are similar but allow students to record over images or other content on a screen.
- **TV Talk Show.** A culminating project that addresses content and language objectives (particularly listening and speaking ones) and engages students is the TV talk show (Cloud et al., 2010). In groups, students plan a talk show on a topic of study that includes multiple parameters. One student serves as the host and interviewer; others are the guests. For example, after the class has studied extreme weather phenomena, one guest might be an expert on hurricanes, another on blizzards, a third on earthquakes, and a fourth on tornadoes. The talk shows could be videotaped for later viewing and analysis by the teacher or the students. The analysis might look at how well the students spoke, used key vocabulary, responded to host questions, and so forth.
- **Writing Headlines.** By writing a newspaper headline, students try to capture the essence of a day’s lesson, section of a text read, video watched, or information presented orally. Teachers can encourage students to use descriptive language and focus on word choice to create compelling headlines.
- **E-Journals, E-blogs, Vlogs, and Wiki Entries.** The teacher can have students write in an e-journal daily or once a week to reflect on what they have been learning or contribute to a class blog or vlog. At the end of a unit, the teacher might ask students to write an online entry for a class wiki that presents key information on a topic being studied.

■ Differentiating for Multilevel Classes

As teachers deliver their lessons, they need to be cognizant of the learning process all of their students experience. The following ideas will help teachers differentiate instruction among multilevel students at various levels of English proficiency as well as gauge which students are meeting the objectives and which students need more assistance.

- **Pro-Rate the Task.** The product of a task need not be exactly the same across all students. The more advanced students are in their knowledge or language skills, the more they can be asked to do. In classes with both multilingual learners still developing proficiency in English and other learners who are proficient, a teacher might assign a task for the multilingual learners that seemingly has less required output, but can be as cognitively challenging as a different task for students proficient in English. It may be helpful to remind the proficient students that the multilingual learners are doing the work in a language they are still mastering.
- **Radio Advice Line.** The teacher can select two or three of the more advanced learners to be the radio show host. Other students can draft questions they have on a topic, perhaps as review questions for a unit or clarification questions on a lesson topic. They “call in” to pose the questions to the radio hosts, who take turns responding. The teacher can monitor what questions are being asked and which students seem to be making good or weak progress in meeting the lesson’s objectives.
- **Projects.** One of the best ways for students to work at their own ability level, language level, and interest level is through projects. Projects offer a meaningful way to determine whether students can apply information they are learning, and they enable students to tap into their creativity and home language, too.
- **Leveled Questions.** Teachers can modulate the questions they ask students according to their levels of language proficiency. It is recommended that they plan the range of questions in advance, so that the questions will generate higher-order thinking but the language of the questions will be accessible.
- **Homogeneous Small-Group Rotations.** From time to time, teachers may want to cluster their students into homogeneous small groups based on their ability with the skill or topic (e.g., solving math problems, reading grade-level text) to provide targeted support. One way is to set up three centers in the class: one for teacher-directed instruction, one for independent work, and one for small-group or partner activities. The teacher always starts with the group of students who need the most support, and the instruction provides the foundation for their later small-group and independent work. The other groups, when working with the teacher, might have their independent and small-group work reviewed, might have a skill clarified, or might have an enrichment opportunity. In this set-up, the teacher can offer more assistance to those who are struggling or need language scaffolds while letting the others work on their own. (See Vogt, Echevarría & Washam, 2015, pp. 158–159, for a detailed description of how the rotation process can be designed.)

■ The Lesson

Solving Local Problems (Fourth Grade)

We revisit the teaching vignettes described in Chapter 2 in this chapter. The fourth-grade classrooms of teachers Ms. Levine, Mrs. Basobana, and Mr. Rafael, you may remember, are located in a suburban elementary school. Multilingual learners represent approximately 30% of the student population, and the children speak a variety of languages. The majority of the multilingual learners are at the intermediate stage of English proficiency, and native English speakers and multilingual students who have exited the English language development program are also present.

As part of the fourth-grade social studies curriculum, Ms. Levine, Mrs. Basobana, and Mr. Rafael planned the unit “Making a Difference” on solving a problem in their local community. The lessons and culminating project about solutions and outcomes to a local issue were guided by the Big Question, “What is a problem at school or in our community? How could changing it make a difference?” The teachers approached the unit topic each in their own manner.

■ Teaching Scenarios

We reflected on the teachers’ lesson preparation in Chapter 2. Here we will summarize the lesson from the first two days of the unit on local problems and solutions that Ms. Levine, Mrs. Basobana, and Mr. Rafael taught. (See Chapter 2, Teaching Scenarios, for a complete description of the three lessons.) As you read the summaries, consider the SIOP Model features for Lesson Delivery: meeting content objectives, meeting language objectives, engaging students 90% to 100% of the time, and pacing the lesson appropriately for students’ ability levels.

Ms. Levine

Ms. Levine began the lesson on local problems by reading aloud the content and language objectives for the day and reminding students that they find solutions to problems in math class and they have talked about cause and effect in science.

Content: SW identify problems and their causes, solutions, and outcomes in texts.

Language: SW read a text and write a summary of the problem, solution, and outcome.

She introduced the Big Question and new vocabulary terms, *activist*, *effective*, and *outcome*. The class looked at word parts and made connections among *act*, *action*, and *activist*; *effect* and *effective*; and *outcome* as a compound word. Students had some time to add new terms to their vocabulary notebooks, including an illustration, definition, and/or a translation.

Ms. Levine then led a class brainstorming session about a local problem they might try to solve. Partners generated ideas that she recorded. To model how a

solution might be accomplished, she briefly explained Bellen Woodard’s activism, introduced the story via picture walk, and read it aloud twice, once to give students an overview and a second time to help students focus on the problem, solution, and outcome. The lesson continued with the class creation of a summary of the story using the SWBST (Somebody Wanted But So Then) organizer¹. The first day ended with student reflection on how Bellen made a difference.

The second day began with the “Oh Yesterday” technique in which several students told what they remembered from the previous lesson. Most of the time, however, involved student group work with texts about other youth activists, building on the tasks conducted as a whole class the day before, and showcasing for the students a variety of approaches that could be taken to solve problems. Multilingual learners who were not yet proficient in English were assigned to heterogeneous groups with stronger readers and they used the reciprocal teaching technique to read and analyze the texts and complete their own SWBST organizer. Ms. Levine worked with three students at the lowest English proficiency levels. Two groups with the strongest readers had the modified SWBBST (Somebody Wanted Because But So Then) organizer. The lesson concluded with each group sharing their summary statement, discussions of other possible solutions and effective outcomes, a physical “vote” on the most effective activism, and a student self-assessment review of the lesson objectives.

Check your understanding:

On the SIOP form in Figure 8.3, rate Ms. Levine’s lesson for each of the features in Lesson Delivery.

FIGURE 8.3 Lesson Delivery Component of the SIOP® Model: Ms. Levine’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 students’ ability levels			Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to students’ ability levels

¹ Sample organizers can be found in Vogt & Echevarria, 2022 (pp. 177–180).

Mrs. Basobana

Mrs. Basobana was eager to teach the unit, but she did not define content or language objectives. Recall that she only loosely planned activities for the lessons:

Day 1: SW review the local newspaper for issues in the community and discuss with class.

Day 2: SW generate a list of community and school problems.

She brought newspapers to class for student groups to look through to identify local problems, but did not introduce the unit topic or Big Question, pre-teach any vocabulary, or select articles that might be at the students' reading levels. Realizing the activity was not working as she envisioned it, she tried to regroup the class and read one article aloud and led a discussion with questions written on the board. Few students participated.

Mrs. Basobana explained the unit project orally to the class the next day. She stated the class would generate ideas for a problem and solution that they would then write a newspaper article about, in a group, or individually if a student preferred. Next, she asked students to brainstorm ideas of a school or community problem and to rank their top three choices. The tallying was time consuming and students had no tasks while she did so, which led to some misbehavior. To close the lesson, Mrs. Basobana asked students to sketch a solution to the problem with the most votes, *People sleeping on the ground*.

Check your understanding:

On the SIOP form in Figure 8.4, rate Mrs. Basobana's lesson for each of the Lesson Delivery features.

FIGURE 8.4 Lesson Delivery Component of the SIOP® Model: Mrs. Basobana'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 students' ability levels			Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to students' ability levels

Mr. Rafael

Mr. Rafael planned a lesson that was true to the social science discipline, and he hoped it would be motivating for his students. He defined content and language objectives by paraphrasing the standards identified for the unit:

Content: SW explain individual approaches people have taken, or could take in the future, to address local or national problems, and predict results of those actions.

Language: SW write about problems and solutions using reasoning, correct sequence, examples, and details with relevant information in a play.

Mr. Rafael invested time in finding a video of Harriet Tubman to illustrate the theme of “Making a Difference” and turned on closed captioning to help the multilingual learners. Unfortunately, he did not pre-load it and lost time on Day 1 getting it to work. As a result, he had to quickly introduce key vocabulary terms and the problem-solution concept and he postponed sharing the content and language objectives until the second day. He prepared a worksheet (with a word bank) to focus student attention on the video and also found and uploaded an additional text about her life for students to read on their tablets. With his support and these two sources of information, the students completed the worksheet.

He shared the Big Question for the unit with the class the second day and tried to reach consensus on a problem the class could solve. The students participated in the brainstorming and voting, but no idea received the majority of votes. Mr. Rafael had to spend more time with a second round of votes for the top three choices. He then tried to explain his ambitious unit project plan of writing and performing a play and assigned students to specific groups, but students had so many questions that he realized he needed to work with the whole class to outline the plot sequence across three acts. He did not review elements of a play with the students either. The ensuing discussion was inconclusive and would have to be continued the following day.

Check your understanding:

On the SIOP form in Figure 8.5, rate Mr. Rafael’s lesson for each of the Lesson Delivery features.

FIGURE 8.5 Lesson Delivery Component of the SIOP® Model: Mr. Rafael’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 students’ ability levels			Pacing generally appropriate, but at times too fast or too slow		Pacing inappropriate to students’ ability levels

■ Discussion of Lessons

Review your rating form and think about the reasons you scored the lessons as you did. Look for evidence in each scenario. Read on to see our analyses.

23. *Content Objectives Clearly Supported by Lesson Delivery*

Ms. Levine: 4

Mrs. Basobana: 1

Mr. Rafael: 2

- From the beginning of the lesson, **Ms. Levine** had a clearly defined content objective, which she posted and read aloud so students knew what they were supposed to learn. On both days, the activities helped students determine problems and solutions in texts. She modeled the analysis with the whole class on the first day and student groups worked to identify them on the second day. When they reported out, she could informally assess their learning. The lesson was rated a “4” for supporting content objectives.
- In contrast, **Mrs. Basobana’s** lesson received a “1” on this feature. She had no content objective, just a general plan of activities. A content objective was implied (e.g., “*Students will identify problems in the community and school*”) but the students did not have a clear idea of the learning goal. Moreover, the lesson did not support this implied objective very well. Mrs. Basobana jumped into the unit topic with little background building for her students. She did not define vocabulary terms, and although she brought in authentic materials, newspapers, the first day, she failed to consider whether they were at a reading level appropriate to her fourth graders, nor did she pre-select articles the students might review, instead overwhelming them with the variety in the paper. The second day brought a bit more focus to the implied objective with the brainstorming activity, but the connection to the unit theme and Big Question was never made.
- Mr. Rafael understood the importance of having and sharing objectives with the students, but due to technical difficulties, he did not do so until Day 2. His content objective was too broad for the lesson, but he did support it partially through the lesson activities. The video clip, text, and worksheet enabled students to report on Harriet Tubman’s approach to solving a problem. However, he erroneously assumed that his students could easily select a problem and determine a solution for a three-act class play without more support. Had he narrowed his objective, presented it on the first day, and offered more guidance for the class project, his lesson would have received a higher score for this feature. Because he did not, his lesson received a “2.”

24. *Language Objectives Clearly Supported by Lesson Delivery*

Ms. Levine: 4

Mrs. Basobana: 0

Mr. Rafael: 1

- **Ms. Levine's** lesson was rated "4" on this feature. Language objectives were clearly written and stated, and students had several opportunities to meet them. Ms. Levine taught key terms so they could discuss the topic and read the texts. She helped them complete the SWBST summary for the Bellen Woodard story and then organized reciprocal teaching groups so they could read, discuss, and summarize a new text. She supported the multilingual learners at beginning levels of English, too.
- **Mrs. Basobana** did not write or state any language objectives. As with the content objective, one might have been implied (perhaps "*Students will read a newspaper article for specific details*"), but none were explicitly shared with the students. No instruction was provided to help students master that objective and no supports were offered for her multilingual learners. Although she did assign a reading activity and told students there would be a writing project, the newspaper articles were inaccessible for many of the students and the writing activity, as briefly explained, was very complicated linguistically (students had to define a problem and imagine a solution, but write the article in past tense as if it had already happened). Further, as we pointed out in Chapter 2, a language activity is not the same as a language objective. Her lesson received a "0" for supporting language objectives.
- **Mr. Rafael** presented his language objective on the second day, but did little to support the students in meeting it. In addition, it was too broad for the lesson. He wanted the students to practice reading, writing, listening, and speaking, and while there was some listening and writing practice on the first day, the language objective for writing a class play was not met. He did not provide a model script, review the elements of the play, or discuss how dialogue differs from prose. He failed to connect the video clip they had seen to a play and had no written directions for the project. His lesson was rated a "1."

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

Ms. Levine: 4

Mrs. Basobana: 1

Mr. Rafael: 2

- In **Ms. Levine's** lesson, students were very engaged. She planned the unit lessons carefully, included a range of activities, and maximized academic learning time. Although Day 1 was more whole class-oriented, she encouraged partner discussions and individual vocabulary work. Students brainstormed ideas and had time for reflection and self-assessment. On Day 2, every student participated in the reciprocal teaching task with texts about youth activists of interest to young learners and in groups that Ms. Levine had pre-arranged to provide support to the multilingual students. Because modeling occurred the first day, student interaction with the text and summary writing on the second day was accomplished in a straightforward manner. Students were active and on task throughout, and the material was relevant to the standards and objectives, so the lesson received a "4" for this feature.

- The students in **Mrs. Basobana’s** class were not very engaged over the two days. The lesson bounced from activity to activity without any meaningful learning goals for the students. The newspaper articles were too difficult for them to read, in terms of both the background schema needed to understand them and the sheer number of articles to look through. The lack of student participation even after she read one news article aloud indicated lack of comprehension and engagement. The second day some students misbehaved and distracted others; no task was assigned during the minutes that votes were tallied. She did not plan for student-to-student interaction and relied on teacher talk as the means for conveying information. Overall, Mrs. Basobana did not maximize academic learning time and students were engaged only about half of the allotted instructional time. This lesson was rated a “1” for this feature.
- **Mr. Rafael’s** students were engaged from time to time during the two days. While Mr. Rafael fiddled with the video on the first day, the students had nothing to do. He did refocus them, however, and they watched the video about Harriet Tubman, read the text, and completed the worksheet. The closed captions and word bank provided some scaffolding for the multilingual learners. During Day 2, the selection of a class problem and the playwriting task were not well structured and may have been confusing for some of the students with beginning levels of English, but the students were not unruly, nor did they exhibit off-task behavior. This lesson received a “2” for student engagement.

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

Ms. Levine: 4

Mrs. Basobana: 1

Mr. Rafael: 1

- **Ms. Levine’s** lesson was well-paced and rated a “4” for this feature. The preparation done in advance of the unit helped the activities run smoothly and avoided any wasting of time for students to get materials or ask questions about the assignments. The texts and videos were selected to appeal to the students’ interests, the graphic organizer (SWBST) was familiar to students, the reciprocal teaching groups were pre-arranged with peer support for multilingual learners, and instructions were clear. The modeling and whole-class practice done on the first day paved the way for group success on the second. The students were not bored, they interacted with partners and small groups, there was physical movement, and students’ ideas and opinions were sought and validated.
- The pacing of **Mrs. Basobana’s** lesson was problematic. Very little was accomplished in the first two days of the unit and her lack of adequate planning was the reason. By not providing an overview or building background for the unit, she did not motivate the students. By not defining and presenting objectives to the students, she did not help them see a purpose for the activities nor give them a goal for their learning. The newspaper activity was unsuccessful because no vocabulary development, modeling, or pre-selection of the articles took place. As a result, she had to pivot to an impromptu reading of one article aloud, but without comprehension checks or supports for the students learning English.

This took up most of the remaining time on Day 1. On the second day, time was wasted with the tallying of votes and with students sketching ideas to solve the problem of homelessness. The learning time could have been utilized in a more productive way. This lesson received a “1” for pacing.

- **Mr. Rafael’s** lesson was not well-paced because he made assumptions in his planning that did not bear fruit. It started on Day 1 with the video clip that would not load and led to his curtailing the vocabulary development portion of the lesson and the introduction of the unit’s Big Question and lesson objectives. He also assumed students would agree on a class problem and write a play in a few days without any models or scaffolds. Because he did not build a foundation for the students to do the writing, the initial outlining of the play’s three acts had to be carried over into Day 3. This lesson was rated a “1.”

■ Final Points

As you reflect on this chapter and the impact of effective lesson delivery, consider the following main points:

- 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 multilingual learners.
- If you plan objectives, you have to teach to them. Delivering a lesson geared to objectives allows the teacher to stay on track and lets 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 also help to ensure the students meet the lesson’s objectives.
- An appropriate pace for a lesson is critical for multilingual learners. Information that is presented at a pace suitable for native English speakers may render that information meaningless, especially for students at beginning stages of English acquisition. Finding the right pace for a lesson depends in part on the content of the lesson, students’ prior knowledge about the topic, and differentiation. Effective SIOP teachers use instructional time wisely.

■ Discussion Questions

1. In reflecting on the content and language objectives at the beginning of the chapter, are you able to:
 - a. Monitor lesson delivery to determine if it is supporting the lesson objectives?
 - b. Determine how lesson preparation influences lesson delivery?
 - c. Generate activities to keep multilingual learners engaged?
 - d. Discuss characteristics of effective SIOP lesson delivery?
 - e. Explain how a focus on a lesson’s objectives can aid in pacing?
 - f. Review your lesson plan to make sure the information and activities support the students in meeting the language and content objectives?

2. Reflect on a lesson that you taught or observed that did not go well. What happened? When did it go awry? 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 delivery of the lesson have been improved?
3. Suppose three new students, all with limited English proficiency, joined your eighth-grade class midyear. The other students in the class include a few former English learners and native English speakers. You are studying the Bill of Rights. Think of one task that you might include that helps students apply the content concepts and also practice academic language. Now, how might you pro-rate that task to meet the different academic language needs of the students?
4. How do teachers or supervisors determine whether a majority of students, including multilingual learners, are engaged during a lesson? What techniques could be used to sustain engagement throughout the period? What should the teachers do if they sense that students are off task? Why is sustained engagement so critical to multilingual learners' academic progress?
5. Look over the SIOP lesson you have been working on. Check that you have explicit instruction and practice opportunities included for your objectives. If not, add to the lesson. Then write down the amount of time you expect each section (or activity) of the lesson to take. Teach the lesson and reflect. When did student learning occur? Did you have a good handle on pacing? If not, review your lesson for tightening or extending. What can you add or take away? Were students as engaged as you anticipated? Share with a colleague your ideas for maximizing time-on-task and student engagement.