

Sheltered Instruction Observation Protocol

SIOP®

*Helping English Language Learners Reach
Academic Success WS#58011*



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Content Objectives

Today I will:

- Analyze and understand the third component of the SIOP® Model: Comprehensible Input

Language Objectives

Today I will:

- Discuss the relevance of delivering comprehensible input to create successful academic experiences for ELLs.



Component 3: Comprehensible Input



Features

10. Speech appropriate for students' proficiency level.
11. Clear explanation of academic tasks.
12. Uses a variety of techniques to make content concepts comprehensible.



*In what classroom would
you rather be?*

Latvian Lesson

www.esc20.net/lpac



*What differences did you
find between the two
classrooms?*

Think-Pair-Share



Feature 10: Teacher Speech and Behavior

- Use expression and body language
- Speak slowly and clearly
- Use more pauses between phrases
- Use shorter sentences with simpler syntax
- Stress high frequency vocabulary and review
- Watch for comprehension and repeat to clarify meaning
- Be friendly and enthusiastic, maintaining a warm, supportive affect



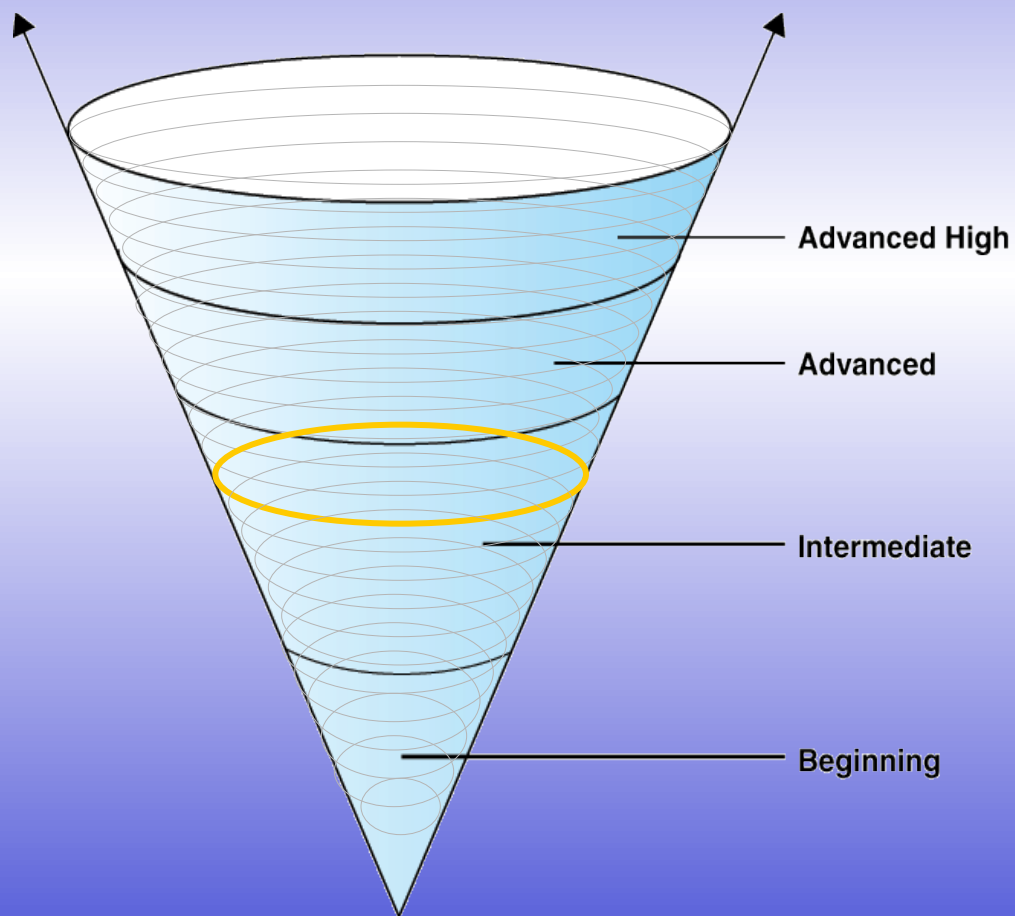
Language Stages

It is very important that teachers determine the English language acquisition levels of their students. Once this is ascertained, teachers can make content comprehensible based on the language needs of each student.

Look at TELPAS Results and connect them to the ELPS!

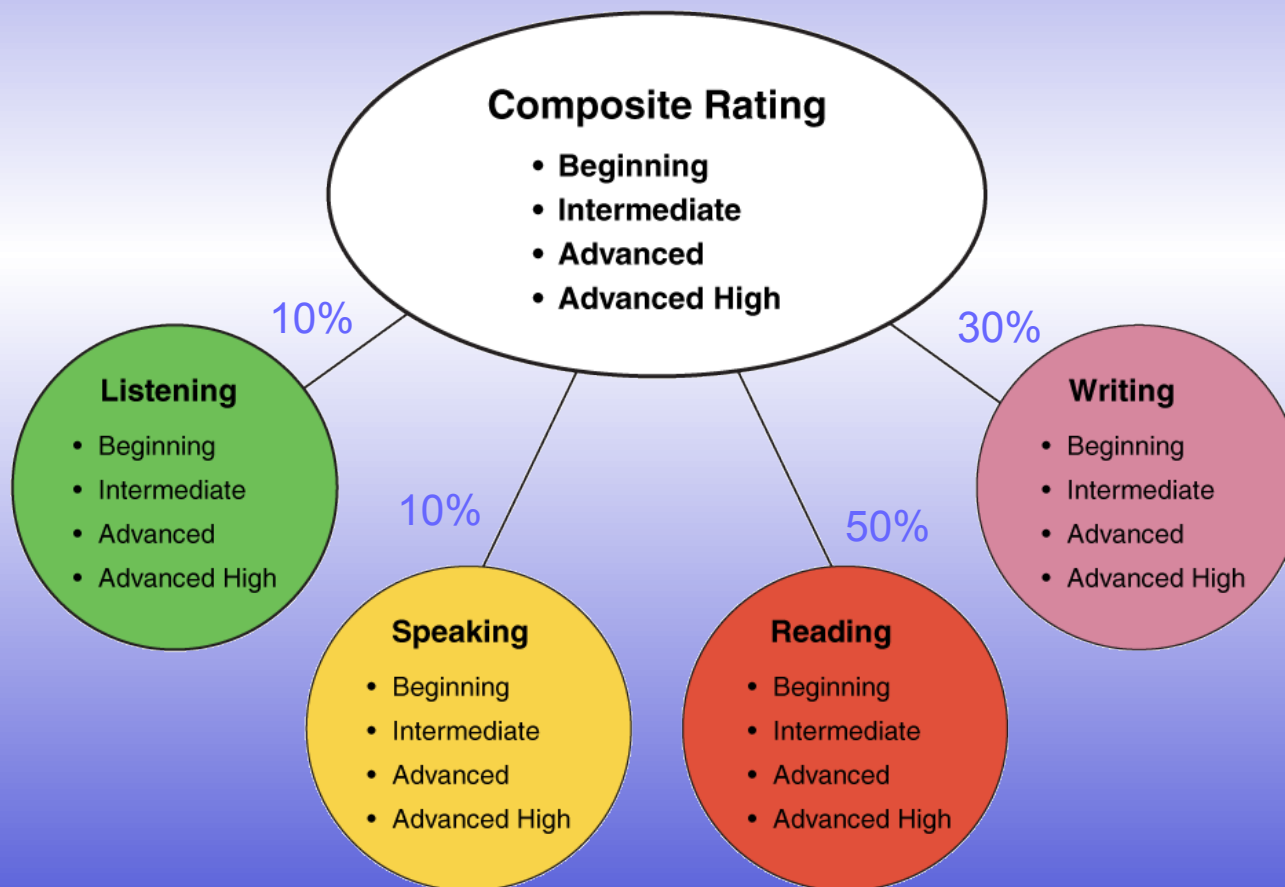


TELPAS Levels





TELPAS Levels





Warning!

Please remember that students at **lower levels of English** proficiency are not necessarily functioning at **lower levels of cognitive ability**.

Frequently, these students are able to use higher level thinking skills in their primary language but have a more difficult time understanding the academic content and expressing their knowledge in English.



The Power of Cognates

La chimica è la scienza che studia la composizione della material ed il suo comportamento in base a tale composizione.



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1-2-4-All

1. Individually make a list of 10 academic words.
2. Turn to your partner and combine your two lists.
3. Find another pair and exchange your lists.
4. Write the Spanish cognates next to each English word.
5. Calculate what percentage of the words are cognates.

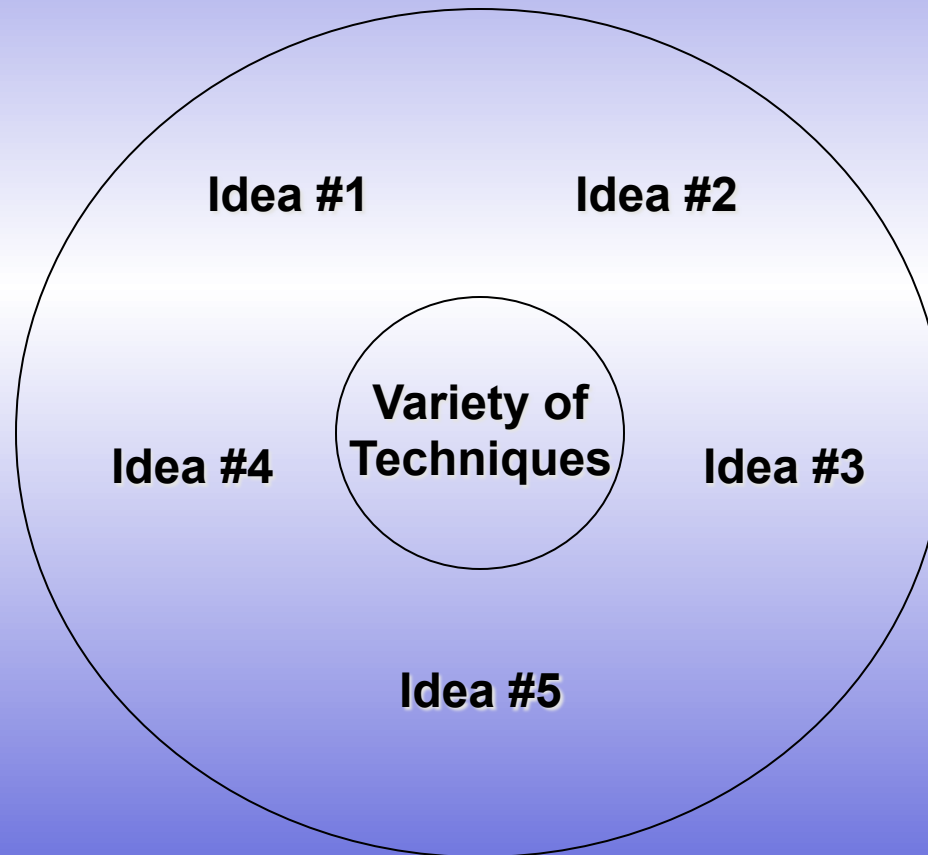


Feature 11: Clear Explanation of Academic Tasks

1. Select a partner (Partner A and Partner B)
2. Go to page 100 of Making Content Comprehensible
3. Partner A reads “Clear Explanation” on T-Chart
4. Partner B reads “Unclear Explanation”
5. Share what you read with your partner
6. Discuss classroom application



Feature 12: Techniques to Make Concepts Clear



- Brainstorm through Quick Round Table, then add more with Handout, page 17 -



Tickets Out

Please complete these sentence stems on post-its:

I used to think...

But now I know...