



Sheltered Instruction Observation Protocol (SIOP) **Strategy Guide for ELL/Bilingual Learners**

**Developed by the Keeneyville Elementary School
District 20 Faculty ELL/Bilingual Committee**

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District 20 ELL Staff are working to incorporate the Common Core Learning Standards in the core subject areas as well as, the language, reading, writing, listening, and speaking proficiency standards. The purpose of this document is to develop a plethora of information as a guide and resource for all faculty working with current or recently exited ELLs. This guide will have strategies that are best practice for ELLs and provide comprehensible input for varying levels of English Language Proficiency. The strategies noted in this document are strategies that we have found to be successful in our classrooms and are used to increase student participation using academic language.

- The following activities are designed specifically to help engage students 90% to 100% of the time in class through interaction.

Please see any member of the committee if you have any questions or would like any guidance on implementing any of the strategies mentioned within your classroom.



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English Language Diversity

Recognizing the different types of English Learners in the classroom context

- BICS (Basic Interpersonal Communication Skills): Language necessary to participate in everyday conversations and in which context provides clues to meaning. BICS may be acquired in less than **2 years**.
- CALP (Cognitive Academic Language Proficiency): Language skill needed for academic learning more advanced than BICS (5+ years to acquire). New information is presented formally in books, lectures, and other media, unsupported by gestures, or social cues.
- L1: Student's native language, in which they first acquired
- L2: Student's second language; English

All can benefit from visual supports and hands-on learning in the classroom.

Types of ELL learner	Background information	Possible learning behaviors	Supports needed
High academic background in native country	<p>These students have received formal academic instruction in their native country and language.</p> <p>*easier time transferring to English</p>	*students understand literacy concepts and can read phonetically without comprehension.	<ul style="list-style-type: none"> • Teach based on students' personal strengths* • Group/peer interaction activities • transferring of knowledge in native language to English • English phonetics
Low academic background in native country	<p>These students have minimal or no experience of formal academic instruction.</p>	<p>*minimal responses in L1 or L2</p> <p>*will struggle initially regardless of language use.</p>	<ul style="list-style-type: none"> • Build background knowledge through cultural connections • Encourage student to share cultural information • Provide student with summaries and exercises in their L1
2 nd /3 rd generation English Language Learner	<p>These students were born in the U.S. or have received majority of their education in the U.S. but are neither proficient in their L1 or L2</p>	<p>It will take the students 5-7 or more years to acquire CALP (3). Even after students have received several years of formal education, they may continue lack proficiency of literacy skills.</p>	<ul style="list-style-type: none"> • define specific activities in which the student can excel • Encourage class participation in student • Clarify the meanings of idioms, symbolic language, American cultural references.

Student Support Schema

COGNITIVELY UNDEMANDING TASKS [BICS]

Copying from the Board
Reading a Map
Face-to-Face Conversation
Selecting Food in the Lunchroom
Directions or Illustrations
[with visuals or diagrams]

Following a Class Schedule
Getting an Absence Excuse
Telephone Conversation
Written Directions, Instructions
[no diagrams or illustrations]
Oral Presentation
Oral Classroom Directions
[no gestures or body language]

CONTEXT EMBEDDED

A

B

CONTEXT REDUCED

C

D

Demonstrations
Science Experiments
Basic Math Computations
Social Studies Lesson
[with visuals and graphics]

Standardized Tests
Math Concepts and Applications
Listening to a Lecture
Reading Content Class
Textbooks [Science, Social Studies, Literature]

COGNITIVELY DEMANDING TASKS [CALP]

Adapted from: "Steve Conckline's CLAD Study Guide, <http://www.azusa.k12.ca.us/bilingual/CLADpage1.htm>

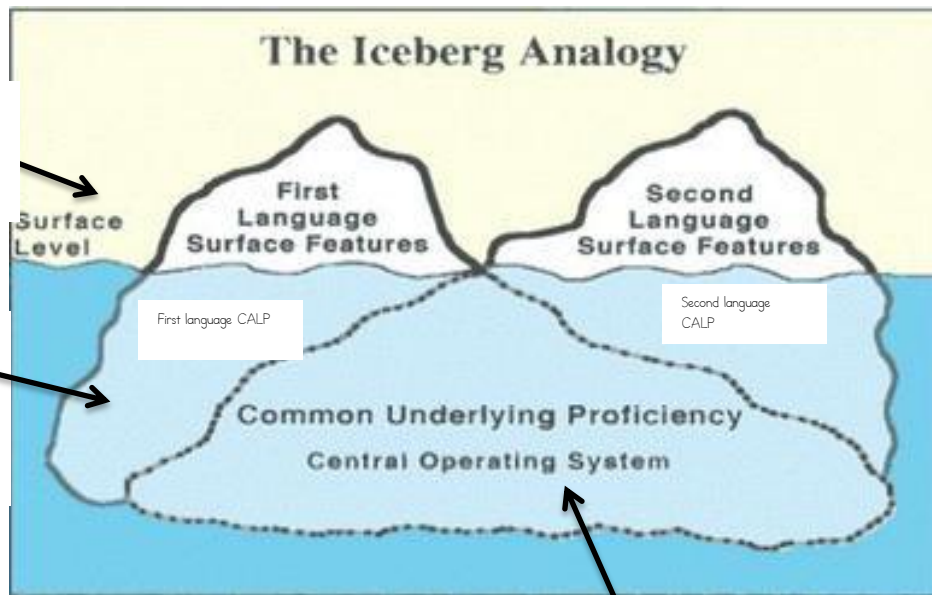
With the context embedded activities, ELLs are able to learn the BICS and CALP more easily

With the context reduced, ELLs have difficulties learning BICS and CALP.

The Iceberg Analogy

Basic interpersonal communication skills (BICS)- above surface

Cognitive Academic Language Proficiency (CALP)- below surface level



The implications of the 2 iceberg model are that:

- The second language grows from the foundation of the first language.
- The stronger the first language, especially CALP, the stronger the second language can be.

What does this mean for school children?

A child's language ability can easily be over-estimated by looking at the BICS and not realizing the complexity and difficulty that second language students have in acquiring CALP in the second language.

The common underlying proficiency (CUP)-represents the foundation of L1 and L2 (BICS/CALP) that can be easily transferable if present.



Sheltered Instruction Observation Protocol (SIOP)

SIOP is a researched based lesson delivery model that links Content Objectives to Language Objectives. There are 8 components to SIOP along with 30 SIOP features. The 8 components of the SIOP lesson protocol are similar to a lesson plan format you may have learned in college education courses but keep in mind the varying levels of English Language Proficiency levels of the ELL students (English Language Learners). The components are as follows:

1. **Lesson Preparation-** Lesson Preparation is basically gathering the necessary parts of the lesson before implementing the lesson. Therefore we need to do the following: Identify and display content and language objectives which are reviewed with the learners. Language objectives can be as simple as key vocabulary to grammar and language structures, functions, or skills. Identify Content Concepts that are appropriate for the student's age, background, and readiness levels. Provide supplementary materials- EX: hands on manipulative, realia (real life objects), pictures, visuals, multimedia, demonstrations, related literature, varying levels of reading materials about the same content, and adapted text. Adapt text so that all levels of ELLs have access to the same information and not a watered down version of the same thing. Ex: graphic organizers, outlines, study guides, highlighted text, taped text, adapted text, jigsaw, marginal notes, and native language texts. Meaningful activities that allow for practice using language in the content areas either through, reading, writing, listening, and speaking. Preferably teachers should use all 4 domains during each class period/lesson.
2. **Building Background-** teachers must teach concepts linked to student's background. They must discuss links between previously learned and new concepts. Teachers must ensure that key vocabulary is clearly emphasized and repeated throughout the learning of the content.
3. **Comprehensible input** is the use of teaching techniques that ensure each student, regardless of English Language Proficiency Level, will understand each part of the lesson. This means using speech appropriate for the levels of the students, clear explanations of tasks, and techniques to make the lessons clear.
4. **Strategies-** Teachers use learning strategies that are best practice for ELLs and allow ELLs to have enough time to use them. Teachers use scaffolding techniques to assist the ELLs in their learning and vary questions so that ELLs can use higher order and critical thinking skills.
5. **Interaction-** We learned through our SIOP training that the best way for ELLs to learn is through constant oral participation. If they can say something and explain it, they have learned it. Therefore, students need to be given in class time to talk about their learning. This can be done through grouping strategies, wait time for thinking, and time to clarify key concepts.
6. **Practice and Application-** When a baby learns about their world, first they learn the names of objects they can touch and see. It is important to have hands on materials for the

students to learn the concepts in context. They also need time to apply what they have learned through the 4 language domains (reading, writing, listening, and speaking).

7. **Lesson Delivery-** As the lesson is delivered, the teacher needs to see that the content and language objectives are supported, the students are engaged 90 to 100% of the time, and the pacing of the lesson is appropriate for their proficiency levels.

8. **Review and Assessment-** Teachers must review key vocabulary and concepts, provide feedback, and make sure that the assessments reflect what has been taught.

appendix b: Lesson Plans

SIOP® Lesson Plan Template 1

Date: _____ Grade/Class/Subject: _____
Unit/Theme: _____ Standards: _____
Content Objective(s): _____
Language Objective(s): _____

Key Vocabulary	Supplementary Materials
----------------	-------------------------

SIOP® Features		
Preparation Adaptation of Content Links to Background Links to Past Learning Strategies incorporated	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Options Whole class Small groups Partners Independent
Integration of Processes Reading Writing Speaking Listening	Application Hands-on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Lesson Sequence

Reflections:

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), Making Content Comprehensible for English Learners: The SIOP® Model.)

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Word Sort

When and why you might use this strategy:

- Pre-assess knowledge
- Assess knowledge after teaching
- As a group/whole group/individual
- Spark Curiosity
- Making connections between key vocabulary and concepts
- Matching labels to pictures or ideas
- Word patterns – easier decoding
- Alphabetize
- Parts of speech
- blends

Directions:

After you have identified your purpose for using this strategy, the teacher will fit this activity into their lesson appropriately. The students will cut out the words. Next, they will organize their words without gluing them down onto a new sheet of paper. If they finish organizing or need help the teacher scaffolds to help the student determine what goes next or questions incorrect placement. Once the pieces are placed correctly, or discussed and corrected (if needed based on your purpose) they can then glue them down.

Examples- what I have done in my classroom:

I have used this strategy in my classroom with students to match pictures to words, sort word families, prefixes and suffixes, plural noun endings, and connect key vocabulary with other key vocabulary.

Variations:

- Picture sort for non-readers
- Sentence sort for assessing comprehension or sequence of events

<u>-at</u>	<u>-ot</u>	<u>-ig</u>	<u>-ug</u>	oddballs
winter	data	shot	big	plug
hot	swig	bug	kitchen	got
pig	hug	lady	hat	wig
flat	dig	gold	tug	brat
not	mind	snug	chat	plot

Sentence Sort

When and why you might use this strategy:

- Sequence of events/retelling
- Comprehension
- Pre-assess knowledge
- Assess knowledge after teaching
- As a group/whole group/individual
- Spark Curiosity
- Writing Structures

Directions:

After you have identified your purpose for using this strategy, the teacher will fit this activity into their lesson appropriately. The students will cut out the sentences. Next, they will organize their sentence strips without gluing them down onto a new sheet of paper. If they finish organizing or need help the teacher assists the child to what goes next or questions incorrect placement. Once the pieces are placed correctly, or discussed and corrected (if needed based on your purpose) they can then glue them down.

Examples- what I have done in my classroom:

I have used this strategy with young students for sequence of events and older students using the LEA approach (Language Experience Approach). When I did the LEA approach, we had written about our class pet and all the things she needed to be taken care of. Later, the students were able to write their own version of what she needed in a 5 paragraph essay. We then typed up the essays and cut out the sentences one by one. They had to reorganize their writing using main ideas, details, and transition words as clues.

Variations:

- Picture sort for non-readers
- word sort for making connections between key vocabulary and concepts



Picture Sort

When and why you might use this strategy:

- Pre-assess knowledge
- Assess knowledge after teaching
- As a group/whole group/individual
- Spark Curiosity
- Matching labels to pictures or ideas
- Alphabetize
- Nouns
- Animals
- Food groups
- Seasons
- Beginning middle end

Directions:

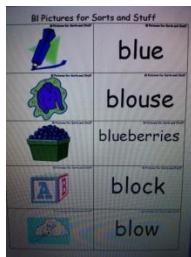
After you have identified your purpose for using this strategy, the teacher will fit this activity into their lesson appropriately. The students will cut out the pictures. Next, they will organize their pictures without gluing them down onto a new sheet of paper. If they finish organizing or need help the teacher scaffolds to help the student determine what goes next or questions incorrect placement. Once the pieces are placed correctly, or discussed and corrected (if needed based on your purpose) they can then glue them down.

Examples- what I have done in my classroom:

I have used this strategy in my classroom with students to match pictures to words, students sorted the pictures into different blend groups, sorting nouns, and beginning, middle, and end.

Variations:

- Picture sort for non-readers
- Sentence sort for assessing comprehension or sequence of events



Resource: <http://www.carlscorner.us.com/sorts.htm> -Resource with all types of sorting activities with pictures!

Think-Pair-Share



Directions:

- 1) Think.** The teacher begins by provoking students' thinking with a question. The students take a few moments to think about the question.
- 2) Pair.** Students pair up with pre-arranged partners to talk about the answer that they each came up with. Students can compare their mental or written answers and identify the answers they think are the best.
- 3) Share.** After students talk in pairs for a few moments, the teacher calls for pairs to share their thinking with the rest of the class.

***May need to be modeled by the teacher a few times.**

When should it be used?

This activity can be used for discussing questions, reviewing concepts and brainstorming. It can be used with small groups of students or in a whole class setting.

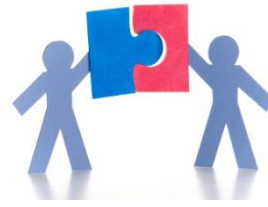
Why use think-pair-share?

This activity increases classroom participation. It prevents the eager students from shouting out the answers and it provides the wait time that some ELL students may need to think about their answer. During “pair,” students are allowed to discuss their answers with a partner without the fear of being ridiculed in front of their classmates. While discussing in pairs students elaborate on their answer or think of new ideas. Everyone is engaged and held accountable. When students are brought back to a whole group they are prepared to engage in a discussion.

Example:

A teacher wanted to promote multicultural sensitivity in her first grade class. She decided to read *Sumi's First Day of School Ever* by Sotung Pak, a book about a Korean girl's first day of school in America. Before reading the book, she took her students on a book walk. Afterwards, she engaged her students in a think-pair-share activity. Based on the pictures they saw during the book walk, students had to predict what they think the story will be about. Students were given a moment to think about their predictions, they then turned to their partner to discuss their ideas and each pair shared their prediction to the rest of the class.

Team Jigsaw



Directions:

1. Students are assigned to groups.
2. Each group is assigned a “piece” to present.
3. Group members research and read about their “piece.”
4. Groups prepare a short presentation and decide how they will teach their “piece” to the class.
5. While a group is teaching, the rest of the class take notes, records the information in their journals, completes a graphic organizer or chart with the new information.
6. After all the groups present the teacher leads a review of the content that students were expected to master.
7. The teacher administers an individual assessment to check for comprehension.

When should it be used?

This technique is best used when there is a large amount of content to teach. It should be used with non-fiction text. Students will need several days to research their topic and prepare to teach the information to their peers. Jigsaw works best in a whole class setting.

Why use team jigsaw?

Jigsaw creates a supportive and motivating environment for ELL students. It increases student participation in the classroom and creates a student-centered atmosphere. The jigsaw technique not only develops their reading, speaking, listening and writing skills, it also develops their interpersonal skills and encourages positive interdependence.

Example:

The third grade students in this example worked in cooperative groups to do extensive research on one of the seven continents. Prior to the jigsaw activity their teacher introduced the unit, gave some background knowledge and taught the vocabulary. Students were then assigned a group and each group was assigned one of the seven continents. Students used a variety of resources including books, atlases, articles and the World Wide Web to find information. Students completed activity sheets designed to focus and guide the students, as they found information about their specific continent. Each group created a presentation and taught the class about the continent they researched. Student presentations were evaluated by the teacher according to a rubric.

Variations

- Within-team Jigsaw: Students become experts on their own and teach their “piece” to the class.
- Expert-partners, Within-team Jigsaw: Students partner with someone from another team to learn and practice their “piece” before teaching their “home” team.
- Expert-group, Within-team Jigsaw: Students are assigned to a “home” group. Each member is given a topic. Students break off and form “expert” groups. They research and read about their topic and become experts. They then return and teach their “home” groups.



Connect Two

Directions: The teacher picks as many vocabulary words as he/she would like. They should be listed in large print so that all students can see them. The teacher or a student should read all the words aloud. Students will choose two words they think belong together and explain why. “I would connect _____ and _____ because _____.” Students will have strips of paper where they fill in the blanks and will share with the class. Words can have several pairings.

When to use: This strategy is used to either expose students to new vocabulary or review it at the end of the unit. If you are using this at the beginning of a unit then students are using prior background knowledge to predict which words are connected and why. If this is used at the end of the unit then students are reviewing key vocabulary they’ve learned and are explaining how they are connected.

Examples:

- **Weather Unit:** Have a list of weather words. Students make predictions as to how some of the words are connected. Storm and rain are connected because when there is a storm it is usually raining.

I would connect _____ and _____
because _____
_____.



GO-GO-MO

(Give One, Get One, Move On)

Directions: Students are given a sheet of paper with a 3 X 3 grid. The student writes down 3 things they learned. They walk around the room to gather at least 3 new ideas from 3 different people. They continue this until the grid is full.

When to use: This strategy is used to get all students thinking about what they have recently learned. It gives students the opportunity to move around and share what they have learned with their peers.

Examples:

- **Life Cycles:** At the end of the unit a student will write 3 things they learned about life cycles. They walk around the room and share their ideas with a peer. In return the peer shares 1 new idea with their classmate.

Variation: This can also be used to pose a question to students and see the different responses they come up with.

- **Bullying:** Ask students the different ways to stop bullying. The student comes up with three and then walks around and shares his response with a peer. The peer will share his idea and the student can add on to his grid.

Sample Grid

Inside Outside Circle



Directions: This strategy involves all students in the class and gets them moving and talking to their classmates. Half of the students will form a circle facing outward. The other half will form a circle around the outward facing circle facing them. Students partner up, 1 from the inner circle and 1 from the outer circle facing each other. The teacher will provide students with a question (The teacher can also create flash cards where one partner will ask the question first). After giving students “think time” students from the inner circle share their response with their partner from the outer circle and then the student from the outer circle shares their response with the same partner. After both students have had a chance to respond the inner circle moves clockwise so that each student has a new partner and the questions are repeated all over again. Teacher can use the same question or ask students a new question.

When to use: This strategy is used to engage all students in your class at the same time. This strategy allows students to feel comfortable answering questions since they are sharing with a peer rather than the whole class.

Examples:

- **Practice Math Facts:** Students in the outside circles have math facts and students in the inside circle answer them. Once everyone has had a turn the students in the inside switch and they ask the questions.
- **Reading –** Students take turns reading a short story or a page of a story. After one partner reads the other person must say something about what was read. Then partners switch.
- **Review for test –** Each student has a review question for the unit of study along with the answer. They take turns asking each other the question.



TPR – Total Physical Response

Have you ever seen students who can't respond to English when it is spoken at normal speed? TPR trains students to respond quickly and naturally while also teaching vocabulary in a fun, lively lesson. Most often, TPR is used with basic commands. The teacher tells the students to stand up, put their hands in the air, pick up something and give it to another student, sit down, etc. The teacher should say these naturally to see how students respond. By modeling the action and repeating as many times as necessary, the students learn the meaning of the commands and basic vocabulary.

What's so good about TPR anyway?

- Easy to implement/no translation
TPR instruction requires no translation or L1 support. It can help students and teachers make the transition to an English language environment.
- New playing field: no disadvantage for academically weaker students
TPR does not depend on left-brain, “academic” skills.
- Trains students to react to language and not think about it too much.
TPR requires an instant reaction. As there is no time to think during TPR practice, students can break the bad habit of over-analyzing language and become more comfortable with “going with the flow”, or guessing from context.
- Reduces pressure and stress for students
TPR does not require a spoken response from students. Also, if implemented properly, students always understand what is happening during TPR practice, resulting in increased confidence.
- Different style of teaching/learning
TPR can be a break for both students and teachers, a refreshingly different style of teaching
- Long-term retention/“magic” effect
TPR results in long-term retention of language items, and the constant repetition and recycling involved reinforces this leading to a “magic” learning experience.
- Repetition is disguised: more effective input. Skillful use of TPR allows us to drill language targets repeatedly without losing student interest.

How can I use it in class?

The teacher starts by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase you can then ask the students to direct each other or the whole class. It is more effective if the students are standing in a circle around the teacher and you can even encourage them to walk around as they do the action.



When should I use it?

TPR can be used to teach and practice many things.

- Vocabulary connected with actions and or life cycles
- Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)
- Story-telling

It can be adapted for all kinds of teaching situations, you just need to use your imagination!

Why should I use it in the classroom?

It is a lot of fun; students enjoy TPR. It is good for kinesthetic learners who need to be active in the class. It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.

Every TPR lesson needs to include these steps: 1) teaching/learning; 2) practice or rehearsal

- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.
- It doesn't require a lot of preparation or materials. As long as you are clear on what you want to practice, it won't take a lot of time to get ready.

A few useful variations

When I use TPR, first I get the students to do the actions and then I do them and drill the students (chorally and individually) to give them an opportunity to practice making the sounds. They are then ready to give commands to each other.

A game I like to play is to organize the students into a circle around me, I say the word and the last person to do the action is out. This person then stands behind me and watches for the student who does the action last. Eventually there is only one student, she is the winner.

While it is clear that it is far more useful at lower levels because the target language lends itself to such activities I have also used it successfully with Intermediate levels. You need to adapt the language accordingly. For example, it helped me to teach 'ways of walking' (stumble, stagger, tiptoe) to an intermediate class. This can be a successful and fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques.



Reciprocal Teaching

Although this is a powerful tool it is more beneficial with the upper grades

"Definition: Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Summarizing: provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

Question: generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question

Clarifying: is an activity that is particularly important when working with students who have a history of comprehension difficulty. When teaching students to clarify, their attention is called to the many reasons why text is difficult to understand; for example new vocabulary, unclear referent words, and unfamiliar or difficult concepts. Recognizing these blocks to understanding signals the reader to reread, read ahead, or ask for help.

Predicting: This strategy requires the reader to hypothesize about what the author might discuss next in the text. This provides a purpose for reading: to confirm or disapprove their hypotheses. An opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. It also facilitates the use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

Each of these strategies was selected as a means of aiding students to construct meaning from text as well as a means of monitoring their reading to ensure that they are in fact understanding what they read.



How should students be grouped for instruction?

Students should be taught in small groups to ensure that each student has ample opportunity to practice using the strategies while receiving feedback from other group members. The optimal group size is between six to eight students. Frequent guided practice is essential in helping students become more proficient in their use of the strategies.

How are the four strategies introduced to students?

During the initial phase of instruction the teacher assumes primary responsibility for leading the dialogues and implementing the strategies.

Through modeling the teacher demonstrates how to use the strategies while reading text.

During guided practice the teacher supports students by adjusting the demands of the task based on each student's level of proficiency.

Eventually the students learn to conduct the dialogues with little or no teacher assistance.

The teacher assumes the role of a coach/facilitator by providing students with evaluative information regarding their performance and prompting them to higher levels of participation.

How do I put it into action?

Put students in groups of four.

Distribute one notecard to each member of the group identifying each person's unique role.

summarizer


questioner

clarifier

predictor

Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as highlighting (when permissible) or sticky-notes to help them better prepare for their role in the discussion.

At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.



The Questioner will then pose questions about the selection:

unclear parts

puzzling information

connections to other concepts already learned

motivations of the characters

The Clarifier: will address confusing parts and attempt to answer the questions that were just posed.

The Predictor: can offer guesses about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.

The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

How Students Benefit from Reciprocal Teaching

Students involved in this particular teaching process tend to learn the art of checking their own understanding of the material, which they have encountered. They do this by generating questions, clarifying concepts and summarizing important information from the text. The ultimate purpose of reciprocal teaching is to help students actively bring meaning to the written word, with or without a teacher. The teaching strategy not only assists reading comprehension but also provides opportunities for students to monitor their own learning and thinking processes.

Although this is a powerful tool it is more beneficial with the upper grades

Reciprocal Teaching Strategies Worksheet

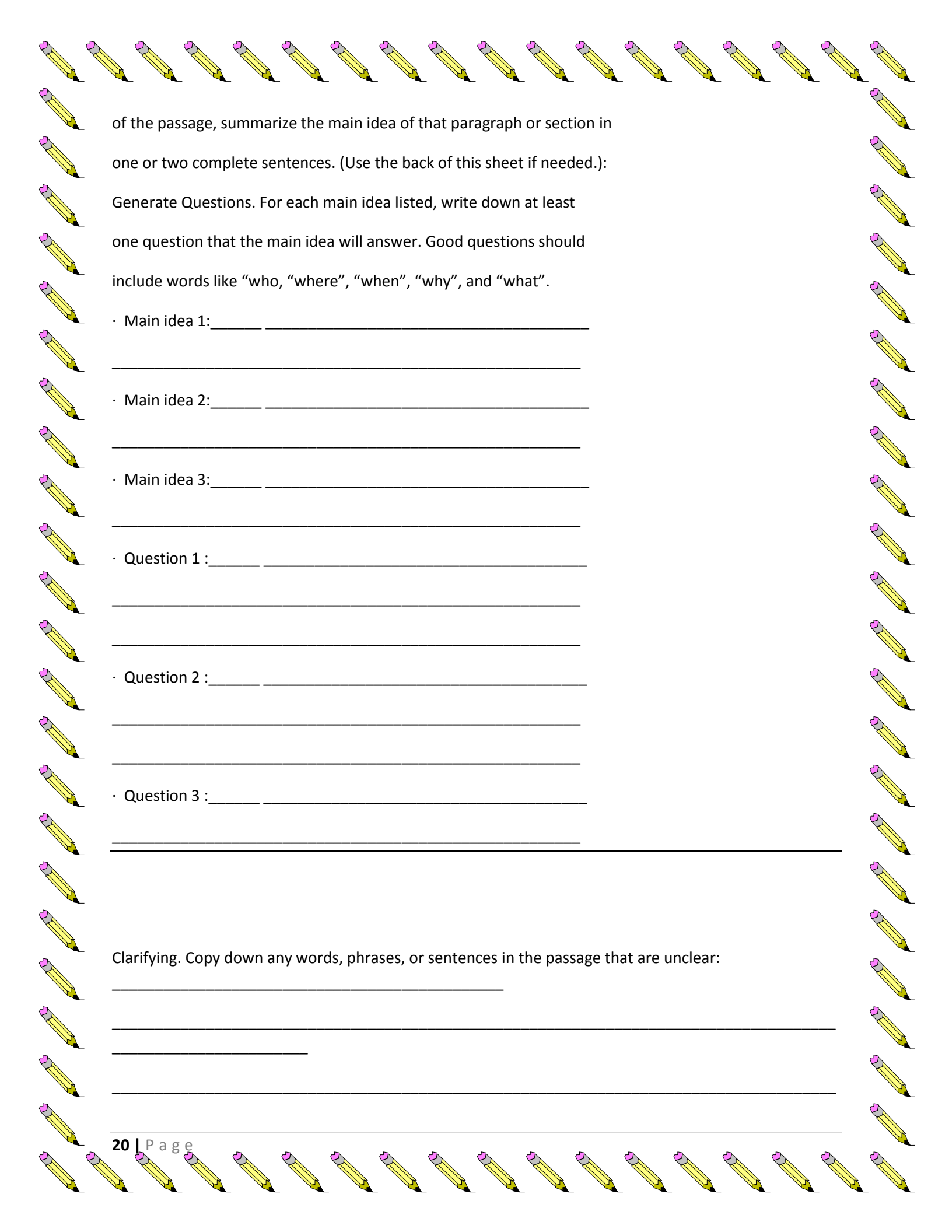
(Adapted from Lysynchuk, Pressley, & Vye, 1990)

Student Name: _____ Reading Assignment: _____ Date: _____

Prediction. Before you begin to read the selection, look at the main title, scan the pages to read the major headings, and look at any illustrations.

Write down your prediction about what the story or article will cover:

List Main Ideas. As you finish reading each paragraph or key section



of the passage, summarize the main idea of that paragraph or section in one or two complete sentences. (Use the back of this sheet if needed.):

Generate Questions. For each main idea listed, write down at least one question that the main idea will answer. Good questions should include words like “who”, “where”, “when”, “why”, and “what”.

· Main idea 1: _____

· Main idea 2: _____

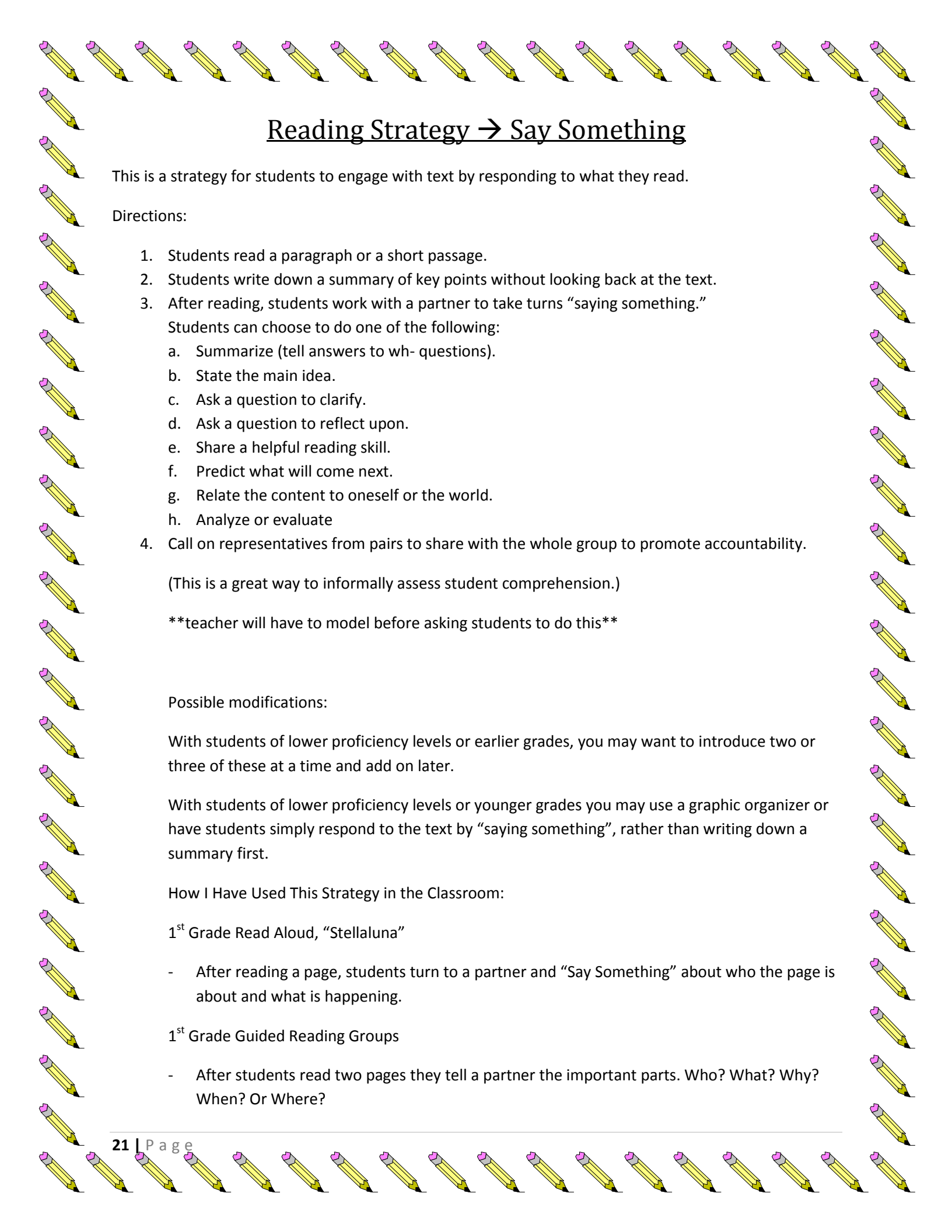
· Main idea 3: _____

· Question 1 : _____

· Question 2 : _____

· Question 3 : _____

Clarifying. Copy down any words, phrases, or sentences in the passage that are unclear:



Reading Strategy → Say Something

This is a strategy for students to engage with text by responding to what they read.

Directions:

1. Students read a paragraph or a short passage.
2. Students write down a summary of key points without looking back at the text.
3. After reading, students work with a partner to take turns “saying something.”
Students can choose to do one of the following:
 - a. Summarize (tell answers to wh- questions).
 - b. State the main idea.
 - c. Ask a question to clarify.
 - d. Ask a question to reflect upon.
 - e. Share a helpful reading skill.
 - f. Predict what will come next.
 - g. Relate the content to oneself or the world.
 - h. Analyze or evaluate
4. Call on representatives from pairs to share with the whole group to promote accountability.

(This is a great way to informally assess student comprehension.)

****teacher will have to model before asking students to do this****

Possible modifications:

With students of lower proficiency levels or earlier grades, you may want to introduce two or three of these at a time and add on later.

With students of lower proficiency levels or younger grades you may use a graphic organizer or have students simply respond to the text by “saying something”, rather than writing down a summary first.

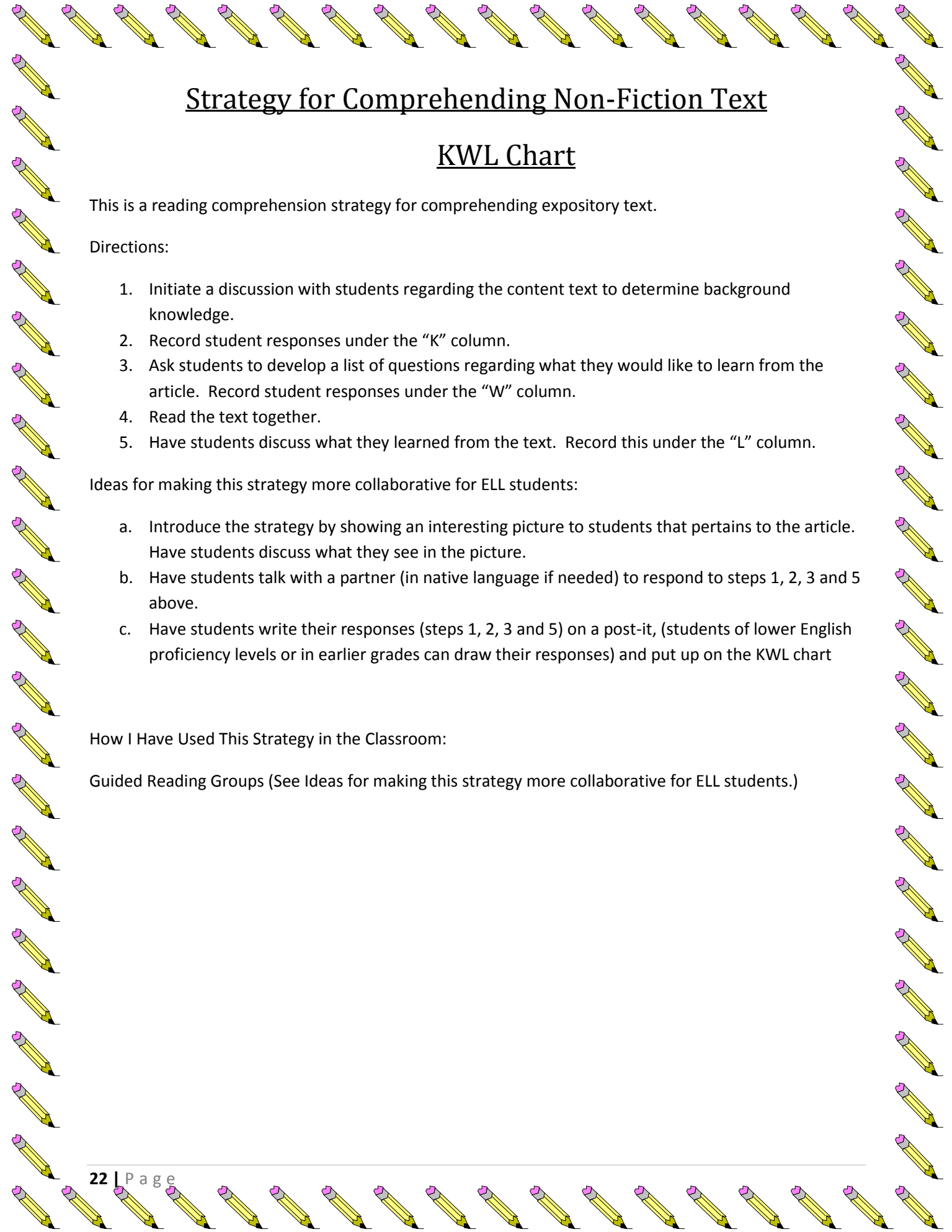
How I Have Used This Strategy in the Classroom:

1st Grade Read Aloud, “Stellaluna”

- After reading a page, students turn to a partner and “Say Something” about who the page is about and what is happening.

1st Grade Guided Reading Groups

- After students read two pages they tell a partner the important parts. Who? What? Why? When? Or Where?



Strategy for Comprehending Non-Fiction Text

KWL Chart

This is a reading comprehension strategy for comprehending expository text.

Directions:

1. Initiate a discussion with students regarding the content text to determine background knowledge.
2. Record student responses under the “K” column.
3. Ask students to develop a list of questions regarding what they would like to learn from the article. Record student responses under the “W” column.
4. Read the text together.
5. Have students discuss what they learned from the text. Record this under the “L” column.

Ideas for making this strategy more collaborative for ELL students:

- a. Introduce the strategy by showing an interesting picture to students that pertains to the article. Have students discuss what they see in the picture.
- b. Have students talk with a partner (in native language if needed) to respond to steps 1, 2, 3 and 5 above.
- c. Have students write their responses (steps 1, 2, 3 and 5) on a post-it, (students of lower English proficiency levels or in earlier grades can draw their responses) and put up on the KWL chart

How I Have Used This Strategy in the Classroom:

Guided Reading Groups (See Ideas for making this strategy more collaborative for ELL students.)



Reading Comprehension Strategy → Book Walk

Use this strategy to activate prior knowledge, introduce vocabulary and create a purpose for reading.

Directions:

1. Show students pictures in the sequence in which they occur in a story.
2. Ask students to identify what they see happening.
3. Encourage students to ask questions when it is unclear what is happening or if certain words are difficult to express.
4. Have students make connections to what they see happening in the story.
5. Read the story together.

Ideas for making this strategy more collaborative for ELL learners:

- a. Use sequencing cards that depict what is happening in the story or use pictures from a story with similar content. Ask students to work with a partner to put the cards in order before previewing the book as a group. (This can be done with students of all levels.)
- b. Have students label pictures of words that are anticipated to be challenging from the story during book walk.
- c. Do picture sorts

How I Have Used This Strategy in the Classroom:

Guided Reading- I have cut up pictures from the story (A-Z Readers Wordless Books) and have had students work with a partner to predict the order of the story.

Guided Reading- We have gone page by page of individual student books and talked in a small group about what we saw on each page. Sometimes we have labeled pictures with post its or I have written words on the board when there were vocabulary questions.

Cooperative learning strategies:



1. Round Robin

1. Group students in groups of 3 or 4
2. Teacher poses a question/problem that has **multiple answers or solutions**
3. In team, students each take turn to answer the questions orally.
4. If student's answer has already been said, they acknowledge that they have the same and to paraphrase it in their own words.

Examples

In reading, students can round robin to share their thoughts ...

- predict the story
- share what you would do in the character's situation
- share similar experience

Benefits:

- Use before introducing a topic to activate prior knowledge or making connections
- Create positive peer discussion
- Allow all students to contribute to the answer
- Opportunity to force language output from all learners

2. Round Table

1. Group students in groups of 3 or 4
2. Teacher poses a question/problem that has multiple answers or solutions
3. Each table should have only one piece of paper. In team, student will take turns to write their response on the paper.
4. Student share his/her answer with the group as he/she are writing. Other students repeat the answer

*NOTE: students are not allowed to write the same response twice.



Example:

- Have students list synonyms for character traits, "overused" words
- List what they know/remember about a concept/topic
- Write a story
- What comes to their mind when they hear the word ...i.e freedom, movement, government

Benefits:

1. Useful to brainstorm, practice, or review materials
2. To determine what students already know
3. Generate more ideas because students can piggyback on each others' ideas

Comprehension Strategies

Anticipation Guides

It is a list of questions created by the teacher about the reading or topic. It is given to students before reading or working on an activity to activate prior knowledge or build curiosity.

1. Teacher writes four to six statements about key ideas in the text; some true and some false. Include columns following each statement, which can be left blank or can be labeled Yes/ No/Maybe
2. Model the process.
3. Read each of the statements and ask the students if they agree or disagree with it. Provide the opportunity for discussion.
4. Read the text aloud or have students read the selection individually. If reading aloud, teachers should read slowly and stop at places in the text that correspond to each of the statements.
5. Bring closure to the reading by revisiting each of the statements

www.readingrockets.org

Benefits:

1. Students will be able to make predictions, what to expect in the text, and clarify their predictions.
2. They connect new information to prior knowledge and build interest

Example #1

Before		Presidents	After	
<input type="checkbox"/>	<input type="checkbox"/>	1. Presidents get to make any law.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	2. Presidents make decisions alone.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	3. Presidents are in charge of the military.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	4. Presidents get to choose all of our country's leaders.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	5. You have to be 35 years old to be president.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	6. Presidents live in the white house.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	7. You have to be a U.S. citizen to be president.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	8. Presidents work with leaders from other countries to help make our world better.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	9. Presidents need to be good problem solvers.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	10. Presidents are elected by the people.	<input type="checkbox"/>	<input type="checkbox"/>

Example #2

Anticipation and reaction guide

Use the following anticipation guide to preview your reading assignment (first column).

- Before reading, mark whether you agree or disagree with each statement.
- After reading, fill in the page number where you found the answer to each statement,
- Reflection: were you correct? If not, what did you learn?

Statement	Agree/disagree	Page	Reflection
A skier going down hill gains both potential energy and kinetic energy.			
Water held in a lake behind a dam does not have energy until it starts moving.			
Fossil fuels include petroleum, coal and natural gas.			
When a rolling soccer ball slows down, its kinetic energy is lost forever.			
Appliances that are more energy efficient should run cooler than others.			



SQ3R: Survey-Question-Read-Recite-Review (for nonfiction text)

SQ3R is a study/comprehension strategy to help students think about the text they are reading while they're reading. This strategy includes the following five steps (Robinson, 1946):

- **S**urvey: Students preview the text to understand meaning from the headings, captions, pictures, table of content, bolded text, and charts.
- **Q**uestion: Students begin to generate questions about their reading from previewing it.
- **R**ead: As students read, they need to look for answers to the questions they came up with during their preview of the text.
- **R**ecite: As students move through the text they should recite the answers to their questions and make notes about their answer.
- **R**evision: After reading, students should review the text to answer lingering questions and *recite the questions they previously answered*.

*NOTE: students may not be "sold" on this strategy the first time they try it. Not all readings will be worth the time it takes to complete the SQ3R steps. Teachers need to teach students when is appropriate to use this strategy.

Benefits

- The SQ3R requires students to activate their thinking and review their understanding throughout their reading.
- Serves as a great study guide

Create and use the strategy

SQ3R requires the teacher to model.

1. Explain to students that effective readers do many things while reading, including surveying, questioning, reading, reciting and reviewing.
2. Choose a content area passage to read and model the five SQ3R steps.
3. During each step, make sure to explain what you're doing and why you're doing it.
4. After your modeling session, invite students to independently read a selection and practice applying the SQ3R steps.
5. Afterwards ask students to review their notes and reflect on the process. What are the things they can remember by using the SQ3R method?

Numbered-Heads-Together

Numbered-Heads-Together is a strategy that holds each student accountable for learning the material. This promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material.

Directions:

1. Class is divided in groups of 3 or 4 students.
2. Members of each group will number off.
3. Teacher poses a question.
4. Students will be given time to come up with an answer and share with their group (Time varies depending on question complexity)
5. Teacher calls a number. Students with that number will stand and share their answers.

Teacher can use this strategy on all subject areas. E.g. Math.



Numbered Heads Together was used here to review math concepts. Students were in teams of 4 and numbered. The question was posed, the students put their heads together to answer the question. Spinners were then used to determine which student from which team would answer the question.

Benefits

Students were all engaged and were able to clarify when one student didn't understand. Students were able to support one another in native language if needed.



Stand and Share

Stand and share is a group processing or review strategy.

Directions:

1. After students have been introduced to a topic, completed the study of a topic, or have read information about a subject the teacher poses a question.
2. All of the students stand up. The teacher picks a student and he/she shares. If other students have the same idea, they can sit down.
3. This continues until all students have an opportunity to share or all are sitting down.

Note: To lower anxiety use Think-pair-share before asking students to stand. Students often try to think of another idea to share if they are not ready to sit.

Examples of Stand & Share

- Summarize learning.
- Give examples or ideas.
- Think of ways to apply learning.
- Suggest important questions.
- Make predictions.

“Raise your hand before sitting if you want to expand on someone else’s response.”



Snowball Fight

Snowball fight this strategy can be used in any class at any grade level. It helps students classify, make a personal connection to, and reflect on expository or fictional text they are required to read, listen to, or watch.

Directions:

1. Each student records their learning on a piece of paper.
2. Signs his/her name.
3. Students wad up the papers.
4. Throw them.
5. Time is called.
6. Each student picks up a "Snowball".
7. Reads the idea.
8. Volunteers take turns sharing information that is different from what has been shared.
9. Students leave the Snowballs as exit slips when they leave the room.

Note: Students can create their own snowball note/summary with a piece of paper or an exit slip. The headings in each of the boxes can be changed and adjusted to match your lesson or topic.

Examples of Snowball Fights:

- Learning logs can be used as the prompts for snowball.
- Snowballs can be used to write the big idea.
- To write one thing that the student have learned from the lesson

E.g. Exit Slip

Name:

I learned that ...



ACCESS for ELLs Overview: The Background Essentials

The **Assessing Comprehension and Communication in English State-to-State (ACCESS)** for **English Language Learners** is a large scale test that addresses the English language development standards that form the core of the WIDA Consortium approach to instructing and testing English Language Learners.

These standards incorporate a set of model performance indicators (PIs) that describe the expectations educators have for students in four different grade level clusters (Pre-K-K, 1-2, 3-5, 6-8, 9-12) and in five different content areas. There are five content areas of the standards. The first is called social and instructional language (SI) also known as BICS, which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English Language Arts (LA), Math (MA), Science (SC) and Social Studies (SS), also known as CALP.

For each grade level the standards specify one or more performance indicator for each content area within each of the four language domains (Listening, Speaking, Reading, and Writing). The WIDA framework recognizes the continuum of language development within the four domains with six English Language Proficiency Levels.

L1	L2	L3	L4	L5	L6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

The proficiency levels describe the spectrum of a learners progression from knowing little to no English to acquiring the English skills necessary to be successful in an English only mainstream classroom without extra support. This final stage for ELL status is designated as Level 6 (for students who would have been considered as former ELLs). Level 6 indicates that they would perform as though English was their first language in the areas of reading, writing, speaking, and listening in all content areas. Within each combination of grade level, content area and language domain there is a PI at each of the five points on the proficiency ladder and the sequence of these five PIs together describe a logical progression and accumulation of skills on the path to full proficiency.

Figure 5B: Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with with sensory, graphic or interactive support



WIDA's CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

Criteria for Performance Definitions:

**Vocabulary Usage: The specificity of words or phrases for a given context.*

**Linguistic Complexity: The amount and organization of speech or writing for a given situation.*

**Language Control: The comprehensibility of communication based on the amount and types of errors (e.g., fluency, grammar, phonology).*

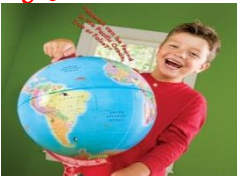
Remember that our ELL students do often NOT use Language we teachers use in our everyday teaching language socially. Our ELL students need to be able to understand and follow directions using the following language to process and produce.

Level 1 Entering

***Listening:**

- ✓ Point to stated pictures, words, and phrases.

E.g. Find Hawaii on the globe.



SIOP Strategy: TPI

- ✓ Follow one-step oral directions,
E.g. Get out your large, red notebook; throw all of your trash away.

SIOP Strategy:

- ✓ Match oral statements to objects, figures or illustrations.

e.g. Match my clock.



SIOP strategy: Match Mine

***Speaking:**

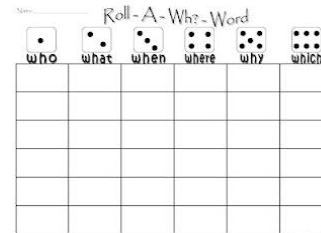
- ✓ Name objects, people, pictures.
e.g. Name the following objects



SIOP strategy: Open Mind

- ✓ Answer WH-(Who, What, When, Where, Which) questions.

e.g. WH Questions and Answers.



SIOP strategy: THINK-PAIR-SHARE

This activity is done in small groups of 3 or medium groups of 6. Each student has a turn and rolls the cube, the number that faced up is the one the student will work on it.

Reading:

- ✓ Match Icons and Symbols to words, phrases or environmental print.

E.g. Match the Symbols

Can you match the word with the symbol?

1. White House		
2. Statue of Liberty		
3. U.S. Flag		
4. Independence Hall		
5. Liberty Bell		
6. Bald Eagle		

SIOP Strategy: Open Mind

- ✓ Identify concepts about print and text features.

E.g.



SIOP strategy: Connect Two

Writing:

- ✓ Label objects, pictures, diagrams.

E.g., Name the parts of a plant.



SIOP Strategy: Open Mind

- ✓ Draw in response to a prompt.

E.g.,



SIOP strategy: Open Mind

- ✓ Produce icons, symbols, words, phrases to convey messages.

E.g.



SIOP Strategy: Open Mind

Level 2 Beginning

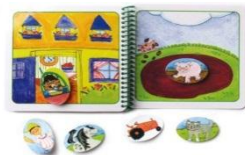
Listening:

- ✓ Sort pictures, objects, order according to oral instructions.
E.g.,



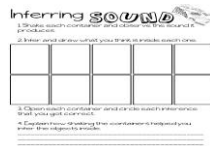
SIOP Strategy: NUMBER HEADS TOGETHER

- ✓ Follow two-step oral directions.
E.g., Put the cow in the mud and the horse in the barn.



SIOP Strategy: CONNECT TWO
Improve young student's development in the areas of communication and cognitive skills.

- ✓ Match information from oral descriptors to objects, illustrations.
E.g. The uses of an interactive game-board format to introduce students to social language by focusing on the development of conversation skills.



SIOP Strategy: Number Head Together
*Filled 10 old coffee containers with different objects
You can use beans, nails, pennies, beads, dried noodles, jelly beans, m&ms, gummy bears, tic-tacs, bottle tops.*

Speaking:

- ✓ Ask WH-questions.
E.g. Students will answer the WH words.



SIOP Strategy: SAY SOMETHING

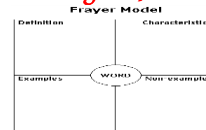
- ✓ Describe pictures, events, objects, people.



E.g., Beginning writers require instruction and experience in learning how to write a specific genre in order to communicate an idea or a message to others

SIOP Strategy: CHORAL READING WITH ME

- ✓ Restate facts.
E.g., Direct vocabulary instruction: if vocab words are taught vs assigned, students retain better.



SIOP Strategy: NUMBER HEADS TOGETHER
Teacher provides: description, explanation, example of new academic term. Students restate in own words. Students create nonlinguistic representation - symbol about them Periodically; Students do activities. Students asked to discuss terms with someone. Students do games to play with terms

Reading:

- ✓ *Locate and classify information.*
E.g.



SIOP Strategy: Number Heads Together

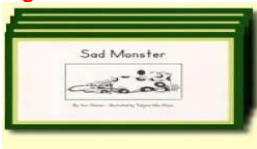
- ✓ *Identify facts and explicit messages.*
E.g.



SIOP Strategy: Roundrobin

Select language patterns associated with facts.

E.g.



Language Patterns & Usage reinforce and review of essential skills such as identifying parts of speech, sentence structure, capitalization, and more.

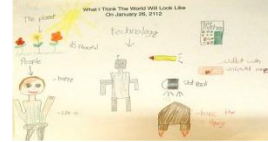
Writing:

- ✓ *Make lists.*
E.g. Ocean Unit



SIOP Strategy: Roundrobin

- ✓ *Produce drawings, phrases, short sentences, notes.*



SIOP Strategy:

- ✓ *Give information requested from oral or written directions.*

e.g.



SIOP strategy: Inside Outside Circle.

The prompts are taped to a popsicle stick and I've just added all of the prompts and the journal prompt cover, to my Journal through the Year Pack. It looks like the above.

Level 3 Developing

Listening:

- ✓ Locate, select, order information from oral description.
E.g.



SIOP Strategy: GO-GO-MO

- ✓ Follow multi-step oral directions.
e.g. Draw and solve. They were 8 apples on a tree. I ate 2. How many apples are on the tree. Then, my friend came over and ate 3 more. Now how many apples are on the tree.

SIOP strategy: SQRCO

Survey: 8 apples are on a tree. Question: I ate 2. How many apples are on the tree?

Reread: Since

I am eating the 2 apples from the same tree and

I want to know how many are left. I will count the total apples on the tree. Question: Now that I counted the 15 apples on the tree, and I ate 2 of them, what operation do I need to do? Compute:

15-2=13 The tree has 13 apples left. But my friend came over and ate 3 apples. 12 apples left- 3 my friend ate= 10 apples

Question: If the tree had 15 apples. I ate 2 apples and my friend ate 3 apples. Does the tree have

now 10 apples left? 15-2-3= 10, Yes my answer is correct. The tree has 10 apples left.

- ✓ Categorize or sequence oral information using pictures, objects.

e.g. Look at the pictures. Categorize the pictures into three groups; such as color, shape, size, texture, etc.,,



SIOP Strategy: NUMBER HEADS TOGETHER

Children will feel the object that is inside the bag using their hands and they will compare the objects like big, long, little, rough.

Materials: Big and little balls, blocks, Long and short sticks, string, leaves, Rough and smooth wood, stones, Hard stones, soft cotton wool.

Speaking:

- ✓ Formulate hypotheses, make predictions
E.g. Estimate the number of marbles in the jar.



SIOP Strategy: Say Something

- ✓ Describe processes, procedures.
SIOP Strategy: Roundrobin

- ✓ Retell Stories or events.
E.g. Little Miss Muffet



SIOP Strategy: SUMMARIZE

Students are beginning to create complex animated stories. In their early work, they learned to create simple retellings of known fairy tales, such as Little Miss Muffet, as they experimented with all of these new concepts.

Reading:

- ✓ Sequence pictures, events, processes.

E.g. Story Akiak



- ✓ Identify main ideas.

E.g. What is the main idea of this poster?

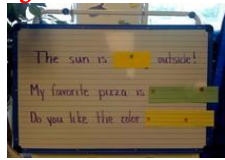
Where do Animals Live

I Learned that animals live in

SIOP Strategy: Number Heads Together

- ✓ Use context clues to determine meaning of words.

E.g



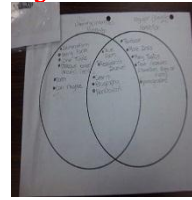
SIOP Strategy: CHORAL READ WITH ME

Writing:

- ✓ Produce base-bones expository or narrative texts.

- ✓ Compare/Contrast information.

E.g. Venn Diagram



Students created a Venn Diagram that compared and contrasted Literary Nonfiction with Expository Nonfiction.

SIOP Strategy: COMPARE AND CONTRAST

- Describe events, people, processes, procedures.

E.g. Describing a personal event.







SIOP Strategy: SUMMARIZING

Level 4 Expanding

Listening:

- ✓ Compare/Contrast functions, relationships from oral information.
E.g. Compare and Contrast Whales

Whales	
A Whale of a Tale or the Truth! <i>After the presentation on whales, the fiction of whales goes to the middle.</i>	
 Whales have teeth or baleen.	Whales only have teeth.
 Whales are fish like sharks.	Whales are mammals like humans.
 Whales hatch from eggs.	Whales give birth to live babies.
 Whales need air to breathe.	Whales take oxygen from the water.

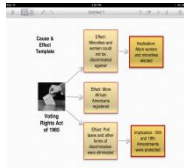
SIOP Strategy: COMPARE AND CONTRAST

- ✓ Analyze and apply oral information.
E.g. Analyzing Information on Whales



SIOP Strategy:

- ✓ Identify cause and effect from oral discourse.
E.g.



SIOP Strategy: COMPARE AND CONTRAST

Speaking:

- ✓ Discuss stories, issues, concepts.
E.g. Teacher and students discussing about the story



SIOP Strategy: CHORAL READ WITH ME

- ✓ Give speeches, oral reports.
E.g. Student giving a Speech about molecules



SIOP Strategy: OPEND MIND

- ✓ Offer creative solutions to issue, problem
E.g.



SIOP Strategy: OPEND MIND

Reading:

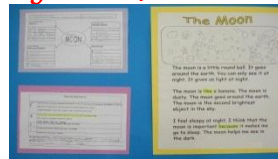
- ✓ Interpret information or data.
E.g.



- ✓ Find details that support main ideas.
E.g. What is the main idea in this story?
SIOP Strategy:

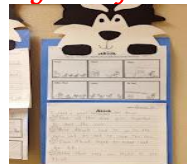
Writing:

- ✓ Summarize information from graphics or notes.
E.g. Science; The Moon



SIOP Strategy:

- ✓ Edit and revise writing.
E.g. Story Akiaak





✓ Identify word families, figures of speech
E.g.



They provide a handy reference point for lower primary students..
SIOP Strategy: *CLOSED WORD SORT*

Students draw the major events in the story. Then they used their drawings to write the sentences.
SIOP Strategy: *SUMMARIZE*

✓ Create original ideas or detailed responses.

E.g. I Am Poem



Biography poems - Students started with a simple template to experience success.
SIOP Strategy:

Level 5 Bridging

Listening:

- ✓ Draw conclusions from oral information.
E.g. Drawing Conclusions



drawing conclusions	jeopardy

SIOP Strategy: JOEPARDY GAME

Have students play jeopardy game to practice and reinforce drawing conclusions. There are three categories with twelve clue cards each, that's enough for three games. Each clue card provides three clues about the topic and students will draw a conclusion after listening to each clue. Also include a student recording sheet. Students can write their conclusions and keep up with their own score.

- ✓ Construct models based on oral discourse.
E.g. Solar System Model



SIOP Strategy: OPEN MIND

While students are creating their own solar systems, they will learn why the planets are different from one another. In Addition, this fun science activity for kids will help hone their hand-eye coordination, painting abilities, and spatial skills.

- ✓ Make connections from oral discourse.
E.g. Making connections with pancakes.



SIOP Strategy: SEQUENCE OR ORDER

If You Give a Pig a Pancake is a circular story, the plot line literally comes full circle, so what better way to sequence the story events than on a round pancake! Students recalled story events and then placed them in order and make connections—such a great book to use to work on these skills.

Speaking:

- ✓ Engage in debates.
E.g. One Planet vs. Other Planet



SIOP Strategy: TAKE AND STAND

Students explore and compare planets in our solar system. Each student becomes the 'ambassador' for a planet and prepares by researching their planet, then meets with other ambassadors to discuss about their planet.

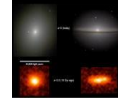
- ✓ Explain phenomena, give examples and justify responses.
E.g. Our Solar System



SIOP Strategy: GALLERY WALK

In this creative activity, students learn about an object in our solar system and create a travel brochure or advertisement to attract future space tourists to their exotic destination. Engages students with both facts and imagination.

- ✓ Express and defend points of view.
E.g. Galaxies and Cosmology, Stars.



SIOP Strategy:

Galaxies contain billions of stars. Students apply the concepts of scale to grasp the distances between stars and galaxies to Investigate the questions: Do galaxies collide? If so, do the stars Within them collide?

Reading:

- ✓ Conduct research to glean information from multiple sources
E.g. The Earth stock Festival



SIOP Strategy:

Students are given the opportunity to conduct independent research under the supervision of a faculty member.

- ✓ Draw conclusions from explicit text.
E.g.



SIOP Strategy:

Making inferences is a vital comprehension skill in which the reader draws conclusions using key words and clues within the text to infer what is happening. It is essential to explicitly teach young students how to figure out what the author is implying.

Writing:

- ✓ Apply information to new contexts.
E.g. Short Passage Reading, Missing Word Activity, etc,etc...



Context clues are used for developing vocabulary and comprehension of more advanced readings. Context clues consist of using prefixes, suffixes, synonyms, antonyms and other words to determine meaning.

SIOP Strategy: Number Heads Together.

- ✓ React to multiple genres and discourses.



SIOP Strategy:

Mind Mapping is illustrated concept maps that students use to take visual notes. Each student can work on their own map, work with a study buddy, or several kids in a group work on one map together. It truly helps students retain information for the long run!!! It can be create them as you go through the unit or end the end of unit for a review. It can be used in EVERY GRADE & EVERY SUBJECT! Teachers can create their own Mind Maps to plan out a theme or a unit.

- ✓ Author multiple forms/genres of writing.
E.g. Progressive Mind Mapping



SIOP Strategy:

Teachers can create their own Mind Maps to plan out a theme or a unit.