The SIOP Model: Strategies

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Sheltered Instruction Observation Protocol (SIOP) MODEL Components

- Lesson Preparation
- Building background knowledge
- Comprehensible input
- Lesson Development
- Strategies
- Interaction
- Practice and Application
- Lesson Delivery
- Review and assessment
Participants will learn:

- The difference between BICS and CALP
- Illinois English Language Proficiency Standards
- Instructional strategies vs learning strategies
- Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think alouds)
- A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)
BICS & CALP

• Basic Interpersonal Communication Skills
  - Survival/Social language
  - High Frequency Words

• Cognitive Academic Language Proficiency
  - Academic language in the content areas
Overview of English Language Proficiency Standards
Overall Organization of Standards

- Formative & Summative Frameworks (2)
- English Language Proficiency Standards (5)
- Language Domains (4)
- Grade Level Clusters (5)
- Model Performance Indicators (1,000)

Model Performance Indicators (PIs) are the lowest level of expression of the standards.

Center for Applied Linguistics
The Illinois English Language Proficiency Standards

**Standard 1 – SIL**  
English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes in the school setting.

**Standard 2 – LoLA**  
English language learners communicate information, ideas and concepts necessary for academic success in the **content area** of **LANGUAGE ARTS**.

**Standard 3 – LoMA**  
English language learners communicate information, ideas and concepts necessary for academic success in the **content area** of **MATHEMATICS**.

**Standard 4 – LoSC**  
English language learners communicate information, ideas and concepts necessary for academic success in the **content area** of **SCIENCE**.

**Standard 5 – LoSS**  
English language learners communicate information, ideas and concepts necessary for academic success in the **content area** of **SOCIAL STUDIES**.
Centrality of the ELP Standards

- Formative “Classroom” Assessment Framework
- Summative “Large-scale” Assessment Framework

Ongoing Instruction & Assessment

English Language Proficiency Standards & Performance Definitions

Model Performance Indicators: Formative

Model Performance Indicators: Summative

W-APT™ and ACCESS for ELLs

WIDA Consortium / CAL / MetriTech
Grade Level Cluster

• Pre-K
• 1-2
• 3-5
• 6-8
• 9-12
Four Domains

• Listening
• Speaking
• Reading
• Writing
Levels of English Language Proficiency

- ENTERING
- BEGINNING
- DEVELOPING
- EXPANDING
- BRIDGING
- REACHING
A Strand of MPIs

- **ELP Standard 4: The Language of Science**

<table>
<thead>
<tr>
<th>Example Topics</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td>Living &amp; non-living things</td>
<td>Classify living or non-living things from oral statements and pictures</td>
<td>Match oral descriptions of living or non-living things with pictures (e.g., “It lives in water. It swims.”)</td>
<td>Identify living or non-living things from WH-questions and pictures (e.g., “Which animal has no legs?”)</td>
<td>Match features (e.g., feathers/birds, fur/dogs, skin/people) of living or non-living things according to pictures and oral directions</td>
</tr>
</tbody>
</table>
Identify living or non-living things from WH-questions and pictures (e.g., “Which animal has no legs?”)
Elements of MPIs (1)

The MPIs consist of three elements:

- The **language function** describes how students use language to demonstrate their proficiency.

- The **example topic** specifies the context for language instruction, derived from state content standards.

- The **support** includes instructional strategies or tools used to assist students in accessing content necessary for communication; can be sensory, graphic, or interactive.
Elements of MPIs (2)

The example topic (derived from state academic content standards)

**Language Function**

```
Identify living or non-living things from WH-questions and pictures (e.g., “Which animal has no legs?”)
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Content Objectives/Example Topic</th>
<th>Strategies/Support</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Language Objectives/</td>
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<tr>
<td>Language Function</td>
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</tbody>
</table>
An Important Distinction

Instructional Strategies

• Activities, techniques, approaches, and methods that teachers use to promote student learning and achievement

Learning Strategies

• Conscious, flexible plans learners use to make sense of what they’re reading and learning; these reside in the learners’ heads
<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Metacognitive</th>
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</thead>
<tbody>
<tr>
<td>Rereading</td>
<td>Predicting/Inferring</td>
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<td>Highlighting</td>
<td>Self-questioning</td>
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<tr>
<td>Reading aloud</td>
<td>Monitoring/Clarifying</td>
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<tr>
<td>Taking notes</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Mapping information</td>
<td>Summarizing</td>
</tr>
<tr>
<td>Finding key vocabulary</td>
<td>Visualizing</td>
</tr>
<tr>
<td>Mnemonics</td>
<td>etc.</td>
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<tr>
<td>etc.</td>
<td>etc.</td>
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</tbody>
</table>
When teaching strategies, we need to help students understand...

- Declarative Knowledge - The “what”
- Procedural Knowledge - The “how”
- Conditional Knowledge - The “why” and “when”

(Lipson & Wixson, 2003)
Scaffolding

- Refers to the degree of support and assistance that teachers provide when students are learning a new content concept and to the gradual release of responsibility when the support is reduced. The ultimate goal is for students to reach independence in the understanding and application of the key concept.
Other Useful Strategies

- Verbal Scaffolding
- Bloom's Taxonomy
- Procedural Scaffolding
Verbal Scaffolding

• Be aware of the students’ level of language development
• Use prompting, questioning and elaboration to ease movement to higher levels of language proficiency, comprehension and thinking:
  - Paraphrasing
  - Reinforcing conceptual definitions
  - Providing correct pronunciation by repeating students’ responses
  - Slowing speech, increasing pauses and speaking in phrases
Procedural Scaffolding

• First use explicit teaching, modeling and practice opportunities with others and move to independent work.
• Use one-on-one teaching coaching, peer tutoring and modeling.
• Move from small group instruction, to cooperative groups, then to independent instruction.
Providing Scaffolding

- Teacher Centered
- Teacher Assisted
- Peer Assisted
- Student Centered
## Continuum of Strategies

<table>
<thead>
<tr>
<th>Teacher-Centered</th>
<th>Teacher-Assisted</th>
<th>Peer-Assisted</th>
<th>Student-Centered</th>
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</thead>
<tbody>
<tr>
<td>Mini-lecture</td>
<td>Drill and practice</td>
<td>Role playing</td>
<td>Rehearsal strategies</td>
</tr>
<tr>
<td>Direct instruction</td>
<td>Discovery learning</td>
<td>Peer tutoring</td>
<td>– Rehearsal readings</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Teacher modeling</td>
<td>Reciprocal teaching</td>
<td>– Selective underlining</td>
</tr>
<tr>
<td>Recitation</td>
<td>Brainstorming</td>
<td>Cooperative learning</td>
<td>– Two-column notes</td>
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<td></td>
<td>Discussion</td>
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<td></td>
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<td>Organizational</td>
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<td></td>
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<td></td>
<td>-- Clustering</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-- Graphic organizers</td>
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<tr>
<td></td>
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<td>-- Outlining</td>
</tr>
</tbody>
</table>
Bloom’s Taxonomy

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge
Activity
Bloom’s Taxonomy
Other Strategies (Continue)

Interactive Features

Cooperative Learning Activities

Move from Social Language To Academic Language

Wait Time for Students Response

Provide Opportunities to Practice New Content and Language in the Process

Clarification of Key Concepts Can come in the Students’ Native Language

Develop Language While Acquiring Critical Thinking (Higher Order Thinking)
Other Useful Strategies (Continue)

Graphic Organizers

Other Strategies

CALLA

Academic Word List in Context
ACCESS Testing Window 2012

• January 30 to February 24, 2012
• 9th-12th grade
(Reading, Writing, Speaking, Listening Speaking)
References


• Office of Language and Cultural Education (2008). Making Content Comprehensible for English Language Learners. Chicago: Chicago Public Schools