

Making Content Comprehensible for English Language Learners—SIOP Model SHELTERED INSTRUCTION— for Academic Achievement

Key Components – Teaching language and content effectively:

1. Preparation:

- Clearly define content objectives
 - ✓ Write on the board
 - ✓ State orally
- Clearly define language objectives
 - ✓ Write on the board
 - ✓ State orally
- Choose content concepts for age appropriateness and “fit” with educational background of students
- Use supplementary materials to make lessons clear and meaningful
- Adapt content to all levels of student proficiency—use graphic organizers, study guides, taped texts, jigsaw reading...
- Provide meaningful and authentic activities that integrate lesson concepts with language practice opportunities—surveys, letter writing, making models, plays, games...

2. Building Background:

- Explicitly link concepts to students’ background experience
- Make clear links between students’ past learning and new concepts
- Emphasize key vocabulary

3. Comprehensible Input:

- Speak appropriately to accommodate students’ proficiency level
- Clearly explain academic tasks
- Use a variety of techniques to make content concepts clear—modeling, hands-on materials, visuals, demos, gestures, film clips...

4. Strategies:

- Provide ample opportunities for students to use strategies—GIST, SQP2R, Reciprocal Teaching, mnemonics, 12 minute research paper, 2 column notes, repeated readings, ...
- Consistently use scaffolding techniques throughout lesson --think-alouds, paraphrasing, partnering...
- Employ a variety of question types—use Question Cube, Thinking Cube, Bloom’s Taxonomy...

5. Interaction:

- Provide frequent opportunities for interaction and discussion—Supplies much needed “oral rehearsal”
- Group students to support language and content objectives—use at least 2 different structures during a lesson—pairs, triads, teams, varied by language proficiency or interest
- Consistently afford sufficient wait time—let other students write down answers while waiting for one student to respond
- Give ample opportunities for clarification for concepts in L₁—use bilingual paraprofessionals, native language materials, notes by students...

6. Practice/Application:

- Supply lots of hands-on materials
- Provide activities for students to apply content/language knowledge—discussing and doing make abstract concepts concrete; allow students to work in partners before working alone
- Integrate all language skills into each lesson—listening, speaking, reading, writing

7. Lesson Delivery:

- Clearly support content objectives—objectives apparent throughout lesson; no “bird-walks”
- Clearly support language objectives—students given ample opportunities to “show off” their language capabilities in speaking, reading, writing
- Engage students 90-100% of the lesson—less “teacher talk”, no “down-time”, students are actively working in whole groups, small groups, individually...
- Appropriately pace the lesson to students’ ability level

8. Review/Assessment:

- Provide comprehensive review of key vocabulary—teach, review, assess, teach...; use word study books, Content Word Wall, ...
- Supply comprehensive review of key content concepts—review content directly related to objectives throughout lesson; use graphic organizers as review
- Regularly give feedback to students on their output—clarify, discuss, correct responses
- Conduct assessment of student comprehension and learning—use a variety of quick reviews: thumbs up-down, numbered wheels, small dry erase boards; include student self-assessment...

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, Michigan 2002

Making Content Comprehensible—

1. Lesson Preparation

Adaptation of Content:

- ✓ Make texts accessible to all students without “watering down” texts
- ✓ Use before, during, and after reading or writing

▪ Graphic Organizers:

Schematic visuals that assist students to grasp the “wholeness and parts” of a concept. Use to supplement written or spoken words--

--Before reading or writing: guides and supplements to build background for difficult or dense text and helps organize writing

--During reading: focuses students’ attention and makes connections, helps with taking notes and understanding text structure

--After reading or writing: assists in recording personal understandings and responses; double-checks organization

Examples: “I Wonder”, Venn Diagrams Timelines, Discussion webs, Thinking maps...

Tip: With English Language Learners, it is helpful to actually construct the graphic organizer in front of the students on chart paper or transparency for deep understanding

▪ Outlines:

Teacher prepared outlines that help students take notes in an organized manner

Tip: **T-charts** are useful outlines to begin organizing

Tip: Some students need picture support, or to see the completed outline first

▪ Highlighted text:

For newcomers: **highlight** (using blue highlighter) **key concepts**, important vocabulary, and summary statements in students’ textbooks. Newcomers only read highlighted sections. This reduces stress yet maintains key concepts.

▪ Marginal notes:

Like highlighted text, teacher notes in the margins of a newcomer’s textbook assist in focusing attention on important ideas, key concepts, key words and their definitions, or draw attention to important supporting facts for “why” or “how”. The Teacher’s Edition marginal notes may help in choosing key facts, etc. Parent volunteers could assist in putting in marginal notes in multiple textbooks. If you didn’t want to write in actual student textbooks, you could use **sticky notes that are removable**.

▪ Taped Text:

Teacher, paraprofessional, or older student tapes textbook for newcomers. This allows for **multiple exposures** to text and should improve reading and understanding. Students can take home text and tape for homework.

▪ Adapted Text:

Sometimes it is necessary to rewrite dense text in order for English Language Learners to comprehend a content. **Short, simpler sentences are easier for newcomers to understand**. The format should follow a topic sentence followed by several supporting detail sentences. All sentences need to be relevant to the content. Maintaining a **consistent format** affords easier reading and more connections to prior knowledge.

▪ Jigsaw text reading:

One or two members of each cooperative team are chosen by the teacher to form an “expert” team. Each “expert team” is responsible for one section of assigned text. Text sections are read aloud in the “expert team”, discussed and reviewed for essential information, key vocabulary, and better collective understanding. When clear understanding is reached, “expert team” members return to their original cooperative teams to teach their teammates—demonstrating **peer-modeling**. English Language Learners benefit from this system because they are learning from others while not burdened with reading the longer text.

▪ Leveled study guides:

Teacher composes guides to accompany students’ textbook —may include:

Summary of text—Questions-- Statements of learning

Teacher can designate questions for different levels by marking with * (easiest), ** (moderately challenging, and *** (most challenging)

Supplementary Materials: Sources

☺ Hands-on manipulatives and realia—connects abstract concepts with concrete experiences and student’s own life

☺ Pictures, Photos, Visuals: provide visual support to harder concepts. Helps relate to prior knowledge and oral presentations. Include models, charts, overheads, maps, timelines as you are presenting concepts

☺ Multimedia: film clips, songs and chants, posters, computer games, etc.--related to concept solidify key concepts into the deep memory

☺ Demonstrations: Model step-by-step completion of tasks, or model language to use with presentations. This scaffolds and enhances learning

☺ Related Material: Most Dearborn schools have a multitude of leveled books—both fiction and non-fiction that supplement science and social studies themes. Check your school’s resource room for materials.

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

Compiled by the Bilingual and Compensatory Education Resource Team, Dearborn Public Schools, 2002

Making Content Comprehensible— 2. Building Background

- ✓ There is a strong correlation between vocabulary knowledge and student achievement
- ✓ Select fewer key terms to focus on
- ✓ **Explicitly teach “school language”**—*ex. Identify, compare, summarize, define...*

1. Contextualizing Key Vocabulary:

Review the content and select key terms that are critical to understanding the lesson’s most important concepts. The teacher

- Introduces and defines terms simply and concretely
- Demonstrates how terms are used in context
- Explains use of synonyms, or cognates to convey meaning

2. Vocabulary Self-Selection:

After reading a content text, students self select vocabulary they think is essential to the understanding the content concepts.

- Words are selected by individuals, partners, or teams
- Shared, discussed, and agreed upon by whole class
- Empowers students in choosing the most appropriate key vocabulary

3. Personal Dictionaries:

Personal dictionaries are created as an individual vocabulary and spelling resource for students.

- Students read text in partners or teams and select unknown words
- Teacher works with teams to review each student’s personal dictionary and providing clarifications where needed
- Words can be arranged alphabetically, by concept, or structure

4. Content Word Wall:

This is a Content Word Wall specific to one content area, reserved for key vocabulary that relates to that content.

- Key words are displayed alphabetically
- Revisited frequently during lessons
- Students use words throughout unit of study
- Remove some words regularly in order to keep words displayed to a reasonable number

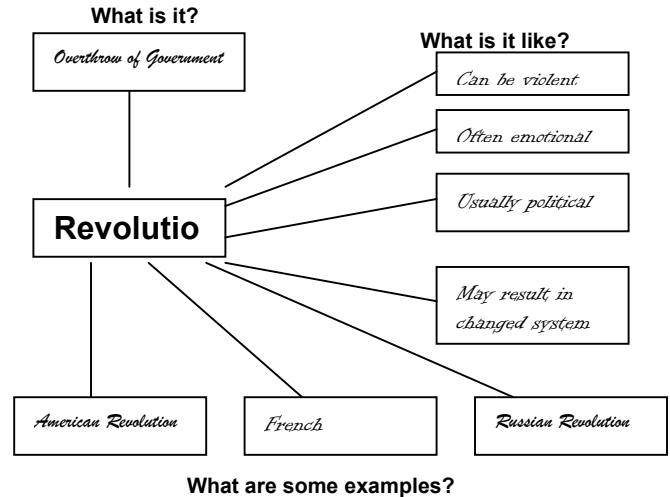
Ex: Social Studies Word Wall: **Revolutionary War**

A	Battle	Constitution	decide
		concede	Declaration
E	flag	G	H
			Independence
J	K	liberty	M
			notify...

5. Concept Definition Map

A simple graphic system used to discuss complex concepts and clarify the meaning of a concept.

Ex: Concept Definition Map—*Revolution*



6. Cloze Sentences:

Used to teach and review content vocabulary **in context**.

- Teacher chooses a sentence that has a strong contextual support for the vocabulary focus word.
- Possible replacement words are brainstormed
- Teacher assists students in choosing correct word

Ex: During a _____ a group of people tries to overthrow an existing government or social system. (*revolution*)

7. Word Sorts:

Students categorize words or phrases (previously introduced) and sorts them according to meaning, structure, word endings, or sounds. This reinforces word relationships, spelling, and word structure.

Ex: Word Sort by endings—**American Revolution**

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

8. Word Generation:

This is a review of new content vocabulary through analogy. Students brainstorm words that contain a “chunk” of a word.

Ex: *Port* “to carry”—portable, export, transport, deport...

9. Visual Vocabulary:

English Language Learners benefit from a “picture” of a term added to a definition of the word. Use stick figures, a picture dictionary format, or a photograph.

10. Vocabulary through Songs:

Use the “Jim Walters Approach” —“Science Through Song CD” for teaching difficult concepts through a song format. Concepts and relationships are explained and remembered easier for some students through this multiple intelligence medium.

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Making Content Comprehensible— 3. Comprehensible Input

Appropriate Speech:

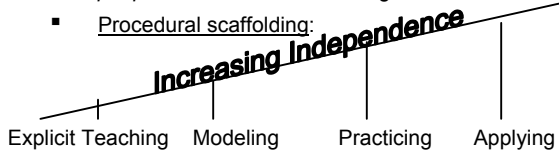
- ✓ Use speech that is **appropriate to students' proficiency level**—slow down and enunciate where applicable
- ✓ **Avoid jargon** and idiomatic speech as much as possible

Explanation of Academic Tasks:

- ✓ Present instructions in a **step-by-step manner** and/or with demonstrations. Write oral directions on board—ask students to re-explain
- ✓ Use **peer-modeling**—Focus attention on one group that is functioning well on activity. Let those students explain step-by-step instructions to whole class using an overhead transparency

Scaffolding: Use verbal and procedural scaffolding routinely:

- **Verbal scaffolding: Paraphrasing**—restating student's response to model correct English
Think-Alouds—saying out loud what you are doing as you try to use a strategy
Reinforcing contextual definitions—restating a term by giving a context or definition Ex. Aborigines, *the native people of Australia*, were being driven from their homes.
- **Procedural scaffolding:**



--**Small group instruction** with less experienced students practicing with experienced students

--**Partnering students** for practice

Questioning:

- ✓ Use a **variety of question types**: see "Thinking Cube" for examples.
- ✓ Use "Question Cube" to **promote students asking** a variety of questions: Who, What, When, Where, Why, How

Interaction:

- ✓ Effective classes are characterized by a variety of grouping structures
 - **At least 2 different grouping structures** should be used during a lesson—partners, triads, teams, etc.
 - **Vary group configurations from day-to-day** across the week to pique interest, and increase student involvement

Wait Time:

- ✓ Effective teachers wait 20 seconds or more for a student to respond—many English Language Learners need longer time to formulate answers.
- ✓ While waiting for a student to reply **other students can be writing down their response** then confirm with answer.

Clarifying Key Concepts in First Language:

- ✓ Allowing students to **confer with each other, teacher, or paraprofessional in their native language** about subject matter provides needed support for true understanding of content while student is learning English

Application of Content and Language Knowledge:

- ✓ **Discussing and doing** make abstract concepts concrete, therefore projects, discussion teams, reports lend themselves to true comprehension
- ✓ Include **opportunities to practice English**—reporting out orally and in writing, working with teams or partners

Integration of Language Skills:

- ✓ Reading, writing, listening, and speaking are **mutually supportive and need to be developed in an integrated manner**. Practice in writing promotes development in reading.

Review of Key Vocabulary

- ✓ **Review of vocabulary** needs to include attention to **word structure** and sentence structure
- ✓ **Multiple exposures to new terminology** builds proficiency
 - Use paraphrasing as review—provides context
 - Use multiple modalities to remember words
 - Have students use Individual Word Study Books for personal reference—grouping words by structure (*-tion, -sion, -tation...*)

Assessment of Lesson Objectives:

- ✓ Use a **variety of methods to elicit group responses**
 - **Thumbs up/ thumbs down**—Used to obtain a quick summary of agree/disagree responses. "I don't know" response is indicated by a closed fist
 - **Number wheels or numbered fingers**: Used to indicate responses to multiple-choice questions. Teacher puts possible responses on board or transparency, waits, then says "Show me!"
 - **Response boards**: Use individual chalk boards or dry-erase boards for responses given in unison. Dollar stores or home improvement centers—bathroom tile board makes great dry-erase boards!

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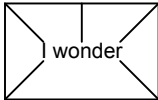
Making Content Comprehensible—

4. Strategies

- ✓ **Discussing and doing make abstract concepts concrete**
- ✓ **Academic language learning is more effective with learning strategies**

Content teaching –One Approach (40-55 minutes):

- Do an **“I Wonder”** Brainstorming—(5 minutes) about book, topic, theme—should be in the form of questions (Who, what, when, what if, why...) or “I wonder if...”



- Do a **Preview and Predict strategy—15 minutes:**
 1. 1 minute—Students individually preview text material, looking at illustrations, photos, bold print...
 2. 3 minutes—With a partner, students write 3 things they think they will learn about from this text. Write in complete sentences, note form, or pictures, depending on students' language proficiency.
 3. 4 minutes—Partners share their list with another pair of students and list is condensed and or expanded. Transfer final list to chart paper.

Matter is everything.
A tree is matter.
A girl is matter.
Matter can change.

- 3 minutes—4 person teams report out findings and post list.
 - 4 minutes-- Teacher reads first section of text (one page or less) while students follow along.
- Do **GIST summarizing strategy—7 minutes:**
 - 3 minutes--After reading a passage or section of text, teacher and students underline or pick out 10 words and concepts that are “most important” to understanding text.
 - 1 minute--Write 10 words on the board.

matter	forms
changes	gas
solid	living things
liquid	space
states of matter	atoms

- 3 minutes--Teacher and students write 1-2 summary statements using as many of the listed words as possible. Could be partner work. Post on board.
- 3 minutes--**Refer back to Preview Chart.** Read each statement, confirm if it is + or -, depending on reading selection. Erase or cross out statements that are not likely to relate to rest of reading selection, and add new predictions.

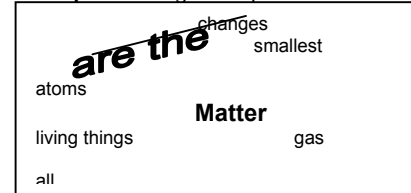
Matter can change.	+
A rock is matter.	+
Atoms are the largest part of a thing.	-

- 10 minutes--**Students continue with reading**, either in partners or small teams **and do GIST strategy within their team.** If the

selection is too long, teams can jigsaw reading selection and share out their summary statements with whole group.

- **Refer back to “I Wonder” chart—4 minutes. Write down answers to questions** that were found in reading. If questions were not answered brainstorm where answers could be found and form Research Teams to explore other sources.
- **Represent new learning in some way—6 minutes—by one of these:**
 - Use **Thinking Cube** to generate at least 6 higher order thinking questions about text.
 - Ex: Give a quote from the book that tells what matter is made of.
 - How many ways can matter change?
 - How can you measure matter?

--Make a **Word Splash** using the important words in this text.



- Construct a **graphic organizer** (T-list, Venn Diagram, etc.) depicting the highlights of reading selection.
- Illustrate** new learning on a poster including appropriate captions and details.
- Create a poem, chant, song, or play** demonstrating new learning.
- Do a **Graffiti Write** representing students' learning:
 1. Each team has chart paper, each team member has a marker. A topic or question is posed. At the start signal each person writes a personal comment about the topic or question on the chart paper—at the same time. 2 minutes.
 2. When time is called, teams rotate to next table, read comments and add their own—may be same topic/question or another question or focus. 2 minutes.
 3. Rotate again, either to another table or back to own table. Post results.
- **Report Out** representations for class to enjoy or problem solve answers.

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Making Content Comprehensible— 5. Interaction

Opportunities for Interaction:

- ☺ Learning is more effective when students have an opportunity to participate fully—discussing ideas and information
- ☺ Effective teachers strive to provide a more balanced linguistic exchange between themselves and their students—ELL students need the practice in speaking!
- ☺ Interaction accesses the thought processes of another and solidifies one's own thinking
- ☺ Talking with others, either in pairs or small groups allows for **oral rehearsal** of learning

▪ Encouraging more elaborate responses:

- going beyond "yes" and "no" answers—
"Tell me more about that"
"What do you mean by..."
"What else..."
"How do you know?"
"Why is that important?"
"What does that remind you of?"
or teacher restates student's answer—
"In other words.... Is that accurate?"
or teacher allows **wait time** for student to formulate answer
or teacher calls on another student to extend classmate's response

▪ Fostering student-student interaction:

- Putting students in pairs, triads or small groups
- Types of activities that encourage "table talk":
Literature circles, think-pair-share, jigsaw readings debates, science or math experiments

Grouping Configurations:

- ☺ All students, including English Language Learners, benefit from instruction that frequently includes a variety of grouping configurations
- ☺ It is recommended that **at least 2 different grouping structures be used during a lesson**

▪ Variety:

- ⊕ **Whole class—**
To develop classroom community
To provide a shared experience for everyone
- ⊕ **Flexible small groups—**
To promote multiple perspectives
To encourage collaboration
- ⊕ **Partnering—**
To provide practice opportunities
To scaffold instruction
To give assistance before independent practice

▪ Homogenous or Heterogeneous grouping

- ⊕ By gender, language proficiency, language background, and/or ability
- ⊕ Variety maintains students' interest
- ⊕ Movement from whole class, to partners, to small group increases student involvement
- ⊕ Varying group structures increases the preferred mode of instruction for students

▪ Cooperative Learning Activities:

Information gap activities—Each student in a group has only one or two pieces of information needed to solve the puzzle or problem. Students must work together, sharing information while practicing their language, and using critical thinking skills.

Jigsaw—Jigsaw reading task by chunking text into manageable parts (1-2 pages). Number students in each group

(1-4 or 5). All #1s read the first 2 pages, #2s read the second 2 pages, etc. These expert groups then discuss their reading and share ideas. The original groups reconvene, discuss the whole text and share their expertise. Students pool their information.

Numbered heads together—Similar to *Jigsaw* without forming expert groups. Each student works on one portion of assignment and then students share.

Four corners—Great activity to introduce a topic or chapter of study. Write one question or idea on each chart paper. Divide class into 4 groups, each group has a different color marker—students move to one corner chart paper and designated student begins writing their ideas on chart. Time activity 2-4 minutes. Students move clockwise to next corner, read responses and add their comments.

Roundtable—Use with open-ended questions, grammar practice. 4-5 students are grouped at tables, one sheet of paper, one pencil. Question or grammar point is given by teacher, students pass paper around table, each writing their own response. Teacher circulates room.

3 Step Interview—Students are paired. Each student listens to the other as they respond to a topic question. At the end of 3 minutes, each pair joins another pair of students and shares what their partners said. Good way to practice language.

Writing Headlines—Good way to practice summarizing an activity, story or project. Provide models of Headlines. Students work in pairs writing a headline for an activity. Pairs share out their headlines and class votes on most effective headline.

Send a Problem—One table team sends a question or problem to another table. Each table team solves or answers question and passes it back to original table. This is a good way to review for a test.

Wait Time:

- **Wait time varies by culture:** The average length of wait time in US classrooms is clearly not sufficient
--Effective teachers allow students to express their thoughts fully without interruption

TIP: Allow students to practice their answer with a partner before calling on them to speak out before the whole class.

TIP: Have more advanced students write down their responses while waiting, and then check their answers against the final answer.

Clarify Key Concepts in L₁:

- Best practice indicates that ELLs benefit from opportunities to clarify concepts in their native language L₁—
--Use bilingual paraprofessionals, teachers, peers as clarifiers for vocabulary, concepts, or procedures
--Use native language texts, dictionaries as tools to illuminate or illustrate topic

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Making Content Comprehensible— 6. Practice and Application

Hands-on Materials and/or Manipulatives for Practice:

- ☺ Students have a greater chance of mastering content concepts and skills when :
 - given multiple opportunities to practice
 - practice is in relevant, meaningful ways
 - practice includes “hands-on “ experiences
- ☺ Planning for hands-on practice:
 - Divide content into meaningful short chunks
 - Time for practice should be short—10-15 minutes
 - New learning should have several short practices close together
 - Older learning should be practices distributed further apart—review material periodically
 - Give students immediate feedback on how well they have done
- ☺ ELL students need to **connect abstract concepts with concrete experiences**: Material can be organized, created (chart learning), counted, classified (concept mapping), stacked (index card review), rearranged, dismantled...

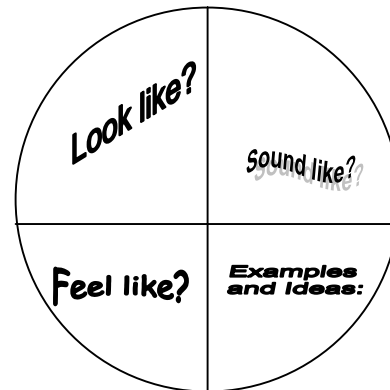
Application of Content and Language Knowledge:

- ☺ Abstract concepts and new information needs to be applied in a **personally relevant way--**
 - Writing in a diary format through a character
 - Making and Playing a game for content review (Jeopardy, Bingo, Wheel of Fortune...)
 - Creating a semantic map
 - Writing test questions to ask another student
 - Teaching concepts to another student
- ☺ **Discussing and “doing”** make abstract concepts concrete.
 - Clustering
 - Making and using graphic organizers
 - Solving problems in cooperative groups
 - Engaging in discussion circles
 - Partnering students in a project before independent work
- ☺ Opportunities for **social interaction** promote language development.
 - Small group discussions
 - Working with partners
 - Reporting out information orally and in writing
- ☺ **Modeling correct English** after a student has made a pronunciation or grammar error can **gently but effectively** instill appropriate usage.

Integration of Language Skills:

- ☺ Reading, writing, listening, and speaking are **interrelated and integrated naturally**—we read when we write, we listen when we are talking with someone, etc.
- ☺ Most young children become grammatically competent in their home language by age 5—for ELL students, the teacher needs to **develop language skills in a holistic manner**.
- ☺ **Practice** in any one area (listening, speaking, reading, writing) **promotes development** in the others.
- ☺ Connections between abstract and concrete concepts are best accomplished **when all language processes**—reading, writing, listening, and speaking—**are incorporated during practice and application**.

What does a Classroom that Incorporates Listening, Speaking, Reading and Writing...



Does your classroom incorporate a variety of Listening, Speaking, Reading, and Writing activities during Practice and Application?

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Making Content Comprehensible— 7. Lesson Delivery

Content Objectives:

- ☺ Content objectives must be **clearly supported** by lesson delivery:
 - Should be **stated orally**
 - Should be **written on board for all to see**—preferably in a designated space every time
 - Purpose:
 - ⊕ Reminds us of lesson focus
 - ⊕ Provides a structure to classroom procedures—before, during, after
 - ⊕ Allows students to know direction of the lesson
 - ⊕ Supplies way for students and teacher to evaluate lesson in light of content objectives
 - Limit content objectives to one or two per lesson
- ☺ “When teachers spend their time and energy teaching students the content the students need to learn, students learn the material...”

Language Objectives:

- ☺ Language objectives must be clearly supported by lesson delivery:
 - Should be **stated orally**
 - Should be **written on board for all to see**—preferably in a designated space every time
 - Can **relate to ESL Standards** from TESOL
 - Can be from State Language Arts **Benchmarks**
 - Can be **specific to book language** studied (certain verb form, word endings, vocabulary, punctuation, summarizing, active discussion...)
 - Needs to be **recognizable in lesson’s delivery**

Students Engaged:

- ☺ Students should be **engaged 90-100%** of the period for lesson delivery to be effective
- ☺ “When students spend their time **actively engaged in activities that relate strongly to the materials they will be tested on**, they learn **MORE** of the material.”

Leinhart, Bickel & Pallay

- ☺ The most effective teachers **minimize** boredom, off-task behaviors, making announcements, passing out papers, etc.
- ☺ Aspects of student engagement to consider:
 - **Allocated time**—decisions teachers make regarding amount of time spent on topic and each academic task (reading, word study, writing...)
 - There is a balance between teacher presentation and opportunities for students to apply information.
 - **Engaged time**—Time students are actively participating during allocated time:
 - The more actively students participate in the instructional process the more they achieve.*
 - Students learn more than they are attending to the learning tasks that are the focus of instruction
 - **Academic learning time**—Students’ time-on-task, when the task is related to the materials on which they will be tested—not just-for-fun activities!
 - Class time needs to be **planned efficiently**—and therefore effective use of time and resources
- ☺ Factors that contribute to high levels of student engagement:
 1. Well planned lessons
 2. Clear explanation of academic tasks or instructions
 3. Appropriate amount of time spend on an academic task
 4. Strong classroom management skills
 5. Opportunities for students to apply learning in meaningful ways
 6. Active student involvement
 7. Lesson design meets the language and learning needs of students

Pacing:

- ☺ Pacing refers to the **rate** at which information is presented during a lesson.
 - Rate for ELL students must be **brisk enough** to maintain students’ interest **but not too quick** to lose their understanding.
 - **Practice** will reward a perfect pace.

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Making Content Comprehensible— 8. Review and Assessment

Review of Key Vocabulary:

- ☺ Key vocabulary can be developed through analogy:
 - Relating newly learned words to other words with the same structure or pattern (ex: photosynthesis ↔ photography)
 - Drawing students' attention to tense, parts of speech, and sentence structure
 - Repeating and reinforcing language patterns for words to become automatic
- ☺ Ways to scaffold :
 - **Paraphrasing**—oral rehearsal of what student is going to say with group before saying it to the whole class or saying the definition of a word right after the word
 - **Systematic study**—remember “research says isolated word lists and dictionary definitions alone do not promote vocabulary and language development. **Words should be studied through multiple modalities**—see them, say them, write them many times in different ways, act them out, sing them, draw them, find them in context....”
 - **Word Study Books**—This is a student-made personal notebook in which the student includes frequently used words and concepts. Book can be organized by language structure: -tion, -sion, -tation and/or alphabetical, and/or by topic of study (ex: Revolution words)
 - One way to enter words: **Write the word**, include a **personal definition**, use the word in a **sentence**, and add a **memorable symbol** or drawing that will trigger the word from memory.
 - **“School Talk” sessions**—Teach discussion circle protocol: taking turns, polite disagreement words, how to ask and answer questions. Do a practice session with a fun topic of students' interest like movie stars, cars...

Review of Key Content Concepts:

- ☺ Review key concepts during and at the end of a lesson:
 - **Informal** summarizing review—ex: “Up to this point...Discuss in your groups the 3 important things we have learned so far.”
 - Periodic review (chunking) leads into next section to be studied
 - **Structured** review—summarizing with partners, listing key points on board.
 - **Link** review to content objectives—ensures focus on essential concepts
 - **Final review**—allows students to assess their own understandings and clarify misunderstandings

Providing Feedback:

- ☺ Periodic review:
 - Clarifies and corrects misconceptions
 - Develops students' proficiency in English
 - Allows for paraphrasing students' responses in correct English and complete sentences
- ☺ Feedback given orally and in writing, supported by facial expressions and body language—nod, smile, encouraging look...

Assessment of Lesson Objectives:

- ☺ **Assessment** is “*the gathering and synthesizing* of information concerning students' learning”
- ☺ **Evaluation** is “*making judgments about students' learning*”. *Assessment comes first, then evaluation*
- ☺ **Informal Assessment:**
 - On-the-spot, ongoing opportunities to determine the extent of students' learning.
 - Includes teacher observations, anecdotal reports, informal conversations with students, quick-writes.
- ☺ **Authentic Assessment:**
 - Application to real life—real life contexts
 - Multidimensional—ex: students' writing, taped pieces, interviews, videotapes, observations, projects, discussion, performances, group responses...
 - Includes multiple indicators to show competency of a content objective. Use of a rubric defines level of learning and is shared with students and parents
 - Group responses:
 - ⊕ **Agree/Disagree, True/False, Yes/No** –index cards that students or groups of students could use to quickly give their answers to questions. Teacher can quickly see responses.
 - ⊕ **Thumbs up/thumbs down**—Like the index cards, students can quick respond to questions. For “I don't know” students can make a fist. Teacher gets a feel for whole class understanding or agreement.
 - ⊕ **Numbered wheels**-Tag board strips (5” x 1”). Each strip is numbered 0-5 or 0-10. This allows students to answer multiple-choice questions quickly by holding up appropriate number. 0 is a “Don't know” response. These are great for review before a written test.
 - ⊕ **Response boards:** Small chalk or white boards, or even plastic plates can be used for group responses. Use dry-erase markers, chalk, or crayons that can be erased for next question.

Source taken from: “Making Content Comprehensible for English Language Learners”, Echevarria, Vogt, Short

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