

Connect 8

1. What are the six indicators of preparation according to instruction that is delivered using the SIOP model? The six indicators of preparation are write content objectives for the lesson, write language objectives for the lesson, select content-area concepts appropriate for the grade level and educational background of the students, gather supplementary materials that provide students with comprehensible input by contextualizing information, develop ways to adapt content to the language proficiency levels of all students, and create meaningful activities that allow students to practice and apply content knowledge using all four language domains (listening, speaking, reading, and writing).
2. In what ways are content and language objectives integrated into an SIOP lesson? The teacher selects appropriate objectives derived from district, state, and national grade-level content and language standards. The teacher consistently shares the objective with the students throughout the lesson. They have to develop content concepts that are important to the theme of the lesson and are appropriate for the students' grade level and educational background.
3. In what ways is the adaptation of content beneficial for CLD students who are taught according to an SIOP lesson? The SIOP lesson provides the necessary support to promote academic success and language development for all students. Students are able to improve in vocabulary and comprehension skills.
4. What are the six categories of instruction when it is delivered according to the SIOP model of sheltered instruction? The six categories are building background, comprehensible input, strategies, interaction, practice and application, and lesson delivery.
5. List and discuss at least three ways teachers can build background among CLD students as part of an SIOP lesson. Why is building background important? Building background is important because language learners' prior knowledge greatly affects their ability to understand new information. Three ways teachers can build background among CLD students are considering students' life experiences, students' prior learning experiences, and key vocabulary.

Herrera, Socorro G. *Mastering ESL/EFL Methods* (p. 306). Pearson Education. Kindle Edition.