Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Preparation

____ *Write* content objectives clearly for students.
____ *Write* language objectives clearly for students.
____ Choose content concepts appropriate for age and educational background level of students.
____ Identify supplementary materials to use (graphs, models, visuals).
____ Adapt content (e.g., text, assignment) to all levels of student proficiency.
____ Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.

Building Background

____ Explicitly link concepts to students' backgrounds and experiences.
____ Explicitly link past learning and new concepts.
____ Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

Comprehensible Input

____ Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
____ Explain academic tasks clearly.
____ Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

____ Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
____ Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
____ Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

____ Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
____ Use group configurations that support language and content objectives of the lesson. Provide sufficient wait time for student response consistently.
____ Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text.

Practice/Application

____ Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
____ Provide activities for students to apply content and language knowledge in the classroom.
____ Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

Reprinted from Echevarria, **J.,** Vogt, M.E., & Short, D. (2000). *Making content comprehensible to English language Learners: The SIOP model.* Boston: Allyn & Bacon.

Lesson Delivery

____ Support content objectives clearly.
____ Support language objectives clearly.
____ Engage students approximately 90-100% of the time (most students taking part/on task).
____ Pace the lesson appropriately to the students' ability level.

Review/Assessment

____ Give a comprehensive review of key vocabulary
____ Give a comprehensive review of key content concepts.
____ Provide feedback to students regularly on their output (e.g., language, content, work).
____ Conduct assessments of student comprehension and leaning throughout lesson on all lesson objectives (e.g., spot checking, group response).

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