

SIOP Protocol¹

Lesson Preparation

- ___ 1. Define, display, and review **content objectives** clearly with students.
- ___ 2. Define, display, and review **language objectives** clearly with students.
- ___ 3. Choose **content concepts appropriate** for age and educational background level of students.
- ___ 4. Identify **supplementary materials** to use (e.g., graphs, models, visuals).
- ___ 5. **Adapt content** (e.g., text, assignment) to all levels of student proficiency.
- ___ 6. Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

Building Background

- ___ 7. Explicitly link concepts to students' backgrounds and experiences.
- ___ 8. Explicitly link past learning and new concepts.
- ___ 9. **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.

Comprehensible Input

- ___ 10. Use **speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).
- ___ 11. Explain academic tasks clearly.
- ___ 12. Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language, repetition, corrective recast, confirmation checks, comprehension checks, clarification requests, and the negotiation of meaning.).

Strategies

- ___ 13. Provide ample opportunities for students to use **learning strategies** (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring, questioning, visualizing, diagramming).
- ___ 14. Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
- ___ 15. Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

¹ Echevarria, J., Vogt, ME., Short, D., Toppel, K. (2023). Making content comprehensible for multilingual learners. (6th Ed.). Pearson.

Interaction

- **16.** Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses, repair, comprehension checks, confirmation checks, clarification requests, the negotiation of meaning, and corrective recasts.
- **17.** Use **group configurations** that support language and content objectives of the lesson.
- **18.** Provide sufficient **wait time for student responses** consistently.
- **19.** Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.
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Practice/Application

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

- **23.** Support content objectives clearly.
- **24.** Support language objectives clearly.
- **25.** **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).
- **26.** **Pace** the lesson appropriately to the students' ability level.

Review & Assessment

- ___ **27.** Give a comprehensive review of key vocabulary.
- ___ **28.** Give a comprehensive review of key content concepts.
- ___ **29.** Provide **feedback** to students regularly on their output (e.g., language, content, work).
- ___ **30.** Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).