

# Correlation of *NorthStar* Basic Reading and Writing to S.I.O.P. (Sheltered Instruction Observation Protocol)

The S.I.O.P. Framework consists of 8 components & 30 features. The SIOP Lesson Planning Guide was developed by Jana Echevarria, MaryEllen Vogt, Deborah Short, and Chris Montone, through a research project sponsored by the Center for Research on Education, Diversity, & Excellence (CREDE) with a grant from the U.S. Department of Education, Office of Research and Improvement.

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## **PREPARATION**

1. Clearly defined **content objectives for students**  
**Each unit begins with explicit objectives (TM p.1, SB pp. x-xiii)**
2. Clearly defined **language objectives for students**  
**Each unit/part begins with explicit objectives (TM p.1, SB pp. x-xiii)**
3. **Content concepts** appropriate for age and educational background level of students  
**Age appropriate: by grade, content, and language skill levels (SB p. 183)**
4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals)  
**Use of models and visuals (SB pp. 180-181)**
5. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency  
**Four writing assignments per unit ranging from concrete/factual to abstract/opinion topics**
6. **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  
**Sharing Information, Linking Readings One and Two, Research Topics**

## **BUILDING BACKGROUND**

7. **Concepts explicitly linked** to students' background experiences  
**Sharing Information: Survey (SB p. 102)**
8. **Links explicitly made** between past learning and new concepts  
**Old to new learning: "Share what you know about...?" (SB p. 58)**
9. **Key vocabulary emphasized** (e.g., introduced, written, repeated, and highlighted for students to see)  
**Vocabulary for Comprehension (SB p. 3-4), Focus on Vocabulary (SB pp. 10-12)**

## **COMPREHENSIBLE INPUT**

10. **Speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)  
**Multiple opportunities to hear and read a text and focus on features of speech, such as proper stress and intonation (Reading for Main Ideas, Expansion activity, TM p. 50)**
11. **Explanation** of academic tasks clear  
**Clear explanations for teachers – Reacting to Reading Focus/Set-up TM pp. 68-69**  
**Clear explanations for students – Focus on Writing, Style, SB p. 69**
12. Uses a variety of **techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)  
**Variety of techniques: Group work, Charts, Visuals/Hands-on activities (SB pp. 160-161)**

## **STRATEGIES**

13. Provides ample opportunities for students to use **strategies**  
**Instruction and reflection on use of strategies such as predicting (Focus on Reading, SB p. 40)**
14. Consistent use of **scaffolding** techniques throughout lesson, assisting and supporting student understanding (e.g., think-alouds)  
**Scaffolding: From pair work/think-aloud to individual work (Reacting to Reading, SB p. 25)**

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15. Teacher uses a variety of **question types, including those that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions)  
**Question types: Why, Which, How, Do you think? (Linking Readings One and Two, SB p. 109)**

**INTERACTION**

16. Frequent opportunities for **interactions** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  
**Frequent interaction: continuous in most activities and in all units**
17. **Grouping configurations** support language and content objectives of the lesson  
**Grouping: pairs and small groups. TM encourages grouping students with varying language backgrounds and levels of fluency (Reading Two Set-up, TM p. 31, SB p. 65)**
18. Consistently provides sufficient **wait time for students' responses**  
**Wait time: Unit openers elicit student responses "Give students a minute or two to think about..." (Predicting, TM p. 28, SB p. 57)**
19. Ample opportunities for student to **clarify key concepts in L1** as needed with aide, peer or L1 text

**PRACTICE/APPLICATION**

20. Provides **hands-on** materials and/or manipulatives for students to practice using new content knowledge  
**Hands-on: Create shopping guide: visit stores, compare color, smell, taste of fruit (SB pp. 140-141)**
21. Provides activities for students to **apply content and language knowledge** in the classroom  
**Units culminate in a writing assignment that asks students to apply vocabulary, grammar, and a writing style that they learned and practiced in the unit. (SB p. 180)**
22. Uses activities that integrate all **language skills** (i.e., reading, writing, listening, speaking)  
**4 Domains: Reading, Writing, Listening, Speaking (Reacting to Reading, SB p. 169)**

**LESSON DELIVERY**

23. **Content objectives** clearly supported by lesson delivery  
**Integration of content throughout each unit (Linking Readings One and Two, SB p. 66)**
24. **Language objectives** clearly supported by lesson delivery  
**Support language objectives: the format of one of the reading passages, such as poetry, is the focus of the writing style section later in the unit (SB pp. 104-105 and SB pp. 113-114)**
25. **Students engaged** approximately 90% to 100% of the period  
**Engaged 90-100% of time: Emphasis on student involvement and interaction (less teacher talk)**
26. **Pacing** of the lesson appropriate to the students' ability level  
**Pacing according to ability levels: See lesson planning tools and custom pacing charts on CW**

**REVIEW/ASSESSMENT**

27. Comprehensive **review of key vocabulary**  
**Review vocabulary: Focus on Vocabulary (SB pp. 10-12)**
28. Comprehensive **review of key concepts**  
**Review content: Linking Readings One and Two, Writing Topics, Research Projects**
29. Regularly provides **feedback** to students on their output (e.g., language content, work)  
**Feedback: Throughout with teacher, others, and self, using questions and activities**
30. Conducts **assessment** of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout lesson  
**Assessment: Throughout each unit. Also see Achievement Tests in the TM.**