**Helpful Hints:**

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| Objectives | **Content objective** = *What* you want the students to learn. This comes from your content standards, and should also include a verb from the Bloom’s list. **Language objective** = *How* the students are going to learn the content and/or how they will show what they have learned. This links to your content objective, and must include one of the language domains: listen, read, write, speak/say/tell |

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| Objectives – Verbs to Use | **Common Content Objective Verbs:**Apply MeasureCompute ContrastDiscover AnalyzeResearch CompareSearch DesignRank SolveCount DescribeUse Calculate\* If you add the words “write” or “orally” to the content objective, it will become a language objective. It is ok to have the same objective for both categories with just this simple difference.Eg: Content: “will describe 3 animal adaptations” Language: “will describe 3 animal adaptations in writing” | **Common Language Objective Verbs**Compare DramatizeParaphrase SummarizeDescribe ExplainPersuade TellDiscuss ListenRead Write\* Language objectives must include a language domain (listen, read, write, speak). Example: “will compare 2 animals in writing.” |

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| Terms | **Tier 2 terms*** Academic words commonly found in school, but not in general conversation
* These words travel **across** content areas
* Includes polysemous words – have multiple meanings across content areas (eg: table = a place to eat; a chart)
* Examples include:

Connection StructureDemonstration InfluenceConstitute Ordinal numbersAccurate Part/wholeCategory Greater than/less thanEstimate |
| **Tier 3 terms*** Uncommon words, found in particular texts / subject areas
* Teach when needed for comprehension, but do not spend all of your time here
* Examples include:

SpectrometerBayonetPhotoelectronNumeratorReduce |

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| Teach & Practice Terms | **Personal Dictionaries** – students create these as an individual resource. Can be notecards on a ring, or a binder, or a notebook. Teacher works with students to clarify and develop a definition of the term. Students add the term to their dictionary, and write the definition using their own words (not copied from the teacher). Students also add a drawing or illustration. Students can add more information to clarify the term as you move through the unit.**Word Walls** – Terms with student-friendly definition and illustration can be placed on the wall for student reference. If you are short on space, put up terms just for the current unit. Students can refer to their dictionaries for past terms.**Word Sorts** – Words or phrases are written on strips of paper. The students organize strips according to meaning, similarities, sounds, or relation to a concept. In a closed sort, the teacher gives the category headings. In an open sort, students are given the words / phrases and determine grouping criteria.**Flip books** – These “foldables” come in a variety of forms. They help organize terms and can reflect vocabulary, processes, definitions, and algorithms.**Wallpapering** – The teacher writes a key concept on a poster or on the board. The teacher asks students to think about what they already know about the concept. Students write their ideas on a post-it note and place the note on the board. The “wallpaper” that results can be sorted / classified, and/or turned in to a word wall.**4 Corners -**  In groups, students select a word to focus on and create a poster with 4 sections: word, picture/illustration, definition, word used in context. Groups present their poster showing only one section at a time, starting with the picture, then the definition, then the word in context. Classmates try to guess the word as each quadrant is revealed. |

**Planning form adapted from:**

Echevarria, Vogt & Short. Making Content Comprehensible for English Language Learners: The SIOP Model. 2010. Pg. 240

WIDA. The English Language Development Standards. 2012 Amplification. Pgs. 11, 66

Kindergarten Works: http://www.kindergartenworks.com/teacher-organization/teacher-planning-organization/

**Helpful Hints adapted from:**

Michigan Department of Education and Center for Applied Linguistics. SIOP Model Workshops (booklet given at workshop). Pgs. 27-29, 92,

Office of English Language Learners, Detroit Public Schools (April 19, 2013).