SIOP

Component 3:

Comprehensible Input

Comprehensible Input (CI)

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).

Preview lesson topic; provide multiple exposures to key details
- Article on Creating Lesson Plans and Unit Plans with Samples
- 8 Keys to Bringing Comprehensible Input into your ESL Classroom
- Comprehensible Input Explanation

Provide both oral and written directions for tasks
- How to Adapt your Teaching Strategies to Student Needs
- Giving and Checking Instructions
- Comprehensible Input and Output

Step by step explanation and modeling of tasks
Article about Modeling

https://goalbookapp.com/toolkit/strategy/teacher-modeling-academic-task Need a log in?

Display a finished product as an example
- Displaying Student Work

Multimedia resources (music, overhead transparencies, PowerPoint presentations, Web sites, videos/DVDs, etc.)
- http://www.slideshare.net/fareedurrahman/multimedia-technologies-introduction
- http://www.alabamapepe.com/profdevmodule/selusing/selusing_b.htm

Graphic organizers specific to the task
- Graphic Organizer Templates

Allow students to express understanding via alternative forms
- 21 Ways to Check for Student Understanding
- Assess students' comprehension often *("Tell your partner what to do.", "Thumbs up if you can repeat the directions",* etc.)

Websites and Examples
Using authentic materials in English Language Teaching (ELT) to engage, inspire and motivate your learners.
Adapted Dictogloss explanation and lesson plan
Adapted Reading approach
Bookmark Technique

	Bookmark technique video Fishbowl explanation Fishbowl history focus Fishbowl AKA Socratic seminar video framed outline guided listening article Homographs & Homophones ● Homograph, Homophone, and Homonym Practice ● Homonym, Homophone, Homograph Chart ● Why Homophones are Important + More Practice Synonyms - ● Lesson plan for using word webs to teach synonyms (grades 4-8) ● Synonym Word Web Example ● Synonym Worksheets Idioms - ● Idiom Word Lists, Worksheets, and Activities ● List of Most Commonly Used Idioms ● Teaching Idioms Visualizing Comprehension Strategy ● What is Visualizing? ● How to Teach Visualizing (Brain Movies) Information Gap Activities ● What are information gap activities? ● More about Information Gap Activities Mnemonic Devices ● Mnemonic Strategies for Different Content Areas ● Mnemonic Device Creator Online (students can use to create their own mnemonic device) Interactive Reading ● Interactive Reading Guide Article and Strategies Total Physical Response (TPR) ● Article on how to use TPR in the classroom ● TPR Intro Slideshow Vocabulary Cards: Vocabulary Squares, Vocabulary Frames

	http://learningtasks.weebly.com/vocabulary-strategies.html 15 vocab strategies in 15 minutes Reformulation/Recast: Echoing: Correcting learners' spoken errors when the teacher repeats what the child says but correctly Error Correction: When, Where, and How (With Video) Think Aloud: Eavesdropping on someone's thinking, modeling for students how skilled readers construct meaning from a text. Using Think Alouds to Improve Reading Comprehension Visual Literacy: Using Images to Increase Comprehension, Support Reading and Help Make Meaning. 10 Visual Literacy Strategies Two-way information encouraging equal participation from ALL students with the hope of increasing talk time, increasing student motivation, and increase authentic communication Information Gap Explanation & Examples Information Gap Examples Information Gap Activities

Resources compiled by Northville Public Schools faculty:
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