



ConceptLinks[®] Correlation to the SIOP Model

SIOP Model	<i>ConceptLinks</i> [®]
Teacher Preparation	
1. Teachers write clearly defined content objectives on the board for students. These objectives are reviewed at the beginning of a lesson and students should state at the end of the lesson whether the objectives have been met.	Teacher’s Notes for each lesson include clear content objectives. Self-assessment asks students to reflect on what they learned.
2. Teachers should write clearly defined language objectives on the board for students at the beginning of a lesson. Students state at the end of the lesson whether the objectives have been met	Teacher’s Notes for each lesson include clear language and literacy objectives. Self-assessment asks students to reflect on their mastery of academic vocabulary.
3. Concepts taught should be appropriate for the age and educational background of students. Teachers must consider the students' L1 literacy, second language proficiency, and the reading level of the materials.	Each <i>ConceptLinks</i> [®] module includes four leveled Student Books to meet diverse student needs. Modules offer middle grades science and social studies content. Reading levels range from starting up/emerging to bridging. Each module includes a complete unit to prepare English language newcomers to move into the first leveled Student Book.
4. Supplementary materials are used to promote comprehension. These include charts, graphs, pictures, illustrations, realia, math manipulatives, multimedia, and demonstrations by teacher and other students.	Charts, graphs, photographs, and illustrations throughout the Student Books support students’ understanding of challenging concepts. Additional visual support is provided by the Concept Connector, Image Bank CD-ROM and ResourceLinks website.
5. Content must be adapted to ELL’s needs through use of graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.	Science and social studies content is adapted to ELL’s needs throughout the <i>ConceptLinks</i> Student Books. Adaptations include: graphic organizers, captions, labeling of pictures, study guides, adapted text, highlighted academic vocabulary, on-page definitions of vocabulary words, visual supports for important concepts, and other text features to scaffold students’ learning
6. Meaningful activities integrate lesson concepts with language practice opportunities in listening, speaking, reading, and writing.	Language and literacy instruction is embedded throughout the <i>ConceptLinks</i> program including numerous opportunities for listening, speaking, reading, and writing. Each module includes extensive whole class discussion and small group and pair work. There is audio support for every student book and the newcomer lessons. Each



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	module offers opportunities for writing and for oral presentations. Academic vocabulary development is emphasized throughout. All language development activities are integrated with content instruction.
Building Background	
1. Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.	The Concept Connector helps teachers build students' background knowledge.
2. Links should be explicitly made between past learning and new concepts.	As the class discusses the Concept Connector images, the teacher helps them make connections to prior knowledge. As new concepts are introduced throughout the lessons, students are asked to make connections to what they already know.
3. Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.	Before students begin reading the Student Books, academic vocabulary words and useful words are explicitly taught using the Concept Connector. The words are highlighted in the text, pictured and defined on the page, and included in a glossary at the back of every book. Additional activities offer opportunities to practice and review vocabulary words.
Comprehensible Input	
1. Use speech that is appropriate for students' language proficiency.	<i>ConceptLinks</i> differentiated Student Books offer appropriate language, vocabulary, and text load to meet students' language proficiency levels.
2. Make the explanation of the task clear using step-by-step manner with visuals.	<i>ConceptLinks</i> offers clear, easy-to-follow instructions for all activities
3. Use of a variety of techniques to make content concepts clear. Teachers need to focus attention selectively on the most important information. Introduce new learning in context. Help students learn strategies such as predicting, summarizing.	To prepare students to read the Student Books, specific lessons build background knowledge, preteach vocabulary, preview the Student Books, and teach reading strategies. These skills and strategies are reinforced throughout instruction as student read each chapter of the Student Books. In addition, as students read, special features in the text call out key ideas to support students as they synthesize information.



ConceptLinks[®] Correlation to the SIOP Model

Strategies	
1. Provide ample opportunities for students to use learning strategies. Learning strategies should be taught through explicit instruction.	Reading strategies are explicitly taught before students begin reading each student book. After each strategy is introduced, students immediately practice applying what they've learned. The strategies are reinforced by the teacher during small group work and through special end-of-chapter activities. An assessment helps teachers know how well students are applying each strategy to allow for any necessary reteaching.
2. Consistent use of scaffolding techniques throughout the lesson. Introduce a new concept using a lot of scaffolding and decrease support as time goes on. Restate a student's response or use think-alouds	<i>ConceptLinks</i> lessons scaffold instruction and support gradual movement toward independent learning.
3. Use of a variety of question types, including those that promote higher level thinking skills.	Questions that will engage higher-level thinking are included throughout the teacher's notes.
Interaction	
<u>Provide the following for ELLs:</u> 1. Frequent opportunities for interactions about lesson concepts which encourage higher level thinking skills.	Classroom discussion is an important part of instruction and learning in <i>ConceptLinks</i> . Each lesson begins and ends with whole class discussion. Students work in cooperative groups to discuss each chapter of the student books and to do related activities.
2. Grouping which supports language and content objectives. Cooperative groups, buddies, pairs, large and small groups	Students work in cooperative groups to support one another's learning.
3. Ample wait time for responses	Activities are paced to allow ample time for responses.
4. Opportunities for clarification in native language, if possible.	Home languages are supported in the teacher notes and through customizable worksheets and study guides on the Resource CD-ROM and ResourceLinks website.
Application	
<u>Lessons should include:</u> 1. Hands-on materials or manipulatives for student practice.	Active learning is supported throughout <i>ConceptLinks</i> .
2. Activities for students to apply content and language knowledge in the classroom.	Extension activities help students make connections between the science and social studies concepts, their own lives, and the world around them.



ConceptLinks[®] Correlation to the SIOP Model

3. Activities that integrate all language skills: listening, speaking, reading and writing.	<i>ConceptLinks</i> provides students opportunities to practice using concepts in many different ways that integrate all language skills. Students write about the science and social studies concepts. They create oral presentations. Classroom discussion promotes oral language and listening skills. Students read and talk about the Student Books in collaborative groups.
Lesson Delivery	
1. Content objectives are supported by lesson delivery.	<i>ConceptLinks</i> modules support students' language development and literacy to help them access challenging, grade-level science and social studies content.
2. Language objectives are supported by lesson delivery.	Lessons offer continuous vocabulary and oral language development.
3. Students are engaged 90% to 100% of the period.	Classroom discussion and cooperative student groups engage and support students throughout their learning in the <i>ConceptLinks</i> program.
4. Pacing of the lesson is appropriate to students' ability level.	Lessons are paced to meet the needs of English language learners with many opportunities for review and reinforcement. Pacing options are outlined in the Teacher's Guide.