

Homework 2.1: SIOP Characteristics: Building Background and Comprehensible Input

Reading Guide Questions for Chapter 3 & 4

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of the Utah English Language Proficiency Standards in selection of programs,practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom, organization,teaching strategies for development and integrating language skills, and choosing and adapting classroom resources Assessment: 50 pts.	Pre-service teachers will acquire knowledge of how to develop Sheltered Instruction for ELs (commonly called SIOP).	Students have been introduced to theories and practices that support ELs in acquiring English. They are prepared to learn principles and tools that guide them in teaching content and language together.

Directions

1. For this assignment you will read chapters 3 and 4 from Making Content Comprehensible.
 2. Reading guides help students navigate what they are reading by helping them find the main ideas and organize the information in a way to help them better remember the it. You should use reading guides when you assign readings to your students. We believe that when you ask students to read, you should routinely provide them guidance. To model this strategy and to help you remember what you have read,we are asking you to complete the reading guides we have provided for each chapter.
 3. Before you read, pull up the reading guide, use the questions to focus your reading.
 4. After you complete the guide, submit it to your instructor through the course management system (Learning Suite at BYU).
- Chapters 3 and 4 are linked [here](#).



This content is provided to you freely by EdTech Books.

Access it online or download it at https://edtechbooks.org/content_based_instru/homework_11N.