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Abstract

This paper describes how one ESL elementary school teacher implemented the SIOP Model in her teaching when her school shifted from in person to online learning in the spring of 2020. Ms. Dulaney serves as the ESL teacher in a rural school district with 15% Multilingual Learners (MLs). Due to the COVID-19 pandemic, all schools in the state of Michigan were shut down for the remainder of the 2019-2020 academic year in early March, forcing K-12 teachers to shift to online learning. Ms. Dulaney met with her MLs online once a week for 30 minutes and planned lessons that incorporated The SIOP Model, a teaching approach developed to help teachers make content more comprehensible for MLs (Echevarria et al., 2023). In this paper, we focus on how the teacher integrated the following five SIOP components in online learning: Lesson Preparation, Building Background, Interaction, Practice and Application, and Review and Assessment. The paper concludes with a reflection on lessons learned and provides recommendations for teachers implementing the SIOP model in online formats.

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Introduction

In early March of 2020, all K-12 schools were ordered to close by our governor due to COVID-19. In April, the governor announced that schools would not return in person for the 2019/2020 academic year and schools across the state began to offer classes in an online format. The challenge of distance learning threw many educators for a loop, especially ESL teachers who suddenly had to find ways to support their Multilingual learners' (MLs) language acquisition through new means and with limited time. In this paper, we describe an Elementary teacher's experience implementing the Sheltered Instruction Observation Protocol (SIOP) Model to meet the needs of her fourth and fifth grade MLs in an online learning environment in the state of Michigan. According to the Michigan Department of Education (MDE), there are 94,540 MLs enrolled in schools across the state. Federal law dictates that all schools are required to provide MLs with language support and access to grade-level curriculum. Content-Based Instruction (CBI) "uses specific subject matter on which to base language instruction. In other words, the language is taught within the context of a specific academic subject" (TESOL International, 2008, p. 1). One framework under which CBI is implemented is the SIOP Model (Sheltered Instruction Observation Protocol), which was adopted across the state of Michigan for ESL instruction in K-12 schools, as many studies have demonstrated that it is an effective way to improve language skills and academic achievement for MLs (e.g., Echevarria et al., 2006; Short et al., 2012). In fact, in their *Advancing Equity: Strategic for English Learners* document, the Michigan Department of Education (MDE) lists SIOP as one of the program models which can be used to close the opportunity gaps for MLs (MDE, 2021, p. 18).

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The SIOP Model is a research-based “lesson planning and delivery approach” for K-12 teachers that aims at making content more comprehensible for MLs while also developing their English language proficiency (Short et al., 2012, p. 336). The SIOP Model contains eight components, each with their own features for a total of 30 features: **Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment** (Echevarria et al., 2023). **Comprehensible Input**, for example, has the following features: *speech, clear explanation, and variety of techniques* (Echevarria et al., 2023). There is a growing body of research that suggests that MLs whose teachers received extensive SIOP training perform better academically and linguistically than MLs whose teachers did not receive any SIOP training (e.g., Echevarria et al., 2006; Short et al., 2012). Studies have reported gains in MLs’ reading achievement, reading scores, and writing ability (Echevarria et al., 2006), oral language and English proficiency (Short et al., 2012), and academic language (Short, 2017).

Instead of highlighting all eight SIOP components in this paper, we chose to focus on how Ms. Dulaney implemented five of them, for a variety of reasons. The first reason that guided our decision was that we could not possibly describe, in detail, how all 30 SIOP features were implemented in four lessons, due to the limited space we have in this paper. Second, the developers of the SIOP model recognize that teachers cannot always implement all 30 features in one lesson, and therefore, they have suggested that a moderate to high implementer of the SIOP model is one who scores 50% or more when evaluated using the SIOP rubric. Last, but not least, we believe these five components are the most important in our context. Next, we will describe the five components and explain their significance. In the remainder of this paper, we will **bold** SIOP components and *italicize* SIOP features.

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Lesson Preparation is a SIOP component that aligns perfectly with what schools are required by law to provide MLs, that is, access to language support and grade-level curriculum. This component includes the following features: *content objectives, language objectives, content concepts, supplementary materials, adaptation of content, and meaningful activities* (Echevarria et al., 2023). According to Echevarria et al., when planning their lessons, teachers should carefully select both content and language objectives that align with the curriculum standards and the learners' language development. These objectives should be displayed and carefully reviewed with MLs at the beginning of each lesson. In addition, teachers should select *content concepts which are both age and grade-level appropriate*. The teacher should create supplementary materials, such as graphs, graphic organizers, visuals, props, and so on, to help make content comprehensible to MLs. The teacher should also adapt any content that may not be appropriate for the MLs' proficiency level(s). Such adaptations could include the use of leveled readers, allowing learners to use their native language, and modifying texts, among others. Finally, the last feature of Lesson Preparation is planning meaningful activities for learners to practice both content and language objectives.

Building background contains three features: *concepts explicitly linked to students' background experiences, links explicitly made between past learning and new concepts, and key vocabulary emphasized* (Echevarria et al., 2023). The SIOP authors emphasize the importance of explicitly linking new concepts to MLs' experiences, cultures, and personal lives, that is, their funds of knowledge (Gonzalez et al., 2005). Research suggests that using MLs' funds of knowledge in the classroom can increase student engagement, participation, and behavior, and promote a more pleasant learning environment, (e.g., Marsh & Zhulamanova, 2017; Voldam & Gilde, 2021). It can also change teachers' perceptions of their students (Poole, 2017). In addition

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to using students' funds of knowledge, Echevarria et al. also state that teachers should make explicit connections between what MLs have learned in previous lessons and what they are currently learning. Finally, teachers must carefully select key vocabulary, introduce it in context, and provide opportunities for repeated exposure and practice of the new vocabulary. Researchers have found that explicit instruction of and repeated exposure to academic vocabulary are beneficial for MLs (e.g., Beck et al., 2008; Goldenberg, 2008).

The SIOP component **Interaction** emphasizes the need to provide learners with the opportunity to interact both in whole-class discussions with the teacher and in small groups with other students. These four features are included in the Interaction component: *frequent opportunities for interaction, grouping configurations, wait time, and opportunities to clarify concepts in the LI* (Echevarria, et al., 2023). The authors stress the significance of providing learners with many opportunities to interact with the teacher and with other students, as well as carefully considering how to group MLs to promote scaffolding and therefore more learning. Interaction is a key component of second language learning (Gass et al., 2005), and that is why we believe this SIOP component is one of the most important in the entire model. In addition to interaction, Echevarria et al. explain that, because MLs need more time to process the language that they hear, teachers should provide them with opportunities to think and plan their responses during activities, so it is important to plan wait time when posing questions to the whole class. Last, but not least, Echevarria et al. also encourage teachers to allow MLs to clarify concepts in their native language.

Echevarria et al. (2023) outline three features for **Practice and Application**: *hands-on materials and/or manipulatives to practice new content and language knowledge, activities for students to apply content and language knowledge, and activities that integrate all four skills*

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(listening, speaking, reading, and writing). The authors list role-playing, drawing, conducting experiments, completing graphic organizers, among others, as examples of activities to practice content and language knowledge. In addition to providing MLs with the opportunity to practice content and language knowledge, teachers should also plan activities that allow MLs to apply what they learned in a new way that extends the practice activity (Echevarria et al., 2023). The authors stress the importance of planning application activities that are related to the real world. The Practice and Application component of the SIOP model provides even more opportunities for students to engage in meaningful exposure to and use of the second language, which is why we chose to include this component in this paper.

Last, but not least, **Review and Assessment** contains these four features: *review of key vocabulary, review of content concepts, feedback, and assessment of student comprehension and learning* (Echevarria et al., 2023). Teachers should close each lesson by carefully reviewing key vocabulary and content concepts that they taught. In addition, they should provide frequent and quality feedback to students individually and as a whole group, both in terms of content and language. The feedback that teachers provide should be specific, like “You answered that question well with strong evidence from your experiment” (Echevarria et al., 2023, p. 242). Finally, the teacher should also *assess students’ learning of the content and language objectives* throughout the lesson, in the form of spot checking, Q&A, and so on. These formative assessments are essential data collection tools that provide valuable information for future lesson planning.

Below, we focus on how Ms. Dulaney integrated these five SIOP components, for the reasons described above: **Lesson Preparation, Building Background, Interaction, Practice and Application, and Review and Assessment**. We now turn to describing the context in which

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Ms. Dulaney works and provide a detailed description of the four lesson plans that comprise the unit Ms. Dulaney planned, as well as how she implemented the five components.

Context

As mentioned previously, The SIOP model is widely used in the state of Michigan, where the teacher whose experiences we are exploring in this paper works as an ESL teacher at a rural Elementary school. Ms. Dulaney school district consists of approximately 15% MLs, and 85% of the students are on free and reduced lunch. The majority of the students speak Spanish as their native language, although there are a few who also speak Tagalog at home. Ms. Dulaney works with approximately 55-60 students of varying ages and proficiencies through a blend of pull-out and co-teaching.

The state of Michigan is one of 41 in the United States who is part of the WIDA Consortium. The WIDA provides a framework for teaching and assessing English learners in K-12 schools (for more information, visit <https://wida.wisc.edu/>). Based on last years' WIDA scores, most of Ms. Dulaney's 4th and 5th grade students fall into the developing proficiency level, which is a level 2 out of 6 proficiency levels, and have a wide range of needs relating to the four domains (for detailed descriptions of each grade level cluster and proficiency level descriptors, visit <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>). In order to target all four domains, Ms. Dulaney thought that she would need some type of synchronous learning to provide opportunities for oral language. However, she also knew that many parents were still working and MLs were not always able to meet at one set time. Therefore, the need for asynchronous opportunities was apparent. Fortunately, reading and writing were the areas with the highest need. Both lent themselves well to asynchronous

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learning due to the receptive nature of these two skills. She decided to plan once a week whole group meetings for each grade level band that would be recorded for any students unable to attend. Then she planned additional meetings with each family to meet the individual needs of both students and parents at times that fit their schedule. All other opportunities were offered asynchronously.

Using the WIDA Standards and Model Performance Indicators, Ms. Dulaney looked closely at the “developing” proficiency level to plan appropriate language objectives for each content objective. Knowing that her students would be far away, Ms. Dulaney needed an initial way to ‘hook’ them. As Villagas and Lucas (2007) point out, knowing our students deeply is essential. So, Ms. Dulaney decided to create a cross curricular distance learning unit that would appeal to the many interests of the students in this group (art, science, literature, etc.). She took it one step further and gathered several texts that would lend themselves well to a unit such as this and then let the students vote on which they would like to read. The group selected “Poppy” by Avi and from there Ms. Dulaney began crafting lessons by embedding science, art, and literature concepts (both new and review).

The four lesson plans

The unit that Ms. Dulaney designed included four lesson plans that focused on the following Common Core State Standards, and they were selected in conjunction with the classroom teacher to align ESL instruction with what students were learning in their mainstream classes:

CCSS. ELA-LITERACY.R.L.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

The teacher contextualized the teaching of the standards above within content that the students were learning about, like animals and food webs. Below is a description of the four lessons, all of which contained asynchronous and synchronous components (See Appendix A for an outline of SIOP features and lesson plan procedures).

Lesson Plan 1

- Content Objective: Students will be able to describe one path on a food web from plant life to the owl.
- Language Objective: Students will be able to support their opinions with evidence from the text.

In the first lesson, Ms. Dulaney wrote *content and language objectives* for the lesson, following guidelines for the SIOP component of **Lesson Preparation**. Before the synchronous lesson, the students watched the video “Praying Mantis Egg Hatched” and read an article about animals that have an extraordinary sense of sight. The text included embedded pictures and videos that students could explore, text-to-speech option, and options to draw, highlight, zoom in, and add notes. The video and text were *supplementary materials* that also served to *build background knowledge* about the topic and also *connect what the students had learned before*

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about ecosystems to this new information. In addition, MLs could use the text in a way that best suited their proficiency level, so there was some level of adaptation for them, in the form of text-to-speech (*Adaptation of content* is a feature of **Lesson Preparation**). After watching the video and reading the text, the students were asked to fill out a Google Form answering the question: How might having more than two eyes be helpful to an animal? Explain. The teacher created a simple writing rubric to assess these writing assignments, which were repeated every week to provide consistency for the students, as regular writing practice was a main focus for the unit. The teacher started the synchronous lesson by discussing the video and article that the students read. She also asked students to share what they knew about owls by asking why they have good eyesight, what they eat, and how scientists know what owls eat, which allowed the teacher to assess what students knew about owls and it also allowed the MLs to share the background information they had about owls. Then they read a chapter from their book and discussed the character Mr. Ocax and his food choices related to the food web of a meadow or forest. The teacher showed an Owl Pellet during the synchronous class and let students make observations and connections (e.g., looks like a hairball). To explicitly *link new concepts to students' background experiences and lives*, the teacher also asked them to collect things from their home to demonstrate concepts. Moreover, she shared a link where they can make a virtual owl pellet from home. The students used the food web chart to follow several paths from grass to owl. The chart was an *adaptation* (a feature of **Lesson Preparation**) that the teacher created based on her MLs' proficiency level because it provided students with the opportunity to visualize the food web. Charts are also examples of *supplementary materials* that teachers can use to make the content more comprehensible for MLs. The chart also allowed MLs an opportunity to practice the concept of food webs. *Practice* is a feature of **Practice and Application**. The teacher spent

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the rest of the lesson re-reading parts of the chapter that were confusing, reading extra nonfiction texts to learn more about the animals from the chapter and other ecosystems. These extra texts served as *supplementary materials*, a feature of **Lesson Preparation**, for students to better understand the content concepts. Because of the limited time the teacher had with her MLs, it was harder to devote as much time to explicitly teaching new vocabulary, so rather than attempting to introduce new words, the teacher chose to reinforce words that the students had already been introduced to but needed additional practice with. In the first lesson, Ms. Dulaney asked her MLs to re-read the first chapter and focus on parts of the text that were confusing and on vocabulary that her students found difficult. She spent time re-teaching the vocabulary that the students identified as teaching during the lesson. Finally, the teacher *reviewed the content and language objectives* by posing the following questions: "What do you think of Mr. Ocax? Is he just an owl trying to survive or is he evil?" Reviewing the content and language objectives allowed the teacher to assess the MLs' learning of academic language and content concepts, and it also gave her the opportunity to provide feedback to students on their language production and understanding of the content (*Assessing and providing feedback* are both features of **Review and Assessment**).

Lesson Plan 2

- Content Objective: Students will be able to research facts about animals and make connections to the main character traits.
- Language Objective: Students will be able to use details from the text to defend an opinion in writing.

The second lesson plan also contained *content and language objectives*, as described in the **Lesson Preparation** component of SIOP. The asynchronous portion of the lesson required

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students to read an article about Porcupines. Again, the students could explore the text by using the text-to-speech option (which is a form of *adaptation*, a feature of **Lesson Preparation**), drawing, highlighting, zooming in, and adding notes. After reading, students had to respond, in writing, to the following questions: What did you find to be the most interesting fact about porcupines? What information differed from the information shared in the book? This second question allowed MLs to *link past learning with new information*, a feature of **Building Background**.

The teacher started the synchronous lesson by reading chapter two of their books aloud and modeling reading strategies while reading. Together with the teacher, the students filled out a chart in a shared PowerPoint about what they were learning in the chapter. This chart was a *supplementary material* that the teacher used to help MLs understand and visualize what they were learning, which is a feature of **Lesson Preparation**. Ms. Dulaney knew that it would be a challenge to implement the SIOP component **Interaction** in an online learning setting, especially with elementary aged students, but she wanted to give them numerous opportunities to communicate both orally and through writing. Her goal was to develop a mixture of routine activities that allowed students to participate both synchronously and asynchronously (to fit their varying schedules), as well as meet with them as a group and one-on-one. In this way, Ms. Dulaney tried to align with Communicative Language Teaching, which emphasizes the need to provide students with ample occasions for interpretation, expression and negotiation of meaning through written and oral tasks (Savignon, 2006). Each “lesson” was therefore comprised of four parts:

1. an asynchronous “Motivation” – Reading and writing (Individual)
2. a synchronous “Presentation” – Listening and speaking (whole group)

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3. a synchronous “Practice & Application” – Reading and speaking (1-1 with teacher)
4. an asynchronous “Review & Assessment” – Writing (Individual)

The teacher modeled how a porcupine quill works for students and engaged in a discussion about students’ opinions about whether the porcupine is dangerous. The students had to use examples from the text to back up their opinions. This allowed students to *produce oral language* and *interact with the teacher and one another*, as well as *practice* (part of **Practice and Application**) engaging with the content concepts and academic language. For the remainder of the lesson, the students spent time researching about animals that were featured in chapter two to *build background knowledge*, a feature of **Lesson Preparation**. To *review the content and language objectives*, the teacher posed the following questions: “Does Ragweed have the right to question Lungwort? Why or why not? Why do you think Mr. Ocax wants them to think the Porcupine is dangerous if we all know it’s not?” Just as in the first lesson, these questions allow the teacher to *assess students’ understanding of the content and language objectives and provide feedback*, both features of **Review and Assessment**.

Lesson Plan 3

- Content Objectives: Students will be able to use details from the text to recreate characters using materials from nature.
- Language Objectives: Students will be able to orally compare and contrast two characters from the story using details.

Content and language objectives once again guided the planning of the third lesson plan, following the SIOP model component of **Lesson Preparation**. Asynchronously, the students watched a video about owls and read a Newsela article about mice. The text included embedded

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pictures and differentiated lexile levels for individual students. The pictures and differentiated reading level are both considered *adaptations* that helped the MLs understand the content concepts, which is a feature of **Lesson Preparation**. There were also options for students to explore the text by drawing, highlighting, zooming in, and adding notes. Like previous asynchronous lessons, the students had to respond to a question in Google Forms. The question was: “How might humans affect mice populations?” The teacher started the synchronous lesson by reviewing what students learned about mice and owls in the previous lesson. Students wrote what they remembered in a chart in a shared PowerPoint slide. After that, the teacher read chapter three of the book with students and filled out a character trait chart in a shared PowerPoint slide. They were asked to add details to the chart and also use the physical attributes listed on the chart to add a list of items from nature. This supplementary activity served the purpose of *linking past learning with new information*, a feature of **Building Background**. Then students took turns comparing and contrasting at least two characters from the story. This *practice activity* (part of **Practice and Application** component) allowed the MLs to *speak during the class and interact with the teacher and their classmates*, which is a component of the SIOP model. The teacher spent some time re-reading parts of the chapters in the book aloud with students to find character details and discussed what those details tell them about the characters. Students then spent some time researching the animal that they picked. After that, the students were asked to pick a character and create a picture or model of them using anything from nature or around the house (but not art supplies). This activity served two purposes. First, knowing that not every family would have access to art supplies, it helped make the activity inclusive for all. Second, it allowed the teacher to really observe the types of materials students chose to represent the characters and have them explain their choices (i.e. toothpicks to represent the sharp quills

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on the porcupine, etc.). This hands-on activity was the perfect way for students to apply the knowledge they had gained about the characters to compare and contrast them. Echevarria et al. (2023) recommend that teachers plan activities to practice the content concepts and academic language, which students did in the first two lessons, but they also recommend that teachers should plan activities for students to apply what they are learning in a new way. Not only did students have to create a picture or model of the character, but they also had to explain their choices orally during the synchronous meeting. This allowed more opportunities for the MLs to interact. To assess speaking, the teacher developed a speaking rubric for them. Even though every lesson had time set aside for discussion, logistically this lesson made the most sense for assessment due to the lengthier compare and contrast speech requirements. To *review the content and language objectives*, students described their character using examples from the text in writing. As students were describing their character, the teacher could *assess the content and language objectives, and provide feedback*, if necessary. These are both important features of

Review and Assessment.**Lesson Plan 4**

- Content Objective: Students will be able to compare and contrast the internal and external structures of two similar animals.
- Language Objective: Students will be able to compose a written argument using evidence from the text and videos to explain why one character was the most likely one in their book.

As she did with lessons one through three, the teacher planned *content and language objectives* to adhere to the **Lesson Preparation** component of the SIOP model. During the asynchronous portion of the lesson, students watched two virtual safari videos and read an

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article about porcupines from the national Geographic Kids website. The article included embedded pictures and videos and text-to-speech options, serving as an adaptation. The videos and article served as *supplementary materials*, which is another feature of **Lesson Preparation**. In addition, these materials also served as a way for students to *build background knowledge* about the topic, another SIOP component. After watching the videos and reading the article, the students had to complete the following sentence stem in Google Forms: “I believe (Quilliam/Rico) would be the more likely character in our book because...” Providing sentence stems for MLs who might not have acquired the necessary language to share their thinking is a form of *adaptation*, a feature of **Lesson Preparation**. The teacher started the synchronous lesson by asking students to share the sentence they wrote in Google Forms. Then the teacher read chapter four with students and asked them to share what they noticed about Poppy’s home and details they remembered from the videos. This was a way for the students to link past learning, that is, what they learned in the videos, to what they are learning at the moment (*linking past learning with new content concepts* is a feature of **Building Background**). Sharing the sentence they wrote asynchronously was also an opportunity for students to produce oral language. The students spent the remainder of the lesson re-reading parts of the book to look for details about the setting to help determine which porcupine they might encounter and conducting more research into other species of porcupines to gather more information, and therefore, build more background knowledge on porcupines. Finally, for homework, the students revised their argument for which porcupine would be most likely to be encountered by characters in the story using both evidence from the text and evidence from the [video](#). This homework assignment helped the teacher *assess what students learned and provide feedback*, both of which are features of **Review and Assessment**.

Challenges and Small Victories

At the end of last week Ms. Dulaney surveyed the students about their time during distance learning. The results did not surprise her. Many of the students commented that it was hard to remember to do the asynchronous work on the computer and they didn't like doing the readings on their own. This is not surprising considering even many adults have a hard time keeping track of deadlines and due dates without training on how to use a planner of some sort. This might be a worthy investment of time in learning formats.

On the other hand, students also mentioned loving the chance to see their peers during the whole group meeting times and even liked meeting with the teacher via Zoom one-on-one to read. One student commented "it doesn't matter what kind of meetings we had, whether they were all as a group or just us, they were just much better." As much as Ms. Dulaney had hoped that her students would be old enough to handle the requirements of asynchronous learning, it was still too much of a challenge for them to take that kind of initiative on a regular basis. Although they did participate, their participation in this learning tapered off over the course of the four weeks, while their participation in the synchronous meetings grew. Each lesson was recorded for anyone who couldn't attend and over the course of the four lessons her attendance quadrupled as students watched the videos and wanted to attend synchronously.

The individual meetings were a small piece that Ms. Dulaney added on when she realized that family schedules would not allow everyone to meet at the same time. She realized that these one-on-one meetings would be a great way to continually assess and touch base with each student, so she made them a routine part of each week. Little did she know that they would become the glue that held these lessons together. They gave Ms. Dulaney a structure to support students who were struggling with the asynchronous learning, built excitement for upcoming

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lessons and allowed her to connect with her students who were feeling very alone. Although she didn't specifically reach out to parents, she has been pleasantly surprised by the number of parents who have reached out to thank her for the work that she has done.

In working through the four weeks of lessons, Ms. Dulaney discovered many things about herself and her students. Beyond the fact that they all preferred synchronous learning opportunities and struggled greatly with the independence of asynchronous learning, she also learned that she prefers one-on-one learning. Despite the added time it took to coordinate and meet with each student independently, those meetings were priceless. Not only did they give the teacher an individual insight into how each student was doing academically, but they also allowed her to build deeper connections with the students and their families. Though the sound structure that she developed is not perfect, it is a start and certainly something to build off in the future.

Recommendations

The COVID-19 pandemic is far behind us now, but many schools have continued to provide their students with opportunities to do some sort of online learning, either within the classroom or at home. Many schools have provided all of their learners with Chromebooks in the classroom, and some have even sent Chromebooks home for students. Some schools have even opted to turn snow days into online learning days. Online learning is probably much more used now than before the pandemic, therefore, many of the things that Ms. Dulaney learned while teaching asynchronously and synchronously during the pandemic are still applicable to today. We would like to end this paper with some recommendations.

We always recommend that any teacher working with MLs write *content and language objectives* (the first two features of **Lesson Preparation**), as this helps both teachers and

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students to focus on what they are learning during a lesson, and it also makes students more accountable for their learning. In addition, language objectives help teachers infuse academic language learning opportunities within their daily lessons. Objectives should be written for in-person or online lessons. One obvious feature of **Lesson Preparation** that teachers should always attend to is ensuring that the *content concepts are appropriate* for students' age and grade levels. Oftentimes, when MLs are pulled out for instruction, ESL teachers do not align their lessons with what students are learning in their mainstream classes. Ms. Dulaney collaborated very closely with the mainstream teacher to ensure that her lessons covered the same common core standards. We urge all ESL teachers, whether they are teaching online or in-person, to meet with mainstream teachers regularly to plan ESL lessons that preview, review, or reinforce what MLs are learning in their content-area classes.

One of the most important lessons that Ms. Dulaney learned during the pandemic was that the asynchronous lessons were the perfect moment to *build background knowledge* (a feature of **Building Background**). MLs could learn background information that they did not know about the synchronous lesson topics by exploring videos and articles on their own time, before the actual synchronous session. Ms. Dulaney selected videos and articles that included opportunities for MLs to use native language translations and watch and read at their own speed. These are all important *adaptations* (included in the component **Lesson Preparation**) that help MLs to access the content that they are learning. Teachers could assess the amount of background knowledge that MLs have about a topic during the synchronous sessions or face-to-face lessons and select materials that they could explore on their own using their Chromebooks at home or in the classroom. This would give the teacher the perfect opportunity to individualize

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instruction and select videos and texts that are aligned with each ML's proficiency level. They could even provide materials in the learners' native languages.

Giving MLs time to build background before the synchronous sessions allowed Ms. Dulaney to plan as much teacher-student and student-to-student *interaction* as possible during her synchronous sessions. Ms. Dulaney planned *meaningful activities* for MLs to *practice and apply* (features of **Practice and Application**) their knowledge of the content concepts and academic language. We recommend that teachers minimize teacher talk and give MLs more opportunities to interact with one another during each lesson, whether the lesson is synchronous online or in-person. Interaction is a key component of language learning (Gass & Mackey, 2014), and we would be doing our MLs a disservice if we did not include opportunities for them to practice and produce academic language in our classrooms. While students are involved in *practice and application activities*, and interacting, the teacher should *assess* learning and provide *feedback* (both in the **Review and Assessment** component) on both content and language. Last, but not least, Ms. Dulaney ended each of her four lessons by reviewing the content concepts and the key vocabulary. We recommend that teachers do this whether they are teaching online or in-person, as this is an important opportunity for teachers to assess students' understanding of the content concepts and key vocabulary and inform planning of the next lesson (Echevarria et al., 2023).

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Appendix A

SIOP Features and Lesson Plan Procedures

SIOP Component	SIOP Feature	Examples from lessons
Lesson Preparation	Content and language objectives	Content & language objectives were displayed and discussed at the beginning of each of the 4 lessons for example, in L1 the language objective was for students to back up their opinions with evidence from the text.
	Content concepts appropriate for age and grade level	<u>CCSS. ELA-LITERACY.R.L.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	Supplementary materials	L4: During the asynchronous portion of the lesson, students watched two virtual safari videos and read an article about porcupines from the national Geographic Kids website.
	Adaptation of content	L4: The use of sentence stems: The students had to complete the following sentence stem in Google Forms: I believe (Quilliam/Rico) would be the more likely character in our book because...
	Meaningful activities	Students were asked to read chapter 2 of their book then they filled out a chart to jot down what they learned in the chapter.
Building background	Concepts explicitly linked with students' lives	L1: The teacher brought out an Owl Pellet and let students make observations and connections (e.g., looks like a hairball).
	Links explicitly made between past learning and new concepts	The teacher explicitly made links between past learning as she introduced topics related to animals and food webs throughout the whole unit and made connections to past learning in each lesson.
	Key vocabulary introduced and emphasized	In each of the 4 lessons, the teacher introduced and emphasized key vocabulary related to food webs and ecosystems. Moreover, the teacher made sure to revisit important vocabulary as they made progress in the unit.

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		For example, in L1 the teacher introduced key vocabulary like owl, mouse, interdependent, ecosystem, food web, owl pellet.
Interaction	Lots of opportunities for interaction	L2: Together with the teacher, the students filled out a chart in a shared PowerPoint about what they were learning in the chapter. This activity provides plenty of opportunities for interaction.
	Grouping configurations	The teacher provided whole class discussions and small groups in order to encourage interaction. Also, there were some student-teacher interactions.
	Wait time	The teacher provided enough wait time for students to think about and complete tasks in allocated times.
	Opportunities to clarify concepts in L1	L3: Students were asked to read a Newsela article about mice. Newsela provides translations and adaptations based on the students' proficiency levels.
Practice and Application	Hands-on materials and activities to practice content concepts and language	L2: Students are provided hands-on activities. For example, Porcupine Quill – Using a barbed shish kabob skewer & netting, the teacher modeled how a porcupine quill works to practice content concepts and language.
	Activities to apply content concepts and language	L3: Before the lesson, the teacher asked students to watch a video about owls and read a Newsela article about mice. During the synchronous lesson, the teacher made connections between past learning and learnt new concepts. These activities were used to apply content and language objectives which were to use details from the text to recreate characters using materials from nature and to orally compare and contrast two characters from the story using details.
	Activities integrate all four language skills	L3: Students read chapter 3 of their book (reading) then filled out a chart (writing) describing details, then took part comparing and contrasting (speaking & listening).

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Review and Assessment	Review of key vocabulary	At the end of each lesson, the teacher reviews key vocabulary. For example, in L2, the teacher reviewed: owl, mouse, porcupines, quote, research, connections, senses, internal and external structures.
	Review of key concepts	L1: Students were asked to write down what they thought of Mr. Ocax and provide evidence to explain their opinion using details from the text. Using details from the text was the language objective for that lesson.
	Regular feedback	In each of the 4 lessons, the teacher provided regular feedback on both the content and language learning objectives.
	Assessment of learning	L3: In order to assess the students' speaking skills, the teacher developed a speaking rubric to use in lesson 3.