

1. Textbook Chapter 7 Practice and Application (p. 182-203): What activities are you planning to provide for your students in your SIOP lesson to apply content and language knowledge? Support your statement by quoting directly from the text with the page number.

In my SIOP lesson for 1st grade MLs on "***The Fox and the Crow***," I am planning hands-on application activities, such as role-playing (one of my favorite - if not THE one - activities), to ensure students apply both content knowledge (the moral of *flattery*) and language knowledge (retelling vocabulary, sequence words, sentence structures, and character dialogue).

Echevarría, Vogt, and Short (2017) explicitly include role-playing as a recommended application activity – "Reader's theater, role-plays, and simulations are excellent ways for students to build oral fluency, reinforce content knowledge, and practice language structures and academic vocabulary. These activities provide a meaningful context for language use and allow students to 'try on' new roles and ways of speaking." (p. 187)

Additionally, the authors state "Activities provided for students to apply content and language knowledge should give students opportunities to practice and extend their developing knowledge of both the subject matter and the English language. Application activities move students beyond simple recall and toward using information in meaningful, often real-world contexts." (p. 185)

In addition, I plan to include sentence frames to ensure students have the support they need to communicate their written/spoken messages. As per the aforementioned authors, "Activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and speaking" (p. 186).

2. Teaching scenarios, starting on p. 193 - discuss your takeaways from the teaching scenarios and quote directly from the text with the page number.

While I teach at the elementary level, the principles illustrated in these middle and high school lessons are directly applicable to my own practice. The scenarios demonstrate varying levels of SIOP implementation, specifically within the **Practice & Application** component.

Takeaway #1: Passive Learning Does Not Equal Learning

"In the first scenario, Ms. Thompson's students listened to a lecture and completed a worksheet. They had few opportunities to practice applying the content or language. In contrast, Mr. Davis' students worked in groups to create a food web using pictures and sentence strips, then orally explained their reasoning. The difference in student engagement was striking." (Echevarría et al., 2017, p. 194)

The contrast between Ms. Thompson's lecture-and-worksheet approach and Mr. Davis' hands-on group work was striking to me. As the text notes, *"the difference in student engagement was striking"* (p. 194). This reminded me that engagement is not the same as compliance and merely following instructions. A quiet classroom where students complete worksheets may look orderly, but it does not necessarily mean students are processing or retaining content or even having fun learning. Mr. Davis' students were actively constructing knowledge by manipulating pictures and sentence strips, which is interpreted as a much more powerful and engaging learning experience.

Takeaway #2: Language Objectives Must Be Embedded in Application, Not Taught in Isolation

"Ms. Chen's lesson on ancient civilizations included a jigsaw activity where each group became experts on one civilization. They then taught their peers using a poster they created. Throughout the activity, students practiced both content knowledge (characteristics of civilizations) and language skills (compare/contrast, cause/effect sentence structures)." (Echevarría et al., 2017, p. 196)

Ms. Chen's jigsaw activity (p. 196) demonstrated that language development does not need to be a separate lesson. By having students use compare/contrast and cause/effect sentence structures while teaching their peers about ancient civilizations, she embedded language instruction directly into content application. This is a principle I want to bring into my own classroom – rather than teaching vocabulary and sentence structures separately, I can design activities and opportunities where students naturally need to use those language forms to complete a meaningful task.

Takeaway #3: Application Time Is Not Optional – It Is Essential

"In the third scenario, the teacher provided interesting content but did not give students adequate time to apply their learning through hands-on activities or extended discourse. As a result, students were unable to demonstrate their true understanding on the end-of-unit assessment." (Echevarría et al., 2017, p. 198)

The third scenario (p. 198) served as a wonderful example of what NOT to do! The teacher had interesting content and clearly knew her subject, but because she did not allocate sufficient time for students to apply their learning through hands-on activities or extended discussion, her students underperformed on the final assessment. This resonated with me because I have sometimes felt pressure to "cover" content and rushed through application activities. Especially since my current content area (Greek) is considered an enrichment class which only meets one period a day, among many times where the class is canceled due to a field trip, a school assembly, etc. The text makes clear that skipping or shortening application time is counterproductive for student learning – no matter how good the initial instruction is.

The following statement captures the essence of my takeaways from the three teaching scenarios: *"When students apply content and language knowledge in meaningful ways, they are more likely to retain the information and transfer it to new contexts"* (Echevarría et al., 2017, p. 198).

Application is not an add-on or a reward at the end of a lesson. It is the mechanism through which students make meaning, practice language, and internalize content. Whether I am teaching science, social studies, or language arts – and whether my students are English learners or native English speakers – I must prioritize well-designed, hands-on, language-rich application activities in every lesson, demonstrating adequate time management that will allow me to do so.

3. Choose one grade-level writing sample to build your understanding of the different writing competencies and levels at your teaching level. Choose 3 writing samples of your grade level and discuss how they are similar/not similar to what you see your ELL/ML students produce in your writing assessments. Select a writing sample below. INCLUDE A SCREENSHOT of the writing sample because neither your peers nor I will be able to guess what you are analyzing!
https://www.learnalberta.ca/content/eslapb/writing_samples.html

After looking at three Alberta writing samples*** and comparing them to writing from three of my 1st-grade multilingual learners (Russian, Spanish, Polish), I realized something important: ELL writers do not follow a straight line.

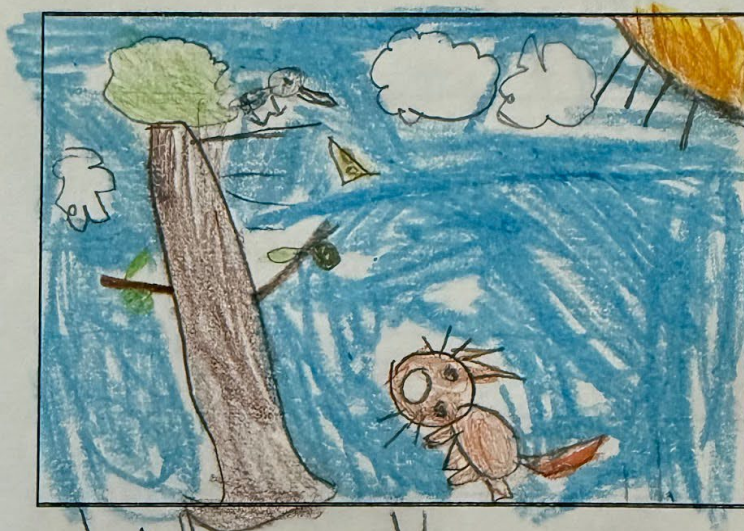
My three students each showed a completely different profile. Student B (A.) clearly understands the fox's trick and causal thinking, but his writing has no punctuation and runs on and on. Student A (M.) grasps an abstract moral – a Level 3+ skill –, yet she spells "chees" for cheese, which is Level 1, mechanics. Then there is Student C (N.), who connected emotionally to the story but did not retell any events or name the moral.

The Alberta samples show a neat progression: Level 1 has simple sentences and basic sequence, Level 2 introduces feelings, and Level 3 adds descriptive details and varied sentence structures. My students did not demonstrate such progression. Student A (M.) has advanced thinking with beginner spelling. Student B (A.) has adequate comprehension but messy mechanics. Student C (N.) has emotional vocabulary but no narrative structure.

My biggest takeaway is that writing mechanics do not equal comprehension.

As Tomlinson (2001) reminds us, *"Simply adjusting the quantity of an assignment will generally be less effective than adjusting the nature of the assignment to match student needs"* (p. 4). These three students do not need more worksheets. They need different kinds of tasks – oral retells, sentence frames, drawing, and scribing – so each can show what they truly understand.

✓
The fox and the Crow

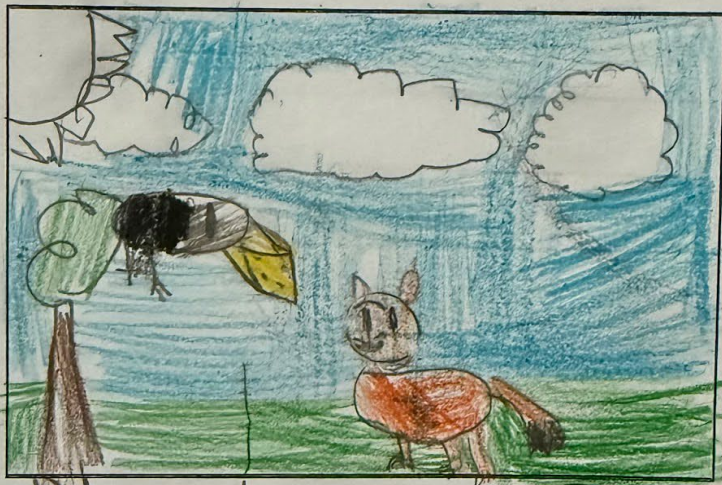


When the crow
open her beack
the fox eat
the chees
and it was
day time and

were in the forest.
the reason was
that you don't
need to flatter.

Student A (M.)

The Fox and the crow ✓



On a day a Fox
joke a Crow beekuse
the Fox wot the chees.

Oh no day -
dir is a fux and a
crow and the crow
has a cheez
and the fux want
the cheez
sowe the fux
did doo a preank
on the crow.

Student B (A.)



The fox and the crow



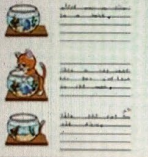
First the fox
came to the
crow and he
said I love you
beck. so he
I love you feed me.

Student C (N.)

Grade 1 Level 1 Writing Assessment Exemplar

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Look at the pictures. Write a story.

 **Student writing assessment exemplar:**

there was a Fish
in a taNK.

then a cat came
and put one hanD
in The taNK.

Then the cat eat
the Fish.

[View full size](#)

Level 1: Uses some high-frequency basic descriptive words (cat, came, one, hand, tank, fish), instructional words (put, eat), and expressions used in social greetings (-)

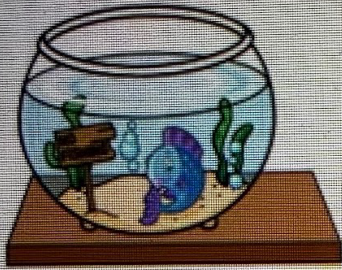
Level 1: Uses familiar phrases in simple patterned sentences (there was a fish in a tank.)

Level 1: Uses some high-frequency connector words and markers (time, place) to connect ideas (then, and) and locate items/objects (there, in)

Use the checkboxes below to display the corresponding Benchmarks 2.0 indicators.

<input checked="" type="checkbox"/>	Vocabulary	1
<input checked="" type="checkbox"/>	Sentence Structure	1
<input checked="" type="checkbox"/>	Connections and Transitions	1

Writing Benchmark Level	1
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there was a FISH
in a tank.



then a cat came
and put one hand
in the tank.

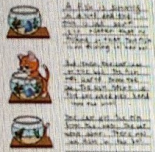


then the cat ate
the FISH.

Grade 1 Level 2 Writing Assessment Exemplar

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Look at the pictures. Write a story.



[View full size](#)

Student writing assessment exemplar:

A fish is **simmeg** in a bol and the fish is **sad**. **Down** it is reaten that no **fishing so** that the fish is no fishing in her bol.

But then the cat cam to the bol. the fish was **scared** from the cat. The fish **backt up**. The cat **puted** her hand **into** the bowl.

The cat got the fish **from** the **watr**. The cat went down. **There was no fish in the bol.**

Level 1: Uses some high-frequency basic descriptive words (**simmeg [swimming], sad, fishing, scared, watr [water], backt up [backed up]**), instructional words (**puted [put]**), and synonyms/antonyms (-)

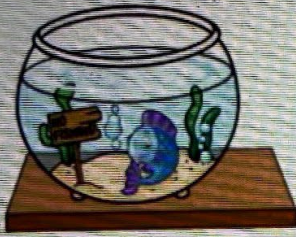
Level 2: Uses familiar simple sentences (**There was no fish in the bol.**) Attempts compound sentences (A fish is **simmeg [swimming]** in a bol [bowl] and the fish is sad.)

Level 2: Uses more high-frequency connector words, markers (sequence) and phrases to organize ideas (**so, then**) and add detail (**down, but, into, from**)

Use the checkboxes below to display the corresponding Benchmarks 2.0 indicators.

<input checked="" type="checkbox"/>	Vocabulary	1
<input checked="" type="checkbox"/>	Sentence Structure	2
<input checked="" type="checkbox"/>	Connections and Transitions	2

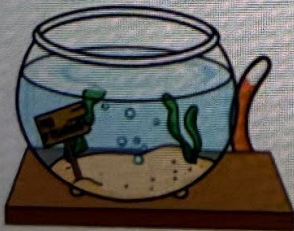
Writing Benchmark Level **2**



A fish is swimming
in a bowl and the
fish is sad. Down
it is realizing that no
fishing so that the fish
is no fishing in her bowl.



But then the cat came
to the bowl. The fish
was scared from the
cat. The fish backed up.
The cat put her hand
into the bowl.

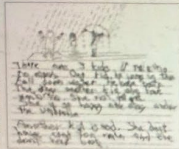


The cat got the fish
from the water. The cat
went down. There was
no fish in the bowl.

Grade 1 Level 3 Writing Sample

— Back to Writing Samples index

Look at the picture. Write a story.



[View full size](#)

Student writing sample:

There are 3 kids. It raining to much. One kid, he jump in the fall down water. He have boots. The other another kid she have umbrella. She not get wet. She is so happy she stay under the umbrella.

Another kid is sad. She don't have coat for rain and she don't have boots.

Level 2: Writes some utility words (kids, boots, umbrella), descriptive words (wet, happy, sad) and subject-specific words related to familiar objects, actions and topics.

Level 3: Writes more utility, descriptive and subject specific words related to curricular concepts.

Level 3: Writes nouns (kid, umbrella), verbs in continuous tense (raining), prepositions (in, under, for), pronouns (he, she) and articles (the).

Writes simple detailed sentences (One kid, he jump in the fall down water.).

Level 3: Invents spelling that reflects learner's own pronunciation.

Level 4: Spells words according to pronunciation and knowledge of common spelling patterns (another, coat, rain, don't, boots).

Uses appropriate template for writing. (Connected sentences to respond to picture prompt.)

Level 2: Connects words in simple sentences with "and" and "then."

Level 3: Connects ideas in short related sentences with conjunctions and time markers.

Uses capitals (There, It, She), end of sentence punctuation (.) and regular spelling (much, have, stay).

Use the checkboxes below to display the corresponding benchmark text.

Benchmark Ratings

<input checked="" type="checkbox"/>	Linguistic Vocabulary	2
<input checked="" type="checkbox"/>	Linguistic Grammar	3
<input checked="" type="checkbox"/>	Linguistic Syntax	4
<input checked="" type="checkbox"/>	Strategic	3
<input checked="" type="checkbox"/>	Socio-Linguistic	3
<input checked="" type="checkbox"/>	Discourse	2
<input checked="" type="checkbox"/>	Editing	3

Overall Benchmark Level:

3

There are 3 kids. It raining to much. One kid, he jump in the fall down water. He have boots. The other another kid she have umbrella. She not get wet. She is so happy she stay under the umbrella.

Another kid is sad. She don't have coat for rain and she don't have boots.

References:

Echevarría, J., Vogt, M. E., & Short, D. J. (2017). ***Making content comprehensible for English learners: The SIOP model*** (5th ed.). Pearson.

Alberta. (n.d.). ***Supporting English as an Additional Language Learners. Tools, Strategies, and Resources.***

https://curriculum.learnalberta.ca/cdn/resources/m/eslapb/writing_samples.html

Tomlinson, C. A. (2001). ***How to differentiate instruction in mixed-ability classrooms*** (2nd ed.). ASCD.