

## **Guided Language Acquisition Design (GLAD) and the Sheltered Instruction Observation Protocol (SIOP)**

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GLAD and SIOP are two models for effectively teaching English Learners (EL), yet the models differ in significant ways.

The SIOP Model, composed of 8 components and 30 features, provides a framework for the essential elements needed in effective sheltered instruction. The SIOP explains, in relatively general terms, the essential elements for teaching EL, such as providing content and language objectives, connecting learning to background experiences and previous learning, focusing on key vocabulary, making teaching comprehensible, teaching students learning strategies, providing practice and application of learning, reflecting on lesson delivery and providing appropriate review and assessment. The protocol itself is a useful tool in planning, delivering, and rating lessons. The training is usually delivered in a three-day workshop format, although some variation exists.

The GLAD model provides 5 components, Focus/Motivation, Comprehensible Input, Guided Oral Practice, Reading/Writing and Closure, with a specific set of teaching strategies teachers can use in the classroom to help EL achieve. The training consists of a two-day workshop in which the strategies and research are presented. The second part of the training consists of a 4 or 5-day classroom demonstration of a thematic unit in which the strategies scaffold learning. One GLAD trainer teaches the students for the morning while another coaches the participants on what the teacher is doing and why. In the afternoons teachers work to plan for instruction using the GLAD Model.

So, while the SIOP Model and training provides a general framework and protocol for providing effective sheltered instruction and academic language development for EL, GLAD does this by providing specific teaching strategies.

### **GLAD Components** **SIOP Components**

#### **Unit Planning Pages, Idea Pages – Lesson Preparation**

**Focus/Motivation – Lesson Preparation, Building Background, Strategies, Interaction, Practice/Application, Lesson Delivery, Review/Assessment**

**Input** – Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Lesson Delivery, Practice/Application, Review/Assessment

**Guided Oral Practice** – Interaction, Strategies, Practice/Application, Review/Assessment

**Reading Writing** - Interaction, Strategies, Practice/Application, Review/Assessment

## **GLAD Components/Strategies** **SIOP Components/Features**

This document is an attempt to explicitly point out which components and features of the SIOP Model fit into the GLAD strategies presented through the 7-day GLAD training.

**Disclaimer:** Many of the SIOP components and features overlap with many of the GLAD strategies. This document points out the emphasized SIOP features and components; more components and features may be evident in various GLAD strategies.

### **Unit Planning Pages, Idea Pages – Lesson Preparation (LP)**

LP: Content Objectives clearly defined, displayed and reviewed with students

LP: Language objectives clearly defined, displayed and reviewed with students

LP: Content concepts appropriate for age and educational background of students

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

**Focus/Motivation – Lesson Preparation, Building Background (BB), Strategies (ST), Interaction (IN), Practice/Application (PA), Lesson Delivery (LD), Review/Assessment (RA)**

**Cognitive Content Dictionary**

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Key vocabulary emphasized

ST: Provide opportunities for students to use learning strategies

ST: A variety of questions that promote higher-order thinking skills

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

IN: Sufficient wait time for student responses consistently provided

IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text

RA: Assessment of student comprehension and learning of all lesson objectives

**Observation Charts**

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Concepts explicitly linked to students' background experiences

BB: Links explicitly made between past learning and new concepts

ST: Provide opportunities for students to use learning strategies

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

IN: Sufficient wait time for student responses consistently provided

IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text

PA: Activities provided for students to apply content and language knowledge in the classroom

PA: Activities integrate all language skills

RA: Assessment of student comprehension and learning of all lesson objectives

### **Inquiry Charts**

BB: Concepts explicitly linked to students' background experiences

BB: Links explicitly made between past learning and new concepts

ST: Ample opportunities for students to use learning strategies

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

IN: Sufficient wait time for student responses consistently provided

IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text

PA: Activities provided for students to apply content and language knowledge in the classroom

RA: Assessment of student comprehension and learning of all lesson objectives

### **Scientist Awards/3 standards**

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

BB: Key vocabulary emphasized

ST: A variety of questions that promote higher-order thinking skills

### **Big Book**

BB: Key vocabulary emphasized

CI: Speech appropriate for students' proficiency level

ST: Scaffolding techniques consistently used assisting and supporting student understanding

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text

## **Input – Lesson Preparation, Building Background, Comprehensible Input (CI), Strategies, Interaction, Lesson Delivery, Practice/Application, Review/Assessment**

### **Pictorial Input**

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Key vocabulary emphasized

CI: A variety of techniques used to make content concepts clear

ST: Scaffolding techniques consistently used assisting and supporting student understanding

ST: A variety of questions that promote higher-order thinking skills

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

LD: Students engaged approximately 90% to 100% of the period

LD: Pacing of the lesson appropriate to students ability level

### **Comparative Input**

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Key vocabulary emphasized

CI: A variety of techniques used to make content concepts clear

ST: Scaffolding techniques consistently used assisting and supporting student understanding

ST: A variety of questions that promote higher-order thinking skills

LD: Students engaged approximately 90% to 100% of the period

LD: Pacing of the lesson appropriate to students ability level

### **Narrative Input**

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking  
BB: Key vocabulary emphasized  
CI: A variety of techniques used to make content concepts clear  
ST: Scaffolding techniques consistently used assisting and supporting student understanding  
ST: A variety of questions that promote higher-order thinking skills  
IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  
LD: Students engaged approximately 90% to 100% of the period  
LD: Pacing of the lesson appropriate to students ability level

### **Graphic Organizers**

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful  
LP: Adaptation of content to all levels of student proficiency  
LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking  
BB: Key vocabulary emphasized  
CI: A variety of techniques used to make content concepts clear  
ST: Scaffolding techniques consistently used assisting and supporting student understanding  
ST: A variety of questions that promote higher-order thinking skills  
IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  
LD: Students engaged approximately 90% to 100% of the period  
LD: Pacing of the lesson appropriate to students ability level

### **Guided Oral Practice – Interaction, Strategies, Practice/Application, Review/Assessment**

#### **T-graph/ Team Points**

ST: A variety of questions that promote higher-order thinking skills  
IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

IN: Sufficient wait time for student responses consistently provided

IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text

RA: Regular feedback provided to students on their output

### Picture file

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Key vocabulary emphasized

ST: Ample opportunities for students to use learning strategies

ST: Scaffolding techniques consistently used assisting and supporting student understanding

ST: A variety of questions that promote higher-order thinking skills

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text

PA: Hands-on materials and/or manipulatives provided for students to practice using new content knowledge

PA: Activities provided for students to apply content and language knowledge in the classroom

PA: Activities integrate all language skills

### Exploration report

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Key vocabulary emphasized

ST: Ample opportunities for students to use learning strategies

ST: Scaffolding techniques consistently used assisting and supporting student understanding  
ST: A variety of questions that promote higher-order thinking skills  
IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  
IN: Grouping configurations support content and language objectives of the lesson  
IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text  
PA: Hands-on materials and/or manipulatives provided for students to practice using new content knowledge  
PA: Activities provided for students to apply content and language knowledge in the classroom  
RA: Comprehensive review of key vocabulary  
RA: Comprehensive review of key content concepts

### Chants

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful  
LP: Adaptation of content to all levels of student proficiency  
LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking  
BB: Key vocabulary emphasized  
ST: Ample opportunities for students to use learning strategies  
ST: Scaffolding techniques consistently used assisting and supporting student understanding  
ST: A variety of questions that promote higher-order thinking skills  
PA: Activities provided for students to apply content and language knowledge in the classroom  
RA: Comprehensive review of key vocabulary  
RA: Comprehensive review of key content concepts

### Sentence Patterning Chart

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful  
LP: Adaptation of content to all levels of student proficiency  
LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking



BB: Key vocabulary emphasized

ST: Ample opportunities for students to use learning strategies

ST: Scaffolding techniques consistently used assisting and supporting student understanding

ST: A variety of questions that promote higher-order thinking skills

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text

PA: Hands-on materials and/or manipulatives provided for students to practice using new content knowledge

PA: Activities provided for students to apply content and language knowledge in the classroom

RA: Comprehensive review of key vocabulary

RA: Comprehensive review of key content concepts

### Found Poetry

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Key vocabulary emphasized

ST: Ample opportunities for students to use learning strategies

ST: Scaffolding techniques consistently used assisting and supporting student understanding

ST: A variety of questions that promote higher-order thinking skills

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text

PA: Hands-on materials and/or manipulatives provided for students to practice using new content knowledge

PA: Activities provided for students to apply content and language knowledge in the classroom

RA: Comprehensive review of key vocabulary

RA: Comprehensive review of key content concepts

### Mind Map

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Key vocabulary emphasized

ST: Ample opportunities for students to use learning strategies

ST: Scaffolding techniques consistently used assisting and supporting student understanding

ST: A variety of questions that promote higher-order thinking skills

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

IN: Ample opportunities for students to clarify in L1 as needed with aide, peer, or L1 text

PA: Hands-on materials and/or manipulatives provided for students to practice using new content knowledge

PA: Activities provided for students to apply content and language knowledge in the classroom

RA: Comprehensive review of key vocabulary

RA: Comprehensive review of key content concepts

RA: Regular feedback provided to students on their output

RA: Assessment of student comprehension and learning of all lesson objectives

### Process Grid/Expert Groups

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

CI: Speech appropriate for students' proficiency level

CI: Clear explanation of academic tasks

CI: A variety of techniques used to make content concepts clear

ST: Scaffolding techniques consistently used assisting and supporting student understanding

ST: A variety of questions that promote higher-order thinking skills

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

PA: Activities provided for students to apply content and language knowledge in the classroom

PA: Activities integrate all language skills

RA: Comprehensive review of key vocabulary

RA: Comprehensive review of key content concepts

RA: Regular feedback provided to students on their output

RA: Assessment of student comprehension and learning of all lesson objectives

## **Reading Writing - Interaction, Strategies, Practice/Application, Review/Assessment**

### **Coop Strip Paragraph**

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Key vocabulary emphasized

ST: Provide opportunities for students to use learning strategies

ST: Scaffolding techniques consistently used assisting and supporting student understanding

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

IN: Grouping configurations support content and language objectives of the lesson

PA: Hands-on materials and/or manipulatives provided for students to practice using new content knowledge

PA: Activities provided for students to apply content and language knowledge in the classroom  
PA: Activities integrate all language skills  
RA: Comprehensive review of key vocabulary  
RA: Comprehensive review of key content concepts  
RA: Regular feedback provided to students on their output  
RA: Assessment of student comprehension and learning of all lesson objectives

### Team Tasks

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful  
LP: Adaptation of content to all levels of student proficiency  
LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking  
BB: Key vocabulary emphasized  
CI: Clear explanation of academic tasks  
CI: A variety of techniques used to make content concepts clear  
ST: Scaffolding techniques consistently used assisting and supporting student understanding  
ST: A variety of questions that promote higher-order thinking skills  
IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  
IN: Grouping configurations support content and language objectives of the lesson  
PA: Hands-on materials and/or manipulatives provided for students to practice using new content knowledge  
PA: Activities provided for students to apply content and language knowledge in the classroom  
PA: Activities integrate all language skills  
RA: Comprehensive review of key vocabulary  
RA: Comprehensive review of key content concepts  
RA: Regular feedback provided to students on their output  
RA: Assessment of student comprehension and learning of all lesson objectives

### Story Map

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency  
LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking  
BB: Key vocabulary emphasized  
ST: Apply opportunities for students to use learning strategies  
IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  
IN: Grouping configurations support content and language objectives of the lesson  
PA: Activities provided for students to apply content and language knowledge in the classroom  
PA: Activities integrate all language skills  
RA: Comprehensive review of key vocabulary  
RA: Comprehensive review of key content concepts  
RA: Regular feedback provided to students on their output  
RA: Assessment of student comprehension and learning of all lesson objectives

### Group Frame

ST: Apply opportunities for students to use learning strategies  
IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts  
IN: Grouping configurations support content and language objectives of the lesson  
PA: Activities provided for students to apply content and language knowledge in the classroom  
RA: Regular feedback provided to students on their output  
RA: Assessment of student comprehension and learning of all lesson objectives

### Clunkers and Links

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful  
LP: Adaptation of content to all levels of student proficiency  
LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking  
BB: Key vocabulary emphasized  
ST: Apply opportunities for students to use learning strategies

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

PA: Activities provided for students to apply content and language knowledge in the classroom

PA: Activities integrate all language skills

RA: Comprehensive review of key vocabulary

RA: Comprehensive review of key content concepts

RA: Regular feedback provided to students on their output

RA: Assessment of student comprehension and learning of all lesson objectives

### Read the Walls

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Adaptation of content to all levels of student proficiency

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

BB: Key vocabulary emphasized

ST: Appropriate opportunities for students to use learning strategies

IN: Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

PA: Activities provided for students to apply content and language knowledge in the classroom

PA: Activities integrate all language skills

RA: Comprehensive review of key vocabulary

RA: Comprehensive review of key content concepts

RA: Regular feedback provided to students on their output

RA: Assessment of student comprehension and learning of all lesson objectives

### Ear-to-Ear reading

LP: Supplemental materials used to a high degree, making the lesson clear and meaningful

LP: Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening and speaking

RA: Comprehensive review of key vocabulary

RA: Comprehensive review of key content concepts

RA: Regular feedback provided to students on their output

### Listen and Sketch

ST: Appropriate opportunities for students to use learning strategies

ST: A variety of questions that promote higher-order thinking skills

PA: Activities provided for students to apply content and language knowledge in the classroom

### Student Folders

ST: Appropriate opportunities for students to use learning strategies

ST: A variety of questions that promote higher-order thinking skills

PA: Activities provided for students to apply content and language knowledge in the classroom

### Learning Logs/ Journals

ST: Appropriate opportunities for students to use learning strategies

ST: A variety of questions that promote higher-order thinking skills

PA: Activities provided for students to apply content and language knowledge in the classroom

PA: Activities integrate all language skills

RA: Comprehensive review of key vocabulary

RA: Comprehensive review of key content concepts

RA: Regular feedback provided to students on their output

RA: Assessment of student comprehension and learning of all lesson objectives

### Writer's Workshop

ST: A variety of questions that promote higher-order thinking skills

PA: Activities integrate all language skills

RA: Regular feedback provided to students on their output