



## SDAIE Four Critical Elements Reflection Questions

### CONTENT

- a) Are the major concepts and skills identified?
- b) Are they specific?
- c) Does my lesson delivery support the content and language objectives?
- d) Do my scaffolds meet the language proficiency needs of my ELs?
- e) Do I select text and other materials that make content clear and meaningful for ELs?

### CONNECTIONS

- a) Do I link concepts and skills to ELs' experiences?
- b) Do I select and elicit examples from students' lives that illustrate key points?
- c) Do I display information in a variety of formats, such as maps, graphs, charts, pictures, models, etc.?
- d) Do I provide opportunities for ELs to use process skills such as hypothesizing, organizing, categorizing, drawing conclusions, etc.?
- e) Do I prepare students for new learning by teaching key concepts, previewing critical aspects, and reviewing related past learning?
- f) Do I use scaffolding devices such as outlines, Thinking Maps®, or other advanced graphic organizers, to help ELs organize ideas and make meaningful connections between previous and new learning, and to support and sustain new academic learning?
- g) Do I organize content so it is related from lesson to lesson?
- h) Do I select text and other materials that make connection with previous learning?

### COMPREHENSIBILITY

- a) Do I enunciate clearly?
- b) Do I control the range and diversity of my vocabulary?
- c) Do I control my use of idiomatic expressions?
- d) Do I teach and write idiomatic expressions and use them in a consistent manner?
- e) Do I repeat and write new key words and expressions?
- f) Do I use many different examples to teach new concepts?
- g) Do I use extra linguistic clues to facilitate student comprehension?
- h) Do I use many and varied clues?
- i) Do I make one-to-one correspondence between the clue and the concept being taught?
- j) Do I repeat clues as needed and requested?
- k) Do the clues I select illustrate the concept clearly?
- l) Do I check for comprehension frequently and effectively?
- m) Is the feedback I offer immediate, specific, and related to the lesson concepts?
- n) Do I use a variety of methods to check for comprehension?



## INTERACTIONS

- a) Do I provide many different opportunities for students to talk about the lesson concepts?
- b) Do I allow students to clarify key concepts in languages other than English?
- c) Do I provide many opportunities for student to write about the course content in many forms such as graphs, charts, outlines, lists, maps, descriptions, and essays?
- d) Do I provide many opportunities for questioning between students and teacher and among students?
- e) Do I plan real-life (authentic) activities that offer opportunities for listening, speaking, reading, and writing (e.g., collecting information for polls or surveys and analyzing results, writing letters requesting information, experimenting, producing plays or television programs, participating in simulations, constructing models, making presentations, authoring books, writing music and lyrics)?
- f) Do I assist students to develop their language by modeling correct usage and providing scaffolds such as sentence frames/starters?
- g) Do I offer positive feedback?
- h) Do I provide an environment and activities which assure interaction from: teacher-to-student? Student-to-teacher? Student to student/small group/class? Student-to content/text/materials? Student-to-self (e.g., in dialogue journals, audio/video recorders, learning logs, note taking, student self-questioning)?