

# Heinle

## Visions Basic A, B, & C Correlation to SIOP

### Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Lesson Plan Checklist for SIOP	Visions Level • Feature • Page (s)
<b>I. Preparation</b>	
1. Write content objectives clearly for students:	<b>Student Book A</b> <b>Objectives</b> 2, 14, 26, 42, 54, 76, 92, 102, 106, 118, 132, 152, 162, 176, 190, 206, 230, 242, 252, 266, 288, 298, 312, 326, 352, 362, 378, 390
	<b>Student Book B</b> <b>Objectives</b> 2, 14, 28, 40, 54, 80, 92, 102, 118, 132, 154, 166, 178, 190, 202, 224, 238, 252, 264, 286, 302, 316, 328, 350, 362, 380, 392; TE/5, 17, 31, 43, 57, 78, 83, 95, 105, 121, 135, 152, 157, 169, 181, 193, 205, 222, 223, 225, 227, 241, 255, 267, 284, 285, 289, 305, 319, 331, 349, 351, 352, 363, 365, 383, 391, 393, 395, 403
	<b>Student Book C</b> <b>Objectives</b> 2, 14, 26, 28, 30–33, 38, 50, 72, 74, 83, 86, 99, 102, 116, 130, 152, 162, 178, 192, 201, 204, 226, 238, 250, 252, 254–259, 264, 284, 300, 316, 330, 350, 364, 376, 378, 380–387, 392
2. Write language objectives clearly for students	<b>Student Book A</b> <b>Objectives</b> 2, 14, 26, 42, 54, 76, 92, 102, 106, 118, 132, 152, 162, 176, 190, 206, 230, 242, 252, 266, 288, 298, 312, 326, 352, 362, 378, 390
	<b>Student Book B</b> <b>Objectives</b> 2, 14, 28, 40, 54, 80, 92, 102, 118, 132, 154, 166, 178, 190, 202, 224, 238, 252, 264, 286, 302, 316, 328, 350, 362, 380, 392; TE/5, 17, 31, 43, 57, 78, 83, 95, 105, 121, 135, 152, 157, 169, 181, 193, 205, 222, 223, 225, 227, 241, 255, 267, 284, 285, 289, 305, 319, 331, 349, 351, 352, 363, 365, 383, 391, 393, 395, 403

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	<p><b>Student Book C</b>  <b>Objectives</b> 2, 14, 26, 28, 30–33, 38, 50, 72, 74, 83, 86, 99, 102, 116, 130, 152, 162, 178, 192, 201, 204, 226, 238, 250, 252, 254–259, 264, 284, 300, 316, 330, 350, 364, 376, 378, 380–387, 392</p>
3. Choose content concepts appropriate for age and educational background level of students.	<p><b>Student Book A</b>  <b>Content Readings</b> 135, 155, 209, 256, 315, 329, 381, 394, 398  <b>Across Content Areas</b> 13, 25, 41, 53, 67, 91, 105, 117, 131, 143, 161, 175, 189, 205, 221, 241, 251, 265, 279, 297, 311, 325, 343, 361, 377, 389, 403</p>
	<p><b>Student Book B</b>  <b>Content Readings</b> 31,83, 95, 169, 241, 319, 353, 383, 396, 398  <b>Across Content Areas</b>13, 27, 39, 53, 71, 91, 101, 117, 131, 145, 165, 177, 189, 101, 215, 237, 251</p>
	<p><b>Student Book C</b>  <b>Content Readings</b> 17, 29, 105, 133, 195, 208, 210, 267, 287, 303, 395  <b>Across Content Areas</b> 13, 25, 37, 49, 63, 85, 101, 115, 129, 143, 161, 177, 191, 203, 217, 237, 249, 263, 275, 299, 315, 329, 341, 363, 375, 391, 403</p>
4. Identify supplementary materials to use (graphs, models, visuals).	<p><b>Teacher’s Resource Book A-C</b>  35-64 (graphs, models, visuals).  <b>Transparencies A-C</b>  1-30 (graphs, models, visuals)  <b>Student Handbook A-C</b>  8, 15, 16, 17, 18, 19, 22, 23, 24, 28 (graphs, models, visuals)</p>
5. Adapt content (e.g., text, assignment) to all levels of student proficiency.	<p><b>Teacher’s Edition A Multi-Level Options</b>  2-409 (Newcomer, Beginning, Intermediate And Advanced)</p>
	<p><b>Teacher’s Edition B Multi-Level Options</b>  2-410 (Newcomer, Beginning, Intermediate And Advanced)</p>
	<p><b>Teacher’s Edition C Multi-Level Options</b>  2-408 (Newcomer, Beginning, Intermediate And Advanced)</p>
6. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.	<p><b>Student Book A</b>  <b>From Reading to Writing</b> 13, 25, 41, 53, 67, 91,105, 117, 131, 160, 175, 189, 205, 221, 241, 251, 279, 311, 325, 313, 361, 377, 389, 403, <b>Projects 1 &amp; 2</b> 72, 148, 226, 285, 349, 408  <b>Viewing Workshop</b> 69, 145, 223, 281, 345, 405</p>
	<p><b>Student Book B</b>  <b>From Reading to Writing</b>13, 27, 39, 52, 71, 91, 117, 131, 145, 165, 177, 189, 101, 215, 237, 251 <b>Projects 1 &amp; 2</b> 76, 150, 220, 282, 346, 410, <b>Viewing Workshop</b> 73, 147, 217, 279, 343, 407</p>

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	<p><b>Student Book C</b>  <b>From Reading to Writing</b> 13, 25, 37, 49, 63, 85, 101, 115, 129, 143, 161, 177, 191, 203, 217, 275, 315, 329, 363, 375, 391, 403; <b>Projects 1 &amp; 2</b> 68, 148, 222, 280, 348, 408  <b>Viewing Workshop</b> 65, 145, 219, 278, 343, 405</p>
<b>II. Instruction</b>	
<b>Building Background</b>	
7. Explicitly link concepts to students' backgrounds and experiences.	<p><b>Student Book A</b>  <b>Prior Knowledge</b> 2, 14, 26, 42, 54, 76, 92, 102, 106, 118, 132, 152, 162, 176, 190, 206, 230, 242, 252, 266, 288, 298, 312, 326, 352, 362, 378, 390</p> <p><b>Student Book B</b>  <b>Prior Knowledge</b> 2, 14, 28, 40, 54, 80, 92, 102, 118, 132, 154, 166, 178, 190, 202, 224, 238, 252, 264, 286, 302, 316, 328, 350, 362, 380, 392; TE/5, 17, 31, 43, 57, 78, 83, 95, 105, 121, 135, 152, 157, 169, 181, 193, 205, 222, 223, 225, 227, 241, 255, 267, 284, 285, 289, 305, 319, 331, 349, 351, 352, 363, 365, 383, 391, 393, 395, 403</p> <p><b>Student Book C</b>  <b>Prior Knowledge</b> 2, 14, 26, 28, 30–33, 38, 50, 72, 74, 83, 86, 99, 102, 116, 130, 152, 162, 178, 192, 201, 204, 226, 238, 250, 252, 254–259, 264, 284, 300, 316, 330, 350, 364, 376, 378, 380–387, 392</p>
9. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.	<p><b>Student Book Basic</b>  <b>Unit opener</b> 2-3, 14-15, 28-29, 40-41, 52, 66, 80, 94, 108, 122, 136, 150, 164, 178</p> <p><b>Student Book A</b>  <b>Build Vocabulary</b> 3, 15, 27, 43, 55, 77, 93, 107, 119, 133, 153, 163, 177, 191, 207, 231, 243, 253, 267, 289, 299, 313, 327, 353, 363, 391</p> <p><b>Student Book B</b>  <b>Build Vocabulary</b>, 3, 15, 41, 55, 81, 93, 103, 119, 133, 156, 179, 191, 203, 225, 239, 253, 265, 287, 303, 317, 329</p> <p><b>Student Book C</b>  <b>Build Vocabulary</b> 3, 15, 27, 39, 51, 73, 87, 102, 117, 131, 153, 163, 179, 193, 205, 227, 239, 251, 265, 285, 301, 317, 331, 351, 365, 377, 393</p>

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<b>Comprehensible Input</b>	
10. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).	<b>Student Book Basic</b> <b>Projects 1 &amp; 2</b> 64-65, 78-79, 92-93, 106-107, 120-121, 134-135, 148-149, 162-163, 176-177
	<b>Student Book A</b> <b>Listen, Speak, Interact</b> 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, 241, 359, 375, 387, 401, 308, 322, 340 <b>Listening &amp; Speaking Workshop</b> 68, 144, 222, 280, 344, 404
	<b>Student Book B</b> <b>Listen, Speak, Interact</b> , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249
	<b>Student Book C</b> <b>Listen, Speak, Interact</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401.
11. Explain academic tasks clearly.	<b>Teacher's Edition A Multi-Level Options</b> 2-409 (Newcomer, Beginning, Intermediate And Advanced)
	<b>Teacher's Edition B Multi-Level Options</b> 2-410 (Newcomer, Beginning, Intermediate And Advanced)
	<b>Teacher's Edition C Multi-Level Options</b> 2-408 (Newcomer, Beginning, Intermediate And Advanced)
12. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).	<b>Student Book A</b> <b>Content Readings</b> 135, 155, 209, 256, 315, 329, 381, 394, 398 <b>Across Content Areas</b> 13, 25, 41, 53, 67, 91, 105, 117, 131, 143, 161, 175, 189, 205, 221, 241, 251, 265, 279, 297, 311, 325, 343, 361, 377, 389, 403
	<b>Student Book B</b> <b>Content Readings</b> 31, 83, 95, 169, 241, 319, 353, 383, 396, 398 <b>Across Content Areas</b> 13, 27, 39, 53, 71, 91, 101, 117, 131, 145, 165, 177, 189, 101, 215, 237, 251

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	<p><b>Student Book C</b>  <b>Content Readings</b> 17, 29, 105, 133, 195, 208, 210, 267, 287, 303, 395  <b>Across Content Areas</b> 13, 25, 37, 49, 63, 85, 101, 115, 129, 143, 161, 177, 191, 203, 217, 237, 249, 263, 275, 299, 315, 329, 341, 363, 375, 391, 403</p>
<b>Strategies</b>	
13. Provide ample opportunities for students to use strategies, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).	<p><b>Student Book Basic</b>  <b>Listen, Speak, Interact</b> 53, 67, 81, 95, 109, 123, 137, 151, 165, 179</p>
	<p><b>Student Book A</b>  <b>Reading Strategies</b> 4, 16, 28, 44, 56, 78, 94, 108, 120, 154, 164, 178, 192, 208, 232, 244, 254, 266, 290, 300, 314, 328, 354, 364, 380, 392</p>
	<p><b>Student Book B</b>  <b>Reading Strategies</b> 4, 16, 30, 42, 56, 82, 94, 104, 120, 134, 146, 168, 180, 192, 204, 226, 240, 254, 266, 288, 304, 318, 330, 352, 364, 382, 394</p>
	<p><b>Student Book C</b>  <b>Reading Strategies</b> 4, 16, 28, 40, 50, 72, 86, 101, 116, 130, 152, 162, 178, 192, 204, 226, 238, 250, 2544, 284, 300, 316, 330, 350, 364, 376, 392</p>
14. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.	<p><b>Teacher's Edition A Multi-Level Options</b>  2-409 (Newcomer, Beginning, Intermediate And Advanced)</p>
	<p><b>Teacher's Edition B Multi-Level Options</b>  2-410 (Newcomer, Beginning, Intermediate And Advanced)</p>
	<p><b>Teacher's Edition C Multi-Level Options</b>  2-408 (Newcomer, Beginning, Intermediate And Advanced)</p>
15 . Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).	<p><b>Student Book A</b>  <b>Reading Comprehension</b> 10, 22, 38, 50, 64, 88, 102, 114, 128, 140, 158, 172, 186, 202, 218, 238, 248, 262, 276, 294, 308, 322, 340, 358, 374, 386, 400</p>
	<p><b>Student Book B</b>  <b>Reading Comprehension</b> 10, 22, 34, 60, 82, 98, 112, 126, 140, 158, 162, 174, 186, 198, 212, 234, 248, 260, 274, 298, 312, 324, 338, 358, 376, 388, 402</p>

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	<b>Student Book C</b> <b>Reading Comprehension</b> 22, 34, 46, 60, 82, 84, 98, 112, 126, 140, 158, 174, 188, 200, 214, 272,296, 312, 326, 338, 360, 372, 388, 400
<b>Interaction</b>	
16. Provide frequent opportunities for interaction and discussion between teacher/student and among students about lessons concepts, and encourage elaborated responses.	<b>Student Book Basic</b> <b>Listen, Speak, Interact</b> 53, 67, 81, 95, 109, 123, 137, 151, 165, 179
	<b>Student Book A</b> <b>Listen, Speak, Interact</b> 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, 241, 359, 375, 387, 401, 308, 322, 340
	<b>Student Book B</b> <b>Listen, Speak, Interact,</b> 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249
	<b>Student Book C</b> <b>Listen, Speak, Interact</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401.
17. Use group configurations that support language and content objectives of the lesson. List the grouping types	<b>Student Book Basic</b> <b>Pairwork and group work</b> 53, 67, 81, 95, 109, 123, 137, 151, 165, 179
	<b>Student Book A</b> <b>Pairwork and group work</b> 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, 241, 359, 375, 387, 401, 308, 322, 340
	<b>Student Book B</b> <b>pairwork and group work</b> 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249
	<b>Student Book C</b> <b>pairwork and group work</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401.
18. Provide sufficient wait time for student responses consistently.	<b>Teacher's Resource Book Basic</b> <b>Chapters A-D Audio Scripts 2-114 and monitor oral production 3</b>
	<b>Teacher's Edition A Multi-Level Options</b> 2-409 (Newcomer, Beginning, Intermediate And Advanced)
	<b>Teacher's Edition B Multi-Level Options</b> 2-410 (Newcomer, Beginning, Intermediate And Advanced)

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	<b>Teacher's Edition C Multi-Level Options</b> 2-408 (Newcomer, Beginning, Intermediate And Advanced)
19. Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.	<b>Teacher's Edition A</b> <b>English-Spanish Cognates</b> T432-T436
	<b>Teacher's Edition B</b> <b>English-Spanish Cognates</b> T434-T436
	<b>Teacher's Edition C</b> <b>English-Spanish Cognates</b> T432-T436
<b>Practice/Application</b>	
20. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge. List materials:	<b>Transparencies Basic</b> See letter and word Tiles
	<b>Teacher's Resource Book A-C</b> <b>Transparency Masters</b> 35-64
	<b>Teacher's Resource Book A-C</b> <b>Transparency Masters</b> 35-64
	<b>Teacher's Resource Book A-C</b> <b>Transparency Masters</b> 35-64
22. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking). List them:	<b>Student Book Basic</b> <b>Listen, Speak, Interact</b> 53, 67, 81, 95, 109, 123, 137, 151, 165, 179 <b>Projects 1 &amp; 2</b> 64-65, 78-79, 92-93, 106-107, 120-121, 134-135, 148-149, 162-163, 176-177
	<b>Student Book A</b> <b>Listen, Speak, Interact</b> 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, 241, 359, 375, 387, 401, 308, 322, 340 <b>Projects 1 &amp; 2</b> 72, 148, 226, 285, 349, 408
	<b>Student Book B</b> <b>Listen, Speak, Interact</b> , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249 <b>Projects 1 &amp; 2</b> 76, 150, 220, 282, 346, 410

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	<p><b>Student Book C</b>  <b>Listen, Speak, Interact</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401.  <b>Projects 1 &amp; 2</b> 68, 148, 222, 280, 348, 408</p>
<b>Lesson Delivery</b>	
23. Support content objectives clearly	<p><b>Student Book A</b>  <b>Content Readings</b> 135, 155, 209, 256, 315, 329, 381, 394, 398  <b>Across Content Areas</b> 13, 25, 41, 53, 67, 91, 105, 117, 131, 143, 161, 175, 189, 205, 221, 241, 251, 265, 279, 297, 311, 325, 343, 361, 377, 389, 403</p> <p><b>Student Book B</b>  <b>Content Readings</b> 31,83, 95, 169, 241, 319, 353, 383, 396, 398  <b>Across Content Areas</b>13, 27, 39, 53, 71, 91, 101, 117, 131, 145, 165, 177, 189, 101, 215, 237, 251</p> <p><b>Student Book C</b>  <b>Content Readings</b> 17, 29, 105, 133, 195, 208, 210, 267, 287, 303, 395  <b>Across Content Areas</b> 13, 25, 37, 49, 63, 85, 101, 115, 129, 143, 161, 177, 191, 203, 217, 237, 249, 263, 275, 299, 315, 329, 341, 363, 375, 391, 403</p> <p><b>Student Book A</b>  <b>Content Readings</b> 135, 155, 209, 256, 315, 329, 381, 394, 398  <b>Across Content Areas</b> 13, 25, 41, 53, 67, 91, 105, 117, 131, 143, 161, 175, 189, 205, 221, 241, 251, 265, 279, 297, 311, 325, 343, 361, 377, 389, 403</p>
24. Support language objectives clearly	<p><b>Student Book A</b>  <b>Build Vocabulary</b> 3,15, 27, 43, 55, 77, 93, 107, 119, 133, 153, 163,177, 191, 207, 231, 243, 253, 267,289, 299, 313, 327, 353, 363, 391  <b>Word Study</b> 12, 24, 40, 52, 66, 90, 104, 116, 130, 142, 150, 174, 188, 204, 120, 140, 150, 164, 178, 196, 310, 325, 342, 360, 376, 388, 402 388, 402  <b>Grammar Focus</b>12, 24, 40, 52, 66, 90, 104, 116, 130, 142, 150, 174, 188, 204, 120, 140, 150, 164, 178, 196, 310, 325, 342, 360, 376, 388, 402</p> <p><b>Student Book B</b>  <b>Build Vocabulary</b>, 3, 15, 41, 55, 81, 93, 103, 119, 133, 156, 179, 191, 203, 225, 239, 253, 265, 287, 303, 317, 329  <b>Word Study</b> 12, 26, 38, 51, 70, 90, 116, 130, 144, 164, 176, 188, 100, 214, 236, 250  <b>Grammar Focus</b>, 12, 26, 38, 51, 70, 90, 116, 130, 144, 164, 176, 188, 100, 214, 236, 250</p>

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	<p><b>Student Book C</b>  <b>Build Vocabulary</b> 3, 15, 27, 39, 51, 73, 87, 102, 117, 131, 153, 163, 179, 193, 205, 227, 239, 251, 265, 285, 301, 317, 331, 351, 365, 377, 393  <b>Word Study</b> 12, 22, 36, 48, 62, 84, 100, 114, 128, 142, 160, 176, 190, 202, 216, 274, 314, 328, 362, 374, 390, 402  <b>Grammar Focus</b> 12, 22, 36, 48, 62, 84, 100, 114, 128, 142, 160, 176, 190, 202, 216, 274, 314, 328, 362, 374, 390, 402</p>
25. Engage students approximately 90-100% of the period (most students taking part and on task throughout the lesson).	<p><b>Teacher's Edition A Multi-Level Options</b>  (Newcomer, Beginning, Intermediate And Advanced) 2-409</p>
	<p><b>Teacher's Edition B Multi-Level Options</b>  (Newcomer, Beginning, Intermediate And Advanced) 2-410</p>
	<p><b>Teacher's Edition C Multi-Level Options</b>  (Newcomer, Beginning, Intermediate And Advanced) 2-408</p>
26. Pace the lesson appropriately to the students' ability level.	<p><b>Teacher's Edition A Multi-Level Options</b>  (Newcomer, Beginning, Intermediate And Advanced) 2-409</p>
	<p><b>Teacher's Edition B Multi-Level Options</b>  (Newcomer, Beginning, Intermediate And Advanced) 2-410</p>
	<p><b>Teacher's Edition C Multi-Level Options</b>  (Newcomer, Beginning, Intermediate And Advanced) 2-408</p>
<b>III. Review/Evaluation</b>	
27. Give a comprehensive review of key vocabulary.	<p><b>Student Book Basic</b>  <b>Review</b>, 62, 76, 90, 104, 118, 132, 146, 160, 174, 188</p>
	<p><b>Activity Book A</b>  <b>Build Vocabulary</b> 1, 9, 17, 25, 33, 41, 49, 57, 65, 73, 81, 89, 97, 105, 113, 121, 129, 137, 145, 153, 169, 177, 185, 193, 201, 209</p>
	<p><b>Activity Book B</b>  <b>Build Vocabulary</b> 1, 9, 17, 25, 33, 41, 49, 57, 65, 73, 81, 89, 97, 105, 113, 121, 129, 137, 145, 153, 169, 177, 185, 193, 201, 209</p>
	<p><b>Activity Book C</b>  <b>Build Vocabulary</b> 1, 9, 17, 25, 33, 41, 49, 57, 65, 73, 81, 89, 97, 105, 113, 121, 129, 137, 145, 153, 169, 177, 185, 193, 201, 209</p>

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### Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

<p>28. Give a comprehensive review of key content concepts.</p>	<p><b>Student Book Basic</b>  <b>Review</b>, 62, 76, 90, 104, 118, 132, 146, 160, 174, 188</p> <p><b>Activity Book A</b>  <b>Across Content Areas</b> 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 120, 128, 136, 144, 152, 160, 168, 176, 184, 192, 200, 208, 216.</p> <p><b>Activity Book B</b>  <b>Across Content Areas</b> 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 120, 128, 136, 144, 152, 160, 168, 176, 184, 192, 200, 208, 216.</p> <p><b>Activity Book C</b>  <b>Build Vocabulary</b> 1, 9, 17, 25, 33, 41, 49, 57, 65, 73, 81, 89, 97, 105, 113, 121, 129, 137, 145, 153, 169, 177, 185, 193, 201, 209  <b>Across Content Areas</b> 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 120, 128, 136, 144, 152, 160, 168, 176, 184, 192, 200, 208, 216.</p>
<p>29. Provide feedback to students regularly on their output (e.g., language, content, work).</p>	<p><b>Assessment Program BASIC</b>  <b>Rubric for Speaking Assessment</b> xvi, <b>Assess Speaking Progress</b> xvii, <b>Rubric for Writing Assessment</b> xviii, <b>Assess Writing Progress</b> xix, <b>Rubric for Oral Reading Fluency</b> xx, <b>Quiz: Chapters A-D</b> 9-17, <b>Speaking Assessments</b> 18, 46, 74 <b>Spelling Assessments</b> 46, 74 <b>Decoding Assessments</b> 18, <b>Quizzes Chapters 1, 2,3,4,5,6,7,8,9,10</b> 19-22, 23-26, 27-30, 31-34, 35-38 47-50, 51-54, 55-58, 59-62, 63-66. <b>Mid-Book Exam: Chapters 1-5</b> 39-45; <b>End-of-Book Exam</b> 67-73; <b>Word Study and Spelling Assessment</b> 84; <b>Speaking Checklist</b> 86, <b>Reading Checklist</b> 87, <b>Viewing Checklist</b> 88.</p> <p><b>Assessment Program A</b>  <b>Holistic Scoring Guide for Writing Assessment</b> xvi, <b>Chapters 1,2,3,4,5 Quizzes</b> 1-15, 23-31, 39-47, 61-67, 75-83, 89-97; <b>Unit Tests</b> 15-21, 33-38, 49-54, 69-74, 83-88, 97-102. <b>Mid-Book Exam</b> 55-60 ; <b>End-of-Book Exam</b> 103-108 <b>Rubric for Oral Reading Fluency</b> 136, <b>Rubric for Oral Presentations</b> 137,</p> <p><b>Assessment Program B</b>  <b>Holistic Scoring Guide for Writing Assessment</b> xvi, <b>Chapters 1,2,3,4,5 Quizzes</b> 1-15, 23-31, 39-47, 61-67, 75-83, 89-97; <b>Unit Tests</b> 15-21, 33-38, 49-54, 69-74, 83-88, 97-102. <b>Mid-Book Exam</b> 55-60 ; <b>End-of-Book Exam</b> 103-108 <b>Rubric for Oral Reading Fluency</b> 136, <b>Rubric for Oral Presentations</b> 137,</p> <p><b>Assessment Program C</b>  <b>Holistic Scoring Guide for Writing Assessment</b> xvi, <b>Chapters 1,2,3,4,5 Quizzes</b> 1-15, 23-31, 39-47, 61-67, 75-83, 89-97; <b>Unit Tests</b> 15-21, 33-38, 49-54, 69-74, 83-88, 97-102. <b>Mid-Book Exam</b> 55-60 ; <b>End-of-Book Exam</b> 103-108 <b>Rubric for Oral Reading Fluency</b> 136, <b>Rubric for Oral Presentations</b> 137,</p>
<p>30. Conduct assessments of student comprehension and</p>	<p><b>Student Book Basic</b>  <b>Assess</b>, 63, 77, 91, 105, 119, 133, 147, 161, 175, 189</p>

# Heinle

## Visions Basic A, B, & C Correlation to SIOP

### Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

learning throughout lesson on all lesson objectives (e.g., spot checking, group response).	<b>Teacher's Edition A</b> <b>Assess:</b> 13, 25, 41, 53, 67, 91, 105, 117, 131, 143, 161, 175, 189, 205, 221, 241, 251, 265, 279, 297, 311, 325, 343, 361, 377, 389, 403
	<b>Teacher's Edition B</b> <b>Assess</b> 1, 3, 4, 11, 12, 13, 15, 16, 26, 27, 29, 30, 37, 38, 39, 41, 42, 51, 52, 53, 55, 56, 69, 70, 71, 73, 75, 79, 81, 82, 89, 90, 91, 93, 94, 99, 100, 101, 103, 104, 115, 116, 117, 119, 120, 129, 130, 131, 133, 134, 143, 144, 145, 147, 149, 153, 155, 156, 163, 164, 165, 167, 168, 175, 176, 177, 179, 180, 187, 188, 189, 191, 192, 199, 200, 201, 203, 204, 213, 214, 215, 217, 219, 223, 225, 226, 235, 236, 237, 239, 240, 249, 250, 251, 253, 254, 261, 262, 263, 265, 266, 275, 276, 277, 279, 281, 285, 287, 288, 299, 300, 301, 303, 304, 313, 314, 315, 317, 318, 325, 326, 327, 329, 330, 339, 340, 341, 343, 345, 349, 351, 352, 359, 360, 361, 363, 364, 377, 378, 379, 381, 382, 389, 390, 391, 393, 394, 403, 404, 405, 407, 409
	<b>Teacher's Edition C</b> <b>Assess</b> 13, 25, 37, 49, 63, 85, 101, 115, 129, 143, 161, 177, 191, 203, 217, 237, 249, 263, 275, 299, 315, 329, 341, 363, 375, 391, 403