The SIOP Model: Providing Diverse Learners with Access to Content and Language

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Content Objectives
You will:

• List the eight components of the SIOP Model.
• Determine how implementing the SIOP Model could positively impact your English learners and other students.

Language Objectives
You will:

• Listen, read, and write notes about the SIOP Model.
• Orally share with a partner by completing the sentence frame, "The SIOP Model could positively impact my students by ....".

What We Know About English Learners
• Greatest growth in PK-12 English learner population in past 10 years:
  ▪ >200%: IL, KY, VA, SC, MS
  ▪ 100 – 200%: NE, KS, IA, MO, AR, IN, TN, NC, GA, AL
• At the current rate of growth, the number of English learners in U.S. schools is projected to be approximately 25% of the total K-12 student population by 2025.

Spectrum of English Learners

Limited or no schooling in L1; not literate in L1; Limited funds of knowledge

Born in U.S., but L1 (not English) spoken at home; Some literate in L1 and L2; Some illiterate in both

Strong academic background in L1; fully literate in L1

What are their language and literacy needs, and how do they differ?

For English Learners to be Successful in School . . .

• All teachers must teach content concepts and academic language (academic English) systematically and comprehensively to English language learners.
• Further, when all teachers teach content concepts and academic language systematically and comprehensively, all students make academic and language gains (Echevarria, Vogt, & Short, 2013).
The SIOP Framework for Organizing Instruction

The SIOP Model’s Eight Components

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment

Cummins’ Model of Academic Language (1981)

- **Cognitively Undemanding**
  - Art, music, P.E.
  - Following simple directions
  - Face-to-face conversations

- **Context Embedded**
  - Demonstrations
  - A/V assisted lesson
  - Science experiments

- **Context Reduced**
  - Reading a textbook
  - Explanation of new, abstract concepts
  - Lecture with few illustrations

- **Cognitively Demanding**
  - Telephone Conversations
  - Note on refrigerator

Continuum of Conversational and Academic Language

Examples of various discourse patterns across the continuum (Echevarria, Vogt, & Short, 2013)
The SIOP Model: Building Background Component

SIOP teachers...
- Explicitly link lesson concepts to students’ backgrounds and experiences.
- Explicitly link past learning to lesson concepts.
- Introduce, write, review, and highlight key vocabulary.

What is the Difference Between Activating Prior Knowledge and Building Background?
How Do They Differ Instructionally?

(Echevarria, Vogt, & Short, 2013, p. 67)

Consider that…
- 1st grade children from higher-SES groups know about twice as many words as lower SES children;
- High school seniors near the top of their class know about 4 times as many words as their lower-performing classmates;
- High-knowledge 3rd graders have vocabularies about equal to the lowest-performing 12th graders (Stahl, 1999).
- How do you think these statistics impact the students’ reading comprehension?

Academic Vocabulary: Three Legs on a Stool

Academic Vocabulary
(Echevarria, Vogt, & Short, 2013, p. 70-71)
- Content vocabulary: Key vocabulary words, terms, and concepts associated with a particular topic being taught
- Process/function vocabulary: Words that have to do with functional language (e.g., how to request information, justify opinions, state a conclusion); language used in the classroom for processes and tasks (e.g., share with a partner, discuss, graph, list, line up, etc.); language processes (e.g., scan, skim, question, debate, argue, summarize, etc.)
- Words that teach English structure: Words that enable students to learn new words, primarily based on English morphology (affixes, roots, base words); and syntax (e.g., future, present, past tense; declarative, interrogatory, persuasion, etc.)

Teaching Academic Vocabulary
Contextualizing Academic Vocabulary

- Provide a variety of scaffolds, including context; i.e., introduce terms within meaningful sentences, not in isolation.
- Preteach terms and explain them in ways that students can understand and relate to (with visuals; embedded definitions: “The colonists, people who came to the New World to live and prosper, were...”)
- Show how the terms are used in authentic text (e.g., as the textbook).

The SIOP Model: Comprehensible Input

SIOP teachers...

- Use speech appropriate for students’ proficiency levels
- Provide clear explanations of academic tasks
- Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

The SIOP Model: Strategies Component

SIOP teachers...

- Provide students with ample opportunities to use learning strategies.
- Provide sufficient scaffolding throughout the lesson.
- Ask questions and assign tasks that promote higher-order thinking.

Examples of Learning Strategies

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<td>Mnemonics (etc.)</td>
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Cognitive

- Rereading
- Highlighting
- Reading aloud
- Taking notes
- Mapping information
- Finding key vocabulary
- Mnemonics (etc.)

Metacognitive

- Predicting/Inferring
- Self-Questioning
- Monitoring/Clarifying
- Evaluating
- Summarizing
- Visualizing (etc.)

Language Learning

- Applying reading skills (e.g., previewing, skimming, reviewing)
- Analyzing patterns in English (e.g., prefix + root + suffix)
- Making logical guesses about words
- Substituting known words for unknown (etc.)

SQP2RS ("Squeepers") Lesson


- Survey: Preview text.
- Question: List 1-3 questions you think we’ll find answers to.
- Predict: State 1-3 things we’ll learn.
- Read: Read assigned section of text.
- Respond: Try to answer questions. Modify, drop, and/or add more questions for next section.
- Summarize: At end of text (orally/writing).
Questions: We will find answers to...

Predictions: We will learn...

Vocabulary Self-Collection Strategy: VSS (Ruddell, 2008)

During or after reading, students select 2-3 key vocabulary words. Ask them to be ready to say:
- What the word is
- What the word means according to context
- Why the word is important to the study of the topic

These are then shared and discussed during the Response time in SQP2RS.

What is it?
Human or animal body in which some of the skin, muscles, or organs didn't decay after death

What is it like?
- Dried out
- Without bacteria
- Sometimes buried with jewels and other treasures
- Sometimes frozen

Mummy
Egyptian Pharaohs before 2500 BC
America's Cave Mummies
Incan Mummies

What are examples? (Concept Definition Map (Buehl, 2001))

For Copies of the SQP2RS Posters...
- Email me at mvogt45@att.net
- Download files and enlarge as posters

Implications for Teaching Squeepers
- SQP2RS is an effective instructional approach for teaching and reinforcing students’ cognitive and metacognitive strategy use.
- Students perceive themselves as strategic readers, those who have at their disposal a variety of strategies to use in order to comprehend expository text.
Implications for Teaching Squeepers

- The strategies taught and practiced during an SQP2RS lesson are those recommended by current research in comprehension.
- Students, including struggling readers and English learners, at both the elementary and secondary level, are able to articulate how to access content information from expository text.

SIOP Model: Interaction Component

SIOP teachers...

- Provide frequent opportunities for interaction and discussion: teacher-student; student-student
- Plan for grouping configurations that support language and content objectives
- Provide sufficient wait time for student responses
- Provide ample opportunities to clarify key concepts in L1, as needed

“Too many classrooms, it is the teacher who is actively engaged while students assume a passive stance toward learning…”

(Stephens & Brown, p. 2).

Outcome Sentences

- I think...
- I wonder...
- I learned...
- One question I still have is...
- One idea I’ll try...

Selected References


