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

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MaryEllen Vogt
California State University, Long Beach
mvogt45@att.net

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 ....".
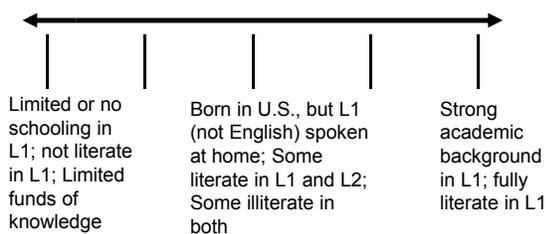

What We Know About English Learners

- **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.**
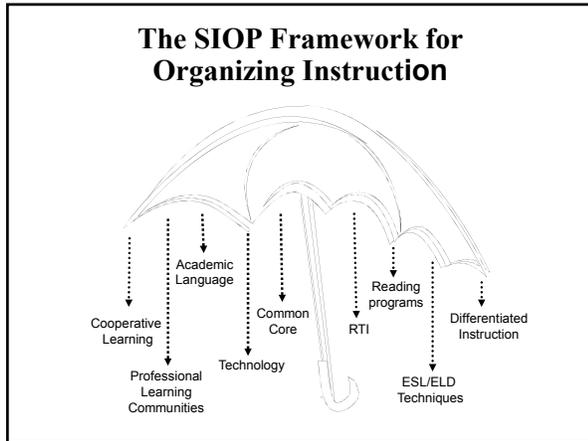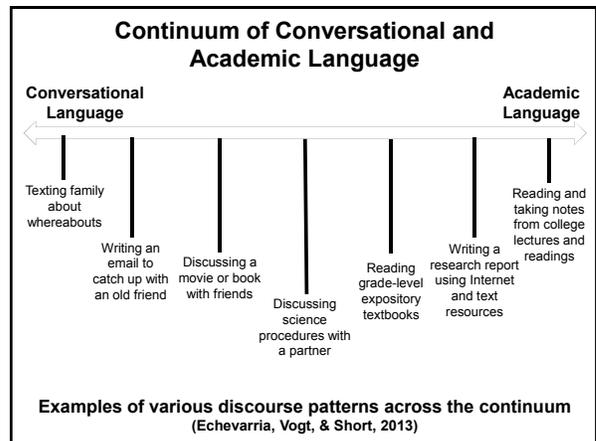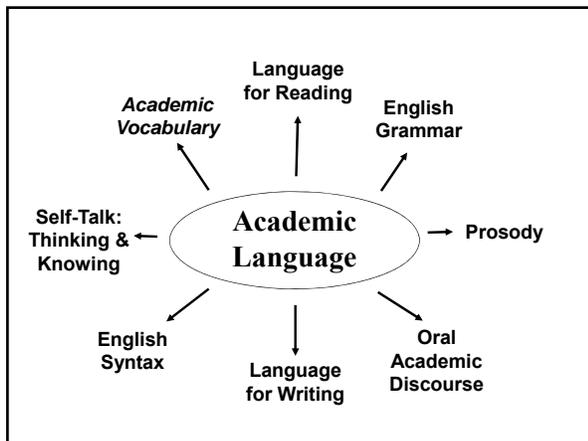

Spectrum of English Learners

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)* <u>systematically</u> and <u>comprehensively</u> to English language learners.**
- **Further, when all teachers teach content concepts and academic language systematically and comprehensively, <u>all</u> students make academic and language gains (Echevarria, Vogt, & Short, 2013).**

The SIOP Framework for Organizing Instruction

Cooperative Learning
Academic Language
Professional Learning Communities
Technology
Common Core
RTI
Reading programs
ESL/ELD Techniques
Differentiated Instruction

SIOP Research References

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

A.
- Art, music, P.E.
- Following simple directions
- Face-to-face conversations

C.
- Telephone Conversations
- Note on refrigerator
- Written directions

Context Embedded

Context Reduced

B.
- Demonstrations
- A-V assisted lesson
- Science experiments
- Social studies projects

D.
- Reading a textbook
- Explanation of new, abstract concepts
- Lecture with few illustrations
- Math concepts & application

Cognitively Demanding

Academic Language

- Language for Reading
- Academic Vocabulary
- English Grammar
- Self-Talk: Thinking & Knowing
- Prosody
- English Syntax
- Language for Writing
- Oral Academic Discourse

Continuum of Conversational and Academic Language

Conversational Language

Academic Language

Texting family about whereabouts

Writing an email to catch up with an old friend

Discussing a movie or book with friends

Discussing science procedures with a partner

Reading grade-level expository textbooks

Writing a research report using Internet and text resources

Reading and taking notes from college lectures and readings

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.

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What is the Difference Between Activating Prior Knowledge and Building Background?

How Do They Differ Instructionally?

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

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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?*
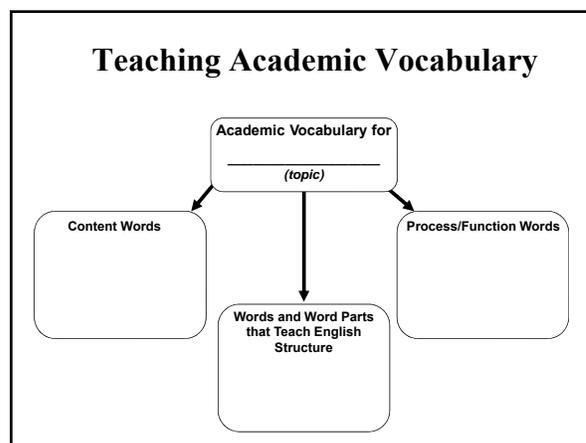
Academic Vocabulary:
Three Legs on a Stool

Key Content Words

Words that Develop English Structure

Process/ Function Words

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

Academic Vocabulary for _____ *(topic)*

Content Words

Process/Function Words

Words and Word Parts that Teach English Structure

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 defintions: "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)

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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.

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Examples of Learning Strategies

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.)

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SQP2RS

What It's Not:
SQ3R or a study strategy

What It Is:

An Instructional Framework for Teaching Students How to Think Like Readers in Informational and Expository Text!

SQP2RS ("Squeepers") Lesson
(Echevarria, Vogt, & Short, 2013, p. 127;
Vogt & Echevarria, 2008, p. 71)

- *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.
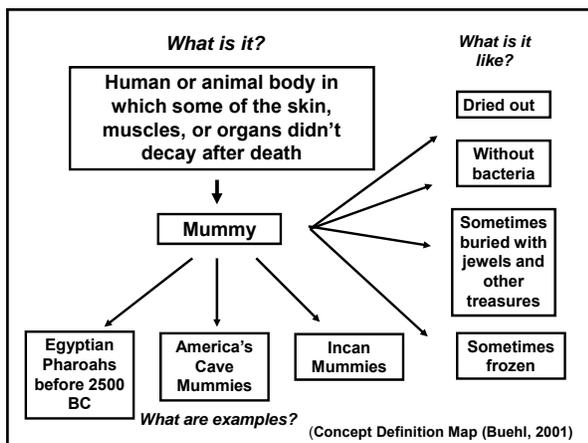- *Summarize:* At end of text (orally/writing).

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

Mummy

Without bacteria

Sometimes buried with jewels and other treasures

Egyptian Pharoahs before 2500 BC

America's Cave Mummies

Incan Mummies

Sometimes frozen

What are examples?

(Concept Definition Map (Buehl, 2001)

SQP2RS

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 text.

Respond: Try to answer questions. Modify, drop, add.

Summarize: At end of text

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

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"In 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…**

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