

## The SIOP Model: Hope for the Future (Part 1)



**Dr. MaryEllen Vogt**  
California State University, Long Beach

## Content Objectives

You will be able to...

- Identify first three components of the SIOP Model.
- Select meaningful activities for academic language and content lessons for English learners and other students.
- Relate information about effective implementation of the SIOP Model to your own classroom and/or school.

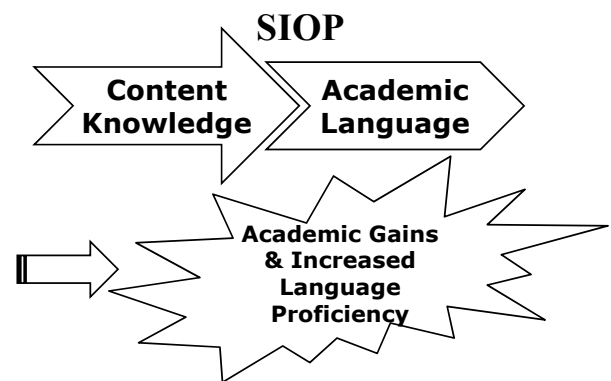
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## Language Objectives

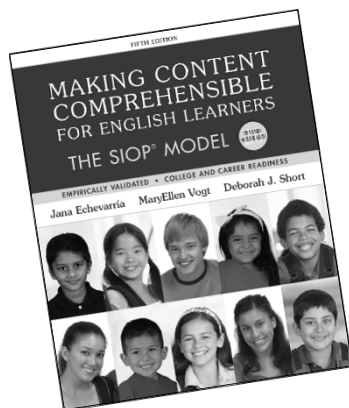
You will...

- Begin to develop a SIOP-related lexicon (personal dictionary) related to three components of the SIOP® Model.
- Ask questions about SIOP components.
- Orally share how particular meaningful activities can enhance SIOP lessons.

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## Components of the SIOP® Model

(Echevarria, Vogt, & Short, 2000; 2004; 2008; 2010; 2013; 2017)

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



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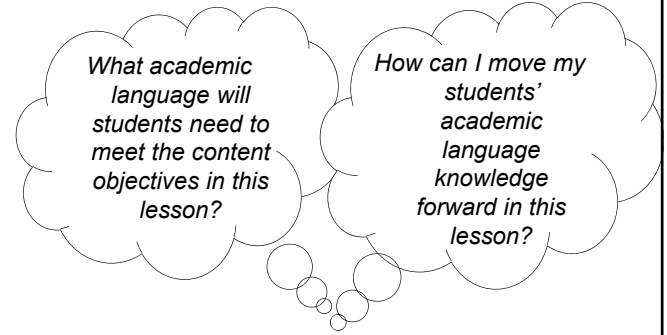
### Lesson Preparation Features

1. **Content objectives** clearly defined, displayed, and reviewed with students
2. **Language objectives** clearly defined, displayed, and reviewed with students
3. **Content concepts** appropriate for age and educational background level of students  
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4. **Supplementary materials** used to a high degree, making the lesson clear and meaningful
5. **Adaptation of content** to all levels of student proficiency
6. **Meaningful activities** that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking

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### Questions to Consider When Writing Language Objectives . . .



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### Questions to Consider When Writing Language Objectives . . .

*What academic language do I want to hear my students use during this lesson?*

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### Examples of Ways to Write Content and Language Objectives

- ✓Students will be able to (SWBAT) . . .
- ✓Students will (SW) . . .
- ✓We will . . .
- ✓In this lesson I will . . .
- ✓The learner will . . .
- ✓Our job is to . . .
- ✓My goal is to . . .

(MCC5, p. 31, Figure 2.1)

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### Content and Language Objectives: Math

Students will solve word problems using a two-step process.

(Content or Language?)

Students will write a word problem for a classmate to solve requiring a two-step process.

(Content or Language?)

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### Content and Language Objectives: Language Arts

Students will identify personality traits of two characters in a story.

(Content or Language?)

Students will use descriptive adjectives to write sentences about the characters.

(Content or Language?)

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**Building Background Features**

- 7. **Concepts explicitly linked** to students' background experiences
- 8. **Links explicitly made** between past learning and new concepts
- 9. **Key vocabulary** emphasized

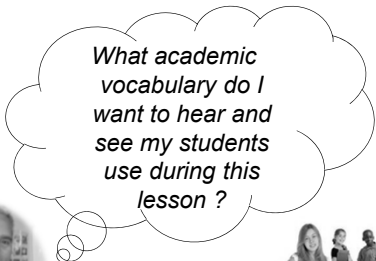
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**Consider the following:**

- Linguistically poor first graders knew 5,000 words, linguistically rich first graders knew 20,000 words (Hart and Risley, 1997).
- Moats refers to the gap in word knowledge between advantaged and disadvantaged children as "word poverty" (Moats, 2001).
- High-knowledge 3<sup>rd</sup> graders have vocabularies about equal to the lowest-performing 12<sup>th</sup> graders (Stahl, 1999).
- Once established such differences are difficult to ameliorate (Biemiller, 1999; Hart & Risley, 1995)

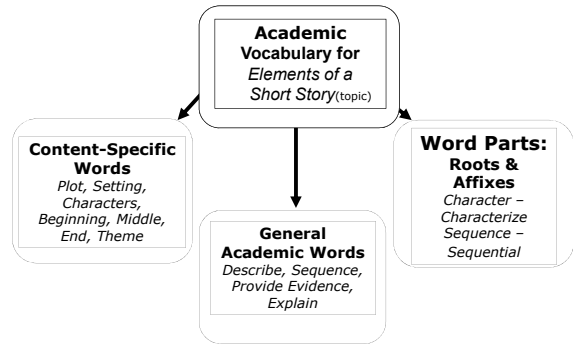
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**1. Word Selection**



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**Teaching Academic Vocabulary**



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**Contextualize Academic Vocabulary**

- Introduce words and terms within meaningful sentences, not in isolation.
- Embed definitions within sentences: *Amphibians, such as frogs and salamanders that have smooth, scale-less skin that must stay wet, are most active at night when there is less evaporation of water.*
- Pre-teach terms, when appropriate, and explain them in ways that students can understand and relate to.
- Show how the vocabulary words or terms are used in authentic text (e.g., as a textbook or article).

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**4-Corners Vocabulary**

Illustration (1)	Sentence (3)
Definition (2)	Word (4)

Vogt & Echevarria (2008)

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### 4-Corners Vocabulary

Illustration (1) 	Sentence (3) The fluffiest clouds, that look like cotton, are called <i>cumulus</i> clouds.
Definition (2) A white billowy cloud type with dark, flat base (from the Latin <i>cumulus</i> , meaning a "heap")	Word (4) <i>cumulus</i>

(MCC4, p. 81)

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### Academic Vocabulary

(Echevarria, Vogt, &amp; Short, 2017)

#### General Academic and Cross-Curricular Words and Phrases:

- Found across curricular areas
- Often related to tasks and directions for tasks
- Often found in standardized tests
- Can be taught, beginning in Pre-K, and reviewed often as words/phrases increase in rigor and sophistication, throughout the grades

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### Signal Words

(Vogt &amp; Echevarria, 2008, p. 36-39)



Create posters with the following Signal Words. As ELs (and other students) are reading and writing, draw their attention to the posters for specific text structures. Clip art illustrations further enhance student understandings. For example, for Cause and Effect:



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### Signal Words: Compare and Contrast

(Vogt &amp; Echevarria, 2008)



If you are asked to <u>compare</u> two or more things, use these words:	If you are asked to <u>contrast</u> two or more things, use these words:
<i>as well as</i>	<i>however</i>
<i>also</i>	<i>but</i>
<i>too</i>	<i>on the other hand</i>
<i>like</i>	<i>while</i>
<i>much as</i>	<i>although</i>
<i>similarly</i>	<i>different from</i>
<i>similar to</i>	<i>less than</i>
	<i>yet</i>
	<i>whereas</i>

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### Signal Words: Cause and Effect or Problem and Solution

(Vogt &amp; Echevarria, 2008)



If you are asked to describe cause and effect or problem and solution, use these words:

<i>because</i>	<i>as a consequence</i>
<i>since</i>	<i>as a result</i>
<i>therefore</i>	<i>then</i>
<i>consequently</i>	<i>if...then</i>
<i>in order that</i>	<i>thus</i>
<i>so that</i>	<i>due to</i>

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### Signal Words: Sequence or Order


(Vogt &amp; Echevarria, 2008)



If you are asked to describe the sequence or order in which things happened or occurred, use these words:

<i>first</i>	<i>after</i>
<i>second</i>	<i>last</i>
<i>third</i>	<i>meanwhile</i>
<i>in the first place</i>	<i>now</i>
<i>first of all</i>	<i>finally</i>
<i>then</i>	<i>for one thing</i>
<i>before</i>	<i>next</i>

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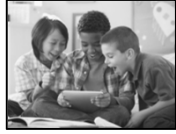
**Signal Words: Description or List**  
(Vogt & Echevarria, 2008)

If you are asked to write a description or list, use these words:

<i>to illustrate</i>	<i>also</i>
<i>for instance</i>	<i>too</i>
<i>in addition</i>	<i>furthermore</i>
<i>and</i>	<i>another</i>
<i>again</i>	<i>first of all</i>
<i>moreover</i>	<i>subsequently</i>
<i>finally</i>	

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**4-Corners Vocabulary**

	<p><i>When I discuss something with other students, I understand it better because each person is giving his or her ideas about it.</i></p>
<p>To talk with others about a particular topic</p>	<p>Discuss</p>

(Echevarria, Vogt, & Short, 2017; Vogt & Echevarria, 2008)  
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**Academic Vocabulary**  
(Echevarria, Vogt, & Short, 2014)

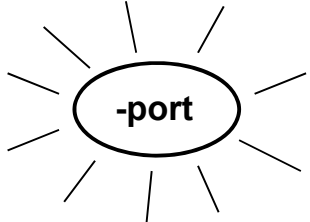
**Word Parts: Roots and Affixes:** Primarily based upon English morphology (*affixes, roots, base words*).

- Example: *photosynthesis; photocopy, photograph, photography, photoelectron, photofinish, photogenic*
- The root *photo* means "light," thus providing a clue to a word's meaning if it has this root.
- English words related by structure are almost always related by meaning. (Bear, Invernizzi, Templeton, & Johnston, 2011)

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**Word Generation**  
(Echevarria, Vogt, & Short, 2017, p. 87)

Which of these words are related to the meaning of the root *-port*?








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**Comprehensible Input Features**

10. **Speech appropriate** for students' proficiency levels
11. **Clear explanation** of academic tasks
12. **A variety of techniques** used to make content concepts clear

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**Contextualized Directions for Celery Experiment (Grade 1)**

1. Carefully pour some water into a glass. 
2. Add 3 drops of red food coloring and stir with spoon. 
3. Place 1 piece of celery in the glass of red water and leave overnight. 
4. Tomorrow, you will observe what happens to the celery and water. 
5. What do you think will happen? Share your ideas (your predictions) with your partner. 

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### Techniques for Making Input Comprehensible

- Use expression and body language.
- Speak slowly and clearly.
- Use more pauses between phrases.
- Use shorter sentences with simpler syntax.
- Paraphrase challenging phrases or sentences.
- Give students multiple opportunities to see/hear words.
- Stress high-frequency vocabulary.
- Repeat and review vocabulary.
- Watch carefully for comprehension and be ready to repeat or restate to clarify meaning whenever necessary.
- Be friendly and enthusiastic.
- Maintain a warm, supportive affect.
- Invite different perspectives of a topic during discussions.
- Use gestures and body language
- Use visuals — videos, realia, graphic organizers, pictures
- Provide written procedures with graphics!

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