


The SIOP Model: Hope for the Future (Part 2)



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Content Objectives

You will be able to...

- Identify the final five 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.

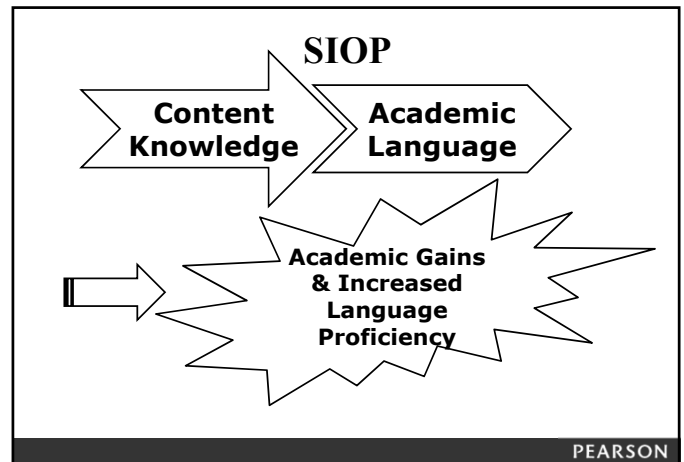
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Language Objectives

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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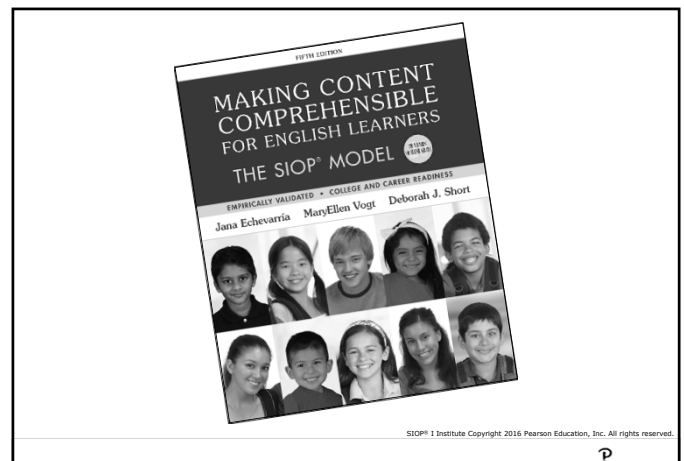
Components of the SIOP® Model

(Echevarría, 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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Strategies Features

- 13. Ample opportunities provided for students to use **learning strategies**
- 14. **Scaffolding techniques** consistently used, assisting and supporting student understanding
- 15. A variety of **questions or tasks that promote higher-order thinking skills**

Examples of Strategies We Can Teach

- | | | |
|--|---|---|
| <p><u>Cognitive</u></p> <ul style="list-style-type: none"> ▪ Rereading ▪ Highlighting ▪ Reading aloud ▪ Taking notes ▪ Mapping information ▪ Finding key vocabulary ▪ Mnemonics | <p><u>Metacognitive</u></p> <ul style="list-style-type: none"> ▪ Predicting/Inferring ▪ Self-Questioning ▪ Monitoring & Clarifying ▪ Evaluating ▪ Summarizing ▪ Visualizing | <p><u>Language Learning</u></p> <ul style="list-style-type: none"> ▪ 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 |
|--|---|---|

Directed Reading-Thinking Activity (DR-TA: For Narrative Texts) (Stauffer, 1969)

- ✓ "With a title like, what do you think this story will be about?"
- ✓ "Let's read to find out."
- ✓ Revisit predictions: "Did happen? If not, why not?"
- ✓ "What do you think is going to happen next? What makes you think so?"
- ✓ "Where did you get that idea?"
- ✓ "What made you think that?"
- ✓ "Tell me more about that."

SQP2RS (or Squeepers)



What It's Not:
SQ3R or a study strategy

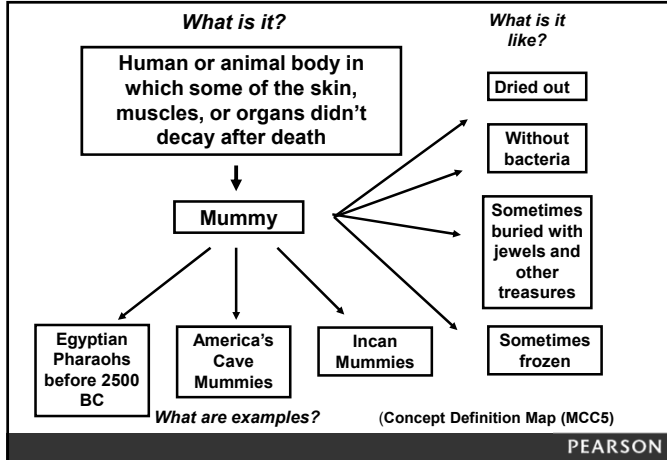
What It Is:
An Instructional Framework for Teaching Students How to "Think Like Readers" in Informational and Expository Text!

SQP2RS ("Squeepers") Lesson (Echevarria, Vogt, & Short, 2013; 2014a; 2014b; Vogt & Echevarria, 2008)

- 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).

Squeepers Chart

Questions We Will Find Answers to by Reading	Predictions of the Most Important Information
1.	1.
2.	2.
3.	3.
4.	4.
5.	
6.	
7.	
8.	



Squeepers Poster

Email me at:
mvogt45@att.net

And, promise that you'll try Squeepers with your kids!

S Q P 2 R S
"Squeepers"

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 the text.

RESPOND
Try to answer questions. Modify, drop, add.

SUMMARIZE
At end of text.

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Interaction Features

16. Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
17. **Grouping configurations** support language and content objectives of the lesson
18. Sufficient **wait time for student responses** consistently provided
19. Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text

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Practice & Application Features

20. **Hands-on materials and/or manipulatives** provided for students to practice using new content knowledge
21. Activities provided for students to **apply content and language knowledge** in the classroom
22. Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking)

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Practice & Application

"The difference between knowing how something should be done and being able to do it is the quantum leap in learning... new learning is like wet cement, it can be easily damaged.

A mistake at the beginning of learning can have long-lasting consequences that are hard to eradicate."

(Dr. Madeline Hunter (1982))

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Review & Assessment Features

27. Comprehensive **review of key vocabulary**
28. Comprehensive **review of key content concepts**
29. Regular **feedback** provided to students on their output
30. **Assessment of student comprehension and learning** of all lesson objectives throughout the lesson

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Effective Feedback for English Learners . . .

- Supports and validates
- Is specific and academically oriented
- Focuses on both content and language
- Includes modeling
- Includes paraphrasing
- Includes facial expressions and body language
- Can be provided by students for each other

(Echevarria, Vogt, & Short, 2017)

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Classroom Assessment

Multidimensional assessment (different ways of determining student performance; e.g., writing, audiotapes, student interviews, observations, creative work, performances, etc.)

Multiple indicators (specific evidences students complete related to lesson's objectives; more than one way to assess student performance)

(Echevarria, Vogt, & Short, 2013, pp. 217–219)

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Selected References



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