It is hard to believe that over fourteen years have passed since we first began our journey with the SIOP® Model. In the beginning, it would have been hard to believe that a decade later the SIOP® Model would be implemented in districts throughout all 50 states in the United States, and in numerous other countries. Whether you are already familiar with the SIOP® Model or are just now learning about it, we hope that you will find this new elementary edition to be informative, helpful, and most important, beneficial to the English learners (ELs) and other children with whom you work. In the earlier editions of the text, we discussed the need for a comprehensive, well-articulated model of instruction for preparing teachers to work with English learners. From this need, the Sheltered Instruction Observation Protocol (SIOP®) was created. Now, with the widespread use of the SIOP® Model throughout the country, we offer this version, especially written for K–6 educators.

Our work on the SIOP® Model began with reviewing the literature and examining district-produced guidelines for English learners to find agreement on a definition of sheltered instruction, or SDAIE (Specially Designed Academic Instruction in English). A preliminary observation protocol was drafted and field-tested with sheltered teachers. A research project through the Center for Research on Education, Diversity, & Excellence (CREDE) enabled us to engage in an intensive refinement process and to use the SIOP® Model in a sustained professional development effort with teachers on both the East and West Coasts. Through this process of classroom observation, coaching, discussion, and reflection, the instrument was refined and changed, and eventually it evolved into the Sheltered Instruction Observation Protocol, or as it has come to be known, the SIOP® (pronounced sı̆-o˘p). The SIOP® Model operationalizes sheltered instruction by offering teachers a model for lesson planning and implementation that provides English learners with access to grade-level content standards.

Since the first edition of this book was published, we have continued to refine the SIOP® Model, and in our work with thousands of teachers and administrators throughout the country, our own understanding of effective sheltered instruction/SDAIE and the needs of English learners has grown substantially. We believe, and our research confirms, that when teachers use the SIOP® Model for their planning and teaching of English learners, high-quality and effective sheltered instruction results, and student achievement is improved.

As the authors of this book, we have approached our teaching, writing, and research from different and complementary fields. Jana Echevarría's research and publications have focused on issues in the education of English learners, and on ELs with special education needs, as well as on professional development for regular and special education teachers. MaryEllen Vogt’s research interests include improving comprehension, especially in the content areas, content literacy for English learners, and teacher change and development. Deborah Short is a researcher and former sheltered instruction teacher with expertise in second-language development, academic literacy, methods for integrating language and content instruction, materials development, and teacher change.

The strength of our collaboration is that we approach the issue of educating English learners from different perspectives. In writing the book, we each provided a slightly different lens through which to view and discuss instructional situations. But our varied experiences have led us to the same conclusion: Educators need a resource for planning
and implementing high-quality sheltered lessons for English learners, and the SIOP® Model is fulfilling this need.

Overview of the Book

Over the years, elementary school teachers have asked for their own SIOP® book, with examples, lessons, instructional activities, and techniques that are especially effective for the ages and needs of the children they teach. In response to these requests, we have revised the original *Making Content Comprehensible for English Learners: The SIOP® Model* (3rd Ed.), and now you have your own book! Obviously, we did not revise or adapt the SIOP® Protocol or SIOP® Model because it is intended as a framework for teaching English learners (as well as all other students) of any age.

What is different in this book is our focus on teaching children in self-contained elementary classrooms (K–6). Increasingly, pre-K teachers are also implementing the SIOP® Model, and for those of you who teach our youngest students, we hope you will find ideas that you can use directly or modify somewhat for your unique situation. Likewise, for those of you who teach in the upper elementary grades (4–6), you will find many ideas for teaching your older English learners in academic English concurrently with your academic content. As always, what is of critical importance is fidelity to the SIOP® Model. Former, recent, and current research studies have shown conclusively that the greater the degree of implementation of the SIOP® Model by teachers, the greater the academic achievement of English learners in their classrooms. To assist you in accessing the information you need from this book so you can be a “high implementer,” we provide the following overview.

- **Content and language objectives.** One of the most important aspects of the SIOP® Model is the inclusion of both content and language objectives for each and every lesson. Many teachers have found writing these objectives to be challenging, even as they acknowledge their importance both for their own planning and for their students’ understanding of the lesson’s content goals and language focus. Therefore, you will find a comprehensive discussion in Chapter 2 (Lesson Preparation) that provides specific guidance for writing a range of content and language objectives, along with recommendations for how to effectively present them orally and in writing to children.

  Some teachers who work with young children who are nonreaders or are in the beginning stages of learning to read have suggested that it doesn’t make sense to post (on the board, chart paper, pocket chart, etc,) and then orally review the content and language objectives because the children cannot read them. We strongly disagree with this and encourage pre-K, kindergarten, and first-grade teachers to write and state the objectives very simply, with illustrations or rebus pictures, if needed. We hope the hints for writing content and language objectives in Chapter 2 will be helpful for you as you begin planning SIOP® lessons.

- **Discussion of the eight components and thirty features of the SIOP®.** Each chapter begins with discussion of a component of the SIOP® and its various features. For example, the discussion of lesson planning and preparation is found in the first half of Chapter 2. As you read about each feature in this section, think about how it would “look” in an actual classroom setting and how teachers might use this information to plan and prepare effective SIOP® lessons.
Teaching scenarios. The second half of each chapter includes teaching scenarios. In these vignettes, three teachers, while teaching the same grade level and content, attempt to include the focal SIOP® features, but with varying degrees of success. At the end of each teaching scenario, you will have the opportunity to use that section of the SIOP® to rate the effectiveness of the lesson in implementing the particular SIOP® features. For example, as you read the teaching scenarios in Chapter 2, think about how well the three teachers included the features of the SIOP® component Lesson Preparation in their planning and preparation. Note that the illustrated lessons throughout the book range from grades K–6, and they cover a variety of content areas.

Discussion of the three teaching scenarios. Following the description of the three teachers’ lessons, you will be able to see how we have rated the lessons for their inclusion of the SIOP® features of effective sheltered instruction. We provide detailed explanations for the ratings and encourage you to discuss these with others to develop a high degree of inter-rater reliability.

Lesson activities. In each chapter, you will find several activities identified with the icon shown at left as exemplars for implementing the eight components of the SIOP® Model. The activities are all appropriate for elementary classrooms, and some are especially effective for the younger children. Some activities will be familiar because you already use them in your own classroom. We hope you’ll be motivated to try the others because they represent best practice—those ideas and activities that are included have been found to be especially effective for English learners.

Discussion questions. Based on input from educators who have used this book, there are discussion questions found at the end of each chapter that reflect actual classroom practice with the SIOP® Model. We hope these questions will promote thinking about your own practice, conversations during professional development, and opportunities for portfolio reflection for preservice university and inservice courses.

The SIOP® protocol. Two versions of the SIOP® protocol are included in Appendix A. The eight components and thirty features of the SIOP® are all the same as in the third edition of Making Content Comprehensible for English Learners: The SIOP® Model book.

SIOP® lesson plans. We have been asked frequently for assistance with lesson planning for the SIOP® Model. In this edition, we have included four different formats for lesson plans (see Appendix B); we hope you will find one that is useful for you. In Chapters 2 and 5, you will also find complete plans for two of the lessons featured in the chapter scenarios (for Ms. Chen and Mrs. Abbas). In Chapter 6, you will find another lesson plan written for a technology class. These lesson plans are written with different formats, grade levels, and subject areas. (For additional sample lesson plans, see www.siopinstitute.net; 99 Ideas and Activities for Teaching English Learners with the SIOP® Model; (Vogt & Echevarría, 2008); Implementing the SIOP® Model with Effective Professional Development and Coaching (Echevarría, Short, & Vogt, 2008); The SIOP® Model for Teaching Mathematics to English Learners (Echevarría, Vogt, & Short, in press); The SIOP® Model for Teaching Science to English Learners (Short, Vogt, & Echevarría, in press); The SIOP® Model for Teaching History-Social Studies to English Learners (Short, Vogt, & Echevarría); and The SIOP® Model for Teaching English/Language Arts to English Learners (Vogt, Echevarría, & Short, in press).

Discussion of reading development and special education for English learners. In our work with the SIOP® Institutes and in district trainings, we have heard many
educators ask questions about English learners who have reading or learning problems and are struggling academically because of them. Based on the published report of the National Literacy Panel on Language-Minority Children and Youth (August & Shanahan, 2006a), and the Response to Intervention (RTI) initiative, we have updated Chapter 10 with information and recommendations that we hope you will find helpful in SIOP® Model program design and implementation for students with special needs.

- **SIOP® Model research.** In Appendix C, you will find an overview of the findings from the original SIOP® Model research as well as a brief description of recent and current (at the time of this writing) national research studies on the SIOP® Model. As new studies conclude that contribute to the research literature on the SIOP® Model, we would greatly appreciate hearing about them.

- **CD-ROM.** On the inside back cover, you will find a CD with video vignettes of classroom teachers whose instruction exemplifies each of the eight SIOP® components. Keep in mind that even though the CD clips illustrate particular components, you will see a number of features present in each clip. We hope these vignettes will promote reflection and discussion with your colleagues. In addition, you will find brief video clips of the authors speaking about aspects of the SIOP® Model.

### Overview of the Chapters

The first chapter in the book introduces you to the pressing educational needs of English learners and to sheltered instruction. In Chapters 2 through 9, we explain the SIOP® Model in detail, drawing from educational theory, research, and practice to describe each component and feature of the SIOP® protocol. Teaching scenarios drawn from K–6 classroom lessons of sheltered instruction teachers follow. The features of the SIOP® Model that pertain to each chapter are included for the lesson descriptions in the teaching scenarios. After you read about each of the elementary teachers’ lessons, use the SIOP® protocol to rate on the 0 to 4 rubric the degree to which the features are present. The classroom scenarios reflect a different grade level and content area in each chapter and are linked to core curriculum objectives and standards. All the classrooms include English learners, and many also include native English speakers.

In Chapter 10, we discuss the special needs of English learners who have reading problems and learning disabilities. You may wish to read this chapter before you delve into the SIOP® Model, especially if you have had little experience teaching English learners. It will assist you in situating the SIOP® Model in “real” classrooms with English learners who have a wide variety of academic and literacy abilities and needs. Chapter 11 provides a discussion of scoring and interpreting the SIOP® protocol, explaining how the instrument can be used holistically to measure teacher fidelity to the model and strategically to guide the teacher in planning lessons for one or more targeted SIOP® components. A full lesson from one research classroom is described and rated, revealing areas of strength and areas for improvement that can guide the teacher in future planning and teaching.

As you read each scenario in the chapters that follow, reflect on how effectively the teacher is meeting the linguistic and academic needs of English learners, especially as related to the SIOP® features being described. If you were observing this teacher’s lesson, how would you rate it along the five-point SIOP® rubric? Is a particular feature clearly
evident in the lesson, thus receiving a rating of 4? Or is the respective feature somewhat evident, thus receiving a 2? Or is it clear that the teacher has not modified teaching practices at all to accommodate the needs of ELs, with the lesson thus receiving 0? Compare your assessment of the lessons with our discussion at the conclusion of the teaching scenarios.

In the appendixes, you will find the Sheltered Instruction Observation Protocol (SIOP®), both the comprehensive and the abbreviated versions. You will also find four lesson planning formats to guide your lesson design and implementation and an overview of research on the SIOP® Model. The book concludes with a Glossary of terms related to the instruction of English learners.

Acknowledgments

Many educators throughout the United States have contributed to this book through their work as SIOP® teachers, bilingual specialists, curriculum coordinators, school and district administrators, and professional developers. We thank them for their insights and critical analyses of the SIOP® Model and protocol. We also appreciate the contributions of those who have participated in the SIOP® Institutes throughout the country (for more information, see www.siopinstitute.net). At each of these institutes, we gain new understanding about our work from those who participate in them.

We also thank the many teachers and administrators in whose schools we have conducted research on the SIOP® Model, both past and present. Their willingness to let us observe and discuss their teaching of English learners has enhanced our understandings and validated our work. The contributions of these fine educators to the ongoing development of the SIOP® Model are many, and we are grateful for their continued interest and encouragement.

We acknowledge a special group of expert teachers who have worked for many years with the SIOP® Model. They are the original cohort of National Faculty of the SIOP® Institute. They have provided input, a critical eye, many exceptional teaching ideas, and unconditional support. They include Melissa Castillo, John Seidlitz, Nicole Teyechea McNeil, Wanda Holbrook, Alvaro Hernandez, Martha Trejo, Kendra Moreno, and Karlin LaPorta.

We found the comments and suggestions from our reviewers to be of great help and we thank them: Julia S. Austin, University of Alabama at Birmingham; Danny Brassell, California State University, Dominguez Hills; Carla Chavez, Prairie Park Elementary School (KS); Lisa De Maagol, Taft Elementary School (MI); Jodi Grubb, Pittsfield Elementary School (NH); and Socorro Herrera, Kansas State University. We also appreciate the ongoing support, assistance, and patience of our Allyn & Bacon team, especially that of our editor, Aurora Martínez Ramos.

The original SIOP® work was supported under the Education Research and Development Program, PR/Award No. R306A60001, the Center for Research on Education, Diversity, & Excellence (CREDE), as administered by the former Office of Educational Research and Improvement, now the Institute for Education Studies (IES), National Institute on the Education of At-Risk Students (NIEARS), and U.S. Department of Education (ED). The contents, findings, and opinions expressed here are those of the authors and do not necessarily represent the positions or policies of IES, NIEARS, or ED.

Finally, we express appreciation to our families, whose support has enabled us to pursue our professional interests.