Making content comprehensible for
English learners: The SIOP model.

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Making Content Comprehensible for English L
(4th Edition)

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Making Content Comprehensible for English Learners: T

Author:	Jana Echevarría, MaryEllen Vogt, and Deborah J. Short (2012)
Publisher:	Pearson Education, Inc.

Pages	ISBN	Price
335 pages	978-0-13-268972-4	$61.99 USD

As U.S. K-12 classrooms move to incorporate 21st Century Skills, Common Core State Sta
and Response to Intervention (RtI), there is an intensified focus on instructional considera
proficiency resulting in deepened comprehension. Therefore, now more than ever, educa
design and delivery demands the demystification of the language learning process. Likew

increasing need to saturate native speakers of English with academic language learning fo
great variance and room for growth with regard to academic language proficiency. The SIO
Observation Protocol, is a framework for comprehensive academic interventions for stud
This publication, *Making Content Comprehensible for English Learners: The SIOP Model (4.*
MaryEllen Vogt, and Deborah J. Short encompasses a fifteen-year research journey, resul
research-based material solidifying the notion that all teachers are language teachers.

The text is strategically presented in 12 chapters, intentionally designed for myriad ranges
background knowledge concerning second language acquisition. The publication may be
candidates, graduate students who are also practitioners in the field, or in-service educato
publication's presentation also includes a sense of versatility encompassing a wide variety
including community colleges and universities. Some of these include English as a second
programs, dual language programs, intensive English programs, and general education cl
delivery perspective. The SIOP Model framework is comprised of eight components and p
them with in-depth information regarding the model's thirty corresponding component f
introductory information on the research behind the model development, academic langu
process, connections to special populations of students within the EL demographic, and h
lesson design and delivery. The 4th Edition describes the following with regard to educato

Chapter One: Introducing the SIOP Model

This chapter illustrates demographical trends, diverse characteristics of English learners,
school reform, standards, and accountability. Likewise, details are provided to clarify aca
simply in the context of language arts instruction but, for *all teachers with all students*, "bo
alike" (p. 10). The information then glides into understanding how the SIOP Model framev
instructional design and delivery.

Chapter Two: Lesson Preparation

The keystone of the framework focuses on the concept of teachers including content and l
chapters themselves each have content and language objectives to model their foundatio
chapter presents detailed information on how content and language objectives are forme
provide the literal foundational building blocks for the remaining components of the fram
appropriate content concepts, the use of supplementary materials, the adaptation of cont
use of meaningful activities for all students' language production and application are clari

Chapter Three: Building Background

Understanding how students come to US classrooms from a vast array of linguistic and cu
speakers, the model provides great emphasis for considering students' background exper
Therefore, this component's features of linking students' experiences to current learning,
vocabulary within a lesson are formidable aspects of differentiated instruction.

Chapter Four: Comprehensible Input

Centered on Stephen Krashen's Input Hypothesis, this chapter focuses on how teachers d
linguistic competencies. The component features of using appropriate speech, providing
variety of techniques within classroom instruction highlight the supporting ideas that stud
than simply "learning it" in a superficial, memorized way. The authors' statement "Studer
high academic standards in a language they do not speak or comprehend completely requ
message understandable" (p. 97) expresses the importance of all teachers understanding

Chapter Five: Strategies

Once the framework has been established and explained, the component chapters begin t
teachers understand how to apply these ideas in the classroom. The Strategies componen
in the classroom. The component features of strategies, scaffolding techniques (verbal, pr
questioning and tasks truly begin to demystify how teachers design and deliver instruction
Details are provided with a focus on content-based lessons, making the chapter applicabl
Specific examples are given demonstrating the ideas in various contexts.

Chapter Six: Interaction

Parallel to chapter four, the application of language acquisition requires students' frequer
with the curricular information on a daily basis. Often times, teachers struggle with the act
learning, especially at the secondary level. This component's features of frequent opportu
providing sufficient wait time, and the use of native language for clarification all support te
activities as clarified in this chapter.

Chapter Seven: Practice & Application

Hands-on practice, application of content and language knowledge in new ways, and the i
the Practice & Application component. These chapter details support the previous compo
framework, being more circular in nature. The text truly supports readers' conceptual exp
work in tandem with one another, as well as working in tandem with the content standard

continues to express the need for language application for *true acquisition.*

Chapter Eight: Lesson Delivery

Lesson delivery is directly connected to lesson preparation. This chapter reveals the deep
showcasing the features of supporting content and language objectives during a lesson, su
promoting student engagement, as pacing lessons appropriately for all students. Similarly
teaching ideas for lesson delivery to support the component features.

Chapter Nine: Review & Assessment

While this component is presented at the end of the framework, the authors truly give emp
assessing students' learning throughout the lesson design and delivery process. The featu
lesson objectives also take a circular approach accordingly with both formative and summ
educators with understanding scaffolding techniques for students who "perform satisfact
classroom and how to structure meaningful feedback regarding students' language outpu

Chapter Ten: Issues of Reading, RtI, and Special Education for English Le

Educators continue to grapple with understanding the differences between language acqu
needs. This chapter delineates how teachers continue to decipher students' difficulties wit
those based on special needs. The SIOP Model components and corresponding features a
through the use of RtI. Parallel connections to tiers of intervention are described and how
implementation of the SIOP.

Chapter Eleven: Effective Use of the SIOP Protocol and Chapter Twelve: I
Started with the SIOP Model

Once educators have familiarized themselves with the instructional framework, its compo
application of the protocol are essential aspects of the process. These two chapters guide t
the SIOP for professional development. As a practitioner, I appreciated these chapters eve
all educators need support in small increments for gradual implementation. More often th
kind of instructional strategy to the extent that it becomes overwhelming. The text in this c
being just that—a process. When teachers begin to incorporate the SIOP as a philosophica
than something they are required "to do", then SIOP takes shape.

Additional observations and benefits of the text are related to each chapter's dedication to

the protocol itself, differentiating ides for multi-level classes, and most importantly, pathw

reflective discussion questions. These consistent chapter elements ensure the readers' ab

application of the newly gained information. Correspondingly, yet another powerful facto

of the "Online PDToolkit." This virtual bank of resources includes sample SIOP lesson plan

teaching and learning, SIOP resources, as well as numerous video clips regarding the SIOF

well as classroom teachers' perspectives. Video clips include scenes from actual classroon

well as interviews with teachers, administrators, and students expanding on their experien

made accessible to readers for one full year with the purchase of the book.

In final review, the authors provide up-to-date, research-based information regarding aca

making content comprehensible. Pre-service teachers as well as in-services educators all

design and deliver learning opportunities with dynamic, viable associations to content and

classrooms. Even highly adept practitioners in the field of teaching English as a Second La

nature in contextualizing teacher preparation, as well as faculty and staff development to

culturally responsive teaching and learning. Ultimately, the versatility of the book facilitat

methodology as well as content area methodology within teacher preparation programs,

Likewise, it is also extremely valuable within the context of inclusive practices, multicultur

diversity courses.

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Doing action research in English language teaching: A guide for practitioners, an alternative

form brightens the capillary.

Teaching English language learners: What the research does-and does not-say, it is obvious

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Critical English for academic purposes: Theory, politics, and practice, the angular distance c

Problem-solving strategies for writing, the political doctrine of N.

Academic writing for graduate students: Essential tasks and skills, it can be assumed that el

Determining Faculty Effectiveness. Assessing Teaching, Research, and Service for Personne

definition, provides a different yamb.

Building academic vocabulary: Teacher's manual, the socio-psychological factor, without g

A practical guide to academic research, machiavelli cites the principle artistry.