



Making Content Comprehensible for English Learners: The SIOP Model (4th Edition)

By Jana J. Echevarria, MaryEllen J. Vogt, Deborah J. Short

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Making Content Comprehensible for English Learners: The SIOP® Model is one of the most influential books in the field and in this new fourth edition the authors present the most comprehensive, coherent model of sheltered instruction yet by fully explaining the widely popular SIOP® (Sheltered Instruction Observation Protocol) Model and providing lesson plans and instructional activities to help teachers implement it effectively in K–12 classrooms. From its opening overview of the issues related to educating English learners to its new Chapter 12 that presents frequently asked questions with answers from the authors to help teachers get started implementing SIOP®, the book provides school administrators, teachers, coaches, teacher candidates, university faculty, and field experience supervisors with a superior tool for improving the education of English learners and promoting their academic gains.

New with the fourth edition is an accompanying online resource site, *PDToolkit for SIOP®*.

The new website includes:

- Information About the Authors
- SIOP® Research
- SIOP® Resources
- SIOP® Lesson Plans and Activities
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Editorial Review

Review

"I'll never teach the old way again."

-Teacher, Little Rock School District

"SIOP ® helps teachers plan and deliver quality instruction for all students. Bottom line, there is no other professional development that provides teachers with a complete model for instruction."

-Dr. Katharine Garcia, Alief ISD, Houston, TX

"We started SIOP ® in 2003 and our state math proficiency went from 39% for our ELL sub group to 75%. In reading it went from 29% to 72%, so we attribute a lot of that to our SIOP ® model."

-Patricia Smiley, Director of Instruction, Emporia, Kansas

"An effective teacher is effective whether they have a gifted child, an ELL child or an at risk child. So I do believe that the key is effective teachers and effective teachers come from effective training."

-Diane Hart, K-12 Supervisor, Cobb County Georgia

"I see SIOP ® working for all kids. Its basic good practice, so I think it applies to all classrooms, all situations, small group, large group, everything."

-Jane McCoy, Instructional Coach Emporia, Kansas

"With SIOP ®, teachers learn to write language objectives to match content regardless of the curriculum area."

- Dr. Karen Broadnax, Director ESL/Multilingual Services

From the Back Cover

Making Content Comprehensible for English Learners: The SIOP ® Model, 4/e

Jana Echevarría, MaryEllen Vogt, and Deborah J. Short

Ready to get started with SIOP ® ? Start with this book!

This book introduces and explains the SIOP ® (Sheltered Instruction Observation Protocol) Model, a comprehensive, coherent, research-validated model of sheltered instruction, now implemented in districts throughout all 50 states and in dozens of countries. The SIOP Model improves teaching effectiveness and results in academic gains for students.

The SIOP® Model, developed by the authors over 15 years ago, offers teachers a comprehensive, well-articulated model of instruction for planning and implementing lessons that helps educators a) provide English learners and other students with access to grade-level content standards, b) develop the students' academic English skills, and c) prepare students to be college and career ready. The only research-validated

model of instruction currently available for teaching English learners, the SIOP® Model is applicable across content areas and is now being implemented at all levels of education from pre—K to community colleges and universities.

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Jana Echevarría is a Professor Emerita at California State University, Long Beach. She has taught in elementary, middle, and high schools in general education, special education, ESL, and bilingual programs. She has lived in Taiwan, Spain and Mexico. An internationally known expert on second language learners, Dr. Echevarría is a Fulbright Specialist. Her research and publications focus on effective instruction for English learners, including those with learning disabilities. Currently, she is Co-Principal Investigator with the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) funded by the U.S. Department of Education, Institute of Education Sciences (IES). In 2005, Dr. Echevarría was selected as Outstanding Professor at CSULB.

MaryEllen Vogt, Ed.D., is a Professor Emerita of Education at California State University, Long Beach. Dr. Vogt has been a classroom teacher, reading specialist, special education specialist, curriculum coordinator, and university teacher educator. She received her doctorate from the University of California, Berkeley, and is a co-author of fifteen books, including *Reading Specialists and Literacy Coaches in the Real World* (3rd ed., 2011) and the SIOP® book series. Her research interests include improving comprehension in the content areas, teacher change and development, and content literacy and language acquisition for English learners. She was inducted into the California Reading Hall of Fame, received her university's Distinguished Faculty Teaching Award, and served as President of the International Reading Association in 2004—2005.

Deborah J. Short is a professional development consultant and a senior research associate at the Center for Applied Linguistics in Washington, DC. She co-developed the SIOP® Model for sheltered instruction and has directed national research studies on English language learners funded by the Carnegie Corporation, the Rockefeller Foundation, and the U.S. Dept. of Education. She chaired an expert panel on adolescent ELL literacy that produced a policy report. As the director of Academic Language Research & Training, Dr. Short provides professional development on sheltered instruction and academic literacy around the U.S. and abroad. She has numerous publications, including the SIOP® book series and five ESL textbook series for National Geographic/Hampton-Brown. She has taught English as a second/foreign language in New York, California, Virginia, and the Democratic Republic of Congo.

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