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SIOP Model of Instruction
 (Sheltered Instruction Observation Protocol)



Adapted from:
 Echevarria, Jana, Catherine
 Richards-Tutor, Vivian P.
 Chinn, and Paige Ann
 Ratleff. "Did They Get It?
 The Role of Fidelity in
 Teaching English Learners."
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 Adolescent and Adult
 Literacy* 54.6 (2011): 425-

Article's Ideas

- Literary instruction for English Learners is a topic of critical importance
- A contributing factor to the poor performance of ELs is the role of academic language in literacy and learning
- Many ELs have the ability to converse in English without needing a strong repertoire of academic language skills. They appear to speak English well...but struggle to use English well in classroom lessons when a higher language level is required for academic processes, such as in summarizing information, reading and understanding expository prose, evaluating perspectives, and drawing conclusions.
- Implementing research-based literacy practices with FIDELITY has positive effects on student achievement
- There are 8 components to the SIOP Model. Below are three of them.

Component	Description
BUILDING BACKGROUND	Building Background focuses on making connections with students' background experiences and prior learning, and developing their academic vocabulary. The SIOP Model underscores the importance of building a broad vocabulary base for students to be effective readers, writers, speakers, and listeners. Teachers directly teach KEY VOCABULARY and word structures, word families, and word relations. (word walls, visual representations, multiple exposure to new words)
COMPREHENSIBLE INPUT	<i>Comprehensible input considers adjusting teacher speech, modeling academic tasks, and using multimodal techniques to enhance comprehension (i.e. gestures, pictures, graphic organizers, restating, repeating, and reducing the speed of the teacher's presentation, previewing important information and hands-on activities). The academic tasks must be explained clearly, both orally and in writing, with models and examples of good work so students know the steps they should take and can envision the desired result.</i>
INTERACTION	Interaction features encourage elaborated speech and grouping students appropriately for language and content development. They need oral language practice to help develop content knowledge and second-language literacy; thus, STUDENT-STUDENT INTERACTION is important and needs to occur regularly in each lesson. ELs need to practice important language functions, such as confirming information, elaborating on ones own or another's idea, and evaluating opinions.