



Making Content Comprehensible for Secondary English Learners: The SIOP Model (2nd Edition)

By Jana Echevarria, MaryEllen Vogt, Deborah J. Short

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Making Content Comprehensible for Secondary English Learners: The SIOP[®] Model is written to give middle and secondary school teachers lesson plans, teaching ideas, and many effective activities for working successfully with adolescents who are English learners or who struggle with academic literacy. Several sample lessons and activities show the alignment of the SIOP Model to the Common Core State Standards (CCSS). Based on research that confirms that the SIOP Model (Sheltered Instruction Observation Protocol) makes a positive difference academically for all students—and what works well for English learners will work equally well with other students—the book is ideal both for teachers who are already familiar with the SIOP Model, and those who are just learning about it. It gives educators a model for planning and implementing lessons that help the English learners in their charge gain access to grade-level content standards, and ultimately prepare them for life after high school, in college or a career.

New with the Second Edition is an accompanying online resource site, *PDToolkit for SIOP[®]*.

- The new website includes:
 - SIOP[®] Research
 - SIOP[®] Resources
 - SIOP[®] Lesson Plans and Activities
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Editorial Review

Review

"This text is relevant and necessary learning for pre-service teachers whether they are seeking ESL certification or not. With the growing demographic shifts, all teachers will inevitably have a few ore more ELs in their classrooms. More importantly, it places emphasis on necessary features which ought to be embedded in all lesson plans for ELs and other demographic groups which require direct and explicit instruction for mastery of academic language and content concepts." — **Miriam D. Ezzani, University of North Texas**

From the Back Cover

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Welcome to the SIOP Model for middle and secondary school students and teachers.

Based on the widely used book, *Making Content Comprehensible for English Learners: The SIOP[®] Model*, which covers all grade levels, this parallel book is designed to meet the specific needs of middle and secondary school students and teachers. In addition to the core information about the SIOP Model, the authors include lesson plans, teaching ideas, and many effective activities for working with adolescents who are English learners or who struggle with academic literacy. Several lessons, ideas, and activities show the alignment of the SIOP Model to the Common Core State Standards (CCSS). Based on research that confirms that the SIOP Model (Sheltered Instruction Observation Protocol) makes a positive difference academically for all students—and that what works well for English learners will work equally well with other students—the book is ideal both for teachers who are already familiar with the SIOP Model, and those who are just learning about it. It gives educators a model for planning and implementing lessons that help English learners in their charge gain access to grade-level content standards, and ultimately prepare them for life after high school, in college or a career.

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— **Miriam D. Ezzani, University of North Texas**

Jana Echevarría is Professor Emerita of Education at California State University, Long Beach. She has taught in elementary, middle, and high school in general education, special education, ESL, and bilingual programs. She has lived in Taiwan, Spain, and Mexico. Her UCLA doctorate earned her an award from the National Association for Bilingual Education's Outstanding Dissertations Competition. Her research and publications focus on effective instruction for English learners, including those with learning disabilities. She has presented her research across the U.S. and internationally including Oxford University (England), Wits

University (South Africa), South East Europe University (Macedonia), and University of Barcelona (Spain). Currently, she is Co-Principal Investigator with the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE). In 2005, Dr. Echevarría was selected as Outstanding Professor at CSULB.

MaryEllen Vogt is Professor Emerita of Education at California State University, Long Beach. Dr. Vogt has been a classroom teacher, reading specialist, special education teacher, 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.) (Allyn & Bacon, 2011), and the SIOP® book series. Her research interests include improving comprehension in the content areas, teacher change and development, and content literacy for English learners. She has provided professional development for teachers and administrators in all 50 states and in nine countries. Dr. Vogt received her university's Distinguished Faculty Teaching Award, and is a Past President of the International Reading Association.

Deborah J. Short, Ph. D., directs Academic Language Research & Training and provides professional development on sheltered instruction and academic literacy worldwide. Formerly she was a Division Director at the Center for Applied Linguistics, Washington, DC, where she co-developed the research-validated SIOP® Model for sheltered instruction. She has directed quasi-experimental and experimental studies on English language learners funded by the Carnegie Corporation of New York, the Rockefeller Foundation, and the U.S. Department of Education, among others. Her publications include research journal articles, the SIOP Model book series, and ESL textbook series for National Geographic Learning/Hampton-Brown. She taught English as a second/foreign language in New York, California, Virginia, and the Democratic Republic of the Congo.

About the Author

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Andre Barrett:

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