

The SIOP Model (Sheltered Instruction Observation Protocol) and Academic Vocabulary

The SIOP model, developed by MaryEllen Vogt, Jane Echevarría, and Deborah Short, calls for teachers to promote academic language development as they provide comprehensible content. In other words, each lesson should be designed to include both language and content objectives.

The model has eight components:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies and Scaffolding Techniques
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review/Assessment

The first component, lesson preparation, requires the teacher to develop specific content and language objectives with special attention to vocabulary and word usage. Academic vocabulary has three key elements:

1. Content Words: key vocabulary words, terms, and concepts associated with a particular topic such as *rhyme scheme*, *metaphor*, *stanza* in ELA or *fog*, *water vapor*, *meteorology* in Science
2. Process/Function Words: words and phrases that have to do with functional language such as *interpret*, *summarize*, *identify multiple perspectives*
3. Words and Word Parts that Teach English Structure: base words, roots, prefixes, and suffixes that enable students to learn and use new vocabulary

A key part of lesson preparation, then, is identifying those words that are necessary to teaching and learning the content objectives. This goes beyond the “words in bold print” that are emphasized in texts and teacher’s guides. Teachers need to be proactive in identifying words that may present a challenge to ELLs. And they need to enlist the collaboration of the ELLs themselves in identifying problematic words. The identified words are all presented and taught within the context of the unit and its content objectives. Vocabulary instruction is interwoven through all the subsequent lesson components.

Two strategies for effective teaching and learning of vocabulary are:

1. Student Lexicon
2. Frayer Graphic Organizers