

FIFTH EDITION

MAKING CONTENT COMPREHENSIBLE FOR ENGLISH LEARNERS

THE SIOP[®] MODEL

20 YEARS
OF RESEARCH

EMPIRICALLY VALIDATED • COLLEGE AND CAREER READINESS

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Making Content Comprehensible for English Learners: The SLOP[®] Model

fifth edition

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Preface

Even though the Sheltered Instruction Observation Protocol (now known as SIOP) has been used in schools for almost 20 years, it has never been more relevant than it is today with the emphasis on rigorous academic standards for all students such as the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Teachers—now more than ever—need a proven approach for making instruction understandable for English learners while at the same time developing their academic language skills. The SIOP is a mechanism for helping students reach high academic standards, and many of the features of SIOP are reflected in the standards, such as the emphasis on speaking and listening skills.

We hope that you will use this book (paper or electronic, depending on the book you've chosen) as a guide for lesson planning and teaching. SIOP teachers tell us that it is a resource they turn to again and again as they plan and carry out effective lessons, so we encourage you to highlight sections, mark pages with sticky notes, and fill margins with application ideas. We've written the book in a teacher-friendly way, and our hope is that it will become a valuable resource to you as you strive to become a high-implementing SIOP teacher. As you read, you will find lesson plans, teaching ideas, and many effective activities for working with English learners. Our recent research confirms that the SIOP Model makes a positive difference academically for all students, so what works well for English learners will work equally well with others in your classroom.

It is hard to believe that so many years have passed since we first began our journey with the SIOP Model. Back then, it would have been difficult to fathom that today, the SIOP Model would be implemented in schools throughout all 50 states in the United States, and in numerous countries. Whether you are already familiar with the SIOP Model or are just now learning about SIOP, we hope that you will find this fifth edition to be informative, helpful, and, most importantly, beneficial to the English learners and other students with whom you work. When we began our research, we recognized the need for a comprehensive, well-articulated model of instruction for preparing teachers to work with English learners. From this need, the SIOP was created. Now, with the widespread use of the SIOP Model, we have since written more than a dozen additional books on topics related to teaching English learners and SIOP implementation. (See Appendix D.)

Our work on the SIOP Model started in the early 1990s when there was a growing population of English learners, but no coherent model for teaching this student population. We began our efforts by reviewing the literature and examining district-produced guidelines for English learners to find agreement on a definition of sheltered instruction, also known as SDAIE (Specially Designed Academic Instruction in English) in some regions. A preliminary observation protocol was drafted and field-tested with sheltered instruction teachers. A research project through the Center for Research on Education, Diversity, & Excellence (CREDE) enabled us to engage in an intensive refinement process and to use the SIOP Model in a sustained

professional development effort with teachers on both the East and West Coasts. Through this process of classroom observation, coaching, discussion, and reflection, the instrument was refined and changed, and it evolved into the Sheltered Instruction Observation Protocol, or as it has come to be known, SIOP® (pronounced *sī-ōp*). SIOP offers teachers a model for lesson planning and implementation that provides English learners with access to grade-level content standards, including the Common Core and Next Generation Science Standards. By providing this access, we help prepare students for life after high school in colleges or careers as well.

Although a number of approaches to teaching English learners have emerged over the years, at present, SIOP remains the only research-validated model of sheltered instruction. Our studies have appeared in numerous peer-reviewed professional journals. In fact, because of its applicability across content areas, the national Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) used the SIOP Model as a framework for comprehensive school-wide intervention in its research aimed at improving the achievement of English learners in middle school. The SIOP Model is now being implemented at all levels of education from pre-K to community colleges and universities. It is used in sheltered content classes (also called integrated ELD in some states), dual language programs, content-based ESL classes, special education instruction, and general education classrooms.

Since the first edition of this book was published, we have continued to develop and refine the SIOP Model, but we have not changed the eight components and 30 features. They have withstood the test of time. In our work with thousands of teachers and administrators throughout the country, our own understanding of effective sheltered instruction and the needs of English learners has grown substantially. We believe, and research on SIOP confirms, that when teachers consistently and systematically implement the SIOP Model's 30 features in lessons for English learners and English speakers alike, the result is high-quality, effective instruction and improvement of student achievement.

As the authors of this book, we have approached our teaching, writing, and research from different yet complementary fields. Jana Echevarría's research and publications have focused on issues in the education of English learners, and on English learners with special education needs, as well as on professional development for regular and special education teachers. MaryEllen Vogt's research and publications focus primarily on improving reading instruction, including improving comprehension in the content areas, content literacy for English learners, and teacher change and development. Deborah Short is a researcher and former sheltered instruction teacher with expertise in second language development, academic literacy, methods for integrating language and content instruction, materials development, and teacher change.

The strength of our collaboration is that we approach the issue of educating English learners from different perspectives. In writing this fifth edition of *Making Content Comprehensible for English Learners: The SIOP® Model*, we each provided a slightly different lens through which to view and discuss instructional situations. But our varied experiences have led us to the same conclusion: Educators need a resource for planning and implementing high-quality lessons for English learners and other students—lessons that will prepare students eventually for college and careers—and SIOP is fulfilling this need.

■ What's New in This Edition

In this fifth edition, we have added a number of features based on the feedback we have received from educators who use SIOP. In particular, we have digitized the book in order to put more resources at your fingertips. There are embedded links to video clips of lessons and interviews and to lesson plan templates. Cognizant of the importance of instructional technology today, we have added sections on “Teaching with Technology” to the chapters describing the SIOP components. Further, we have made the book more interactive with opportunities for you to assess and reflect on what you are learning as you read and apply the ideas in this book.

Specifically, the changes to chapters include the following:

Chapter 1 Introducing the SIOP® Model

- Updated demographics and research throughout
- Updated discussion of English learners’ backgrounds and academic performance
- Updated discussion of current educational trends, including the Common Core State Standards and the Next Generation Science Standards
- Up-to-date discussion of academic language and literacy
- New video links inserted throughout to illustrate chapter discussion
- New Reflect and Apply eText feature
- Revised discussion questions
- New end of chapter Review & Assessment quiz in eText

Chapter 2 Lesson Preparation

- Updated research throughout
- Enhanced sections discussing content and language objectives and how to write them
- New figures related to Lesson Preparation
- Revised Teaching Scenarios and lesson plan
- New Reflect and Apply eText feature in which readers explain their ratings of teachers’ lessons
- New feature: Teaching with Technology
- New video links inserted throughout to illustrate chapter discussion
- Revised discussion questions
- New end of chapter Review & Assessment quiz in eText

Chapter 3 Building Background

- Substantive discussion of three categories of academic vocabulary
- New feature: Teaching with Technology
- New video links inserted throughout the e-Text to illustrate chapter discussion
- New Reflect and Apply eText feature where readers explain their ratings of teachers’ lessons

- Revised discussion questions
- New end of chapter Review & Assessment quiz in eText

Chapter 4 Comprehensible Input

- Updated research throughout
- New feature: Teaching with Technology
- Revised Teaching Scenarios lessons to reflect NGSS standards.
- New video links inserted throughout to illustrate chapter discussion
- New Reflect and Apply eText feature where readers explain their ratings of teachers' lessons
- Revised discussion questions
- New end of chapter Review & Assessment quiz in eText

Chapter 5 Strategies

- Updated description of strategic processing
- Reorganized classification of learning strategies
- New feature: Teaching with Technology
- New video links inserted throughout the eText to illustrate chapter discussion
- New Reflect and Apply eText feature where readers explain their ratings of teachers' lessons
- Revised discussion questions
- New end of chapter Review & Assessment quiz in eText

Chapter 6 Interaction

- Updated research throughout
- New video links inserted throughout to illustrate chapter discussion
- Revised discussion of the features including examples of the Common Core State Standards
- New feature: Teaching with Technology
- New Reflect and Apply eText feature where readers explain their ratings of teachers' lessons
- Revised discussion questions
- New end of chapter Review & Assessment quiz in eText

Chapter 7 Practice & Application

- Updated research throughout
- New Reflect and Apply eText feature where readers explain their ratings of teachers' lessons
- New feature: Teaching with Technology
- New video links inserted throughout to illustrate chapter discussion
- Revised Teaching Scenarios
- Revised discussion questions

- New end of chapter Review & Assessment quiz in eText

Chapter 8 Lesson Delivery

- Revised chapter objectives
- Updated research throughout
- Additional ideas for differentiation
- Revised Teaching Scenarios
- New Reflect and Apply eText feature where readers explain their ratings of teachers' lessons
- New feature: Teaching with Technology
- New video links inserted throughout to illustrate chapter discussion
- Revised discussion questions
- New end of chapter Review & Assessment quiz in eText

Chapter 9 Review & Assessment

- New discussion exploring the relationship between classroom context and assessment
- New questions to consider during progress monitoring students' reading development
- Expanded discussion on issues related to the formal and informal assessment of English learners
- New Reflect and Apply eText feature where readers explain their ratings of teachers' lessons
- New feature: Teaching with Technology
- New video links inserted throughout to illustrate chapter discussion
- Revised discussion questions
- New end of chapter Review & Assessment quiz in eText

Chapter 10 Issues of Reading, RTI, and Special Education for English Learners

- Updated discussion of reading and assessment issues for English learners,
- New section on the Common Core State Standards or other state English Language Arts Standards
- New Reflect and Apply eText feature
- Revised, comprehensive section on English learners and special education
- Updated research throughout
- New video links inserted throughout to illustrate chapter discussion
- Revised discussion questions
- New end of chapter Review & Assessment quiz in eText

Chapter 11 Effective Use of the SIOP[®] Protocol

- Updated and revised discussion of best practices in using the SIOP protocol and the use of SIOP scores
- New section: Using Non-Numeric Scores

- New video link to illustrate chapter discussion

Chapter 12 Frequently Asked Questions: Getting Started with the SIOP®

- New video links inserted throughout to illustrate answers to some of the frequently asked questions

Appendix B

- New lesson plan format

Appendix C

- Updated discussion of SIOP research

Appendix D

- Updated list of resources for further information, including books, journal articles, book chapters, and downloadable research briefs <https://siopblog.wordpress.com/>
- Web site with information about SIOP professional development, <http://siop.pearson.com>
- Web site for accessing SIOP Blogs <https://siopblog.wordpress.com/>

■ Highlights in the Book

- **Content and language objectives.** One of the most important aspects of SIOP is the inclusion of both content and language objectives for each and every lesson. Many teachers have found writing these objectives to be challenging, even as they acknowledge their importance both for their own planning and for their students' understanding of the lesson's content goals and language focus. Therefore, you will find an expanded section in Chapter 2 (Lesson Preparation) that provides specific guidance for writing a range of language objectives, along with recommendations for how to effectively present them orally and in writing to students.
- **Discussion of the eight components and 30 features of the SIOP.** Each chapter begins with discussion of a component of the SIOP and its various features. For example, the discussion of lesson planning is found in the first half of Chapter 2. As you read about each feature in this section, think about how it would “look” in an actual classroom setting and how teachers might use this information to prepare effective sheltered lessons.
- **Teaching scenarios.** The second half of each component chapter includes teaching scenarios. In these vignettes, teachers, who are teaching the same grade level and content, attempt to include the focal SIOP features, but with varying degrees of success. At the end of each teaching scenario, you will have the opportunity to use that component section of the SIOP to rate the effectiveness of the lesson in implementing these particular SIOP features. For example, as you read the teaching scenarios in Chapter 2, think about how well the three

teachers included the features of the Lesson Preparation component in their planning and introduction of the lesson to the class. Note that the illustrated lessons throughout the book range from elementary to high school and they cover a variety of content areas and student language proficiency levels. Many lessons reflect the Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) and specific standards are cited in several lessons.

- **Discussion of the three teaching scenarios.** Following the description of the three teachers' lessons, you will be able to see how we have rated the lessons for their inclusion of the SIOP features of effective sheltered instruction. We provide detailed explanations for the ratings and encourage you to discuss these with others in order to develop a degree of inter-rater reliability. In the eText, the Reflect and Apply feature allows you to explain your rating of each teacher's lesson in writing and print a copy for use during discussions in teacher preparation courses, in professional development sessions, or in learning groups at your school site.
- **Teaching with Technology vignettes.** New to this edition, each chapter has an added vignette that is related to the teaching scenarios. In the vignettes, the school's technology integration specialist, Ms. Palacios, suggests ways to enhance the target lessons by integrating specific technology applications. **Please note:** Due to the evolving nature of the Internet, it is a challenge to ensure that all of the links and Web programs listed in this chapter feature are updated and functional when you read the technology vignettes. While specific tools or services may appear in the narrative, we have also included the general term for each tool. If a specific service does not work or is no longer available, search with the general term for the tool and you should be able to find a comparable Web site.
- **Teaching ideas.** In this section in Chapters 2–10, you will find a variety of ideas and activities for implementing the eight SIOP components. Most of the ideas are appropriate for students in grades K–12, unless identified otherwise. Some activities may be familiar because you use them in your own classroom. We hope you'll be motivated to try the others because they represent best practice—those ideas and activities that are included have been found to be especially effective for English learners and learners still developing academic literacy skills.
- **Differentiating ideas for multi-level classes.** In this section found in Chapters 2–9, we show ways to differentiate instruction for various levels of language proficiency and academic skills.
- **Summary.** Each chapter has easy-to-read bulleted information that highlights the chapter's key points.
- **Discussion questions.** Based upon input from educators who have used this book, we have revised some of the discussion questions found at the end of each chapter to better reflect actual classroom practice with SIOP. We hope these questions will promote thinking about your own practice, conversations during professional development, and opportunities for portfolio reflection for preservice and inservice courses.

- **End of chapter Review & Assessment quiz in eText.** Readers who use an electronic version of the text will be asked to assess their understanding of the chapter through an end-of-chapter quiz.
- **The SIOP protocol.** In Appendix A, you will find both an extended version of the SIOP protocol and a two-page abbreviated protocol. The eight components and 30 features of the SIOP Model are identical in both instruments and they are included as options for your personal use.
- **SIOP lesson plan formats.** We have been asked frequently for assistance with lesson planning for SIOP. In this edition, we have included four different lesson plan formats for lesson plans (see Appendix B); we hope you will find one that is useful for you. In Chapters 2 and 5, you will also find complete plans for two of the lessons featured in the teaching scenarios (for Ms. Chen and Mr. Montoya). These lesson plans are written with different formats, grade levels, and subject areas.
- **Discussion of reading and assessment issues, and special education for English learners.** In our work with the SIOP Institutes and in district trainings, we have heard many educators ask questions about English learners who have reading or learning problems and are struggling academically because of them. Based on the published report of the National Literacy Panel on Language-Minority Children and Youth (August & Shanahan, 2006), the Response to Intervention (RTI) initiative, the Common Core State Standards, and the Next Generation Science Standards, we have updated Chapter 10 with information and recommendations that we hope you will find helpful in SIOP program design and implementation for students with special needs. (More detailed information can be found in Echevarría, Richards-Tutor & Vogt, 2016.)
- **SIOP research.** In Appendix C, you will find an overview of the findings from the original SIOP research as well as a discussion of the findings of several national research studies on the SIOP. If you are involved in a research study in your school, district, state, or university and have findings that contribute to the research literature on SIOP, we would greatly appreciate hearing about them.

■ Overview of the Chapters

The following section briefly describes each of the chapters in this new edition.

- The first chapter in the book introduces you to the pressing educational needs of English learners and to the SIOP Model of sheltered instruction. Issues related to English learner diversity, school reform accountability, No Child Left Behind, the Common Core State Standards and the Next Generation Science Standards, English learner programming, and academic language are also discussed.
- In Chapters 2 through 9, we explain SIOP in detail, drawing from educational theory, research, and practice to describe each component and feature. Teaching scenarios that are drawn from classroom lessons of sheltered instruction teachers follow. The features of the SIOP that pertain to each chapter are included

for the lesson descriptions in the teaching scenarios. After you read about each of the teachers' lessons, use the SIOP protocol to rate on the 4 to 0 rubric the degree to which the features are present. The eText provides an opportunity to explain your rating in writing and print a copy for use during discussions in teacher preparation courses, in professional development sessions, or in learning groups at your school site. The classroom scenarios reflect different grade levels and content areas in the chapters and are linked to core curriculum objectives. All the classrooms include English learners, and many also include native English speakers. Some have newly arrived English learners, known as newcomers.

- In Chapter 10, we discuss the special needs of English learners who have reading problems and/or learning disabilities. You may wish to read this chapter before you delve into SIOP, especially if you have had little experience teaching English learners. It will assist you in situating the SIOP in “real” classrooms with English learners who have a wide variety of academic and literacy abilities and needs.
- Chapter 11 provides a discussion of scoring and interpreting the SIOP protocol, explaining how the instrument can be used holistically to measure teacher fidelity to SIOP and strategically to guide the teacher in planning lessons for one or more targeted SIOP components. A full lesson from one research classroom is described and rated, revealing areas of strength and areas for improvement that can guide the teacher in future planning and teaching.
- Chapter 12 provides ideas and recommendations for implementing SIOP in the classroom, and in schools and districts. Frequently asked questions are included to guide you as you begin working with SIOP.
- In the Appendices, you will find the Sheltered Instruction Observation Protocol (SIOP[®]), both the comprehensive and the abbreviated versions. You will also find four lesson planning formats to guide your lesson design and implementation. Further, we have included an appendix that details SIOP research to date and another that lists a variety of resources including additional SIOP books, research articles, book chapters, research briefs, and SIOP internet resources. The book concludes with a Glossary of terms related to the instruction of English learners.

■ Acknowledgments

Many educators throughout the United States have contributed to this book through their work as SIOP teachers, bilingual specialists, curriculum coordinators, school and district administrators, and professional developers. We thank them for their insights and critical analyses of SIOP and protocol. Further, we appreciate the contributions of those who have participated in the SIOP Institutes and professional development throughout the country (for more information, see <http://siop.pearson.com/>). At each of these Institutes and trainings, we gain new understanding about our work from those who participate in them.

We also thank the many teachers and administrators in whose schools we have conducted research on the SIOP Model, both past and present. Their willingness

to let us observe and discuss their teaching of English learners has enhanced our understandings and validated our work. The contributions of these fine educators to the ongoing development of SIOP are many, and we are grateful for their continued interest and encouragement. Our colleagues and fellow researchers on these projects deserve our gratitude as well.

Two talented educators worked with us on the preparation of the manuscript for this book: Daniel Scibienski (ellconsulting.org), a SIOP teacher experienced with technology infusion, who created Ms. Palacios, the technology integration specialist you will meet in the chapters; and Dr. Laurie Weaver (Professor, Bilingual and Multicultural Studies, University of Houston-Clear Lake in Texas), a SIOP expert who created the Checking Your Understanding questions for the eText. We thank them for their contributions, and most especially, for being long-time SIOP supporters. In their respective roles as educators, both have created useful SIOP tools that enhance implementation of the model.

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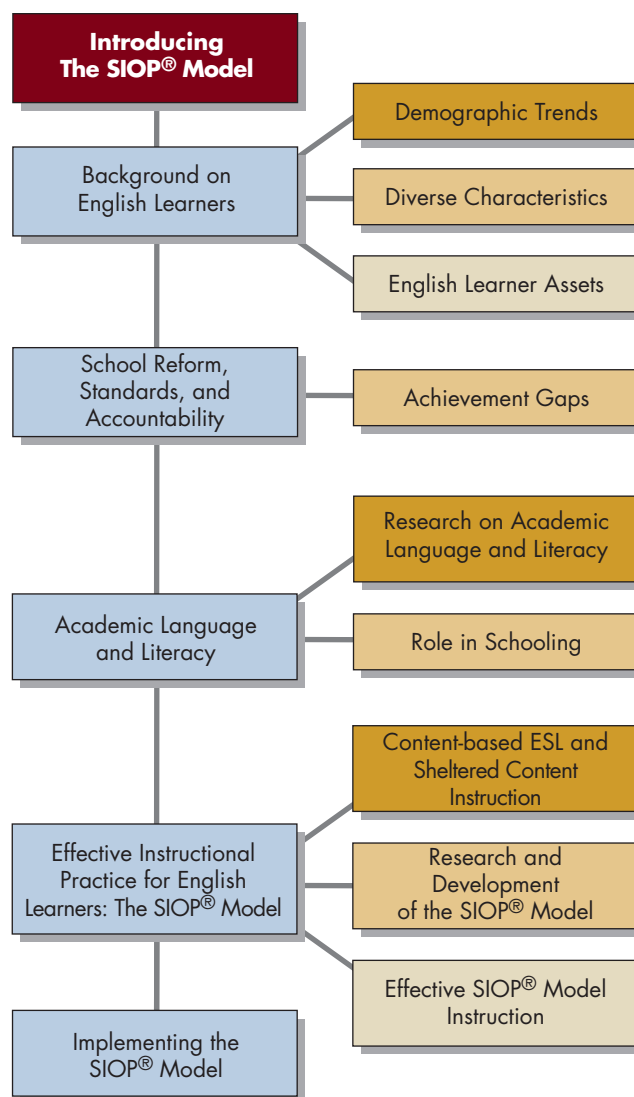


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Introducing the SIOP[®] Model



Learning Outcomes

After reading, discussing, and engaging in activities related to this chapter, you will be able to meet the following **content** and **language objectives**.

Content Objectives

List characteristics of **English learners** that may influence their success in school.

Distinguish between **content-based ESL** and **sheltered instruction**.

Explain the research supporting the **SIOP Model**.

Language Objectives

Discuss the benefits and challenges of school reform and its effects on English learners.

Develop a lexicon related to the **SIOP Model**.

Compare your typical instruction with **SIOP** instruction.

“**Hola prima,**” called Graciela to her cousin, Jocelyn, on the playground. “¡Ayúdame con mi tarea!” Graciela asked her cousin for help with a homework assignment. “¿Cuál es el problema?” replied Jocelyn. Graciela went on to explain that she had to write a paper about recycling. She had to write an action plan, but she didn’t know what an action plan was.

The two girls are cousins from Central America who had entered fourth grade in Bray Elementary School together seven months earlier. They had been placed in different classes in this suburban setting,

but because the fourth-grade science teachers all assigned the same project, Jocelyn knew how to help her cousin. She explained that her class had already started to work on that project. They had looked through the trash can in the lunchroom and found many things that could be recycled. They were creating a bulletin board with vocabulary and pictures about recycling. They had watched two videos, one about neighborhood families recycling and one about a recycling plant. They were going to make paper the next day. “We have to make a poster with our partner telling why it is important to recycle,” Jocelyn told her cousin. “We made a list in class of reasons, and I decided to try to stop pollution in the sea. Ms. Sylvan showed us two posters from last year’s class. Then she bookmarked some Web sites for me to look at. Some of them are in Spanish and you can listen to people talking about pollution and recycling. What did you do in class?”

Graciela explained that one day the teacher had talked to them for a long time about what recycling is and why it is important. “She told us to take notes when she talked, but it was hard. She talked too fast and she didn’t write anything on the board. Then we read a few pages in our science textbook and answered questions yesterday. Today she gave us this sheet and told us to start writing our ideas.” Graciela showed her cousin the assignment:

Think of a recycling project. What needs to be improved in your school or town?
Write an action plan proposing that the school board or the town council take steps to alleviate the problem or introduce a new program.

Jocelyn shook her head slowly as she looked at the paper. “I know what we can do. Let’s go ask Ms. Sylvan. She just came out of the cafeteria.” ●



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Graciela and Jocelyn have experienced different teaching styles in their fourth-grade classrooms. Graciela’s teacher uses a teacher-directed approach with an emphasis on mini-lectures and textbook reading. She provides little **scaffolding** for her English learners—indeed, little scaffolding for any of her students. Recycling, a topic that can connect science, engineering, and the environment, lends itself easily to visuals, hands-on materials, field trips, and more, but it is not brought alive in her classroom. Nor was a model for the action plan presented. Ms. Sylvan, on the other hand, provides a range of activities that help children understand the concept of recycling and see its application in their everyday lives. Her lessons built background and vocabulary for the fourth-graders and gave them hands-on experiences. She tapped into the students’ different learning modes and supported her English learners with access to Web sites in their **native language**.¹ Her lessons reveal a great deal of preparation that will lead to the success of all her students.

Jocelyn is luckier than a number of English learners. She has a teacher who provides effective instruction as she learns content through English, a new language. If more teachers learn the techniques that Ms. Sylvan uses, then many more English learners will have a chance to develop academic literacy in English and be successful in elementary school. But it will take significant effort on the part of schools, districts, and universities to make this happen for Graciela and other students like her.

■ Background on English Learners

Demographic Trends

Graciela is one of many English learners in our schools. In fact, she represents the fastest growing group of students. In eight years, from 2002–03 to 2010–11, the population of students participating in English learner programs in pre-K–12 schools increased about 14%, but the total pre-K–12 population, which includes these students, grew only 2%. In 2010–11, nearly 10% of the students in U.S. schools were English learners, equaling almost 4.7 million students out of a total enrollment of close to 49.5 million (National Center for Educational Statistics [NCES], 2013a).

However, it is important to recognize that the reported number refers to the *identified* English learners in language support programs. In some situations, students are no longer in English learner programs because they have completed the available course levels, yet they have not met the criteria to be redesignated as a former English learner (Parish et al., 2006). The number would be much higher, perhaps doubled, if we also add in the students who have passed their proficiency tests but are still struggling with *academic* English, the language used to read, write, listen, and speak in content classes to perform academic tasks and demonstrate knowledge of the subject standards.

The results of the 2013 American Community Survey estimated that 13% of the U.S. population was foreign born. Further, immigrants and their children who have been born in the United States represent about 25% of the population. Within the U.S. population of all people age 5 or older, 21% spoke a language other than English at home. Children age 5–17 make up about 17% of the U.S. population, and

¹ For more information about a unit on recycling designed for classes with English learners, see Syvanen, 2000.

within this group, 21% are reported as speaking a language other than English at home and 4.8% are reported as not speaking English very well (the U.S. Census Bureau's classification of limited English proficiency).² In 2013, one in four children under the age of 18 lived in immigrant families (Zong & Batalova, 2015). Furthermore, over 75% of English learners in our elementary schools were born in the United States; that is, they are second- or third-generation immigrants (Fix & McHugh, 2009).

The states with the highest numbers of **limited English proficient** individuals in 2010 were California, Texas, New York, Florida, Illinois, and New Jersey. These six states accounted for 67% of the limited English population in the United States. The top six states with the highest growth in limited English proficient individuals from 1990 to 2010 were not the same; these new destination states were Nevada, North Carolina, Georgia, Arkansas, Tennessee, and Nebraska (Pandya, Batalova, & McHugh, 2011).

The distribution picture is a little different when we consider the English learners in our pre-K–12 schools. The states with the highest percentages of English learner students (more than 10% of the enrollment) are Alaska, California, Colorado, Hawaii, Nevada, New Mexico, Oregon, and Texas. The top six states that have experienced the greatest percentage growth in pre-K–12 English learner enrollment from 2002–03 to 2010–11 are Arkansas, California, Hawaii, Kansas, Nevada, and South Carolina, (NCES, 2013a).

Changes in the geographic distribution of English learners to these new destination states present many challenges to the numerous districts that have not served large numbers of these students before. Academic programs are typically not well established; sheltered curricula and appropriate resources are not readily available; and, most important, many teachers are not trained to meet the needs of these second language learners.

Diverse Characteristics

In order to develop the best educational programs for English learners, we need to understand their diverse backgrounds. These learners bring a wide variety of educational and cultural experiences to the classroom as well as considerable linguistic differences, and these characteristics have implications for instruction, **assessment**, and program design. Further, they bring linguistic assets and other funds of knowledge that we ought to acknowledge. When we know students' backgrounds and abilities in their native language, we can incorporate effective techniques and materials in our instructional practices.

All English learners in K–12 schools are not alike. They enter U.S. schools with a wide range of language proficiencies (both in English and in their native languages) and much divergence in their subject matter knowledge. In addition to the limited English proficiency and the approximately 180 native languages among the students, we also find diversity in their educational backgrounds, expectations of schooling,

² Calculations for children age 5–17 not speaking English very well are based on data found at http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_13_5YR_B16004&prodType=table (retrieved April 13, 2015).

FIGURE 1.1 Diverse Characteristics of English Learners*English Knowledge*

- Exposure to English (social and academic)
- Familiarity with Roman alphabet and numbers
- Proficiency in spoken English
- Proficiency in written English
- English being learned as a third or fourth language

First Language (L1) Knowledge

- Oral proficiency in L1
- Literacy in the first language

Educational Background

- On-grade level schooling in home country
- On-grade level schooling in U.S. schools (in L1 or English)
- Partial schooling in L1
- No schooling in L1
- Partial schooling in English
- No schooling in English
- Long-term English learner

Sociocultural, Emotional, and Economic Factors

- Poverty level
- Mobility and absenteeism
- Exposure to trauma, violence, abuse, and other serious stressors
- Refugee or asylee status
- Parents' educational background

Other Educational Categories

- Special education
- Tier 2 or Tier 3 (Response to Intervention)
- Migrant
- Reclassified English learner
- Gifted and talented


socioeconomic status, age of arrival, personal experiences while coming to and living in the United States, and parents' education levels and proficiency in English. Some English learners are newcomers (i.e., new arrivals to the United States), some have lived in the United States for several years, and some are native born.

Figure 1.1 shows some background factors that should be considered when planning programs and instruction so English learners can succeed in school. Some important points to keep in mind follow:

- Some immigrant English learners had strong academic backgrounds before coming to the United States. Some are at or above equivalent grade levels in certain subjects—math and science, for example. They are literate in their native language and may have started studying a second language. Much of what these learners need is **English language development (ELD)** so that as they become more proficient in English, they can transfer the knowledge they learned in

their native country's schools to the courses they are taking in the United States. A few subjects not previously studied, such as social studies, may require special attention. These students have a strong likelihood of achieving educational success if they receive appropriate English language and content instruction in their U.S. schools.

- Some other immigrant students had very limited formal schooling—perhaps due to war in their native countries or the remote, rural location of their homes. These students have little or no literacy in their native language, and they may not have had such schooling experiences as sitting at desks all day, changing classrooms for different subjects, or taking high-stakes tests. They have significant gaps in their educational backgrounds, lack knowledge in specific subject areas, and need time to become accustomed to school routines and expectations. These English learners with limited formal schooling and below-grade-level literacy are most at risk for educational failure.
- There are also English learners who have grown up in the United States but who speak a language other than English at home. Some students in this group are literate in their home language, such as Mandarin, Arabic, or Spanish, and will add English to their knowledge base in school. If they receive appropriate English language and content instruction, they, too, are likely to be academically successful.
- Some other native-born English learners who do not speak English at home have not mastered either English or their native language. There is a growing number of English learners in this group who continue to lack proficiency in English even after five, six, or more years in U.S. schools. These students are referred to as *long-term English learners* (Menken & Kleyn, 2010). They typically have oral proficiency in English, but lack English reading and writing skills in the content areas. They struggle academically (Flores, Batalova, & Fix, 2012; Olsen, 2010) and often are unable to pass state tests required for reclassifying as fully English proficient (Saunders & Marcelletti, 2013).

 Watch this video to hear Mark Poulterer and Dr. Robert Jimenez talk about the variety in the educational and cultural backgrounds of their students. Note the ways they work to reduce student anxiety in classroom settings. How do you reduce anxiety for your students?

Sociocultural, emotional, and economic factors also influence English learners' educational attainment (Dianda, 2008).

- Poorer students, in general, are less academically successful (Glick & White, 2004) than all others.
- Undocumented status affects socioeconomic and postsecondary educational opportunities for some students and sometimes diminishes their motivation in high school.
- Mobility and absenteeism can impinge on school success: Students who had moved were twice as likely not to complete high school as those who had not faced such transitions (Glick & White, 2004). Students who are chronically absent are more likely to demonstrate poor academic performance (Balfanz & Byrnes, 2012).
- Post-traumatic stress, violence, abuse, family reunification, and experiences as a refugee or asylee are all issues that may lead an English learner to struggle in school.

- The parents' level of education also influences their children's success. Parents with more schooling are typically more literate and have more knowledge to share with their children, whether through informal conversations or while helping with homework.

Some students are dually identified, which has implications for educational services. For example, besides being English learners, some students have learning disabilities or are gifted and talented.

- English learners tend to be over- or underrepresented in special education because a number of districts struggle to distinguish between a delay in developing second **language proficiency** and a learning disability. Even when students are appropriately identified, some districts have difficulty providing effective services to bilingual special education students. Federal regulations require students to receive instructional hours for language development as well as for identified special education needs (U.S. Department of Justice, Civil Rights Division, & U.S. Department of Education, Office of Civil Rights, 2015).
- Some English learners and former English learners who score poorly on reading assessments may need additional services to improve their reading achievement, such as Tier 2 or Tier 3 in a **Response to Intervention (RTI)** program. While we believe that the SIOP Model we present in this book is the best option for Tier 1 instruction and may help avoid Tier 2 and 3 placements (see Echevarría, Richards-Tutor, & Vogt, 2015), not all schools utilize SIOP instruction.
- Some students are migrant English learners who move from school to school in the same year, jeopardizing their learning with absences and potentially incompatible curricula and assessments across districts or states.
- Some students have abilities that fit the criteria for gifted and talented services, but schools struggle to identify (and then instruct) them, particularly if they have low or no proficiency in English and speak a language other than Spanish.

English Learner Assets

When planning programs and instruction for English learners, we sometimes focus solely on what they are not yet proficient in and fail to consider the assets they bring to school. These assets are related to language and cultural practices in the home. For example, children learn to make guesses and predictions at home that act as precursors to **academic language** development in school, where they learn to call these notions *estimates*, *hypotheses*, or *theories* depending on the subject area. Similarly, in some **cultures** older children mentor younger siblings in performing chores and other tasks. Teachers can build on these relationship roles to construct collaborative learning environments in the classroom.

Teachers need to be aware of the language and literacy skills their students have and use outside of school. Figure 1.2 identifies some that are particularly relevant.

- **Oral language skills in the native language**—Many aspects of the native language learned at home through oral interaction can apply or transfer to learning academic English (August & Shanahan, 2006; Genesee et al., 2006; Guglielmi, 2008). These include phonemic awareness and phonics, vocabulary cognates, knowledge of affixes and roots, and listening comprehension strategies.

FIGURE 1.2 Linguistic and Sociocultural Assets of English Learners

- Oral language skills in the native language
- Literacy (reading and writing) skills in the native language
- Out-of-school literacy skills
- Language brokering roles
- Cultural funds of knowledge
- Life experiences

- **Literacy (reading and writing) skills in the native language**—Knowing how to read and write in the native language facilitates learning those skills in a second or new language (August & Shanahan, 2006; Genesee et al., 2006). Consider someone who can read and find the main idea in a native language text. That learner has mastered the cognitive reading strategy already. She or he may need to learn the words and syntax of English, but not how to find the main idea.
- **Out-of-school literacy skills**—Students use literacy outside of school, sometimes for family purposes (e.g., making a shopping list, reading a utility bill) and sometimes for personal reasons (e.g., using social media). These practices help them understand that literacy is used for different purposes and is found in different formats (Alvermann & Moore, 2011; Skerrett & Bomer, 2011).
- **Language brokering roles**—School-age English learners often assume the role of language broker in families where the adults do not speak English well (Cline, Crafter, O'Dell, & de Abreu, 2011). Students learn to engage with others using English, experiencing different interaction patterns, and being responsive to others' utterances. They learn to turn-take, ask for clarification, paraphrase, interpret, and translate.
- **Cultural funds of knowledge**—In their homes, students participate in language and cultural practices and activities that can be shared in the classroom. Teachers may learn about these funds through home visits and interviews. They may plan authentic classroom tasks around these funds that connect with the curriculum and invite parents as guest speakers (Gonzalez, Moll, & Amanti, 2005).
- **Life experiences**—Our students do not enter schools as blank slates. Many have had life experiences that are pertinent to the curricula. Some students farmed in their native countries and know about plant growth, animal reproduction, and more. Some students' families had market stalls, and the children learned about supply and demand, revenue and debt. They have lived in different climatic zones and biomes or have traveled across countries and continents. These children have much to offer to the instructional process.

■ School Reform, Standards, and Accountability

Our English learners enter U.S. schools in an academically demanding era. Schools have been increasing the academic rigor of instruction since the No Child Left Behind (NCLB) Act of 2001, and most English learners do not have time to learn English before they study the different subject areas in English. NCLB holds

schools accountable for the success of all of their students, and each state has standards for at least mathematics, reading, language arts, English language development, and science. Further, all states implement high-stakes tests based on these standards.

NCLB has had positive and negative impacts on educational programs (Dianda, 2008). On the positive side, the education of English learners is part of school improvement conversations, with attention being given to providing better educational opportunities for the learners and monitoring their language proficiency growth and academic progress. More schools regularly analyze assessment data to determine the progress of their efforts and adjust programs, instruction, and resources as indicated. More funding is available to help practicing teachers strengthen their instruction so students develop academic literacy skills and can access core content. Schools can tap federal and state funds to provide sustained professional development opportunities, including job-embedded coaching. Some states have also allocated additional resources for English learner programs, such as grants for specialized services for newcomers and students with interrupted educational backgrounds (Short & Boyson, 2012).

Unfortunately, the number of English learners has increased without a comparable increase in **ESL** or bilingual certified teachers. Despite the demographic trends, only six states require specific coursework for all teacher candidates on topics like ESL methods and second language acquisition: Alaska, Arizona, California, Florida, Pennsylvania, and New York (National Comprehensive Center on Teacher Quality, 2009). As a result, most mainstream teachers are underprepared to serve ELs when they exit their preservice institutions (McGraner & Saenz, 2009).

Negative effects of NCLB include penalties to schools and older students. Schools have been labeled “low performing” or “needs improvement” if their subpopulation of English learners does not attain testing achievement targets set for **native English speakers** on tests that have not been designed or normed for English learners (Abedi, 2002). This is especially problematic because most students are tested in English before they are proficient in the language. After three subsequent years of such labels, many schools face corrective action. Teachers report pressure to “teach to the test,” which reduces their implementation of creative lessons, project-based learning, and interdisciplinary units (Short & Boyson, 2012).

Additional reforms have taken place in terms of **standards-based** instruction and **assessment**, with the goal of preparing all students for colleges and careers. As of the 2014–15 school year, more than 40 states, the District of Columbia, and several U.S. territories have adopted a common set of K–12 English language arts/literacy and mathematics standards, called the **Common Core State Standards** (National Governors Association & Council of Chief School Officers [NGA & CCSSO], 2010a, 2010b). Educators in these states have modified their curriculum frameworks to ensure the required standards are included. On the one hand, if the standards are implemented as envisioned, high school graduates will be autonomous learners who effectively seek out and use resources to assist them in daily life, in academic pursuits, and in their jobs. On the other hand, the standards have been problematic for some English learners because the developers did not address English learners’ second language development needs. For instance, although there are standards related to foundations of literacy in grades K–5 (e.g., standards related to phonics), there are none