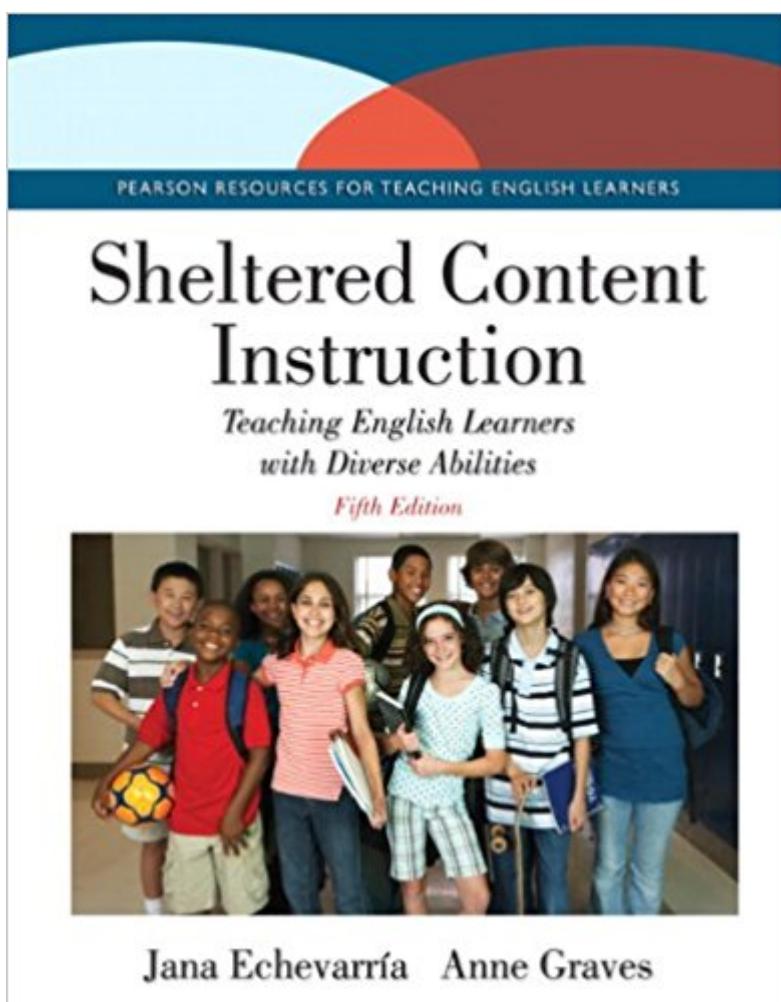


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Sheltered Content Instruction: Teaching English Learners With Diverse Abilities (5th Edition)



Synopsis

Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0133831612. A A A A popular text by renowned authors Jana Echevarria and Anne Graves, *Sheltered Content Instruction: Teaching English Learners with Diverse Abilities*, 5/e A presents a complete guide to preparing teachers to use the sheltered instruction approach to deliver content area instruction to English learners. It includes recent research, best practices, and policies that impact the education of English learners, and gives teachers the means to think about their own educational practices and the issues they should consider when teaching English learners, especially those struggling academically. The Enhanced Pearson eText features embedded video and internet resources.

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Book Information

Paperback: 192 pages

Publisher: Pearson; 5 edition (April 20, 2014)

Language: English

ISBN-10: 013375426X

ISBN-13: 978-0133754261

Product Dimensions: 8.5 x 0.4 x 10.9 inches

Shipping Weight: 12.8 ounces (View shipping rates and policies)

Average Customer Review: 4.0 out of 5 stars 33 customer reviews

Best Sellers Rank: #33,932 in Books (See Top 100 in Books) #50 in A Books > Reference >

Customer Reviews

This new edition of the popular text by renowned authors Jana Echevarria and Anne Graves is a complete guide to preparing teachers to use the sheltered instruction approach to deliver content area instruction to English learners. By including recent research, best practices, and policies that impact the education of English learners, *Sheltered Content Instruction: Teaching English Learners with Diverse Abilities*, 5/e gives teachers the means to think about their own educational practices and the issues they should consider when teaching English learners, especially those struggling academically. A classic in the field, the book defines sheltered instruction, or Specially Designed Academic Instruction in English (SDAIE), and presents strategies for its successful implementation in K-12 classrooms.

Invigorate learning with the Enhanced Pearson eText

The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content with the following multimedia features:

- Embedded videos illustrate key concepts and strategies, allowing readers to see real teachers in real classrooms, sharing their insights.
- Internet resources. Weblinks to further explore content related to the chapter.

Jana Echevarría, Ph.D., is Professor Emerita of Special Education at California State University, Long Beach where she received the honor of being selected as Outstanding Professor. She has taught in elementary, middle, and high schools in special education, English as a Second Language, and bilingual programs. She has lived in Taiwan, Spain, and Mexico and is an internationally known expert on second language learners. 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), Harvard University (U.S.), South East Europe University (Macedonia), and University of Barcelona (Spain). Publications include the popular SIOP book series and over 50 books, book chapters and journal articles.

Anne W. Graves, Ph.D., is a Professor at San Diego State University (SDSU) teaching and conducting research on instruction in reading and writing for learners with disabilities from diverse backgrounds since 1990. Beginning in 1975, Graves taught in special education settings in the public schools for 6 years. After receiving her Ph.D. at the University of Wisconsin-Madison in 1984, she was a Professor at

University of South Carolina---Coastal Campus and Sacramento State University before coming to SDSU. Her research on efficient and effective instructional approaches and interventions has resulted in numerous publications and presentations at local, state, and international conferences. Graves is part of a research team at San Diego State that conducts studies of intensive small group instruction for struggling readers in culturally and linguistically diverse settings. Currently, she is principal investigator on a grant that supports cultural and linguistic emphasis in teacher preparation for candidates seeking credentials in both special education and bilingual elementary or secondary known as ADELANTE funded by Office of English Language Acquisition in the U. S. Department of Education.

The text is very good, but this version doesn't have the Pearson ebook links. I am not a fan of nonfiction books on computers but you should probably spend the extra \$6 and get the version that includes the links to about 15 videos. I blame Pearson for requiring this additional cost; isn't \$40 enough? Seriously. Some of the content relies on the video, such as "Watch this video of content area strategy instruction." The ISBN for that version is 0133831612.

The content is great, and the organization of the book is good. However, I am not happy that the video links don't work, nor is there a website address to view them. This appears to be essential content that is not available to Kindle for PC readers.

Easy to read pages that are low glare. While its a textbook it is not so technical that it can't be understood easily. Lots of info into nine chapters and only weighs about a 8 ozs. not heavy at all and not very thick, maybe 250 pages at best.

This was required content for my teacher preparation - it closely resembles my own experience of best practices as both a language learner and a language teacher. I have TESOL training that is more hands-on, concrete - what activities to use, how to structure lessons - which I feel better prepares teachers for all manner of instruction. I think this is a good starting point but I would urge teachers to go farther and learn more and become students themselves to understand why and how it works.

This book was very helpful and informative, explained the necessary information and answered the pertinent questions I had no answers too. Also this book shipped out on time!

Came with the spine ripped

Very satisfied with the product. It came in a timely manner.

Required for school. I'm getting all the information I need to do well in the class.

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