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A comprehensive, coherent and certified research model designed to help secondary English learners meet strict academic standards. In this comprehensive guide, secondary teachers have an easy-to-use approach to planning and implementing lessons that provide students with access to class-level content, develop students' academic English skills, and prepare students to be college and professional. Proven successful in improving the effectiveness of teaching and achieving academic gains for students, the SIOP model presented in this book can be applied in all areas of content, across grade levels and English proficiency levels. Highlights in the third edition include specific applications from SIOP to common platform and other government standards, as well as new educational reforms such as ESSA. To help teachers implement the SIOP model, new educational tools have been added, including Reflect and Apply exercises, teaching with technological short articles, a new SIOP lesson plan model and a sample plan, and a new, easy-to-use approach to identifying and writing language goals. Pearson's enhanced eText version provides built-in video links that enable students to see the SIOP model at work, along with interviews with SIOP teachers. The book is based on the widespread use of making content understandable to English language learners: the SIOP model, which covers all grade levels. Stimulating learning with Pearson eTextThe promotion pearson eText provides a rich, interactive educational environment designed to improve student content mastery with the following multimedia features: videos included in each chapter feature examples of the SIOP model at work, as well as interviews with SIOP teachers. Check your understanding tests at the end of each chapter that help readers measure their understanding of the content. (See Chapter 1-10 Endings.) Jana Ishimara, Ph.D., is Professor Emerita at California State University, Long Beach, where she was selected as a distinguished professor. She studied in general education, private education, ESL, and bilingual programs in American schools, and lived and worked in Taiwan, Mexico and Spain, and in Macedonia where she specialized in Fulbright. Her research and publications focus on effective education for English language learners, including those with learning difficulties. She has presented her research throughout the United States and internationally including Oxford University (England), Witte's University (South Africa), Harvard University (United States), Stanford University (United States), University of Barcelona (Spain) and University of Southeast Europe (Macedonia). SIOP Founder, her publications include more than 60 books, chapters of books and magazine articles. Marilyn Vogt, Ed.D. is Emerita's Professor of Education at California State University, Long Beach. D. A former classroom teacher, a reading specialist, a curriculum coordinator and a teacher, received her Ph.D. from the University of California, Berkeley. She is the author of numerous articles and chapters and co-author of seventeen books for teachers and administrators, including Career Learning at Work: An Achievement Approach for Learning Teachers (Risko & Vogt, 2016). Her research interests include improving understanding in the areas of content, changing and developing teachers, literacy of content and language acquisition for English language learners. Dr. Vogt has provided professional development in all 50 states and in several countries, including Germany, where she worked as a visiting researcher at the University of Cologne. She was admitted to the California Reading Hall of Fame, received an Outstanding Teaching Award from her college, and served as President of the International Reading Society. Deborah J. Short, Ph.D., founded and directed the Academy of Language Research and Training, a consulting firm, provides professional development in protected education, content-based education, and academic literacy worldwide. She was formerly a department director at the Center for Applied Linguistics, Washington, D.C., where she co-developed the SIOP model and conducted semi-experimental and experimental studies on English language learners funded by the Carnegie Endowment in New York, the Rockefeller Foundation, the U.S. Department of Education, and others. Her publications include magazine articles, the SIOP model book series, and several ESL textbook series for National Geographic/Cengage. She studied English as a second/foreign language in New York, California, Virginia and the Democratic Republic of the Congo. She has served on the Board of Directors of TESOL International and has researched in the United States, Canada, New Zealand, Brazil, Colombia, Europe and the Middle East. A short table of contents1. Enter form 2. SIOP. Lesson Setting 3. Build background 4. The concept of input 5. Strategies 6 - AIDS, flowers, flowers and flower interaction 7 - interaction between practice countries and application 8. Lesson Delivery 9. Review and evaluate 10. Issues of reading, RTI, and special education for English language learners 11. Effective use of protocol 12. FAQs: Start working with SIOP ModelAppendix A: SIOP (Protected Instruction Monitoring Protocol) Appendix B: Extension Of Lesson Plans C: Search in SIOP (Protected Instruction Monitoring Protocol) Appendix D Model: SIOP Professional Development Resources Reference GlossbookSearch A Detailed Table of Contents1. 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