



Instruction: A Models Approach, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package (7th Edition)

By Thomas H. Estes, Susan L. Mintz

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Pre-service, beginning, and experienced teachers alike can turn to this comprehensive resource for help in expanding their instructional repertoires through instructional models presented within a standards-based and instructionally aligned process. The authors present 10 evidence-based instructional models and their variations offering a range of cognitive approaches to instruction—creative, compliant, collaborative, competitive, inductive, deductive, concrete, and abstract. Each model is discussed using helpful elementary and secondary examples, a variety of academic content areas, detailed steps for implementation, and a look at the demands on students. The new edition of *Instruction: A Models Approach* includes several features that support the development of instructional skills: chapters move from concrete models to abstract (simple to more complex) to build a clearer understanding of the ideas, video examples and instructional strategies illustrate the concepts, and extension activities offer practice with important new information and skills. The result is a classroom-ready resource that makes instructional models clear and relevant for readers within a standards-based and instructionally aligned process. The Enhanced Pearson eText features embedded video and internet resources.

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Editorial Review

From the Back Cover

A look at the contemporary context of teaching and what is known about student learning through 10 evidence-based instructional models and their variations—presenting a range of cognitive approaches to instruction.

Pre-service, beginning, and experienced teachers alike can turn to this comprehensive resource for help in expanding their instructional repertoires through instructional models presented within a standards-based and instructionally aligned process. The book is based on the premise that teaching is a complex and challenging endeavor and that effective instruction must begin with an understanding of how students learn and how instruction should be designed, and a conviction that instructional design should stem from that understanding. To that end the authors present 10 evidence-based instructional models and their variations offering a range of cognitive approaches to instruction—creative, compliant, collaborative, competitive, inductive, deductive, concrete, and abstract. Each model is discussed using helpful elementary and secondary examples, a variety of academic content areas, detailed steps for implementation, and a look at the demands on students. The new edition includes several features that support the development of instructional skills: chapters move from concrete models to abstract (simple to more complex) to build a clearer understanding of the ideas, video examples and instructional strategies illustrate the concepts, and extension activities offer practice with important new information and skills. The result is a classroom-ready resource that makes instructional models clear and relevant for readers within a standards-based and instructionally aligned process.

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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 with explanations of the instructional models and strategies in specific contexts.

About the Author

Thomas H. Estes is professor emeritus of the Curry School of Education at the University of Virginia. Currently he serves as president of Dynamic Literacy, a company specializing in vocabulary development products based in Latin and Greek underpinnings of academic English. He received his PhD in reading education from Syracuse University. Dr. Estes taught in the McGuffey Reading Center of the Curry School and in the Curriculum, Learning, and Teaching program for 31 years.

Susan Mintz is an associate professor and program coordinator of Secondary Education in the University of Virginia's Teacher Education program. She also teaches and advises graduate students in the Curriculum and Instruction doctoral program. Dr. Mintz received her PhD in teacher education from Syracuse University. She is an author of the CLASS-S observation manual, developed at the University of Virginia's Center for the Advanced Study of Teaching and Learning.

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Elizabeth Talbot:

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Sunday Richey:

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