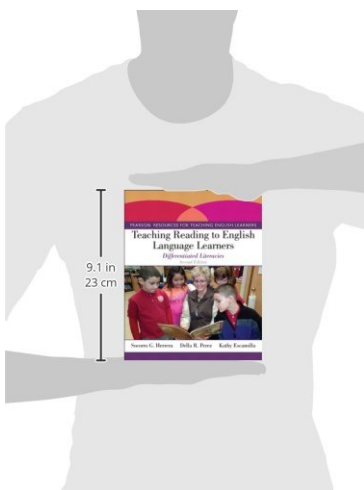


[PDF] Teaching Reading To English Language Learners: Differentiated Literacies (2nd Edition) (Pearson Resources For Teaching English Learners)

Socorro G. Herrera, Della R. Perez, Kathy Escamilla
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Description:

A practical, research-based guide, *Teaching Reading to English Language Learners* gives ESL teachers and grade-level teachers the information and strategies they need to support second language literacy development with their Culturally Linguistically Diverse (CLD) learners, in addition to the program the school already has in place. Throughout, the authors guide teachers to modify literacy instruction to address both the assets and the needs of their English learners. Included are strategies for converting research into practical application; illustrative student samples from multiple grade levels and language backgrounds; teacher insights; a look at the sociocultural, academic, cognitive, and linguistic dimensions of the CLD student biography; and a number of helpful pedagogical aids.

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Library of Congress Cataloging-in-Publication Data Herrera, Socorro Guadalupe. Teaching reading to english language learners : differentiated literacies / Socorro G. Herrera, Della R. Perez, Kathy Escamilla. p. cm. Includes bibliographical references and index; . ISBN-13: 978-0-205-49217-6 (pbk.) ISBN-10: 0-205-49217-7 (pbk.) 1. English languageâ€”Study and teachingâ€”United Statesâ€”Foreign speakers. 2. Readingâ€”United States. 3. Linguistic minoritiesâ€”Educationâ€”United States.Â Her Kâ€™12 teaching experience includes an emphasis on literacy development. Her research focuses on literacy opportunities with culturally and linguistically diverse students, reading strategies, and teacher preparation for diversity in the classroom. How to explore reading with young learners. Early literacy strategies. Phonemic awareness (graphophonics). Young learners of English need explicit instruction on the link between the symbols (letters) in English and the sounds they make.Â Extensive reading is where learners read a lot of easy material in the new language. They choose their own material and read it independently from the teacher. (Krashen, 1988).Â They have spent many years in the field of teaching English to young learners as teachers, teacher/trainer trainers, material developers and consultants to Ministries of Education. Add new comment. Log in or register to post comments. A - Z of Content. Component literacy skills of english language learners. The available research, though limited, suggests that, compared with adult native speakers with low literacy in adult education programs, adult English language learners with low literacy in these programs show weaker vocabulary, passage comprehension, and sight word reading skills but better phonological processing (decoding nonwords) and somewhat better phonological awareness (Nanda, Greenberg, and Morris, 2010; see Chapter 2 for discussion of the components.Â Several factors affect the development of language and literacy in a second language and are important to consider in the design of effective instructional practices for segments of the English learner population. 3 Methods for teaching reading. Introduction. Pre-literacy skills. Phonics Method. Whole-word Approach. Language Experience Method. Tips for parents. Learning difficulties.Â The goal of the Language Experience Method is to teach children to read words that are meaningful to them. Vocabulary can then be combined to create stories that the child relates to. Yet while there are various approaches to reading instruction, some work better than others for children who struggle with learning difficulties.Â Dyslexic learners may therefore benefit from a method that teaches whole-word reading and de-emphasizes the decoding process. Orton Gillingham is a multi-sensory approach that has been particularly effective for dyslexic children. Her Kâ€™12 teaching experience includes an emphasis on literacy development. Her research focuses on literacy opportunities with culturally and linguistically diverse students, reading strategies, and teacher preparation for diversity in the classroom.Â What a difference this book makes for understanding how to differentiate instruction for ELL students! My only criticism is that I wished that this book provided more intervention strategies for writing difficulties, but this isn't the author's fault because there isn't much research to date in this category.

Library of Congress Cataloging-in-Publication Data Herrera, Socorro Guadalupe. Teaching reading to english language learners : differentiated literacies / Socorro G. Herrera, Della R. Perez, Kathy Escamilla. p. cm. Includes bibliographical references and index; . ISBN-13: 978-0-205-49217-6 (pbk.) ISBN-10: 0-205-49217-7 (pbk.) 1. English language--Study and teaching--United States--Foreign speakers. 2. Reading--United States. 3. Linguistic minorities--Education--United States.Â Her Kâ€“12 teaching experience includes an emphasis on literacy development. Her research focuses on literacy opportunities with culturally and linguistically diverse students, reading strategies, and teacher preparation for diversity in the classroom. This title is out of print. Teaching Reading to English Language Learners: Differentiating Literacies. Socorro G. Herrera, Kansas State University. Della R. Perez, Kansas State University.Â For reading and writing instruction to be effective for Culturally Linguistically Diverse (CLD) students, meaning must be at the core of instruction. This book stresses meaning and relevance as the basis for all instructional activities and strategies. If meaning is at the center, it is not necessary to delay literacy instruction in English while students are learning to understand and speak English. The chapters in the book address in a concrete and specific way how literacy instruction needs to be modified for ELLs. This project studies differentiated instruction (DI) as a framework for effective teaching that involves providing all students within their diverse classroom community of learners a range of different paths for understanding new information and its implications for English as a foreign language in the Moroccan context at the secondary level. Our data was collected using ISALEM97 test and colannino 2007 self-assessment test. 29 first baccalaureate students (SM stream) completed the tow questionnaires. Our analysis validates the following hypotheses 1 Students benefit from teachers who tailor t And ELLâ€“English Language Learnerâ€“students can struggle in class without a bit of extra support. Both language teachers and subject teachers alike must adjust their teaching strategies here and there to suit these learners.Â For ELL students, it could also apply to their current level of reading, writing and oral skills. Using student readiness to create lessons and instructional strategies means youâ€™re creating tasks that closely match studentsâ€™ skill levels and what they understand about the topic youâ€™re teaching.Â The more teachers understand this and create differentiated strategies to help them grow, the more weâ€™ll see these types of learners develop into confident, fluent English speakers.