

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

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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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Her 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. 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. Why pre-reading activities? Language learners need a reason to read. Activating prior knowledge is extremely important therefore for the ESL (English as a Second Language) or EFL (English as the First Language) learner who does not feel completely confident of his/her ability to read in the target language. This is where pre-reading activities come in. Pre-reading also has practical implications for lesson design and planning. Obviously in teaching a pupil to read English words, much more attention should be given to those letters which occur in both languages but symbolize entirely different sounds. For example, H, p (Pupils often read How as [nau]. 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. 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.

And ELLs—English Language Learners—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. 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 you're creating tasks that closely match students' skill levels and what they understand about the topic you're teaching. The more teachers understand this and create differentiated strategies to help them grow, the more we'll see these types of learners develop into confident, fluent English speakers. 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. 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. 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. Her K-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.