

[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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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.

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. 4. Read Or Get This Book *Teaching Reading to English Language Learners: Differentiated Literacies* TOP RATED#1}, Visit Direct Links by clicking the DOWNLOAD button IMAGE BOOK. Recommended. Teaching reading is very important, because it helps to develop others skills: speaking and writing. This theme is very relevant, because sometimes in school teachers don't develop this skill right way, and spare a little time for it. 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. 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]. 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. Dr. Herrera has recently published two books with Allyn and Bacon: *Mastering ESL and Bilingual Methods: Differentiated Instruction for Culturally and Linguistically Diverse Students* (2005) and *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students* (2007). What a difference this book makes for understanding how to differentiate instruction for ELL students! Laura Baecher The author shares *Differentiated Instruction* for differentiation strategies that English Language Learners: maintain consistent whole- class learning objectives, *Strategies for the Secondary* while meeting the needs of English Teacher adolescents learning English as a new language. _ Introduction sociolinguistic and strategic competence The growing population of English language (Canale,1983) as well as specific semantic and learners (ELLs) in the nationâ€™s schools is not syntactic knowledge (Shlepegrell, 2001). limited to states like New York **READING AS AN AIM AND A MEANS OF TEACHING AND LEARNING A FOREIGN LANGUAGE** 2.1 The content of teaching reading. â€¦.. 27 2.2. Some difficulties pupils have in learning to read in the English language. â€¦.. 34 2.3. How to teach readingâ€¦..38 **CHAPTER III. Overcoming the scarcity at the teaching reading** 3.1. Methods of Teaching Reading to Learners 3.2. Learners read effectively only when they are ready. The readerâ€™s preparedness to read is called â€˜reading readinessâ€™. According to Thorndikeâ€™s law of learning, the first requisite for beginning reading is an interest in reading.