

TEACHING READING TO ENGLISH LANGUAGE LEARNERS

TEACHING READING TO ENGLISH LANGUAGE LEARNERS IS A CRITICAL COMPONENT OF LANGUAGE ACQUISITION THAT REQUIRES SPECIALIZED STRATEGIES AND UNDERSTANDING. ENGLISH LANGUAGE LEARNERS (ELLs) OFTEN FACE UNIQUE CHALLENGES WHEN DEVELOPING LITERACY SKILLS, INCLUDING LIMITED VOCABULARY, UNFAMILIARITY WITH ENGLISH PHONETICS, AND CULTURAL DIFFERENCES THAT AFFECT COMPREHENSION. EFFECTIVE TEACHING READING TECHNIQUES FOR ELLs INVOLVE INTEGRATING LANGUAGE DEVELOPMENT WITH READING INSTRUCTION, FOCUSING ON VOCABULARY BUILDING, PHONEMIC AWARENESS, AND PROVIDING AMPLE OPPORTUNITIES FOR MEANINGFUL PRACTICE. THIS ARTICLE EXPLORES EVIDENCE-BASED METHODS, INSTRUCTIONAL APPROACHES, AND PRACTICAL TIPS DESIGNED TO IMPROVE READING PROFICIENCY AMONG ENGLISH LANGUAGE LEARNERS. EDUCATORS WILL FIND COMPREHENSIVE GUIDANCE ON SCAFFOLDING, USING VISUAL AIDS, AND ASSESSING PROGRESS TO ENSURE SUCCESSFUL LITERACY OUTCOMES. THE FOLLOWING SECTIONS WILL DELVE INTO THE FOUNDATIONAL THEORIES, INSTRUCTIONAL STRATEGIES, AND CLASSROOM PRACTICES ESSENTIAL FOR TEACHING READING TO ENGLISH LANGUAGE LEARNERS.

- UNDERSTANDING THE CHALLENGES OF TEACHING READING TO ENGLISH LANGUAGE LEARNERS
- EFFECTIVE INSTRUCTIONAL STRATEGIES FOR READING DEVELOPMENT
- INTEGRATING VOCABULARY AND LANGUAGE SKILLS IN READING INSTRUCTION
- ASSESSING AND MONITORING READING PROGRESS IN ELLs
- CLASSROOM PRACTICES AND RESOURCES TO SUPPORT ELL READERS

UNDERSTANDING THE CHALLENGES OF TEACHING READING TO ENGLISH LANGUAGE LEARNERS

TEACHING READING TO ENGLISH LANGUAGE LEARNERS INVOLVES ADDRESSING MULTIPLE OBSTACLES THAT AFFECT LITERACY ACQUISITION. ELL STUDENTS OFTEN COME FROM DIVERSE LINGUISTIC AND CULTURAL BACKGROUNDS, WHICH CAN IMPACT THEIR FAMILIARITY WITH ENGLISH PHONETICS AND SYNTAX. IN ADDITION, LIMITED EXPOSURE TO ENGLISH OUTSIDE THE CLASSROOM CAN HINDER VOCABULARY DEVELOPMENT AND COMPREHENSION. THESE LEARNERS MAY ALSO EXPERIENCE DIFFICULTY TRANSFERRING LITERACY SKILLS FROM THEIR NATIVE LANGUAGE TO ENGLISH, ESPECIALLY IF THEIR FIRST LANGUAGE USES A DIFFERENT WRITING SYSTEM.

LANGUAGE PROFICIENCY AND READING DEVELOPMENT

LANGUAGE PROFICIENCY IS A CRITICAL FACTOR INFLUENCING READING SUCCESS FOR ELLs. LEARNERS WITH LOW ENGLISH PROFICIENCY MAY STRUGGLE WITH DECODING WORDS AND UNDERSTANDING TEXT MEANING. THE DEVELOPMENT OF ORAL LANGUAGE SKILLS, INCLUDING LISTENING AND SPEAKING, IS CLOSELY LINKED TO READING COMPREHENSION AND FLUENCY. WITHOUT ADEQUATE ORAL LANGUAGE PROFICIENCY, ELLs MAY FIND IT CHALLENGING TO ENGAGE WITH COMPLEX TEXTS OR ACADEMIC VOCABULARY.

CULTURAL AND LINGUISTIC DIFFERENCES

ELLs BRING DIVERSE CULTURAL PERSPECTIVES AND LINGUISTIC STRUCTURES THAT CAN AFFECT READING COMPREHENSION. CULTURAL REFERENCES, IDIOMATIC EXPRESSIONS, AND BACKGROUND KNOWLEDGE EMBEDDED IN TEXTS MAY BE UNFAMILIAR, LEADING TO MISUNDERSTANDINGS. MOREOVER, DIFFERENCES IN SENTENCE STRUCTURE, GRAMMAR, AND PHONOLOGY BETWEEN THE LEARNER'S FIRST LANGUAGE AND ENGLISH CAN COMPLICATE DECODING AND WORD RECOGNITION PROCESSES.

EFFECTIVE INSTRUCTIONAL STRATEGIES FOR READING DEVELOPMENT

IMPLEMENTING TARGETED INSTRUCTIONAL STRATEGIES IS ESSENTIAL FOR TEACHING READING TO ENGLISH LANGUAGE LEARNERS EFFECTIVELY. THESE STRATEGIES SHOULD ENCOMPASS PHONEMIC AWARENESS, DECODING SKILLS, FLUENCY BUILDING, AND COMPREHENSION DEVELOPMENT. INSTRUCTION MUST BE EXPLICIT, SCAFFOLDED, AND RESPONSIVE TO THE LEARNERS' LANGUAGE PROFICIENCY LEVELS.

PHONEMIC AWARENESS AND DECODING

PHONEMIC AWARENESS, THE ABILITY TO RECOGNIZE AND MANIPULATE SOUNDS IN SPOKEN LANGUAGE, IS FUNDAMENTAL FOR READING SUCCESS. ELLS BENEFIT FROM SYSTEMATIC PHONICS INSTRUCTION THAT CONNECTS SOUNDS TO THEIR CORRESPONDING LETTERS OR LETTER COMBINATIONS. TEACHING DECODING SKILLS ENABLES LEARNERS TO BREAK DOWN UNFAMILIAR WORDS, FACILITATING INDEPENDENT READING.

FLUENCY AND COMPREHENSION TECHNIQUES

READING FLUENCY INVOLVES ACCURACY, SPEED, AND PROPER EXPRESSION. TO ENHANCE FLUENCY, REPEATED READING OF GRADE-APPROPRIATE TEXTS AND GUIDED ORAL READING PRACTICES ARE EFFECTIVE. COMPREHENSION STRATEGIES SUCH AS PREDICTING, QUESTIONING, SUMMARIZING, AND CLARIFYING HELP ELLS ENGAGE WITH TEXTS MORE DEEPLY, IMPROVING UNDERSTANDING AND RETENTION.

SCAFFOLDING AND DIFFERENTIATED INSTRUCTION

SCAFFOLDING PROVIDES TEMPORARY SUPPORT TO LEARNERS AS THEY DEVELOP NEW SKILLS. IN READING INSTRUCTION, THIS MAY INCLUDE PRE-TEACHING VOCABULARY, USING GRAPHIC ORGANIZERS, OR MODELING READING STRATEGIES. DIFFERENTIATED INSTRUCTION TAILORS ACTIVITIES TO MEET INDIVIDUAL LEARNER NEEDS, ENSURING ALL STUDENTS CAN ACCESS THE CURRICULUM AND PROGRESS EFFECTIVELY.

INTEGRATING VOCABULARY AND LANGUAGE SKILLS IN READING INSTRUCTION

VOCABULARY ACQUISITION AND LANGUAGE DEVELOPMENT ARE INSEPARABLE FROM READING PROFICIENCY FOR ENGLISH LANGUAGE LEARNERS. A STRONG VOCABULARY BASE ENABLES LEARNERS TO DECODE WORDS MORE EFFICIENTLY AND COMPREHEND TEXTS AT HIGHER LEVELS. INSTRUCTION THAT INTEGRATES SPEAKING, LISTENING, READING, AND WRITING FOSTERS WELL-ROUNDED LANGUAGE SKILLS.

EXPLICIT VOCABULARY INSTRUCTION

EFFECTIVE VOCABULARY TEACHING INVOLVES EXPLICIT INSTRUCTION OF HIGH-FREQUENCY AND ACADEMIC WORDS. TEACHERS SHOULD INTRODUCE NEW WORDS IN MEANINGFUL CONTEXTS AND PROVIDE MULTIPLE EXPOSURES THROUGH READING, DISCUSSION, AND WRITING ACTIVITIES. VISUAL AIDS, GESTURES, AND REALIA CAN ALSO SUPPORT WORD RETENTION.

LANGUAGE STRUCTURES AND GRAMMAR SUPPORT

UNDERSTANDING ENGLISH SYNTAX AND GRAMMAR IS ESSENTIAL FOR READING COMPREHENSION. INSTRUCTION SHOULD HIGHLIGHT COMMON SENTENCE PATTERNS AND GRAMMATICAL FORMS FOUND IN TEXTS. ACTIVITIES THAT INVOLVE SENTENCE COMBINING, REARRANGING, AND ERROR CORRECTION CAN REINFORCE GRAMMATICAL AWARENESS AND IMPROVE READING FLUENCY.

DEVELOPING ACADEMIC LANGUAGE

ACADEMIC LANGUAGE REFERS TO THE FORMAL LANGUAGE USED IN EDUCATIONAL SETTINGS, WHICH IS OFTEN MORE COMPLEX THAN CONVERSATIONAL ENGLISH. TEACHING ACADEMIC VOCABULARY AND LANGUAGE STRUCTURES THROUGH CONTENT-AREA READING SUPPORTS ELLS' ABILITY TO COMPREHEND TEXTBOOKS AND PARTICIPATE IN CLASSROOM DISCUSSIONS.

ASSESSING AND MONITORING READING PROGRESS IN ELLS

ONGOING ASSESSMENT IS VITAL TO TAILOR INSTRUCTION AND SUPPORT INDIVIDUAL LEARNING NEEDS IN TEACHING READING TO ENGLISH LANGUAGE LEARNERS. BOTH FORMATIVE AND SUMMATIVE ASSESSMENTS PROVIDE INSIGHTS INTO STUDENTS' READING ABILITIES AND LANGUAGE DEVELOPMENT.

TYPES OF ASSESSMENTS FOR ELL READING

COMMON ASSESSMENTS INCLUDE PHONEMIC AWARENESS SCREENINGS, WORD RECOGNITION TESTS, FLUENCY MEASURES, AND COMPREHENSION EVALUATIONS. LANGUAGE PROFICIENCY ASSESSMENTS ALSO HELP DETERMINE THE APPROPRIATE LEVEL OF READING MATERIAL AND INSTRUCTIONAL STRATEGIES.

USING ASSESSMENT DATA TO INFORM INSTRUCTION

ASSESSMENT RESULTS GUIDE TEACHERS IN ADJUSTING INSTRUCTIONAL APPROACHES, SETTING GOALS, AND PROVIDING TARGETED INTERVENTIONS. DATA-DRIVEN INSTRUCTION ENSURES THAT LEARNERS RECEIVE THE NECESSARY SUPPORT TO OVERCOME SPECIFIC READING CHALLENGES AND ACHIEVE LITERACY MILESTONES.

PROGRESS MONITORING TOOLS

REGULAR PROGRESS MONITORING THROUGH RUNNING RECORDS, READING JOURNALS, AND INFORMAL OBSERVATIONS HELPS TRACK GROWTH OVER TIME. THESE TOOLS ENABLE TIMELY FEEDBACK AND ADJUSTMENTS TO INSTRUCTION, PROMOTING CONTINUOUS IMPROVEMENT IN READING SKILLS.

CLASSROOM PRACTICES AND RESOURCES TO SUPPORT ELL READERS

CREATING A SUPPORTIVE CLASSROOM ENVIRONMENT AND UTILIZING APPROPRIATE RESOURCES ARE CRUCIAL FOR EFFECTIVE TEACHING READING TO ENGLISH LANGUAGE LEARNERS. PRACTICAL STRATEGIES AND MATERIALS CAN ENHANCE ENGAGEMENT AND FACILITATE LEARNING.

CREATING A LANGUAGE-RICH ENVIRONMENT

A LANGUAGE-RICH CLASSROOM INCLUDES PRINT-RICH DISPLAYS, LABELED OBJECTS, AND ACCESS TO DIVERSE READING MATERIALS. ENCOURAGING PEER COLLABORATION AND INTERACTIVE DISCUSSIONS FOSTERS LANGUAGE USE AND REINFORCES READING SKILLS.

UTILIZING TECHNOLOGY AND MULTIMEDIA

DIGITAL TOOLS SUCH AS AUDIOBOOKS, LANGUAGE LEARNING APPS, AND INTERACTIVE READING PROGRAMS PROVIDE MULTISENSORY LEARNING EXPERIENCES. THESE RESOURCES ACCOMMODATE DIFFERENT LEARNING STYLES AND OFFER PERSONALIZED PRACTICE OPPORTUNITIES.

RECOMMENDED READING MATERIALS AND RESOURCES

CHOOSING CULTURALLY RELEVANT AND LINGUISTICALLY APPROPRIATE TEXTS IS ESSENTIAL. BOOKS WITH REPETITIVE LANGUAGE PATTERNS, VISUAL SUPPORTS, AND ADAPTABLE LEVELS CAN BOOST CONFIDENCE AND COMPREHENSION. SUPPLEMENTAL MATERIALS LIKE GRAPHIC ORGANIZERS, FLASHCARDS, AND WORD WALLS FURTHER SUPPORT VOCABULARY AND CONCEPT RETENTION.

- GRAPHIC ORGANIZERS TO MAP STORY ELEMENTS AND VOCABULARY
- FLASHCARDS FOR HIGH-FREQUENCY AND ACADEMIC VOCABULARY
- WORD WALLS DISPLAYING COMMON SIGHT WORDS AND THEMATIC TERMS
- VISUAL AIDS SUCH AS PICTURES AND REALIA TO REINFORCE MEANING
- INTERACTIVE SOFTWARE AND APPS FOR INDIVIDUALIZED LEARNING

FREQUENTLY ASKED QUESTIONS

WHAT ARE EFFECTIVE STRATEGIES FOR TEACHING READING TO ENGLISH LANGUAGE LEARNERS (ELLs)?

EFFECTIVE STRATEGIES INCLUDE USING VISUAL AIDS, INCORPORATING BACKGROUND KNOWLEDGE, TEACHING PHONICS EXPLICITLY, USING REPETITIVE AND PREDICTABLE TEXTS, AND PROVIDING OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT.

HOW CAN TEACHERS SUPPORT VOCABULARY DEVELOPMENT IN ELLs DURING READING INSTRUCTION?

TEACHERS CAN SUPPORT VOCABULARY DEVELOPMENT BY PRE-TEACHING KEY VOCABULARY, USING CONTEXT CLUES, PROVIDING WORD LISTS WITH DEFINITIONS AND IMAGES, ENGAGING STUDENTS IN INTERACTIVE ACTIVITIES, AND ENCOURAGING USE OF NEW WORDS IN SPEAKING AND WRITING.

WHY IS PHONICS INSTRUCTION IMPORTANT FOR ELLs LEARNING TO READ?

PHONICS INSTRUCTION HELPS ELLs UNDERSTAND THE RELATIONSHIP BETWEEN LETTERS AND SOUNDS, WHICH IS CRUCIAL FOR DECODING WORDS, IMPROVING PRONUNCIATION, AND DEVELOPING READING FLUENCY IN ENGLISH.

HOW CAN TEACHERS ASSESS READING COMPREHENSION IN ENGLISH LANGUAGE LEARNERS?

TEACHERS CAN USE FORMATIVE ASSESSMENTS SUCH AS RETELLING, ANSWERING COMPREHENSION QUESTIONS, USING GRAPHIC ORGANIZERS, AND INFORMAL OBSERVATIONS TO GAUGE UNDERSTANDING, WHILE BEING MINDFUL OF LANGUAGE PROFICIENCY LEVELS.

WHAT ROLE DOES CULTURALLY RESPONSIVE TEACHING PLAY IN READING INSTRUCTION FOR ELLs?

CULTURALLY RESPONSIVE TEACHING VALIDATES STUDENTS' CULTURAL BACKGROUNDS, INCREASES ENGAGEMENT BY CONNECTING READING MATERIALS TO STUDENTS' EXPERIENCES, AND SUPPORTS COMPREHENSION BY USING FAMILIAR CONTEXTS.

How can technology be used to enhance reading instruction for ELLs?

Technology can provide interactive reading apps, audio books, language translation tools, and multimedia resources that support vocabulary acquisition, pronunciation, and comprehension for ELLs.

What challenges do ELLs face in learning to read English, and how can teachers address them?

ELLs may struggle with limited English vocabulary, differences in phonetic systems, and unfamiliar cultural references. Teachers can address these challenges by scaffolding instruction, using visuals, and building background knowledge.

How important is oral language development in teaching reading to English language learners?

Oral language development is critical as it builds the foundation for reading comprehension. Strong speaking and listening skills help ELLs decode text and understand meaning more effectively.

Additional Resources

1. *Teaching Reading to English Language Learners: Insights from Linguistics*

This book offers a comprehensive overview of the linguistic principles behind reading acquisition for English language learners (ELLs). It bridges theory and practice by explaining how language structure influences reading development. Educators will find practical strategies to support vocabulary growth, phonemic awareness, and comprehension skills tailored to ELLs' unique needs.

2. *Strategies for Reading Comprehension for English Language Learners*

Focused on improving comprehension skills, this book provides teachers with effective strategies to help ELL students understand and engage with texts. It includes step-by-step instructional techniques, scaffolding methods, and ways to build background knowledge. The book also addresses cultural considerations and how to adapt materials for diverse learners.

3. *Literacy Development in English Language Learners: Research-Based Practices*

This resource synthesizes current research on literacy development among ELLs and offers evidence-based instructional practices. It covers phonics, vocabulary instruction, and reading fluency, with an emphasis on integrating oral language development. The book also highlights assessment tools to monitor progress and inform instruction.

4. *Supporting English Language Learners in the Classroom: A Practical Guide for Teachers*

Designed for classroom teachers, this guide provides practical tips and activities for teaching reading to ELLs. It emphasizes creating a supportive learning environment and differentiating instruction to meet varied proficiency levels. The book also discusses how to involve families and communities in literacy development.

5. *Building Literacy with English Language Learners: Insights from Classroom Research*

Drawing from classroom-based studies, this book explores effective literacy practices for ELLs. It provides case studies and examples of successful reading instruction that engages students in meaningful literacy experiences. Teachers will learn how to foster motivation and use culturally relevant texts to enhance learning.

6. *Reading Instruction for English Language Learners: A Scaffolded Approach*

This book promotes scaffolded reading instruction tailored to the stages of English language proficiency. It offers frameworks for gradually increasing text complexity and language demands while supporting comprehension. The approach helps teachers systematically build students' reading skills from basic decoding to critical analysis.

7. *Vocabulary Acquisition and Reading Comprehension for English Language Learners*

FOCUSING ON THE CRITICAL ROLE OF VOCABULARY, THIS BOOK PROVIDES STRATEGIES TO ENHANCE WORD LEARNING AND RETENTION AMONG ELLS. IT DISCUSSES TECHNIQUES SUCH AS EXPLICIT INSTRUCTION, CONTEXT CLUES, AND MORPHOLOGICAL ANALYSIS. THE BOOK ALSO LINKS VOCABULARY DEVELOPMENT DIRECTLY TO IMPROVEMENTS IN READING COMPREHENSION.

8. *MULTISENSORY READING INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS*

THIS RESOURCE INTRODUCES MULTISENSORY TEACHING METHODS THAT ENGAGE VISUAL, AUDITORY, AND KINESTHETIC LEARNING CHANNELS TO SUPPORT ELLS' READING DEVELOPMENT. IT INCLUDES ACTIVITIES THAT INTEGRATE MOVEMENT, SOUND, AND VISUAL AIDS TO REINFORCE PHONICS AND WORD RECOGNITION. THE BOOK IS IDEAL FOR EDUCATORS SEEKING INNOVATIVE, HANDS-ON APPROACHES.

9. *ASSESSMENT AND INTERVENTION IN READING FOR ENGLISH LANGUAGE LEARNERS*

THIS BOOK GUIDES EDUCATORS THROUGH EFFECTIVE ASSESSMENT PRACTICES TO IDENTIFY READING DIFFICULTIES IN ELLS AND DESIGN TARGETED INTERVENTIONS. IT COVERS BOTH FORMAL AND INFORMAL ASSESSMENT TOOLS AND HOW TO INTERPRET RESULTS WITHIN THE CONTEXT OF LANGUAGE ACQUISITION. THE INTERVENTION STRATEGIES PROVIDED AIM TO ADDRESS SPECIFIC CHALLENGES WHILE PROMOTING OVERALL LITERACY GROWTH.

Teaching Reading To English Language Learners

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teaching reading to english language learners: Teaching Reading to English Language Learners Thomas S. C. Farrell, 2008-08-15 This resource offers practical methods for helping ELLs succeed in reading, with strategies to increase fluency and comprehension, teach vocabulary and text structure, and more.

teaching reading to english language learners: Teaching Reading to English Language Learners Socorro Guadalupe Herrera, Della R. Perez, Kathy Escamilla, 2014 This practical, research-based text is organized around the principles that reading and writing instruction for English learners begins with the student biography and focuses on meaning as its core. The authors consider the languages and cultures of English learners as resources to be used in teaching, not problems to be solved, and throughout the book they guide readers to modify literacy instruction to address both the assets and needs of their students. In this book, grade-level classroom teachers are provided with a research-based framework designed to differentiate literacy instruction for ELL students within the classroom. Theory blends with practice to give readers the tools they need support English language literacy development with their students in addition to the program the school has in place. It addresses the need for current information on how to most effectively approach the literacy needs of 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 ELL student biography; and a number of helpful pedagogical aids.

teaching reading to english language learners: Teaching Reading to English Language Learners Kristin Lems, Leah D. Miller, Tenena M. Soro, 2009-11-20 Written specifically for K-12 educators, this accessible book explains the processes involved in second-language acquisition and provides a wealth of practical strategies for helping English language learners (ELLs) succeed at reading. The authors integrate knowledge from two fields that often remain disconnected—linguistics and literacy—with a focus on what works in the classroom. Teachers learn effective practices for supporting students as they build core competencies not just for reading in

English, but also for listening, speaking, and writing. Engaging vignettes and examples illustrate ways to promote ELLs' communicative skills across the content areas and in formal and informal settings.

teaching reading to english language learners: *Teaching Reading to English Language Learners* Thomas S. C. Farrell, 2009 Truly a pleasure to read, with much helpful information.--Deb Bible, Literacy TeacherCUSD 300, West Dundee, IL The author models a program of success and helps the educator become better qualified in teaching the EL learner.--Lucia deSombre Malo, Former InstructorUtah Valley State College Practical, easy-to-implement methods for helping English language learners succeed in reading! Successfully teaching reading to English language learners (ELLs) requires an in-depth understanding of the unique processes by which they learn to read as well as proven strategies that teachers can use to support reading development. This resource focuses on helping students read to learn instead of learn to read. In clear, accessible language, this resource demystifies the research and clarifies the process for teaching reading to ELLs. The author introduces the key principles of reading instruction for ELLs and offers a wealth of action-oriented strategies--for use before, during, and after reading--to adapt for individual student needs. Each chapter includes reflection questions to help educators examine their own reading practices and better understand what it means to be a reader. Teachers will discover how to: Increase students' fluency and comprehension Teach vocabulary and text structure Prepare reading lessons Assess reading proficiency Teaching Reading to English Language Learners is an ideal primer for educators who may or may not have had experience working with ELLs.

teaching reading to english language learners: *Teaching Reading to English Language Learners, Grades 6-12* Margarita Calderon, 2007-05-18 This book should be in the hands of every middle and high school teacher, serving not just ELL students, but all students who need help increasing their speaking, reading, and writing skills.--Jane Escobedo, Director, English Language Learner ServicesSonoma County Office of Education, CA For ELL students to succeed academically, effective teaching strategies and best practices must be demonstrated in the classroom. This book provides a detailed map for helping to ensure success for all students.--Daniel S. Hamada, Superintendent, Kauai Complex Area, HI A powerful array of field-tested literacy tools for closing the achievement gap! No longer confined to just a few states, English Language Learners (ELLs) present a growing challenge for schools and school districts across the country. Teaching Reading to English Language Learners, Grades 6-12 provides a comprehensive and systematic framework for developing literacy skills and accelerating language development. With funding from the Carnegie Corporation and the U.S. Department of Education, author Margarita Calderón has developed a research-based approach to expediting reading comprehension that results in higher test scores not just for ELLs, but for all students. This practical guide is full of ready-to-use tools, including: Lesson templates Rubrics Sample lesson plans in mathematics, science, language arts, and social studies Descriptions of successful programs Professional development designs Without strong reading skills, students will never reach their full potential. But now this remarkable book offers a rigorously tested, NCLB-aligned instructional model for improving reading in all content areas. Designed primarily for middle and high school teachers of English, science, math, and social studies, this book will also be a valuable resource for middle and high school principals, literacy coaches, and content curriculum specialists.

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written by internationally renowned experts in the field, explains why skills-based teaching is at the heart of effective instruction in English for academic purposes (EAP) contexts. Each of the four main sections of the book helps readers understand how each skill—reading, writing, listening, and speaking—works and explains what research has to say about successful skill performance. Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language-learning contexts. Options for assessment and the role of digital technologies are considered for each skill, and essential information on integrated-skill instruction is provided. Moving from theory to practice, this teacher-friendly text is an essential resource for courses in TESOL programs, for in-service teacher-training seminars, and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases.

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teaching reading to english language learners: Teaching Reading to English Learners, Grades 6 - 12 Margarita Espino Calderon, Shawn Slakk, 2018-03-09 Retool your whole school for EL achievement For any student, middle and high school can be challenging. But for an English learner or striving reader—and the myriad words, phrases, syntax, texts, and concepts they must negotiate on a daily basis—the stakes seem a whole lot higher. Fortunately for content-area teachers, Margarita Calderón and Shawn Slakk make available in a single resource all the best instructional and professional development combinations for expediting comprehension across the secondary grades. Really a tool to assist all learners across all language needs, the second edition of Teaching Reading to English Learners, Grades 6-12, provides evidence-based strategies for helping content-area teachers and schools at large: Teach academic language in all subject areas Embed discourse practice through interaction strategies Integrate basic and close reading comprehension skills into lessons Teach drafting, revising, and editing for content-specific writing Use cooperative learning to develop social emotional skills and enhance academic achievement Calderón and Slakk know firsthand that if we're to counter the commonly held narrative of predictable failure among our ELs, it takes a whole school, and they have the evidence to prove it. Read Teaching Reading to English Learners, Grades 6-12, implement its strategies across all classrooms, and soon enough you, too, will maximize the comprehensions skills so critical to our ELs' long-term success.

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to students who are just learning to speak English.

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teaching reading to english language learners: *Teaching Language Arts to English Language Learners* Anete Vásquez, Angela L. Hansen, Philip C. Smith, 2010-11-24 Examines the challenges that English language learners face and offers educators practical suggestions on how they can help their students learn English reading, writing, grammar, and vocabulary, as well as build their speaking, listening, and viewing skills.

teaching reading to english language learners: Teaching Reading to Every Child Diane Lapp, 2013-06-17 This popular text, now in its Fourth Edition, introduces pre-service and in-service teachers to the most current theories and methods for teaching literacy to children in elementary schools. The methods presented are based on scientific findings that have been tested in many classrooms. A wealth of examples, hands-on activities, and classroom vignettes--including lesson plans, assessments, lists of children's literature books to fiction and nonfiction texts, and more--illustrate the methods and bring them to life. The text highlights the importance of teaching EVERY child to become competent in all of the nuances and complexities of reading, writing, and speaking. The value of reflection and peer discussion in learning to expand their students' literacies is emphasized. Readers are encouraged to reflect on their own experiences with reading and teaching throughout their lifetimes--experiences that will serve well in learning to teach reading. Your Turn boxes invite readers to think about their views of the material presented, and to talk with colleagues and teachers about their best ways of learning this new information. Did You Notice? boxes engage readers in observation and analysis of methods and classroom situations discussed in the text. Teachers' stories serve as models of successful teaching and to draw readers into professional dialogue about the ideas and questions raised. End-of-chapter questions and activities provide additional opportunities for reflection and discussion. All of these pedagogical features help readers expand and refine their knowledge in the most positive ways. Topics covered in Teaching Reading to Every Child, Fourth Edition: *Getting to Know Your Students as Literacy Learners; *Looking Inside Classrooms: Organizing Instruction; *Assessing Reading Achievement; *The Importance of Oral Language in Developing Literacy; *Word Identification Strategies: Pathways to Comprehension; *Vocabulary Development; *Comprehension Instruction: Strategies At Work; *Content Area Learning; *What the Teacher Needs to Know to Enable Students' Text Comprehension; *Writing: Teaching Students to Encode and Compose; *Discovering the World

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