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Sheltered Content Instruction Dec 12 2020 NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This package includes the Enhanced Pearson eText and the loose-leaf version A popular text by renowned authors Jana Echevarria and Anne Graves, Sheltered Content Instruction: Teaching English Learners with Diverse Abilities , 5/e presents a complete guide to preparing teachers to use the sheltered instruction approach to deliver content area instruction to English learners. It includes recent research, best practices, and policies that impact the education of English learners, and gives teachers the means to think about their own educational practices and the issues they should consider when teaching English learners, especially those struggling academically. Improve mastery and retention with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

[Overcoming Current Challenges in the P-12 Teaching Profession](#) Oct 29 2019 Teachers are constantly faced with a plethora of challenges, but none has been more prevalent in the 21st century than educating a diverse collection of students. In the midst of the current challenges in teaching P-12 students, pre-service teachers may be under district contract but may not be prepared for teaching students with disabilities, the homeless, second language learners recently immigrated to the United States, or students who face emotional challenges or addiction. [Overcoming Current Challenges in the P-12 Teaching Profession](#) is an essential reference book that provides insight, strategies, and solutions to overcome current challenges experienced by P-12 teachers in general and special education. Featuring coverage on a broad range of topics such as global education, professional development, and responsive teaching, this book is ideally designed for educators, administrators, school psychologists, counselors, academicians, researchers, and students seeking current research on culturally responsive teaching.

A Course for Teaching English Learners Nov 22 2021 A Course for Teaching English Learners (CTEL Handbook) offers strategies to equip teachers to work with English language learners, balancing fundamental principles with practical classroom techniques. This book offers in a single volume a wealth of background principles underlying the cultural, linguistic, and sociocultural contexts and foundations of learning and by providing a comprehensive framework that doesn't only focus on reading and writing. Provisions in the federal No Child Left Behind Act (NCLB) call for yearly accountability in English language growth for language-minority students. The CTET Handbook addresses the new focus on testing procedures, as well as adaptation for English learners during the test-taking process. Throughout, Lynne Diaz-Rico provides the necessary background knowledge needed to educate English learners and also includes a variety of classroom methods for English language development in listening, speaking, reading, writing, and computer-assisted instruction. --From publisher's description.

[Cultural Validity in Assessment](#) Mar 03 2020 What is assessment and how is it a cultural practice? How does failure to account for linguistic and cultural variation among students jeopardize assessment validity? What is required to achieve cultural validity in assessment? This resource for practicing and prospective teachers – as well as others concerned with fair and valid assessment – provides a thorough grounding in relevant theory, research, and practice. The book lays out criteria for culturally valid assessment and recommends specific strategies that teachers can use to design and implement culturally valid classroom assessments. Assessment plays a powerful role in the process of education in the US and has a disproportionately negative impact on students who do not come from mainstream, middle-class backgrounds. Given the significance of testing in education today, cultural validity in assessment is an urgent issue facing educators. This book is essential reading for addressing this important, relevant topic.

[Free Voluntary Reading](#) Oct 22 2021 An eye-opening look at the latest research findings about the success of free voluntary reading in developing high levels of literacy. * Presents and organizes information in reprints of articles written by Stephen Krashen and published in journals worldwide * Addresses 83 generalizations about research that point to the success of FVR in developing literacy

[The Natural Approach](#) Mar 15 2021

Preparing to Teach Writing May 17 2021 Preparing to Teach Writing, Fourth Edition is a comprehensive survey of theories, research, and methods associated with teaching composition successfully at the middle, secondary, and college levels. Research and theory are examined with the aim of informing teaching. Practicing and prospective writing teachers need the information and strategies this text provides to be effective and well prepared for the many challenges they will face in the classroom. Features Current—combines discussions and references to foundational studies that helped define the field of rhetoric and composition, with updated research, theories, and applications Research based—thorough examination of relevant research in education, literacy, cognition, linguistics, and grammar Steadfast adherence to best practices based on how students learn and on how to provide the most effective writing instruction A Companion Website provides sample assignments and student papers that can be analyzed using the research and theory presented in the text.

The Crosscultural, Language, and Academic Development Handbook Jul 07 2020 An up-to-date edition of a bestseller, The Crosscultural, Language, and Academic Development Handbook, 5/e guides educators in promoting academic success for the culturally and linguistically diverse learners in today's classrooms. Designed specifically for mainstream classroom teachers, the book shows clearly how second-language acquisition affects learning, and presents an excellent treatment of cultural diversity and learning styles. Included is coverage of new applications for mobile learning; the Common Core Standards; Response to Intervention; English learners with autism; educating undocumented immigrants; involving family and the community to increase academic success; adapting for English learners with special needs; and more.

[Advocating for English Learners](#) Oct 02 2022 A collection of 18 essays addressing the policy and politics of educating English language learners. Subjects include demographic change and its educational implications, American responses to language diversity, public controversies over bilingual education, high-stakes testing and its impact on English language learners, and the precarious status of language rights in the USA.

[Closing the Achievement Gap](#) Feb 23 2022 Struggling older English learners pose a real challenge for educators. Some of these students are new arrivals with limited or interrupted schooling. Others have been in and out of ESL and bilingual programs in this country since kindergarten, but have never succeeded academically. How can teachers help older students who lack academic content knowledge and English language proficiency catch up with their classmates? Yvonne and David Freeman provide four research-based keys

for closing the achievement gap. three teachers have put this theory into practice to reach their older English learners. These teachers organize curriculum around themes, use predictable classroom routines, and scaffold instruction in a variety of ways. The clear examples from their classes will help other teachers implement effective practices for their older English learners. Closing the Achievement Gap features: the four keys for school success for older English learners clear distinctions among the types of older English learners in our schools with examples of students from each category a thorough discussion of the kinds of language proficiency older English learners need a review of the latest research on effective practices for older English learners detailed descriptions from the classrooms of three teachers, including thematic units they have developed, their daily routines, and the strategies they use to scaffold instruction professional extension activities to help readers apply the information in this book to their own educational settings. For teachers and teacher educators, program directors, resource personnel, and administrators, this book offers both the research and practice schools need to develop effective programs to educate struggling older English learners.

Language Arts Nov 30 2019 A clear introduction for the teaching of language and communication

Teaching Performance Expectations for Educating English Learners Dec 24 2021 Teacher Performance Expectations for Educating English Learners addresses the needs of elementary and secondary teachers in multilingual classrooms, including second-language learning across multiple academic subjects. Renowned authors María V. Balderrama and Lynne Díaz-Rico provide in a single volume the techniques necessary to prepare teachers and other professionals to teach speakers of other languages and cultural backgrounds. This timely text is designed to be a comprehensive source of teaching techniques and effective educational practices, particularly those that meet California's standardized Teacher Performance Assessment that prospective teachers must take. This book specifically addresses those standards by presenting explicit expectations that challenge teachers in multilingual, multiethnic classrooms. Subscribing to a teaching approach that respects and builds second-language skills upon a foundation of native-language proficiency, Teacher Performance Expectations for Educating English Learners contains the most up-to-date techniques currently available for promoting linguistic proficiency and features multiple effective teaching methods for the educator of English learners. The main tenet of the book is that successful English language learning results from a combination of rich, interesting content instruction and a fast-moving, engaging curriculum.

Reading, Writing and Learning in ESL Aug 08 2020 Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134403398. This book is the ideal source for teaching oral language, reading, writing, and the content areas in English to K-12 English learners. In an approach unlike most other books in the field, "Reading, Writing, and Learning in ESL" looks at contemporary language acquisition theory as it relates to instruction and provides detailed suggestions and methods for motivating, involving, and teaching English language learners. Praised for its strong research base, engaging style, and inclusion of specific teaching ideas, the book offers thorough coverage of oral language, reading, writing, and academic content area instruction in English for K-12 English learners. Thoroughly updated throughout, the new edition includes a new chapter on using the Internet and other digital technologies to engage students and promote learning, many new teaching strategies, new and revised activities, and new writing samples. The Enhanced Pearson eText features embedded videos and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad(r) and Android(r) tablet.* Affordable.The Enhanced Pearson eText may be purchased stand-alone for 50-60% less than a print bound book. * "The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads." "*The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7 or 10 tablet, or iPad iOS 5.0 or later." "

Research Anthology on Inclusive Practices for Educators and Administrators in Special Education Jul 27 2019 Inclusion in the classroom is a growing phenomenon that covers a range of areas and subjects; with prominent discussions about race, gender, sexual orientation, and age, today's world is increasingly focused on making sure education is designed so everyone can succeed. Inclusivity in special education is particularly important as special education covers a wide range of students, including those with physical, intellectual, and behavioral disabilities. As more research and information surrounding best practices, new technologies, and teacher education for special education is considered, it is imperative that teachers and administrators remain up to date on these innovative techniques. The Research Anthology on Inclusive Practices for Educators and Administrators in Special Education is a critical reference source that includes abundant research on all aspects of inclusion in special education as well as the latest trends, research, and studies to provide a comprehensive look at the current state of special education. Covering topics such as accessibility, educational models, teacher training, and assistive technologies, it is ideal for special education teachers, academicians, in-service teachers, pre-service teachers, professors, students, researchers, professionals, administrators, curriculum developers, instructional designers, and policymakers.

Special Education Considerations for English Language Learners Feb 11 2021

True American Apr 27 2022 True American is a look at the history and current politics of languages - English and the many native languages of immigrants - as they play out in schools, historically a central force for assimilation and Americanization. While she does discuss the history of and debates over bilingual education programs, her focus is an analysis of the passionate support for an English-only America. She uses the myths about the assimilation of previous immigrant groups and the debates over how best to educate children of the "new immigrants" as a window for exploring what it means to be a "true American" in an age of globalization and transnationalism.Underlying her discussion of these various debates is Salomone's call for a more inclusive sense of the "we" that demands respect for linguistic and cultural differences, rather than mere toleration. She argues that we can politically equal and culturally compatible without being culturally identical or monolingual.

Explorations in Language Acquisition and Use Jun 17 2021 To those familiar with the field of linguistics and second-language acquisition, Stephen Krashen needs no introduction. He has published well over 300 books and articles and has been invited to deliver more than 300 lectures at universities throughout the United States and abroad. His widely known theory of second-language acquisition has had a huge impact on all areas of second-language research and teaching since the 1970s. This book amounts to a summary and assessment by Krashen of much of his work thus far, as well as a compilation of his thoughts about the future. Here, readers can follow Krashen as he reviews the fundamentals of second-language acquisition theory presents some of the original research supporting the theory and more recent studies offers counterarguments to criticisms explores new areas that have promise for progress in both theory and application. An invaluable resource on the results of Krashen's many years of research and application, this book covers a wide range of topics: from the role of the input/comprehension hypothesis (and its current rival-the comprehensible output hypothesis), the still-very-good idea of free voluntary reading, and current issues and controversies about teaching grammar, to considerations of how it is we grow intellectually, or how we "get smart."

On Teacher Inquiry Sep 08 2020 On Teacher Inquiry could be read as an answer to the question, "Teacher research: What's in it for the students?" This book offers a framework, examples, and practical guidelines for teacher researchers on how to design and conduct individual and collaborative inquiries that build new knowledge and theories about teaching and learning. "What a jewel of a book!" —Ann Lieberman, Senior Scholar at Stanford University "On Teacher Inquiry is for those who cherish what the editors call 'the habit of inquiry' because they understand that teaching is always about learning, both theirs' and their students'." —Sonia Nieto, Professor Emerita, University of Massachusetts, Amherst "Bringing to life what it means to create a web of meaning for students and collaborative learning communities for teachers, the book portrays how teacher research fosters both reflective teaching and affirmative experiences for diverse students." —Ann Lewin-Benham, author of Powerful Children "Teacher researchers have long endeavored to bring the heartbeats and breathing of living classrooms to the educational community. This volume continues in that great tradition." —Bob Fecho, University of Georgia "Both as a resource for those new to teacher inquiry and for the more experienced, the book makes a very important contribution to this exceptional series." —Susan L. Lytle, Founding Director, Philadelphia Writing Project, Graduate School of Education, University of Pennsylvania

Handbook for Achieving Gender Equity Through Education Sep 01 2022 First published in 1985, the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education. This new, expanded edition provides a 20-year retrospective of the field, one that has the great advantage of documenting U.S. national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX, the landmark federal law prohibiting sex discrimination in education, equity programs and research. Key features include: Expertise – Like its predecessor, over 200 expert authors and reviewers provide accurate, consensus, research-based information on the nature of gender equity challenges and what is needed to meet them at all levels of education. Content Area Focus – The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics, science, and engineering. Global/Diversity Focus – Global gender equity is addressed in a separate chapter as well as in numerous other chapters. The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans, Latina/os, Asian and Pacific Island Americans, American Indians, gifted students, students with disabilities, and lesbian, gay, bisexual, and transgender students. Action Oriented – All chapters contain practical recommendations for making education activities and outcomes more gender equitable. A final chapter consolidates individual chapter recommendations for educators, policymakers, and researchers to achieve gender equity in and through education. New Material – Expanded from 25 to 31 chapters, this new edition includes: *more emphasis on male gender equity and on sexuality issues; *special within population gender equity challenges (race, ability and disability, etc); *coeducation and single sex education; *increased use of rigorous research strategies such as meta-analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs; *technology and gender equity is now treated in three chapters; *women's and gender studies; *communication skills relating to English, bilingual, and foreign language learning; and *history and implementation of Title IX and other federal and state policies. Since there is so much misleading information about gender equity and education, this Handbook will be essential for anyone who wants accurate, research-based information on controversial gender equity issues—journalists, policy makers, teachers, Title IX coordinators, equity trainers, women's and gender study faculty, students, and parents.

Structured English Immersion Mar 27 2022 Experienced teacher and researcher Johanna Haver shows how easy it is to ensure that English Language Learners gain mastery of English, as well as learn the essentials of the mainstream curriculum.

Dual Language Education Aug 27 2019 Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the program and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes.

Dissertation Abstracts International Jan 25 2022

English Learners in American Classrooms Jan 13 2021 Consider any question you may have about working with English language learners (ELLs), and it's quite likely you will find the answer in this indispensable book. Authors James Crawford and Stephen Krashen use a straightforward Q&A format to address educators' concerns in a concise and accessible way-everything from "What types of instructional programs are designed to address the needs of ELLs?" to "Do ELLs need to be taught phonics?" The book provides a

state-of-the-art guide to the field, written to focus sharply on the major issues facing English language learners and the educators who work with them. On the opening page, Crawford and Krashen state the essential aim of their book: "It's no secret that immigrants are transforming American classrooms. Or that increasing numbers of our students are ELLs ... a trend that poses unique challenges and opportunities for schools. How should educators respond?" Read to suit your own needs--straight through from first question to last, or selectively to glean expert advice on issues of special interest. Either way, you'll close "English Learners in American Classrooms" better equipped to make a difference for the ELLs in your classroom, school, and community.

English Medium Instruction May 05 2020 Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact. "This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale." Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

Effect of Grouping on Language Development of English Learners Apr 03 2020 The purpose of the study was to examine if there was a significant difference between first-grade English Learners (EL) who constitute a majority (>50%) of the English language mainstream classroom (homogeneous grouping) and first-grade EL who constitute a minority (

Teaching English Learners in Inclusive Classrooms Nov 03 2022 This newly revised text, *Teaching English Learners in Inclusive Classrooms*, updates and expands upon issues of great concern to those working with students who are English learners as well as having special learning challenges. Given the unacceptable school drop-out rates of these students, this book provides practical tools and strategies for educators to approach the unique learning needs of these students. It draws upon the most current laws and research in the interconnected fields of bilingual and multicultural education, language and literacy, and special needs. Additionally, Dr. Durán draws upon her extensive experiences via classroom teaching, university-level instruction, and textbook writing in these fields to present a highly useful compendium of ideas. The range of chapters exemplifies the width and breadth of this material. A sampling of these chapters include topics such as functional language, teaching students with more extensive needs, working with cross-cultural and linguistic diverse students in the U.S. and Central America, helping students with autism and includes information in the area of transition for mild/moderate and students with more extensive needs. There is also information as before on literacy and a chapter in the content subjects as it relates to social studies as well as a chapter on families of cross-cultural students. Many of the chapters look to use of direct instruction approaches that have proven to be successful strategies in addressing these educational areas. Teachers and teacher trainers will find this clear, well-written text to be an invaluable resource in addressing the needs of myriad and unique students.

The Literacy Gaps Sep 28 2019 Build bridges of support so English language learners and standard English learners can learn alongside their peers! This comprehensive, research-based guide helps teachers bridge multiple gaps and promote learning for English language learners (ELLs) and standard English learners (SELs). The authors provide strategies, examples, and tools to address: The gap between students and texts: covering word recognition, background knowledge, comprehension, and academic language development The gap between students and teachers: including sociocultural differences between teachers and students and teacher perceptions and expectations The gap between students and their peers: discussing language proficiency differences, grouping strategies, and grade-level and schoolwide programs

Under Attack Jul 19 2021 Stephen Krashen takes on the critics of bilingual education, providing compelling answers to some persistent questions.

Individual Differences in Second Language Learning Jan 31 2020 Understanding the way in which learners differ from one another is of fundamental concern to those involved in second-language acquisition, either as researchers or teachers. This account is the first to review at book length the important research into differences, considering matters such as aptitude, motivation, learner strategies, personality and interaction between learner characteristics and types of instruction.

Assessing English Language Learners in the Content Areas Jul 31 2022 *Assessing English Language Learners in the Content Areas: A Research-into-Practice Guide for Educators* seeks to provide guidance to classroom teachers, staff developers, and test-item designers who want to improve ELL assessment outcomes, particularly in the areas of math, science and social studies. The first two chapters of the book establish the background for the discussion of content-area assessment for ELLs, examining several important characteristics of this rapidly growing student population (as well as critical legislation affecting ELLs) and providing a description of various forms of assessment, including how ELL assessment is different from the assessment of English-proficient students. Important assessment principles that educators should use in their evaluation of tests or other forms of measurement are provided. Other chapters review ELL test accommodations nationwide (because, surprisingly, most teachers do not know what they can and cannot allow) and the research on the effectiveness of these types of accommodations. The book analyzes the characteristics of alternative assessment; it discusses three popular alternative assessment instruments (performance assessment, curriculum-based measurement, and portfolios) and makes recommendations as to how to increase the validity, reliability, and practicality of alternative assessments. The book proposes fundamental assessment practices to help content area teachers in their evaluation of their ELL progress.

Educating Emergent Bilinguals Aug 20 2021 This accessible guide introduces readers to the issues and controversies surrounding the education of language minority students in the United States. What makes this book a perennial favorite are the succinct descriptions of alternative practices for transforming our schools and students' futures, such as building on students' home languages and literacy practices, incorporating curricular and pedagogical innovations, using proven-effective approaches to parent engagement, and employing alternative assessment tools.

The Ecology and Semiotics of Language Learning Sep 20 2021 In this book I try to give a coherent and consistent overview of what an ecological approach to language learning might look like. This is not a fully fledged grand theory that aims to provide an explanation of everything, but an attempt to provide a rationale for taking an ecological world view and applying it to language education, which I regard as one of the most important of all human activities. Goethe once said that everything has been thought of before, but that the difficulty is to think of it again. The same certainly is true of the present effort. If it has any innovative ideas to offer, these lie in a novel combination of thoughts and ideas that have been around for a long, long time. The reader will encounter influences that range from Spinoza to Bakhtin and from Vygotsky to Halliday. The scope of the work is intentionally broad, covering all major themes that are part of the language learning process and the language teaching profession. These themes include language, perception and action, self, learning, critical pedagogy and research. At the same time I have attempted to look at both the macro and the micro sides of the ecological coin, and address issues from both a theoretical and a practical perspective. This, then, aims to be a book that can be read by practitioners and theoreticians alike, and the main idea is that it should be readable and challenging at the same time.

The Miseducation of English Learners May 29 2022 Sometimes you need to hear the story from the beginning. *The Miseducation of English Learners* examines the initial policy impact of Structured English Immersion (SEI), an English-only program mandated for English Learners (ELs) in California, Arizona, and Massachusetts in the United States. The book features analyses of: the legal context and parameters of SEI; research history on SEI; SEI language policy and policy implementation according to situated context; and the educational priorities and legal rights of ELs. The book examines the history of SEI in the educational research literature and as it has been interpreted in the context of the legal requirement for schools to take "appropriate action" to meet the needs of ELs following the historic *Lau v. Nichols* (1974) court decision. *The Miseducation of English Learners* also presents and considers the implementation of SEI in comparative contexts from various perspectives including teacher education, the classroom, and legal. In several of the chapters, SEI implementation is examined in concert with other factors that have effected the teaching and progress of ELs such as Senate Bill 2042 (2001) that overhauled the teacher education process in California, and the federal No Child Left Behind legislation (signed into law on January 8, 2002). Moreover, the book provides implications and recommendations for teaching, research, advocacy, and policy change. *The Miseducation of English Learners* addresses and invites the readers to consider the following key questions: • How "appropriate" is the mandated SEI program for ELs, both in substance and in the one-year duration as specified in the three voter-initiated propositions (Proposition 227, Proposition 203, and Question 2)? • What issues, themes, and patterns can be noted in the implementation of SEI in California, Arizona, and Massachusetts? • Why might the student outcomes not show the desired results in measures such as achievement test scores or dropout rates? • What necessary changes are called for in order to enhance (or in some cases supplant) the SEI programs and services in place for ELs? • Are ELs, parents, and other stakeholders able to thoughtfully select desired and optimal instructional programs, and participate meaningfully in the educational process of language minority students under the SEI mandates?

Foreign Language Education the Easy Way Jan 01 2020 "This monograph outlines how a foreign language teaching program can help students acquire conversational language, and then move, in as painless a way as possible, to "academic" language, the use of language in areas such as school, business, politics and science. It attempts to overcome a problem all foreign language programs have: how to help students progress to advanced levels in the absence of native speakers."--publisher website.

California English Language Development Standards Jun 05 2020

A World-class Education Oct 10 2020 Designed to promote conversation about how to educate students for a rapidly changing, innovation-based world, this comprehensive and illuminating book from international education expert Vivien Stewart focuses on understanding what the world's best school systems are doing right for the purpose of identifying what U.S. schools--at the national, state, and local level--might do differently and better.

Vocabulary Instruction, Second Edition Jun 25 2019 This highly regarded work brings together prominent authorities on vocabulary teaching and learning to provide a comprehensive yet concise guide to effective instruction. The book showcases practical ways to teach specific vocabulary words and word-learning strategies and create engaging, word-rich classrooms. Instructional activities and games for diverse learners are brought to life with detailed examples. Drawing on the most rigorous research available, the editors and contributors distill what PreK-8 teachers need to know and do to support all students' ongoing vocabulary growth and enjoyment of reading. New to This Edition*Reflects the latest research and instructional practices.*New section (five chapters) on pressing current issues in the field: assessment, authentic reading experiences, English language learners, uses of multimedia tools, and the vocabularies of narrative and informational texts.*Contributor panel expanded with additional leading researchers.

ELL Shadowing as a Catalyst for Change Nov 10 2020 This book helps teachers understand the classroom experience from the English-language learner's viewpoint.

Helping English Language Learners Meet the Common Core Jun 29 2022 This new teacher-friendly book offers a quick, efficient, easy-to-use tool--the Classroom Assessment of Language Levels (CALL)--to assess the language levels of English learners in grades K-12. Learn how to effectively use the tool utilizing direct interview and small-group observation to determine students' instructional levels and needs. Get a variety of engaging, differentiated, Common Core-based strategies that can be used post-assessment to help students at each level improve their speaking and listening skills. Strategies to help all your ELLs optimize their learning include... Using interactive journals Creating chart stories Using meaningful gestures Using cognates Exploring word origins And much, much more!

Summer Reading Apr 15 2021 Get kids hooked on books! ""Summer Reading" is a timely look at the power of reading in the development of student literacy. It delivers a potent message to administrators, classroom teachers, reading specialists, and librarians to design summer reading programs based on a balanced view of reading instruction." "-Sheila Bostrom, Brush Schools, Colorado" Inspired by school-established summer reading camps designed to help struggling readers, Dr. Fay Shin and Dr. Stephen Krashen have built a research-based plan to guide schools in replicating this successful strategy. Written in a friendly style by two top scholars in literacy and ESL, "Summer Reading: Program and Evidence" provides a framework rooted in scientific data supporting how these programs succeed. By including standardized test scores as well as personal reflections from teachers and students on building effective summer reading camps, the authors motivate teachers to help students excel beyond the traditional classroom, promoting success from one year to the next. Why Summer Reading Matters Helps children become confident and competent readers. Encourages students to read books they enjoy and can access. Fosters teacher-student relationships and promotes students' motivation to engage with reading. Meet the Authors Fay Shin is a Professor in the Department of Teacher Education at California State University, Long Beach. Dr. Shin is a former elementary and middle public school teacher, and is currently a consultant to school districts, conducting workshops domestically and abroad. Her most recent work includes developing "Journeys-ELD/ELA in the Content Area: Science" (Rosen Classroom). Stephen Krashen is Emeritus Professor of Education at the University of Southern California. He is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach. He has also contributed to theory and application in the area of bilingual education, and has done important work in the area of reading. His recent papers can be found at <http://www.sdkrashen.com>.