English Learner Resource Guide

This resource guide will help rural school districts with a low incidence of English

language learners (ELLs) develop the capacity to build and implement a comprehensive program that meets both the academic and language proficiency needs of ELLs. Under Title

III of the No Child Left Behind Act of 2001, ELLs must show increased academic achievement in content areas each year, even as they are also learning English. Low

incidence districts,
therefore, must seek
creative means for
delivering services to
these students. This guide
will assist administrators
and teachers in such

districts create and provide necessary services. The following are appended: (1) ELL Advisory Committee Survey; (2) ELLs Administrative Guide; (3) ELLs

Administrative Guide--Identification of ELLs; (4) Language Development Profile for ELLs; and (5) Spanish Language Questionnaire. Unique Student Strengths

and Needs Require Unique Teacher Evaluation Methods. Teacher evaluation should never be used in a "one-size-fits-all" manner, especially when evaluating all

teachers who work with English Learners (ELs) and students with disabilities. Evaluations of all teachers who work with diverse learners require unique

considerations. Such considerations are precisely what you'll learn in this comprehensive, action-oriented book. Backed by research and case studies,

the authors detail: Four Principles for Inclusive Teacher Evaluation of diverse learners compatible with the Danielson and Marzano frameworks Specialized

"look-fors" evaluators can use and adapt to recognize effective teaching of diverse learners Strategies for coaching teachers who need more support reaching diverse

learners

Discover the research and
facts on what works in
educating English
learners! This
comprehensive resource
examines the research on

*promoting success among
students who come to
school knowing little or
no English and translates
current findings into
specific recommendations
for developing policies*

and programs for English learners. With illustrative scenarios throughout, this book gives educators and policy makers solid, research-based information about:

*Using students' home
language in academic
programming Teaching
English and academic
content simultaneously
School and district
factors that affect*

achievement for English learners Sociocultural factors in success, including the influence of parents and families Put all English learners on the path to

*success—right from the
start! As more beginning
ELs enroll in schools
every year, educators need
a realistic framework for
addressing the varied
needs of this growing*

population. In this practical resource, the authors provide templates, tools, and vignettes illustrating real-world challenges to help teachers and

*administrators: Learn
strategies for teaching
beginning level ELs across
the curriculum Create a
welcoming environment for
students and families
Reach out to students from*

both literacy and non-literacy-oriented homes Design programs that meet the needs of beginning ELs and students with limited or interrupted formal education (SLIFE)

*English Language Learner
Resource Guide
English Language Learners
with Disabilities
Strategies for Making
Content Accessible
The Help! Kit*

The Essential Guide for
Educating Beginning
English Learners
Theorizing Practices in
Households, Communities,
and Classrooms
Digital-Age Teaching for

English Learners
In this Grade 5 Teacher's Resource Guide, you will find:10 best practices for close reading applied to small group instruction; Strategies for differentiating instruction for

on grade level, approaching grade level, above grade level, and English Language Learners; Mini-lessons to teach the process of independent close reading; A launching lesson for each unit;

Lessons for all six books (3 literary sources and 3 informational sources) that include independent close reading, follow-up text-dependent questions, and a skill matched to the selected

passages; A text-to-text lesson at the end of the unit integrating all sources; Assessment tasks aligned to Common Core Standards and Depth of Knowledge; Rubrics, checklists, annotation sheets,

skill targets, answer frames, and more to help you scaffold student learning.
Reading & Writing with English Learners offers kindergarten through fifth grade reading and writing educators a user-

friendly guide and framework for supporting English learners in balanced literacy classrooms. Authors Valentina Gonzalez and Melinda Miller lead readers in exploring the components of Reading &

Writing with English Learners with a special eye for increasing the effectiveness of instructional methods and quality of instruction to serve English learners. This book shares practical and effective

techniques for accommodating reading and writing instruction to design learning that simultaneously increases literacy and language development. Reading & Writing with English Learners

was written for: • K-5 Classroom Teachers • ESL Teachers • Reading and Writing Instructional Coaches • District Leaders Reading & Writing with English Learners includes: • the components of

Reading & Writing Workshop • accommodations that support English Learners • high yield practices for Reading & Writing Workshop during remote teaching • the role of phonics • a culturally inclusive

booklist • activities that support Reading & Writing Workshop And more! Novice teachers can apply best practices for a successful ELL classroom experience! New teachers face a special

challenge when their first assignment is teaching English language learners. This resource combines teacher induction and mentoring principles with basic ESL and EFL techniques to enhance

reading, writing, speaking, listening, and grammar instruction. More than 100 exploratory breaks provide topics for reflective discussion with mentors and supervisors. Each chapter offers novice

teachers supportive strategies for: Using different models of lesson planning Monitoring behavior and classroom interaction Assessing students for placement in ESL or general education classes

Reflecting and exploring the development of their own teaching practice Maximize the educational potential of your ESL/ELL class with this singular resource The ESL/ELL Teacher's Survival

Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels, 2nd Edition offers readers a comprehensive range of instructional

strategies and educational resources for teaching English. The newly revised 2nd Edition includes brand new chapters on: • Working with Long-Term English Language Learners • Teaching English

internationally • Teaching Elementary Age ELLs • Teaching Adult ELLs • Teaching ELLs with learning challenges • Culturally Responsive Instruction • Effective online instruction •

Working with co-teachers and para-professionals In addition to the new chapters, The ESL/ELL Teacher's Survival Guide contains updated material on topics including math, science, social studies,

Common Core Standards, the Next Generation Science Standards and 150 pages of new, highly engaging content. An essential resource for anyone involved in teaching English as a Second Language

to students of all ages, this book is perfect for general education teachers and ESL specialists for students in grades six through twelve. It's also highly instructive for teachers of adult ESL classes,

*elementary and teacher
educators, and resource
specialists.*
*Educating English Language
Learners*
*Special Education
Considerations for English*

*Language Learners
Translanguaging and
Transformative Teaching for
Emergent Bilingual Students
Collaborating for English
Learners
Supporting English Language*

Learners
Unlocking the Enigma of the Second Language Learner
A Guide for Principals

How to give English language learners every opportunity for success This practical guide equips

school leaders to help English language learners succeed. The authors show how school leaders and staff members can serve as student advocates and apply successful instructional practices that increase student learning.

Written in straightforward language with quick reference charts and summaries, the text provides: Strategies for creating a culture of ELL advocacy and achievement Case studies from school leaders who have created positive change

for ELLs Professional development tools that build teachers' knowledge of second language acquisition Tips for strengthening home–school–community connections

Embrace the future by ensuring

English Learners have a voice in school. English Learners (ELs) are the fastest-growing segment of the K–12 population. Therefore, educators must provide a voice for their needs. This book demystifies the techniques of advocacy for ELs,

including: A shared sense of responsibility for EL success–Providing tools that every educator can use to ensure that ELs are effectively served An overview for administrators–Influencing policy

and fostering a culture that meets EL needs Advocacy for ELs' success beyond Grade 12–Equipping ELs for life after graduation, from higher education to career decisions Grounded in research and practical

expertise, this volume helps K?6 teachers skillfully support all of their English language learners (ELLs)?from a single student to an entire classroom. Ideas for teaching ELLs across different grade and proficiency levels include ways to

link instruction to students? lived experiences, use a variety of motivating print and electronic texts and materials, engage families, and conduct effective assessments. Chapters are packed with tools and activities for promoting ELLs?

development in oral language, phonics, fluency, vocabulary, comprehension, writing, and grammar. Handy reproducibles and ?Voice from the Classroom? teacher vignettes enhance the utility of the book.

"Schools are not intentionally equitable places for English learners to achieve, but they could be if the right system of support were put in place. Diane Staehr Fenner and Sydney Snyder recommend just such a system. Not

only does it have significant potential for providing fuller access to the core curriculum, it also provides a path for teachers to travel as they navigate the individual needs of students and support their learning journeys."

—Douglas Fisher, Coauthor of Visible Learning for Literacy A once-in-a-generation text for assisting a new generation of students Content teachers and ESOL teachers, take special note: if you're looking for a single resource to help your English

learners meet the same challenging content standards as their English-proficient peers, your search is complete. Just dip into this toolbox of strategies, examples, templates, and activities from EL authorities Diane Staehr Fenner and Sydney

Snyder. The best part? Unlocking English Learners' Potential supports teachers across all levels of experience. The question is not if English learners can succeed in today's more rigorous classrooms, but how. Unlocking English

Learners' Potential is all about the how: How to scaffold ELs' instruction across content and grade levels How to promote ELs' oral language development and academic language How to help ELs analyze text through close

reading and text-dependent questions How to build ELs' background knowledge How to design and use formative assessment with ELs Along the way, you'll build the collaboration, advocacy, and leadership skills that

we all need if we're to fully support our English learners. After all, any one of us with at least one student acquiring English is now a teacher of ELs.

Formulating a Knowledge Base Teaching English Learners from a

Distance
Teaching English as a Second
Language
Leading Academic Achievement for
English Language Learners
A Resource Book for Teaching
K-12 English Learners

Succeeding with English Language Learners

English Language Learners and the New Standards

English Language Learner Resource GuideA Guide for Rural Districts with

a Low Incidence of ELLs English learners face not only the challenge of learning English, but also learning in English. How, then, do you set reasonable

expectations for developing proficiency? School leaders will find the answers inside, including how to assess the individual needs of ELs, how to create a

quality instructional program, and how to evaluate performance. Each chapter offers reliable, research-based ways to implement solutions you can count

**on.
Looking for a silver
bullet to accelerate EL
achievement? There is
none. But this, we
promise: when EL
specialists and general**

ed teachers pool their expertise, your ELs' language development and content mastery will improve exponentially. Just ask the tens of thousands of

Collaboration and Co-Teaching users and now, a new generation of educators, thanks to this all-new second edition: Collaborating for English Learners.

Why this new edition? Because more than a decade of implementation has generated for Andrea Honigsfeld and Maria Dove new insight into what exemplary teacher

collaboration looks like, which essential frameworks must be established, and how integrated approaches to ELD services benefit all stakeholders.

Essentially a roadmap to the many different ways we can all work together, this second edition of Collaborating for English Learners features: All-new

examples, case studies, illustrative video, and policy updates In-depth coverage of the full range of strategies and configurations for determining the best

model to adopt Templates, planning guides, and other practical tools to put collaboration into practice Guidelines, self-assessments, and

questionnaires for evaluating the strategies' effectiveness By this time, the big benefits of teacher collaboration are well documented.

Where teachers and schools struggle still is determining the best way to do so, especially when working with our ELs. That's where Andrea Honigsfeld, Maria Dove,

and their second edition of Collaborating for English Learners will prove absolutely indispensable. After all, there are no two better authorities.

Smart, passionate, practical, and filled with experience-honed thinking, Supporting English Language Learners is an ideal resource for all

education professionals who are looking for the best ways to help nonnative learners. Preschool English Learners Grade 3 Teacher's

**Resource Guide
Research to Practice
The ESL / ELL Teacher's
Survival Guide
A Resource Guide
A Resource Guide for
Educators**

Advocating for English Learners

Bridge the Digital Divide with Research-Informed Technology Models Since the first edition of this bestselling resource many schools are still striving to close

the digital divide and bridge the opportunity gap for historically marginalized students, including English learners. And the need for technology-infused lessons specifically aligned for English learners is even more critically needed. Building from significant

developments in education policy, research, and remote learning innovations, this newly revised edition offers unique ways to bridge the digital divide that disproportionally affects culturally and linguistically diverse learners. Designed to support equitable

access to engaging and enriching digital-age education opportunities for English learners, this book includes Research-informed and evidence-based technology integration models and instructional strategies Sample lesson ideas, including

learning targets for activating students' prior knowledge while promoting engagement and collaboration Tips for fostering collaborative practices with colleagues Vignettes from educators incorporating technology in creative ways

Targeted questions to facilitate discussions about English language development methodology Complete with supplementary tools and resources, this guide provides all of the methodology resources needed to bridge the digital

*divide and promote learning success for all students.
A much-needed resource for teaching English to all learners
The number of English language learners in U.S. schools is projected to grow to twenty-five percent by 2025. Most teachers*

have English learners in their classrooms, from kindergarten through college. The ESL/ELL Teacher?s Survival Guide offers educators practical strategies for setting up an ESL-friendly classroom, motivating and interacting with students,

communicating with parents of English learners, and navigating the challenges inherent in teaching ESL students. Provides research-based instructional techniques which have proven effective with English learners at all proficiency levels Offers

thematic units complete with reproducible forms and worksheets, sample lesson plans, and sample student assignments The book?s ESL lessons connect to core standards and technology applications This hands-on resource will give all teachers at

all levels the information they need to be effective ESL instructors.

Take a ride in a long submarine or fly away in a hot air balloon. Whatever you do, just be sure to bring your favorite book! Rafael López's colorful illustrations

perfectly complement Pat Mora's lilting text in this delightful celebration of El día de los niños/El día de los libros; Children's Day/Book Day. Toon! Toon! Includes a letter from the author and suggestions for celebrating El día de los niños/El

día de los libros; Children's Day/Book Day. Pasea por el mar en un largo submarino o viaja lejos en un globo aerostático. No importa lo que hagas, ¡no olvides traer tu libro preferido! Las coloridas ilustraciones de Rafael López complementan

perfectamente el texto rítmico de Pat Mora en esta encantadora celebración de El día de los niños/El día de los libros. ¡Tun! ¡Tun! Incluye una carta de la autora y sugerencias para celebrar El día de los niños/El día de los libros. The author will

donate a portion of the proceeds from this book to literacy initiatives related to Children's Day/Book Day. La autora donará una porción de las ganancias de este libro a programas para fomentar la alfabetización relacionados con El día de los

*niños/El día de los libros.
This book presents current
knowledge about teaching
culturally diverse populations,
traditionally underserved in the
nation's public schools. It
approaches the challenge of
improving public school education*

for these students in a variety of ways including relating of cultural and experiential knowledge to classroom instruction, examining the behaviors of teachers who are effective with culturally diverse populations, analyzing effective school models, reviewing models

of effective instruction, and exploring ethnic identity as a variable in the formula for school success. The discussions reveal significant insights about the implications and shortcomings of existing knowledge and its application, and offer directions

*for future research.
A Guide for Teachers and
Administrators
Evaluating ALL Teachers of
English Learners and Students
With Disabilities
A Guide to the Research
Improving Education for*

Multilingual and English Learner Students
Strategies for English Language Learners - Resource Guide
Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels

A Foundational Guide to Integrated Practices
First Published in 1994. Educators will welcome this cohesive and comprehensive volume on the research and

practice of teaching English as a second language (TESOL). The author, director of the TESOL program at Fordham University Graduate School of Education,

provides a holistic view of the field-its practical and philosophical considerations. Of particular interest is the coverage of such new

research areas as ESL literacy, cultural literacy, thinking in a second language (TSL), and pragmatic writing. The concept of "funds of knowledge" is based on a

*simple premise: people
are competent and have
knowledge, and their
life experiences have
given them that
knowledge. The claim in
this book is that first-*

*hand research
experiences with
families allow one to
document this competence
and knowledge, and that
such engagement provides
many possibilities for*

positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday

practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent

*communities in terms of
the resources they
possess and how to
harness them for
classroom teaching. This
book accomplishes three
objectives: It gives*

*readers the basic
methodology and
techniques followed in
the contributors' funds
of knowledge research;
it extends the
boundaries of what these*

*researchers have done;
and it explores the
applications to
classroom practice that
can result from teachers
knowing the communities
in which they work. In a*

time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-

perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and

community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described.

It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the

funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor

*communities by viewing
their households
primarily in terms of
their strengths and
resources, their
defining pedagogical
characteristics. Funds*

of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and

*for researchers and
graduate students of
language, culture, and
education.
The book provides a
review of scientific
research on the learning*

outcomes of students with limited or no proficiency in English in U.S. schools. Research on students in kindergarten to grade 12 is reviewed. The primary

chapters of the book focus on these students' acquisition of oral language skills in English, their development of literacy (reading & writing)

skills in English, instructional issues in teaching literacy, and achievement in academic domains (i.e., mathematics, science, and reading). The

*reviews and analyses of
the research are
relatively technical
with a focus on research
quality, design
characteristics, and
statistical analyses.*

The book provides a set of summary tables that give details about each study, including full references, characteristics of the students in the

research, assessment tools and procedures, and results. A concluding chapter summarizes the major issues discussed and makes recommendations

*about particular areas
that need further
research.
In this Grade 3
Teacher's Resource
Guide, you will find:10
best practices for close*

reading applied to small group instruction; Strategies for differentiating instruction for on grade level, approaching grade level, above grade

level, and English Language Learners; Mini-lessons to teach the process of independent close reading; A launching lesson for each unit; Lessons for

*all six books (3
literary sources and 3
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close reading, follow-up
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*matched to the selected
passages; A text-to-text
lesson at the end of the
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sources; Assessment
tasks aligned to Common
Core Standards and Depth*

of Knowledge; Rubrics,
checklists, annotation
sheets, skill targets,
answer frames, and more
to help you scaffold
student learning.
Grade 5 Teacher's

Resource Guide
Principles and Practices
to Promote Language,
Literacy, and Learning :
a Resource Guide
A Guide for Beginning
Teachers

The School Leader's
Guide to English
Learners
Ready-to-Use Strategies,
Tools, and Activities
for Teaching All Levels
Basic English Grammar

Book 2 Teacher's Resource Guide A Guide to Equitable Learning for All Students AboutBook: This resource guide focuses on the dissemination of

accurate information and best practices concerning the educational support of second language learners. It not only documents the author's professional experiences but seeks to use them to bolster the research regarding best practices for second language learner and bilingual

children. Parents will find the resource guide useful as it contains situations many of them may have experienced while raising second language children. The book focuses on appropriate solutions and answers to questions they may have regarding their children's needs

educationally. There are case studies and guidelines that educators will find useful in their quest for appropriate and accurate knowledge about this growing student population. Authorbio: Deborah Jill Chitester received her Masters of Science in Speech-Language

Pathology from Adelphi University in New York and was granted her Certificate of Clinical Competence (C.C.C) by the American Speech and Hearing Association (ASHA). She has 14+ years experience working with all age levels whose first language is other than English, having received

special certification by the State of New York as a Bilingual (English/Spanish) Speech Language Pathologist. In her practice, Second Language, Literacy and Learning Connection LLC, located in New Jersey, she treats clients of all ages and disabilities both monolingual and

those whose first language is not English. Due to the use of her "linguistic features" approach, her client mix is increasingly more culturally and linguistically diverse, presently comprising Asians, Arabs, Pakistani, etc. Deborah has also given informative presentations on

effectiveevaluation of CLD children to help identify and recognize language difference vs. true speech delay for school districts and other professional audiences. Lastly, she provides specialized language services for internationally adopted children and consulting services for

parents concerning the importance of distinguishing second language difficulties from true speech and language disorders.

Teacher's Resource Guides (32-pages each), available on CD, full of English grammar activities in a reproducible format. This teacher's reasource

guide goes along with the two-book series written specifically for English language learners which covers all the basic grammar topics for beginners. Contains clear and concise explanations of the rules and illustrates them with numerous examples. The "Did You Know?" and

"Grammar Help" notes add further to the understanding of basic grammar. These books will give English language learners a clear understanding of core grammar skills and help lay a strong foundation for good English. Each book includes 150-pages plus a grammar examples

and instruction.
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." " First Published in 1994. Routledge is

an imprint of Taylor & Francis, an informa company.
Basic English Grammar Book 1
Teacher's Resource Guide
Unlocking English Learners'
Potential
A Norton Quick Reference Guide
The ESL/ELL Teacher's Survival

Guide

A Parental Resource Guide

Delivering a Continuum of Services

Lessons from the CUNY-NYSIEB Project

A reference tool for educators on an under-researched topic,

particularly with regards to laws governing bilingual education for the disabled.

A critical and accessible text, this book provides a foundation for translanguaging theory and practice with educating emergent

bilingual students. The product of the internationally renowned and trailblazing City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), this book draws on a common vision of

translanguaging to present different perspectives of its practice and outcomes in real schools. It tells the story of the collaborative project's positive impact on instruction and assessment in different contexts,

and explores the potential for transformation in teacher education. Acknowledging oppressive traditions and obstacles facing language minoritized students, this book provides a pathway for

combatting racism, monolingualism, classism and colonialism in the classroom and offers narratives, strategies and pedagogical practices to liberate and engage emergent bilingual students. This book is an essential

text for all teacher educators, researchers, scholars, and students in TESOL and bilingual education, as well as educators working with language minoritized students.
NEW! Unlocking English

Learners' Potential Strategies for Making Content Accessible Diane Staehr Fenner, Sydney Snyder Foreword by Lydia Breiseth A once-in-a-generation text for assisting a new generation of students Content teachers and

ESOL teachers, take special note: if you're looking for a single resource to help your English learners meet the same challenging content standards as their English-proficient peers, your search is complete. Just dip

into this toolbox of strategies, examples, templates, and activities from ELL authorities Diane Staehr Fenner and Sydney Snyder. The best part? No prior training assumed! You'll find inside every last how-to including:

* How to scaffold instruction across content and grade levels * How to build background knowledge * How to analyze text through close reading and text dependent questions * How to promote oral language and

vocabulary development * How to evaluate and use formative assessment \$29.95, 320 pages, D17100-978-1-5063-5277-0 From Laura Alvarez, one of the authors of Supporting Newcomer Students, a guide on how to

continue to support multilingual students' language development and rigorous learning in a remote environment. In this QRG in the new set of Strategies for Distance Learning Guides, Alvarez provides questions to guide

instructional planning and key teaching moves for English learners, within a framework of 4 principles for distance learning: Facilitate meaningful interactions Build relationships Use technology purposefully Hold an

inquiry stance With extensive tips for how to maintain these goals in both synchronous and asynchronous learning activities, this guide will be a go-to resource for teachers of newcomers and English learners. Each 8.5" x 11"

multi-panel guide is laminated for extra durability and 3-hole-punched for binder storage.
A Guide for Teachers of English Learners

A Synthesis of Research Evidence

A Guide for Rural Districts with a Low Incidence of ELLs
Literacy Strategies and Resources for K-6
Developing Language, Content Knowledge, and Analytical Practices in the Classroom

Supporting Great Teaching
Written for current and
future teachers of
English learners across
various educational and
geographical settings,
this concise guide

provides educators with specific instructional practices to promote greater inclusion and educational equity for their students. Key topics include why home

language is essential to
student success;
incorporating home
language into
instruction; planning
plurilingual lessons and
inclusive classrooms;

home language and
learning in the digital
age; reimagining
instructional materials;
and using home language
to advance social
justice.

In English Language
Learners and the New
Standards, three leading
scholars present a clear
vision and practical
suggestions for helping
teachers engage ELL

students in
simultaneously learning
subject-area content,
analytical practices,
and language. This
process requires three
important shifts in our

perspective on language
and language
learning--from an
individual activity to a
socially engaged
activity; from a linear
process aimed at

correctness and fluency,
to a developmental
process focused on
comprehension and
communication; and from
a separate area of
instruction to an

approach that embeds
language development in
subject-area
activities.In English
Language Learners and
the New Standards, the
authors:Clarify the

skills and knowledge
teachers need to
integrate content
knowledge and language
development.Show how
teachers can integrate
formative assessment in

ongoing teaching and
learning.Discuss key
leverage points and
stress points in using
interim and summative
assessments with
ELLs.Provide classroom

vignettes that
illustrate key
practices.Finally, the
authors explain the
theories and research
that underlie their
vision and examine the

role of policy in
shaping pedagogy and
assessment for ELL
students.
Teaching English
Language Learners
Teaching Diverse

Populations
A Resource Guide for
Secondary Teachers of
Migrant English Language
Learners
Book Fiesta!
Funds of Knowledge

Reading, Writing and
Learning in ESL
Celebrate Children's
Day/Book Day; Celebremos
El dia de los ninos/El
dia de los libros