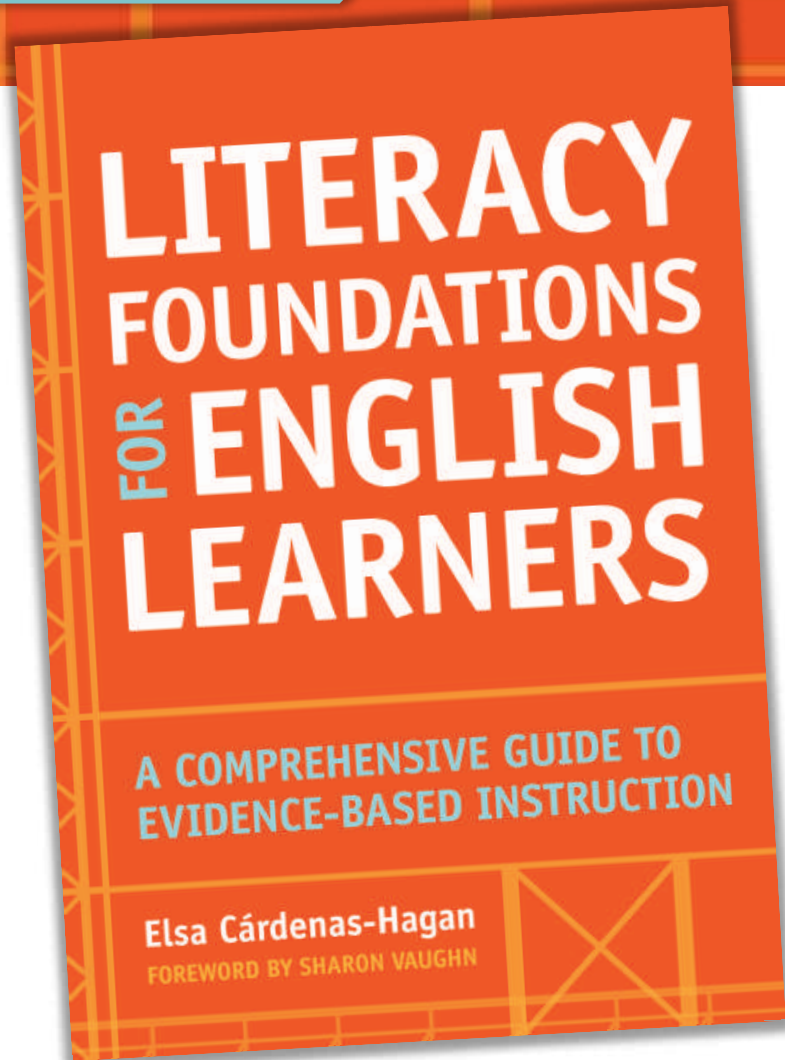


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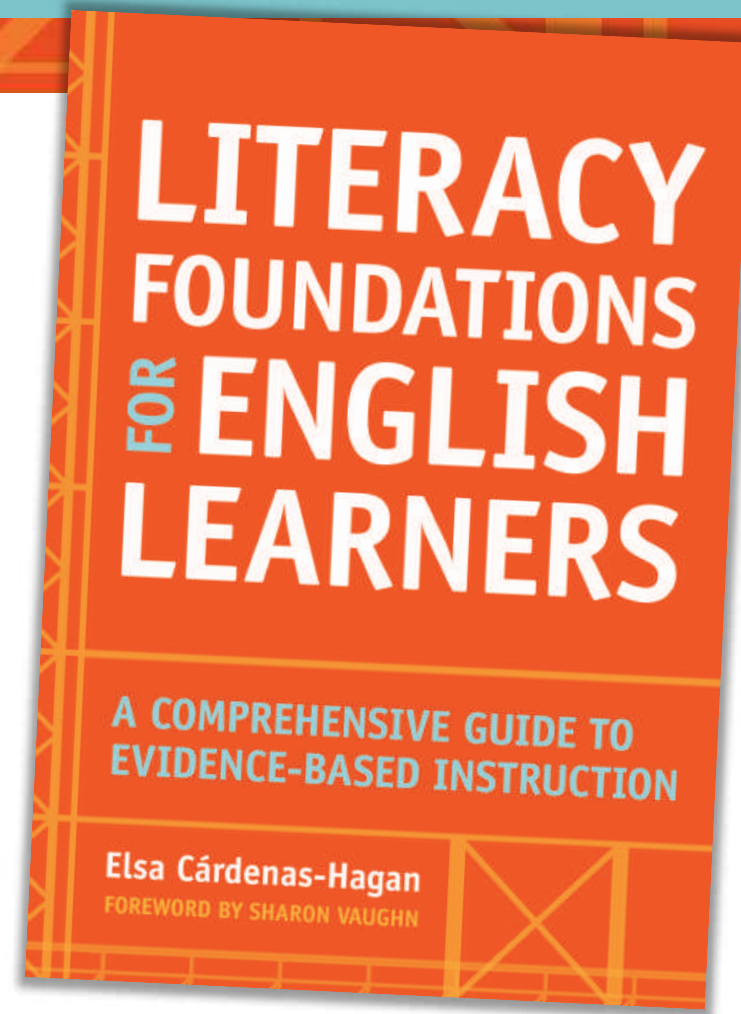
About *Literacy Foundations for English Learners*

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About *Literacy Foundations for English Learners*

About the Book

An essential text for courses on literacy foundations and biliteracy, this accessible book will give readers the knowledge base they need to help English learners develop strong literacy skills and achieve academic success.

PREPARE TEACHERS TO:

- Enter their classroom with a full understanding of the language and literacy development of English learners
- Teach English learners the key components of language and literacy: phonological awareness, phonics, vocabulary, fluency, comprehension, spelling, and writing skills
- Apply insights from current, reliable research on how best to teach English learners
- Use specific, evidence-based principles, strategies, activities, and sample teacher–student dialogues to guide and strengthen instruction
- Leverage technology to adapt and enhance instruction for English learners

About the Book

Aligned with IDA's Knowledge and Practice Standards, this book prepares current and future educators to teach English learners the **key components of language and literacy**.

For each component, readers will get a dedicated chapter with **research-based insights** on how to teach English learners, **guidance on making connections across languages** when teaching that component, and **ready-to-use principles and strategies** for instruction. This book will help educators grow their knowledge and apply it in their classrooms by using:

- Learning Objectives
- Study Questions
- Extended Application Activities

About the Editor



Elsa Cárdenas-Hagan, Ed.D., CCC-SLP, CDT, CALT, QI

Dr. Cardenas-Hagan is a bilingual speech and language pathologist, a certified teacher, dyslexia therapist, certified academic language therapist and a qualified instructor. She is the President of the Valley Speech Language and Learning Center in Brownsville, Texas and works with the Texas Institute for Measurement, Evaluation and Statistics at the University of Houston.

[Read Dr. Cárdenas-Hagan's full bio](#)

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- Coleen D. Carlson, Ph.D.
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- Colleen Klein Reutebuch, Ph.D.
- Alessandra Rico, M.Ed.
- Eric Tridas, M.D.



Interior Features

About the Features

Literacy Foundations for English Learners includes a variety of features designed to enhance reader understanding.

Examples include:



Learning objectives



Tables and figures



References



Vignettes



Chapter conclusions



Appendix



Teacher–student dialogues



Study questions



Case Studies



Extended reading and application activities



Learning Objectives

1

Teaching Literacy Skills to English Learners

Elsa Cárdenas-Hagan

By completing this chapter, the reader will

- Learn about the profiles and demographics of English learners (ELs) in the United States
- Understand the issues regarding the achievement gap between ELs and native English speakers
- Reflect on the historical perspective of bilingual education in the United States
- Learn how federal initiatives and the Common Core State Standards (CCSS) affect education for ELs
- Examine other considerations for meeting the educational needs of ELs, including multi-tiered systems of support (MTSS) in which students' response to intervention (RTI) and instruction are closely monitored

Learning objectives appear at the beginning of each chapter to orient readers to the key content of that particular chapter.



Vignettes

Victor has just arrived from Honduras with his family. He attended first and second grade in his hometown. He reports that he made excellent grades in his former school. His family is living with his uncle and adjusting very well to living in the United States. Victor tells his teacher that he wants to be a doctor and needs to learn English so that he can read books and one day go to medical school. His teacher is so happy to have a student who is very motivated to learn. She wants to teach him to understand, speak, read, and write in English while also teaching him to understand each of the content standards required of a third-grade student. Fortunately, she has the support of her leadership team. Her school district also provides professional development opportunities to learn the most effective English as a second language strategies to implement in the classroom, for students such as Victor.

Each chapter begins with a vignette for the reader to reflect upon while reading.



Teacher–student dialogues

BOX 10.1. Teacher Script Template for Individual Vocabulary Instruction

To teach the first word from a particular vocabulary lesson, apply the following script.

We have had several discussions related to the topic of ____.

Today we will explore words related to the topic of ____.

This will help you understand and use these words when you speak and when you write.

The word is _____. It means _____.

In your native language, the word is _____.

Say the word in your native language.

Say the word in English.

How many sounds do you hear in this English word?

How many sounds do you hear in this word from your native language?

Do the words have the same number of syllables?

Sample teacher–student dialogues are included throughout the book to provide concrete guidance for readers.



Case Studies

BOX 6.1. Case Example: Emilio

Emilio is a fifth-grade student who has had the opportunity to learn English during the past year. Emilio is a fluent Spanish speaker and is trying to make progress with his English reading skills. He was asked by his teacher to read the following passage. An example of Emilio's reading about the Milky Way during the second month of the school year follows the passage.

Sample Passage

The Milky Way galaxy is a fusion of millions of stars, planets, meteors, and asteroids. The beautiful stars sparkle like treasure in the night sky. Many of the stars are grouped into constellations, such as Orion, who ensures our safety from the bull constellation. The sun is a star and is featured in the center of our solar system. Our solar system is a mixture of many planets and moons. Scientists in our nation are always discovering new information because we have only seen a fraction of what is really out there. Making the decision to look through a telescope is always an adventure!

Emilio's Reading of Passage (in 1 minute)

The Milk Way galax is a fission of millions of estars, planets, meters, and asteroides. The beautiful estars, sparkle, like tressures in the night ski. Many of the estars are groupes into consellations, such as Orion who ensuress our safety from the bul consellation. The sun is estar and is featured in the center of our solar esystem. Our solar esystem is a mixur of many planetas and moons. Science in our nation are always discover new information because we havend only seen a fiction of what is really there. Make the decision to look through a telescope.

Case studies are spread throughout the text with examples and guidance to aid the reader.



Tables and figures

Progress Monitoring Teacher Form

Student School ID # _____
Last Name _____ First Name _____
Sex: ☐ Male ☐ Female
Date of Birth ____ / ____ / ____ Age ____
MM DD YYYY
School _____
Teacher _____
Date of Testing ____ / ____ / ____
MM DD YYYY
Grade ____
Examiner's Name _____

Phonological Awareness

1. Say the word, <i>slip</i> .	Change [s] to [z].	T
2. Say the word, <i>they</i> .	Change [th+] to [r].	T
3. Say the word, <i>ram</i> .	Change the [r] to [j].	T
4. Say the word, <i>lend</i> .	Change [ɛ] to [ø].	T
5. Say the word, <i>come</i> .	Change [k] to [th].	T
6. Tell me the sounds in the word <i>quit</i> .		I
7. Tell me the sounds in the word <i>ring</i> .		I
8. Tell me the sounds in the word <i>live</i> .		I

Table 1.1. Languages commonly spoken by English learners in United States

Language	Percentage
Spanish	77%
Arabic	2.6%
Chinese	2.1%
Vietnamese	1.6%
Somali	0.8%
Hmong	0.7%

Source: McFarland et al. (2017).

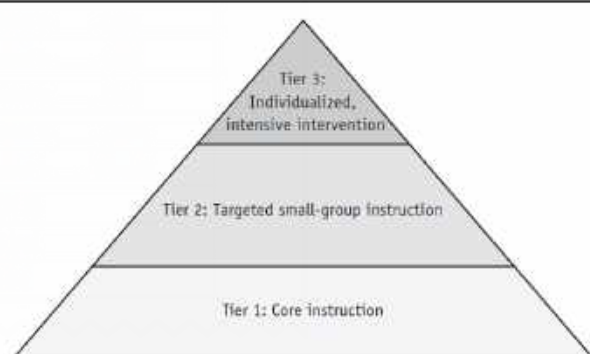


Figure 1.1. Tiered levels of support.

Tables and figures reinforce important concepts and provide ways to more easily understand the material.



Chapter conclusions

CONCLUSION

ELs can benefit from explicit phonics instruction. Phonics lessons can begin with a focus on learning the names of the English letters and the letter-sound correspondences. Cross-language connections for letters and sounds can be helpful to ELs. These students can then learn the six syllable types of the English language and practice reading words with each of the syllable types. Understanding the various syllable division patterns will also assist ELs when reading words with multiple syllables. Finally, instructors can capitalize on morphological awareness and its potential similarities with native language structure which will aid ELs' reading accuracy and understanding of English words.

Each chapter closes with a final section that summarizes its key elements and provides readers with an abstract of the covered material.

? Study Questions

STUDY QUESTIONS

1. What is the fastest growing population of students in U.S. public schools?
2. What is the most common second language of ELs in the United States?
3. What can be done to improve the number of teachers who are prepared to instruct ELs in public schools?
4. Describe one of the variables related to reading achievement among ELs.
5. What skill appears to be one of the most essential skills for reading comprehension among ELs?
6. What provisions did the Bilingual Education Act provide?
7. Describe the features of NCLB as related to educating ELs.
8. What are the newer features for ELs in ESSA?

The study questions included at the end of each chapter address key concepts to aid reader comprehension.



Extended Reading and Application Activities

EXTENDED READING AND APPLICATION ACTIVITIES

1. The ELs in your classroom will be reading a passage that includes the irregular word *would*. As the instructor, you will ask them to write a summary and include this irregular word. Therefore, please design a lesson that incorporates the irregular word procedure described for ELs in this chapter.
2. Five ELs in your classroom have difficulty spelling words with the /z/ sound spelled with the letter z. They substitute the letter s for z. Describe how you will help this group of ELs using the techniques described in this chapter.
3. Collect writing samples from the ELs in your classroom. Analyze the spelling errors from within the writing sample using the rubric provided in this chapter. Determine the predominant error patterns and design spelling lessons for the students that will address their spelling mistakes.

Each chapter concludes with extended reading and application activities to advance learning.



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Citations include review articles, reports of study findings, research findings, and other key references that can be used to find additional information.



Appendix

APPENDIX

Using Technology to Adapt
and Enhance Instruction for
English Learners

Elaine Cheesman

The included appendix provides complementary resources for the essential literacy skills outlined in the text.

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Online Companion Materials

About the Materials

Literacy Foundations for English Learners offers online companion materials to supplement and expand the knowledge and strategies provided in this text.

Some materials are available to all readers. Other materials are reserved for verified faculty members.

All materials may be accessed via the Brookes Download Hub.

About the Reader Materials

All purchasers of this book can access, download, and print the following from the Brookes Download Hub:

- Working with English Learners progress monitoring tool
- Main idea graphic organizer
- Graphic organizer for writing a persuasive paragraph
- Appendix: Using Technology to Adapt and Enhance Instruction for English Learners

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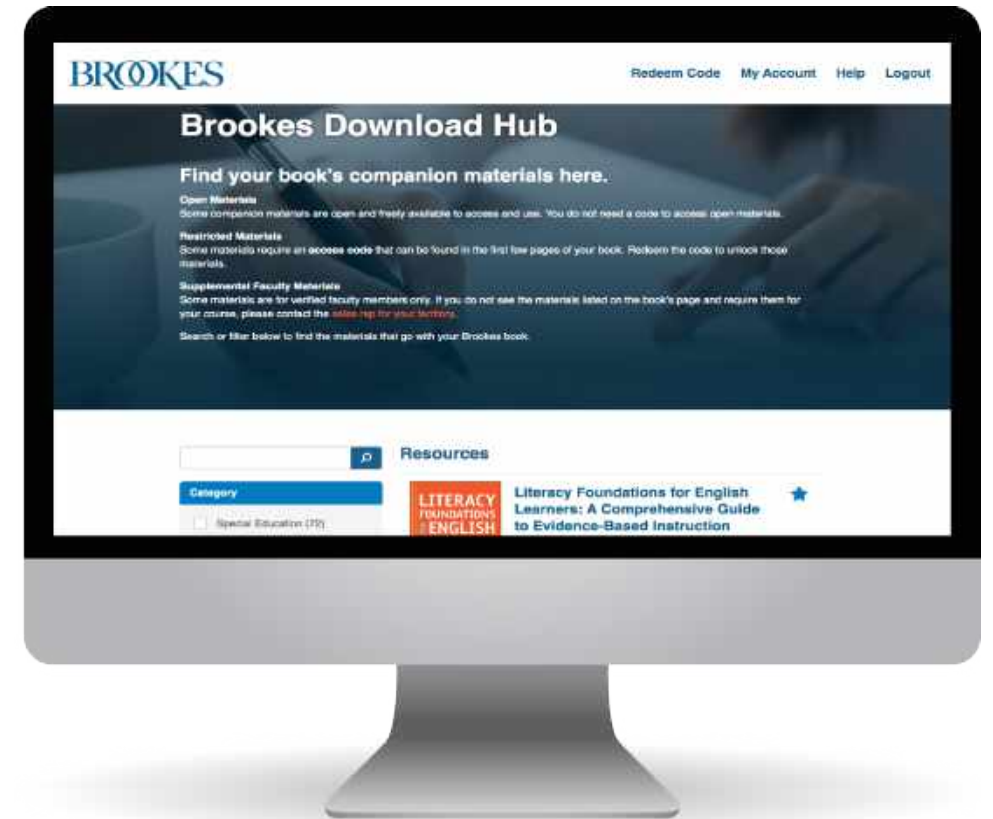


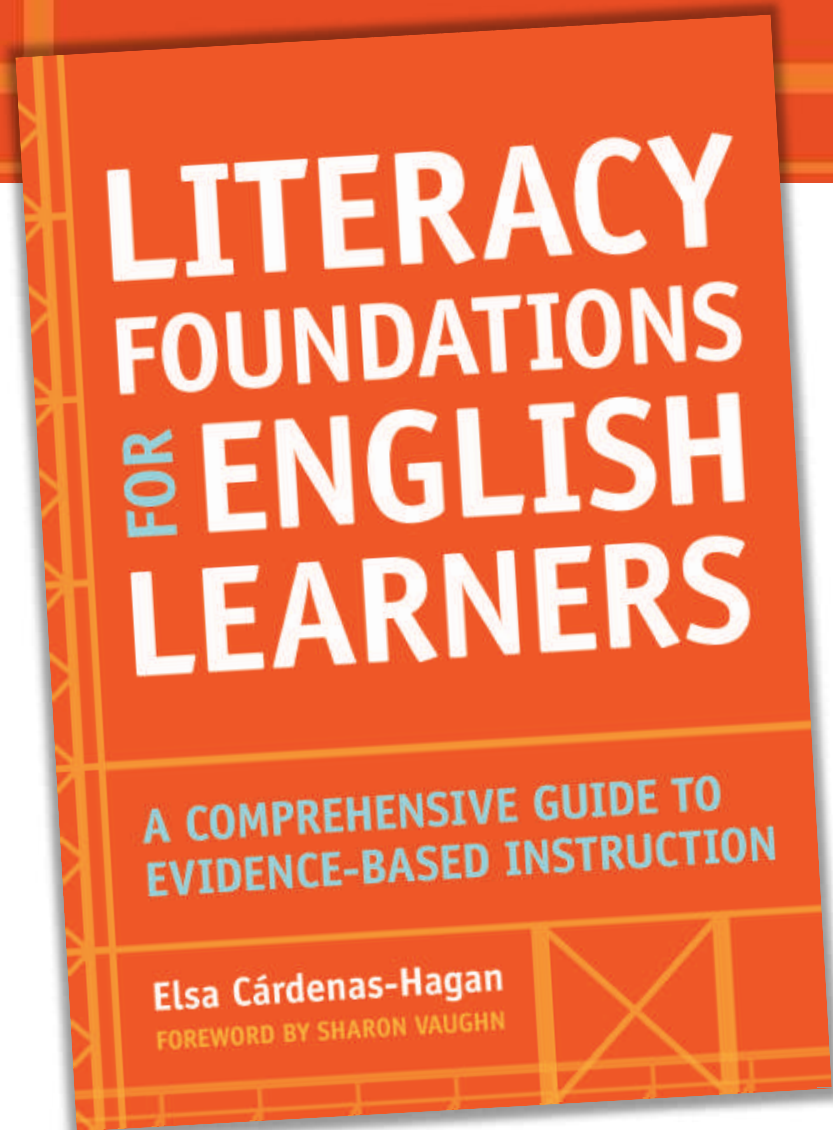
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