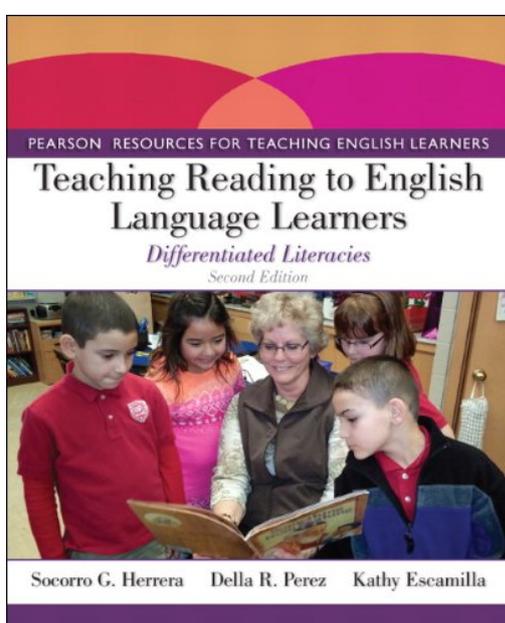


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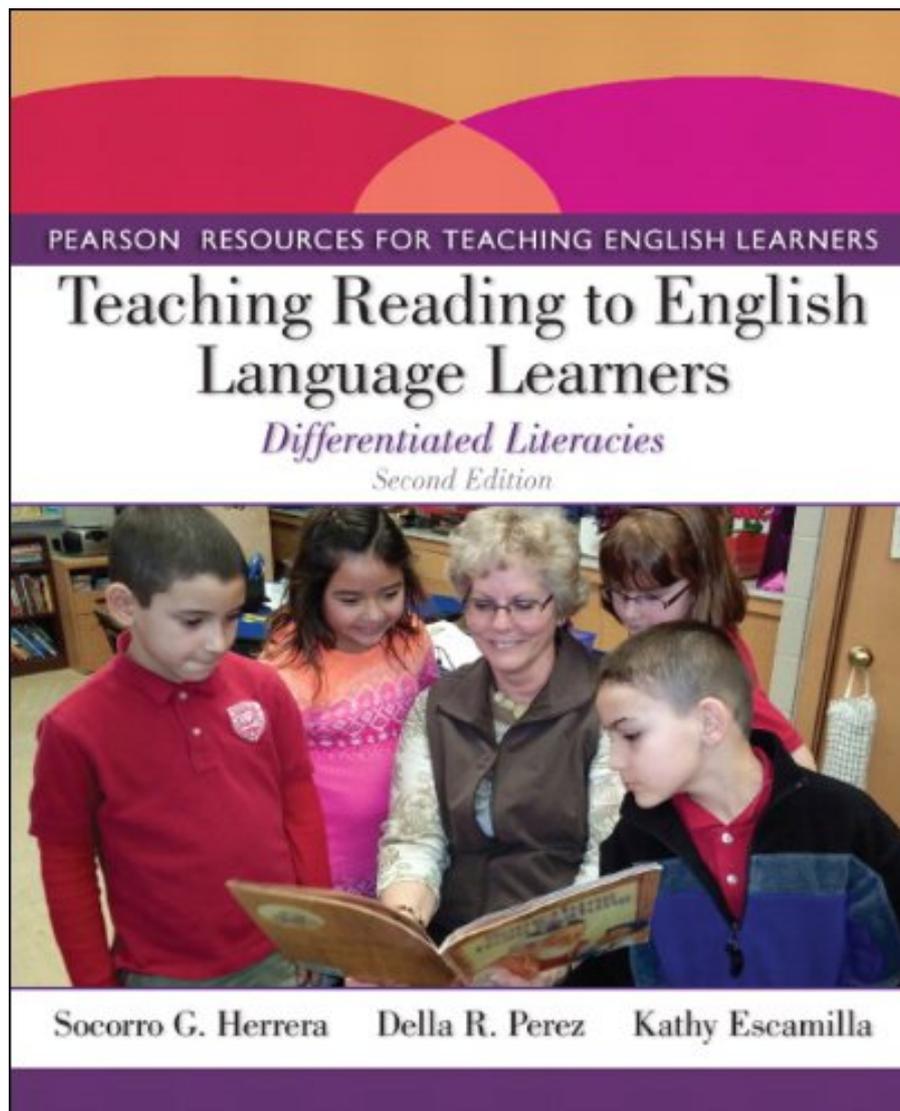


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## Review

"...unlike many texts on second language learners, this text looks at literacy learning for second language learners from a sociopsycholinguistic perspective. Most importantly for credential students, this text provides multiple teaching strategies and ideas for teaching that are research based and connected to theory. This way student teachers can bridge their own practices and what they observe in the classroom with the language and literacy theories they are experiencing in their university courses." - Cinzia Forasiepi

"The major strength of this book (and the reason I use it in my class) is its focus on teaching reading to linguistically diverse students at the elementary level. It addresses cross-linguistic transfer issues and ways to teach so that a child's knowledge of L1 supports his or her learning in L2. This makes the book unique. I also like the strong focus on the use of multicultural children's books to illustrate concepts being taught. The "Strategies in Practice" examples in each chapter are excellent, especially the strategies that teach ways to focus on comparing and contrasting languages." - Elizabeth Franklin, University of Northern Colorado

"I enjoyed and appreciated the cultural underpinnings of the text and how it was carried out throughout." - Robert D. Leier, Auburn University

## From the Back Cover

In the new edition of this widely-used text, ESL teachers and grade-level teachers get practical, research-based information, approaches, and strategies for supporting second language literacy development with their CLD students—and ensuring that children's languages and cultures are the cornerstones of their literacy development.

- Theory blends with practice to give readers the tools they need to differentiate literacy instruction for all ELL students.
- The information helps teachers support English language literacy development with their students in addition to the program the school has in place.
- The book bridges the gap between theory and practice while addressing the need for current information on

how to most effectively approach the literacy needs of English Language Learners.

Included are strategies for converting research into practical application; illustrative student samples from multiple grade levels and language backgrounds; teacher insights; a look at the sociocultural, academic, cognitive, and linguistic dimensions of the CLD student biography; and a number of helpful pedagogical aids.

And in this new edition:

- Teachers see how critical concepts from each chapter align with a Common Core State Standard—and the implications of those concepts for instructing English learners—in a new callout feature, Common Core State Standards Connections. (Chs. 3—7)
- How key content concepts reflect the needs of older students (especially grades 7-12 and even adult learners) is highlighted for readers in a new callout feature, Secondary Connections. (Chs. 3—9)
- Readers get revised and updated material in popular features from previous editions, including: updated Strategies in Practice; more examples of Teacher Voices; new research; updated Common Core State Standards and TESOL standards for K-12 ELLs.

#### About the Author

Dr. Socorro G. Herrera

Dr. Herrera serves as a professor of elementary education at Kansas State University and directs the Center for Intercultural and Multilingual Advocacy (CIMA) in the College of Education. Her K–12 teaching experience includes an emphasis on literacy development. Her research focuses on literacy opportunities with culturally and linguistically diverse students, reading strategies, and teacher preparation for diversity in the classroom. Dr. Herrera has recently published two books with Allyn and Bacon: *Mastering ESL and Bilingual Methods: Differentiated Instruction for Culturally and Linguistically Diverse Students* (2005) and *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students* (2007). Dr. Herrera has authored articles for numerous nationally known journals, such as the *Bilingual Research Journal*, *Journal of Hispanic Higher Education*, *Journal of Research in Education*, and the *Journal of Latinos and Education*.

Dr. Della R. Perez

Dr. Perez serves as an assistant professor of elementary education at Kansas State University and is the Associate Director of Undergraduate Programming at the Center for Intercultural and Multilingual Advocacy (CIMA) in the College of Education. Her research has focused on literacy development and instruction for culturally and linguistically diverse students and parental involvement. Dr. Perez has published *The Five Components of Reading Development: A Classroom Teacher's Guide to Scaffolding Reading Instruction for ELL Students* (2006) and *ELL Literacy Interventions: Accommodations and Acceleration for Reading Success* (2005). Dr. Perez also has co-authored a book chapter for *Culturally Responsive Teacher Education: Language, Curriculum, and Community* (2008).

Dr. Kathy Escamilla

Dr. Escamilla is a professor of education at the University of Colorado, Boulder. She has been a bilingual teacher, program administrator, and professor for over 37 years. She helped to develop the Spanish reconstruction of Reading Recovery (*Descubriendo la Lectura*), which was published in the book

Instrumento de observación de los logros de la leco-escritura inicial (Heinemann). She has done extensive research in the area of literacy for Spanish-speaking children in the United States and has authored over 40 journal articles in this area. She served two terms as the President of the National Association for Bilingual Education (NABE) and works as a technical assistant and consultant for bilingual/ESL programs nationwide.

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