



SEVENTH EDITION

# READING, WRITING, AND LEARNING IN ESL

*A Resource Book for Teaching K-12 English Learners*



SUZANNE F. PEREGOY | OWEN F. BOYLE



**Seventh Edition**

# **Reading, Writing, and Learning in ESL**

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K–12 English Learners**

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*San Francisco State University*

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# Preface

*Reading, Writing, and Learning in ESL: A Resource Book for Teaching K–12 English Learners*, Seventh Edition, is a comprehensive, reader-friendly resource book that provides a wealth of teaching ideas for promoting oral language, reading, and writing development in English for K–12 English learners. While technology is integrated throughout, a new chapter on “English Language Learners and New Literacies” describes classroom Internet strategies, safety, ethical use, and guidelines for online reading and writing. The book provides up-to-date language acquisition theory, classroom organization, teaching strategies, and assessment procedures for effective English learner instruction. Many of the lessons in each chapter are bolstered by videos taken from classrooms. It is an ideal text for ESL and bilingual methods classes and for general reading/language arts methods classes in geographical areas serving English learners. It is also an excellent staff development tool.

## Purpose and Scope of This Book

Our purpose in this seventh edition remains the same as in the earlier editions: We wish to open a window on classrooms in which English learners are actively involved in learning about themselves, their classmates, and the world around them. In these classrooms, students often pursue topics they choose, using oral and written English to discuss and confer with their classmates, read, write, report, and share ideas and learning. Gradually, they advance their knowledge of English, expanding their discourse repertoires and refining their control of grammar, pronunciation, spelling, and mechanics. Ideally, they will use their growing academic, linguistic, and sociocultural competence to create better worlds for themselves and those around them.

Viewing learning as a social process, we will introduce you to the classroom cultures of some of the best teachers we know—classrooms in which English learners of diverse language and cultural backgrounds demonstrate success in learning. In particular, we will describe various social structures that maximize language and literacy development for English learners, such as student–teacher conferences and collaborative groups. At the same time, we will focus on specific instructional and assessment strategies that effective teachers use to promote the language and literacy development of all students.

## New in This Edition

We have put a great deal of thought and effort into making the seventh edition as thorough and current as possible, while maintaining a user-friendly style. The significant updates include the following:

- A new chapter on New Literacies that focuses on Internet use for academic learning.
- Several extensively revised chapters are as follows:
  - Chapter 8 on writing offers new material on the six traits of writing and shows how to use them to create a dynamic writing classroom where elements of good writing are made explicit.
  - Chapter 11 on assessment has been deleted, and important information on reading assessment has been folded into Chapter 9.
- Each chapter includes **Video Examples**, illustrating important concepts and teaching strategies so that students can see what they are reading about. The video links are live for student and instructor access in the Pearson eText. The video clips are contextualized with statements and questions to provoke student thinking and application.
- New **photos (over 60 photos)** with descriptive captions highlight key ideas.
- New **student work samples** are presented in the chapters on early literacy, writing, and reading.
- Each chapter in the Pearson eText concludes with a **multiple-choice quiz with feedback** on each correct answer. These are accessible for student use only in the Pearson eText.
- A glossary has been added to the Pearson eText.

## New Material in Each Chapter

This is a more detailed list of the changes made to each chapter:

### Chapter 1

- Six videos that enhance student learning on topics such as creativity, culture, classroom strategies, and the Common Core State Standards
- New figures and tables on: Getting to Know Students, Sociolinguistic Aspects That May Affect Classroom Discourse, and Guidelines for Evaluating Use of Technology
- New and updated resource lists on multicultural teaching and bilingual education
- An introductory discussion of the Common Core State Standards (CCSS)
- New/revised activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas, accompanied by feedback explaining the correct answer to each of the multiple-choice questions.

## Chapter 2

- Six videos that enhance student learning: cognitive-academic language development, language versus dialect, theories of language development, and Krashen's five hypotheses of second language acquisition
- New/revised activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas, accompanied by feedback explaining the correct answer to each of the multiple-choice questions.

## Chapter 3

- Six videos that enhance student learning: Common Core State Standards, differentiating learning, multiple modes of learning, sheltered instruction, the SIOP model, and pair and group work
- A revised discussion of the Common Core State Standards and their relationship to academic standards for English language development
- New/revised activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas and feedback explaining the correct answer to each of the multiple-choice questions.

## Chapter 4 (a completely new chapter)

- Seven videos that enhance student learning: technology, technology in the 5th grade, computers in classrooms; new literacies research, differentiating instruction through technology, blogs, and classrooms of the future
- Information on using blogs, wikis, and social networking
- Information on how to use the Internet safely, intelligently, and ethically
- Photos with captions throughout the chapter that highlight key ideas
- New activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas and feedback explaining the correct answer to each of the multiple-choice questions.

## Chapter 5

- Six videos that enhance student learning: oral language development, language proficiency levels, using games, iMovie drama projects, and using songs
- Common Core box delineating the anchor standards for speaking and listening that are addressed in the chapter
- Discussion of academic language features of oral instruction as influenced by curriculum standards in math, science, and social studies
- New material on a strategy to promote student participation: Think-Pair-Share

- New/revised activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas and feedback explaining the correct answer to each of the multiple-choice questions.

## Chapter 6

- Six videos that enhance student learning on topics such as emergent literacy, predictors of early literacy achievement, phonemic awareness, word walls, and phonics
- Common Core box delineating specific standards addressed in the chapter
- New/revised activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas and feedback explaining the correct answers to each of the multiple-choice questions

## Chapter 7

- Four videos that enhance student learning: vocabulary games in multicultural classrooms and word walls
- Common Core box delineating vocabulary standards addressed in the chapter
- New/revised activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas and feedback explaining the correct answer to each of the multiple-choice questions

## Chapter 8

- Five videos that enhance student learning: process writing, writing workshops, peer editing, and creating poems
- Common Core box delineating anchor standards for writing as addressed in this chapter
- Numerous new examples of student writing
- A completely new discussion on the six traits of writing that represents a large shift on the chapter's view of writing in the classroom; the section in the sixth edition on holistic scoring has, therefore, been deleted
- New figures depicting (1) the six traits, and (2) strategies for teaching the six traits
- New table: writing traits matrix based on six traits model adapted for beginning, intermediate, and advanced English Learners
- New section on voice in writing and a new figure illustrating strategies for teaching voice
- New/revised activities at the end of the chapter

- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas and feedback explaining the correct answer to each of the multiple-choice questions.

## Chapter 9

- Six videos that enhance student learning: prior knowledge, reading process, academic oral language, scaffolding reading, graphic organizers, and forms of assessment
- Common Core box delineating reading/literature anchor standards addressed in the chapter
- Important information previously found in Chapter 11 (sixth edition) has been updated, revised, and folded into Chapter 9
- Guided reading, deleted from former Chapter 11, is now discussed in a thoroughly revised rendition that makes explicit the steps to guided reading
- Portfolio assessment has been folded into Chapter 9 from the former Chapter 11
- New/revised activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas and feedback explaining the correct answer to each of the multiple-choice questions.

## Chapter 10

- Six videos that enhance student learning: content area literacy, teaching diverse learners, text structure and comprehension, finding main ideas, pre-viewing non-fiction books, and research-based comprehension strategies
- Common Core box delineating anchor standards for content area reading addressed in the chapter
- A new section on the reading process of mature readers
- New section on resources English learners bring to reading in English
- Revised discussion on headings and subheadings
- A new strategy, the ReQuest Procedure, is discussed in depth
- Common Core Box on Common Core State anchor Standards (CCSS) for content area reading
- New/revised activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas and feedback explaining the correct answer to each of the multiple-choice questions.

## Chapter 11

- Six videos that enhance student learning: dimensions of comprehension, thought provoking activities, mapping, journals, KWL, and Sir Ken Robinson on “How to Escape Education’s Death Valley”

- Common Core box delineating anchor standards on writing in History/Social Studies, English Language Arts, Science, and Technical Subjects
- New material on Reciprocal Teaching Strategy is presented in this chapter
- New section on summarizing and re-presenting information with mapping
- New/revised activities at the end of the chapter
- A multiple-choice test at the end of the chapter to assist readers in checking comprehension and retention of ideas and feedback explaining the correct answers to each of the multiple-choice questions.

## Features of the Book

We have included numerous features to make this book easy for readers to use:

- Each chapter begins with a **graphic overview** depicting the key elements of the chapter, useful for previewing and reviewing chapter content.
- Each chapter begins with a short **introduction** and **learning outcomes** so readers know at a glance the focus and general content of the chapter.
- Each chapter includes numerous **classroom examples** and **vignettes** of teachers and students. These not only give life to the text but they also illustrate important ideas as they apply to classroom life.
- Each chapter contains **videos** of classrooms in which teaching strategies are implemented.
- Each chapter concludes with a **summary of teaching strategies** that were presented in the chapter and grade levels at which each strategy may be used. Grade levels are especially important for showing teachers how beginning strategies may be used with older learners who are at the early phases of English language development.
- Each chapter ends with a “pop up” **multiple-choice quiz and feedback** on correct answers in the Pearson eText to help students consolidate their learning.
- To facilitate use as a **handy reference and resource**, the book includes a **detailed table of contents** to enable readers to quickly peruse, identify, and locate topics and teaching strategies in each chapter. Similarly, **author** and **subject indexes** and **references** at the end of the chapters offer quick reference guides.
- A glossary is provided in the Pearson eText to assist readers with studying vocabulary and ideas.



## Organization of the Text

*Reading, Writing, and Learning in ESL* consists of 11 chapters, sequenced as follows:

- Chapter 1 summarizes background information on English learners, including the impact of culture on learning, language support program types, education policy affecting English learners, Common Core and English language development standards, and the use of Internet and communication technologies in the classroom.
- Chapter 2 presents an overview of first and second language acquisition theories as these relate to students, classrooms, and teaching practices. It discusses communicative competence, academic language, learner language, and learner traits that affect second language learning in school.
- Chapter 3 develops a coherent model of effective English learner instruction and assessment, including content-based, differentiated, and sheltered instruction. Integration of Internet and other digital technologies is addressed as well.
- Chapter 4 presents Internet use, including Web 1.0 and Web 2.0. The chapter discusses safety, ethical use, and various specific strategies used in classrooms such as blogs, wikis, videos, and social networking.
- Chapters 5 through 11 present teaching and assessment strategies, addressing oral language development for beginning and intermediate English learners (Chapter 5); early literacy development (Chapter 6); vocabulary development (Chapter 7); writing (Chapter 8); reading and literature study (Chapter 9); and academic content area literacy (Chapters 10 and 11).

## Instructor Supplements for This Edition

This edition is accompanied by an updated Instructor's Resource Manual and Test Bank, which can be downloaded from the Instructor's Resource Center on [pearsonhighered.com](http://pearsonhighered.com), and a computerized test management file, TestGen, to help you customize your exams.

## Acknowledgments

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# 1

## English Learners in 21st-Century Classrooms



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*"No act of kindness, no matter how small, is ever wasted."*

— AESOP

## Chapter Overview

What kinds of programs exist to meet the needs of English learners?

Who are English learners and how can I get to know them?

How do cultural differences affect teaching and learning?

### ENGLISH LEARNERS IN 21<sup>ST</sup> CENTURY CLASSROOMS

How do current policy trends affect the education of English learners?

How can I ease newcomers into the routines of my classroom?

## Chapter Learning Outcomes

In this chapter, we provide you with basic information on English learners (ELs) in today's classrooms, including discussion of demographic changes, legislative demands, and technological innovations that impact teachers and students. After studying this chapter you should be able to:

1. Discuss the diversity of ELs in K–12 classrooms and suggest ways to get to know them.
2. Explain how cultural differences may affect the way your students respond to you and to your efforts to teach them.
3. Explain how you might ease new ELs into the routines of your classroom.
4. Describe policy trends affecting EL education.
5. Describe different program models for ELs, discussing advantages and disadvantages of each.

Teaching and learning in the 21st century are filled with challenge and opportunity, especially when teaching students for whom English is a new language. With the evolution of the Internet and cell phone technologies, communication has become a simple matter within and across national boundaries. In addition, people are becoming more mobile in a variety of ways. For example, international migrations have changed the demographics of many countries, including the United States, Canada, and the European countries. The coexistence of people from diverse cultures, languages, and social circumstances has become the rule rather than the exception, demanding new levels of tolerance, understanding, and patience. Even as immigration has changed the face of countries such as the United States, occupational mobility has added another kind of diversity to the mix. Earlier generations planned on finding a job and keeping it until retirement at age 65. Today, the average wage earner will change jobs as many as five times prior to retirement. These changes are due to the rapid evolution of the job market as technology eliminates or outsources some jobs, while creating new ones that require retooling and retraining. Even as immigrants arrive and people change jobs, the gap between rich and poor continues to widen in the United States, threatening social mobility for those in poverty and the working class. These changing demographics thus add another element to the ever-shifting field on which we work and play. Now, more than ever, the education we provide our youth must meet the needs of a future defined by constant innovation and change.

Into this field of challenge and change, teachers provide the foundation on which all students, including English learners (ELs), must build the competence and flexibility needed for success in the 21st century. It is our hope that this book will provide you the foundations to help your students envision and enact positive futures for themselves. To that end, we offer you a variety of theories, teaching strategies, assessment techniques, and learning tools to help you meet the needs of your students and the challenges they will face today and in the future. Our focus is on K–12 students who are in the process of developing academic and social competence in English as a new language.

There are a number of basic terms and acronyms in the field of EL education that we want to define for you here. We use the term **English learners (ELs)** to refer to non-native English speakers who are learning English in school. Typically, ELs speak a primary language other than English at home, such as Spanish, Cantonese, Russian, Hmong, and Navajo, to name just a few of the hundreds of other languages spoken at home. English learners vary in how well they know the primary language. Of course, they vary in English language proficiency as well. English language development may be envisioned along a continuum from non-English proficient to fully English proficient. Those who are beginners to intermediates in English have been referred to as **limited English proficient (LEP)**, a term that is used in federal legislation and other official documents. However, as a result of the pejorative connotation of “limited English proficient,” most educators prefer the terms **English learners**, **English language learners**, **non-native English speakers**, and **second language learners** to refer to students who are in the process of learning English as a new language.

**Newcomers** and **long-term English learners** (Olsen, 2010) represent two important EL groups. Newcomers are newly arrived immigrants. Typically, they know no English and are unfamiliar with the culture and schooling of their new country. Often they are served by newcomer programs that help them adjust and get started in English language acquisition and academic development. Long-term ELs, on the other hand, are students who have lived in the United States for many years, have been educated primarily in the United States, may speak very little of the home language, but have not developed advanced proficiency in English, especially academic English. They may not even be recognized as non-native English speakers. Failure to identify and educate long-term ELs poses significant challenges to the educational system and to society. In this book, we offer assessment and teaching strategies for “beginning” and “intermediate” ELs. If you are teaching long-term ELs, you will likely find excellent strategies described in the sections for intermediate ELs. Some beginning strategies may apply as well.

The terms **English as a Second Language (ESL)** and **English for Speakers of Other Languages (ESOL)** are often used to refer to programs, instruction, and development of English as a non-native language. We use the term *ESL* because it is widely used and descriptive, even though what we refer to as a “second language” might actually be a student’s third or fourth language. A synonym for ESL that you will find in this book is **English language development (ELD)**.

### Video Example

Watch Sir Ken Robinson’s talk, “How to escape education’s death valley.” He discusses No Child Left Behind, standardized testing, and the qualities of education that help students develop into lifelong learners. The talk is humorous, enjoyable, and informative and shows how education can become exciting. With which ideas do you agree? With which ideas do you disagree?

<https://www.youtube.com/watch?v=wX78iKhlnc>

(19:11 min.)

## Who Are English Learners and How Can I Get to Know Them?

Students who speak English as a non-native language live in all areas of the United States, and their numbers have steadily increased over the last several decades. Between 1994 and 2004, for example, the number of ELs nearly doubled and has continued to increase in subsequent years. By 2008–2009, the number had reached 5,346,673. Between 1999 and 2009, U.S. federal education statistics indicated that EL enrollment increased at almost *seven times* the rate of total student enrollment ([www.nclg.gwu.edu/faqs/](http://www.nclg.gwu.edu/faqs/)). By school year 2011–2012, the EL population had increased in all but 10 states to an average of 9.1 percent, with highest numbers reported in Alaska, California, Colorado, Hawaii, Nevada, Oregon, and Texas (National Center for Education Statistics, 2012). California had the highest percentage at 23.2 percent, while 14 other states and the District of Columbia had percentages between 6.0 and 9.9 percent. For the 2000–2001 school year, the last year for which the federal government collected primary language data, states reported more than 460 different primary languages, with Spanish comprising by far the most prevalent, spoken by about 80 percent of ELs (Loeffler, 2005). In short, ELs in K–12 public schools represent a significant special population throughout most states. Helping them succeed educationally is thus of paramount importance.