



Teaching Reading & Comprehension to English Learners, K 5

By Margarita Calderon

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Greater numbers of English learners (ELs) are enrolled in school every year. Teachers and administrators are concerned with the large gap in reading and academic standing between ELs and students performing at grade level and want to know how to provide quality instruction to help close this gap. This book addresses the language, literacy, and content instructional needs of ELs and frames quality instruction within effective schooling structures and the implementation of RTI. New instructional strategies and assessment processes energize and motivate everyone especially the students. Dedicated educators who want to generate passion, commitment, and energy in meeting the challenge of quality instruction in every classroom can use this book to create momentum.

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Editorial Review

Review

Calderon provides teachers with a plan for English learners that meets the needs across language, literacy, and content. This book is filled with how-to information for students as they acquire academic language in elementary school. --Douglas Fisher

Dr. Calderon's Teaching Reading & Comprehension to English Learners, K-5 is a must-read. It promotes a research-based, constructive, and personalized approach to teaching reading and comprehension to young English learners (ELs). Administrators, ESL, and content-area teachers will find in it a valuable set of resources and practical tools that they can put to use immediately. Implicitly, Dr. Calderon also debunks the still-dominant view that ELs are a homogeneous group whose needs can be addressed in a one-size-fits-all manner and encourages individualized instruction. The approach she uses promotes collaboration among teachers and administrators to ensure that reading and comprehension become a strong foundation for further educational building blocks. TESOL International Association enthusiastically supports the assumptions, standards, and strategies outlined in this book. --Rosa Aronson, Executive Director, Executive Director, Teachers of English to Speakers of Other Languages (TESOL)

Dr. Calderon has written another fine resource for educators who work with English learners (ELs). This text is packed with practical strategies for using RTI methods appropriately with ELs, teaching vocabulary in context at each lesson stage, building comprehension skills, mastering more effective reading and writing approaches, and on and on. Keep your highlighter handy for ideas you can try tomorrow in class! --Tim Boals, PhD, Director, World-Class Instructional Design and Assessment (WIDA)

About the Author

Margarita Calderon, PhD, is professor emerita and senior research scientist at the Johns Hopkins University School of Education. She has conducted research, training, and curriculum development for teaching language, reading comprehension, and content knowledge to K 12 English learners. Her work has focused on effective instructional processes, two-way and dual-language programs, teacher learning communities, and professional development for schools with language minority populations and striving adolescent readers. Dr. Calderon's research has been supported by the New York Carnegie Corporation Foundation, U.S. Department of Education, U.S. Department of Labor, National Institutes of Health, and the Texas Education Agency. A native of Juarez, Mexico, Dr. Calderon is a recognized expert in education with more than one hundred publications to her credit. She is a respected member of several panels and national committees, and she has been welcomed internationally as a visiting lecturer. Dr. Calderon has created and directed her own international institutes for administrators, teachers, and parents. She has experience as a classroom teacher, bilingual program director, professional development coordinator, professor of educational leadership graduate programs, and teacher supervisor. Dr. Calderon earned a doctorate in educational management, applied linguistics, and organizational development through a joint PhD program at Claremont Graduate University and San Diego State University.

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