

# HOW TO

teach reading  
comprehension  
in the

# BILINGUAL CLASSROOM



# Reading In The Bilingual Classroom

**Angela Carrasquillo, Philip Segan**



## **Reading In The Bilingual Classroom:**

Reading in the Bilingual Classroom Kenneth S. Goodman, Yetta M. Goodman, Barbara Flores, 1978 The issues of reading in bilingual education are examined with a primary focus on the contemporary classroom in the United States Within bilingual education concern for reading has seldom reflected current research and theory and little research has focused on reading within bilingual programs In addition to focusing on the specifics of the classroom issues are discussed in the context of human language and language use now and in the past The development of literacy in multilingual countries must be based on understanding of linguistic realities in specific locations and must be in tune with political economic and cultural realities The range of possibilities in the school s responses to bilingual or multilingual realities and the kind of literacy program each alternative requires are presented The series of alternatives focus on maintenance transitional and English as a second language programs Three common assumptions that have dominated curricular suggestions in bilingual literacy programs are discussed and the range of ways to attend to reading issues in schools with bilingual pupils are examined Teaching methods instructional materials and program evaluation for reading instruction in a bilingual biliterate curriculum are covered A list of references and information sources for bilingual bicultural materials is included SW *The Teaching of Reading in Spanish to the Bilingual Student: La Enseñanza de la Lectura en Español Para El Estudiante Bilingüe* Angela Carrasquillo, Philip Segan, 2013-10-14 This dual language text provides theory and methodology for teaching reading in Spanish to Spanish English bilingual or Spanish dominant students The goal is to help educators teach these students the skills necessary to become proficient readers and thus successful in the school system At the very core of the book are the hispano parlantes the Spanish speaking children who bring to the schools along with their native language and cultures a wealth of resources that must be tapped and to whom all educators have a responsibility to respond True to the concepts of developing bilingual educators to serve bilingual students the text presents chapters in English and Spanish Each chapter is written in only one language at the preference of the author Thus to be successful with this book the reader must be bilingual Themes emphasized in the text include current reading methodologies the concept of reading as developmental literacy skills reading in the content areas new views of the development of proficiency in the second language issues related to students with special learning needs assessment and the uses of technology in the delivery of instruction Never losing sight of its goal to teach reading in Spanish to bilingual or Spanish dominant students the book includes a series of focusing questions and follow up activities these are not simply translations of existing activities strategies and techniques intended for monolingual English students but specifically designed to be appropriate for Spanish speaking students Directed to university preservice and in service instructors of reading and bilingual education as well as administrators and district and school level staff developers who work with Hispanic populations the book is sensitive at all times to nuances of the languages and cultures of the intended audiences **Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language**

**Classrooms** Yvonne S. Freeman, David E. Freeman, 2006 Esta obra representa una valiosa ayuda para los educadores que enseñan la lectura y la escritura de los idiomas inglés y español a estudiantes que cursan desde kindergarten hasta sexto año básico. Se otorga especial importancia a las experiencias concretas de lectura y escritura para contribuir efectivamente al aprendizaje de los estudiantes bilingües. Incluye tópicos de gran interés y utilidad tales como teoría de la alfabetización destacando las principales dificultades que enfrentan los alumnos que se inician en el aprendizaje de la lectura y escritura en ambos idiomas. El texto también presenta numerosos ejemplos de textos escritos por niños, preguntas de evaluación aplicables a la lectura y la escritura, descripción de los procesos de aprendizaje, ejercicios para la etapa de transición al inglés, sugerencias de literatura infantil en idioma español y de actividades de motivación en el aula. *Teaching, Reading, and Writing in Spanish in the Bilingual Classroom* Yvonne S. Freeman, David E. Freeman, 1997 Teaching Reading and Writing in Spanish in the Bilingual Classroom provides essential support for those working to develop Spanish English biliteracy in grades K-6.

*Assessing Language and Literacy with Bilingual Students* Lori Helman, Anne C. Ittner, Kristen L. McMaster, 2019-08-27 From expert authors this book guides educators to conduct assessments that inform daily instruction and identify the assets that emergent bilinguals bring to the classroom. Effective practices are reviewed for screening assessment and progress monitoring in the areas of oral language, beginning reading skills, vocabulary and comprehension in the content areas and writing. The book also addresses how to establish schoolwide systems of support that incorporate family and community engagement. Packed with practical ideas and vignettes the book focuses on grades K-6 but also will be useful to middle and high school teachers. Appendices include reproducible forms that can be downloaded and printed in a convenient 8 1/2 x 11 size. **Literacy and Bilingualism** Maria Brisk, Margaret M. Harrington, 2010-11-01 This handbook applies proven techniques derived from bilingual/bicultural classrooms to teaching literacy in the twenty-first century. Its goal is to help teachers increase their understanding of bilingual learners in order to maximize instruction. Teachers can use this handbook to expand their understanding of literacy and bilingualism, implement literacy approaches, and assess students' development and learn through reflection. Practical, flexible format and content. Complete and straightforward instructions illustrated by case studies allow teachers to use the strategies in this handbook on their own or in teacher-led study groups. They can select from the variety of approaches the ones which best match their students' needs and their own teaching style. Student-centered focus. All of the approaches share characteristics that help motivate students of varying language abilities to develop literacy. Field-tested approaches. The approaches have been modified and tested with bilingual students of different ages and language backgrounds in bilingual, ESL, mainstream, special education, and deaf education classes ranging from preschool through high school. New in the Second Edition: five new approaches with their corresponding classroom implementation; additional information in each introduction addressing its theme; new material on issues of language, culture, and literacy development of students completely new to the English language; and annotated bibliographies with sample books to support literacy within

language and content area classes Literacy and Bilingualism is intended for a broad audience of teachers in any type of classroom where bilingualism plays a role and is an excellent text for preservice and inservice courses that prepare teachers to work with English language learners *Approaches to Teaching Reading in Spanish in a Bilingual Classroom* Alfredo Nevrez,1977 **Teaching Reading in Multilingual Classrooms** David E. Freeman,Yvonne S. Freeman,2000 Introduces core principles of effective reading practice Presented as a definitive checklist these principles form the basis of much of the book and help teachers plan their reading curriculum and assess their teaching of reading easily and confidently First the authors introduce the checklist then they present the theory of reading behind it As the chapters progress each item on the checklist is explained and illustrated in detail with examples of eight exemplary teachers who work effectively with mainstream ESL and bilingual students Daily schedules sample strategy lessons and lists of literature at different grade levels both elementary and secondary help readers put the principles into practice In the final chapter the authors address some of the hard questions teachers administrators and parents raise about reading including questions about phonics and phonemic awareness **The Reading Turn-Around with Emergent Bilinguals** Amanda Claudia Wager,Lane W. Clarke,Grace Enriquez,Camille M. Garcia,Rebecca Reynolds,2019 This practical resource will help K 6 practitioners grow their literacy practices while also meeting the needs of emergent bilingual learners Building on the success of The Reading Turn Around this book adapts the five part framework for reading instruction to the specific needs of emergent bilinguals Designed for teachers who have not specialized in bilingual instruction the authors provide an accessible introduction to differentiating instruction that focuses on utilizing students strengths identities and cultural backgrounds to foster effective literacy instruction Chapters include classroom vignettes teacher exercises illustrations of powerful reading plans for the student and teacher resources for culturally and linguistically diverse children s literature and tools to engage with students families and communities Book Features Grounded in current theories and research in the teaching and learning of literacy as it relates to emerging bilingual learners Accessible to K 6 educators ESL and bilingual teachers principals literacy coaches and curriculum developers Borrows from the framework of Comber and Kamler s 2005 turn around pedagogies which draws on student s strengths and assets to support teachers in improving their classroom practices Emphasizes student centered practices that are rooted in a child s identity as a reader and language learner Based on Freebody and Luke s Four Resources Model 1990 1999 but also includes a fifth dimension that foregrounds issues of identity **Learning to Read in English and Spanish Made Easy** Susie G. Navarrijo,2008

## Whispering the Strategies of Language: An Mental Journey through **Reading In The Bilingual Classroom**

In a digitally-driven world where screens reign supreme and immediate conversation drowns out the subtleties of language, the profound secrets and emotional nuances concealed within words frequently go unheard. Yet, located within the pages of **Reading In The Bilingual Classroom** a fascinating literary value sporting with raw thoughts, lies a fantastic quest waiting to be undertaken. Written by a skilled wordsmith, that enchanting opus attracts visitors on an introspective journey, delicately unraveling the veiled truths and profound affect resonating within the fabric of each and every word. Within the psychological depths of the moving evaluation, we shall embark upon a genuine exploration of the book is core subjects, dissect their fascinating writing type, and yield to the effective resonance it evokes strong within the recesses of readers hearts.

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### **Reading In The Bilingual Classroom Introduction**

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