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Academic Language for English Language Learners and Struggling Readers: How to Help Students Succeed Across Content Areas

By Yvonne S Freeman, David E Freeman, Robert J Marzano

Heinemann USA. Paperback / softback. Book Condition: new. BRAND NEW, Academic Language for English Language Learners and Struggling Readers: How to Help Students Succeed Across Content Areas, Yvonne S Freeman, David E Freeman, Robert J Marzano, "Teaching secondary students in the content areas is hard enough under the best of circumstances. When students are not well prepared academically and also lack academic literacy skills, the challenge can seem overwhelming. Fortunately, the Freemans" "help secondary content-area teachers provide these students with the academic support they very desperately need." - Robert J. Marzano Coauthor of "Building Academic Vocabulary" Many middle school and high school students are recent immigrants or long-term English language learners who struggle with the academic language needed to read content-area textbooks and write papers for their classes. Likewise, many native speakers of English find content-area classes a challenge. Secondary teachers have little time to teach academic reading and writing skills because they must cover a great deal of content in their social studies, science, math, or language arts classes. "Academic Language for English Language Learners and Struggling Readers" provides the information busy secondary teachers need to work effectively with English learners and struggling readers. It reports current research to answer...

Reviews

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Academic Language for English Language Learners and Struggling Readers: How to Help Students Succeed Across Content Areas. Portsmouth, NH: Heinemann. Gibbons, P. (2002).
Helping English Language Learners Understand Content Area Texts English language learners (ELLs) experience intense problems in content area learning because they have not yet acquired the language proficiency. More information. Narrative Literature Response Letters Grade Three. this group's needs. Therefore, Academic Language for English Language Learners and Struggling Readers is particularly well timed for secondary. content area teachers of diverse students in a variety of contexts. In a readily accessible and direct style, the Freeman's present
The population of English language learners (ELLs) in general education classrooms has been increasing over the last few decades. However, ELLs are still underrepresented in gifted programs and teachers struggle to provide these students with adequate educational experiences. What do teachers need to know about high-potential ELLs? What research-based strategies can be used with these students [Show full abstract] regardless of their language background?