EAL/ESL/ English Language Learners:

Resources to Help You Meet Their Needs

A list of professional materials available for borrowing from the Stewart Resources Centre – January 2013
The STF Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For rural schools, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audiovisual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)

- For schools in Saskatoon, your resources arrive at your school through the weekly inter-school mail delivery. Materials may also be returned to us using this courier system.

- You don’t need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!

- We are accessible 24 hours a day through the STF website: www.stf.sk.ca You may search our catalog online or email us your resource requests at: src@stf.sk.ca

- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, ext. 6323, or we can be reached at 373-1660, ext. 6323 for local calls.

- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.
428.24 A168

Academic success for English language learners: strategies for K-12 mainstream teachers


Summary: Designed for mainstream teachers, this anthology demonstrates how students can leverage their background knowledge and skills to function successfully in content-area classes. Balancing concepts with practical strategies, the book’s four-part format includes chapters written by some of the field’s most respected researchers and teachers: Part I - Theoretical Considerations, Part II - Socio-cultural Issues and Implications, Part III - The Classroom: Instruction and Assessment Practices, and Part IV: Readings in Specific Content Areas.

428.24 E28

Access to academics: planning instruction for K-12 classrooms with ELLs / Egbert, Joy L. Ernst-Slavit, Gisela.


Summary: This book shows language as vital to content access and thereby academic achievement, but, more importantly, it also provides step-by-step instructions explaining how to help students acquire the language they need.

428.24 W588

Activities for English language learners across the curriculum / White, Stephen A.


Summary: Activities are provided for reading, writing, mathematics, science and social studies. Helpful models show how to differentiate the activities based on your students’ levels of language proficiency. Grades K-5.

428.24 C672

Adding English: a guide to teaching in multilingual classrooms / Coelho, Elizabeth.


Summary: This book is about teaching in classrooms where some - or all - of the students are learning English, at the same time as they are working to learn the mainstream curriculum.

428.62 H615

All new easy true stories: a picture-based beginning reader / Heyer, Sandra.


Summary: These engaging, real-life, human-interest stories build students’ reading, writing, and speaking skills. Through humour, poignancy, or astonishment, students are guided through a carefully paced, step-by-step process to help them become fluent readers.

* Annotations have been excerpted from book descriptions provided by the publishers.
All new very easy true stories : a picture-based first reader / Heyer, Sandra.
Summary: These engaging, real-life, human-interest stories build students’ reading, writing, and speaking skills. Through humour, poignancy, or astonishment, students are guided through a carefully paced, step-by-step process to help them become fluent readers.

Assessing English language learners : bridges from language proficiency to academic achievement / Gottlieb, Margo H.
Subjects: English language – Study and teaching as a second language. English language – Ability testing.
Summary: This resource covers how to equitably and comprehensively assess the language proficiency and academic achievement of English language learners. It includes: rubrics, charts, checklists, surveys, and other ready-to-use tools; professional development activities; an integrated approach to teaching standards, language, and content; and guidance on how best to address standardized testing and grading.

Assessment and ESL : an alternative approach (2nd ed.) / Law, Barbara. Eckes, Mary.
Subjects: English language – Study and teaching as a second language.
Summary: This resource explores the theory and practice of ESL assessment. It is written for anyone working with English language learners (both elementary and secondary, mainstream and ESL). This edition presents ideas and tools for alternative assessment, offering methods of documenting the learning and progress of second-language learners - learning and progress that may not always be apparent at first glance.

Becoming one community : reading & writing with English language learners / Fay, Kathleen. Whaley, Suzanne.
Subjects: English language – Study and teaching as a second language (Elementary). Language arts (Elementary).
Summary: In today’s diverse classrooms, many teachers struggle with how to create reading and writing instruction that is appropriate for their English language learners. The authors provide expert guidance on helping students who are just learning English develop their voice and skills within reading and writing workshops.

Beginning English day by day / Roddy, Michael.
Summary: This beginning level textbook/workbook for teaching adults English is structured with the same competency-based, whole language approach as English Day by Day, the intermediate-level book. Competencies covered include: alphabet and numerals; money and time; food; body parts; clothing; communication; jobs; housing; family and community; transportation; and health. Grammar
and language skills are presented sequentially, starting at entry-level. All facets of reading, writing, speaking, and listening skills are covered, including the introduction of basic critical thinking skills.

428.24 B561
Best practices in ELL instruction / Li, Guofang. Edwards, Patricia A. (Eds.).
Summary: Provided are best-practice guidelines for targeting reading, writing, oral language, vocabulary, content-domain literacies, and other core skill areas; assessing culturally and linguistically diverse students; and building strong school/home/community partnerships. Chapters include recommendations for teaching adolescent ELLs and those with learning disabilities.

428.24 H168
Brain-compatible differentiated instruction for English language learners / Haley, Marjorie Hall.
Summary: This book is written for teachers looking for solid instructional practices that work well with mainstream as well as English language learners. The author provides unique lesson plans that will empower students to understand how they learn. When children have opportunities to learn through their strengths, unexpected and positive cognitive, emotional, and social changes will appear.

428.24 C156
Callan’s beginner Canada jigsaws / Callan, Nancy.
Subjects: English language – Study and teaching as a second language.
Summary: Excellent preparation for citizenship, this book features jigsaws on the territories and all the provinces of Canada, as well as one jigsaw on each of the following: Canada’s major cities, government, Aboriginals and the history of the Chinese in Canada.

428.24 C156
Callan’s Canada jigsaws: interactive thematic stories for upper-beginner to upper-intermediate ESL / Callan, Nancy.
Subjects: English language – Study and teaching as a second language.
Summary: Excellent preparation for citizenship, this book features jigsaws on the territories and all the provinces of Canada. Group exercises, which follow the jigsaws, include tic-tac-toe games, dictation games, crosswords, cloze passages and other activities.

428.24 C156
Callan’s contemporary jigsaws 1: cooperative stories for beginner ESL / Callan, Nancy.
Subjects: English language – Study and teaching as a second language.
Summary: This book is suitable for mid-beginner and above. Topics covered: employment, food, restaurant, divorce, driving, airport, and life events.

428.24 C156
Callan’s contemporary jigsaws 2: cooperative stories for intermediate ESL / Callan, Nancy.
Subjects: English language – Study and teaching as a second language.
Summary: Topics covered include: employment, food, restaurant, divorce, driving, airport, and life events. The stories in this book are the same stories from Contemporary Jigsaws I, with a greater degree of difficulty.

428.24 C156
Callan’s holiday jigsaws 1: for beginner ESL / Callan, Nancy.
Subjects: English language – Study and teaching as a second language.
Summary: This book is a ready-made compilation of interactive lessons and activities on holidays.

428.24 C156
Callan’s holiday jigsaws 2: for upper beginner and intermediate ESL / Callan, Nancy.
Subjects: English language – Study and teaching as a second language.
Summary: This book is a ready-made compilation of interactive lessons and activities on holidays. The holidays covered in this book are the same as those discussed in Holiday Jigsaws 1, but with a greater degree of difficulty.

428.24 P296
Canadian grammar spectrum 1: reference and practice / Paterson, Ken.
Summary: Canadian Grammar Spectrum is a series of grammar reference and practice books for ESL students. The books are set up in two-page spreads: one half-page grammar explanation followed by one-and-a-half pages of exercises. The books are suitable as in-class resources, homework tools, or self-study aids.

428.24 D262
Subjects: English language – Study and teaching as a second language.
Summary: The material in the book is used in conjunction with the Oxford Picture Dictionary, Second Canadian Edition and is aligned with the Canadian Language Benchmarks.

428.24 H646
Classroom instruction that works with English language learners / Hill, Jane. Flynn, Kathleen M.
Summary: The research-based strategies from Classroom Instruction That Works are applied to teaching English language learners to help you boost the achievement levels of these students to new heights. Find out how nine types of instructional strategies that maximize learning can be applied to ELL students in every grade level. And get specific steps and guidance you need to keep your practice up-to-date with the growing population of ELL students.

428.24 M942
Classroom strategies: a tool kit for teaching English language learners / Muchisky, Barbara.
Subjects: English language – Study and teaching as a second language.
Summary: The author offers a series of activity templates that form a toolkit for teaching second language learners. Each of the five chapters begins with a rationale briefly relating the activity templates to principles in the field of second language teaching. Each activity includes: materials needed, number of participants, a description of the activity template or framework, content variations, and possible extensions for independent learning. Sample lessons demonstrate how language content can be taught or practiced using the activity templates. The routines and repertoires are useful for teachers of English language learners, as well as for regular education teachers who have limited-English speaking students in their classrooms. Grades K-8.

428.24 H773
Collaboration and co-teaching: strategies for English learners / Honigsfeld, Andrea. Dove, Maria G.
Summary: The authors address the fundamental questions of collaboration and co-teaching, examine how a collaborative program helps ELLs learn content while meeting English language development goals, and offer information on school leaders’ roles in facilitating collaboration school-wide.

372.6521 O61
Comprehension and English language learners: 25 oral reading strategies that cross proficiency levels / Opitz, Michael F. Guccione, Lindsey M.
Subjects: English language – Study and teaching as a second language. Reading comprehension.
Summary: The 25 oral reading strategies in this book support students with differing levels of English proficiency during regular reading instruction - from beginners to those completely comfortable with their new language. With these strategies, you'll help English language learners: develop and monitor reading and listening comprehension; evaluate texts and engage with authors; learn social and academic vocabulary; connect writing, reading, speaking, listening, and viewing; and get motivated to read on their own. Grades K-5.

428.24 B752
Comprehension strategies for English language learners / Bouchard, Margaret.
Subjects: English language – Study and teaching as a second language. Reading comprehension.
Summary: Helping English language learners succeed academically is the responsibility of more and more teachers every day. Classroom teachers may have the dual challenge of helping students acquire language skills while teaching important content. This book is a collection of research-based strategies that will help English language learners - at different proficiency levels - read and understand content-area texts. Grades 4 & up.

372.6 S978
Connecting content and academic language for English learners and struggling students, grades 2-6 / Swinney, Ruth. Velasco, Patricia. Garcia, Ofelia.
Summary: This teacher-friendly guide explains how to weave together content and language goals when planning lesson units, as well as offering strategies for moving students from social to academic language and creating a curriculum of talk in the classroom. In addition, the authors provide detailed
sample unit plans in all content areas to demonstrate how these strategies can be employed while simultaneously meeting curriculum demands.

428.24 M827
Subjects: English language – Study and teaching – Foreign speakers.
Summary: This resource provides research-based instructional strategies to ensure comprehensible input and promote students’ oral language development.

428.24 R457
Summary: The authors supply in-depth classroom examples and grade-level connections to help readers apply constructivist methods in teaching ELLs. Designed for inclusive classrooms with diverse student backgrounds and abilities, this guide examines: perspectives on second language acquisition and learning, program models for ELLs, instructional practices informed by critical pedagogy, and examples of constructivist classroom programs.

428.24 F533
Summary: This book explains how discussion-based lessons help students - especially English language learners - to process and to remember information, to develop higher-order thinking, and to advance their literacy skills. The authors introduce you to a four-component framework for discussion-based lessons and present strategies and guidelines on such issues as: when talk facilitates learning and when it doesn't; the four types of talk that can guide instructional routines; how to vary academic discourse in specific subjects and across the content areas; and sample questions for planning discussion-based lessons.

428.24 D542
Summary: This handbook brings together theories, ideas, and resources for promoting cross-cultural awareness, language development, and academic progress for English learners. It ties together culture and language in a comprehensive format, providing teachers with a wealth of specific strategies and classroom examples to apply to educational practice.

428.42 C968
Summary: This book connects students’ backgrounds, interests, and experiences to the curriculum. Teachers will find effective practices to help plan, implement, manage, and evaluate literacy instruction for students with culturally and linguistically diverse backgrounds.

428.24 G822
Differentiated literacy strategies for English language learners, grades 7-12 / Gregory, Gayle.
Summary: This book provides a wealth of practical literacy strategies tailored for adolescents who have had interrupted formal education or come from newly arrived immigrant populations.

428.24 F163
Summary: This comprehensive guide shows general education and ESL teachers how to differentiate instruction and assessment for the English language learners in their classes. The book provides concrete strategies that teachers can use in any content area classroom to engage every ELL, from beginning to advanced levels of English language proficiency.

428.24 H628
Dynamic read-aloud strategies for English learners : building language and literacy in the primary grades / Hickman, Peggy. Pollard-Durodola, Sharolyn D.
Summary: The read-aloud activities you use in your classroom every day can help second-language learners develop listening comprehension and oral language proficiency in English in a culturally and linguistically appropriate way. This book provides teachers with both the theoretical knowledge they need to understand the process of second-language development and a collection of proven strategies that will help them effectively apply that knowledge to their work with ELLs.

428.24 P973
Easy and effective writing lessons for English language learners : scaffolded writing assignments that help ELLs succeed in the mainstream classroom / Pryle, Marilyn.
Subjects: English language – Study and teaching as a second language. English language – Composition and exercises – Study and teaching.
Summary: The author has designed 10 writing assignments that support the particular needs of ELLs. Each assignment includes whole-class lessons to introduce the topic and teach about genre; leveled mini-lessons that address students’ needs at the beginner, intermediate, and advanced language-proficiency levels; reproducible prewriting activities; and a rubric. Grades 5 and up.

428.24 S333
Easy ways to reach & teach English language learners / SchifferDanoff, Valerie.
Subjects: English language – Study and teaching as a second language.
Summary: How can we help English Language Learners adapt and adjust to life in the classroom - and thrive? The author shares her success strategies for including ELLs in meaningful instruction and classroom life right from the start. This guide also offers lessons adapted for ELLs at different levels of English mastery, tips for immersing them in classroom routines and community, and definitions for language-learning terms. Grades K-5.

428.24 E24
Educating English language learners: connecting language, literacy, and culture [DVD]
Contents: 3 DVDs.
Summary: Some schools now team-up ESL and mainstream teachers as co-teachers, integrate English language learners into classrooms with their English-proficient peers, and teach English language acquisition and academic content simultaneously. This DVD series includes scenes from elementary, middle, and high classrooms and interviews teachers to show how to integrate language, literacy, and culture with required curriculum content.

428.24 J17
Effective instruction for English language learners: supporting text-based comprehension and communication skills / Jacobson, Julie.
Summary: This teacher-friendly guide is packed with motivating lessons designed to improve the content learning and literacy skills of English language learners in K-8. The book explains how to use content-area texts to support growth in five crucial areas: comprehension, pronunciation, fluency, vocabulary, and grammar.

428.24 L276
Empower English language learners with tools with the Web / Langer de Ramirez, Lori.
Summary: This book offers strategies for both ESL and mainstream classroom environments. It provides: a step-by-step guide for a wide range of web tools/activities, from blogs and podcasts to social networking and more; classroom-ready projects designed to benefit learners’ social and academic language development; guidance on how and when to use web tools with elementary, middle, and high school students; personal narratives from teachers who have successfully used web tools to teach English language learners; and teacher-tested and parent-approved guidelines for safe and appropriate Internet use.

428.24 C877
Engaging English learners: exploring literature, developing literacy and differentiating instruction / Cox, Carole Cox. Boyd-Batstone, Paul S.
Summary: This book presents a research-based instructional approach to developing English learner literacy through culturally responsive reading and writing activities. Grades K-12.
Engaging the families of ELLs: ideas, resources, and activities / Rubin, Renee. Abrego, Michelle H.
Subjects: English language – Study and teaching – Foreign speakers.
Summary: Discover how to involve the families of ELLs in your school with the effective strategies in this book. Each chapter presents ideas, resources, and activities that will help you identify the wants and needs of diverse families and increase communication with them. You’ll learn how to create partnerships and build a school community where every ELL family can thrive.

English as a second language (ESL): guide to implementation, kindergarten to grade 9 / Alberta Education, Learning and Teaching Resources Branch.
Summary: The purpose of this guide is to provide: an understanding of who ESL students are and basic information about second language acquisition; information and sample strategies for establishing ESL programming and creating a successful ESL learning environment; effective instructional strategies, lessons and activities specific to ESL students with varying levels of language proficiency; and suggestions for the assessment and evaluation of student learning.

English day by day / Roddy, Michael.
Summary: This intermediate-level text integrates basic academic English skills with life skill competencies that students can immediately apply in their daily lives. The textbook/workbook has 13 units: food; banking; health; shopping; housing; post office; jobs; telephone; transportation; law; education; media/leisure; and emergencies. Each unit is organized into sequential sections: vocabulary, conversation, reading, grammar, pronunciation, composition and everyday living competencies. All facets of reading, writing, speaking, listening, and problem-solving skills are included in a cooperative learning framework.

English language learners: exploring literature, developing literacy, and differentiating instruction / Cox, Carole. Boyd-Batstone, Paul S.
Summary: The authors highlight the use of reader-response theory in classrooms and uncover how it can affect literacy learning and second language acquisition. This book illustrates how student-centred instruction using literature can differentiate instruction for English learners, engaging them in purposeful reading and writing.

English language learners day by day, K-6: a complete guide to literacy, content-area, and language instruction / Celic, Christina M.
Subjects: English language – Study and teaching as a second language. English language – Study and teaching (Elementary) – Foreign speakers.
Summary: This book recognizes the challenges teachers face when working with English language learners, and responds with realistic and practical solutions. Drawing on a blend of research findings and classroom experiences, this resource will help teachers better understand how they can make their classroom a place where English language learners thrive.

428.24 B941

English language learners in literacy workshops / Buly, Marsha Riddle.
Urbana, IL: NCTE, 2011.
Subjects: English language – Study and teaching – Foreign speakers.
Summary: The author shows how reading, writing, and language workshops can be used to help language learners in mainstream K-8 classrooms. She outlines literacy workshop formats and offers clear explanations of how workshops align with the research on effective instruction of language learners.

510.71 E58

English language learners in the mathematics classroom / Coggins, Debra.
Summary: This book demonstrates how to adjust mathematics instruction to make the learning less language-dependent while fostering language development. With straightforward terms and examples, this text helps teachers develop specialized understanding and knowledge of strategies for supporting a high level of mathematics learning along with language acquisition for ELLs. The authors show how to use conversational, everyday language to bridge the development of mathematical concepts and offer links to accompanying academic vocabulary.

428.24 F357

English language learners: teaching strategies that work / Ferlazzo, Larry.
Summary: This book offers educators a five-step methodology for teaching English language learners. Rather than viewing these students through the typical lens of “deficits” they might have, the process helps educators recognize and use the assets ELLs bring to the classroom.

428.24 F855

English language learners: the essential guide / Freeman, David. Freeman, Yvonne.
Subjects: English language – Study and teaching as a second language. Language and languages – Study and teaching.
Summary: This book prepares teachers to work effectively with limited English proficient students by showing how to put current second language teaching theory into practice. Teachers learn how to: identify the three types of ELLs and build upon their linguistic and academic strengths; engage ELLs in content-based language teaching that helps them acquire English as they develop the knowledge and skills of the different content areas; organize curriculum around standards-based themes that engage ELLs; draw on students’ first languages and cultures and engage students with culturally relevant books; emphasize meaningful reading and writing to help ELLs construct meaning from
English texts; and help ELLs develop academic English by creating both language and content objectives.

428.24 P638
**English learners and the secret language of school: unlocking the mysteries of content-area texts** / Pilgreen, Janice L.
Summary: The author shows how to plan literacy strategies into your teaching so that: comprehension skills sharpen and engagement deepens, to the benefit of content retention; ELLs learn to demonstrate what they know in a wide variety of testing contexts; and English learners - and everyone in class - develop proficiency with vocabulary, sequencing, inferring, cause/effect, and other aspects of academic language. Grades 6-12.

428.24 Y35
**English-only teachers in mixed-language classrooms: a survival guide** / Yatvin, Joanne.
Summary: Written for teachers in grades K-6 with little or no expertise in second language teaching, this book explains the essentials of helping nonnative speakers succeed - even when you don’t speak your students’ home language. The author explains what types of strategies build students’ confidence, competence, and fluency in English while helping them understand and retain vital content. She covers EAL teaching for the most crucial aspects of instruction: organization and planning; teaching beginning English; reading and writing instruction; content-area learning; and fostering classroom community.

428.24 F737
**ESL active learning lessons: 15 complete content-based units to reinforce language skills and concepts** / Forte, Imogene. Pangle, Mary Ann.
Summary: Each unit provides practice and reinforcement in the use of listening, speaking, reading, and writing. Vocabulary will develop as students acquire basic content, concepts, and skills related to a variety of fundamental subjects. Topics covered include: The Human Body, Following Directions, Fruits, Insects, Animals, Money, Measurement, Signs, Plants, Cafeteria, Safety, Weather, and Transportation.

428.24 E76
**ESL: building English proficiency: grades K-1** / Fetty, Margaret (Ed.).
Subjects: English language – Study and teaching as a second language. Language arts (Primary).
Summary: Presenting an effective way to meet the varying needs of second language learners in the classroom, this book addresses the specific problems experienced by speakers of different languages. Activities emphasize vocabulary development using themed lessons. Includes teacher directions to introduce the lesson, multicultural connections, word explorations, extensions, and instructions for using the same activity at a variety of levels.

428.24 E76
ESL : building English proficiency : grades 2-3 / Fatty, Margaret (Ed.).
Subjects: English language – Study and teaching as a second language. Language arts (Primary).
Summary: Presenting an effective way to meet the varying needs of second language learners in the classroom, this book addresses the specific problems experienced by speakers of different languages. Activities emphasize vocabulary development using themed lessons. Includes teacher directions to introduce the lesson, multicultural connections, word explorations, extensions, and instructions for using the same activity at a variety of levels.

428.24 E76
ESL : building English proficiency : grades 4-6 / Fatty, Margaret (Ed.).
Subjects: English language – Study and teaching as a second language. Language arts (Primary).
Summary: Presenting an effective way to meet the varying needs of second language learners in the classroom, this book addresses the specific problems experienced by speakers of different languages. Activities emphasize vocabulary development using themed lessons. Includes teacher directions to introduce the lesson, multicultural connections, word explorations, extensions, and instructions for using the same activity at a variety of levels.

428.24 F737
Subjects: English language – Study and teaching as a second language. Language arts (Elementary).
Summary: A collection of literacy activities designed to help students learn, practice, and master a wide variety of essential language-based skills connected to specific curriculum areas. Just reproduce the patterns and follow the simple directions - students will be engaged by the high-interest practice. A matrix of skills is included. These exercises can be used in peer tutoring, centres, or whole group directed teaching situations.

428.24 F581
ESL : information gap activities in the content areas / Flammia, Nicholas V.
Subjects: English language – Study and teaching as a second language.
Summary: These communicative activities cover various topics in math, science, social studies, and language arts, and are intended for ESL students from upper elementary grades on up to adults.

428.24 F737
ESL reading and spelling : games, puzzles, and inventive exercises / Forte, Imogene. Pangle, Mary Ann.
Summary: This collection of literacy activities helps students learn, practice, and master a wide variety of essential reading and spelling skills. Just reproduce the patterns and follow the simple directions - students will enjoy the high-interest practice.

428.24 B752
ESL smart! : ready-to-use life skills and academic activities for grades K-8 / Bouchard, Margaret.
Subjects: English language – Textbooks for second language learners. Life skills – Problems, exercises, etc.
Summary: This resource gives ESL teachers over 175 tested lessons and more than 200 activity sheets to help students develop the knowledge, vocabulary, and practical skills they need to succeed in school and in daily life. Each lesson is complete and ready for use including objective, new vocabulary, materials needed, teaching notes, step-by-step directions, extensions, and one or more reproducible activity sheets. It can be used independently or as part of a larger unit.

428.24 K92
The ESL/ELL teacher's book of lists / Kress, Jacqueline E.
Subjects: English language – Study and teaching as a second language.
Summary: This resource includes scores of lists that can be reproduced for classroom students or provide a basis for developing instructional materials and lessons. ESL/EAL teachers at all instructional levels will find teachable content, key words, and important concepts that help to reinforce and enhance grammar, vocabulary, pronunciation, and writing skills for all ELL students, no matter what their ability level or what approach is used. Grades K-12.

428.24 R357
ESL teaching ideas : grades K-8 / Reid, Paul. Reid, Clare.
Subjects: English language – Study and teaching as a second language.
Summary: This book supplies the basics for beginning learners of English as a second language: more than 30 reproducible games and activities, and over 75 picture cards. These activities promote basic literacy skills in reading, writing, and oral communication. Suitable for students from kindergarten to grade 8, these activities focus on a wide variety of vocabulary, including family, parts of the body, weather, clothing, school, colours, and shapes.

428.24 F737
ESL vocabulary and word usage : games, puzzles, and inventive exercises / Forte, Imogene. Pangle, Mary Ann.
Summary: The exercises in this book offer guides to learn, to practice, and to master a variety of language-based skills. Provided in each activity is a list of materials, preparation directions, player directions, and accompanying reproducible activity sheets for immediate classroom use. A matrix of essential skills, a checklist, a suggested bibliography, and an answer key are also provided.

428.24 H564
Subjects: English language – Study and teaching as a second language.
Summary: This hands-on book provides fifty strategies to help ELL pupils understand content materials while perfecting their skills at speaking, reading, writing, and listening in English. Each strategy is accompanied by a definition, rationale, and step-by-step implementation instructions; and, all are specifically tied to the most current ELL standards.

428.24 S365
Focus on grammar 1 : an integrated skills approach (2nd ed.) / Schoenberg, Irene E. Maurer, Jay.
Summary: This book helps students understand and practice English grammar through contextualized listening, speaking, reading, and writing activities. It combines controlled and communicative practice with critical thinking skills and ongoing assessment.

428.24 S365
Focus on grammar 2: an integrated skills approach (3rd ed.) / Schoenberg, Irene E.
Summary: This book helps students understand and practice English grammar through contextualized listening, speaking, reading, and writing activities. It combines controlled and communicative practice with critical thinking skills and ongoing assessment.

428.24 H424
Getting started with English language learners: how educators can meet the challenge / Haynes, Judie.
Subjects: English language – Study and teaching (Elementary).
Summary: The author provides a resource to help educators who are new to the field of English as a second language to understand and to address the needs of English language learners. From learning how students acquire a second language to differentiating instruction to exploring practical strategies for teaching newcomers, this book will help educators learn how to create effective learning environments for English language learners.

428.0071 M478
Guided comprehension for English learners / McLaughlin, Maureen.
Summary: The comprehension strategies, detailed teaching ideas, practical lesson plans, and resources for teaching with a variety of engaging themes will help educators implement the guided comprehension model for English learners and use it effectively with their students.

428.24 O72
Hands-on English language learning, Early years / Orloff, Daria.
Summary: This resource includes: specific curricular connections for each lesson to identify links to subject-area themes in language arts, mathematics, science, social studies, health, physical education, and the arts; relevant topics such as the classroom and school, clothing, food, hobbies and interests, plants and animals of Canada, the world, and the environment; and age-appropriate, high-interest learning activities that foster the development of essential English language vocabulary and skills in listening, speaking, reading, writing, viewing, and representing.

428.24 H236
Hands-on English language learning, Middle years / Lawson, Jennifer E. (Ed.).
Summary: This resource includes: specific curricular connections for each lesson to identify links to subject-area themes in language arts, mathematics, science, social studies, health, physical education, and the arts; integrated class activities to promote learning in context for all students in the classroom; career connections that offer students an opportunity to explore employability skills and career choices within the context of English-language learning; lesson topics that relate specifically to the interests and lives of middle-years students; relevant topics, such as the classroom and school, clothing, food, hobbies and interests, plants and animals of Canada, the world, and the environment; and age-appropriate, high-interest learning activities that foster the development of essential English-language vocabulary and skills in listening, speaking, reading, writing, viewing, and representing.

428.24 A315
Help! my kids don't all speak English: how to set up a language workshop in your linguistically diverse classroom / Akhavan, Nancy L.
Subjects: English language – Study and teaching as a second language. Limited English proficient students – Education.
Summary: This book offers a new take on English language instruction - the language workshop. Language workshop focuses on the specific language needs of every child, allowing you the flexibility to scaffold instruction by modeling specific uses of language, posing problems and ideas that expand kids’ language skills, and teaching specific thinking strategies.

428.24 C987
How to design and implement a newcomer program / Custodio, Brenda.
Summary: The author brings over 25 years of ESL experience and nine years of newcomer program development to this practical resource. In it she shows what’s needed to design and implement the program, prepare the site, develop the curriculum, interview and hire staff, and continually build a constantly evolving, successful newcomer program based on learners’ needs.

428.24 H424
How to get started with English language learners [DVD]
Subjects: English language – Study and teaching as a second language. Children of immigrants – Education.
Summary: Based on Judith Haynes’ book, Getting Started with English Language Learners, this 15-minute DVD will illustrate essential preparation for ELL classes. This program explains the principles and stages of second language acquisition, shows how to make newcomers feel welcome, and demonstrates organizational tips for the ELL classroom.

428.24 D759
A how-to guide for teaching English language learners in the primary classroom / Dragan, Pat Barrett.
Portsmouth, NH: Heinemann, 2005.
Subjects: English language – Study and teaching as a second language.
Summary: The author takes you through the first 20 days of school, showing you exactly how to get non-English speakers in grades K-3 started on language acquisition. Then she takes you through the rest of the school year, demonstrating how to build an inclusive classroom community that
encourages and supports the efforts of language learners and sharing innovative ideas for: teaching
reading & writing to children who do not know the language; helping children express themselves in
both their home language and their new language through movement, writing, music, and art; giving
students opportunities to learn through literacy & role-playing; problem-solving on the fly with
language learners; and connecting with families even when you don’t speak a common language.

428.24 S995
How to reach and teach English language learners / Syrja, Rachel Carrillo.
Subjects: English language – Study and teaching – Foreign speakers.
Summary: This book provides practical strategies and tools for assessing and teaching even the most
hard to reach English language learners across the content areas. Syrja offers educators the latest
information on working with ELLs (including using formative assessments) and provides a wealth of
classroom-tested models and measures. These tools have proven to be effective with ESL students at
all levels, including Long Term English Learners (LTELs).

371.826 C186
Immigrant students and literacy : reading, writing, and remembering / Campano, Gerald.
Summary: This book demonstrates how culturally responsive teaching can make learning come alive.
Drawing on his experience as a fifth-grade teacher in a multiethnic school where children spoke over
14 different home languages, the author reveals how he created a language arts curriculum from the
students’ own rich cultural resources, narratives, and identities.

428.24 I37
Inclusive pedagogy for English language learners : a handbook of research-informed practices /
Verplaetse, Lorrie Stoops. Migliacci, Naomi. (Eds.).
Subjects: English language – Study and teaching as a second language. Language and languages –
Study and teaching.
Summary: This book is designed to help educators define, select, and defend realistic educational
practices that include and serve well their English language learning student populations.

428.24 B885
Instruction and assessment of ESL learners : promoting success in your classroom (2nd ed.) /
Brownlie, Faye. Feniak, Catherine. McCarthy, Vicki.
Subjects: English language – Study and teaching as a second language. English language – Ability
testing.
Summary: Using real classroom experiences and current research, the authors focus on the needs of
ESL learners in the regular classroom. In this book, you will find: ways to incorporate English and the
home languages of the ESL students into the same lesson; suggestions for informal individual and
group assessments for reading, writing, and oral language; ideas for welcoming new ESL students;
examples of criteria that can be used for the assessment of ESL students; and open-ended lessons and
units for all learners, with accompanying reproducible masters.

428.24 C324
Interactive notebooks and English language learners : how to scaffold content for academic
success / Carter, Marcia. Hernandez, Anita C. Richison, Jeannine D.

Summary: The interactive notebook works well with English learners because it scaffolds content and gives students the space to develop school-based ways of thinking - to go from English language learners to academic language learners. With this book, you'll see how the notebook becomes a classroom text for rigorous instruction as you use it to: scaffold content so English learners can develop and access background knowledge more readily; increase English learners’ facility with academic language; engage all students actively and improve their note-taking and retention abilities; work with parents to add another layer of support for classroom goals; and assess student learning and progress authentically, encourage self-monitoring, and plan further instruction. Grades 6-12.

428.24 N841


Subjects: English language – Study and teaching as a second language. Effective teaching.

Summary: This is an introduction to models and strategies employed in the teaching of English language learners. Each chapter discusses several models and/or strategies by focusing on particular methods. It gives the background of the method’s development, discusses practical examples and applications, provides possible modifications, and offers a list for further reading. Strategies include: Grammar-Based Approaches, The Silent Way, Experiential Language Learning, Literature-Based Approach, Family Literacy, and many more.

372.652 B931


Subjects: English language – Study and teaching as a second language (Elementary).

Summary: In this book, you will see how the authors blend comprehension instruction and ELL best practices to explore inquiry as a literacy pathway for English language learners. As teachers and students engage in learning science and social studies content, they also discover multiple ways to make meaning. The book is full of photographs of student artwork that reveal the children’s inquiry process, and demonstrate the important role of art as a sign system in ELL literacy and language acquisition.

428.24 A275


Subjects: English language – Study and teaching as a second language.

Summary: Dialogues for beginning ESL learners with teacher tips and dialogues on an accompanying CD.

428.24 A275


Subjects: English language – Study and teaching as a second language.

Summary: Dialogues for intermediate ESL learners with teacher tips and dialogues on an accompanying CD.

428.24 L116
Subjects: English language – Study and teaching as a second language.
Summary: The selections in this book are created for students in ELL/ESL programs, Structured English Immersion programs, Sheltered English programs, struggling readers and striving readers programs.

428.24 L116
Subjects: English language – Study and teaching as a second language.
Summary: The selections in this book are created for students in ELL/ESL programs, Structured English Immersion programs, Sheltered English programs, struggling readers and striving readers programs.

372.6521 M232
Literacy-building interview activities for English language learners: instant student-to-student interviews that develop skills in listening, speaking, reading, and writing - and engage the whole class / Maitland, Katherine. New York: Scholastic, 2009.
Subjects: English language – Study and teaching as a second language (Elementary). Reading (Elementary).
Summary: Using these scripted interviews and surveys on high-interest topics, EALs interact with classmates to practice language skills in context. Leveled for varying proficiencies, the interviews and surveys offer predictable and repetitive formats that support learners. Opportunities for whole-class participation are built into the lessons and activities, helping EALs feel part of the classroom community, and enabling all students to strengthen skills in listening, speaking, reading, and writing. Grades 2-5.

428.24 C647
Summary: This book helps teachers: learn more about the ELL students in their classroom, support the emergence and early development of English literacy skills in nonnative speakers, help English learners reach their full potential as readers and writers, promote biliteracy in English and students’ home languages, guide ELL students as they develop academic language and literacy in English, connect reading and writing strongly to promote growth in each, and assess the literacy skills of English language learners and use that information to plan responsive instruction. Grades K-8.

372.6521 L776
Summary: Summarizing current research and weaving it into instructional strategies that teachers can immediately use with young English language learners (ELLs), this book addresses a major priority for today’s primary-grade classrooms. All aspects of effective instruction for ELLs are explored: oral language development and instruction, materials, word study, vocabulary, comprehension, writing,
and home-school connections. Assessment is discussed throughout, along with realistic examples, lesson planning ideas, book lists, online resources, and reproducibles.

372.6521 H478
**Literacy instruction in multilingual classrooms : engaging English language learners in elementary school** / Helman, Lori.
Subjects: English language – Study and teaching (Elementary) – Foreign speakers.
Summary: This hands-on guide shows elementary school teachers how to create multilingual classroom communities that support every learner’s success in reading, writing, and general literacy development. The author provides a practical overview of key ideas and techniques and describes specific literacy activities that lead to vocabulary and oral English proficiency. Instructional chapters will help teachers create a language-rich classroom environment, scaffold reading and writing tasks to match students’ needs, and use students’ language backgrounds as a bridge to literacy learning in English.

428.24 H478
**Look at me when I talk to you : ESL learners in non-ESL classrooms** / Helmer, Sylvia. Eddy, Catherine.
Summary: In this book, two experienced English as a second language teachers explore the underlying fundamentals of communication and show how culture influences the messages we give.

428.24 E18
Subjects: English language – Study and teaching as a second language. Language arts – Correlation with content subjects.
Summary: This book presents a coherent, specific, field-tested model of sheltered instruction that specifies the features of high quality sheltered lessons for teaching content material to English learners.

428.24 M235
**Making math accessible to English language learners : practical tips and suggestions grades K-2**
Subjects: English language – Study and teaching as a second language (Primary). English language – Study and teaching (Primary) – Foreign speakers. Mathematics – Study and teaching (Primary).
Summary: This resource provides classroom tips and suggestions to strengthen the quality of classroom instruction for teachers. These are based on research in practices and strategies that address the affective, linguistic, and cognitive needs of ELLs.

428.24 M235
**Making math accessible to English language learners : practical tips and suggestions grades 3-5**
Summary: This resource provides classroom tips and suggestions to strengthen the quality of classroom instruction for teachers. These are based on research in practices and strategies that address the affective, linguistic, and cognitive needs of ELLs.

428.24 M235
Making math accessible to English language learners : practical tips and suggestions, grades 6-8
Subjects: English language – Study and teaching as a second language (Middle school). English language – Study and teaching (Middle school) – Foreign speakers. Mathematics – Study and teaching (Middle school).
Summary: This resource provides classroom tips and suggestions to strengthen the quality of classroom instruction for teachers. These are based on research in practices and strategies that address the affective, linguistic, and cognitive needs of ELLs.

428.24 M235
Making math accessible to English language learners : practical tips and suggestions, grades 9-12
Summary: This resource provides classroom tips and suggestions to strengthen the quality of classroom instruction for teachers. These are based on research in practices and strategies that address the affective, linguistic, and cognitive needs of ELLs.

372.652 K33
Summary: Reading is all about understanding, and many English language learners simply do not understand what they are reading. The authors believe that small group comprehension lessons have a key role to play in advancing students’ comprehension of texts. Making Sense outlines fifty-two lessons that teach students how to make connections, ask questions, visualize, infer, determine importance, and synthesize. The book’s five main sections are geared to the stages of language proficiency, and lessons are divided into younger and older students, spanning kindergarten through grade 8.

428.24 O59
Many roots, many voices : supporting English language learners in every classroom : a practical guide for Ontario educators / Ontario Ministry of Education.
Summary: This resource is designed to support teachers, principals, and other education professionals at the elementary and secondary levels in working effectively with English language learners. In it, you will find practices and strategies that can be put to immediate use in the school and the
classroom. You will also find an in-depth exploration of the English language learner, and an annotated list of references and resources for further reading and study.

428.24 E52
**Match it! : a collection of index card games for learners of English** / Elwell, Sharon. Clark, Raymond C.
Subjects: English language – Study and teaching as a second language.
Summary: This is a collection of index card games for learners of English. The two basic purposes of this collection are to explore & to develop proficiency with English vocabulary, and to stimulate conversation. The games and the cards are very simple, so they are suitable for learners of virtually all ages.

428.24 M464 OVERSIZE
**Maximizing learning for English language learners [kit]**
Contents: 3 videocassettes & 1 facilitator’s guide.
Subjects: English language – Study and teaching as a second language. Children of immigrants – Education.
Summary: This is a professional development tool that will help teachers and administrators address the needs of English language learners. This resource can be used to create workshops and presentations that inform teachers and other audiences of proven approaches.

428.24 M821
**More ESL teaching ideas : grades 1-8** / Moore, Anne. Pilling, Dana.
Subjects: English language – Study and teaching as a second language.
Summary: Here is everything you need to teach beginning learners of English as a second language. Games, oral, and visual exercises are used to make learning enjoyable and socially engaging. A range of individual activities using visual, written, and kinesthetic skills round out this resource. Pictures are simple, but realistic, so they are both easy to interpret as well as suitable for all ages.

428.24 L415
**The more-than-just surviving handbook : ELL for every classroom teacher** / Law, Barbara. Eckes, Mary.
Subjects: English language – Study and teaching as a second language.
Summary: This revised edition includes the latest research in language acquisition: how to teach reading and writing and how to develop listening and speaking skills. Strategies for teaching the four literacy skills - reading, writing, speaking, and listening - are enhanced by student examples and illustrations.

428.24 S193
**Myths and realities : best practices for English language learners (2nd ed.)** / Samway, Katharine Davies. McKeon, Denise.
Summary: This resource clarifies persistent misunderstandings about what second language learners can do, what they need, and what methods work best for them. This book helps you replace misinformation about ELLs with crucial knowledge important to everyone working with second
language learners, including information on: second language acquisition; assessment, programming, and placement; staffing and staff development; involving parents and the community; and literacy development and teaching.

428.24 D948
Summary: Designed for students with few or no English skills, this book: introduces key vocabulary and concepts from content areas, builds oral language through context sentences and patterns, and provides a rich assortment of lessons and activities.

428.24 V887
Subjects: English language – Study and teaching as a second language.
Summary: This book: offers step-by-step directions and examples of content and language objectives for all ideas & activities; provides use-tomorrow ideas & activities for implementing the 8 components of the Sheltered Instruction Observation Protocol (SIOP) model; includes 13 sample lesson plans that illustrate how a particular activity can be effective for all students, and all of these sample lessons are adapted for both elementary and secondary students; and features classroom-ready content & language objectives for all relevant activities.

428.24 R378
Summary: The 120 strategies address all aspects of teaching your English language learners, from building background knowledge, through facilitating instruction, textbook comprehension, activities, and assignments, to assessing learning.

428.24 R378
Subjects: English language – Study and teaching as a second language. English language – Study and teaching (Elementary) – Foreign speakers.
Summary: This resource offers 102 practical instructional and assessment strategies built on a strong foundation of second language acquisition theories and principles that you can easily incorporate into your daily classroom instruction. All strategies are easy to follow with helpful guides to help you maximize your students’ performance potential at every level of English language development. These strategies address cultural considerations, instructional processes, the difficulties of traditional testing, creation of alternative testing formats, and grading.

428.24 H489
Subjects: English language – Study and teaching as a second language.
Summary: This textbook gets beginning learners of English on their feet and speaking the language from day one. Through the book’s student-centred approach, students will: learn to communicate in everyday situations - from the classroom to the doctor’s office; master useful vocabulary related to everyday topics, including housing, clothing, and shopping; acquire important life skills through practical, hands-on activities related to reading maps, making appointments, and talking on the phone; build valuable study skills and critical thinking skills; and gain independence and confidence.

428.24 H489
Subjects: English language – Study and teaching as a second language.
Summary: Reproducible teacherless activities for beginning English language learners. Activities cover introductions, classroom items, dates/days of the week, jobs, families, household chores, shopping, dealing with money, getting around town, making appointments, the weather/seasons, transportation, and more.

495.1 A231
The Oxford picture dictionary: English/Chinese (2nd Canadian ed.) / Adelson-Goldstein, Jayme. Shapiro, Norma.
Summary: This resource is an illustrated, theme-based dictionary for second-language learners. This colour dictionary defines words through pictures, and presents each new word in context.

423.17 K21
Oxford picture dictionary for the Canadian content areas / Kauffman, Dorothy. Apple, Gary.
Summary: This is a theme-based dictionary for second language learners and literacy students. It is divided by school content areas (curriculum based). It presents the essential words in topics that students are studying in their core class and makes these new concepts accessible through colour, contextualized illustrations.

423.17 K21
Summary: This book is the accompanying teacher's guide for the Content Areas dictionary. Reproducible curriculum-based activities are provided for each of the topics covered in Oxford Picture Dictionary for the Content Areas.

423.17 O98
The Oxford picture dictionary: lesson plans (2nd ed.) / Santamaria, Jenni Currie.
Subjects: Picture dictionaries, English – Problems, exercises, etc. English language – Textbooks for second language learners.
Summary: This companion to the Oxford Picture Dictionary offers a complete seven-stage lesson plan for each topic including presentation, practice, and expansion activities.

428.24 P597
The pizza tastes great : dialogs and stories (2nd ed.) / Pickett, William P.
The pizza tastes great : dialogs and stories : student book and workbook answer keys (2nd ed.) / Pickett, William P.
The pizza tastes great : workbook (2nd ed.) / Pickett, William P.
Subjects: English language – Study and teaching as a second language.
Summary: This series features a reader and student workbook containing high-interest dialogs and stories about ordinary people living in North America.

428.24 M129
Practical ideas that really work for English language learners / McConnell, Kathleen. Campos, David. Ryser, Gail R.
Austin, TX: PRO-ED, 2006.
Subjects: English language – Study and teaching as a second language.
Summary: This kit includes a quick, easy-to-use criterion-referenced rating scale, an ideas matrix, and 37 research-based strategies to improve students’ skills in listening, speaking, reading, writing, and cultural awareness.

428.0071 A678
Reaching English language learners in every classroom : energizers for teaching and learning / Arechiga, Debbie.
Summary: This book provides practical tools, strategies, and classroom vignettes to help you teach reading and writing to English language learners. Featured in this book are energizers that will sustain and motivate you as you work in linguistically diverse classrooms.

428.24 P435
Subjects: English language – Study and teaching as a second language.
Summary: Reading, Writing and Learning in ESL explores contemporary language acquisition theory as it relates to instruction and providing suggestions and methods for motivating and involving ELL students. This edition includes: updated assessment information, practical applications on how to incorporate standards of instruction in classroom activities, new examples of teaching strategies for middle and secondary school students, and new material on socio-cultural issues of language and language acquisition.

428.24 A275
Ready, set, speak : ESL active learning / Agor, Barbara. Agor, Stewart.
Subjects: English language – Study and teaching as a second language.
Summary: This book includes activities to use in the classroom that incorporate kinesthetic learning. It emphasizes the body as an underutilized yet highly effective channel for learning. The book uses a
variety of methods, including simple responding, drama, storytelling, singing and chanting, and playing games. Activities reinforce vocabulary that ESL students need to succeed in everyday life.

428.24 R297
**Recipes for tired teachers: well-seasoned activities for language learning**
Subjects: English language – Study and teaching as a second language.
Summary: Included in this workbook are 81 classroom proven strategies to build or reinforce language skills at all learning levels. Here you will find suggestions for role play simulation, group dynamic activities, imaginative conversation topics, etc.

372.416 L735
**Research-based methods of reading instruction for English language learners, grades K-4**
/ Linan-Thompson, Sylvia. Vaughn, Sharon.
Subjects: English language – Study and teaching (Elementary) – Foreign speakers. English language – Study and teaching as a second language (Elementary).
Summary: The authors provide over 60 field-tested classroom lessons for ensuring English fluency among young nonnative speakers. Each chapter focuses on research and activities in one of the following areas: phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension. In addition to the many step-by-step activities and lesson plans, the book includes in-depth explications of linguistic concepts, a glossary of terms, and lists of relevant online resources.

372.6 R281
**Research-based strategies for English language learners: how to reach goals and meet standards, K-8**
/ Rea, Denise M. Mercuri, Sandra P.
Summary: This resource addresses standards through four proven, effective scaffolds for learning: modeling, contextualizing, thinking about thinking, and reframing information. Within each scaffold, the authors offer ideas for strategy-based instruction that make learning more active, experiential, collaborative, and cognitive for all children. The authors give you everything you need to use these strategies, including lesson plans and suggestions on implementation, as well as a review of the research supporting each lesson and scaffold. Finally, they tie it all together with lessons on conversational and academic English that give students the linguistic awareness needed to become more proficient in their new language and to succeed in school.

428.24 D132
**Rockin’ rhythms and rhymes [kit]: musical chants, rhythms and rhymes for the ESL classroom**
/ Dai Zovi, Lonnie.
Summary: The student workbook contains listening comprehension exercises. The CD has the 21 tracks of the musically-accompanied chants, as well as the same 21 musical accompaniments minus the words. The teacher’s manual contains the complete scripts for the 21 chants and suggestions for their use in a variety of levels and class situations.
Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom / Gibbons, Pauline.
Summary: How does a mainstream elementary classroom teacher with little or no specialized ESL training meet the challenge of teaching linguistically diverse students? The author explains how: integrate the teaching of English with the content areas of the regular curriculum. Gibbons demonstrates the ways in which content areas provide a context for the teaching of English, from speaking and listening to reading and writing.

Schoolwide approaches to educating ELLs: creating linguistically and culturally responsive K-12 schools / Soltero, Sonia W.
Portsmouth, NH: Heinemann, 2011.
Summary: The author provides: real-life examples of students, parents, teachers, school leaders, and community organizers that illustrate schoolwide challenges and successes; identification of 9 common myths surrounding second language acquisition and best practices for overcoming them; schoolwide curricular planning and program design for a holistic and integrative approach including needs assessment and implementation; effective classroom instruction and learning practices that best help ELLs’ develop strong foundations in language, literacy, and content learning; and leadership and advocacy recommendations to improve ELL educational equity and access.

Sequences: picture stories for ESL / Julich, Jeannette. Chabot, John F.
Subjects: English language – Textbooks for second language learners.
Summary: This is a reproducible book for beginner ESL students. It includes 60 units, each containing a drawings page. On each drawings page, there is a sequence of six drawings, mostly without words or captions. The drawings show the sequence of events that accompany a particular activity, such as going grocery shopping or visiting a doctor. Your students, with your input when necessary, identify the items and actions in the drawings. Each drawings page is complemented by a page of vocabulary-building exercises.

Summary: This book sets out to clearly define sheltered instruction and to provide strategies for its successful implementation in the classroom. This book speaks specifically to instruction in the content areas, confronting the fact that students learning English might struggle in those subjects. Specific examples of sheltered content instruction and scenarios depicting classroom interaction during this type of instruction provide models for teachers.
Side-by-side learning: exemplary literacy practices for English language learners and English speakers in the mainstream classroom / Edelsky, Carole.
Summary: Hands-on, project-based learning enhances literacy and language of both English learners and English speakers as they work side by side - even within mandated programs. This book provides research-supported guidelines and strategies, with a DVD (in the back of the book) showing learners in action within two elementary classrooms where teachers support and stretch students’ oral and written English and build content knowledge at the same time. Grades 3-6.
428.24 E18

The SIOP model for teaching mathematics to English learners / Echevarria, Jane. Vogt, MaryEllen. Short, Deborah J.
Summary: This book: presents a systematic process for teaching both mathematics academic content language to English learners; offers ideas and activities for grades K-2, 3-5, 6-8, and 9-12; provides ideas and activities for implementing the eight components of the SIOP model in a mathematics classroom; and includes lesson plans and comprehensive units based on NCTM standards that illustrate how a particular activity can be effective for all students, not just English learners.
428.24 B317

Sounds easy! : phonics, spelling, and pronunciation : photocopiable exercises for grades five to adult / Bassano, Sharron. Cross, Jamie.
Summary: The pages in this reproducible resource teach the sound system of the English language through simple pictures and minimal print. The exercises are designed for beginning English language learners who have little academic background and who are learning the English alphabet while concurrently building their vocabulary, listening, and speaking skills. The four units introduce: 21 consonants and their most common pronunciations; 5 vowels and the different sounds they produce when standing alone or in combinations; 26 of the most common consonant clusters occurring in English in the initial position; and 98 of the most common consonant clusters occurring in English in the final position.
428.24 S741

Special education considerations for English language learners / Hamayan, Else V.
Summary: This book shows how to create school-based teams that include ESL/bilingual specialists, special education specialists, and other professionals who collectively have the expertise needed to explore factors that influence an ELL’s response to intervention, and then develop culturally and linguistically appropriate RTI systems. The authors provide tools and strategies that teams can use to assess the nature of the ELL’s learning difficulty, collaborate in service provision, create a continuum of interventions, and measure the ELL’s response to those interventions.
428.24 Y65
Springboards: communication starters / Yorkey, Richard.
Summary: From puzzles to paintings, these photocopiable activities place the English language learner on the springboard of communication. All activities develop speaking and listening skills. Specific language functions include: asking and answering questions; presenting and defending opinions; memorizing and recalling specific vocabulary; reinforcing language structures such as comparisons, conditionals, and two-word verbs; interpreting and predicting; and practicing telephone skills.

428.24 C428
Start with A: a beginner's guide to the alphabet / Chabot, A. M.
Subjects: English language – Study and teaching as a second language. English language – Alphabet.
Summary: This resource is a reproducible ESL textbook that introduces the 26 letters of the alphabet. These ESL materials are suitable for use with all age groups. This book introduces your ESL class to each letter individually and provides practice activities in letter formation.

428.24 R161
Subjects: English language – Textbooks for second language learners.
Summary: This book uses real-life situations and everyday events to teach mature or adult ESL learners the building blocks of the English language.

428.24 R161
Subjects: English language – Textbooks for second language learners.
Summary: This book uses real-life situations and everyday events to teach mature or adult ESL learners the building blocks of the English language.

428.24 R741
Strategies for success with English language learners / Rojas, Virginia Pauline.
Summary: Whenever teachers encounter challenging students and situations that relate to language difficulties, they can quickly get help from more than 175 tools in this binder, including: graphic organizers that help ELL students make connections to content; vocabulary tools that help ELL students see new words in context and engage in activities that increase understanding of vocabulary terms; literacy strategies for helping English learners in every grade develop their skills in reading, writing, speaking, and listening; and additional tools to help teachers work together on assessments and lesson planning for ELL students, including a Backward Design Unit Template that follows the Understanding by Design framework.

428.24 H584
Strategies to use with your English language learners. Grades 1-3 / Heskett, Tracie I.
Subjects: English language – Study and teaching as a second language.
Summary: This book includes: general ELL principles and guidelines, such as how to work with parents, build cultural awareness, recognize learning styles, and differentiate lessons; tons of specific strategies for you and your students to follow; and sample lessons and activities that cross all curriculum areas.

428.24 F245
Subjects: English language – Study and teaching as a second language.
Summary: This resource offers beginning teachers a carefully phased-in guide to teaching strategies they can use with their ESL learners to enhance reading, writing, speaking, listening, and grammar skills. Each chapter provides clear guidelines and step-by-step coverage of these essentials: using different models for lesson planning; monitoring classroom behaviour and interactions; using prepared skill-building activities or developing new ones; assessing students for placement in ESL or general education classes; and reflecting and exploring the development of their own teaching practice. This sourcebook offers a solid plan for all new teachers who want to create a successful classroom experience for themselves and their ESL students.

428.24 H838
Subjects: English language – Study and teaching as a second language.
Summary: This is a comprehensive guide to English language instruction that both helps you understand the broad themes behind successful ELL programs and gives you hands-on teaching ideas. Grades K-6.

428.24 B843
Subjects: English language – Study and teaching as a second language (Primary). English language – Study and teaching (Primary) – Foreign speakers. Mathematics – Study and teaching (Primary).
Summary: The lessons in this book guide teachers of primary grades in developing students’ proficiency in English while also developing their mathematical understanding. In addition, teachers learn how to modify existing math lessons to support students with varying degrees of English language proficiency.

428.24 B843
Summary: The lessons in this book guide teachers of Grades 3-5 in developing students’ proficiency in English while also developing their mathematical understanding. In addition, teachers learn how to modify existing math lessons to support students with varying degrees of English language proficiency.

371.826914 S849
Summary: The psychological needs of war-affected children who migrate to other countries are difficult to identify, complicated to understand, and even more troubling to address. This book provides a holistic exploration of these challenges and offers practical advice for teachers, social workers, and counselors, as well as suggestions for policy makers.

Talk-a-tivities: problem solving and puzzles for pairs / Yorkey, Richard.
Summary: All of the activities in this book develop speaking and listening skills through the transmission of information from person-to-person. Specific language functions include asking for clarification, describing details and locations, discussing alternatives, giving directions, making appointments, interpreting diagrams and maps, and understanding grids. The emphasized vocabulary covers direction words, letter names, numbers, occupations, times and dates, clothing, foods, and household objects.

Teaching beginner ELLs using picture books: tellability / Lado, Ana.
Summary: The author illustrates how picture books are an especially useful tool for building important language and social foundations – foundations that students may miss through traditional instruction. Lado provides all the tools you need to engage your English learners with picture books, including how to: design lesson plans around themed units, select appropriate picture books using specific criteria, incorporate fun and engaging strategies like singing and reenacting, and integrate picture book learning to facilitate development of English language proficiency.

Subjects: English language – Study and teaching as a second language. Language and languages – Study and teaching.
Summary: This text is designed to help your students develop proficiency in both everyday and academic English while developing listening, speaking, reading, and writing skills. It also serves as a guide for promoting high-level, high-quality, and high-expectation instruction with respect to language, literacy development, and academic achievement for all of your students. Grades K-12.

Summary: This book provides teachers of all content areas with a broad, practical approach to teaching English language learners in the regular classroom setting.
428.24 J58
Subjects: English language – Study and teaching as a second language.
Summary: The ESL class is often the critical, transitional step into a student’s entire education. The author provides specific strategies to address the special challenges for instructors. The book includes: customizing instruction to create developmentally and culturally appropriate lessons for all learners; comprehensive vocabulary checklists for common English words and concepts; practical methods for using the learner’s native language and culture in the classroom; and more.

428.24 S193
Subjects: English language – Study and teaching as a second language. Language and languages – Study and teaching.
Summary: This book provides situations and issues that teachers may encounter when working with ELLs, and offers grade-level appropriate solutions, teaching approaches, and activities to address them. Each chapter opens with a brief overview of relevant research and key teaching principles. The book is framed around real questions from real teachers in the field and offers strategies related to oral communication, reading, writing, assessment, special need students, and home school issues.

428.24 S193
Teaching English language learners: strategies that work, grades 6 and up / Samway, Katharine Davies. Taylor, Dorothy.
Subjects: English language – Study and teaching as a second language.
Summary: This book provides situations and issues that teachers may encounter when working with ELLs, and offers grade-level appropriate solutions, teaching approaches, and activities to address them. Each chapter opens with a brief overview of relevant research and key teaching principles. The book is framed around real questions from real teachers in the field and offers strategies related to oral communication, reading, writing, assessment, special need students, and home-school issues.

428.24 F197
Teaching English learners and immigrant students in secondary schools / Faltis, Christian J. Coulter, Cathy A.
Subjects: English language – Study and teaching (Secondary) – Foreign speakers. English language – Study and teaching as a second language (Secondary).
Summary: This book provides you with practical, research-based approaches and strategies to ensure the inclusion and academic success of all students. Prepare for success with: current & effective teaching approaches; state-of-the-art learning theories; commitments in practice; four content area chapters; and more.

428.24 H565
Teaching reading to English language learners: differentiated literacies / Herrera, Socorro Guadalupe.
Summary: This is a practical, research-based text designed to guide teachers in the development and implementation of programs for second language learners. This book blends theory and practice to provide grade-level and ESL teachers with the tools they need to differentiate literacy instruction for ELL students.

428.24 S957
Subjects: English language – Study and teaching – Foreign speakers. English teachers – Training of. Summary: This guide to the ten most common languages of students who do not speak English - Spanish, Russian, Vietnamese, Arabic, Tagalog, Haitian Creole, Navajo, Hmong, Cantonese, and Korean - offers practical guidance for communicating with ELL students and their families. With a chapter dedicated to each language, this book provides a wealth of resources to help you make meaningful connections with ELL students.

428.24 Z13
Subjects: English language – Study and teaching – Foreign speakers. School management and organization.
Summary: This book is unique in its focus on how principals and district-level school leaders can improve English language learners’ academic performance and school engagement through careful and visionary planning of English language education programming. It also focuses on active engagement of English language learners and their families in the school community.

370.116 U55
Summary: This book addresses the educational, cultural, and linguistic backgrounds of the international students who are studying in English-speaking countries. For each country profiled, the following information is provided: a statistical profile; a culture summary; a table providing information related to school calendars, curricula, exams, grades, homework, and classroom set-up; a section on educational policy, teaching style, learning style, instructional setting, after-school activities, discipline and class management, teacher-student and student-student relationships, non-verbal behaviour, dress, polite/impolite topics and behaviours, and gift-giving; and problem/solution scenarios that address challenges specific to the classroom and the student population described.

370.195 F576
Summary: This volume provides a wealth of information about the specific schooling traditions, practices, circumstances, and expectations that follow refugee and immigrant students to their new homes in North America and influence their learning experiences. The author has focused her research on 18 countries: Afghanistan, Bosnia-Herzegovina, Croatia, the Dominican Republic, Ecuador, El Salvador, Ethiopia, Guatemala, Honduras, India, Iran, Laos, Liberia, Peru, Somalia, Sudan, and the Ukraine. Each country profile features statistics about the country, a historical synopsis, an overview of the country’s official education policy, cultural perspectives, and a problem-solution section containing classroom strategies.

428.24 U65
Subjects: English language – Study and teaching as a second language. English language – Composition and exercises – Study and teaching (Primary). Creative writing (Primary education).
Summary: This DVD features 11 classroom videos of the author engaged in conferences and mini-lessons with English language learners of varying writing and speaking abilities. In the optional voice-over coaching commentary, the author describes her strategies for helping all students approximate written and spoken English to the best of their abilities.

428.24 W324
Vocabulary 1: games and activities / Watcyn-Jones, Peter.
Summary: This resource contains 60 photocopiable activities for English language learners that require minimum preparation, including ice-breakers, quizzes, pair work, and much more. Activities are organized according to level from Beginners to Advanced for ease of reference.

428.24 B875
What a world 1: amazing stories from around the globe / Broukal, Milada.
Summary: Each unit opens with a question that is answered in the reading. It then continues with vocabulary, comprehension, discussion, writing, and spelling and punctuation work.

371.914 S434
Summary: Contains 38 pairs of numbered cards with a range of idioms, allowing you to select age appropriate/relevant cards. Match up the idioms with the implied meaning. For early language users, second language learners and people with pragmatic language difficulties, such as autism spectrum disorder.

428.24 H125
What every teacher should know about English language learners / Hadaway, Nancy L.
Summary: By examining the background of English language learners, this booklet helps teachers to create a framework for organizing the classroom environment. Practical classroom strategies for literacy and content education are also emphasized.

372.652 S193
Summary: This book helps you connect the latest thinking on ELLs and language acquisition to your everyday classroom practices. Samway helps you understand numerous important factors affecting nonnative writers, including: what young children know about print and about the connection between oral and written language; how their native language influences the process of learning to write in English; how gender, race, ethnicity, and social class affect writing; how adult expectations, school-based writing experiences, and participation in bilingual classrooms affect children’s development as writers; and which current developments in writing pedagogy help the most.

372.43 W629
Summary: This guide offers educators proven methods for determining when English language learners are having reading difficulties that are related to the language acquisition process and when students’ performance issues might be linked to learning disabilities. The book provides an overview of the language acquisition process and offers a variety of best practices to prevent inappropriate referrals of ELLs to special education.

372.652 W924
Summary: This book helps you determine what your students bring with them from their home languages and where their instruction in English orthography should begin. Chapters 1 through 3 introduce you to the stages of spelling and reading development, the assessments to use, and the best ways to organize your classroom for word study. Each subsequent chapter focuses on a specific stage of spelling, outlining the most appropriate and effective word study instruction. Each of these chapters closes with a bank of word study activities to engage your students, to motivate them, and to improve their oral and written abilities in English. The Appendix contains all the assessment tools necessary to get word study underway and offers word lists in Spanish, Chinese, Korean, Vietnamese, and Arabic; picture and word sorts; and game templates.

482.24 C333
Subjects: English language – Study and teaching as a second language. Language and languages – Study and teaching.
Summary: If you teach English language learners, you probably have many unanswered questions, such as: How do I assess a student’s English? How do I get my reluctant speakers to speak English? and How do I teach grade-level content to English beginners? In this book, the author responds to teachers’ ten most frequent and most problematic questions with information, ready-to-use ideas, and helpful new professional development supports.

428.24 L573
Summary: This book helps teachers understand the unique needs of ELLs and promote their achievement by adapting the effective instructional methods they already know. The book features standards-based lesson planning ideas, examples of student work, and 15 reproducible worksheets, rubrics, and other useful materials. It describes ways to combine instruction in core skills with ample opportunities to write and to revise in different genres.

372.652 K33
Subjects: English language – Study and teaching as a second language (Elementary). Language and languages – Study and teaching (Elementary).
Summary: The prospect of teaching writing to a classroom full of students - some who speak English and some who don’t - can be overwhelming. The authors found that by integrating writing and reading instruction, their English language learners became stronger writers. Writing Sense outlines the classroom conditions necessary for successful writing instruction with English language learners, whether in writing workshop and/or small-group instruction.

371.826912 Y81
Your child's education in Saskatchewan : a handbook for recent immigrants / Saskatchewan Ministry of Education.
Summary: The purpose of this handbook is to acquaint immigrant families with the structure of preschool to Grade 12 education in Saskatchewan. The information is presented in an easy-to-read, concise format so that it will serve as a reference for important questions new families may have about their child’s education.

428.24 P771
Subjects: English language – Study and teaching as a second language.
Summary: Whether your beginning students are eager from the start - or reluctant at first - you'll find activities for helping you create wonderful lessons without exhausting yourself. As beginners cannot yet create new language, but they can re-create and reformulate language that they encounter, these
activities give many ways to provide language input, including routines for using readings, dictations, pictures, actions, and songs to convey meaning. Plus you’ll find activities to help students get to know each other, find their own errors, and take charge of their own learning!