

Organization of the Book

Much of the discussion in this book is based on the authors' interpretation of the research literature on children, on native English struggling readers, on second language learners' literacy development, and the recent evolving interest in ELL struggling readers, as well as our own research and observations of ELL classrooms. The book is divided in eight chapters:

Chapter 1, *English Language Learners*, describes the diversity of English language learners and provides an overview of the social, linguistic, cognitive and academic factors to be considered when identifying characteristics of those identified as 'struggling' in the mainstream classroom.

Chapter 2, *English Literacy Development and English Language Learners*, provides an overview of the nature of literacy and its development. It provides a conceptual framework for the instructionally-based chapters that follow.

Chapter 3, *Moving Beyond the Transition*, addresses the similarities and differences between monolingual and bilingual students and the unique literacy demands in the upper grades.

Chapter 4, *Instructional Writing Strategies*, presents various mediational structures and strategy lessons for promoting writing in the upper elementary grades.

Chapter 5, *Instructional Reading Strategies*, presents various mediational structures and strategy lessons for promoting reading in the upper elementary grades.

Chapter 6, *Language Across the Curriculum*, focuses on the identification of instructional strategies for teaching content area subjects to struggling ELLs so as to increase their content knowledge (concepts), vocabulary, and cognitive processes. A rationale for integrating language and content is provided, and suggestions are given for teaching ELLs in the content areas of social studies, science and mathematics.

Chapter 7, *A Framework for Assessment*, is divided in three main areas: (1) assessment of English language learners, (2) assessment of literacy for instructional purposes, and (3) assessment of literacy for accountability purposes.

Chapter 8, *Parents*, provides an overview of how educators can support parents in becoming collaborators with schools and how they support the academic development and advancement of ELLs who are struggling readers and writers.