



# Reading, Writing, and Learning in ESL: A Resource Book, Student Value Edition (6th Edition)

By Suzanne F. Peregoy, Owen F. Boyle

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In this comprehensive, accessible guide, pre- and in-service K-12 teachers get a firm understanding of the essential topics of first and second language acquisition along with teaching and assessment strategies for oral language development, vocabulary, writing, reading, and reading and writing across the curriculum. With its strong research base, engaging style, and helpful descriptions of specific teaching strategies, *Reading, Writing, and Learning in ESL, 6e* explains how contemporary language acquisition theory informs instruction, while providing suggestions and methods for motivating ELs' English language, literacy and content learning. New material in this Sixth Edition includes an in-depth discussion of academic language; an exploration of the demands of Internet reading compared to traditional text reading; a presentation of Response to Intervention (RTI) as applied to ELs; and a wealth of Internet resources throughout the book.

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**Reading, Writing, and Learning in ESL: A Resource Book, Student Value Edition (6th Edition)** By Suzanne F. Peregoy, Owen F. Boyle **Bibliography**

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## **Editorial Review**

From the Back Cover

With its strong research base, engaging style, and descriptions of specific teaching strategies, this popular book covers the essential topics of first and second language acquisition, oral language development, vocabulary, writing, reading, and reading and writing across the curriculum (Content-Based Instruction). In it the authors highlight content-based instruction and show how to differentiate instruction for ELs based on their prior knowledge and language proficiencies. Unlike many texts in this field, *Reading , Writing and Learning in ESL* explains how contemporary language acquisition theory informs instruction, while providing suggestions and methods for motivating ELs' English language, literacy and content learning.

In this new Sixth Edition, the authors include:

- an in-depth discussion of academic language
- an exploration of the demands of Internet reading compared to traditional text reading
- a presentation of Response to Intervention (RtI) as applied to ELs

The authors also integrate technology throughout with over 100 Internet links that add depth and breadth to the topics. Included are links featuring experts discussing their areas of expertise (Expert Webcasts), and links illustrating strategies being used in today's classrooms (Classroom Webcasts).

### **About the Author**

**Suzanne Peregoy** is Professor Emerita of Education, San Francisco State University, where she coordinated the M.A. and Reading/Language Arts Specialist Credential programs while also teaching courses in language and literacy development. She earned an M.A. in Spanish literature and linguistics from the University of California, Santa Barbara. Her Ph.D. in language and literacy from the University of California, Berkeley, focused on bilingual reading, second language acquisition, and language issues in American Indian education. Previously, Professor Peregoy taught ESL to adults. She also taught primary grades in a Spanish-English bilingual education program, and directed a multicultural preschool program. Dr. Peregoy was active in writing California's guidelines for preparing in-service teachers to work with English language learners. She has published articles on bilingual and second language literacy in the *Journal of the National Association for Bilingual Education*, *The Reading Teacher*, *Canadian Modern Language Review*, *Educational Issues of Language Minority Students*, *Hispanic Journal of Behavioral Sciences*, and *Theory into Practice*. Dr. Peregoy is fluent in Spanish.

**Owen Boyle** is Professor Emeritus of Education, San Jose State University, where he coordinated the Bilingual and ESL Program, chaired the Language and Literacy Department, and headed the Reading Specialist Credential and M.A. programs in literacy. At San Jose State Professor Boyle taught courses in second language literacy, language acquisition and reading, multicultural literature, and reading assessment. He received his doctorate at the University of California, where he was Coordinator of the Learning from Text Program and researched and taught students. As Assistant Director of the Bay Area Writing Project (National Writing Project), Owen worked with teachers from all over the world including those from Germany, Panama, Alaska, and California. He served on the California State Superintendent's panel that developed guidelines for preparing teachers of reading and was instrumental in developing a reading instruction test required for a California multiple subject teaching credential. He has published articles and

research in *Journal of Educational Issues of Language Minority Students*, *Hispanic Journal of Behavioral Sciences*, *Bilingual Research Journal*, *Journal of the Association of Mexican-American Educators*, *Journal of College Reading and Learning*, *The Reading Teacher*, and *Reading Research and Instruction*. He taught elementary and secondary school where he worked with second language learners for 12 years.

**With contributions by Karen Cadiero-Kaplan**, Professor at San Diego State University where she chairs the Department of Policy Studies in Language and Cross Cultural Education. Dr. Cadiero-Kaplan's publications cover literacy ideologies and practice, English language development, and bilingual education policy and practice. She also has several publications on critical uses of technology for language and literacy development. Her books include *Bilingual Education and the Literacy Curriculum* (Peter Lang, 2004) and a co-edited book, *The Living Work of Teachers: Ideology and Practice* (California Association for Bilingual Education, 2006). In addition to her research, Dr. Cadiero-Kaplan provides state and national leadership in the area of English teaching and language policy. In 2006-2007 she served as President of the California Association of Teachers of English to Speakers of Other Languages (CATESOL) and as a member of the Bilingual Design Team for the California Commission on Teaching Credentialing, advising the commission on standards development for bilingual teacher education. Dr. Cadiero-Kaplan has worked with lobbyists from various English learner advocacy groups to inform the State Board of Education and the State Assembly on issues related to English learners.

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