

1. Record Nr.	UNINA9910974110103321
Titolo	Academic language/literacy strategies for adolescents : a "how to" manual for educators / / Debra L. Cook Hirai. [et al.] ; with Deborrah Wakelee, Vicki Murray, grammar specialists
Pubbl/distr/stampa	New York : , : Routledge, , 2010
ISBN	1-135-16409-6 1-135-16410-X 1-282-37670-5 9786612376702 0-203-85957-X
Edizione	[1st ed.]
Descrizione fisica	1 online resource (295 p.)
Altri autori (Persone)	HiraiDebra L. Cook (Debra Lee Cook) MurrayVicki WakeleeDeborrah
Disciplina	428.0071/2
Soggetti	Language arts (Secondary) Content area reading - Study and teaching (Secondary)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 271-277) and index.
Nota di contenuto	Front Cover; Academic Language/Literacy Strategies for Adolescents; Contents; Foreword by Sheryl L. Santos; Preface; Acknowledgments; Chapter 1.Background; A Short History of the Term Academic Language; Instruction from an Academic Language Perspective; Why Should We Teach Academic Language?; How This Book Can Help; Chapter 2.Motivation; The Importance of Motivation; Research on Student Motivation; Students' Perception of What Motivates Them; Setting a Purpose for Learning: The Anticipatory Set; Active Learning and Hands-On Activities; Modeling and Guided Practice Summary: What Motivates Students?Chapter 3.Attributes of Academic Language; Receptive and Expressive Language; Application of Receptive and Expressive Strategies; Professional Input and Feedback for Academic Language Literacy Instruction; Summary; Chapter 4. Vocabulary: Theory and Practice; Developing Vocabulary; Learning and Acquisition: The Importance of Multiple Exposures; Cognates, Root

Words, and Affixes; Contextualizing Vocabulary; Personalizing and Operationalizing Vocabulary; Strategies for Teaching Vocabulary; Specific Activities/Techniques; A Sample Lesson; Summary

Chapter 5. Reading Skills Development Importance of Reading in the Content Areas; Research on Reading and Reading Comprehension; Literacy and Reading; Content Literacy; Expository vs. Narrative Text; The Phases of Reading: Reading Into, Through, and Beyond; Strategies for Getting Students "Into" Reading; "Into" Activities; Strategies for Getting Students "Through" Reading; "Through" Activities; Strategies for Getting Students "Beyond" Reading; Integrated Activities; Sample Lesson: Geometry Proofs; Summary; Chapter 6. Grammar and Writing; The Importance of Grammar to Language Acquisition

How Should Grammar Be Taught? How Are Writing Skills and Grammar Related?; Brick and Mortar Words; Why Should Content-Area Teachers Teach Grammar?; Writing and Academic Language Literacy; The Relationship between Verbal and Written Language; Student Writing Skills; Building the Academic Register for Writing; Assessing Writing in Order to Develop Writing Skills; Writing: "Into, Through, and Beyond"; Activities that Develop Writing Skills; Sample Lesson: Three Search Papers on the Holocaust; Summary; Chapter 7. Summing Up; Glossary

Appendix 1: Expressive and Receptive Language Strategies and Model Lesson Plan Format

Appendix 2: Sample Lesson Plans Including Expressive and Receptive Language Prompts; Sample Lesson Plan 2.1: Sentence Analysis and Rephrasing (Earth Science); Sample Lesson Plan 2.2: Using the Text (Algebra); Sample Lesson Plan 2.3: Classifying the Elements (Chemistry); Sample Lesson Plan 2.4: Using a Science Notebook (General Science); Sample Lesson Plan 2.5: Stem-and-Leaf Plots (Graphing); Appendix 3: Sample Lesson Plans without Expressive and Receptive Language Prompts

Sample Lesson Plan 3.1: Unit Analysis (Math and Science)

Sommario/riassunto

Fast-paced, practical, and innovative, this text for pre-service and in-service teachers features clear, easily accessible lessons and professional development activities to improve the delivery of academic language/literacy education across the content areas in junior/middle school and high school classrooms. Numerous hands-on tools and techniques demonstrate the effectiveness of content-area instruction for students in a wide variety of school settings, particularly English language learners, struggling readers, and other special populations of students. Based on a strong pr
