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Understanding Language
Supporting ELL Students in Responsive ELA Classrooms

Melinda J. McBee Orzulak

Engaging with critical questions such as What counts as language? and How can I know when a student is struggling with language?, Melinda J. McBee Orzulak explores how mainstream ELA teachers might begin to understand language in new ways to benefit both English language learner and non-ELL students learning in the same classroom. Offering supportive teaching resources and ways to notice and understand the strengths of ELL students, McBee Orzulak outlines strategies for respectful and rigorous instruction for all students as we consider our own cultural and linguistic expectations. She also addresses responses to common curricular challenges such as (1) structuring positive environments for students as both learners and adolescents; (2) providing a language focus in our teaching; and (3) assessing the range of literacies our ELL students possess.

Understanding Language provides a series of entry points into the NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs), focusing in particular on knowing and teaching all of our students—monolingual, bilingual, and multilingual—both language and content.

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The Incarceration of Japanese Americans in the 1940s

LITERATURE FOR THE HIGH SCHOOL CLASSROOM

Rachel Endo

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Writing across Culture and Language
Inclusive Strategies for Working with ELL Writers in the ELA Classroom
Christina Ortmeier-Hooper

In *Writing across Culture and Language*, Christina Ortmeier-Hooper challenges deficit models of ELL and multilingual writers and offers techniques to help teachers identify their students’ strengths and develop inclusive research-based writing practices that are helpful to all students. Her approach, aligned with specific writing instruction recommendations outlined in the *NCTE Position Paper on the Role of English Teachers in Educating English Language Learners* (ELLs), connects theory to classroom application, with a focus on writing instruction, response, and assessment for ELL and multilingual students. Through rich examples of these writers and their writing practices, along with “best practices” input from classroom teachers, this book provides accessible explanations of second language writing theory and pedagogy in teacher-friendly language, concrete suggestions for the classroom, guiding questions to support discussion, and an annotated list of resources.


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