

## RESOURCES FOR CLASSROOM USE – Decodable readers

**At the River and Other Stories for Adult Emergent Readers** by Shelley Hale Lee, Wayzgoose Press. Additional resources available at [www.emergentreaders.org](http://www.emergentreaders.org). Teacher's guide is a free download at <http://wayzgoosepress.com/books/at-the-river-and-other-stories/>

**Sam and Pat 1 and 2** by Jo Anne Hartel, Betsy Lowry, and Whit Hendon, Thomson Heinle

**What's Next?** by Lia Conklin, New Readers Press

**Talk of the Block** by Ann Haffner, New Readers Press

## RESOURCES FOR CLASSROOM USE – Other readers and teaching guides

**abcEnglish 1 and 2** by Jennifer Christenson. Additional resources available at [www.teachabcenglish.com](http://www.teachabcenglish.com).

**Eye on Literacy – Wordless Books**, <http://www.eyeonliteracy.com>

**ESL Literacy Readers** from Bow Valley College, <https://centre.bowvalleycollege.ca/tools/esl-literacy-readers>

**The Elder Literacy Initiative** life skills curriculum at [www.elderliteracy.org](http://www.elderliteracy.org)

**Making It Real** by Alysian Croydon, Tacoma House Community Training Project, <http://www.tacomacommunityhouse.org/literacy-now-downloadable-materials/>

**Minnesota Literacy Council Pre-beginning ESL Story Bank and Curriculum**  
<http://mnliteracy.org/tools/curriculum-lesson-plans/pre-beginning-esl>

## RESOURCES FOR TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

**LESLLA** (Low Educated Second Language and Literacy Acquisition), [www.leslla.org](http://www.leslla.org)  
LESLLA is an international forum of researchers who share an interest in research on the development of second language skills by adult immigrants with little or no schooling prior to entering the country of entry. The goal of LESLLA is to share empirical research and information

to help inform and guide further research on second language acquisition for the low-educated adult population. This research in turn will provide guidance to education policy development in all those countries in which immigrants settle and most need educational support. Teacher resources: [http://www.leslla.org/teacher\\_resources.htm](http://www.leslla.org/teacher_resources.htm)

**ESL Literacy Network**, [www.esl-literacy.com](http://www.esl-literacy.com)

Comprehensive website of resources from Bow Valley College in Calgary, Alberta, Canada.

**CAELA – Center for Adult English Language Acquisition**, <http://www.cal.org/caela/>

**ELL-U, LINC** <http://lincs.ed.gov/programs/ell-u>

A LINC project, ELL-U provides ESOL practitioners with access to high quality online professional development and learning opportunities. One of the areas of focus is adult ESL learners who are emergent readers.

**New American Horizons Video: “Building Literacy in Adult Emergent Readers”**

[www.newamericanhorizons.org](http://www.newamericanhorizons.org)

This free online teacher-training video illustrates the whole-part-whole approach to balanced literacy instruction with a group of pre-literate adult ESL learners.

**Video series: Classroom Activities for Adult ESL Learners**,

<http://mnliteracy.org/classroomvideos>. These free videos demonstrate effective activities for low literacy learners. Additional information at <http://atlasabe.org/mn-abe-news/esl-classroom-activity-videos>.

**Multilingual Minnesota**, [www.multilingualminnesota.org](http://www.multilingualminnesota.org). Click on “For Teachers of Pre-literate Adult ESL.” Compilation of readings for teachers, recommended books, publishers, information about balanced literacy instruction, etc.

**Minnesota Literacy Council**

Free online training course “Literacy Level ESL Instruction” (as well as many others) free at <http://online.themlc.org>, appropriate for new teachers and volunteers. Also, low-literacy curriculum used at many MLC sites is posted here: <http://mnliteracy.org/tools/volunteer-esl-curriculum>

**SLIFE (Students with Limited or interrupted Formal Education) and the MALP (Mutually Adaptive Learning Paradigm)**, Helaine Marshall and Andrea DeCapua, <http://malp.pbworks.com>. Outlines the MALP, provides access to numerous publications,

powerpoint presentations, and a teacher wiki, all concerning teaching students with limited or interrupted formal schooling (SLIFE).

**Heide Wrigley's ESL Literacy Website:**

<http://literacywork.com/Literacywork.com/Welcome.html>

**Handbook for Tutors Working with Adult ESOL Literacy Learners**

Developed by Margi Felix-Lund, Portland State University, 2013.

<https://sites.google.com/site/margifelixlund/>

**Study Circle Guide for Low-literacy Adult ESL, from ATLAS, [www.atlasabe.org](http://www.atlasabe.org)**

Vinogradov, P. (2011). *Study circle guide for teachers of low-literacy adult ESL students*. ATLAS, ABE Teaching and Learning Advancement System. St. Paul, MN: Hamline University.

This complete study circle guide outlines the activities of a multi-week, 3-meeting practitioner study circle for teachers of adult low-literate ESL students. A report on the pilot of this study circle can be found here:

Vinogradov, P. (2012). "You just get a deeper understanding of things by talking:" Study circles for teachers of ESL emergent readers. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 1, p.34-48.

**Videos and resources from MN Low-literacy Adult ESL + Dyslexia Study Circle:**

[www.englishcodecrackers.com](http://www.englishcodecrackers.com)

**Articles**

Bigelow, M. & Schwarz, R. L. (2010). *Adult English language learners with limited literacy*. Washington, DC: Center for Applied Linguistics. <http://lincs.ed.gov/publications/pdf/ELLpaper2010.pdf>

Vinogradov, P. (2009). Balancing Top and Bottom: Learner-Generated Texts for Teaching Phonics. *Low-Educated Second Language and Literacy Acquisition(LESLLA), Proceedings from the 5<sup>th</sup> Symposium*, 3-14.  
[http://www.leslla.org/files/resources/Conference\\_Proceedings\\_FINAL\\_Aug12.pdf#page=7](http://www.leslla.org/files/resources/Conference_Proceedings_FINAL_Aug12.pdf#page=7)

Vinogradov, P. (2008). "Maestra! The letters speak." Adult ESL students learning to read for the first time. *MinneWITESOL Journal*, 25. [www.minnewitesoljournal.org](http://www.minnewitesoljournal.org)

Vinogradov, P. & Bigelow, M. (2010). *Using oral language skills to build on the emerging literacy of adult English learners*. Washington, DC: Center for Applied Linguistics.  
<http://files.eric.ed.gov/fulltext/ED540592.pdf>