

Educating English Learners: What Every Classroom Teacher Needs to Know presents essential information for supporting the academic success of English learners in mainstream classrooms.

Through the cases of four English learners (in kindergarten, 4th, 7th, and 10th grades) and examples of lessons adapted for them, *Educating English Learners* introduces and integrates the following topics, concepts, and practices:

Introduction—The English Learner and the Learning Context

- Rationale for learning how to reach English learners in mainstream classrooms
 - Demographics and educational policies
 - English learner achievement gap and what teachers can do to address it
 - Common Core State Standards
- Types of English learners—newcomers, U.S. born, long term
- General stages of English proficiency—silent period to fluency
- Basic Interpersonal Communication Skills (BICS, or social language) and Cognitive Academic Language Development (CALP, or academic language)
- Cultural adjustment
- Individual characteristics that affect English language development—motivation, attitude, age

Chapter 1—Teaching Academic Subjects to English Learners

- The role of input, interaction, and output in second language acquisition
- Effect of grade level on language demands of academic subject instruction
- Effect of prior knowledge of the subject and first language literacy on academic subject achievement
- Assessing English learners' knowledge of academic subjects
- Assessing the gap between grade-level academic subject instruction and English proficiency—examples from grades K, 4, 7, and 10
- Protocol for adapting mainstream academic subject instruction to an English learner's proficiency level—the Academic Subjects Protocol
- Support strategies for providing nonverbal and verbal support in curriculum, instruction, and assessment of academic subject
 - Text simplification and elaboration
 - Leveled questions
 - Sentence frames
 - Word banks and glossaries

Chapters 2 through 5—Academic Subject Instruction

Chapter 2—Teaching Social Studies to English Learners

- Nature of social studies texts and vocabulary
- Specific challenges English learners face in social studies
- Developing English learners' academic vocabulary in social studies
- Kindergarten social studies lesson before and after application of the Academic Subjects Protocol (lesson analysis and adaptations) for English learners

Chapter 3—Teaching Science to English Learners

- Nature of science discourse and text
- Science knowledge and habits of mind challenges for English learners
- Developing English learners' academic vocabulary in science
- Promoting English learners' language interaction in science instruction
- Fourth grade science lesson before and after application of the Academic Subjects Protocol (lesson analysis and adaptations) for English learners

Chapter 4—Project-based, Thematic Integration of Academic Subjects for English Learners

- Nature of communication in project-based learning
- Using technology in project-based learning to support English learners
- Seventh grade environmental studies lesson before and after application of the Academic Subjects Protocol (lesson analysis and adaptations) for English learners

Chapter 5—Teaching Mathematics to English Learners

- Nature of communication in mathematics
- Mathematics vocabulary
- Challenges of teaching mathematics to English learners—word and other “problems”
- Tenth grade mathematics lesson before and after application of the Academic Subjects Protocol (lesson analysis and adaptations) for English learners

Chapter 6—Teaching Language and Literacy to English Learners

- Language and communication
 - Learning through language, learning language, and learning about language
- Naturalistic and instructed second language acquisition
 - What they look and sound like
 - Instructional conversations
- When and why instructed second language acquisition is necessary
 - Focus on form and formS
 - Processability theory
 - Fossilization/stabilization
- Individual factors and second language acquisition
 - First language influence
 - Age

- Learner language/interlanguage
- Comparing mainstream and English language development/English as a second language (ELD/ESL) environments
- Language form and structure in second language literacy
- Learning to read in English—native and non-native speaker comparison
- Role of vocabulary, word forms, and sentence structure in second language reading
- Describing and measuring English proficiency
 - WIDA/TESOL levels of proficiency
 - WIDA Can Do Descriptors
- Targeting language arts and literacy instruction to English learners' WIDA levels of proficiency
- Assessing the gap between Common Core State Standards grade-level language arts and literacy instruction and an EL's WIDA proficiency level
- What scaffolding English learners' language arts and literacy instruction mean and how it is done
 - Pitch, Pace, Portion, and Perspective/Point
- Use of technology for scaffolding language arts and literacy instruction
- Protocol for scaffolding language arts and literacy instruction specific to an English learner's WIDA proficiency level—The Language Arts Protocol

Chapters 7-10—Language Arts and Literacy Instruction

Chapter 7—Teaching Language Arts and Literacy to English Learners in Primary Grades

- Comparing Common Core State Standards grade-level expectations for language and literacy in kindergarten to the proficiency of a WIDA Level 1 English learner
 - Analyzing language samples
- Research on teaching language and literacy to English learners in primary grades
 - National Literacy Panel
 - Role of oral proficiency
 - Transfer from the first language
- Kindergarten writing lesson before and after application of the Language Arts Protocol (lesson analysis and adaptations) for WIDA Level 1 English learner

Chapter 8—Teaching Language Arts and Literacy to English Learners in Intermediate Grades

- Comparing Common Core State Standards grade-level expectations for language and literacy in fourth grade to the proficiency of a WIDA Level 1 English learner
 - Analyzing language samples
- Research on teaching language and literacy to English learners in intermediate grades
 - Reading comprehension
 - Compensatory theory of second language reading
 - Role of oral proficiency
 - Transfer from the first language

- Fourth grade reading lesson (prefix, root, suffix) before and after application of the Language Arts Protocol (lesson analysis and adaptations) for WIDA Level 1 English learner

Chapter 9—Teaching Language Arts and Literacy to English Learners in Middle School

- Comparing Common Core State Standards grade-level expectations for language and literacy in seventh grade to the proficiency of a WIDA Level 5 English learner
 - Analyzing language samples
- Research on teaching language and literacy to English learners in middle school
 - First language influences
 - Contrasts in first and second language writing
 - Transfers of literacy skills and strategies
 - Error correction in writing
- Seventh grade writing lesson before and after application of the Language Arts Protocol (lesson analysis and adaptations) for WIDA Level 5 English learner

Chapter 10—Teaching Language Arts and Literacy to English Learners in High School

- Comparing Common Core State Standards grade-level expectations for language and literacy in tenth grade to the proficiency of a WIDA Level 3 English learner
 - Analyzing language samples
- Research on teaching language and literacy to English learners in high school
 - First language influence
 - Oral proficiency
 - Explicit instruction of grammar
- Tenth grade English language development lesson (integrating reading and collaborative discussions) for a WIDA Level 3 English learner

Conclusion--A Model of Professional Learning and Collaboration

- Roles of different school professionals and what they should know and be able to do to support English learners
- School wide collaboration for English learner success
 - Continuum of systemic instructional support for English learners
 - Professional learning using this book
 - The who, what, why, when, where and how to support English learners' success at your school
- Encouragement to get started