

Scaffolding English Language Learners National Center On Udl

A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. *Improving Adult Literacy Instruction* synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment, and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies,

weaknesses, instructional environments, and progress, which might guide instructional planning. Improving Adult Literacy Instruction recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

Language in academic settings, also referred to as academic language, has gained attention in the field of second language learning owing to new understandings of the complexities of language inherent in learning academic content, and new efforts to assess English learners' language proficiency in the context of school learning. The concept of academic language as distinct from social language has been in the academic literature since the mid-1950s, and surfaced as a major construct in the field of bilingual education in the 1980s. Many readers will be familiar with the ideas of BICS and CALP, first introduced by Jim Cummins in the 1980s. This book presents a critique of academic language as a separable construct from social language, and introduces current research efforts to understand how English learners interact, interpret, and show understanding of language in academic contexts in ways that re-think and go beyond the

distinction between social and academic language. The book is organized into three main sections, each with a range of chapters that consider how academic language plays into how children and youth learn academic content as emergent bilingual students in school settings. A Foreward and Afterward offer commentary on the book and its contents. The intended audience for this book is graduate students, teacher educators, and researchers interested in issues of language and content learning for English learners, the new mainstream of schools across the nation. There is something for a wide range of readers and students of second language acquisition in this volume.

Reading & Writing with English Learners offers kindergarten through fifth grade reading and writing educators a user-friendly guide and framework for supporting English learners in balanced literacy classrooms. Authors Valentina Gonzalez and Melinda Miller lead readers in exploring the components of Reading & Writing with English Learners with a special eye for increasing the effectiveness of instructional methods and quality of instruction to serve English learners. This book shares practical and effective techniques for accommodating reading and writing instruction to design learning that simultaneously increases literacy and language development. Reading & Writing with English Learners was written for:

- K-5 Classroom Teachers
- ESL Teachers
- Reading and Writing Instructional

Coaches • District Leaders Reading & Writing with English Learners includes: • the components of Reading & Writing Workshop • accommodations that support English Learners • high yield practices for Reading & Writing Workshop during remote teaching • the role of phonics • a culturally inclusive booklist • activities that support Reading & Writing Workshop And more!

The book provides a review of scientific research on the learning outcomes of students with limited or no proficiency in English in U.S. schools. Research on students in kindergarten to grade 12 is reviewed. The primary chapters of the book focus on these students' acquisition of oral language skills in English, their development of literacy (reading & writing) skills in English, instructional issues in teaching literacy, and achievement in academic domains (i.e., mathematics, science, and reading). The reviews and analyses of the research are relatively technical with a focus on research quality, design characteristics, and statistical analyses. The book provides a set of summary tables that give details about each study, including full references, characteristics of the students in the research, assessment tools and procedures, and results. A concluding chapter summarizes the major issues discussed and makes recommendations about particular areas that need further research.

In the early twentieth century, a young Chinese boy joins his father in San

Francisco and helps him realize his dream of making a flying machine. In *English Language Learners and the New Standards*, three leading scholars present a clear vision and practical suggestions for helping teachers engage ELL students in simultaneously learning subject-area content, analytical practices, and language. This process requires three important shifts in our perspective on language and language learning--from an individual activity to a socially engaged activity; from a linear process aimed at correctness and fluency, to a developmental process focused on comprehension and communication; and from a separate area of instruction to an approach that embeds language development in subject-area activities. In *English Language Learners and the New Standards*, the authors:

- Clarify the skills and knowledge teachers need to integrate content knowledge and language development.
- Show how teachers can integrate formative assessment in ongoing teaching and learning.
- Discuss key leverage points and stress points in using interim and summative assessments with ELLs.
- Provide classroom vignettes that illustrate key practices.

Finally, the authors explain the theories and research that underlie their vision and examine the role of policy in shaping pedagogy and assessment for ELL students. The number of students whose first language is not English is increasing. As a result, many teachers need new resources to adapt their teaching of

mathematics to support the mathematical learning of students with limited English, and to include them in rigorous instruction. By incorporating multimodal strategies, teachers can more confidently teach standards-based mathematics that can reach all of their students. Through simple, straightforward language and examples, this resource helps teachers develop specialised understanding and strategy knowledge for supporting a high level of mathematics learning along with language acquisition.

Helping emerging readers and writers reach their full potential requires a delicate balance between teacher assistance and student independence. With Scaffolding Literacy Instruction you can create that balance for every member of your classroom, gradually shifting the responsibility for learning to your students and creating confident learners in the process. Editors Adrian Rodgers and Emily Rodgers frame Scaffolding Literacy Instruction, first giving you a valuable overview of guided instruction-the theory and scholarship behind it as well as its instructional goals-and then, in the final essay, anticipating its challenges and offering usable-on-Monday-morning tips for implementation. In between, wide-ranging essays from ten experts in the field, including Gay Su Pinnell and Irene C. Fountas, offer straight talk and well-researched ideas that scaffold lessons and strategies in support of: phonics instruction word solving partner reading

working with special needs students building student identity. As Rodgers and Rodgers write, "All scaffolding is teaching, but not all teaching is scaffolding." So whether you are a preservice teacher studying scaffolding in the literacy classroom, a novice looking for step-by-step ways to support students, or a veteran who wants to consider other case studies to see what might apply to your instructional setting, *Scaffolding Literacy Instruction* will help you do it and help you do it better.

This third edition of the best-selling *Children With Limited English* offers connections to current research, new strategies for building communication skills, and instructional adaptations for ELL students.

The bestselling *Scaffolding Language, Scaffolding Learning* helped tens of thousands of mainstream elementary teachers ensure that their English language learners became full members of the school community with the language and content skills they needed for success. In the highly anticipated Second Edition, Pauline Gibbons updates her classic text with a multitude of practical ideas for the classroom, supported by the latest research in the field of ELL/ESL. With clear directions and classroom tested strategies for supporting students' academic progress, Gibbons shows how the teaching of language can be integrated seamlessly with the teaching of content, and how academic achievement can be boosted without sacrificing our own vision of education to the dictates of knee-jerk accountability. Rich examples of classroom

discourse illustrate exactly how the scaffolding process works, while activities to facilitate conversation and higher-level thinking put the latest research on second language learning into action. Save with Bundles! 15 copies at 15% off.

"Explains why and shows how to differentiate assessments, assignments, and instruction for English language learners according to English language proficiency level and other background factors"--

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs "who account for more than 9 percent of enrollment in grades K-12 in U.S. schools" are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Make every student fluent in the language of learning. The Common Core and ELD standards provide pathways to academic success through academic language. Using

an integrated Curricular Framework, districts, schools and professional learning communities can: Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards-centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

This book presents an ambitious model for how educators can design high-quality, challenging, and supportive learning opportunities for English Learners and other students identified to be in need of language and literacy support. Starting with the premise that conceptual, analytic, and language practices develop simultaneously as students engage in disciplinary learning, the authors argue for instruction that amplifies—rather than simplifies—expectations, concepts, texts, and learning tasks. The authors offer clear guidance for designing lessons and units and provide examples that demonstrate the approach in various subject areas, including math, science, English, and social studies. This practical resource will guide teachers through the coherent design of tasks, lessons, and units of study that invite English Learners (and all students) to engage in productive, meaningful, and intellectually engaging activity. “This book offers the most detailed guide available for designing instruction for students categorized as ELLs. Theoretically grounded and informed by years of implementation

and study, this work is without equal in the field. I recommend the book enthusiastically as required reading in all teacher preparation programs.” —Guadalupe Valdés, Bonnie Katz Tenenbaum Professor of Education, Stanford Graduate School of Education

“Reflecting its title, this book is an amplification of what it means to provide the best learning opportunities for English Language learners. Drawing on classroom-based research, *Amplifying the Curriculum* offers many practical examples of intellectually engaging units and tasks. This innovative book belongs on the bookshelves of all teachers.” —Pauline Gibbons, UNSW Sydney

“This timely book is a call to educators across the nation to integrate language, literacy, and disciplinary knowledge to improve the education of our new American students.” —Tatyana Kleyn, The City College of New York

In this book, the authors explain why telling students things over and over--and perhaps more slowly and more loudly--does not result in understanding. Instead, discover how to use a combination of questions, prompts, cues, direct explanations, and modeling to guide students' learning and build their understanding. Explore an approach to instruction that ensures you make the four strategic moves that help students become more capable and independent learners: (1) using robust and productive questions to check for understanding; (2) giving students prompts that focus them on the thought process they need to complete a learning task; (3) providing students with cues that focus them on specific information, errors, or partial understandings; and (4) explaining

and modeling when students do not have sufficient knowledge to complete tasks. Chapters include: (1) Scaffolds for Learning: The Key to Guided Instruction; (2) Questioning to Check for Understanding; (3) Prompting for Cognitive and Metacognitive Processes; (4) Cueing Students' Attention for Learning; (5) Direct Explanation, Modeling, and Motivation; and (6) Answers to Questions on Considerations and Logistics. The book also includes: An Introduction; References; Related ascd Resources: Guided Instruction; and a Study Guide for Guided Instruction: How to Develop Confident and Successful Learners.

Renowned author and former administrator, Evelyn Arroyo presents K-12 educators with a unique collection of 70 instructional strategies packaged into one convenient card set--translating proven research into action-oriented techniques that help ELL students and all struggling learners achieve academic success. Take a peek inside the A+RISE Instructional Strategy Card Set for Grades 6-12: Translates research into an action-oriented, just-in-time instructional approach to help ELLs and all struggling students meet academic requirements. Places an impressive collection of strategies in one convenient ring-bound set that is easily accessed by teachers, coaches, and administrators. Features color-coded cards that group strategies by grade-level and the following seven teaching categories: Language and Content Development Assessment Phonics Vocabulary Fluency Comprehension Writing Introduces one high-yield strategy per card--that includes an illustration, step-by-step procedures and answers to

frequently asked questions. Illustrates how to meet the linguistic needs of ELL students and all struggling students as they learn content in math, science, social studies, and English language arts. Focuses on research-based techniques for a variety of settings regardless of native language, level of proficiency, cultural or socio-economic background. Includes reading and writing techniques, cooperative learning, use of linguistic and nonlinguistic representations, scaffolding, teacher modeling, higher order thinking and alternative classroom ELL assessments. Offers a customized solution in an easy-to-access web-based application, A+RISE Standards2Strategy(tm): Allows users to see how each strategy relates to their own state standards and which strategies will best meet their specific instructional needs. Features videos-in-action, demonstrating how to implement the strategies in a classroom. To learn more, watch a demo, and request a free trial visit www.arisek12.com.

This book is a shorter version of *Developing Literacy in Second-Language Learners*, reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. This book concisely summarizes what is known from empirical research about the development of literacy in language-minority children and youth, including development, environment, instruction, and assessment. --From publisher's description.

Embrace the future by ensuring English Learners have a voice in school. English Learners (ELs) are the fastest-growing segment of the K–12 population. Therefore, educators must provide a voice for their needs. This book demystifies the techniques of advocacy for ELs, including: A shared sense of responsibility for EL success—Providing tools that every educator

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can use to ensure that ELs are effectively served An overview for administrators—Influencing policy and fostering a culture that meets EL needs Advocacy for ELs' success beyond Grade 12—Equipping ELs for life after graduation, from higher education to career decisions

The Common Core State Standards (CCSS) for English Language Arts (ELA) require students to engage higher level thinking skills and language use to activate their understanding of content/text. They are designed to be academically rigorous for all students, and are especially so for students who are English language learners (ELL). In ELLs: Thinking Skills and CCSS, Dr. Estee Lopez provides evidence-based instructional approaches as well as best practices for helping ELLs meet the CCSS for ELA. The six-page (tri-fold) guide is structured around the six shifts embodied in the CCSS for English Language Arts: 1. Increasing reading of informational text/balancing informational and literary texts 2. Knowledge in the disciplines 3. Staircase of complexity 4. Text-based answers 5. Writing from sources 6. Academic language

The guide explains each shift, its implications for ELLs, and what is required of teachers. For each shift, the author lists best practices, examples of scaffolding for ELLs, and things that teachers and administrators must do to create conditions that ensure that ELLs succeed. Packed with lessons, sample texts, and strategies, this book helps teachers use ELL students' personal experiences to improve their oral language, reading comprehension, and writing skills.

Scaffolding the Academic Success of Adolescent English Language Learners A Pedagogy of Promise Wested

Presents teaching strategies and procedures to help English language students build vocabulary and fluency.

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This is the first book to present a practical, problem-solving approach and hands-on tools and techniques for assessing English language learners and culturally diverse students in K-12 settings. It meets a crucial need among practitioners and special educators working in today's schools. Provided are research-based, step-by-step procedures for conducting effective interviews with students, parents, and teachers; making the best use of interpreters; addressing special issues in the prereferral process; and conducting accurate, unbiased assessments of academic achievement, intellectual functioning, language proficiency, and acculturation. Among the book's special features are reproducible worksheets, questionnaires, and checklists--including several in both English and Spanish--in a ready-to-use, large-size format. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Now available in a revised and expanded edition, this accessible guide introduces readers to the issues and controversies surrounding the education of language minority students in the United States. What makes this book a perennial favourite are the succinct descriptions of alternative practices for transforming our schools and students' futures, such as building on students' home languages and literacy practices, incorporating curricular and pedagogical innovations, using proven-effective approaches to parent engagement, and employing alternative assessment tools. The authors have updated their bestseller to reflect recent shifts in policies, programs, and practices due to globalization and the changing economy, demographic trends and new research on EL pedagogy. A totally new chapter highlights multimedia and multimodal instructional possibilities for engaging EL students. This Second Edition is essential reading for all teachers of language-minority students, as well as principals,

superintendents, and policymakers.

How do we help language learners--those whose primary language is not the language of instruction--become resourceful, motivated, and strategic? In *UDL for Language Learners*, authors Caroline Torres and Kavita Rao address this critical problem of teaching practice. Whether they are newcomers or natural born citizens, language learners are often a highly diverse group with widely varying needs, in addition to their language acquisition needs. Differences in academic and cultural backgrounds can present special challenges for teachers who are trying to help all of their students meet common goals and standards. This book shows teachers how to plan for that variability and anticipate special challenges. The result: lessons that empower such students to achieve at high levels. Detailed vignettes illustrate how teachers can apply UDL in the classroom. The authors share strategies and design processes relevant to specific grades and content or skill areas.

“Schools are not intentionally equitable places for English learners to achieve, but they could be if the right system of support were put in place. Diane Staehr Fenner and Sydney Snyder recommend just such a system. Not only does it have significant potential for providing fuller access to the core curriculum, it also provides a path for teachers to travel as they navigate the individual needs of

students and support their learning journeys.” —Douglas Fisher, Coauthor of Visible Learning for Literacy A once-in-a-generation text for assisting a new generation of students Content teachers and ESOL teachers, take special note: if you’re looking for a single resource to help your English learners meet the same challenging content standards as their English-proficient peers, your search is complete. Just dip into this toolbox of strategies, examples, templates, and activities from EL authorities Diane Staehr Fenner and Sydney Snyder. The best part? Unlocking English Learners’ Potential supports teachers across all levels of experience. The question is not if English learners can succeed in today’s more rigorous classrooms, but how. Unlocking English Learners’ Potential is all about the how: How to scaffold ELs’ instruction across content and grade levels How to promote ELs’ oral language development and academic language How to help ELs analyze text through close reading and text-dependent questions How to build ELs’ background knowledge How to design and use formative assessment with ELs Along the way, you’ll build the collaboration, advocacy, and leadership skills that we all need if we’re to fully support our English learners. After all, any one of us with at least one student acquiring English is now a teacher of ELs.

In English Language Learners and the New Standards, three leading scholars

present a clear vision and practical suggestions for helping teachers engage ELL students in simultaneously learning subject-area content, analytical practices, and language. This process requires three important shifts in our perspective on language and language learning—from an individual activity to a socially engaged activity; from a linear process aimed at correctness and fluency, to a developmental process, focused on comprehension and communication; and from a separate area of instruction to an approach that embeds language development in subject-area activities. In *English Language Learners and the New Standards*, the authors:

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- Provide classroom vignettes illustrating key practices

Finally, the authors explain the theories and research that underlie their vision and examine the role of policy in shaping pedagogy and assessment for ELL students. This Pura Belpré Award–winning picture book is a bilingual ride through the joyous history of Children’s Day/El día de los niños. Children’s Day/Book Day; El día de los niños/El día de los libros has been observed on April 30th for over twelve years. Founder Pat Mora’s jubilant celebration of this day features

imaginative text and lively illustrations by award-winning illustrator Rafael López that will turn this bilingual fiesta into a hit for story time! Toon! Toon! The book includes a letter from the author and suggestions for celebrating Children's Day /El día de los niños.

This book enables teachers to support Grades 6-12 English language learners (ELLs) as they meet ambitious Common Core State Standards for English Language Arts. It provides concrete ideas for engaging ELLs in a range of intellectually rich tasks designed to sharpen their content knowledge and academic English. The chapters weave together several themes that will help ELLs succeed in the English language arts. *Attention to complex texts: ELLs need to engage meaningfully with complex texts to develop their language and literacy skills. *Developing academic language within classroom contexts: In order for ELLs to learn academic language, they must learn it in the context of intellectually engaging tasks that enable them to read complex texts.

*Independent comprehension and learner autonomy: These are achieved through specific pedagogical practices that involve scaffolding, close reading and meaningful language use. Each chapter provides reflection questions and action plans that are useful for practicing teachers, preservice teachers, graduate students, academics, researchers and professional development providers.

Copublished with the National Council of Teachers of Mathematics (NCTM). This new volume explores some of the ways high school mathematics content can be made accessible to ELLs by building from their strengths and scaffolding their opportunities to learn more.

States across the country have adopted rigorous academic standards that present an important challenge for educators and their students, each of whom is expected to meet the state standards. This quick-reference, tri-fold laminated guide is designed to increase educators' ability to make teaching and learning decisions based on research-based best practices for the academic and language achievement of English language learners (ELLs).

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developing metacognitive ability, teaching academic vocabulary, using visual tools, previewing, modeling, bridging, contextualizing, questioning. This guide can also serve to initiate professional learning conversations and guide educators to resources that will accelerate and improve the teaching and learning of English language learners.

"Deep understanding, critical thinking, subject knowledge, and control of academic literacy are goals we have for all our students. The challenge for teachers is to find a way of teaching that helps everyone, including English learners, to reach these high expectations. In *English Learners, Academic Literacy, and Thinking*, Pauline Gibbons presents an action-oriented approach that gives English learners high-level support to match our high expectations. Focusing on the middle grades of school, she shows how to plan rigorous, literacy-oriented, content-based instruction and illustrates what a high-challenge, high-support curriculum looks like in practice. Gibbons presents and discusses in detail five broad areas that enable English learners to participate in high-quality learning across the curriculum: engaging deeply with intellectual contexts developing academic literacy employing reading strategies and improving comprehension gaining writing independence and learning content-area genres using classroom talk to make sense of new concepts and as a bridge to writing.

Based on these areas she then presents guidelines on designing long-term, high-quality instruction that simultaneously provides explicit scaffolding for English learners. Gibbons makes these guidelines an instructional reality through dozens of examples of rich activities and tasks that can be used across the curriculum and that support the learning of all students. English Learners, Academic Literacy, and Thinking supports teachers with doable plans for instruction, reflection questions for individual or group study together, and suggestions for further reading."--Publisher.

Building on Michael Graves's bestseller, *The Vocabulary Book*, this new resource offers a comprehensive plan for vocabulary instruction that K–12 teachers can use with English language learners. It is broad enough to include instruction for students who are just beginning to build their English vocabularies, as well as for students whose English vocabularies are approaching those of native speakers. The authors describe a four-pronged program that follows these key components: providing rich and varied language experiences; teaching individual words; teaching word learning strategies; and fostering word consciousness. This user-friendly book integrates up-to-date research on best practices into each chapter and includes vignettes, classroom activities, sample lessons, a list of children's literature, and more.

"Exciting and engaging vocabulary instruction can set students on the path to a lifelong

fascination with words. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words"--

"Through strong teaching, multilingual students can expand their range of literacy practices, and we, their teachers, can also grow and change as we get to know students as individuals with talents, strengths, interests, and concerns." -Tasha Tropp Laman Tasha Tropp Laman helps classroom teachers, ELL specialists, administrators, and literacy coaches become confident in their ability to support English language learners' growth as writers. Her book, *From Ideas to Words*, provides insight and practical tips for getting ELL students writing, even if they are at the very beginning stages of English language acquisition. Each chapter is stocked with specific tools and strategies that help writing instruction meet the needs of ELL writers; illustrated

classroom vignettes, samples of children's writing, student observations, and planning notes based on the information in that chapter. In addition to the theories and research behind working with ELLs, Tasha offers her experience and advice on: creating a classroom environment that supports ELL writers building a community that promotes risk-taking and values different experiences creating whole-group minilessons that meet the needs of emerging and fluent ELLs scaffolding independent practice for a wide variety of ELLs scaffolding writing conferences with tools based on ELL students' writing and language needs facilitating and encouraging students to share and reflect. To preview a sample of From Ideas to Words [click here](#).

A collection of 18 essays addressing the policy and politics of educating English language learners. Subjects include demographic change and its educational implications, American responses to language diversity, public controversies over bilingual education, high-stakes testing and its impact on English language learners, and the precarious status of language rights in the USA.

This book is the result of a decade long effort in school districts such as New York City, Austin, and San Diego to implement challenging instruction that is designed for classrooms that include English learners and that raises the bar and increases engagement for all learners. Classroom vignettes, transcripts of student interactions, and detailed examples of intellectually engaging middle school and high school lessons provide a concrete picture of the instructional approach developed by coauthor Aida

Walqui, founder and director of WestEd's Quality Teaching for English Learners (QTEL) initiative.

Praise for *Navigating the Common Core with English Language Learners* "Larry Ferlazzo, Katie Hull Sypnieski, and fellow practitioners have done a remarkable job of providing a clear and engaging roadmap to unpacking the Common Core for English learners. This book will equip educators with the practices, the research, and the courage needed to make sure our ELL students succeed in an increasingly demanding global world." —Giselle Lundy-Ponce, Associate Director, Educational Issues, American Federation of Teachers "This book makes the Common Core accessible for language-learning students at every level. Ferlazzo and Hull Sypnieski are practitioners who 'walk the walk' daily and this makes their writing especially practical and authentic. The integration of Social-Emotional Learning will make this title a must-read for thoughtful educators looking to meet the wide range of needs that today's students bring to the classroom." —Dana Dusbiber, High School English Teacher, Sacramento, California Written by experienced teachers of English Language Learners, this essential resource gives educators a much-needed and practical guide for implementing the Common Core State Standards in ELL classrooms. Larry Ferlazzo and Katie Hull Sypnieski provide a digest of the latest research and developments in ELL education, along with comprehensive guidance in reading and writing, social studies, math, science, social/emotional learning and more. The book's expert guidance helps instructors instill

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the higher-order thinking skills demanded by the Common Core, and its ready-to-use lesson plans and reproducible handouts help educators bring key ideas and concepts to life in the classroom.

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