AGENDA

I. Revisiting the Proficiency Definitions: What Entering and Emerging Students Can Do and How Much L1 to Use in Integrated ENL Classes
   A. Reviewing the 5 ENL Proficiency Levels
   B. Types of Supports to Provide to Entering and Emerging ELLs
   C. Planning for a Multi-Level Class

II. Major Language Development Targets for Entering and Emerging English Learners

III. Scaffolding to Make Available for Entering and Emerging Students

IV. Supporting Entering and Emerging ELLs in Integrated ENL Instruction
   A. Alternatives for Entering and Emerging ELLs
   B. Building Background in L1
   C. Practicing Listening and Speaking Around Grade Level Literature
   D. Activity: Which Tactics Will You Use with Entering and Emerging ELLs?

V. Supporting Entering and Emerging ELLs in Integrated Content Area Instruction
   A. Science and Social Studies Units for Demonstration Purposes
   B. Steps in Planning Unit Modification for Entering and Emerging ELLs
   C. Building Background in L1
   D. Using Alternative Texts/Lexile Controlled Readings
   E. Close Reading With Guiding Questions: For Comprehension; For Language Development
   F. Taking Oral Language and Reading into Writing

VI. Resources for Teachers of Entering and Emerging ELLs

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