

**NYS Statewide Language RBE-RN
at the Metropolitan Center for Research and Equity at NYU**

**Supporting Entering and Emerging ELLs in Accessing Grade Level Content
In Integrated ELA and Content Area Classes**

**Monday, April 8, 2019 – 9:00AM to 2:40PM
PS 25X**

A G E N D A

- 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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