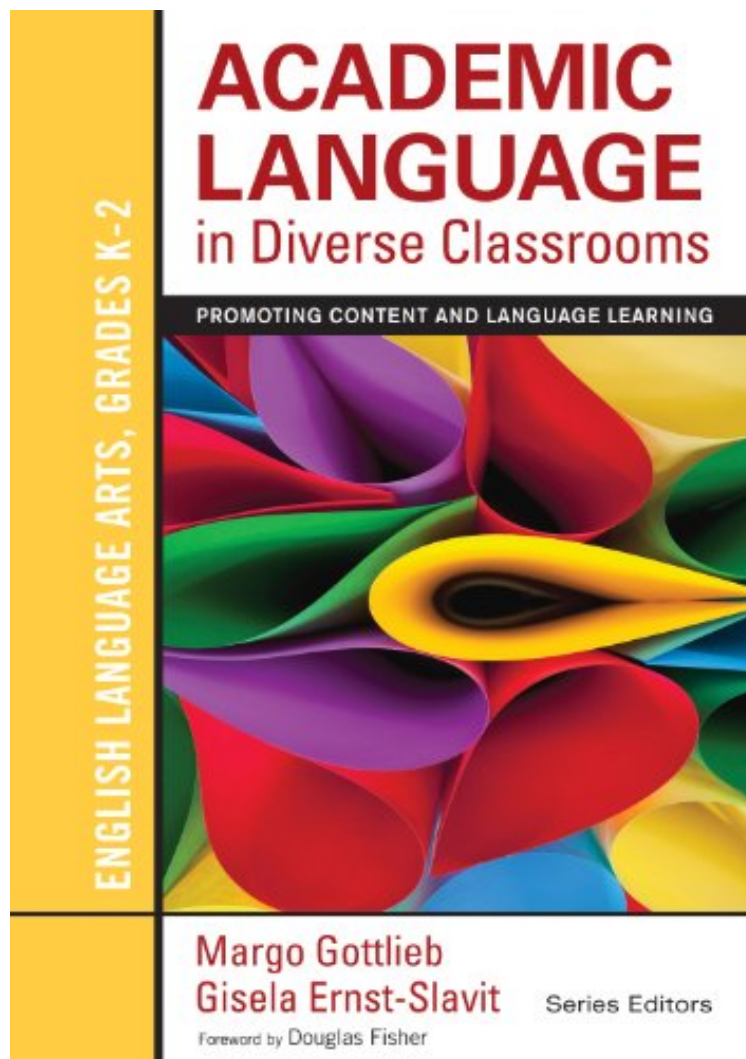


[Read free ebook] Academic Language in Diverse Classrooms: English Language Arts, Grades K-2: Promoting Content and Language Learning

Academic Language in Diverse Classrooms: English Language Arts, Grades K-2: Promoting Content and Language Learning

Margo Gottlieb, Gisela Ernst-Slavit
DOC | *audiobook | ebooks | Download PDF | ePub



[Download](#)

[Read Online](#)

#1745196 in eBooks 2013-09-25 2013-10-10 File Name: B00G0HC0QY | File size: 37.Mb

Margo Gottlieb, Gisela Ernst-Slavit : Academic Language in Diverse Classrooms: English Language Arts, Grades K-2: Promoting Content and Language Learning before purchasing it in order to gauge whether or not it would be worth my time, and all praised Academic Language in Diverse Classrooms: English Language Arts, Grades K-2: Promoting Content and Language Learning:

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

"These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word/phrase levels. This is a road map for teaching Common Core content in language rich classrooms, and hence a resource every teacher needs within arm's reach! It's all here and clearly presented; this is pure gold for everyone who teaches students to speak, listen, read and write in school, with special attention to English language learners."--Tim Boals, Executive Director "Academic Language in Diverse Classrooms is an invaluable resource for all K through 8th grade teachers, especially those working with diverse students. This book gives teachers both a clear explanation of academic language and specific strategies they can apply in their own classrooms. Throughout the book, contributors provide specific connections between the Common Core State Standards and Language Development Standards. Each chapter helps educators understand students' academic language needs and, through a variety of classroom examples from each grade level, shows teachers how to teach academic language through content. "--Yvonne Freeman, Professor of Bilingual Education "These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word/phrase levels. This is a road map for teaching Common Core content in language rich classrooms, and hence a resource every teacher needs within arm's reach! It's all here and clearly presented; this is pure gold for everyone who teaches students to speak, listen, read and write in school, with special attention to English language learners."--Tim Boals, Executive Director "Academic Language in Diverse Classrooms is an invaluable resource for all K through 8th grade teachers, especially those working with diverse students. This book gives teachers both a clear explanation of academic language and specific strategies they can apply in their own classrooms. Throughout the book, contributors provide specific connections between the Common Core State Standards and Language Development Standards. Each chapter helps educators understand students' academic language needs and, through a variety of classroom examples from each grade level, shows teachers how to teach academic language through content. "--Yvonne Freeman, Professor of Bilingual Education "These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word/phrase levels. This is a road map for teaching Common Core content in language rich classrooms, and hence a resource every teacher needs within arm's reach! It's all here and clearly presented; this is pure gold for everyone who teaches students to speak, listen, read and write in school, with special attention to English language learners.---Tim Boals, Executive Director "Academic Language in Diverse Classrooms is an invaluable resource for all K through 8th grade teachers, especially those working with diverse students. This book gives teachers both a clear explanation of academic language and specific strategies they can apply in their own classrooms. Throughout the book, contributors provide specific connections between the Common Core State Standards and Language Development Standards. Each chapter helps educators understand students' academic language needs and, through a variety of classroom examples from each grade level, shows teachers how to teach academic language through content. ---Yvonne Freeman, Professor of Bilingual Education "These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word/phrase levels. This is a road map for teaching Common Core content in language rich classrooms, and hence a resource every teacher needs within arm's reach! It's all here and clearly presented; this is pure gold for everyone who teaches students to speak, listen, read and write in school, with special attention to English language learners." (Tim Boals, Executive Director) "Academic Language in Diverse Classrooms is an invaluable resource for all K through 8th grade teachers, especially those working with diverse students. This book gives teachers both a clear explanation of academic language and specific strategies they can apply in their own classrooms. Throughout the book, contributors provide specific connections between the Common Core State Standards and Language Development Standards. Each chapter helps educators understand students' academic language needs and, through a variety of classroom examples from each grade level, shows teachers how to teach academic language through content. " (Yvonne Freeman, Professor of Bilingual Education) About the Author Margo Gottlieb, Ph.D., is Co-founder and Lead Developer for WIDA at the Wisconsin Center for Education Research, University of Wisconsin-Madison, having also served as Director, Assessment and Evaluation, for the Illinois Resource Center. She has contributed to the crafting of language proficiency/ development standards for American Samoa, Guam, TESOL, and WIDA and has designed assessments, curricular frameworks, and instructional assessment systems for language learners. Her professional experiences span from being an inner city language teacher to working with thousands of educators across states, school districts, publishing companies, governments, universities, and educational organizations. Highlights of Margo's career include being a Fulbright Senior Specialist in Chile and being appointed to the U.S. Department of Education's Inaugural National Technical Advisory Council. In 2016 Margo

was honored by TESOL International Association's 50@50 as an individual who has made a significant contribution to the TESOL profession within the past 50 years. She has had opportunities to travel extensively and has presented in American Samoa, Argentina, Brazil, Canada, Chile, China, the Commonwealth of the Northern Mariana Islands, Denmark, Finland, Guam, Italy, Jakarta, Mexico, Panama, Singapore, South Korea, Taiwan, United Arab Emirates, the United Kingdom as well as close to home across the United States. Margop's publications include over 70 articles, technical reports, monographs, chapters, and encyclopedia entries. Additionally she has authored, co-authored, and co-edited 11 books this past decade: *Assessing English Language Learners: Bridges to Educational Equity* (2nd Ed., 2016), *Academic Language in Diverse Classrooms: Definitions and Contexts* (with G. Ernst-Slavit, 2014), a foundational book for the series *Promoting Content and Language Learning* (a compendium of three mathematics and three English language arts volumes co-edited with G. Ernst-Slavit, 2014, 2013), *Common Language Assessment for English Learners* (2012), *Paper to Practice: Using the TESOL's English Language Proficiency Standards in PreK-12 Classrooms* (with A. Katz G. Ernst-Slavit, 2009); and *Assessment and Accountability in Language Education Programs: A Guide for Administrators and Teachers* (with D. Nguyen, 2007). Gisela Ernst-Slavit, PhD, is a Professor in the College of Education at Washington State University Vancouver. She investigates language teacher education in culturally and linguistically diverse settings using ethnographic and sociolinguistic perspectives. In addition to other publications, she is co-author of *Access to Academics: Planning Instruction for K-12 Classrooms with ELLs* (Pearson, 2010), *From Paper to Practice: Using the TESOL's English Language Proficiency Standards in PreK-12 Classrooms* (TESOL, 2009), and *TESOL PreK-12 English Language Proficiency Standards* (TESOL, 2006). Dr. Ernst-Slavit, a native from Peru, has given numerous presentations in the United States and Canada as well as in Japan, Pakistan, Peru, Spain, Thailand, and The Netherlands.