

| | |
|-------------------------|---|
| 1. Record Nr. | UNINA9910337743703321 |
| Titolo | Teaching the Content Areas to English Language Learners in Secondary Schools : English Language Arts, Mathematics, Science, and Social Studies // edited by Luciana C. de Oliveira, Kathryn M. Obenchain, Rachael H. Kenney, Alandeom W. Oliveira |
| Pubbl/distr/stampa | Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019 |
| ISBN | 3-030-02245-5 |
| Edizione | [1st ed. 2019.] |
| Descrizione fisica | 1 online resource (334 pages) |
| Collana | English Language Education, , 2213-6967 ; ; 17 |
| Disciplina | 428.00712 428.0071 |
| Soggetti | Language and education Teaching Language and languages—Study and teaching Language Education Teaching and Teacher Education Language Teaching |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di contenuto | Language-Content Integration across School Subjects: Approaches to Teaching English Language Learners; Luciana C. de Oliveira, Kathryn Obenchain, Rachael Kenney, Alandeom W. Oliveira -- Part I: English Language Arts -- Multimodal literacies in the English language arts classroom for English language learners; Luciana C. de Oliveira, Loren Jones, and Sharon Smith -- From Words to Thematic Text Analysis: Collocation Activities as Academic Vocabulary Building Strategies in the Middle and High School ELA Classroom (Grades 6-12); Brandy Gibb, Guofang Li -- A Genre-Based Approach to Teaching Argument Writing; Kathleen Ramos -- Six High-leverage Writing Practices for Teaching English Language Learners in English Language Arts; Julie Goldman -- Using Multicultural Nonfiction and Multimedia to Develop Intercultural Competence; Vicky Giouroukakis, Maureen Connolly -- Part II: Mathematics -- Keying English Learner Students into Mathematical |

Content: The Things I Notice Approach; Jill A. Perry, Beth A. Wassell -- Doing and Talking Mathematics: Engaging ELLs in the Academic Discourse of the Mathematical Practices; Rita MacDonald, Sarah Lord, Emily Miller -- A Framework for Improving the Teaching of Mathematics to Bi/Multilingual Learners; Kara Mitchell Viesca, Nicole M. Joseph, Nancy Commins -- Culturally Supporting Latinas and Korean Girls in Mathematics; Woong Lim, Kyeong-Hwa Lee, Paula Guerra -- Linguistically Responsive Teaching to Foster ELL Engagement, Reasoning, and Participation in a Mathematics Discourse Community; Mary A. Avalos, Walter G. Secada -- Part III: Science -- Activating Bilingual English Language Learners' Strengths in Science: The Pedagogy of Argument Driven Inquiry (ADI); Rebecca M. Callahan, Victor Sampson, Stephanie Rivale -- Supporting English Language Learners through Inquiry-Based Science: Three Strategies for Your Classroom; Joshua W. Reid, Cindi Smith-Walters, Katherine A. Mangione, Alison Dorris, Terri Tharp -- Engaging English Language Learners in Model-Based Science Instruction; Magdalena Pando, Zenaida Aguirre-Muñoz -- Scaffolding English Language Learners' Literacy Development Through a Science Inquiry Approach; Sandra Mercuri, Natascha Mercuri -- Using Communication Models to Teach ELLs Science; Alandeom W. Oliveira, Molly Weinburgh -- Part IV: Social Studies -- Engaging ELL's Positionality through Critical Geography and History in the Social Studies Classroom; J. Spencer Clark, G. Sue Kasun, Fallon Farokhi -- Developing Literacy through Contemporary Art: Promising Practices for English Language Learners in Social Studies Classrooms; Bárbara C. Cruz, Robert W. Bailey -- Visual Biography and Citizenship: Biography Driven Instruction in the Social Studies Classroom; Jillian Baldwin Kim, Alexander Cuenca, Amy Yun-Ping Chen -- Thinking Inside the Box: Using Graphic Novels to English Language Learners in the Social Studies Classroom; Carla K. Meyer, Laura Mahalingappa, Kristy A. Brugar -- Multiple Perspectives: Engaging Diverse Voices in the Social Studies Classroom; Paul J. Yoder, Ashley Taylor Jaffee.

Sommario/riassunto

This practitioner-based book provides different approaches for reaching an increasing population in today's schools - English language learners (ELLs). The recent development and adoption of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA/Literacy), the Common Core State Standards for Mathematics, the C3 Framework, and the Next Generation Science Standards (NGSS) highlight the role that teachers have in developing discipline-specific competencies. This requires new and innovative approaches for teaching the content areas to all students. The book begins with an introduction that contextualizes the chapters in which the editors highlight transdisciplinary theories and approaches that cut across content areas. In addition, the editors include a table that provides a matrix of how strategies and theories map across the chapters. The four sections of the book represent the following content areas: English language arts, mathematics, science, and social studies. This book offers practical guidance that is grounded in relevant theory and research and offers teachers suggestions on how to use the approaches described. .
