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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover -- Contents -- Preface -- Acknowledgments -- About the Authors -- Chapter 1 - Introduction -- English Language Learners of all Kinds -- Language Learning: How Does it Happen? -- BICS and CALP -- All Teachers as Teachers of English Language Learners -- A Look Back is a Look Forward -- Overview of the Book -- Cast of Characters -- A Note for Readers -- Chapter 2 - Six Principles for Teaching English Language Learners: The Instructional Model -- The CREDE Five Pedagogy Standards -- The Model Enacted in Seventh Grade -- Reflection on Cori's Teaching -- Cori and the CREDE Standards - Joint Productive Activity -- Contextualization -- Language and Literacy -- Rigorous Curriculum -- Instructional Conversation -- Scaffolding the Five Standards -- This Seems Overwhelming. Can i do it? -- Chapter 3 - Joint Productive Activity (JPA) and English Language Learners -- Show or Tell? -- Reflection on Vickie's Teaching -- Rationale and Definition of JPA -- Is This JPA? Indicators of Joint Productive Activity -- Classroom Culture -- The Juggling Act: Grouping and Scheduling of JPA -- Example of JPA in a Study of Race and Racism - Reflection on Justin's Teaching -- JPA in Middle School ESL: Learning from Our Mistakes -- Reflection on Jayne's Teaching -- Teaching Tips for JPA -- Assessing JPA in Your Teaching -- Chapter 4 - Contextualization and English Language Learners: Making Learning Meaningful -- Reflection on Johanna's Teaching -- Meaning of Contextualization -- Are We

Connecting? Contextualization is Making Meaning -- Indicators of Contextualization -- Examples of Contextualization -- Contextualization in Middle School Language Arts -- Contextualization in Kindergarten - Contextualization in Fourth-Grade Science and Mathematics -- Reflection on Examples -- Teaching Tips for Contextualizing Instruction -- Assessing Contextualization of Your Teaching -- Chapter 5 - Language and Literacy Development for English Language Learners -- Rationale and Definition of Developing Language and Literacy -- Indicators of Language and Literacy Teaching -- The Case for Home Language Development -- Reading Instruction and ELLs -- Georgia's Second Grade -- Mary's Third Grade -- Writing in Middle School -- Writing Across the Curriculum - Tips for Language and Literacy Teaching -- Assessing Your Teaching of Language and Literacy -- Chapter 6 - Engaging Students with Rigorous Curriculum: High Expectations for English Language Learners -- Adapting Instruction to Maintain Rigor and Provide Support -- Meaning of Rigorous Curriculum -- Still Important: Levels of Questioning -- Indicators of Rigorous Curriculum -- Examples of Rigorous Curriculum -- Rigorous Curriculum Enacted in Kindergarten -- Rigorous Curriculum Enacted in Middle Grades Language Arts -- Reflection on Examples.

Sommario/riassunto

With examples, checklists, and more, this instructional model helps educators address language development in a regular classroom while supporting ELLs in learning academic content.

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Titolo 2

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