

Supporting ELL/Culturally and Linguistically Diverse Students for Academic Achievement

Teachers in general education classrooms are searching for research-based teaching strategies to support their culturally and linguistically diverse (CLD) students. This instructional strategies kit for K-12 teachers and administrators will help promote academic success for this rapidly growing demographic. Topics covered include:

- the role of language and culture in providing high quality education experiences for ELL/CLD students
- strategies for developing academic English proficiency in language, literacy, and writing, plus formal and informal assessment practices that are fair and effective
- scaffolding content area instruction to teach for rigor and relevance
- the significance of student interaction, cooperative learning, and high engagement

Includes a CD and DVD

#K-11-ELL

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Supporting ELL/Culturally and Linguistically Diverse Students for Academic Achievement



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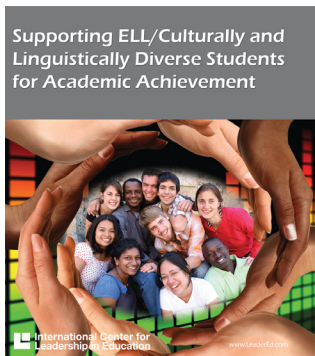
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Contents



Chapter 1. Teaching CLD Students: What Every Teacher Needs to Know discusses the changing demographics in American classrooms and builds the case for why, today, every teacher is an ELL teacher. It provides a general definition of CLD students and explains the challenges they face. Also included is the role that culture plays in language learning as well as general guidelines for improving instruction for CLD students. This chapter discusses the significance of providing high quality education experiences for CLD students, giving them the skills and confidence to succeed in mainstream classrooms.

Chapter 2. Developing Social and Academic Language to Facilitate Instruction provides the theoretical foundations for language learning and defines the instructional implications of each theory. The chapter introduces the significance of comprehensible input, learner engagement, and culture and content. It also introduces social and academic language development. The role of the four language components: listening, speaking, reading, and writing are discussed. Instructional strategies for facilitating language development are presented.

Chapter 3. Instructional Strategies for Supporting Academic Success introduces instructional strategies for facilitating academic achievement, developing more rigorous and relevant instruction, and motivating CLD students to achieve at higher levels.

Chapter 4. Strategies for Engaging CLD Students features strategies for increasing student engagement. Since CLD students benefit from receptive and productive language produced during interaction, strategies for cooperative learning are featured.

Chapter 5. Learning Strategies that Support Comprehension, Reading, and Writing develops the significance of providing CLD students with comprehensible input. It presents specific strategies for sheltering the content to ensure that CLD students master grade level, standards-based content. It also presents strategies for supporting reading and writing in content area instruction.

Chapter 6. Scaffolding Content for CLD Students offers scaffolding strategies for teaching CLD students grade level content material. Scaffolding of content ensures that CLD students have access to a rigorous and relevant curriculum.

Chapter 7. Formal and Informal Assessment Strategies suggests formal and informal assessment practices that can be used effectively and fairly with CLD learners. The analysis provided will help teachers meet national accountability guidelines.

Chapter 8: CLD Training Library for Schools and Districts includes a glossary of over 150 terms and a comprehensive list of instructional resources for teachers of CLD students.

Included with the kit are a CD and a DVD. The CD has selected items from the kit that schools/districts may want to use in electronic form and/or print for distribution. The 40-minute DVD, *Academic Achievement for ELL/CLD Students*, is a presentation by co-author Roger J. Gonzalez about the content of the resource kit and why it is important for educating CLD students. It was recorded at the 2010 Model Schools Conference.