Teaching Entering and Emerging ELLs in the Content Area Classroom  
A Two-Part Professional Development Series

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AUDIENCE
K-12 Science, Social Studies and Mathematics Teachers and their  
ENL/Bilingual Co-Teachers and Supervisors

• Please register for ONE date in Session 1 and ONE date in Session 2  
  (According to Your Grade Level)

Session I / Foundations of Teaching Entering and Emerging ELLs
• Saturday / January 15, 2022 / 9AM – 12PM  
  Gr. 6-12 Content Area Teachers and Their ENL/Bilingual  
  Partners
• Saturday / January 22, 2022 / 9AM – 12PM  
  Gr. K-5 Classroom Teachers, ENL and Bilingual Teachers  
  *While designed for all content areas, we will highlight  
  mathematics examples in Session I

Session II / Application / Planning, Teaching Strategies and  
Resources for Content Teachers of Entering and Emerging ELLs
• Monday / January 31, 2022 / 9AM – 12PM  
  Grades 9-12 Content Area Teachers and Their ENL/Bilingual  
  Partners
• Saturday / February 5, 2022 / 9AM – 12PM  
  Grade K-3 Classroom Teachers, ENL and Bilingual Teachers  
*While designed for all content areas, we will feature social  
  studies and science examples in Session II
PLEASE CHOOSE ONE DATE
- Saturday / January 15, 2022 / 9AM – 12PM / Grades (6 - 12)
- Saturday / January 22, 2022 /9AM – 12PM / Grades (K – 5)

PART I/FOUNDATIONS (OBJECTIVES):
- Appreciate important differences among the various types of Entering and Emerging ELLs
- Analyze the English language abilities of Entering and Emerging students in listening, reading, speaking and writing
- Outline the primary and secondary goals of ENL integrated content classes, the roles of content area and ENL/Bilingual teachers, and discuss the ways stand-alone ENL classes can support content learning
- Define the basic approaches to delivering content instruction to Entering and Emerging ELLs, including ways all teachers can use the home languages of learners to support content learning
- Identify the language demands of content area instruction
- Highlight a 3-part process for getting content in; supporting active learning and helping students express their understanding
- Review types of scaffolds to use with Entering and Emerging ELLs to support their learning in demanding content classes

PLEASE CHOOSE ONE DATE
- Monday /January 31, 2022 / 9AM – 12PM / Grades (9 - 12)
- Saturday / February 5, 2022 / 9AM – 12PM / Grades (K - 3)
- Saturday / February 12, 2022 / 9AM – 12PM / Grades (4 – 8)

PART II/APPLICATION (OBJECTIVES):
- Discuss lesson planning for ELLs that results in learning English while learning content; Practice setting content and language objectives
- Identify publishers and websites that offer proficiency-level appropriate materials in English, and ways of locating on-grade level materials in students’ home languages
- Review sites with multilevel readings and tools for adjusting readings for Entering and Emerging ELLs
- Outline ways to differentiate for Entering and Emerging ELLs as well as support them during content reading
- Explore a range of specific strategies to use with Entering and Emerging ELLs when teaching in English to support their learning
- Across the two sessions, access specialized resources specifically designed for content area teachers of ELLs (books, articles, sites)

REGISTER HERE

The New York State Statewide Language RBERN is an approved Sponsor of Continuing Teacher and Leader Education (CTLE) pursuant to Section 80-6 of the Regulations of the NYS Commissioner of Education. CTLE EMAIL: ctle-rbern@nyu.edu.