

Workshop and Registration Information

Dates: July 8 & 9, 2013

Time: 8:30-3:30

Cost: Free for CESA 5 Title III Consortium Members
\$250 All Others

Register: www.myquickreg.com

Questions contact Doug Shanks,
at shanksd@cesa5.org,
608-745-5472

A \$150 stipend is available to educators who provide evidence of APPLICATION of learning with ELL student enrolled in fall 2013.

Participants will receive the book *Teaching Reading to English Language Learners, Grades 6-12: A Framework for Improving Achievement in the Content Areas* by Margarita Calderon

One graduate credit (\$150) available through Edgewood College. Contact Julee Dredske, dredskej@cesa5.org, at the time of registration if you are interested in this option.

CESA 5-
CENTER FOR SCHOOL IMPROVEMENT



Sara Ackerman Presents:

Supporting English Language Literacy Acquisition in the Content Area

July 8 & 9, 2013
CESA 5, Portage
8:30-3:00

Workshop Description

As the population of English Language Learners (ELLs) continues to grow in public schools, so does the need for teachers who are able to adapt and modify content area curriculum to meet the needs of these diverse learners. Often, teaching staff feel unprepared to meet the dual challenge of providing content area instruction and reading instruction in their classrooms. Simultaneously, the implementation of the Common Core State Standards has necessitated an increase in content area literacy instruction, which only adds to the challenges content area teachers already face. Designed with content area teachers in mind, this seminar will help teachers gain a better understanding of the process of literacy acquisition for ELLs so they can support these learners in the classroom.

Objectives

Through the exploration of English language literacy acquisition theory, participants will:

- Distinguish what are differences versus disabilities in literacy acquisition
- Discuss classroom implications for instruction of literate versus non-literate students
- Learn how to use a variety of disciplinary literacy tools to increase understanding and engagement of classroom texts
- Modify classroom readings based on the WIDA Can Do Descriptors

Furthermore, participants will understand the importance of oral language fluency for effective literacy acquisition by:

- Examining technological tools to assist in literacy and language acquisition
- Learning how to incorporate classroom activities that support the development of oral language fluency
- Exploring the theory behind using improvisational drama in the classroom
- Participating in a hands-on workshop in which the participants will actively learn and use improvisational tools for use in the classrooms.

Sara Ackerman

Sara Ackerman resides in Monroe, Wisconsin and works for the School District of Monroe as a secondary level ELL teacher and district instructional coach, mentor, and trainer. She is also a licensed Reading and French teacher and has her Master's in Education from Viterbo College in LaCrosse, WI, in which her thesis focused on literacy acquisition and ELLs. Sara has been a presenter at TESOL in New Orleans where she shared her love of using improvisational techniques in the classroom. She has also worked with the Center for Applied Linguistics in Washington D.C. on verifying test items for the ACCESS for ELLs. Sara enjoys writing and she has recently published a book about her experiences as an ELL teacher titled, "The ELL Field Guide: Everything I Wish I'd Known Before I Started Teaching."