Through the Lens of an English Learner: Making Content Comprehensible

Professional development resources for K-6 teachers to support achievement of English learners.

A 9-module online resource to support teachers in Kindergarten through 6th Grade working in classrooms with English learners.

The online modules provide curricular ties to Houghton Mifflin Reading adopted materials to support quality English Language Development and Reading/Language Arts instruction.

Professional development modules include:

- Overviews of specific instructional strategies (oral language fluency, activating prior knowledge, contextualization, graphic organizers, developing academic language, structured interaction)

- 50+ video clips explicitly demonstrating each strategy as part of a complete classroom lesson

- Background information on the lesson presented and Houghton Mifflin Reading story used in the lesson

- Introduction to California's English learners and considerations necessary to support language development and content knowledge

- Downloadable resources and images of classroom artifacts to replicate the lesson activity

- Classroom reflections to prompt discussion and further inquiry into the strategies and lesson examples

To access Through the Lens of an English Learner: Making Content Comprehensible, visit: www.myboe.org/go/content/name/ThroughTheLens
Oral Language Fluency: 1
Teacher: Anna Perz, 2nd Grade
Houghton Mifflin Story: Thunder Cake by Patricia Polacco

In this lesson, second grade students will practice the story retell strategy. The teacher scaffolds this activity by having students practice the skill in a variety of ways with different levels of support along the way. Let’s watch as Anna crafts this lesson so as to get the most oral language production from her ELs as possible.

Here are the activities and resources from the lesson:

---

In this portion of the lesson, Anna asks students to retell the story by forming their own sentences about the story’s content. Watch how Anna uses both non-volunteers and pair-share to have students report out the main events of the story. This builds student confidence by giving them the opportunity to share in their pairs before they report out to the whole class.

---

Classroom Reflection
1. In the first clip, why is it important for Anna to use pictures from the story to retell with students? Would it have been so successful if she simply retold the story orally with no visual support?

2. In the second clip, why is it important to have students pair-share during the retell?

3. Notice in the third clip how Anna has students retell the story after she has modeled it for them on the board. How might the lesson be different if she had asked them to retell before she modeled the strategy?