Reading, Writing, & Talking Science with English Learners

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This presentation describes a collaborative association between a university professor, a Ph.D. student, and a fourth grade teacher in conducting a four-year project focused on reading, writing, and talking about science for mainstreamed English learners (ELs). We start by providing a general overview of our collaborative relationship and the main issues regarding EL instruction that were addressed by or through the collaboration and describe the three phases of work and how these issues were addressed at each phase. We then discuss what each collaborator has learned through our collaborative relationship, including the constellation of factors that influence the success of our collaborative association. We conclude with an analysis of the importance of the collaborative relationship and its contributions to teaching and learning about EL instruction, in particular instruction in the content areas.

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