Preface

In our last book, *Explicit Direct Instruction® (EDI®): The Power of the Well-Crafted, Well-Taught Lesson,* we described how to design and deliver lessons that would help all students learn more and learn faster. This book takes the same approach but focuses even more specifically on strategies for using Explicit Direct Instruction to teach English Learners. Of course, the goal for this book is to ensure that *all* students, including English Learners, are successfully taught grade-level work, at school, every day. Students are successful as a direct result of your teaching. We also call this GIFT: *Great Initial First Teaching,* when students learn more the first time they are taught, the best school reform. To help you make this happen, we'll describe lesson design, lesson delivery, vocabulary development, language objectives, and how to make lessons more understandable for English Learners.

The ideas we present are research based but have been refined by extensive field research conducted by our company, DataWORKS Educational Research, including our analysis of more than 2.5 million student assignments and visitations to more than 35,000 classrooms. In addition, we—and the other DataWORKS consultants—have taught hundreds of demonstration lessons, from kindergarten to 12th grade, in all content areas so teachers can see the practices working with their students.

IDEAL FOR COMMON CORE STATE STANDARDS

Educators across the country are anticipating the implementation of the new Common Core State Standards. They're analyzing important shifts in the new standards, such as focusing on text and text-based answers, developing students' conceptual knowledge along with fluidity in skills, and increasing student reading and use of Academic Vocabulary in both reading and speaking.

Explicit Direct Instruction for English Learners is the ideal model for teaching the Common Core standards because of its balanced approach in teaching both Concepts and Skills along with integrated listening, speaking, reading, writing, and vocabulary development in every lesson.

CONTENTS AND SPECIAL FEATURES

We start this book with classroom examples of English Learners learning. In Part I, Getting Ready, we describe English Learners and their needs—learning grade-level content while simultaneously learning English. We present the importance of well-crafted lessons for English Learners. A quick overview of Explicit Direct Instruction is followed by a chapter on Checking for Understanding and specific modifications for English Learners.

In Part II, Strategies for English Learners, three chapters present the core of the English Learner strategies: Vocabulary Development, Language Objectives, and Content Access Strategies. The *Vocabulary Development* chapter describes how to teach new vocabulary—including Academic Vocabulary—within the context of each lesson, every day. We next describe how to implement *Language Objectives*—in which students continually Listen, Speak, Read, and Write using new English words and language structures from the lesson itself. In the *Content Access Strategies* chapter, we describe how to make spoken and written English more understandable for English Learners.

In Part III, Integrating Strategies for English Learners Into EDI Lessons, six chapters describe in detail how to teach English Learners—how to integrate English Learner strategies into each part of a well-crafted lesson, starting with a standards-based Learning Objective and ending with Closure and Independent Practice. Chapter 13 wraps up this part of the book, with feedback on actual classroom lessons plus a list of all the instructional techniques used throughout the book.

You will also find several special features throughout the text. "From John" and "From Silvia" notes have been included when one of us has an extra insight to add, and shaded boxes highlight key strategies and quick-reference tips in each chapter. In addition, end-of-chapter summary sections provide a brief recap of each chapter's contents.

Sample lessons are also included within the text and are presented in three ways: first, as short examples throughout the text, identified with markers indicating which portion of a lesson they illustrate (e.g., Learning Objective, Activate Prior Knowledge, Concept Development, Skill Development, Guided Practice, Importance, Closure, Independent Practice, and Checking for Understanding), second, as complete lessons in Appendix A, Sample Explicit Direct Instruction Lessons for English Learners, and third, on our website (http://www.dataworks-ed.com/resources).

Seven additional Appendices also provide a wealth of resources, including instructions on how to manage pair-shares, address subskill gaps, teach English Learners on grade level, design standards-based pacing guides, and design an EDI learning objective for English Learners. Appendix D provides

a quick refresher on English phonemes and associated spelling patterns, which can be helpful when teaching ELs how to read specific words incorporated in EDI lessons.

Additional resources, including sample lessons and videos showing the strategies being used in actual classrooms, are on the DataWORKS website, www.dataworks-ed.com.

We invite you to discover step by step how to create success in every lesson—transforming your teaching and revolutionizing learning for your English Learners.

A final note for administrators reading this book: It's not a focus on test scores that raises test scores. It's a relentless pursuit of optimizing the effectiveness of the way students are taught—before the tests are given—that raises test scores. And that's what this book is all about.