ABSTRACT

This qualitative research study documents the observed and reported experiences of ten Second Grade English Language Learners (ELLs) as they used social studies and science thematic units to learn English in a pull-out ESOL program. Participant observations, student work, surveys, reading assessments, and language stage forms were collected to detail the progress of the students during the study. Students learned social studies and science content while improving their oral, reading, and writing skills in English. There was an increase in the students’ use of Cognitive Academic Language Proficiency (CALP), higher level thinking skills, student engagement, and motivation when learning English through content.