

Resources for Educators of English Language Learners: An Annotated Bibliography

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The purpose of this comprehensive annotated bibliography is to collect in one document the diverse perspectives in the field of teaching English language learners (ELLs). In formulating the list, we sought to provide different audiences with readings that will involve, inform, and inspire educators to better serve the English language learners in U.S. schools.

The audiences who might find this bibliography of interest are educators of ELLs, mainstream/content teachers, school administrators, and school personnel involved with these students. In addition, differing levels of knowledge in the field of TESOL have been incorporated. Although we have attempted to provide broad coverage of the field, many important books that duplicate information already present in the list are not included. In addition, many fine books that present complex research studies or deal with more technical areas of linguistics are also not included. The focus of this bibliography remains, as promised, on teachers and other school personnel who are involved with our English language learners.

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Academic Literacy and English Language Learners

Many English learners achieve a working knowledge of English without reaching the level of academic literacy necessary to succeed in higher education. This section contains a collection of resources that take a look at this issue.

Alliance for Excellent Education. 2006, November. *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*. Washington, D.C.: Author. Available at <http://www.all4ed.org/publications/DoubleWork/index.html>

This report, co-funded by the Carnegie Foundation and the Center for Applied Linguistics, is a 56-page document outlining the challenges that secondary ELLs face in trying to meet grade-level academic expectations while they are still acquiring the English language. *Double the Work* outlines an action-oriented agenda that includes reform in teacher education and educational research, reform in school administration practices for ELLs, and the introduction of new instructional approaches likely to increase student achievement. This report is crucial reading for all individuals who work with secondary ELLs, whether as classroom teachers, support teachers, or administrators. It is available online.

August, Diane. 2003. *Supporting the Development of English Literacy in English Language Learners: Key Issues and Promising Practices*: Johns Hopkins University Report No. 61. Baltimore: CRESPAR. Available at <http://www.csos.jhu.edu/CRESPAR/techReports/Report61.pdf>

CRESPAR (Center for Research on the Education of Students Placed at Risk) commissioned Diane August, leading researcher and writer in academic literacy, to address the role of oral English development in the literacy progress of ELLs. Using the framework of *Put Reading First* (National Reading Panel 2003) it tackles the long-standing debate over whether or not to delay reading and writing instruction until oral English proficiency is attained. It also addresses the role of family literacy, discusses issues related to assessment of ELLs, and provides some suggestions for classroom practices that are promising for the fostering of ELL literacy. This report is for the serious educator involved in elementary instruction.

August, Diane, and Timothy Shanahan, eds. 2006. *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.

Developing Literacy is a 600+ page compilation of the most current research in the field of literacy for English language learners from preschool through adult. It is co-edited by Diane August, today's leading writer on academic literacy for ELLs and Timothy Shanahan, a noted researcher in the literacy field. It is the summation work of the National Literacy Panel on Language-Minority Children and Youth, an extension of the National Reading Panel, which has set the national agenda for literacy instruction in this decade. While the size may be daunting,

serious educators who are committed to the research-based education of ELLs will appreciate the range of the text and the new insights it brings to the field, especially the role of oral literacy in the development of written literacy and the new demographics of ELLs in the United States. The article is available online.

Callahan, R. 2005. "Tracking and High School English Learners: Limiting Opportunity to Learn." *American Educational Research Journal* 42 (2).

This thirteen-page article details the results of a study that investigated the effects of school tracking and English proficiency on the academic achievement of English learners. It is an important topic for teachers and program administrators in the field of English language development.

Chamot, Anna, and J. Michael O'Malley. 1994. *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Boston: Addison-Wesley.

Chamot and O'Malley are leading writers in the field of academic language development and assessment of academic literacy. The *Handbook* remains a classic in the area of academic literacy, learning strategies, and study skills for English learners. It is most valuable for examining content-specific (science, math, social studies and literature) language and effective instructional techniques for the ELL content-based classroom. It is a valuable text for both the ESL/bilingual educator and content area teachers.

Collier, Virginia P. 1987/1988. "The Effect of Age on Acquisition of a Second Language for School." *New Focus: The National Clearinghouse for Bilingual Education, Occasional Papers*, No. 2. Available at <http://www.ncela.gwu.edu/pubs/classics/focus/02aage.htm>

This article is a classic for educators of ELLs. It provides a brief overview of the effect of age on English acquisition and the difficulties language learners face when entering school as adolescents. The article contains the often-discussed Cummins model of the dimensions of language proficiency (Cummins, J. 1991. "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students." In *Schooling and Language Minority Students: A Theoretical Framework*, edited by California Department of Education. Los Angeles: California State University, Los Angeles.). While brief, this article is a door into the key elements of the acquisition of academic language. It is written for both the novice and the veteran ELL teacher.

Collier, Virginia P. 1995. "Acquiring a Second Language for School." *Directions in Language and Education* 1 (4). Available at <http://www.ncela.gwu.edu/pubs/directions/04.htm>

This landmark article discusses and elaborates on Jim Cummins's work on the amount of time necessary for English language learners to acquire the academic language of school at a level

commensurate with their grade level native-English-speaking peers. It examines factors in the acquisition rate including societal factors, input and interaction, and the value of bilingual/biliteracy programs for ELLs. This short article is available online at www.ncele.gwu.edu. It is a good first article for educators who are beginning to explore the field of ELL education.

Diaz-Rico, Lynne, and Kathryn Z. Weed. 2006. *The Crosscultural, Language, and Academic Development Handbook*. Needham Heights, MA: Allyn & Bacon.

Now in its third edition, this text provides a broad introduction to educational issues associated with English language learners. The text has a brief overview of many diverse areas including language structure and acquisition, overview of the language skills, assessment, bilingual education, and culturally responsive teaching. It serves as a valuable introduction to the field for content teachers and school administrators. Individual chapters serve as an orientation for more intensive study in a particular area for future teachers of ELLs.

Echevarria, Jana, MaryEllen Vogt, and Deborah J. Short. 2004. *Making Content Comprehensible for English Learners: The SIOP Model*, 2nd ed. Boston: Pearson, Allyn and Bacon.

The SIOP (Sheltered Instruction Observation Protocol) began as a project of the Center for Applied Linguistics to determine effective instructional practices for English language learners in content classrooms, ESL classrooms, and sheltered content classrooms. Through observing teacher practices, a series of classroom techniques and approaches were compiled. This short text is part of a larger program of related books, videotapes, seminars, and training sessions centering on the identified instructional practices. The SIOP Model is popular in large school districts as an inservice model.

Folse, Kenneth. 2004. *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor: University of Michigan Press.

Kenneth Folse is a major writer in vocabulary development for ELLs. Recent research has suggested that the dearth of vocabulary instruction in the ELL classroom and the resulting vocabulary gap between high school native English readers and ELL readers is seriously hampering the ability of ELLs to benefit from academic instruction across content areas. This compilation of research related to vocabulary is meant for the general ELL educator and well as the more serious reader.

Freeman, Yvonne, David Freeman, and Sandra Mercuri. 2003. "Helping Middle and High School Age English Language Learners Achieve Academic Success." *NABE Journal of Research and Practice* 1 (1).

The authors of this article are frequent contributors to the area of literature instruction for ELLs. This article is composed of three equally significant sections: profiles of the types of English language learners entering our schools; "Four Keys for Academic Success" for ELL achievement; and a classroom application of the keys for success in the context of a literature unit. All middle and high school teachers of ELLs, especially in the language arts, will find important information embedded in this accessible article.

Meltzer, Julie, and Edmund Hamann. 2004. *Meeting the Literacy Development Needs of Adolescent English as a Second Language Learners Through Content Area Learning*. Providence, RI: The Education Alliance at Brown University. Available at http://www.alliance.brown.edu/pubs/adlit/adell_litdv1.pdf

The online monograph, a product of the Educational Alliance at Brown University, is a comprehensive guide for content teachers in serving the educational needs of English language learners. It discusses demographics, policy, and methods of instruction. While it begins with the theoretical base of academic language acquisition, it also contains practical classroom strategies that will be of interest both to the professional educator of ELLs and to content teachers in various subject areas.

Mota-Altman, Norma. 2006. "Academic Language: Everyone's 'Second' Language." *California English* 11 (4).

Mota-Altman has been affiliated with the ELL Leadership Team of the NWP and the UCLA Writing Project. She writes in this article about her plan for increasing the academic writing and speaking proficiency of her students, thus allowing them to join in the academic discourse of their content classes. She asserts that higher-order thinking skill practice is not enough, that we need to start from explicit instruction in academic protocols for ELLs and infuse academic language into those protocols. The article makes some important linkages for teachers of ELLs.

Peitzman, Faye, and George Gadda. 1994. *With Different Eyes: Insights into Teaching Language Minority Students Across the Disciplines*. White Plains, NY: Longman.

Faye Peitzman of the UCLA Writing Project coauthored this text with George Gadda as a guide to help teachers develop more culturally and linguistically aware stances in the education of ELLs in their own classrooms. The book leads the reader through case histories, ethnographic studies, and classroom vignettes with the goal of fostering reflective classroom practice. This short text is for both the content and the English language educator.

Peregoy, Suzanne F., and Owen F. Boyle. 2005. *Reading, Writing and Learning in ESL: A Resource Book for K–12 Teachers*, 4th ed. Boston: Pearson Education.

This text sets the standard in the field of ELL education for teaching reading and writing in U.S. classrooms and is the staple of many ESL teacher education programs. It overviews program types in ESL and bilingual education and provides a backdrop for the needs of learners, but most importantly, provides the classroom teacher with a wide range of information and classroom strategies for developing literacy. The book was written for all K–12 educators with or without a background in ELL instruction.

Scarcella, Robin. 2003. “Academic English: A Conceptual Framework.” *The University of California Linguistic Minority Research Institute*, Technical Report 2003-I. Available at http://lmri.ucsb.edu/publications/03_scarcella.pdf

Robin Scarcella is a noted writer in study and learning strategies for ELLs. This long article specifically addresses the needs of college-age students for whom English is a second language. It provides a description of the challenges new English learners face in attempting to join the academic discourse community of college and also addresses specific strategies that can be learned to make the transition into college more successful.

Adult English Language Learners

In increasing numbers, post–high school English language learners are joining adult education programs in communities, at social service agencies, in school districts, and in community colleges. The following resources provide insight into their special learning needs.

Burt, Miriam, and Joy Peyton. 2003, February. “Reading and Adult English Language Learners: The Role of the First Language.” National Center for ESL Literacy Education. Available at http://www.cal.org/caela/esl_resources/digests/reading.html

This short article describes varieties of first-language literacy found in the new immigrants who are in the process of acquiring literacy in English. It discusses the different writing systems of the adult students and talks about the impact of first-language literacy in the acquisition of English literacy.

DiCerbo, Patricia Anne. 2006. *Resources About Adult English Language Learners*. Available at <http://www.ncela.gwu.edu/resabout/adult>

The article, available online, serves as an excellent general introduction to the field of adult ESL. It overviews the nature of this learner and the strategies most often employed to instruct adults and discusses the policy issues related to this field.

The National Center for Family Literacy and The National Center for ESL Literacy Education at the Center for Applied Linguistics. 2004, December. *Practitioner Toolkit: Working with Adult English Language Learners*. Available at http://www.cal.org/caela/tools/program_development/prac_toolkit.html

The information presented on this website, produced by the National Center for Family Literacy, includes many of the relevant topics in adult ESL, such as definitions and terms in the adult ESL field, information on the diverse educational needs of this population, needs assessment, lesson planning, instructional activities, and a host of other valuable material. This forms a comprehensive introduction to programming for adult English language learners.

Bilingual Education in Schools

In this section are resources that define and discuss the benefits of bilingual education—the education of English language learners in both the native language and English. The resources discuss the role of bilingual education in school as well as the importance of learning and maintaining one’s first language at home.

Gándara, Patricia. 2000. “In the Aftermath of the Storm: English Learners in the Post-227 Era.” *Bilingual Research Journal* 24 (1-2). Available at <http://brj.asu.edu/v2412/pdf/ar2.pdf>

This twelve-page article discusses the effects of California’s Proposition 227, which greatly restricted the use of students’ primary language for instructional purposes in the classroom. The researchers discuss the conflict between the pronouncements of success offered by the proposition’s proponents and the lack of accurate data that would actually prove this success. It is an interesting article for anyone interested in learning about the impact of new educational reform policies in the area of second language learning. It is available online.

Krashen, Stephen D. 1991. “Bilingual Education: A Focus on Current Research.” *NCBE FOCUS: Occasional Papers in Bilingual Education* 3 (Spring). Available at <http://www.ncela.gwu.edu/pubs/focus/focus3.htm>

In this article, Krashen presents the then-current research supporting bilingual education. He stresses the importance of first-language maintenance and the research underlying bilingual education. He also discusses his views of English language immersion, an issue as timely today in light of current educational reform as it was in 1991. He offers the research about the practices of immersion as a language-teaching method and ends with a short treatise on the importance of reading in the primary language. Krashen, always outspoken in the area of bilingual and second-language education, is particularly clear in this article. It is highly recommended for anyone interested in bilingual education. It is available online.

Krashen, Stephen D. 1997. "Why Bilingual Education?" *ERIC Clearinghouse on Rural Education and Small Schools*.

Stephen Krashen, a leading theorist in the field of second-language acquisition, explores the media's criticism of bilingual education. He outlines the components of a high-quality bilingual education, while allowing that not all bilingual education offered is of the best design. Dr. Krashen's work is always informative and thought-provoking and this article does not disappoint. It would be useful to anyone wanting to consider more carefully the topic of bilingual education.

McCarty, T. 1994. "Bilingual Education Policy and the Empowerment of American Indian Communities." *Journal of Educational Issues of Language Minority Students* 14: 23–24.

This article focuses on bilingual education programs in the Southwestern United States and provides a historical background of the Bilingual Education Act of 1968 as it relates to Indian schools in this region where a wide variety of indigenous languages exist. The piece also provides an analysis of pedagogy and program structure situated in indigenous communities. This is an interesting piece for teachers and administrators of programs for indigenous students.

McLaughlin, Barry. 1995. "Fostering Second Language Development in Young Children: Principles and Practices." National Center for Research on Cultural Diversity and Second Language Learning. Available at <http://www.cal.org/resources/digest/ncrcds04.html>

According to McLaughlin, teacher understanding of second-language acquisition is essential in utilizing solid instructional strategies for the development of second-language proficiency with young students. It presents guidelines for teaching English learners as well as a summary of principles and practices in the field. This resource is a good introduction or refresher for anyone working with English learners.

Ohio University. 2002. "Bilingual Education." Available at <http://www.ohiou.edu/esl/project/bilingual/index.html>

This is an online compendium of resources about bilingual education. It presents research and arguments both in favor of and opposed to the practice. The site would be useful for someone doing research about the topic, it is a good starting place that provides a variety of informative sources.

Wong-Fillmore, Lily. 1991. "When Learning a Second Language Means Losing the First." *Early Childhood Research Quarterly* 6 (3).

In this article Lily Wong-Fillmore discusses a study that examined language shift among English learners in the United States. Families of immigrant and American Indian students were surveyed

to learn the impact of their children's learning of English on the language patterns of their families. The outcome of the study is very interesting, and suggests that the loss of primary language can have a profound impact on the family and society, as well as the children themselves. Wong-Fillmore's is an important voice in the field of bilingual education and this article presents information that merits careful consideration.

Content Area Instruction for English Language Learners

Much of an English language learner's day in school is spent in content classes (math, English language arts, science, social studies, etc.) and with teachers often not trained in the special teaching practices appropriate for these students. The resources below will help those content teachers to develop new ideas and strategies. In addition, these resources will help the ESL and ELD teacher infuse content material into the language learning classroom.

Buchanan, Keith, and Mary Helman. 1993. *Reforming Mathematics Instruction for ESL Literacy Students*. Washington, D.C.: National Clearinghouse for Bilingual Education. Available at <http://www.ncele.gwu.edu/pubs/pigs/pig15.htm>

This program guide from NCELA provides information for math teachers of English language learners. It overviews instructional strategies, adapted curricula, and appropriate assessment design for ELLs still struggling with academic literacy. It is a practical and reader-friendly guide. It is available online as part of NCELA's program information guide series at www.ncele.gwu.edu.

Anstrom, Kris. 1998, August. *Preparing Secondary Education Teachers to Work with English Language Learners: English Language Arts*. Washington, D.C.: Center for the Study of Language and Education. Available at <http://www.ncele.gwu.edu/pubs/resource/ells/language.htm>

This 51-page document published by NCELA provides an overview of the breadth and depth of English language arts teacher preparation programs throughout the United States regarding ELLs. The statistics it provides give credence to the importance of good teacher training to a student's achievement. This is interesting reading for those working in teacher education as well as administrators who are faced with difficult choices in hiring teachers. It is available online.

Anstrom, Kris. 1999, June. *Preparing Secondary Education Teachers to Work with English Language Learners: Social Studies*. Washington, D.C.: Center for the Study of Language and Education. Available at <http://www.ncele.gwu.edu/pubs/resource/ells/social.htm>

This document is one more of NCELA's series about teacher preparation, this one pertaining to Social Science teachers.

Echevarria, Jana, and Anne Graves. 1998. *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities*. Needham Heights, MA: Allyn & Bacon.

This text presents a thorough overview of the theory and practice of teaching English learners while also providing theory and strategies for teaching students with special needs. It attempts to answer many of the basic questions that teachers ask about English language development. In addition, it provides an overview of terminology and reviews the historical foundations of education, learning, and second-language teaching. Finally, it provides a collection of teaching methods for special-needs English learners.

Fathman, Ann, Mary Ellen Quinn, and Carolyn Kessler. 1992. "Teaching Science to English Learners, Grades 4–8." *NCBE Program Information Guide Series*, No. 11. Available at <http://www.ncela.gwu.edu/pubs/pigs/pig11.htm>

This guide helps teachers plan, design, and implement science activities for students learning English as a second language. It presents teaching strategies and suggests steps for designing science experiences that effectively integrate language and science. It is part of the NCBE Program Information Series and would be of interest to teachers who teach science content to English learners. It is available online.

Faltis, Christian, and Paula Wolfe, eds. *So Much To Say: Teenagers, Bilingualism, and ESL in the Secondary School*. New York: Teachers College Press.

Specialists in the field of language education offer the findings of their research and knowledge about a variety of issues in teaching English learners. Topics include sheltered content teaching, language teaching, demographics, discrimination, and culturally diverse classrooms and schools. The book provides practical and knowledgeable information for teachers, administrators, and guidance counselors helping immigrant teenagers feel connected with and successful in high school.

Henze, Rosemary C., and Tamara Lucas. 1993. "Shaping Instruction to Promote the Success of Language Minority Students: An Analysis of Four High School Classes." *Peabody Journal of Education* 69 (1). Available at <http://www.jstor.org/view/0161956x/ap050367/05a00050/0>

This 26-page article reports on a study conducted in order to plan technical assistance to Arizona secondary schools. This article discusses the importance of a teacher holding high expectations for students and gives suggestions for good teaching practices.

Snow, Marguerite Ann, and Donna M. Brinton, eds. 1997. *The Content-Based Classroom: Perspectives on Integrating Language and Content*. White Plains, NY: Longman.

The Content-Based Classroom offers selections written by authors who have expertise in a wide range of settings and with a variety of student populations. It includes student activities and discussion questions that may be used in the content-based language classroom.

Snow, Marguerite Ann, Myriam Met, and Fred Genesee. 1989. "A Conceptual Framework for the Integration of Language and Content in Second/Foreign Language Instruction." *TESOL Quarterly* 23 (2). Available at <http://www.jstor.org/view/00398322/ap060090/06a00040/0>.

This article offers a structure for integrating second-language and content instruction through teachers working together to determine language-teaching objectives. This material should be of use to teachers of English learners in a variety of settings.

Meltzer, Julie, and Edmund T. Hamann. 2004. *Meeting the Literacy Development Needs of Adolescent English as a Second Language Learners Through Content Area Learning*. Providence, RI: The Education Alliance at Brown University. Available at http://www.alliance.brown.edu/pubs/adlit/adell_litdv1.pdf

This lengthy two-part document focuses on two aspects of literacy development for adolescent English Learners: Part 1 provides a focus on motivation and engagement. Part 2 focuses on classroom teaching and learning strategies. These practices come from two areas of research—promoting academic literacy development in adolescents, and developing effective content-area instruction for English learners in secondary schools. Eight instructional practices are discussed in detail to help mainstream content area teachers acquire the skill needed to support the literacy development of their ELL students.

Cultural Identity and English Language Learners

One of the consequences of learning a new language and culture is the loss or diminishment of the home culture. Young people often struggle with mixed identities—they are one person at school and another one at home. The resources in this section address this issue.

Cooper, Catherine R., Jill Denner, and Edward M. Lopez. 1999. "Cultural Brokers: Helping Latino Children on Pathways Toward Success." *When School Is Out* 9 (2).

These California researchers discuss ways that teachers, parents, siblings, and program staff can help young Latino students succeed in U.S. schools while still maintaining the values of the home culture. This short article is important reading for teachers working with Latino students, especially those who work with families and the community.

Ferdman, Bernardo M. 1990. "Literacy and Cultural Identity." *Harvard Educational Review* 60 (2).

This 23-page article looks at the connection between literacy and cultural identity in a multicultural society. It is valuable reading for educators who are interested in and involved with multicultural education.

Fu, Danling. 1998. "Unlock Their Lonely Hearts." *Voices from the Middle* 6 (1).

The author of this article, a professor of Education at the University of Florida, Gainesville, is an immigrant from China. She points out the difficulties of adapting to life in the United States and discusses the importance of giving English learners a chance to speak English in a safe environment so that they can develop academically and socially. It is important reading for anyone who works with immigrant students.

Jiménez, Robert T., Luís C. Moll, Flora V. Rodríguez-Brown, and Rosalinda B. Barrera. 1999. "Latina and Latino Researchers Interact on Issues Related to Literacy Learning." *Reading Research Quarterly* 34 (2).

This article is a conversation between Latino researchers about a variety of issues relative to literacy of Latino students. Their topics include professional development and identity, Latino representation in academe, assessment of linguistically diverse students, current movements in literacy instruction, teaching style / process of instruction, content of instruction, the field of literacy, teacher training, and a discussion of Proposition 227 in California. The article is invaluable for those working with Latino students who would like to read a culturally relevant viewpoint on education today.

Ogbu, John U., and Herbert D. Simons. 1998. "Voluntary and Involuntary Minorities: A Cultural-Ecological Theory of School Performance with Some Implications for Education." *Anthropology & Education Quarterly* 29 (2).

This landmark research has been cited numerous times by researchers in the field of education. The article is 33 pages long, and although the text is somewhat dense, provides an important commentary on minority education in the United States. It is an important text for anyone doing research in this field.

Townsend, Jane S., and Danling Fu. 2001. "Paw's Story: A Laotian Refugee's Lonely Entry into American Literacy." *Journal of Adolescent & Adult Literacy* 45 (2).

This ten-page article chronicles the cultural adaptation of a Laotian student who, due to cultural and linguistic barriers, found it difficult to find her place in school in the United States. It is a

very reader-friendly text that anyone who works with Southeast Asian students would find interesting and useful.

Diverse English Language Learner Populations

In this section we have included resources that focus on the diversity of English learners in the United States. Although many of our English learners are native Spanish speakers, there are many other languages represented among them. These articles look at the cultures, languages, and communities represented in our classrooms.

Alsleben, Beverly. 2006. "Pre-literate English Learners: Refugee Camp to the U.S. Classroom." *California English* 11 (4).

The author of this article is an NWP teacher-consultant working at a newcomer school in St. Paul, Minnesota, with a large Hmong student population. The summer before writing this article she traveled to a refugee camp in Thailand where she taught English classes for several weeks to a group of students who would soon be immigrating to the United States. In this article she discusses the broad cultural accommodation that our newcomers face and ways in which she helps them to make the bridge between two cultures. It is a fascinating article that provides important information to teachers and administrators in schools with newcomer populations.

Bliatout, Bruce Thowpaou, Bruce T. Downing, Judy Lewis, and Dao Yang. 1988. *Handbook for Teaching Hmong-Speaking Students*. Southeast Asia Community Resource Center, Folsom Cordova Unified School District, CA. Available at <http://www.seacrc.org/media/pdffiles/HmongBk.pdf>

This handbook was produced as part of the Asian and Minority Language Group of the Bilingual Education Office of the State of California. The 128-page reference assists educators in learning how to be effective teachers for Hmong-speaking students. It discusses the history, culture, and language structure of a population that, until the mid-eighties, was largely unknown to American schools. The book addresses both factual information about the culture its implications for teachers. It is an invaluable resource for those working with Hmong students.

Franquiz, Maria, and Carol Brochin-Ceballos. 2006. "Cultural Citizenship and Latino English Language Learners." *California English* 11 (4). Available at <http://www.nwp.org/cs/public/print/resource/2331>

This authors of this article, from the University of Texas at San Antonio, are both teacher-consultants with the South Coast Writing Project (CA). In this article they discuss the dilemma of Latino students who feel powerless in the face of failing grades, particularly given the current statistics that indicate that Latino students drop out of school at rates four times as often as some

other groups. They describe four principles for fostering cultural citizenship in classrooms. It is an important piece for anyone who works with Latino students.

Heavy-Runner, Iris, and Kathy Marshall. 2003, summer. “‘Miracle Survivors’ Promoting Resilience in Indian Students.” *Tribal College Journal* 14 (4).

The authors of this article have both endured family tragedies that necessitated the development of personal resilience. This article speaks of the strength and spiritual connection contained in the indigenous languages, and the importance of holding on to traditional teaching, family, and the Indians’ faith in the grandfathers as a source of internal strength. This article would be of value to anyone who works with indigenous students.

Houtchens, B. 2006. “La Pluma Es Lengua del Alma: Using Writing to Chronicle the Soul’s Journey.” *California English* 11 (4).

The author of this short article is a teacher of ELD and English in a California. This article chronicles the process of writing and her efforts to help struggling students learn to express their deepest feelings. She talks about finding space for writing in today’s rigid curriculum as well as how to help students overcome their fear of the blank page. The article is very helpful for anyone who works with struggling high school students, whether English learners or not.

Lor, Kevin C. 2003. “Factors Leading Hmong Youth to Join Gangs.” The Graduate College, University of Wisconsin-Stout. Available at <http://www.uwstout.edu/lib/thesis/2003/2003lorc.pdf>.

Kevin Lor, a graduate student at the University of Wisconsin, reviews the social and cultural factors that lead Hmong students to join youth gangs. His insider’s viewpoint is invaluable to educators who are trying to make sense of the violence our youth deal with on a daily basis. The article is available online.

Vang, Christopher T. 2004–2005. “Hmong-American K–12 Students and the Academic Skills Needed for a College Education: A Review of the Existing Literature and Suggestions for Future Research.” *Hmong Studies Journal* 5. Available at <http://hmongstudies.com/ChrisVangHSJ5.pdf>

This 31-page literature review by a professor of education is an extremely thorough discussion of Hmong-American students in the United States. He provides insight into the culture and into the factors that impede Hmong students’ acquisition of the academic skills needed for success in the college classroom. It is an excellent resource for teachers of Southeast Asian students who are long-term English learners. It is available online.

Zepeda, Ofelia. 1995. "The Continuum of Literacy in American Indian Communities." *Bilingual Research Journal* 19 (1). Available at http://www.ncele.gwu.edu/pubs/nabe/brj/v19/19_1_zepeda.pdf

This article refers to the Tohono O'odham community of southern Arizona. It discusses the connection between "school literacy" and native oral narrative traditions, pointing out how the two types of literacy are connected in the writing of the children. It also offers recommendations for ways in which educators can access the linguistic and cultural resources of the indigenous students to promote literacy in English, their second language.

English Language Arts Classrooms and English Language Learners

Is learning the English language arts the same for all students, including ELLs? In what ways should instruction be adapted if at all? How does an ELA teacher choose culturally relevant literature for all students? These are just some of the emerging issues discussed in this section of resources for the elementary, middle, and high school teachers of English literature, reading, and writing.

Peregoy, Suzanne, and Owen F. Boyle. 2005. *Reading, Writing and Learning in ESL: A Resource Book for K–12 Teachers*, 4th ed. Boston: Pearson Education.

This text sets the standard in the field of ELL education for teaching reading and writing in U.S. classrooms and is the staple of many ESL teacher education programs. It overviews program types in ESL and bilingual education, provides a backdrop for the needs of learners, and most importantly, provides the classroom teacher with a wide range of information and classroom strategies for developing literacy. The book was written for all K–12 educators with or without a background in ELL instruction.

Kooy, Mary, and Annette Chiu. 1998. "Language, Literature, and Learning in the ESL Classroom." *English Journal* 88 (2).

The cross-national contexts of Hong Kong and Canada frame this argument for why teaching literature is concurrently teaching language and culture. The article discusses the selection of pieces of literature, the global contexts in which ESL students can find literary meaning, and the importance of share time and student response in the ESL and ELA classrooms.

Durgunoglu, Aydin Y., and Banu Öney. 2000, April. "Literacy Development in Two Languages: Cognitive and Sociocultural Dimensions of Cross-Language Transfer." From the *Proceedings of A Research Symposium on High Standards in Reading for Students from Diverse Language Groups: Research, Practice & Policy*. Washington, DC: OBEMLA. Available at <http://www.ncela.gwu.edu/pubs/symposia/reading/literacy4.html>

This comprehensive article from the Office of Bilingual Education Symposium addresses the connections between listening comprehension, decoding, linguistic factors, and other factors in the transferring of literacy skills from a first language to a second. It discusses the role of home literacy and schooling in literacy development. While it deals with theoretical issues, the article is accessible to the novice in the field who wants to know more about literacy transitions.

Dusbiber, Dana. 2006. "Time Is Not on Our Side: Literacy and Literature for High School Language Learners." *California English: Building Bridges with English Learners* 11 (4).

The author, Dana Dusbiber, was a long-standing member of the ELL Leadership Team and is a noted literacy coordinator in California. In her article she exhorts teachers of ELLs to develop a global view in the selection of classroom literature and to read and learn with the students about the multiple cultures occupying our classrooms. She suggests an attitude of "creative non-compliance" when facing the canon of state-recommended literature and encourages teacher commitment to giving students entry points into literature that will engage and connect them. At the end of the article she provides an excellent list of literature about other cultures.

Freeman, David, and Yvonne Freeman. 2004. "Connecting Students to Culturally Relevant Texts." *Talking Points* 5 (2).

This brief article by Freeman and Freeman in a National Council of Teachers of English publication provides a rationale for why we need to select culturally relevant texts for our ELLs and, more importantly, elaborates on the elements that make a text culturally relevant and provides examples of the elements.

Hadaway, Nancy L., Sylvia M. Vardell, and Terrell A. Young. 2002. *Literature-Based Instruction with English Language Learners, K-12*. Boston: Allyn & Bacon.

This text is a valuable resource for ELL or mainstream K-12 teachers, discussing the whys and hows of literature-based instruction, and the many ways in which oral language and reading and writing are developed through literature. The chapters are organized around genres, including poetry, multicultural literature, folklore, fiction, and nonfiction. A list of professional literature and resources is included.

Reyes, Maria de la Luz, Eloise Andrade Laliberty, and Judith M. Orbanosky. 1993. "Emerging Biliteracy and Cross Cultural Sensitivity in a Language Arts Classroom." *Language Arts* 70 (8).

In the noted publication by NCTE, the authors discuss the case studies of four bilingual children in a language arts program and the factors that impacted their progress in literacy development in two languages and cultures.

Saunders, William, Gisela O'Brien, Deborah Lennon, and Jerry McLean. 1999. *Successful Transition into Mainstream English: Effective Strategies for Studying Literature*. Center for Research on Education, Diversity & Excellence. Educational Practice Reports: <http://repositories.cdlib.org/crede/edupractrpts/epr02/>

This report discusses one urban school district's successful approach to transitioning elementary grade children from the native-language-medium classroom, in this case, Spanish, into the traditional English classroom. The article is notable for its techniques for literature instruction, and also includes a comprehensive unit plan for using the Native American novel *Annie and the Old One* for an English language arts classroom that includes English language learners.

Emerging Literacy and ELLs in Early Elementary Settings

The study of emerging literacy for young English language learners is a critical area, yet few resources address this special group. The following resources will help the elementary practitioner to begin learning more about our youngest learners.

Brisk, María Estela, and Margaret M. Harrington. 2000. *Literacy and Bilingualism: A Handbook for All Teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.

Brisk and Harrington present research about the benefits of building on the knowledge that students bring with them to the classroom. While examples deal first with helping students develop their primary language in a second-language classroom, examples also pertain to second-language use. Classroom case studies illustrate the theories and strategies around the development of language skills in bilingual-bicultural classrooms, ranging from early primary through high school.

Carger, Chris Liska. 1997. "Attending to New Voices." *Educational Leadership* 54 (7).

The author writes about the concept of education from the perspective of Mexican-American families and their young children. He discusses the idea that education is broad-based and includes not only information, but also moral education, which is one responsibility of schooling.

This is an article that values the perceptions of families as embedded in culture and is an important article for sensitizing educators to family values.

Elley, Warwick B. 1989. "Vocabulary Acquisition from Listening to Stories." *Reading Research Quarterly* 24 (2): 174-187.

English language learners in New Zealand were studied to investigate the benefits of the reading of stories to young children, a common practice. The researchers determined that oral reading increases the vocabulary of young ELLs.

Gibbons, Pauline G. 1993. *Learning to Learn in a Second Language*. Portsmouth, NH: Heinemann.

Gibbons has collected a variety of language-learning strategies, "practical suggestions," and the theories that support them. The book focuses on elementary language learners in Australia, but examples are provided from many countries' language learners.

Gibbons, Pauline G. 2002. *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth, NH: Heinemann.

Language learners are found in all classrooms, and frequently the elementary mainstream teacher struggles to understand the best practice for effective language instruction. In this book Gibbons focuses on scaffolding elementary instruction. Utilizing theoretical understandings about learning from Vygotsky and Halliday, the book looks at the many ways that students and teachers work together to develop new understandings of language and academic content.

Hamilton, Richard J. and Dennis Moore, eds. 2003. *Educational Interventions for Refugee Children: Theoretical Perspectives and Implementing Best Practice*. New York: Routledge Falmer.

Chapters discuss theoretical perspectives on the education of refugee children, educational implications surrounding refugee trauma, second language acquisition, resilience, migration, and policy issues. This book is a must-read for any teacher who works with refugee children.

Hudelson, Sarah. 1987. "The Role of Native Language Literacy in the Education of Language Minority Children." *Language Arts* 64 (8).

Hudelson, arguably the leading researcher in the education of young English language learners, discusses her opinion of the role of a child's first language in learning the second and developing literacy in the second. She discusses the transfer of literacy skill from one language to the other and argues for a strong foundation in first-language literacy.

Igoa, Cristina. 1995. *The Inner World of the Immigrant Child*. Mahwah, NJ: Lawrence Erlbaum Associates.

Cristina Igoa has composed a narrative text that intertwines the lives of her young immigrant students and her own life as the teacher of these children. She writes of the loneliness of straddling cultures and languages and the trauma of being uprooted from the home culture into a new and frightening world. This book describes a classroom environment and rich activities that will both foster literacy engagement and begin the process of emotional healing within the reality of the new culture. Elementary teachers who have English language learners in their classrooms will find valuable information about language acquisition and invaluable literacy tools in the experience of Igoa.

Sowa, Patience, Jan Lacina, and Linda New Levine. 2007. *Helping English Language Learners Succeed in Pre-K-Elementary Schools*. Alexandria, VA: TESOL.

This text is one book in a series on collaborative partnerships between ESL and classroom teachers that highlights the need for and the value of collaboration and offers vignettes of teachers and schools that have found effective collaborative models. This text is organized around an inservice model; it presents vignettes, includes discussion questions and case studies, and highlights “pedagogical dilemmas” that often occur in real school settings.

McLaughlin, Barry. 1995. *Fostering Second Language Development in Young Children: Principles and Practices*. National Center for Research on Cultural Diversity and Second Language Learning. Available at <http://www.cal.org/resources/digest/nrcrds04.html>

According to McLaughlin, teacher understanding of second language acquisition is an essential part of utilizing solid instructional strategies for the development of second-language proficiency. The book presents guidelines for teaching English learners as well as a summary of principles and practices in the field. This resource is a good introduction or refresher for anyone working with English learners.

National Clearinghouse for English Language Acquisition. 2006. *Resources About Early Childhood Education*. Washington, D.C.: Author.
Available at <http://www.ncela.gwu.edu/resabout/ecell/index.html>

This comprehensive website pulls together diverse sources of information about early childhood literacy including program models of early education for ELLs, information about young English language learning patterns, the importance of family and important demographics. It is essential reading for anyone interested in this topic.

National Reading Panel. 2003. *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Available at <http://www.nationalreadingpanel.org/Publications/researchread.htm>

This 58-page teacher's guide provides a framework for using the findings of the National Reading Panel in the classroom. It describes the NRP findings and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Although it does not focus on ELLs, the basic framework it provides is applicable to all beginning readers of English.

Samway, Katharine Davies. 2006. *When English Language Learners Write: Connecting Research to Practice*. Portsmouth, NH: Heinemann.

Based on the most recent research around ELLs and language acquisition, Samway's model emphasizes what language learners *can* do instead of what they can't. The author discusses cultural diversity and its role in the literacy instruction of elementary ELLs.

English Language Learners: Portraits and Challenges

Perhaps the best way to learn about English learners is through their own stories and voices. The resources below were chosen to appeal to the teacher through the medium of narratives. While some choices are pure autobiography, others document the real lives of our learners.

Akbar, Said, and Susan Burton. 2005. *Come Back to Afghanistan: A California Teenager's Story*. New York: Bloomsbury Publishing.

This is an engaging book written by a teenaged Afghan-American who spent two summers in post-Taliban Afghanistan when his father was called back to be governor of a northern province. Previous to this time, he had grown up in Oakland, California, where his father owned a clothing shop. The reader feels a part of his journey between two worlds, as he rediscovers the land and culture of his parents and then must go back and live in the United States.

Baca, Jimmy Santiago. 2001. *A Place to Stand*. New York: Grove Press.

This autobiographical narrative tells the story of the author's childhood abandonment and his incarceration as an adult in New Mexico. When he entered prison as a young adult, he was functionally illiterate. Although ultimately the author emerges with his pride intact and able to read and write, it is a sad story, which unfortunately is not limited to this one person's experience. The story is captivating.

Fadiman, Anne. 1998. *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus and Giroux.

This anthropological study is a fascinating account of a Hmong child in the United States who was diagnosed with a condition that caused severe seizures. The story shows the stark differences between Hmong shamanistic medicine and American medical practices, and the spoken and written misunderstandings that often arise as a result of cultural clashes such as this book describes.

Han, Arar, and John Hsu, eds. 2004. *Asian-American X: An Intersection of Twenty-First Century Asian American Voices*. Ann Arbor: University of Michigan Press.

In this collection of coming-of-age essays written by authors from various cultures throughout Asia, the experience of being Asian American in the United States comes to life. Many of the essays address the straddling of American and Asian cultures, the impact on families, and the formation of identities that are free from the traditional boundaries of either culture. The chapters are authentic and center on issues of youth.

Hart, Elva Treviño. 1999. *Barefoot Heart: Stories of a Migrant Child*. Tempe, AZ: Bilingual Press.

“I am nobody. And my story is the same as a million others. Poor Mexican American. Female child.” Elva Treviño Hart tells the story of her life as a child of migrant workers traveling the circuit from Texas to Minnesota in search of agricultural work. The engaging book talks authentically about desire for a stable home life and her reach for academic achievement in an often hostile world.

Igoa, Cristina. 1995. *The Inner World of the Immigrant Child*. Mahwah, NJ: Lawrence Erlbaum Associates.

Cristina Igoa has composed a narrative text that intertwines the lives of her young immigrant students and her own life as the teacher of these children. She writes of the loneliness of straddling cultures and languages and of the trauma of being uprooted from the home culture into a new and frightening world. This book describes a classroom environment and rich activities that will both foster literacy engagement and begin the process of emotional healing within the reality of the new culture. Elementary teachers who have English language learners in their classrooms will find valuable information about language acquisition and invaluable literacy tools in the experience of Igoa.

Jiménez, Francisco. 1997. *The Circuit: Stories from the Life of a Migrant Child*. Albuquerque, NM: University of New Mexico Press. (NT)
 Jimenez, Francisco. 2001 *Breaking Through*. Houghton Mifflin

In these two books, Jiménez, now a professor, writes of his early years as a child of migrant workers, moving from Mexico up into the agricultural regions of the United States. The book is often used as a reading for middle school students, since it is authentically written through the eyes of a child; however, the recounting of interruptions in schooling, disruptions of family life, and the emotional traumas of frequent moves is significant for educators of ELLs as well.

Kim, K., and Christine Wong. *Quietly Torn*. San Francisco: Pacific News Service.
 Kim, K., Christine Wong, and Fam Lin Saechao. *Quietly reBorn*. San Francisco: Pacific News Service.

These two pieces, available for purchase from Pacific News, are collections of stories written by a young Mien boy from the Bay Area in California. It provides a picture of the culture of some of our Southeast-Asian students, and gives insight into their search for identity and for a place to fit in. Although it is about the Mien culture specifically, other students also identify with it and have been inspired by the stories and essays collected therein. The stories, poetry, and essays are a pleasure to read.

Krupat, Arnold, and Brian Swann, eds. 2000. *Here First: Autobiographical Essays by Native American Writers*. New York: The Modern Library.

This collection of essays by now-famous writers Sherman Alexie, W. S. Penn, Gloria Bird, Luci Tapahonso, and others revolves around early experiences with English literacy, experiences confronting life in a nonIndian world, and journeys in finding Native American identity. One of the most compelling essays, “They Moved Over the Mountain” by Tapahonso, recounts life in the Navajo mission boarding school and shows how assimilationist perspectives have contributed to merging, and sometimes loss, of language and culture. The autobiographies of these authors contain life lessons applicable to all educators of ELLs; the essays also talk about the creative process of speaking and writing as expression of Native American heritage.

Moore, MariJo, ed. 2003. *Genocide of the Mind: New Native American Writing*. New York: Nations Books.

This is a diverse collection of essays by noted authors about the Native American experience in current American society. Most of the entries address sociocultural and sociolinguistic issues, such as the role of indigenous languages, symbolic racism, and the state of Native American communities in contemporary society. Laurie Smith, a member of the ELL Leadership Team, writes that books such as this one “begin to lay the foundation for helping both non-Native and Native educators to recognize and to understand the underlying issues . . . of Indian literature and curriculum.”

Nam, Vickie, ed. 2001. *YELL-Oh Girls! Emerging Voices Explore Culture, Identity, and Growing Up Asian American*. New York: Harper Paperback.

This anthology of stories, essays, letters, and poems is about what it is like to grow up between two cultures. The entries are all brief, written by young Asian-American women in the United States and Canada. Their stories speak of their feelings of alienation in the country of their birth as well as the country of their ancestors. The strong writing and the timely topics make this book a worthwhile addition to a classroom or teacher's library. Students love picking it up and reading a few random entries.

Olsen, Laurie. 1997. *Made in America: Immigrant Students in Our Public Schools*. New York: The New Press.

Laurie Olsen is the lead researcher in an organization called California Tomorrow. Olsen spent over two years conducting an ethnographic study of an urban high school, referred to as "Madison High." The study detailed patterns of segregation and bias and issues of educational equity surrounding the English language learners in the midst of a large high school located in a community experiencing rapidly increasing diversity. This is a compelling book that every high school teacher should read in an effort to understand the place of ESL and English learners in a typical school system.

Pacific News Service. *Izote Vos*. San Francisco, CA: Author.

This is a collection of stories, available for purchase by Pacific News, written by young Salvadorans living in the United States. Much has been written about the long civil war in El Salvador during the 1980s, but little has been written about the lives of the Salvadoran refugees who came to live in the United States during that time. These are authentic stories, written by the survivors of that episode of history.

Rodriguez, Luis. 2005. *Always Running: La Vida Loca: Gang Days in LA*. London: Touchstone Publishers.

This book chronicles of the author's life as a gang member in East Los Angeles when he was a youth. He wrote the book for his son, whom he saw heading down a similar path. The book is graphic but beautifully written, and provides insight into a problem that is rampant today.

Rodriguez, Richard. 1982. *Hunger for Memory: The Education of Richard Rodriguez*. Boston: David R. Godine.

In this autobiographical book, the author speaks of the impact that education had on his life and his relationship with his family and culture. While education gave him a way to connect to the world outside of his family culture, it also created a separation. As he became more a part of the world outside his immediate culture, he became less a part of his family. This work is interesting and thought-provoking, and leads to a recognition of the importance of maintaining one's own culture even while assimilating into another. This work is often used in college multicultural education courses.

Rumbaut, Rubén, and Alejandro Portes, eds. 2001. *Ethnicities: Children of Immigrants in America*. Berkeley: University of California Press.

Rumbaut, Rubén, and Alejandro Portes, eds. 2001. *Legacies: The Story of the Immigrant Second Generation*. Berkeley: University of California Press.

The twin texts reflect the findings of the Children of Immigrants Longitudinal Study (CILS), which took place in the United States in the 1990s. It reports on “patterns of acculturation, family and school life, language, identity, experiences of discrimination, . . . and achievement” (xvii). While both texts are dense with information and statistics, the results of the study cast light on the differing acculturation patterns of various cultural groups including Vietnamese, Mexican American, Filipino, and other immigrant waves. *Legacies* also offers compelling stories of immigrant families and the culture shift that is occurring in each succeeding generation. This is a rich source of information for the reader who is interested in a particular cultural group in the classroom or in learning more about overall patterns of school and life achievement for these immigrant Americans.

Suárez-Orozco, Carola, and Marcelo Suárez-Orozco. 2001. *Children of Immigration*. Cambridge, MA: Harvard University Press.

“For the children of immigrants today, it is the best of times and the worst of times,” state the authors. This thoughtful and authentic book deals with the status of immigrant children in the United States through an examination of family change, achievement of children in schools, and the transition to the workplace. What are the dreams of these children and what are their realities? All readers will find this fascinating reading on a reality we often idealize or demonize.

Zhou, Min, and Carl L. Bankston. 1998. *Growing Up American: How Vietnamese Children Adapt to Life in the United States*. New York: Russell Sage Foundation.

This book provides a profile of the Vietnamese immigrant student in U.S. schools and society, including the history of resettlement, patterns of acculturation, language use, factors contributing to achievement, and most importantly, the critical importance of family as support system. Teachers with Vietnamese students will benefit from this comprehensive coverage of the culture.

Equity and Access in Education for English Learners

According to the Supreme Court decision that mandates English language or bilingual support for ELLs (Lau v. Nichols 1974), “there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” This section includes articles that discuss the importance of equity (not equality) and accessibility of educational resources for students for whom English is a new language.

Cummins, Jim. “Biliteracy, Empowerment, and Transformative Pedagogy.” Available at <http://www.iteachilearn.com/cummins/biliteratempowerment.html>

Jim Cummins is one of the preeminent scholars in the field of bilingualism and biliteracy. In this undated article, taken from his website (which contains additional articles), he discusses the arguments for and against bilingual education along with the supporting research for each viewpoint. He then goes on to discuss a “transformative pedagogy” for English learners. Anyone interested in learning more about the theories underlying second-language acquisition and bilingual education would benefit from reading this article.

Gándara, Patricia, Russell Rumberger, Julie Maxwell-Jolly, and Rebecca Callahan. 2003. “English Learners in California Schools: Unequal Resources, Unequal Outcomes.” *Education Policy Analysis Archives* 11 (36): <http://epaa.asu.edu/epaa/v11n36/v11n36.pdf>

The authors of this extensive article, well-known researchers on equity issues, review the conditions of schooling for English learners in California, the state with the largest concentration of such students. They propose that there are seven areas in which English learners receive an education that is inferior to that of native English speakers. The article was originally prepared as background information for the case of *Williams v. the State of California*, a class action suit. It is important reading for program directors and school administrators who have a population of English learners in their schools.

Gutierrez, Kris D., Jolynn Asato, Mariana Pacheco, Luis C. Moll, Kathryn Olson, Eileen Lai Horng, Richard Ruiz, Eugene Garcia, and Teresa L. McCarty. 2002. “‘Sounding American’: The Consequences of New Reforms on English Language Learners.” *Reading Research Quarterly* 37 (3).

This 22-page article discusses the effects of new educational policies on English language learners and their teachers. It presents empirical evidence of the consequences of new educational reforms on this student population in California. It is formatted as a discussion and presents compelling information for those involved in English language development program design and management. It is available online.

National Writing Project. 2006. *Writing for a Change: Boosting Literacy and Learning Through Social Action*. San Francisco: Jossey-Bass.

Writing for a Change is a new book published by the National Writing Project in collaboration with the Centre for Social Action in the UK. It shows teachers how to engage students in real-world problem-solving activities that can help students to gain voice, authority, and passion for reading and writing. The book discusses the tension between the state-mandated and assessed curriculum and the action-based curriculum that teachers know effectively engages students in deeper ways. It presents case studies by teachers and students who have implemented Social Action activities in classrooms and provides specific classroom activities that foster the process.

Nieto, Sonia M. 2002-2003 (December-January). "Profoundly Multicultural Questions." *Educational Leadership* 60 (4): 6–10.

In this article, Nieto speaks to the necessity of addressing issues of multicultural education that go deeper than simply playing ethnic music or having multicultural food fairs. While not dismissing these activities, she points out that they often disguise the deeply ingrained inequalities in education that exist in many schools of great diversity. This is an important article, challenging many of our existing educational practices while providing suggestions for change.

Nieto, Sonia M. 2003 (May). "What Keeps Teachers Going?" *Educational Leadership* 60 (8): 14–18.

This article reports on an inquiry project the author participated in with a group of urban teachers in Boston. She had noticed that often schools in high-poverty areas not only have the least resources but also experience the highest level of teacher mobility. She points to the high rate of new-teacher dropout from these schools, and the difficulty in recruiting and retaining excellent teachers. She discovered this inquiry group made up of seven excellent Boston teachers who had stayed, and she wondered why. Here she describes her experience of the group and what she learned from them that applies to other teachers and other schools. All those teachers who keep teaching—or aspire to keep teaching—despite the obstacles they face in their schools and classrooms will resonate with this article.

Olsen, Laurie, and Ann Jaramillo. 1999. *Turning the Tides of Exclusion: A Guide for Educators and Advocates for Immigrant Students*. Oakland, CA: California Tomorrow.

This book is designed around five major strategies that can help schools become more responsive to the needs of language-minority and immigrant students. They include creating a core of student advocates, using data and inquiry to focus and monitor work, developing an understanding of immigrant students' experiences, supporting student voices, and changing practice within the classroom. It is practical guide to changing the educational practices that, consciously or not, exclude immigrant students. It is a must-read for anyone who cares about

changing the ways in which schools function in order to truly provide an education to all students.

Weissglass, Julian. 1997. "Deepening Our Dialogue About Equity." *Educational Leadership* 54 (7).

This short (4 page) article, written by a leader in mathematics education, stresses the importance of addressing bias and discrimination in our schools and in society in general. He posits that while it is difficult to address the issues, it causes more difficulties in the long run when we fail to address them. Weissglass offers a structure for safely holding conversations about delicate and possibly painful subjects. The article is pertinent for anyone living and working in a multicultural society.

Essential Bookshelf for New and Practicing Teachers of ELLs

The impetus for this section stems from the question often asked of seasoned ESL professionals: "What book should I read where I can learn to teach ESL?" This list of multiple texts attests to the breadth of information needed to effectively teach English to speakers of other languages. The list was culled from a longer list of suggestions submitted by a range of ESL teachers in multiple contexts about what constitutes a professional "bookshelf." What was most surprising was the extent of agreement about the text choices.

Althen, Gary, Amanda Doran, and Susan Szmania. 2002. *American Ways: A Guide for Foreigners in the United States*, 2nd Edition. Yarmouth, ME: Intercultural Press.

Unless a teacher of students from other cultures can see "America" as just one of many diverse cultures in the world, and not "the culture" of the world, there is little hope of understanding the puzzlement an ELL learner will experience in trying to define and understand the behavior of the peoples of the United States. While this book may overemphasize some stereotypes of American culture, it provides rich insight for the American reader in seeing just how others view us. This is fascinating reading; the reader will find new vision into just what makes the United States a "culture."

Cary, Stephen. 2000. *Working with Second Language Learners: Answers to Teachers' Top Ten Questions*. Portsmouth, NH: Heinemann.

This easy-to-read book is formed around ten questions that ELL and mainstream classroom teachers may have about working with language learners. Each chapter is organized around a key question and supported with a classroom story and reflection. The questions address issues of literacy, oral language development, primary language development (when the teacher doesn't speak the child's language), and development of student learning strategies.

Celce-Murcia, Marianne, and Diane Larsen-Freeman. 1999. *The Grammar Book: An ESL/EFL Teacher's Course*, 2nd edition. Boston: Heinle & Heinle.

While the title may seem pretentious, this in fact, is the sourcebook for almost all ELL professional educators and is the one book you should take with you if you teach abroad where grammar is often the focus of the learning. The comprehensive coverage of English grammar is technical, but unlike grammar books for native English speaking students, this book targets those who teach English as a language specifically. The grammar framework is based on transformational grammar; each chapter covers the language structure, discusses common uses for the grammar and then provides teaching suggestions. Although you may not “know” the entire book, it is the book you reach for first when planning a grammar lesson for your class.

Chamot, Anna U., and J. Michael O'Malley. 1994. *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Reading, MA: Addison-Wesley.

Chamot and O'Malley are leading writers in the field of academic language development and the assessment of academic literacy. Their early work, the comprehensive *CALLA Handbook* remains a classic in the area of academic literacy, learning strategies, and study skills for English learners. It is most valuable for examining content-specific (science, math, social studies, and literature) language and effective instructional techniques for the ELL content-based classroom. It is a valuable text for both the ESL/bilingual educator and content area teachers.

Egbert, Joy. 2005. *CALL Essentials: Principles and Practice in CALL Classrooms*. Alexandria, VA: TESOL.

Teachers of English learners need to be knowledgeable about computer-assisted language learning and other new technologies to help students gain in proficiency, especially in reading and writing. New technology has the potential to engage students in authentic language situations without their leaving the classroom and to provide the intensive language practice that is necessary for mastery learning. This book is valuable for teachers at all levels and provides information for all levels of technology access.

Firsten, Richard, and Patricia Killian. 2002. *The ELT Grammar Book: A Teacher Friendly Reference Guide*. Burlingame, CA: Alta Book Center Publishers.

This 500-page text is a grammar book for teachers of English, not necessarily researchers. It covers the range of topics that are most likely to cause difficulty in the ELL classroom but also includes “sound grammar” topics such as stress and intonation patterns. Teachers have found that the teaching tips and techniques effectively bridge the divide between knowledge of grammar and instruction in the classroom.

Herrell, Adrienne, and Michael L. Jordan. 2008. *Fifty Strategies for Teaching English Language Learners*, 3rd Edition. Plains, NY: Merrill/Prentice Hall.

Each short chapter in this text presents a teaching principle that is known to be effective for the ELL classroom. It gives specific strategies for implementing that principle, and supplies a vignette so that the novice teacher can contextualize its use. Because each strategy is relatively independent of the others, the organization of the book can appear confusing; however, the information contained in this text bridges the theoretical and the practical, an element so often missing in ELL teacher texts.

Olsen, Laurie. 1998. *Made in America: Immigrant Students in Our Public Schools*. New York: The New Press.

Laurie Olsen is the lead researcher in an organization called California Tomorrow. Olsen spent over two years conducting an ethnographic study of an urban high school, referred to as “Madison High.” The study detailed patterns of segregation and bias and issues of educational equity surrounding the English language learners in the midst of a large high school located in a community experiencing rapidly increasing diversity. This is a compelling book that every high school teacher should read in an effort to understand the place of ESL and English learners in a typical school system.

O’Malley, J. Michael, and Lorraine Valdez Pierce. 1996. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Reading, MA: Addison-Wesley.

In this era of high-stakes assessment, this text reminds us of the critical nature of authentic and classroom-based assessment. The authors, leaders in TESOL and authors of many books and articles, begin with an explication of types of assessment and then devote the majority of the text to the subject of using assessment for the purpose of knowing when your students are learning and gaining in language proficiency and when they are not. The chapters cover the language skill areas, but listening comprehension is notably missing. Particularly helpful for the novice teacher is that the book provides an abundance of rubrics, checklists, and other assessment schemes that can easily be adapted to any classroom situation. The book is accessible for even the new teacher.

Oxford, Rebecca. 1989. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.

This text, written by the expert in the field of learning strategies, offers a comprehensive view of the ways students best learn a new language. The information presented is valuable, but may present a reading challenge as the book is oriented to teacher educators rather than classroom practice. This is considered one of the classics in the field.

Richard-Amato, Patricia A. 2003. *Making It Happen: Interaction in the Second Language Classroom: From Theory to Practice*, 3rd Edition. White Plains, NY: Longman.

This Richard-Amato text has introduced new ELL teachers to the field for many years. The book serves as a broad introduction to the foundations of ESL, covering the key theories, terms, and principles upon which more advanced books are based. The book contains chapters on language acquisition theory, literacy development, principles of effective teaching, and models of ELL instructional delivery and includes an overview of various techniques that can be implemented in the classroom.

TESOL Professional Papers #1. 1996. *Promising Futures: ESL Standards for Pre-K–12 Students*. Alexandria, VA: TESOL.

TESOL is the leading professional organization in the field of ESL and is home base for EFL and ESL educators worldwide. Available through the TESOL website, this book outlines the standards for teaching and learning in preschool through 12. Many of the U.S. state standards are based on this framework.

Family Literacy and English Language Learners

The articles in this section discuss the importance of including families in the educational process and provide some suggestions for how to do so.

Blum, Irene H., Patricia S. Koskinen, Nancy Tennant, E. Marie Parker, Mary Straub, and Christine Curry. 1995. "Audiotaped Books to Extend Classroom Literacy Instruction into the Homes of Second-Language Learners." *Journal of Reading Behavior* 27 (4).

This article investigates whether repeated reading at home with an audio model is a valuable supplement to the literacy instructional program of second-language learners. The article is available online and would be of interest to teachers wishing to find alternate methods of accelerating their students' reading capacity.

Gonzalez, Norma, Luis C. Moll, Martha Floyd Tenery, Anna Rivera, Patricia Rendon, Raquel Gonzales, and Cathy Amanti. 1995. "Funds of Knowledge for Teaching in Latino Households." *Urban Education* 29 (4).

This well-known article, written by a team of researchers in Arizona, explores the wealth of resources and knowledge available in Latino homes, knowledge that is seldom utilized in the school setting. Further, this article describes the process of a study group: the members went into Latino homes to understand the funds of knowledge and then met as a group to collectively analyze their observations. The article points out the transformative power of the connection between community and school cultures. While this piece focuses specifically on Latino

households, it would be of value to both teachers and administrators of programs with participants from many cultures.

Perez, Dolores. 2005. "Voces del Corazón." *The Quarterly of the National Writing Project* 27 (2).

Dolores Perez, a teacher from Sabal Palms Writing Project in Texas, is a member of Project Outreach as well as of the NWP ELL Leadership Team. In this short article she tells the story of the "Family Literacy Nights" she and her colleagues held in two middle schools in her community. She gives sage advice to others who might wish to hold a similar event, including guidelines and sample themes for such events.

Valdés, Guadalupe. 1998. "The World Outside and Inside Schools: Language and Immigrant Children." *Educational Researcher* 27 (6).

In this piece, Guadalupe Valdez, a professor of education, discusses the differences between the home culture and how the culture of schools responds to or fails to respond to the needs of immigrant children. Her study examined the process of English acquisition for two middle school young students who arrived in this country with no English and describes the challenges they faced in academic achievement.

Language Acquisition and Learning

This section provides resources for learning more about how children and adults learn a new language. What is the process through which this language is learned? What factors facilitate or hinder this learning? What are the implications for the classroom? The resources were chosen to address the needs of all teachers, ranging from the new explorer of linguistics to the educator-researcher.

Black, Susan. 2005. "English Spoken Here." *American School Board Journal* 192 (5).

Susan Black, an educational research consultant, has written a short article about how students learn to speak English. She gives some techniques that teachers may use to help students improve their spoken English, and tells why that is important. The article would be useful to new teachers who are wondering how to help their students attain proficiency in speaking English. It is available online at <http://texasedequity.blogspot.com/2005/05/english-spoken-here.html>.

Krashen, Stephen D. 1981. *Principles and Practice in Second Language Acquisition*. English Language Teaching series. London: Prentice-Hall International (UK) Ltd.

Stephen Krashen is a major researcher in the field of second-language acquisition. This book is one of many that address the basics of acquiring English. He delineates his five key hypotheses about second language acquisition and explains how those theories are used in practice. This book is essential reading for any teacher who is beginning to work with English learners.

Hakuta, Kenji, Yuko Goto Butler, and Daria Witt. 2000. *How Long Does It Take English Learners to Attain Proficiency?* University of California Linguistic Minority Research Institute, policy reports. Available at <http://repositories.cdlib.org/lmri/pr/hakuta>

This article describes a study by recognized researchers in the field, which attempted to determine how long it actually takes to acquire oral English and academic English proficiency. It is important reading for those who are faced with shortened time frames to facilitate English acquisition, such as in California or Arizona where the passage of new laws has reduced the accepted time for teaching English to newcomers.

Lucas, Tamara. *Influences on the Educational Experiences of Immigrant Students in U.S. Schools*. National Clearinghouse for English Language Acquisition and Language. Available at www.ncela.gwu.edu/pathways/immigration/influences.htm

Lucas explains the multiple factors that influence the effectiveness of schooling and of acculturation to America for recent immigrants. Topics discussed include, among others, individual factors, family factors, the relationship between the home culture and the United States, and the conditions of immigration. This is a valuable article because it brings together multiple perspectives of the immigration experience.

McLaughlin, Barry. 1992. *Myths and Misconceptions About Second Language Learning: What Every Teacher Needs to Unlearn*. Santa Cruz, CA: Office of Educational Research and Improvement, U.S. Dept. of Education. Available at <http://www.ncela.gwu.edu/pubs/ncrcds11/epr5.htm>

This 11-page article, produced by the Office of Educational Research and Improvement, attempts to debunk five misconceptions or myths about the learning of English as a second language. Each myth is followed by a discussion of related research. It is important for teachers of language-minority students, who need to understand the complexities of the process of learning English.

Jorge Ruiz-de-Velasco, Michael E. Fix, and Beatriz Chu Clewell. 2000. *Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools*: Available at <http://www.urban.org/publications/310022.html>.

This expansive report focuses in particular on two subpopulations of immigrant children that pose special challenges to secondary schools but have received little attention. One subpopulation is immigrant teens who arrive in the U.S. school system with significant gaps in their schooling. Many of these youth are not fully literate in their native language, much less in English. The second subpopulation is students from language-minority homes who have been in U.S. schools for a significant period but have yet to master basic language and literacy skills. While these students may be orally proficient in English, their reading and writing skills lag behind those of their student counterparts. This report is important reading for those teaching ELLs, since it broadens the well-recognized concepts of BICS and CALP.

Saville-Troike, Muriel. 2006. *Introducing Second Language Acquisition*. Cambridge, UK: Cambridge University Press.

This introductory text by a noted researcher in the field covers the major topical areas in second-language acquisition (SLA) in a readable format for the teacher who has little or no previous knowledge. The terminology introduced provides a valuable foundation for further reading.

Long-Term English Learners / Generation 1.5

An increasing number of English learners in our schools are U.S. born and have been educated in U. S. schools since early childhood. They struggle with a different set of issues than newcomers who were educated in their first language. This section includes articles that look at the problems these students face and offer suggestions for assisting this group to reach grad-level academic proficiency.

Freeman, David, and Freeman, Yvonne. 2002. *Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners*. Portsmouth, NH: Heinemann.

In this book David and Yvonne Freeman discuss students who are long-term English learners, or learners who remain classified as LEP (limited English proficient) even though they have spent a significant period or have been wholly educated in U.S. schools. The authors' concerns center on the inability of this group to meet academic achievement goals commensurate with their peers, often because of a disruption in education. The authors provide both explanations and suggestions for helping these students. This resource is of interest to teachers and administrators who are struggling to help more advanced students acquire academic English.

Harklau, Linda. 2003. "Generation 1.5 Students and College Writing." *ERIC Digest*: Available at <http://www.cal.org/resources/Digest/0305harklau.html>

This short article, by a noted researcher in the field of long-term English learners, describes what many people call "Generation 1.5" students—those who are neither new immigrants nor native speakers of English, those who have been accepted to a university but find themselves unprepared for college-level reading and writing. She describes the characteristics of such students as well as giving ideas for helping them progress academically. This book would be particularly interesting to those who are preparing long-term English learners for college success as well as those who work with these students in the university setting.

Harklau, Linda, Kay M. Losey, and Meryl Siegal, eds. 1999. *Generation 1.5 Meets College Composition: Issues in the Teaching of Writing to U.S.-Educated Learners of ESL*. Mahwah, NJ: Lawrence Erlbaum Associates.

A variety of respected researchers contributed to this book on Generation 1.5 students and college writing, exploring issues of language and culture and examining the contexts in which these students must write. Some chapters provide guidance in improving writing programs for Generation 1.5 students.

Jacobs, Lynn. 2006. "Love Ties My Shoes: Long-term English Learners as Thoughtful Writers." *California English: Building Bridges with English Learners* 11 (4).

Lynn Jacobs, ELL Coordinator for Northern California Writing Project and a member of the NWP ELL Leadership Team, works with high-school-age long-term English learners. In this short article she describes a book titled *Love Ties My Shoes*, which her students wrote and edited. She explains briefly how it came about and possible reasons it helped to improve their literacy or at least their self-confidence as writers and literate people. The article is valuable reading for teachers who work with long-term English learners.

Lee, Stacey, and Lois Weis. 2005. *Up Against Whiteness: Race, School, and Immigrant Youth*. New York: Teachers College Press.

In this book the author describes the experience of multicultural students in American high schools. It is fascinating to read. Anecdotal yet clearly based on current research, it gives insights regarding the high school experience for many of our long-term English learners, students who live between two cultures, not completely a part of either.

Roberge, Mark Morgan. 2003. "Generation 1.5 Immigrant Students: What Special Experiences, Characteristics and Educational Needs Do They Bring to Our English Classes?" January 19. Available at http://www.american.edu/tesol/Roberge_article.pdf

This resource is the transcript of a presentation given at TESOL in Baltimore in 2003. Eighteen pages long, it is divided into six parts: definitions of the long-term English learner population; demographics and socioeconomics of the post-1965 immigration; arrival, adaptation, acculturation and identity formation; language acquisition; academic literacy; and K–college schooling experiences of long-term English learners. The article provides a comprehensive overview of the phenomenon of Generation 1.5 or long-term English learners, and would be useful to educators who are faced with teaching this group of students.

School Administrator Resources and References

Key players in the collaborative team in support of our English language learners in school are school administrators and school support personnel. What do school administrators and school personnel need to know to effectively lead reform efforts aimed at improving the achievement of these learners? What do administrators need to know in the hiring and mentoring of ESL faculty? What inservice programs for mainstream teachers will be most valuable in affecting the academic achievement of ELLs? The resources listed below offer some answers to these questions.

Abedi, Jamal. 2004, Jan./Feb. "The No Child Left Behind Act and English Language Learners: Assessment and Accountability Issues." *Educational Researcher* 33 (1).

Abedi is an educational researcher whose work focuses on the validity of state testing for English language learners. This 11-page article, while technical in sections, deals with key equity issues of assessing ELL performance on tests that have been designed for native English speakers. The comprehensive article reveals the statistical challenges faced in assessing the diverse student group labeled "ELLs" and also discusses the inequitable burden of proving AYP for school districts with a high ELL population. This is an important article for the reader who wishes a deeper picture of the problems with wide-scale ELL assessment.

Alliance for Excellent Education. 2006, November. *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*. Washington, D.C.: Author. Available at <http://www.all4ed.org/publications/DoubleWork/index.html>

This report, co-funded by the Carnegie Foundation and the Center for Applied Linguistics, is a 56-page document outlining the challenges that secondary ELLs face in trying to meet grade-level academic expectations while they are still acquiring the English language. *Double the Work* outlines an action-oriented agenda that includes reform in teacher education and educational

research, reform in school administration practices for ELLs, and the introduction of new instructional approaches likely to increase student achievement. This report is crucial reading for all individuals who work with secondary ELLs, whether as classroom teachers, support teachers, or administrators. It is available online.

Fillmore, Lily Wong. 1998. "Supplemental Declaration of Lily Wong Fillmore." Available at <http://www.humnet.ucla.edu/humnet/linguistics/people/grads/macswan/fillmor2.htm>

This brief piece is a transcript of a declaration made by the author regarding the possibility of the effectiveness of California's Proposition 227 on the learning of English by immigrant children. This legislation changed the way California schools educate English learners, mandating a short-term program of immersion after which students would ostensibly be ready for participation in mainstream classes. Citing both her experience in the field of linguistics and data acquired through research, she concludes that the premise of that proposition is faulty. This is fascinating reading for educators who must adhere to the guidelines of Proposition 227, or those faced with the possibility of a similar reform program being instituted in their state. It is available online.

Gándara, Patricia, Russell Rumberger, Julie Maxwell-Jolly, and Rebecca Callahan. 2003. "English Learners in California Schools: Unequal Resources, Unequal Outcomes." *Education Policy Analysis Archives* 11 (36): <http://epaa.asu.edu/epaa/v11n36/v11n36.pdf>

The authors of this extensive article, well-known researchers on equity issues, review the conditions of schooling for English learners in California, the state with the largest concentration of such students. They propose that there are seven areas in which English learners receive an education that is inferior to that of native English speakers. The article was originally prepared as background information for the case of *Williams v. the State of California*, a class action suit. It is important reading for program directors and school administrators who have a population of English learners in their schools.

Lucas, Tamara. and Anne Katz. 1994. "Reframing the Debate: The Roles of Native Languages in English-Only Programs for Language Minority Students." *TESOL Quarterly* 28 (3). Available online.

This 24-page academic article by two researchers in the field of education policy and practice investigates the complexities of students' use of their native languages in school. It argues that programs for English learners need to be reconsidered in the interest of leaving behind the politically and emotionally reactive debate that surrounds the subject of teaching English to language-minority students. This article provides an important view of this controversial topic.

Jorge Ruiz-de-Velasco, Michael E. Fix, and Beatriz Chu Clewell. 2000. *Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools*: Available at <http://www.urban.org/publications/310022.html>.

This expansive report focuses in particular on two subpopulations of immigrant children that pose special challenges to secondary schools but have received little attention. One subpopulation is immigrant teens who arrive in the U.S. school system with significant gaps in their schooling. Many of these youth are not fully literate in their native language, much less in English. The second subpopulation is students from language-minority homes who have been in U.S. schools for a significant period but have yet to master basic language and literacy skills. While these students may be orally proficient in English, their reading and writing skills lag behind those of their student counterparts. This report is important reading for those teaching ELLs, since it broadens the well-recognized concepts of BICS and CALP.

Standards and High-Stakes Testing for English Language Learners

Under NCLB, English language learners are no longer the hidden minority. ELL achievement will be judged against native English speaker achievement; there is an expectation that ELLs will meet the same standards and take the same or similar assessments as their peers. Is this an achievable goal? What are the pitfalls of assessing ELLs in the era of high-stakes testing? The following resources address these issues and more.

Abedi, Jamal, and Ron Dietel. 2004, June. "Challenges in the No Child Left Behind Act for English Language Learners." *Phi Delta Kappan* 85 (10). Available at http://www.cse.ucla.edu/products/policy/cresst_policy7.pdf.

Abedi and Dietel, educational researchers associated with CRESST (National Center for Research on Evaluation, Standards and Student Testing), outline the difficulties of assessing English language learners in math and language arts when using the same standards and assessment tools used with native English speakers. This is a good first introduction to the inherent inequities of state testing under NCLB.

McKeon, Denise. 1994. "When Meeting 'Common' Standards is Uncommonly Difficult." *Educational Leadership* 61 (8).

This accessible article written by a member of the American Educational Research Association discusses the complex issue of meeting standards for English language learners set in line with those for native-English-speaking peers. While the article praises the goal of raising the achievement expectations for ELLs, it talks about the significant barriers to achieving those goals centering on Opportunity to Learn criteria. This is an important summary article for educators interested in ELL issues.

Puntel, Christina. 2004. "Whose Core Is It?" *The Voice* 9 (3).

Appearing in *The Voice*, this short article discusses the frustration of teaching to the standardized curriculum for one teaching consultant working in a bilingual classroom. The author laments on the loss of joy in her curriculum and the lack of classroom community in her culturally diverse student body as she endeavors to teach to the core learning plan mandated by one large city school system. Puntel's article presents an important counter-argument for the scripted curriculum.

Writing and English Language Learners

The process of writing for ELLs is not just grammar practice, nor is it the same as that experienced and practiced by native English speakers. It stands as a unique process that is just beginning to be understood. How is the process different? How is the ability to write well in English acquired? To what extent do culturally different writers have to conform to Western style academic forms? What can a teacher of writing do to facilitate writing success in these learners? These resources offer some answers to these complex questions.

Blake, Brett Elizabeth. 2001. "Fruit of the Devil: Writing and English Language Learners." *Language Arts* 78 (5).

A teacher uses writing to unlock the voices of her English language learners, who are children of migrant workers. The article talks about the power of writing with these learners.

Ferris, Dana, and John Hedgcock. 2005. *Teaching ESL Composition: Purpose, Process, and Practice*, 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates.

Dana Ferris and John Hedgcock attempt to bridge theory and classroom practice in this book intended for the teacher audience. The book covers a wide array of topics in the study of composition and encourages the teacher-reader to reflect on writing theory. The topics chosen for the chapters are instruction driven and will provide some practical guidance for teachers of composition. Each chapter includes application activities appropriate for a teacher education program.

Harklau, Linda, Kay M. Losey, and Meryl Siegal, eds. 1999. *Generation 1.5 Meets College Composition: Issues in the Teaching of Writing to U.S.-Educated Learners of ESL*. Mahwah, NJ: Lawrence Erlbaum Associates.

A variety of respected researchers contributed to this book on Generation 1.5 students and college writing. It provides a good compendium of research findings about Generation 1.5 students—U.S.-educated English language learners. The chapters address the programmatic, instructional, and ethical challenges of working with these long-term English learners. The unique cultural issues are also discussed.

Hudelson, Sarah. 1989. *Write On: Children Writing in ESL*. Englewood Cliffs, NJ: Prentice Hall.

Sarah Hudelson is an outstanding researcher and writer on emerging literacy in a second language. Her book *Write On* is a classic in the field. Hudelson discusses the writing processes of the ELL child and comments on specific instructional strategies that will encourage the development of literacy with new writers.

Peyton, Joy Kreeft, and L. Reed. 1990. *Dialogue Journal Writing with Non-native English Speakers*. Alexandria, VA: TESOL

This classic article was the first to explain the benefits of dialogue journals for acquiring the English language. It gives reasons why this strategy is effective and provides some classroom suggestions for implementation. It is as valuable today as when it was first written.

Kroll, Barbara, ed. 2003. *Exploring the Dynamics of Second Language Writing*. New York: Cambridge University Press.

This recent addition to second-language writing texts is a compilation of chapters written by the leading experts in the field. The chapters attempt to provide a comprehensive view of ELL writing composition research and practice. Although the content focuses primarily on college composition for ELL writers, some of the content may be applied to secondary ELL writing. This text is most appropriate for the serious ELL writing professional.

Matsuda, Paul Kei, Michelle Cox, Jay Jordan, and Christina Ortmeier-Hooper. 2006. *Second-Language Writing in the Composition Classroom: A Critical Sourcebook*. Boston: Bedford/St. Martins.

With chapter contributions by the leaders in the field of second-language writing, this current text furthers the work on ELL writers in college by addressing the real issues of curriculum, feedback, home language use in composing, and writer identity in a theoretical frame. This text is for professionals with a good grounding in writing theory for ELLs.

Panofsky, Carolyn, Maria Pacheco, Sara Smith, Janet Santos, Chad Fogelman, Margaret Harrington, and Erica Kenney. 2005. *Approaches to Writing Instruction for Adolescent English Language Learners: A Discussion of Recent Research and Practice Literature in Relation to Nationwide Standards on Writing*. The Education Alliance at Brown University. Available at http://www.alliance.brown.edu/pubs/writ_instrct/apprchwrtnng.pdf

Available in a full-text downloadable document, this important report summarizes the current state of adolescent ELL writing research, instructional programs, and classroom practices, especially as they apply to state standards and assessment. It attempts to explain the achievement gap between native and nonnative writers and calls for significantly more research in secondary and first-year college writing. Appendix C includes a comprehensive annotated list of key texts in the field.

Peregoy, Suzanne, and Owen F. Boyle. 2005. *Reading, Writing and Learning in ESL: A Resource Book for K–12 Teachers*, 4th ed. Boston: Pearson Education.

This text sets the standard in the field of ELL education for teaching reading and writing in U.S. classrooms and is the staple of many ESL teacher education programs. It overviews program types in ESL and bilingual education, provides a backdrop for the needs of learners, and most importantly, provides the classroom teacher with a wide range of information and classroom strategies for developing literacy. The book was written for all K–12 educators with or without a background in ELL instruction.

Peyton, Joy Kreeft, and Chuck Jones. 1994. “Implementing Writing Workshop with ESOL Students: Visions and Realities.” *TESOL Quarterly* 28 (3).

The authors discuss how the writing workshop format differs when the students are English language learners. They describe the challenges of implementing writing workshop, not just with ELLs, but with all students in the context of a traditionally oriented language arts program.

Urzuá, Carole. 1987. “You Stopped Too Soon: Second Language Children Composing and Revising.” *TESOL Quarterly* 21 (2). Available online at <http://www.jstor.org/view/00398322/ap060082/06a00080/0>

There are few articles that discuss the writing process of elementary school ELLs. This article reflects on the composing process of four Southeast Asian children as they create and revise their writing and respond to the writing of others.

We wish to thank all the members of the ELL Leadership Team and our National Writing Project partners for their invaluable suggestions for pieces to be included in this document.

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