



Albany City Area
Reading Council

Summer Reading for Teachers May 16, 2017

Recommendations from Dr. Irene Rosenthal

Research Studies Helpful for Teachers of English Language Learners

August, D. & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth*. Mahwah, NJ: Center for Applied Linguistics, Lawrence Erlbaum Associates.

Ballantyne, K.G., Sanderman A.R. & Levy, J. (2008). *Education English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition.

Deussen, T., Autio, E., Miller, B. Lockwood, A.T. & Stewart, V. (2008). *What Teachers Should Know About Instruction for ELLs*. Education Northwest.

Francis, D. J., Rivera, M., Lesaux, N., & Rivera, H. (2006). Research-based recommendations for instruction and academic interventions. *Practical Guidelines for the Education of English Language Learners*, Retrieved April 11, 2008, from <http://www.centeroninstruction.org/files/ELL1-Interventions.pdf>

Hirsch, E.D., Jr. (2011). Beyond comprehension: We Have Yet to Adopt a Common Core Curriculum That Builds Knowledge Grade by Grade — But We Need To. *American Educator*, (Winter 2010-2011).

National Center for Education Statistics (2012). *The nation's report card: Vocabulary results from the 2009 and 2011 NAEP reading assessments* (NCES 2013-452). Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Parker, C. E., Louie, J., & O'Dwyer, L. (2009). *New measures of English language proficiency and their relationship to performance on large-scale content assessments* (Issues & Answers Report, REL 2009-No. 066). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Rance-Roney, J. (2009). Best Practices for Adolescent ELLs. *Educational Leadership*. 66(7), 32-37.

Stepanek J., Raphael J., Autio, E, Deussen, T, & Thomps, L. (2010). *Creating schools that support success for English language learners. Lessons Learned*, 1(2).

Websites:

www.coloroncolorado.com

<https://www.edutopia.org/article/resources-for-teaching-english-language-learners-ashley-cronin>

Book length resources:

Cloud, N., Genessee, F. & Hamayan, E., (2009). *Literacy instruction for English language learners; A teacher's guide to research based practices*; Portsmouth, NH: Heinemann. This would be a good resource for a school book study group. It combines information on ELL students and their language learning processes plus practical ideas for classroom instruction. There is a thoughtful chapter on assessment that can be used to frame discussion of current practices.

Ferlazzo, L. & Sypnieski, K. H. (2012). *The ESL/ELL teacher's survival guide*. San Francisco: Josey Banks.

Excellent guide for teaching beginning and intermediate ENLs with practical advice and materials on structuring the classroom, actual lesson plans for ELA, math, social studies and science, all with model assessments

Herrell, A. & Jordan, M. (2012). *50 strategies for teaching English language learners*. Boston: Pearson.

Strategies are presented with step-by-step instructions and classroom scenarios as to how to adapt them for different grade levels.

Herrerra, S., Perez, D, & Escamilla, K. (2014). *Teaching reading to English language learners; Differentiated literacies* (2nd ed.). Boston: Pearson.

Throughout, the authors guide teachers to modify literacy instruction to address both the assets and the needs of their English learners. Included are strategies for converting research into practical application; illustrative student samples from multiple grade levels and language backgrounds; teacher insights; a look at the sociocultural, academic, cognitive, and linguistic dimensions of the ENL student

Samwy, D. & Taylor, D. (2007). *Teaching English language learners; Strategies that work*. New York: Scholastic.

Provides targeted strategies for dealing with situations that arise in various situations, listening, speaking, reading and writing. Most useful for finding answers to problems you might be experiencing. Also has great lists of children's materials.