

Bibliography

Beykont, Zeynep ed. *Lifting Every Voice: pedagogy and politics of bilingualism*. Cambridge, MA: Harvard Education Publishing Group, 2000
ISBN: 1-891792-01-6
Pages: 256

Lifting Every Voice is a compilation of essays discussing the politics of bilingualism as well as the education of bilingual students. The text begins with the notion that bilingual education works. The work is organized into three parts. Part one focuses on essays defending and advocating for the power of bilingualism. Part two discusses the practices of bilingualism, or how bilingual education can work. Part three discusses the political, organizational, and programmatic support systems necessary to educate bilingual students more effectively. Many of the essays provide teacher experiences working with bilingual students and the positive interactions these educators had. The text includes an introduction, an about the authors, and an about the editor. Each essay is a standalone piece of work with a conclusion, endnotes, and references. Beykont's work is useful for providing a positive view of working with and understanding bilingual students.

Brisk, María Estela and Margaret M. Harrington. *Literacy and Bilingualism: A Handbook for ALL Teachers, (2nd ed)*. Mahwah, NJ: Lawrence Erlbaum Associates, 2007.
ISBN: 0-8058-5506-8
Pages: 296

Literacy and Bilingualism is a strategy text for working with ELL students. In the introduction the author asserts that all of the "approaches" listed in the book have been field-tested with students of a bilingual nature at various ages and from differing backgrounds. The approaches have been field-tested from preschool to secondary age students. Chapter one is a theory section discussing the nature of literacy and the complexities of bilingualism. Chapter two discusses the elements of instruction for second language learners. Chapters three through eight are composed of twenty-two approaches or strategies that were field-tested in elementary and secondary schools. The final chapter explores how teachers can help improve the performance of ELLs through assessments and reflecting on student's performance. Brisk and Harrington's work is useful for understanding literacy and bilingualism as well as understanding new and interesting approaches.

Boyd-Batstone, Paul. *Differentiated Early Literacy for English Language Learners: Practical Strategies*. Boston, MA: Pearson Education Inc, 2006.
ISBN: 0-205-41806-6
Pages: 144

Differentiated Early Literacy for English Language Learners is a strategy sourcebook for ELL educators. The text was written to address each individual TESOL (Teachers of English to Speakers of Other Languages) standards. The book is split into seven chapters with a TESOL goal attached to each standard. After the goal, the chapters present

strategies to teach that goal as well as provide examples of lesson plans and assessments. Graphs, charts, and images make up a significant amount of information in the book, detailing proficiency levels, standards, etc. Each chapter includes a reference listing for the sources used in creating the strategies discussed within that chapter. A preface and index are included for easy access. The book is written for early literacy and is therefore applicable to the early grades, K-5.

Cappellini, Mary. *Balancing, Reading, & Language Learning: A Resource for Teaching English Language Learners, K-5*. Portland, ME: Stenhouse Publishers, 2005.

ISBN: 1-57110-367-8

Pages: 342

Balancing Reading & Language Learning is a resource and lesson text for working with English Language Learners. The author is a former bilingual educator who has worked with ELL students as well as being an education consultant. The text is divided into five parts, each designed to assist students at a different level of reading comprehension. Part one is written to understand the ELL students. Creating a valid learning environment, meeting parents, and getting to know the ELL students are discussed in the first part. Part two discusses the first step of teaching reading to ELL students, reading to them as well as how to proceed. Part three deals with read-alouds and shared readings. Part four is guided reading while part five discusses helping children learn independence in reading. Each chapter is comprised of a lesson orientation, a plan for the lesson, a strategy, some examples, and questions to answer about the lesson itself. The text contains an acknowledgements, a list of acronyms used in the text, an introduction, seven appendices to be used in conjunction with the chapters, a reference, and an index for finding the information quickly. The strategies discussed in the text are created for age groups K-5.

Capper, Colleen A. and Elise M. Frattura, *Leading for Social Justice: Transforming Schools for All Learners*. Thousand Oaks, CA: Corwin Press, 2007.

ISBN: 978-0-7619-3178-2

Pages: 344

Leading for Social Justice is a text designed to help educators, administrators, and other individuals worried about the education system develop Integrated Comprehensive Services for all learners. The book is written to address the issue of pushing students with differing needs into self-contained programs and separate schools for their perceived own good. The text is largely written as a way to help schools and school systems create ICSs for all students. The book is divided into fifteen chapters split into four “cornerstones” for creating ICSs in schools. The text provides ways to help schools as a whole focus on equity, structures, increasing teacher capacity, and finding funding and making policy changes. The text includes a preface, an acknowledgements, an about the authors, an introduction, appendices, a references listing, as well as an index for easy access to the text. The methods to transform schools are written for entire schools or school systems, and as such, are applicable to any age group.

Carnine, Douglas, Michael Coyne, Robert Dixon, Edward Kame'enui, Deborah Simmons.
Effective Teaching Strategies that Accommodate Diverse Learner, (2nd ed). Columbus,
OH: Merrill Prentice Hall, 2002

ISBN: 0-13-094438-6

Pages: 256

Effective Teaching Strategies that Accommodate Diverse Learners is a theory and practice text that includes strategies for working with ELL students. The book was written because of the innovations made in the education field from teacher-directed instruction approaches to student-driven instruction approaches. The main thrust of the book is to combine the teacher-directed instruction with student-driven learning to better facilitate the education of students. The text is written to work for students who are from a diverse background or learn differently than other students. There are nine chapters detailing various strategies for working with students. Chapter one is an introduction and contains a rationalization for writing the text, as well as an explanation of educational tools and their uses. Chapter two is an introduction to understanding diverse students and contains demographic information as well as information on learner characteristics. Chapters three through seven contain strategies for teaching various subject areas. Chapter eight deals specifically with ELL students and contains four scenarios likely to be encountered by a teacher. Chapter nine contains an explanation of curriculum and curriculum changes and how to interpret them. Each chapter contains a summary, references, and a short note by the author. Figures and strategies are included within each chapter and assist with the overall thrust of the text. The text includes an author index and a subject index. *Effective Teaching Strategies that Accommodate Diverse Learners* is applicable to all age groups and subject areas. There is an accompanying website to the text that is easy accessible and mentioned within the work.

Cary, Stephen, *Second Language Learners*. Portland, ME: Stenhouse Publishers, 1997

ISBN: 1-57110-065-2

Pages: 136

Second Language Learners is a theory and practice book for working with English Language Learners. Cary's text comes from his personal experience working with ELL students as well as the experiences of other educators. Chapter one is a theory chapter relating instructional models, frameworks, and the need for language development. Chapter two is presented as a practice chapter detailing what effective and successful teachers do. Chapter three connects theory and practice, while chapters four and five provide resources for the students and how to get the families involved. The book also includes a professional and children's bibliography. The text is full of charts, graphs, images, and a "Teacher-to-Teacher" resource that relates how individual teachers used a certain technique. Lessons are not listed but methods of relating to and reaching ELL students in traditional classrooms as well as resource classrooms are included. The book's examples are ELL students in grades K-6, but the author states that "the strategies and techniques highlighted are just as applicable to middle and high school grades."

Davis, Bonnie M. *How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies*. Thousand Oaks, CA: Corwin Press, 2006.

ISBN: 1-4129-2447-2

Pages: 184

How to Teach Students Who Don't Look Like You is a theory and practice text for working with and understanding English Language Learners. The book is laid out in seventeen chapters in four parts. Each part addresses a concern educators may have about working with ELLs. Part one is a theory section discussing some knowledge and theories about students from diverse backgrounds. Part two addresses the educator's personal diversity and identity. Part three discusses how to set up a learning environment that supports diverse learners. Part four suggests some research-based teaching strategies for diverse learners. Each section contains tables, charts, and graphs to illustrate the information presented, as well as a suggested reading section for further information on the topic. The text also includes a preface, an acknowledgements, an about the author, a selected bibliography, an index, and a facilitator's guide for using the text in education seminars/classes. The ideas expressed in the text are applicable for use in all age groups and in nearly any subject area.

Echevarria, Jana, MaryEllen Vogt, and Deborah J. Short. *Making Content Comprehensible for English Learners: The SIOP Model*, (2nd ed). Boston, MA: Pearson Education Inc, 2004.

ISBN: 0-205-38641-5

Pages: 256

Making Content Comprehensible is a text written to introduce an education model for learning, referred to as SIOP. SIOP is Sheltered Instruction Observation Protocol. The three authors of the text and creators of the SIOP model are researchers who focus on education and what forms of education work for children. Chapter one details the objectives, background, and how the SIOP model works. Chapter two discusses how to create and prepare a lesson. Chapters three through nine are full of strategies, applications, and interactions for working with ELL students. Chapter ten discusses ELL students who may have differing educational needs, while chapter eleven discusses how to assess and score the SIOP model. Each chapter is composed of an objectives section, a background section, a lesson using the concept in that chapter, scenarios that may be encountered, a summary of the chapter, and discussion questions for the reader. The lessons are clear and easy to follow and can apply to any age group or subject area. The text includes a preface and acknowledgements, appendices with lesson plans, an overview of the SIOP model, and SIOP research, a glossary, a references listing, and an index for easy accessibility to the text.

Echevarria, Jana and Anne Graves. *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities*, (3rd ed). Boston, MA: Pearson Education Inc, 2007.

ISBN: 0-205-49325-4

Pages: 208

Sheltered Content Instruction is theory and practice text that is designed to provide helpful strategies for teaching ELLs. The book is consumed with being able to teach ELL students who do not all have the same needs. The text is divided into eight chapters dealing with various topics related to educating ELL students. The text uses the “sheltered instruction” approach which is explained as teaching content and skills while developing English language skills. The chapters range from topics including “Theoretical and Historical Foundations” to Adjusting Discourse to Enhance Learning.” Each chapter ends with a summary of the information provides, an activities listing, and a reference of works used. The test includes a preface and an index for easy access to the reading. The text includes case studies and personal stories and is applicable for grades K-12.

Fay, Kathleen and Suzanne Whaley. *Becoming One Community: Reading and Writing with English Language Learners*. Portland, ME: Stenhouse Publishers, 2004
ISBN: 1-57110-368-6
Pages: 224

Becoming One Community is a strategy text that uses a case study of an Arts and Sciences school to illustrate how to teach ELL students. The authors of the text are educators at the school used to illustrate the concepts. The text is divided into twelve chapters discussing various issues related to teaching ELL students. Each chapter deals with helping ELL students learn to read and write but the tactics used to achieve this goal differ from section to section. One of the strategies used is drama in the classroom as a teaching tool for reading and writing education. Using the arts is a consistent theme throughout the text as is the notion that teachers can learn right along with the students. Each chapter consists of a variety of strategies accompanied with that topic as well as a framework for teaching those strategies. A mock scenario is included as well as charts and graphs detailing how the framework and lesson work. Each chapter ends with a “summing up,” or summary of the ideas and strategies presented and discussed within. The text includes an acknowledgements, a list of suggested readings, a references page, and an index. The authors of *Becoming One Community* are elementary teachers, and as such, their work is largely geared towards elementary education, but facets of the text could be applicable in higher learning areas.

Freeman, David and Yvonne. *English Language Learners: The Essential Guide*. New York, NY: Scholastic Inc, 2007.
ISBN-13: 978-0-439-92646-1
ISBN-10: 0-439-92646-7
Pages: 192

English Language Learners: The Essential Guide is largely a theory work. Written as a way to explaining various “keys” to working with ELL students, the work contains case studies, examples, and suggested strategies for better understanding and educating ELL students. Each of the chapters in the text is a “key” to working with ELL students. Key number one is “Know your students” and details four distinct districts meant to make parallels with the reader’s district. The differences between ELL students are also

addressed in the first chapter. A discussion of just what factors affect ELL students in the learning process can also be found in this chapter. Key number two is “Teach Language through Content” and describes how to unite the teaching of content with the teaching of a second language. Key number three is “Organization Curriculum around Themes” where the authors discuss how organizing education around themes makes it easier to educate ELL students. Key number four is to “Draw on Student’s Primary Languages and Cultures” and key number five is “Emphasize Meaningful Reading and Writing.” The final “key” is to “Develop Academic Language” and explores how educators can develop scaffolding for ELLs as well as later challenging these children academically. Each chapter includes figures, examples, a conclusion, and applications that are essentially thinking questions for the reader. The text includes an introduction, a glossary, a listing of the professional references used for the text, a listing a literature references to use in the classroom, and an index. All age groups and subject areas are addressed in the text and it would provide a good introduction to working with ELL students.

Garcia, Ricardo L. *Teaching For Diversity, (2nd Ed)*. Bloomington, IN: Phi Delta Kappa International, 2005.

ISBN: 0-87367-857-5

Pages: 150

Teaching for Diversity is a theory and practice text that details ways in which to understand and work with students from a diverse background. The impetus for the text is detailed in a rather interesting story in the first paragraph of the introduction, where the author began his quest to address how to teach diversity. The knowledge that all students are individuals and no one method will work for all students was ever present in his search. The text itself is broken down into five chapters containing from three to ten sections. The first two chapters discuss diversity, race, and the ethical and political issues surrounding diversity. Chapter three presents strategies that will accommodate and foster diversity in the classroom. Chapter four discusses how to develop curriculum and education that will reflect a diverse society. Chapter five explores how to teach students how to live in a diverse society. The chapters are self-contained topic areas full of information and educational tools. Most chapters conclude with a summary or a conclusion to recap the information presented in the chapter. *Teaching for Diversity* includes an introduction, a references listing, and an about the author. The information presented is written for entire schools and systems and is applicable to all age groups and subject areas.

Gaztambide-Fernández, Rubén A., Heather A. Harding, and Tere Sordé-Martí, eds. *Cultural Studies and Education: Perspectives on Theory, Methodology, and Practice*. Cambridge, MA: Harvard Educational Review, 2004.

ISBN: 0-916690-41-5

Pages: 296

Cultural Studies and Education is a compilation of essays on education and how culture affects learning. The text was written to address the issue of culture and education.

There are three parts comprised of two-three standalone essays. Each part begins with an introduction to the topic of the part. Part one contains theoretical essays pertaining to the impact of postmodernism, racism, and other issues in the classroom. Part two contains essays pertaining to queer and gender studies and the classroom. Part three discusses ethnic studies and post colonialism while part four address popular culture and youth studies. Each essay is a standalone piece of work complete with a conclusion, notes, and references. A general introduction, an about the contributors, and an about the editors is included to familiarize oneself with those writing the essays. A scholarly work, *Culture Studies and Education* will be useful to educators to understand how students from a different culture interact with education in America.

Glasgow, Neal A., Sarah McNary, and Cathy Hicks. *What SUCCESSFUL Teachers Do in Diverse Classrooms: 71 Research-Based Classroom Strategies for New and Veteran Teachers*. Thousand Oaks, CA: Corwin Press, 2006.

ISBN: 1-4129-1617-8

Pages: 192

What Successful Teachers Do in Diverse Classrooms is a strategy resource guide meant to inform educators on methods of educating students from diverse backgrounds. The authors state that the book is not meant to be read sequentially, but to be used as a resource guide detailing choices and solutions to individual teaching and learning problems faced by educators. The text contains seventy-one strategies divided into eight chapters based on various topics. Chapter one contains strategies involving making a connection with multicultural students while chapter eight contains strategies to establish and sustain a professional identity. Each strategy is structured so that the educator can easily read and interpret the strategy. Each strategy runs from two to three pages long and consists of the strategy itself, what the research says about the strategy, how to implement and apply the strategy to the classroom, certain precautions that should be taken to avoid pitfalls in the application, and any sources used to develop the strategies. The strategies in the book, applicable to diverse classrooms, make no distinction between age and most of the strategies can be implemented at any grade level.

Goldberg, Merryl. *Teaching English Language Learners Through the Arts: A Suave Experience*. Boston, MA: Pearson Education Inc, 2004.

ISBN: 0-205-34383-X

Pages: 160

Teaching English Language Learners Through the Arts is a theory and practice text designed around a technique known as SUAVE. SUAVE is an art-based program that exposes children to various cultures. The text is composed of eleven chapters which provide a theoretical basis, a practical application, and a few lesson plan examples. Perspectives on the SUAVE program from teachers, artists, administrators, researchers, and students are included. Each chapter ends with a final comments section summarizing the chapter as well as the references used in each chapter. The chapters are composed by differing authors and each can be used as a standalone reading. The lesson plans are aimed a K-5 students. The text also includes biographies of the contributors, a history of

the SUAVE program, and an index. Goldberg has compiled a resource applicable for educators and schools to implement learning through the arts and other cultures. The book also comes with an access code for mylabschool.com, a resource for teachers.

Gottlieb, Margo. *Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement*. Thousand Oaks, CA: Corwin Press, 2006.

ISBN: 0-7619-8889-0

Pages: 224

Assessing English Language Learners is a theory and practice text for accurately and effectively assessing ELLs. The first two chapters set the background for the information included in the text. The remainder of the chapters deals with how to accurately assess ELL students and provides methods of assessment for various areas. Chapter three examines each language domain. Chapter four explores how to differentiate instruction and assessment in the core curricular areas. Chapter five reveals an organizational method for planning and delivering classroom assessment. Chapters six and seven address documentation, reporting, and interpretation of assessment results. Chapter eight discusses how standardized tests are reported and how educators can use the data in their classrooms. Chapter nine discusses fair-based grading practices and turning these practices into a standard report card. The book is written around the concept of “bridges,” or transitions, from past practices into new methods that may work more effectively for ELL students. The text includes a foreword, a preface, an acknowledgements, an about the author, a glossary, a references listing, and an index for easy access to the text. The assessments presented in the text are applicable for all subject areas and all grade levels.

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

ISBN: 0-321-06401-1

Pages: 304

Literature-Based Instruction with English Language Learners is a theory and practice text designed to help educators teach ELL students through literature. The three authors of the text are university professors who believe that literature offers the most effective instructional tool for teaching ELL students from Kindergarten through grade twelve. Using literature, from fiction to nonfiction, to teach language to ELL students is the major thrust of the text. The work is broken into twelve chapters divided into four sections. Section one is titled “Beginning the Journey” and contains three chapters revealing an overview of ELLs, helping educators to create a literature-based classroom, and introducing the diverse genres of literature. The second section, “Growing in Language Ability” explores the development of oral language, reading, and writing. Examples of student work are included in this section. Section three is titled, “Responding to Culture and Language” and highlights how culture is intertwined with language. Usages of multicultural literature are discussed. The final section, “Exploring Content” addresses the use of literature, especially nonfiction, to supplement content textbooks and teaching concepts. Each chapter contains reflective questions, a review of

the theoretical base, scenarios likely to be encountered by educators, sample activities, and assessment ideas and issues. The text includes a preface, a listing of references used in the work, a list of children's and young adult literature for use, as well as an index. The models of learning and instruction discussed in the text are applicable for students grades K-12.

Hadaway, Nancy, Sylvia Vardell and Terrell Young. *What Every Teacher Should Know About English Language Learners*. Boston, MA: Pearson Education Inc, 2004
ISBN: 0-205-41504-0
Pages: 64

What Every Teacher Should Know About English Language Learners is a very general guide for ELL classroom educators, as well as "regular" classroom educators, on how to work with ELLs. The text is a short, easy to read text comprised of three chapters. Chapter one is a "Getting To Know English Language Learners" chapter that focuses on the typical ELL student and the background and limitations from which he/she comes. Chapter two provides ways to provide supportive literacy environments for the ELL student by making the physical environment welcoming as well as having a vast majority of resources, etc. Chapter three defines how to develop language and assess ELLs in a classroom setting. A references chapter is included, as well as a few blank pages that educators may jot their own notes down upon. Hadaway, Vardell, and Young's text is a very valuable beginner's guide to working with ELL students and is invaluable to any teacher working with such a child.

Harmon, Mary R. and Marilyn J. Wilson. *Beyond Grammar: Language, Power, and the Classroom: Resources For Teachers*. Mahwah, NJ: Lawrence Erlbaum Associates, 2006.
ISBN: 0-8058-3715-9
Pages: 250

Beyond Grammar is a theory book designed to make teachers think about the process of language education and acquisition. The book is concerned with the power of words and how language policies acquire power in the educational and political fields. The book is written for teachers to be able to alert students to the "realities of language and power" so that language can be used without a power bias. Divided into seven chapters, the text only mentions ELLs in the final chapter. The other eight chapters are dedicated to understanding how language is used to create identifiers of power in society and in the context of education. Each chapter ends with a personal exploration and a teaching exploration meant to have the educator examine his/her understanding of that facet of language, then bring what he/she has learned to his/her students. A preface is included as well as an afterword, author index, and a subject index. The text is designed to make educators think about language in a new light and is applicable for educators at all levels.

Herrell, Adrienne L., and Michael Jordan. *50 Strategies for Teaching English Language Learners, 3rd Edition*. Columbus, OH: Prentice Hall, 2007.
ISBN-13: 978-0-13-199266-5
ISBN-10: 0-13-199266-X

Pages: 336

50 Strategies for Teaching English Language Learners is a comprehensive strategy guide for ELL instruction. The work is designed to provide strategies for educators to implement within their lesson plans and activities for better education of ELL students. The text is divided into five sections, each discussing various strategies. Section one provides a theoretical overview of how the strategies work and just how to implement each strategy. Section two focuses on “Strategies For Enhancing Instruction Through Planning,” section three shows “Strategies For Supporting Student Involvement,” section four discusses vocabulary and fluency, while section five shows comprehension building strategies. A listing of teacher resources is included that reveals at which levels to apply each strategy as well as a multiple intelligence survey used to discover a student’s strengths. The text comes packaged with a CD with “Strategies on Video.” The strategies presented can be used in nearly any subject area and with any grade level.

Hill, Jane D. and Kathleen M Flynn. *Classroom Instruction that works with English Language Learners*. Alexandria, VA: ASCD, 2006

ISBN-13: 978-1-4166-0390-0

ISBN-10: 1-4166-0390-5

Pages: 160

Classroom Instruction that works with English Language Learners begins by denouncing the “overused rhetoric that suggests that ‘good teaching is simply good teaching,’” when it comes to ELLs. Each chapter provides a differing strategy and practice in working with ELLs, such as a chapter on how to give meaningful homework and another chapter on how to use cooperative learning effectively for ELLs. The authors also attempted to include two formulas for each category: homework, cooperative learning, note-taking, etc. The formulas are tiered questions and Word-MES. Word-MES is language stimulation through word selection and modeling English so that students begin to learn academic English and “sound like a book.” The authors and contributors are all K-6 educators but the book states that the strategies and practices presented can be used at all grade levels, with a little modification. Every strategy discussed is accompanied by the requisite graphs, matrices, and other images. Three appendices, a list of references, and an index are included for easy access to the text. Hill and Flynn have compiled a good listing of strategies and techniques to assist the learning of English by ELLs.

Hurley, Sandra Rollins and Josefina Villamil Tinajero. *Literacy Assessment of Second Language Learners*. Boston, MA: Allyn & Bacon, 2001

ISBN: 0-205-27443-9

Pages: 208

Literacy Assessment of Second Language Learners is a text that purports to provide “theoretical and practical information about assessment.” Each chapter discusses a different issue involved in the assessment of ELL students. The chapters begin with examples of student’s and teacher’s real world experience with assessments. Each example is followed by a synopsis of the research literature specific to the topic discussed in the chapter. The research provides the theoretical basis of the assessment topics and

substantiates the application part of each chapter, where the author provides information on how to utilize the strategies. There are ten chapters compiled by just as many authors ranging from topics such as “Assessment in the Content Areas for Students Acquiring English” to “Assessing Our Work with Parents on Behalf of Children’s Literacy.” The book insists that students with bilingual abilities can only be an asset to the classroom. Each chapter includes charts, graphs, and images as well as references for works cited as well as discussion questions intended to make the reader analyze what he/she just read. The book also includes a preface, information on contributing authors, and an index for easy access to the text. Most of the topics discussed are for K-8 settings. The book provides effective methods of assessment that are more applicable for ELL students than the traditional test or exam. Portfolios, writing essays, and other techniques are employed to illustrate what exactly the student has learned.

Johns, Kenneth M. and Nena Torrez. *Helping ESL Learners Succeed*. Bloomington, IN: Phi Delta Kappa Educational Foundation, 2001.

ISBN: 0-87367-684-X

Pages: 54

Helping ESL Learners Succeed is an informational booklet intended to assist and notify educators about the “ins and outs” of working with ESL students. The text was written because the authors saw a need for new strategies for teaching ESL students. The work is composed of four parts with multiple chapters in each. The text begins with an introduction discussing the reasons why the book was written as well as understanding how students learn. The first “section” is titled “Second Language Acquisition: The Natural Approach” and discusses the stages of acquiring a second language. The section is split into four stages, “Pre-production,” “Early Production,” “Speech Emergence,” and “Intermediate Fluency.” The next section is called, “Working with Parents and Other Caregivers,” and details the necessity of getting the ESL student’s parents involved in the learning process. “The Role of Technology in Helping ELL Children” is the next section and explores the various technological resources that are there for helping ESL students. The final section, “The English-Only Controversy,” is a debate about whether or not to teach ELL students using only English or using a bilingual system. The authors fall on the side of using a bilingual system. The text also includes a conclusion which summarizes the information presented in the text. A short list of references used in the text is included. The text is largely a work that points educators to other resources. Applicable for any ELL program the ideas expressed in the text are not age or subject specific.

Kendall, Juli and Outey Khoun. *Writing Sense: Integrated Reading and Writing Lessons for English Language Learners, K-8*. Portland, ME: Stenhouse Publishers, 2006.

ISBN: 1-57110-442-9

Pages: 224

Writing Sense is a lesson plan resource designed to provide lessons for reading and writing for ELL students. The lessons in the text are structured so that ELL students can write and develop language acquisition at the same time. The text is divided into nine

chapters, with five of the chapters being lesson plans based on the level of the ELL student. Chapters one through four illustrate the strategies used in the lessons, how to assess student's writing, and how to select text and provide mentors for ELL students. Chapters five through nine provide lesson plans for the preproduction, early production, speech emergence, intermediate, and advanced ELL student. Each chapter is divided into strategies used by the ELL students and lesson plans as well. An appendix is included containing various texts and lessons, as well as checklists for the ELL educator. The work also contains an acknowledgements page, a resource listing, and a reference of works cited listing. Images, graphs, and forms are all included in the text as well. The book is designed for students K-8.

Kottler, Ellen, Jeffrey A. Kottler, and Chris Street. *English Language Learners in Your Classroom: Strategies That Work (3rd ed)*. Thousand Oaks, CA: Corwin Press, 2008
ISBN: 978-1-4129-5817-2
Pages: 216

English Language Learners in Your Classroom is a work that describes strategies for working with ELL students as well as provides listings of resources to use in helping these students learn. The book is divided into nine chapters with various topics discussed in each chapter. Chapters one and two discuss how to develop relationships with ELL students and their families. Chapter three discusses the principles related to acquiring and developing a second language. Chapters four through six reveal teaching strategies and theories. Chapter seven shows ways in which to apply technology in the education of ELL and all students. Chapter eight details resources available in other educators as well as professionals in the community while chapter nine ends the text with ways to plan and create effective lesson plans. The book includes a preface, an acknowledgement and about the author, a reference listing of the works used, and an index for easy access to the text. The book is largely a book detailing the resources available for ELL teachers as well as effective ways of applying strategies to teach ELL students. The work is applicable for all grade levels.

Marsland, Bruce. *Lessons from Nothing: Activities for language teaching with limited time and resources*. Cambridge, UK: Cambridge University Press, 1998
ISBN: 978-0-521-62765-8
Pages: 100

Lessons from Nothing is a sourcebook for language educators. Although not specifically written to focus upon ELL students, Marsland's activities can be applied to ELL students. With very little exposition, Marsland's book is comprised of activities for a limited-resource classroom. The book is broken down into four groups of activities; Activities using no resources, Activities using pens and paper only, Activities using blackboard, pens, and paper, and Activities using other resources. The lessons presented by Marsland can be applied to nearly any age group of student. Easily accessible, the activities are fully described and explained. A short introduction mentions the purpose of the book, the necessity of the book, and the methodology behind the activities. References, as well as a bibliography, are listed. The book also includes an index by activity type; adverbs, circle games, drama and mime, substitution drills, young learners, etc. All of the activities are

learner-centered and each is accompanied by the language concept to be taught, the level and age, the procedure, the rationale, and any variations on the procedure.

Martínez, Rubén. *Crossing Over: A Mexican Family on the Migrant Trail*. New York, NY: Picador, 2001
ISBN: 0-312-42123-0
Pages: 352

Crossing Over is a novel about immigration and the struggles of being an immigrant in America. Martinez begins writing his novel with the intention of uncovering more details about a crash involving the deaths of three Mexican migrant workers as they returned home to Mexico after working in the fields of California. The book then becomes a narrative following the migrant's family as they move from place to place and cross the US-Mexican border in search of work. Combined with the narrative of the migrant family's crossing, Martinez includes his personal "internal crossings" that he has had to make in order to assimilate himself into American culture. Martinez's book becomes a novel trying to understand the identity of Mexican-Americans and how they can relate to America. Martinez's work is split into two "books" of thirteen total chapters. A prologue and an epilogue set the tone and complete the novel, respectively. An acknowledgements is included as well to show who has helped Martinez accomplish his novel. The novel is applicable to the classroom in that the text shows the struggles of being a Mexican-American as well as being a migrant worker and an immigrant. Identity is a major theme of the text.

Mills, Michael S. *Educating Language-Minority Students: An Administrator's Guide to the Legal Issues*. Bloomington, IN: Phi Delta Kappa Educational Foundation, 2003.
ISBN: 0-87367-846-X
Pages: 126

Educating Language-Minority Students is an excellent resource for discovering the backstory of the legal issues involved in ELL education. The text is geared towards administrators and the correct and incorrect applications of LEP and ELL education. A foreword, introduction, five chapters, a resource section, an index, and an about the author make up the contents of the book. Designed to educate administrators on the legal issues surrounding LEP/ELL education, the vast majority of the text is a compilation of court cases and the subsequent legislation. Chapter one is a quick reference guide to the principles and requirements of LEP education. Chapter two gives a short recent history of language policy. Chapter three is a listing of court cases related to language issues. Chapter four illustrates legislation applicable to language learning. Chapter five reveals trends common in language court cases. Mills has created an effective reference guide for administrators, as well as educators, on just what the legal mandates are surrounding ELL education at all levels of learning.

Moreno, José F., ed. *The Elusive Quest for Equality: 150 Years of Chicano/Chicana Education*. Cambridge, MA: Harvard Educational Review, 1999.
ISBN: 0-916690-33-4

Pages: 240

The Elusive Quest for Equality is a compilation of articles dealing with how education of Chicanos/Chicanas has been handled in America. The book was written in response to the 150 year anniversary of the Treaty of Guadalupe-Hidalgo in 1998 under which Mexican-origin students were guaranteed the rights of US citizens. The book purports to show that “the United States reneged on this promise almost immediately.” The essays included in the book were written by Chicano/Chicana academic scholars, principals, deans, and students at both the high school and collegiate levels. A valuable history text, the work shows how Chicanos/Chicanas have been mistreated and mishandled in past times up to and including present educational systems. The book was published in 1999, but the general sentiment of the book, that Chicano/Chicana students have been mistreated, is still prevalent in the new millennium. The book includes an introduction, foreword, an about the authors section, as well as the essays themselves. The essays are split into two sections; Chicano/Chicana education in the past and Chicano/Chicana education in the present day. Each essay is accompanied by a comprehensive set of references and endnotes. Moreno’s work is a good starting point for educators wishing to learn more about how education for Chicano/Chicana students has progressed in America.

Oakes, Jeannie, John Rogers, and Martin Lipton. *Learning Power: Organizing for Education and Justice*. New York, NY: Teachers College Press, 2006.

ISBN-13: 978-0-8077-4703-5

ISBN-10: 0-8077-4703-5

Pages: 216

Learning Power is a call to action text. The main purpose of the book is to reveal the problems in schools and effective ways of establishing reform. Oakes and Rogers text is not only an outcry for school reform in the area of ELL education, but in the education of all minority groups, ELL students being only one. The work is compiled of nine chapters that reveal the problems inherent in school reform, the difficulty of applying effective school reform, and how to organize in order to start seeing effective reform made. The text is largely an activist book informing educators and individuals about what grassroots organizations and parents are doing to help reform the educational system to better teach minority students. The book contains examples of schools where reforms were implemented incorrectly as well as illustrating what the best method of reform would look like. The book contains acknowledgements, a prologue about how activism can change a school, notes detailing further information about the topics, a reference listing of works cited, an about the authors, and an index for easy access to the text. While not a lesson-plan resource, the work is applicable in the sense that it can be used to help illustrate effective methods of organizing a grassroots campaign for school reform.

Rea, Denise M. and Sandra P. Mercuri. *Research-Based Strategies for English Language Learners: How to Reach Goals and Meet Standards, K-8*. Portsmouth, NH: Heinemann, 2006.

ISBN-13: 978-0-325-00810-3

ISBN-10: 0-325-00810-8

Pages: 128

Research-Based Strategies for English Language Learners is both a theory and a practice text. The book is based on a scaffolding system suggested by Walqui van Lier. Chapter one contains the theoretical framework of how students learn and includes discussions about the theorists whose scaffolds, strategies, etc are included in the book. Chapters two through five discuss the specific scaffolds. Each scaffold chapter includes strategies in which to use the scaffold as well as complete lesson plans for educators to use. The lessons and strategies described are for a K-8 audience. Chapter six describes the understanding a teacher must have in order to teach language to ELLs. One of the main strengths of the book is that it shows how to apply language education to non-language subjects, yet still show the lesson as a language lesson. The book is accompanied by three appendices detailing lesson plans and structure, a children's literature reference list, a bibliography and an index. Easily accessible, the lessons can be utilized without reading the corresponding chapter, but the theory behind the lesson may not be fully implemented. The target age group for the book is K-8 but the strategies and lessons are applicable to all subject areas.

Rothstein-Fisch, Carrie and Elise Trumbull. *Managing Diverse Classrooms: How To Build On Students' Cultural Strengths*. Alexandria, VA: ASCD, 2008
ISBN: 978-1-4166-0624-6
Pages: 224

Managing Diverse Classrooms is a strategy and theory text that attempts to introduce a new approach for working with ELL students. The approach addressed is called the "Bridging Cultures" approach and attempts to relate to students across the cultural divide. The approach is based on theory, research, and teacher-devised and created practices. The text is broken up into seven chapters. The chapters flesh out the "Bridging Cultures" education approach through discussing new ways of thinking about classroom management as well as one chapter (chapter six) discussing how to help students learn within content areas. Each chapter discusses a various amount of strategies and approaches that educators could use in the classroom. A minimal amount of images, graphs, and lessons makes the text a little heavy on theory. The text includes an acknowledgements, a foreword, an introduction, a conclusion of the ideas expressed in the text, a references, and an index for easy access to the text. The ideas expressed in the text are applicable to any age group and apply to education as a whole, not simply one content area.

Sheets, Rosa Hernández. *Diversity Pedagogy: Examining the Role of Culture in the Teaching-Learning Process*. Boston, MA: Pearson Education Inc, 2005.
ISBN: 0-205-40555-X
Pages: 264

Diversity Pedagogy is a theory text that discusses how developmental psychology and diversity interact. Educators are asked to view diversity as the norm and as fundamental to all aspects of education. The text consists of twelve chapters divided into three parts. Part one is titled, "Introduction to Diversity Pedagogy" and provides the theoretical foundation for the book. Part two is titled, "Diversity Pedagogy Dimensions" and

discusses how teachers and students interact in the classroom. Specific teacher pedagogical behaviors and the corresponding student response behaviors are addressed. Social and cultural development as well as learning and knowledge acquisition are the focus of the chapters in part two. Part three, "Classroom Applications" is composed of research from the high school level. The two chapters are composed of knowledge that students disclose in classroom settings. The disclosure of certain knowledge is researched to occur sometimes only in these group settings. The text is designed for teacher preparation and to provide a theoretical introduction to creating a pedagogy for working with diverse students. Each chapter includes a table to introduce the concept discussed, a theoretical introduction, a conclusion, and recommended readings to further understand the topic. The text includes a preface, a foreword, an acknowledgements, a glossary, a references listing, an author index, and a subject index for easy access to the text. The text is applicable to all grades and content areas.

Taylor, Lorraine S. and Catharine R. Whittaker. *Bridging Multiple Worlds: Case Studies of Diverse Educational Communities*, (2nd ed). Boston, MA: Pearson Education Inc, 2008.
ISBN-13: 978-0-205-58251-8
ISBN-10: 0-205-58251-6
Pages: 320

Bridging Multiple Worlds is a theory text written to help teachers understand the issues related to diversity and education. The authors of the text mention three major reasons for writing the text; helping teachers understand diversity's critical issues, helping teachers to become skilled decision makers about practices employed within their classrooms, and to assist teacher educators in preparing future teachers for working with diverse students in an equitable and equal manner. The text is split into twelve chapters dealing with various aspects of diversity. Chapter seven deals specifically with culture and language and includes a definition of culture and language as well as case students revealing issues for student's of this diverse population. The entire text is very readable and each chapter includes a case study of the topic discussed. The text includes a preface, an acknowledgements, an introduction, and an index. *Bridging Multiple Worlds* is written for teacher educators to use within the classroom to provide future teachers an introduction to some of the critical issues involving diversity and the classroom. The work is applicable to all age groups and all subject areas and is extremely readable and easy to understand.

Tobar, Héctor. *Translation Nation: Defining A New American Identity In The Spanish-Speaking United States*. New York, NY: Riverhead Books, 2005.
ISBN: 1-57322-305-0
Pages: 324

Translation Nation is a novel by Héctor Tobar detailing not only his life and struggles, but also the struggles of Latino-Americans in the United States. Tobar's book is based on the idea of Americanismo, or how American identity is seen through the eyes of Latino-Americans. The book is essentially a tour of the Spanish-speaking areas of the United States, beginning in Los Angeles, traveling through the Deep South, and progressing

across the Midwest until arriving in Colombia and Argentina. Tobar's travels reveal the day-to-day life and struggles of Latino-Americans in America. For educators, Tobar's work will provide an insight into how Spanish-speaking students interact with an English-speaking world. Redefining American identity is the thrust of Tobar's text as he reveals that Spanish-speakers in the United States face a different set of identity markers and difficulties as they discover their own identity. The book is composed of ten chapters split into four parts, with each chapter discussing a different area and topic relevant to Latino-Americans. The book ends with an epilogue, acknowledgements, and a notes section containing references for works cited as well as a further elaboration on topics mentioned.

Tsui, Amy B. M. and James W. Tollefson, eds. *Language Policy, Culture, and Identity in Asian Contexts*. Mahwah, NJ: Lawrence Erlbaum Associates, 2007.

ISBN: 0-8058-5694-3

Pages: 296

Language Policy, Culture, and Identity in Asian Contexts is a compilation of articles dealing with how language is seen as part of identity. The text is split into three parts comprised of three to five essays in each topical part. The essays analyze a certain language topic as it pertains to Asian countries. Part one examines how globalization affects language policy and culture in various nations. Part two addresses how language policy has shaped or reshaped a national cultural identity and part three discusses the question of how language dictates politics. The work is a useful text for scholars or students of language policy, education, or other fields dealing with topics revolving around language and its changing nature in specific nations. For the educator, the text can be used to see how various nations and individuals identify themselves through language and how this identification can change through language policy, something that ELL students have to deal with. The book contains a preface, a section about the authors, an author index, and a subject index. Each essay is accompanied by relevant references. Tsui and Tollefson have created an interesting account of language policy and the affects it has on nations and identity.