



# RESOURCES

This list of resources was created for anyone who works with students who are learning English as an additional language. Many of the resources were written by and for teachers, and include widely supported research with concrete, practical uses in the classroom and beyond. Share them with staff, colleagues, afterschool educators, and parents.

## Articles

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide*. (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Five evidence-based recommendations for supporting literacy and English language instruction in the early years. Suggestions for implementation accompany each recommendation, along with possible roadblocks and corresponding solutions.

Retrieved from:  
[www.ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6](http://www.ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6)

Goldenberg, C. (2008). *Teaching English Language Learners: What the research does—and does not—say*. American Educator, 32(2), 14-44.

Examines recent evidence surrounding best practices for teaching English learners, and promotes modifying instruction in all subjects based on ELs' language skills and prior knowledge.

Retrieved from:  
[www.edweek.org/media/ell\\_final.pdf](http://www.edweek.org/media/ell_final.pdf)

*Investing in our next generation: A funders guide to addressing the educational opportunities and challenges facing English Language Learners*. (2011). New York, NY: Grantmakers for Education.

Report with data related to English learners and explanation of challenges facing this group. Proven strategies for addressing the achievement gap are also highlighted, along with research and best practices that will help raise awareness in grantmaking organizations. Understanding the perspective of funders can be helpful for program planning.

Retrieved from:  
[http://edfunders.org/downloads/GFEReports/GFE\\_Investing\\_in\\_Our\\_Next\\_Generation.pdf](http://edfunders.org/downloads/GFEReports/GFE_Investing_in_Our_Next_Generation.pdf)

Horwitz, A.R., et al. (2009). *Succeeding with English Language Learners: Lessons learned from the Great City Schools*. Washington, DC: The Council of Great City Schools.

The Council of Great City Schools examines four large urban districts with high concentrations of English learners (including San Francisco), and addresses best practices at the system level. Findings indicate that EL success results from sustained, well-articulated efforts involving highly trained teachers and staff, shared accountability, and data-driven decision making.

Retrieved from:  
[www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/ELL\\_Report09.pdf](http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/ELL_Report09.pdf)

Weisburd, C. (2008, February). *Gaining a voice after school: Why after school programs are a powerful resource for English-Language Learners*. Education Week, 27(25).

Highlighting connections among language practice, authentic experience, motivation, and vocabulary expansion, Weisburd offers a rationale for how and why afterschool can play a vital role for English learners and learning.

Retrieved from:  
[www.languageandliteracyforall.org/PDF/Gaining\\_a\\_Voice\\_After\\_School\\_r.pdf](http://www.languageandliteracyforall.org/PDF/Gaining_a_Voice_After_School_r.pdf)

White, C., & Kim, J. (2009). *Putting the pieces of the puzzle together: How systematic vocabulary instruction and expanded learning time can address the literacy gap*. Washington, DC: Center for American Progress.

Expanded learning opportunities can help ELs and native speakers gain academic vocabulary. This report offers a wealth of evidence for the importance of systematic vocabulary development during expanded learning time.

Retrieved from:  
[www.americanprogress.org/issues/2009/05/elt\\_language\\_development.html](http://www.americanprogress.org/issues/2009/05/elt_language_development.html)

## Resources (continued)

### Books

Adger, C. T., Snow, C. E., & Christian, D. (2002). *What teachers need to know about language*. Washington, DC: Center for Applied Linguistics.

Teachers in the 21st century need to support the educational success of children from immigrant families, but often lack training. Topics include the basic units of language, how words and grammar are acquired, and the ideal environment for language learning.

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Engagement strategies and activities for teaching vocabulary in classroom-based settings, including choosing the right words to teach, developing vocabulary in earlier and later grades, and using context-based learning.

Freeman, Y. S., Freeman, D. E., & Mercuri, S. (2002). *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners*. Portsmouth, NH: Heinemann.

Strategies and approaches for working with students who may be new arrivals with limited formal schooling, or who have lived in the United States for many years but fail to succeed academically, including research and teaching strategies for older EL youth.

Genesee, F., Paradis, J., & Crago, M. B. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore: Paul H. Brookes Pub.

Theory of children's second language learning, comparisons of language development in bilingual and monolingual children, and discussion of the intersection of culture and language.

Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. Alexandria, VA: ASCD.

An approach to teaching EL students in content area classrooms, where mixed groups of ELs and native speakers are the norm. Attention is given to vocabulary, lesson planning, homework, assessment, and working with parents.

Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD.

A resource for teachers working with ELs in elementary-aged mainstream classrooms. Each strategy includes the related research, and adaptations for working with students in a variety of settings.

Himmele, P., & Himmele, W. (2009). *The language-rich classroom: A research-based framework for teaching English language learners*. Alexandria, VA: ASCD.

Research-based framework for working with ELs in diverse, multilingual classrooms and other settings, with tools such as worksheets, assessments, and logs.

*Improving education for English learners: Research-based approaches*. (2010). Sacramento: California Department of Education.

Compilation and synthesis of the latest research on supporting ELs, written by experts such as Claude Goldenberg, Diane August, and Fred Genesee. Material addresses grades K–5 and 6–12 separately, and also presents research on sheltered content and language development instruction, along with sample lesson plans.

Lightbown, P., & Spada, N. (1993). *How languages are learned*. Oxford: Oxford University Press.

Discussion of commonly held assumptions about second language acquisition, with summaries of evidence supporting or refuting each claim and practical implications for program design, pedagogical techniques, and educational activities.

Vogt, M., & Echevarria, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. Boston: Pearson Allyn and Bacon.

Hands-on, practical approach to using the popular Sheltered Instruction Observation Protocol (SIOP) with students.

## Resources *(continued)*

### Websites and Blogs

#### AdLit

[www.adlit.org](http://www.adlit.org)

Resources for parents and teachers of adolescents who are striving readers. A great site for anyone who works with teens.

#### BrainPopESL

[www.brainpopesl.com](http://www.brainpopesl.com)

Animated movies with integrated study tools and activities for English learners. Two levels are included, each of which contain five thematically based units.

#### Colorín Colorado

[www.colorincolorado.org](http://www.colorincolorado.org)

A bilingual site for families and educators of English learners produced by PBS. Includes research, classroom strategies, and tips for working with parents. Highly recommended!

#### CREATE

[www.cal.org/create](http://www.cal.org/create)

Issue briefs released by The Center for Applied Linguistics, covering topics of wide applicability to anyone working with ELs. Previous topics have included academic vocabulary and Response to Intervention.

#### Dave's ESL Cafe

[www.eslcafe.com](http://www.eslcafe.com)

Great ideas for getting EL students talking, reading, using the web to learn English, and more. Includes a dictionary of idioms and phrasal verbs. Great for older English learners.

#### Larry Ferlazzo's

##### Websites of the Day

[www.larryferlazzo.com](http://www.larryferlazzo.com)

Daily blog by Sacramento-based teacher and former community organizer Larry Ferlazzo. Entries feature resources with the English learner in mind. Excellent for planning activities and projects around current events.

#### Language and Literacy for All

[www.languageandliteracyforall.org](http://www.languageandliteracyforall.org)

Blog by Foundations, Inc. that provides a mix of resources, strategies, and commentary, along with concrete, engaging ideas for teaching and enrichment.

#### Learning the Language

<http://blogs.edweek.org/edweek/learning-the-language/>

Popular Education Week blog highlights the latest research, commentary, and policy relevant to ELs and immigrants across the US.

#### Reading Rockets

[www.readingrockets.org](http://www.readingrockets.org)

Sister site to Colorín Colorado, and just as full of great resources. Extensive parent section including guides for bilingual families.

#### ReadWriteThink

[www.readwritethink.org](http://www.readwritethink.org)

Classroom resources, professional development, and parent/afterschool resources from the International Reading Association.

#### TESOL

[www.tesol.org](http://www.tesol.org)

The largest international association of its kind: Teachers of English to Speakers of Other Languages. Offers news from the field, several journals, and an annual convention.

#### Thinkfinity

[www.thinkfinity.org](http://www.thinkfinity.org)

Dozens of free interactive activities, as well as project-based modules created for afterschool.