ALLIANCE FOR
EXCELLENT EDUCATION

Recommended by the December 6, 2005 Breakfast Forum Presenters
Adolescent ELL Literacy Issues

Second Language/Literacy Development

Bernhardt, E. (2003). Challenges to reading research from a multilingual world (New directions in research). *Reading Research Quarterly, 38(*1), 112-117.

Cummins, J. (2003). Reading and the Bilingual Student: Fact and Friction. In G. Garcia (Ed.), *English Learners: Reaching the Highest Level of English Literacy.* (pp. 2-33). Newark, DE. The International Reading Association.

Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2005). English language learners in U.S. schools: An overview of research findings. *Journal of Education for Students Placed At Risk, 10*(4), 363-385.

Hakuta, K., Butler, Y., & Witt, D. (2000). *How long does it take English learners to attain proficiency*? Policy Report 2000-1. Santa Barbara: University of California, Linguistic Minority Research Institute.

Instructional Practices

Bongolan, R. & Gschwend, L. (2005). Differentiating Secondary Instruction for Academic Language Development. Module from *Secondary Content and Academic Literacy Education,* New Teacher Center @ UCSC professional development model.

Daniels, H. & Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content Area Reading.* Portsmouth, NH. Heinemann.

Echevarria, J., Vogt, M.E., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model.* 2nd Edition. Boston: Pearson/Allyn & Bacon.

Jetton, T. and J. Dole (Eds.), *Adolescent literacy: Research and practice* (pp. 304-320). New York: The Guildford Press.

Valdés, G. (1999). Incipient bilingualism and the development of English language writing abilities in the secondary school. In C.J. Faltis & P. Wolfe (Eds.), *So much to say: Adolescents, bilingualism, & ESL in the secondary school* (pp. 138-175). New York: Teachers College Press.

Program Design

Duff, P. A. (2005). ESL in secondary schools: Programs, problematics, and possibilities. *Annual Review of Applied Linguistics,* 45–63.

Faltis, C.J., & P. Wolfe (Eds.). (1999). *So much to say: Adolescents, bilingualism, & ESL in the secondary school* (pp. 61-82). New York: Teachers College Press.

Short, D., & Boyson, B. (2004). *Creating access: Language and academic programs for secondary school newcomers*. McHenry, IL: Delta Systems, Inc.

Thomas, W. & Collier, V. (2002). A *national study of school effectiveness for language minority students' long-term academic achievement.* Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

Teacher, Administrator, and Coach Preparation

Achinstein, B. & Villar, A. (in press). A spectrum of mentoring relationships and new teacher learning: Collaboration and complexity. *Journal of Educational Change.*

Bongolan, R., Castagna, C. & Villareal, T. (2004). *Mentoring for English Language Learner Success.* Santa Cruz, CA. The New Teacher Center at the University of California, Santa Cruz.

Grant, R.A., & Wong, S.D. (2003). Barriers to literacy for language-minority learners: An argument for change in the literacy education profession. *Journal of Adolescent & Adult Literacy, 46*(5), 386–394.

International Reading Association. (2005). *Standards for middle and high school literacy coaches.* Newark, DE: IRA.

Rueda, R., & Garcia, G. (2001). How do I teach reading to ELLs?: Ninth in a series: *Teaching Every Child to Read*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

Technology

Kamil, M. L., Intrator, S., & Kim, H. S. (2000). Effects of other technologies on literacy and literacy learning. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (3rd edition). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Kim, H.S., & Kamil, M. L. (2004). Adolescents, computer technology, and literacy. In T.L. Jetton and J.A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 351-368). New York: Guilford.

Meskill, C., Mossop, J., DiAngelo, S., & Pasquale, R. K. (2002). Expert and novice teachers talking technology: Precepts, concepts, and misconcepts. *Language, Learning & Technology, 6*(3), 1–12.

Murray, D.E. (2005). Technologies for second language literacy. *Annual Review of Applied Linguistics, 25*, 188–201.

Assessment and Accountability

Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher, 33*(1), 4–14.

Center on Education Policy. (2005). *States try harder, but gaps persist: High school exit exams 2005*. Washington, DC: Center on Education Policy.

Gottlieb, M. (1999). Assessing ESOL adolescents: Balancing accessibility to learn with accountability for learning. In C.J. Faltis & P. Wolfe (Eds.), *So much to say: Adolescents, bilingualism, & ESL in the secondary school* (pp. 176-201). New York: Teachers College Press.

Community Issues

García-Vázquez, E. (1995). Acculturation and academics: Effects of acculturation on reading achievement among Mexican-American students. *The Bilingual Research Journal, 19*(22), 305-315.

Moje, E. B., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly, 39(*1), 38-69.