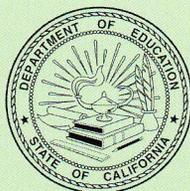


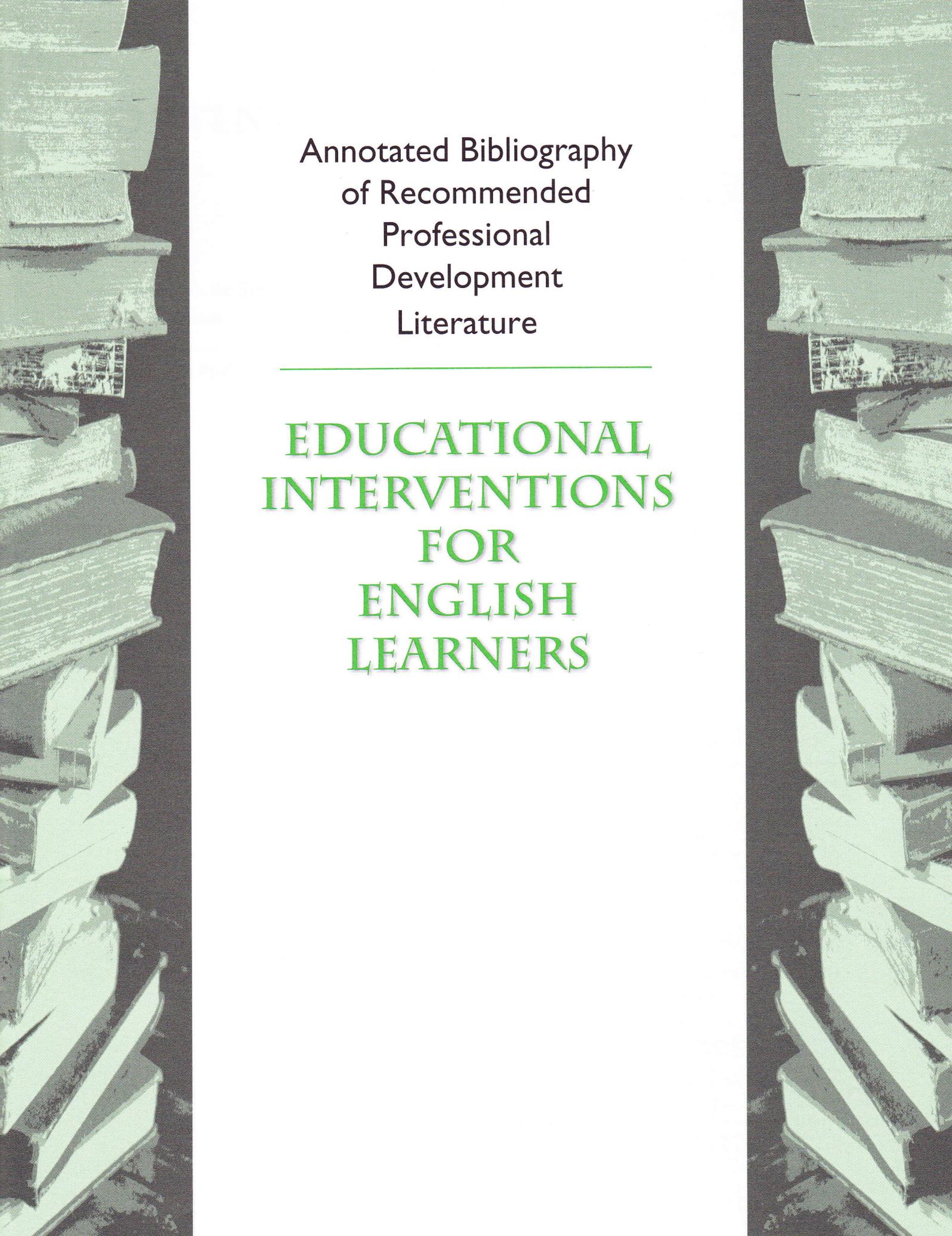
Annotated Bibliography  
of Recommended  
Professional  
Development  
Literature

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EDUCATIONAL  
INTERVENTIONS  
FOR  
ENGLISH  
LEARNERS



California Department of Education  
Sacramento, 2007



Annotated Bibliography  
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EDUCATIONAL  
INTERVENTIONS  
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## Publishing Information

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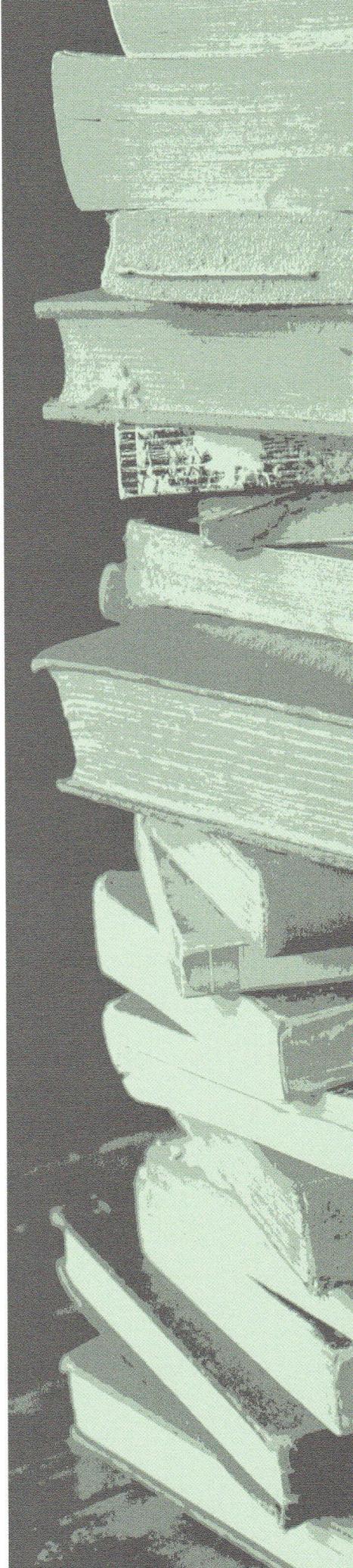
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An illustrated *Educational Resources Catalog* describing publications, videos, and other instructional media available from the Department can be obtained without charge by writing to the address given above or by calling the Sales Office at (916) 445-1260.

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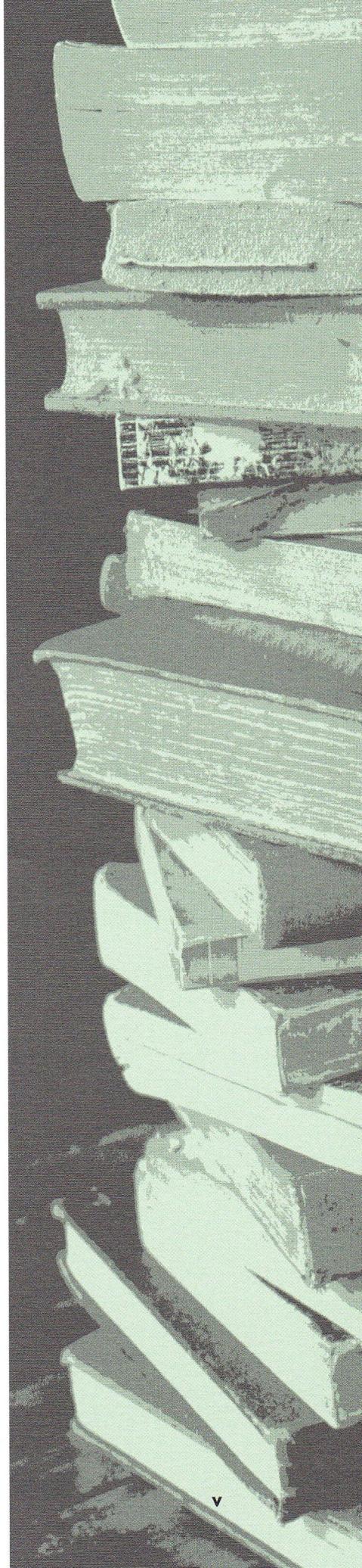


# A MESSAGE FROM THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

In 2004-05, California public schools enrolled nearly 1.6 million English learners, which constitutes more than 25 percent of the state's total enrollment. One of the objectives of the California Department of Education (CDE) is to ensure that there are quality educators in our schools, equipped with the necessary skills to enable all students, including English learners, to attain English proficiency and meet state content standards. In order to help achieve this goal, the CDE has published the *Annotated Bibliography of Recommended Professional Development Literature: Educational Interventions for English Learners*. This publication, as developed by a panel of distinguished scholars, contains a listing of some of the most important research and evaluation studies available on instructional programs for language minority students. It will assist educators wishing to introduce staff development at their agencies so that they may better serve the specific needs and demands of their culturally and linguistically diverse students.

I applaud your desire to continue to increase the knowledge and expertise of staff in the area of English learners and immigrant students. I hope you find this document useful in your work. Thank you for your efforts to provide a world-class education to all students.

  
JACK O'CONNELL





# ACKNOWLEDGMENTS

**A** panel of distinguished scholars collectively suggested more than 65 individual volumes for inclusion in this annotated bibliography. The recommendations contained in this bibliography represent the opinions of the members of the panel and do not necessarily reflect the position of the California Department of Education. No endorsement by the Department should be implied.

The California Department of Education extends thanks to the panel members for their time and expertise, which they so generously dedicated to this project. Members participating on the panel in 2006 are as follows:

**Donna Christian**, Director, Center for Applied Linguistics, Washington, D.C.

**Virginia Collier**, Professor Emeritus, George Mason University, Washington, D.C.

**Jim Crawford**, Executive Director, National Association for Bilingual Education, Washington, D.C.

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**Fred Genesee**, Professor, Department of Psychology, McGill University, Montreal, Quebec

**Russell Gersten**, Executive Director, Instructional Research Group, Long Beach, California; Professor Emeritus, College of Education, University of Oregon, Eugene, Oregon

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**John Schefelbine**, Professor, Teacher Education, California State University, Sacramento, California

**Tove Skutnabb-Kangas**, Professor, Roskilde University, Roskilde, Denmark

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**Nancy Zelasko**, Director, National Clearinghouse for English Language Education, George Washington University, Washington, D.C.

Thanks are due also to the following California Department of Education staff: **Donald A. Kairott**, Director of the Professional Development and Curriculum Support Division, who provided administrative oversight; **Veronica Aguila**, Administrator of the Language Policy and Leadership Office (LPLO); and **Jose Ortega** and **Michele Anberg-Espinosa**, Education Programs Consultants in the LPLO, who provided the staff work for this project. Special thanks go to **David P. Dolson**, former Administrator and Education Programs Consultant in the LPLO, for sharing the original work of the Diversity Reviews project, an advocacy group for multilingual and intercultural education, with the California Department of Education and for his collaboration and assistance in the development of this first edition of the annotated bibliography.



# INTRODUCTION

**T**he No Child Left Behind (NCLB) Act requires local educational agencies (LEAs) to design language education programs, based on scientifically researched principles and evidence, for their Title III participants. LEAs are also to provide staff involved in the design and delivery of such programs with comprehensive professional development.

To address these issues from a general perspective, the Language Policy and Leadership Office of the California Department of Education has developed this publication. Its purpose is to serve as a springboard for pre-service and in-service staff development programs organized by LEAs in fulfillment of the NCLB requirements.

To solicit recommendations for essential readings, the California Department of Education convened a panel of 18 distinguished scholars familiar with both the field of language education programs and the area of professional development. The panel, composed of academicians recognized nationally and internationally for their contributions to the research literature in the field of language education programs, was asked to recommend up to five volumes of professional development literature that should be part of any pre-service or in-service program for teachers and other educators involved with language and academic instruction of English learners. To keep the professional development literature up-to-date, panel members have an annual opportunity to add or delete recommendations.

# RECOMMENDED PROFESSIONAL DEVELOPMENT LITERATURE

This edition of the *Annotated Bibliography* contains 69 references representative of professional development literature that should be a part of any pre-service or in-service program for teachers involved in the instruction of English learners.

The annotated bibliography was originally published online in 2005 as a project sponsored by the Diversity Reviews organization, an advocacy group for multilingual and intercultural education, with whose permission the project was transferred to the California Department of Education in 2006.

The descriptive sections of the annotations have been excerpted directly from publishers' information whenever possible and, in some cases, were modified. In a few instances, annotations have been excerpted from Amazon.com or from the Education Resources Information Center (ERIC) database. When appropriate descriptions were not available, they were developed as part of this project.

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Ada, Alma Flor, and Isabel Campoy. *Authors in the Classroom: A Transformative Education Process*. Boston: Allyn and Bacon, 2003.

The author provides a much-needed bridge between the theory and practice of transformative education by offering a step-by-step process for teachers, students, and families to become empowered as authors. Renowned authors and educators Alma Flor Ada and Isabel Campoy set the context by explaining the concepts behind transformative education in a clear and reader-friendly style. Then they invite teachers to discover the power of authoring their own books for children and using them in the classroom to inspire students' and families' own writing. Abundant examples are given, illustrating the power of teachers discovering their authentic voice and how successful this community-building process has been in schools across the country.

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Baker, Colin. *Foundations of Bilingual Education and Bilingualism* (Fourth edition). Clevedon, United Kingdom: Multilingual Matters, 2006.

The author provides a comprehensive introduction to bilingualism and bilingual education. Written as an introductory text from a cross-disciplinary perspective, the book covers individual and societal

concepts in minority and majority languages. Topics include recent changes in bilingual education in the United States; language loss in the world; trilingualism; recent debates on effective bilingual education; more on the politics of bilingual education; immersion education experiences outside Canada; bilingualism in the economy; bilingualism and information communications; and the technology revolution.

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Bernhardt, Elizabeth B. *Reading Development in a Second Language: Theoretical, Empirical, and Classroom Perspectives*. Norwood, N. J.: Ablex Publishing, 1991.

The author of this publication provides an account of what is known about the acquisition of reading abilities in a second language. Its aim is to foster more principled research and instruction in second-language literacy. A discussion of the subject is set forth from a variety of perspectives: first, through examinations of theoretical models of the reading process and their application to a second-language context; second, through a synthesis of the empirical data gathered from 1973 to the present; third, by means of descriptions of reader-based interactions with second-language texts; and, finally, through concepts of curriculum, instruction, and assessment.

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Christian, Donna; Fred Genesee; Kathryn Lindholm-Leary; and Bill Saunders. *Educating English Language Learners: A Synthesis of Research Evidence*. Cambridge, United Kingdom: Cambridge University Press, 2006.

The authors of this book provide the first and only review of scientific research on the learning outcomes of students with limited or no proficiency in English in U.S. schools. Research on students in kindergarten through grade twelve is reviewed. The primary chapters of the book focus on the students' acquisition of oral language skills in English, their development of literacy skills (reading and writing) in English, instructional issues in the teaching of literacy, and achievement in the academic domains of mathematics, science, and reading. The reviews and analyses of the research are relatively technical and focus on research quality, design characteristics, and statistical analyses. The book provides a unique set of summary tables that give details about each study, including full references, characteristics of the students in the research, assessment tools and procedures, and results. A concluding chapter summarizes the major issues discussed and makes recommendations about particular areas in need of further research.

---

Cloud, Nancy; Fred Genesee; and Else Hamayan. *Dual Language Instruction: A Handbook for Enriched Education*. Westport, Conn.: Heinle and Heinle Publishers, 2000.

The authors provide a comprehensive, theoretical framework and practical guide to implementing, evaluating, administering, and maintaining

a successful dual language instructional program. Collectively, the authors have a broad range of deep experience in various fields related to language education programs. This book is an excellent reference for designing and implementing effective programs.

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***Continua of Biliteracy: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings.*** Edited by Nancy H. Hornberger. Clevedon, United Kingdom: Multilingual Matters, 2003.

Biliteracy—the use of two or more languages in association with writing—is a feature of lives and schools worldwide, yet it is often ignored in educational policies and practices. This volume seeks to offer a comprehensive yet flexible model to guide educators, researchers, and policymakers in the design, implementation, and evaluation of educational programs for the development of bilingual and multilingual learners; each program is adapted to its own specific context, media, and contents.

---

Crawford, Jim. ***Educating English Learners: Language Diversity in the Classroom.*** Los Angeles: Bilingual Education Services, 2004.

This well-written and thorough book for educators and policymakers covers the history, legal background, legislative development, and implementation of bilingual schooling. The author provides readers with a complete understanding of the central sociopolitical and educational issues surrounding the field of bilingual education. The author's excellent scholarship and his background and skills in journalism provide for a presentation more lucid than almost any other work in the field.

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Cummins, Jim. ***Negotiating Identities: Education for Empowerment in a Diverse Society.*** San Bernardino, Calif.: California Association for Bilingual Education, 1996.

The author focuses on how power relations operating in the broader society influence the interactions that occur between teachers and students in the classroom. Those interactions can be empowering or disempowering for teachers and students. The basic argument is that culturally diverse students are disempowered educationally in much the same way that their communities historically have been disempowered in their interactions with societal institutions. The logical implication is that these students will succeed academically to the extent that the patterns of interaction in school reverse those that prevail in the society at large. In other words a genuine commitment to helping all students succeed academically requires a willingness on the part of educators, individually and collectively, to challenge aspects of the power structure in the wider society.

Cummins, Jim. *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Clevedon, United Kingdom: Multilingual Matters, 2001.

When it comes to adequately serving students in schools within the wider context of minority/majority relationships in society, educators need to understand the sociopolitical and psychological as well as the linguistic and pedagogical considerations at play. What is noteworthy about this book is that it not only provides educators with explanations about the key constructs involved but also provides them with resources so they can effectively advocate on behalf of students and their families.

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Cunningham, Anne E., and Keith E. Stanovich. "What Reading Does for the Mind," *American Educator*, Vol. 2, No. 3 (Spring/Summer 1998). Available online at no cost from the American Federation of Teachers Web site: [http://www.aft.org/pubs-reports/american\\_educator/spring\\_sum98/cunningham.pdf](http://www.aft.org/pubs-reports/american_educator/spring_sum98/cunningham.pdf) (accessed September 27, 2006).

This report is on a research study conducted by Anne Cunningham (University of California, Berkeley) and Keith Stanovich (Ontario Institute for Studies in Education, University of Toronto) as part of a grant from the Spencer Foundation. The authors state that their research supports two crucial messages regarding reading instruction. First, it is difficult to overstate the importance of getting children off to an early, successful start in reading. A teacher must ensure that students' decoding and word recognition abilities are progressing solidly. Those who read well are likely to read more, thus setting an upward spiral in motion. Second, a teacher should provide all children, regardless of their achievement levels, with as many reading experiences as possible. This becomes doubly imperative for children whose verbal abilities are most in need of bolstering because the very act of reading can build those capacities.

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Delpit, Lisa. *Other People's Children*. New York: The New Press, 1996.

Approximately half of the children in America's classrooms are African American, Hispanic, Asian American, or Native American, yet most of those children's teachers are white. In a radical and piercing analysis of what is going on in American classrooms today, MacArthur Award-winning author Lisa Delpit suggests that many of the academic problems attributed to children of color are actually the result of miscommunication as schools and "other people's children" struggle with the imbalance of power and the dynamics of inequality plaguing our school systems. This volume is the winner of *Choice Magazine's* Outstanding Academic Book Award, the American Education Studies Association Critics' Choice Award, and one of *Teacher Magazine's* Great Books of 1995.

Echevarría, Jana; Deborah Short; and MaryEllen Vogt. *Making Content Comprehensible for English Learners: The SIOP Model* (Second edition). Boston: Allyn and Bacon, 2003.

The authors of this publication present an empirically validated model of sheltered instruction. Included is the Sheltered Instruction Observation Protocol model, which provides school administrators, staff developers, teachers, teacher candidates, university faculty, and field experience supervisors with a tool for observing and quantifying a teacher's implementation of quality sheltered instruction. This volume specifies the features of a high-quality sheltered lesson that teaches content material to English learners. Each of the 30 items from the model is illustrated through vignettes. Three different lessons for each item are rated and discussed, allowing the book to be applied to a variety of content areas and grade levels.

---

Edelsky, Carole. *Writing in a Bilingual Program: Había una vez*. Westport, Conn.: Ablex Publishing Company, 1986.

The author of this volume examines the writing of children enrolled in an unusual bilingual program in the Southwest that emphasized writing in the first language until literacy was well established and attempted to offer an integrated curriculum. The book presents research findings on children's spelling in both Spanish and English, their written code switches, segmentation, beginnings and endings of pieces, the quality of the content, the relationship of first- and second-language writing, the role of the teacher in children's writing, and evidence that refutes common beliefs about writing, bilingualism, and other topics. From a broader perspective, the volume presents three different yet interwoven stories: changes in children's writing over time; the evolution of the theoretical stance used to analyze writing and the changes in theory that played an important role in shaping some of that which took place in the children's classrooms; and an unfolding of some of the events in the bilingual program and the relationship of those events to children's writing and classroom practice.

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*Encyclopedia of Bilingualism and Bilingual Education*. Edited by Colin Baker and Sylvia Prys Jones. Clevedon, United Kingdom: Multilingual Matters, 1998.

Noting that approximately two-thirds of the world's inhabitants are bilingual, this 500,000-word encyclopedia aims to raise awareness about language diversity and help reduce the prejudice and stereotyping that surround language minorities. It is broken into four sections: individual bilingualism; languages in society; languages in contact in the world; and bilingual education. Many pictures, graphs, maps, and diagrams are included. Cross-referencing informs the reader of additional information that can be found in the encyclopedia, and a "Further Reading"

section at the end of each topic and the bibliography refer the reader to additional information that can be found elsewhere.

---

***English Language Learners at School: A Guide for Administrators.***

Edited by Else V. Hamayan and Rebecca D. Freeman. Mahwah, N.J.: Caslon Publishing, 2006.

Accountability for English-language learners (ELs) is a critical issue for schools. The number of students identified as ELs in public schools, kindergarten through grade twelve, grew by 95 percent over the last decade, totaling more than five million. Administrators are demanding information about how they can ensure that these students achieve academic success. This book is a practical guide for administrators who must address this challenge now. Key features include answers to 72 questions that administrators are asking about ELs at school; practical, research-based answers in easy-to-use language provided by 57 experts in the field; guidelines for inquiry and action in each chapter; and suggested additional resources.

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***English Learners: Reaching the Highest Level of English Literacy.***

Edited by Gilbert G. Garcia. Newark, Del.: International Reading Association, 2002.

This indispensable resource helps educators meet the complex literacy needs of the English learners in their classrooms. It examines three important issues: reading instruction in English in an immersion setting; English-language development; and cultural issues as they pertain to English learners. New ways of looking at current practice and what can be done to change it are presented in this volume, which emphasizes the importance of cultural heritage and celebrates the variety of voices that English learners represent.

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Freeman, Rebecca E. ***Bilingual Education and Social Change.*** Clevedon, United Kingdom: Multilingual Matters, 1998.

This study provides a general introduction to bilingualism, bilingual education, and minority education in the United States. It also represents an ethnographic analytic study of how one successful dual-language program challenged mainstream U.S. educational programs that discriminated against minority students and the languages they speak. Implications for research and practice in other school and community contexts are emphasized.

---

Freeman, Yvonne; David Freeman; and Sandra Mercuri. ***Dual Language Essentials for Teachers and Administrators.*** Portsmouth, N.H.: Heinemann Publishers, 2004.

This guide to principles and practices for successful dual-language programs includes chapters on school, administrator, and teacher essentials;

curriculum essentials; literacy essentials; and planning essentials. Each topic is illustrated with stories and specific examples drawn from many different bilingual classrooms. The authors explain how to organize classrooms, establish routines, and group students effectively; use scaffolding instruction to build academic concepts and language to promote the development of biliteracy; and develop lessons that connect to both content and language standards. This book takes the reader into dual-language schools and classrooms to show how effective programs can help all students develop high levels of academic achievement as they become both bilingual and biliterate.

---

Freire, Paulo. *Pedagogy of the Oppressed*. 1970. New York: Continuum International Publishing Group, 2000.

The methodology of the late Paulo Freire, who was once considered such a threat to the established order that he was “invited” to leave his native Brazil, has helped to empower countless impoverished and illiterate people throughout the world. A central concept of his work is the importance of “learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality.” This edition, which includes a substantive new introduction to Freire’s life, provides educators with key concepts regarding the struggle for social justice and the vocabulary to make their voices heard.

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Gay, Geneva. *Culturally Responsive Teaching: Theory, Research, and Practice*. New York: Teacher’s College Press, 2001.

The author of this volume makes a convincing case for using culturally responsive teaching to improve the school performance of underachieving students of color. Insights from multicultural education theory, research, and classroom practice are combined to demonstrate that African American, Asian, Latino, and Native American students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences and frames of reference. Key components of culturally responsive teaching are discussed, including teacher caring, teacher attitudes and expectations, formal and informal multicultural curriculum, culturally informed classroom discourse, and cultural congruity in teaching and learning strategies. The personal stories woven throughout enliven this book’s deeply textured, scholarly analysis.

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Genesee, Fred; Johanne Paradis; and Martha Crago. *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Baltimore: Brooks Publishing Company, 2004.

In this book, which is research-based but easy to understand, the authors dispel many myths about dual language development and answer key questions that might arise as professionals work with bilingual and

multilingual children and their parents. The authors present in-depth explorations of (1) the complex processes of bilingual and second-language acquisition, both at home and in school; (2) the question of whether dual-language learning affects cognitive development; (3) the debate over the “best way” to raise a child to be bilingual; (4) the important but often misunderstood concept of code-mixing; (5) the issues related to the diagnosis of dual-language disorders; and (6) factors involved in the planning of effective interventions.

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Gersten, Russell, and Scott Baker. “What We Know About Effective Instructional Practices for English-Language Learners,” *Exceptional Children*, Vol. 66, No. 4 (2000), 454–70. Available online at no cost from the High Beam Research Associates Web site: <http://www.aimhieducational.com/inclusionresources/bilingual%203.pdf> (accessed September 27, 2006).

On the basis of a qualitative multivocal method developed by Ogawa and Malen in 1991, this research synthesis investigates the knowledge base of effective instruction for English-language learners in elementary and middle schools. Interviews were conducted with professional educators and researchers from around the country in a series of five work groups, and findings from the work groups were enhanced by a review of literature consisting of nine intervention studies (eight group studies and one single-subject study) and 15 descriptive studies. Major themes and implications for conducting future research and improving current practice are discussed.

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Gibbons, Pauline. *Learning to Learn in a Second Language*. Portsmouth, N.J.: Heinemann Publishers, 1993.

The author has written this publication specifically for all teachers of children for whom English is a second language, although it will be equally helpful to teachers of English-speaking children. It is based on the assumption that the classroom program is a major resource for language development and that a responsive program takes into account that English learners not only are learning a new language but are learning in that language as well. The book exemplifies current theories of second-language development through a wide range of strategies and practical suggestions for the classroom teacher.

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Graves, Michael F. *The Vocabulary Book: Learning and Instruction*. New York: Teachers College Press, 2005.

The author provides a comprehensive plan for vocabulary instruction for kindergarten through high school—one broad enough to instruct students with small vocabularies, those with exceptional vocabularies, and every child in-between. He presents a research-based program and includes plenty of classroom examples and strategies teachers will find

useful. The comprehensive plan contains four parts: providing rich and varied language experiences; teaching individual words; teaching word-learning strategies; and fostering word consciousness.

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***Handbook of Reading Research***. Vol. 2. Edited by Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, and Rebecca Barr. Mahway, N.J.: Lawrence Erlbaum Associates, 1991.

A comprehensive overview of important contemporary issues in the field of reading research from the mid-1980s to the mid-1990s, this well-received volume offers readers an examination of literacy through a variety of lenses—some permitting microscopic views and others panoramic views. Renowned specialists in the field, contributing as chapter authors, cover current methodology as well as cumulative research-based knowledge. Included are discussions of the broadest possible view of literacy; the range of activities culturally determined to be a part of the enterprise known as literacy; the processes in which individuals engage when they perform the act of reading; the environment in which the knowledge that comprises literacy is passed on from one generation to the next; and the whole enterprise of reading research.

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***Handbook of Reading Research***. Vol. 3. Edited by Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, and Rebecca Barr. Mahwah, N.J.: Lawrence Erlbaum Associates, 2000.

As in volumes 1 and 2, the editors discuss the classic topics under the subject of reading, including vocabulary and comprehension. In addition, each contributor was asked to include a brief history that chronicles the legacies within each of the volume's many topics. On the whole, however, volume 3 is not about tradition. Rather, it explores the verges of reading research between the time volume 2 was published in 1991 and the research conducted after that date. The editors identified two broad themes as representing the myriad verges that have emerged since volumes 1 and 2 were published: (1) broadening the definition of reading; and (2) broadening the reading research program. The particulars of these new themes and topics are addressed.

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Harris, Karen R.; Steve Graham; and Donald Deshler. ***Teaching Every Child Every Day: Learning in Diverse Schools and Classrooms***. Brookline, Mass.: Brookline Books, 1997.

The authors provide guidelines for implementing integrated programs in diverse elementary and middle school classrooms. Such instruction can be enhanced by an integrative instructional approach that combines competing models of teaching and learning in ways that maximize the strengths of each model while compensating for weaknesses

of specific models. This approach allows for a balance between conceptual learning, understanding, and problem solving on one hand and basic competencies for literacy, including fluency and acquisition of skills and strategies, on the other. Empowering knowledge develops in teachers and students through a variety of student and teacher actions, ranging from explicit instructional approaches, such as didactic instruction/direct explanation, to discovery-oriented approaches.

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Herrera, Soccoro G., and Kevin G. Murry. *Mastering ESL and Bilingual Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students*. Boston: Allyn and Bacon, 2003.

The authors examine theory and research-based methods that are specific to and effective with culturally and linguistically diverse students and that promote linguistic and academic achievement. The text concentrates on ways in which the differential needs of language-minority students can be accommodated in various classroom settings, focusing on answering the provocative question, “In what ways do the needs of minority students differ from those of students whose culture and language correspond to the dominant culture/language in American society?” Readers will gain an understanding of the complex realities that English learners face and the differential language and transition needs of those students. The specific challenges and processes of the socio-cultural, academic, cognitive, and linguistic dimensions of the minority student are explored.

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Hirsch, E. D., Jr. “Reading Comprehension Requires Knowledge—Of Words and the World: Scientific Insights into the Fourth-Grade Slump and the Nation’s Stagnant Comprehension Scores,” *American Educator*, No. 48 (Spring 2003), 10–29. Available at no charge from the American Federation of Teachers Web site: [http://www.aft.org/pubs-reports/american\\_educator/spring2003/ae\\_spring.pdf](http://www.aft.org/pubs-reports/american_educator/spring2003/ae_spring.pdf) (accessed September 27, 2006).

The author proposes that the new frontier in reading research lies in the development of programs to train students to comprehend text accurately and fluently. The growing scientific consensus on the implications of fluency, vocabulary, and domain knowledge on reading comprehension is described, as are ways in which language arts curricula might be overhauled to apply these findings in the classroom. Specific recommendations include building word and world knowledge early and systematically; building oral comprehension and background knowledge; and reducing the time spent teaching formal comprehension skills.

Hones, Donald F., and Cher Shou Cha. *Educating New Americans: Immigrant Lives and Learning*. Mahwah, N.J.: Lawrence Erlbaum Associates, 1999.

Through the history of a refugee from Laos, the authors examine what it means to be an American. Cher Shou Cha is a community liaison for an elementary school, an evangelical preacher, a community leader, a husband, and a father. His lifetime of learning, presented mainly in his own voice, is framed by various historical and sociological contexts that have shaped his life, the lives of other Hmong refugees, and the lives of other Americans. These contexts include the history of immigrant education policies in the United States as seen through the lives of immigrant children; the historical and sociological impact of warfare and of missionary work in the lives of the Hmong people; and the sociology of generational conflict, especially as felt among immigrant groups. The authors suggest that immigrant parents can contribute to the process of teaching peace to children and to making peace between diverse groups in America.

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Hooks, Bell. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, N.Y.: Routledge Publishers, 1994.

One of America's leading African American intellectuals, the author of this collection of essays shares her philosophy of the classroom, offering ideas about teaching that fundamentally rethink democratic participation. The author advocates the process of teaching students to think critically and raises many concerns central to the field of critical pedagogy. In the process, these essays face squarely the problems of teachers who do not want to teach, students who do not want to learn, racism and sexism in the classroom, and the gift of freedom that is, for the author, a teacher's most important goal.

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Howard, Gary. *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* (Second edition). New York: Teacher's College Press, 1999.

Through lively stories and compelling analysis, the author engages the reader on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he takes a deep look in the mirror of his own racial identity to discover what it means to be a culturally competent white teacher in racially diverse schools. Inspired by the author's extensive travels and his collaboration with students and colleagues from many different cultures, this book offers a healing vision for the future of education in pluralistic nations.

Igoa, Cristina. *The Inner World of the Immigrant Child*. Mahway, N.J.: Lawrence Erlbaum Associates, 1995.

The author of this powerful book tells the story of one teacher's odyssey to understand the inner world of immigrant children and to create a learning environment that is responsive to the children's feelings and needs. Featuring the voices and artwork of many immigrant children, the author portrays the immigrant experience of uprooting, culture shock, and adjustment to a new world, then describes cultural, academic, and psychological interventions that facilitate learning as immigrant students make the transition to a new language and new culture. Particularly relevant for courses dealing with multicultural and bilingual education, foundations of education, and literacy curriculum and instruction, this text is essential reading for all teachers working in today's school environment.

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*An Introductory Reading to the Writings of Jim Cummins: Bilingual Education and Bilingualism*. Edited by Colin Baker and Nancy Hornberger. Clevedon, United Kingdom: Multilingual Matters, 2001.

From his early work with John McNamara in Ireland to his study of bilingual schooling contexts in Canada and on to his global work with special language and sociocultural factors in education, Jim Cummins is one of the most important language and sociocultural education scholars of our time. This volume contains some of his seminal writings as well as contemporary works representing the accumulated growth and refinement of his writings over a period of three decades.

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Kivel, Paul. *Uprooting Racism: How White People Can Work for Racial Justice* (Second edition). Philadelphia: New Society Publishers, 2002.

The author explores the manifestations of racism in politics, work, the community, and family life and moves beyond the definition and unlearning of racism to address the many areas of privilege for white people and suggests ways for individuals and groups to challenge the structures of racism. His welcoming writing style helps readers look at how racism is learned, its effects, its costs and benefits to white people, and what can be done about it. This edition explores how entrenched racism has been revealed in the economy, the electoral debacles, anti-Arab prejudice, and health care policy. Special features include exercises, questions, and suggestions to engage, challenge the assumptions of, and motivate the reader toward social action. This edition also contains an index and an updated bibliography.

***Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World.*** Edited by Catherine Snow, Peg Griffin, and M. Susan Burns. San Francisco: Jossey Bass Publishers, 2005.

Basic reading proficiency is key to success in all content areas, but attending to students' literacy development remains a challenge for many teachers, especially after the primary grades. This book presents essential knowledge about the development, acquisition, and teaching of language and literacy skills that teachers need to master and use. This important book is one outcome of an initiative of the National Academy of Education's Committee on Teacher Education, whose members have been charged with the task of creating a core knowledge base for teacher education.

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Kozol, Jonathan. ***Shame of the Nation: The Restoration of Apartheid Schooling in America.*** New York: Crown Publishers, 2005.

Over the past several years, the author visited nearly 60 public schools. He has found that, almost everywhere, conditions have grown worse for inner-city children in the 15 years since federal courts began dismantling the landmark ruling in *Brown v. Board of Education*. The segregation of African American children has reverted to a level that the nation has not seen since 1968; few of the students in inner-city schools visited by the author know white children any longer. As high-stakes testing has taken on pathological and punitive dimensions, the author states, liberal education in inner-city schools has been replaced increasingly by culturally barren and robotic methods of instruction that would be rejected out of hand by schools that serve the mainstream of society. Filled with the passionate voices of children and their teachers and some of the most revered and trusted leaders in the African American community, this book directly challenges the damaging practices now being forced upon our urban systems. Offered in their place is a humane, dramatic challenge to the nation to fulfill at last the promise made some 50 years ago to all the youngest citizens.

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Krashen, Stephen. ***Explorations in Language Acquisition and Use.*** Portsmouth, N.H.: Heinemann Publishers, 2003.

The author's widely known theory of second-language acquisition has had a major impact on all areas of second-language research and teaching since the 1970s. In this book he summarizes and assesses much of his own work thus far and offers his thoughts about the future. The author reviews the fundamentals of second-language acquisition theory; presents some of the original research supporting the theory and more recent studies; offers counterarguments to criticisms; and explores new areas that have promise for progress in both theory and application. This book is an invaluable resource on the results of the author's many years of research and application in linguistics and second-language

acquisition. It covers a wide range of topics, including the role of the input/comprehension hypothesis (and its current rival—the comprehensible output hypothesis), the still-very-good idea of free voluntary reading, current issues and controversies about teaching grammar, and considerations of how we grow intellectually.

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Krashen, Stephen. *The Power of Reading: Insights from the Research* (Second edition). Westport, Conn.: Libraries Unlimited, 2004.

The author states that as the educational achievement of our nation's youths plummets and reports of functional illiteracy fill the media, the demand for literacy, even in mundane jobs, continues to soar. In response to this dilemma, the author proposes an obvious but often overlooked solution: reading. According to the author, reading is the most powerful tool available for building a child's vocabulary and increasing his or her ability to read, write, spell, and comprehend. The author presents a summary and probing examination of the research on reading; a critique of traditional approaches to the teaching of reading; and a program of free voluntary reading (FVR) in the schools, for which time is set aside to allow young people to read what they want to read, including comic books and romance novels. Discussed in this book are the positive effects of reading aloud, light reading, reading nontraditional forms of literature; the importance of the library and a print-rich environment; guidelines for the implementation of an FVR program; and such issues as the limits of reading and writing and the effects of television.

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Krashen, Stephen. *Under Attack: The Case Against Bilingual Education*. Burlingame, Calif.: Language Education Associates, 1996.

In this volume the author enters the fray concerning bilingual education and provides some very interesting, well supported, and often unique perspectives and arguments in favor of properly designed and implemented bilingual programs, programs that include strong second-language-acquisition components. A distinct advantage of this volume is the clarity and simplicity of the language used to present the arguments, serving well as a resource that educators can draw upon when explaining these issues to colleagues, parents, and community members.

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*Language and Literacy in Bilingual Children* (Fourth edition). Edited by D. Kimbrough Oller and Rebecca E. Eilers. Clevedon, United Kingdom: Multilingual Matters, 2006.

The editors of this text set high standards for rigor and scientific approach to the study of bilingualism and provide insights on the critical issues of theory and practice, including the interdependence of linguistic knowledge in bilingual speakers, the role of socioeconomic status, the effect of different language usage patterns in the home, and the role

of schooling by single-language immersion as opposed to systematic training in both home and target languages. The rich landscape of outcomes reported in this volume should provide a framework for the interpretation and understanding of the effects of bilingualism for years to come.

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***Language, Literacy, and Power in Schooling.*** Edited by T. L. McCarty. Mahwah, N.J.: Lawrence Erlbaum Associates, 2005

The editor brings critical ethnographic perspectives to bear on language, literacy, and power in culturally and linguistically diverse contexts, showing how literacy and schooling are negotiated by children and adults and how schooling becomes a key site of struggles over knowledge, discourse, and literacy practices. Part I of the book examines literacy development in terms of language hierarchies; Part II considers face-to-face interactions surrounding literacy practices in ethnically diverse classrooms; and Part III widens the ethnographic lens to position literacy practices in the context of globalization and contemporary education policies. Each section includes a substantive introduction by the editor and a synthetic commentary by a leading literacy researcher.

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Lareau, Annette. ***Unequal Childhoods: Class, Race, and Family Life.*** Berkeley, Calif.: University of California Press, 2003.

Class does make a difference in the lives and futures of American children. Drawing on in-depth observations of African American and white middle-class, working-class, and poor families, the author offers a picture of childhood today: frenetic families managing their children's hectic schedules of "leisure" activities; in other cases families with plenty of time but little economic security. The author shows how middle-class parents, whether African American or white, engage in a process of "concerted cultivation" designed to draw out children's talents and skills, while working-class and poor families rely on "the accomplishment of natural growth," in which a child's development unfolds spontaneously—as long as basic comfort, food, and shelter are provided. Each of these approaches to childrearing brings its own benefits and drawbacks. In identifying and analyzing differences between the two, the author demonstrates the power and the limitations of social class in shaping the lives of America's children.

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***Lau et al v. Nichols et al.*** 483 F. 2d 791 (9th Cir. 1973), No. 72-6520, Supreme Court of the United States. 414 U.S. 56. Argued December 10, 1973; decided January 21, 1974. Copy available online at no charge at the National Clearinghouse for English Language Education Web site, sponsored by the United States Department of Education: <http://www.ncela.gwu.edu/pubs/lau> (accessed September 27, 2006).

In 1974 the Supreme Court issued a major ruling concerning the education of language-minority students in the United States. The Court found that speaking English is not a prerequisite to school attendance. Essentially, the Court ruled that providing the same textbooks, teachers, and programs for native speakers of English to students from non-English backgrounds makes a “mockery” of education. The Court directed schools to develop and implement specialized programs to remedy the language barriers faced by language-minority students. Since the initial ruling in 1974, the *Lau v. Nichols* decision has been further defined by local and regional court decisions, such as *Castañeda v. Pickard* in Texas. For a full description of the legal and educational events that surround the Lau decision, see *Educating English Learners: Language Diversity in the Classroom* (Crawford 2004) listed in this bibliography.

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Lehr, Fran; Jean Osborn; and Elfrieda Hiebert. *A Focus on Vocabulary*. Honolulu: Pacific Resources for Education and Learning, 2004. Available online at no cost from the Pacific Resources for Education and Learning Web site: [http://survey.prel.org/cs/rel/create/rvb?x-template=pdf\\_co.form](http://survey.prel.org/cs/rel/create/rvb?x-template=pdf_co.form) (accessed September 27, 2006).

In this booklet, the second in the *Research-Based Practices in Early Reading Series*, the authors explore vocabulary development as a component of reading comprehension. They examine research results on students’ acquisition of vocabulary and on the types of instruction that help students develop the vocabulary knowledge that will contribute to their success in reading.

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Lightbown, Patsy, and Nina Spada. *How Languages Are Learned* (Second edition). Oxford, United Kingdom: Oxford University Press, 1999.

In this thoroughly updated new edition, the authors present the main theories of language acquisition and consider their bearing on language teaching. The authors also discuss the effects of such factors as intelligence, personality, and age on language learning.

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Lindholm-Leary, Kathryn J. *Dual Language Education*. Clevedon, United Kingdom: Multilingual Matters, 2001.

Moving the bilingual education debate beyond that of compensatory education for minority students to enrichment education for all students, the author—one of the leading evaluators of two-way bilingual immersion programs—presents a comprehensive overview of the implementation studies and outcome reports of more than twenty years of experience with dual-language programs. Data are provided on more than 8,000 students enrolled in at least 20 separate programs. Findings on teachers’ and parents’ attitudes are included.

McElroy-Johnson, Beverly. "Giving Voice to the Voiceless," *Harvard Educational Review*, Vol. 63, No. 1 (1993), 85–104.

The author's reflections on her experiences as a young African American in school and as a junior high school teacher reveal concerns that African American youths continue to face such obstacles as low self-esteem, lack of cultural validation, poor motivation, and lack of self-confidence. Significant improvements in teacher awareness and the advocacy of African American culture are needed to remove those obstacles.

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*Medium of Instruction Policies: Which Agenda? Whose Agenda?* Edited by James W. Tollefson and Amy Tsui. Mahwah, N.J.: Lawrence Erlbaum Associates, 2003.

In many multiethnic and multilingual countries, the choice of a language for the medium of instruction in state educational systems raises a fundamental and complex educational question: What combination of instruction in students' native language(s) and in a second language of wider communication will ensure that students gain both an effective subject-content education and the second-language skills necessary for higher education and employment? Beyond this educational issue of choice of language(s) of instruction, policies regarding the medium of instruction are also linked to a range of important sociopolitical issues, including globalization, migration, labor policy, elite competition, and the distribution of economic resources and political power. The contributors to this volume examine the tension between the educational agendas and other social and political agendas underlying the instruction policies in different countries around the world and unravel the connections between these policies and the related, critically important educational, social, political, and economic issues.

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Nieto, Sonia. *The Light in Their Eyes: Creating Multicultural Learning Communities*. New York: Teacher's College Press, 1999.

The author encourages readers to move beyond competency when delivering multicultural education. She draws on some of the best research available to construct an extensive assortment of high-quality but practical suggestions for promoting authentic cross-cultural and multilingual learning environments. The author's deep commitment to equal educational opportunity permeates the entire book and effectively inspires readers to join in the struggle to create multicultural learning communities.

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Nieto, Sonia. *What Keeps Teachers Going?* New York: Teacher's College Press, 2003.

What helps great public school teachers persevere—in spite of everything? The author, a renowned teacher educator, takes a close look at what can be learned from veteran teachers who not only continue to

teach but also manage to remain enthusiastic about it. This inspirational volume provides much-needed advice on how some urban teachers are solving the everyday challenges of student learning. The author collaborates with experienced teachers in urban schools who are especially effective in working with students from culturally and linguistically diverse backgrounds—students who are among the most marginalized in our public schools. Offering an alternative vision of what is important in teaching and learning, the author concludes with an urgent call to advance new national priorities for public education.

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Noguera, Pedro Antonio. *City Schools and the American Dream: Reclaiming the Promise of Public Education*. New York: Teacher's College Press, 2003.

The author argues that higher standards and more tests, by themselves, will not make low-income urban students any smarter and will not make the schools they attend more successful without substantial investment made by the communities in which they live. Drawing on extensive research conducted in San Francisco, Oakland, Berkeley, and Richmond, the author demonstrates how schools and student achievement are influenced by such social forces as demographic changes, poverty, drug trafficking, violence, and social inequity. Readers get a detailed glimpse into the lives of teachers and students working “against the odds” to succeed. The author sends a strong message to those who would have urban schools “shape up or shut down” to invest in the future of these students and schools. The kind of achievement and success typical of more privileged communities is attainable by inner-city public schools. Politicians, policymakers, and the public are given their own standard to achieve—to provide the basic economic and social support necessary to get the job done.

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

Almost one hundred years after the last great wave of immigration, we are engaging in a new Americanization project in our public schools. Laurie Olsen, director of the research and advocacy organization California Tomorrow, tells the story of the Americanization of immigrant students—a complex process that ultimately requires them to give up their national identity and mother tongue to be accepted in an academic and social world that then, ironically, denies them full participation.

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Ovando, Carlos; Virginia Collier; and Mary Carol Combs. *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*. Columbus, Ohio: McGraw Hill, 2002.

This solid work has been used as a text in many teacher-training programs. The authors provide fresh data drawn from a variety of studies

on second-language and bilingual education. They also provide a good overview of the field and link promising practices in English as a second language, bilingual, and multicultural education with each area's respective research foundation.

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***Preparing Our Teachers: Opportunities for Better Reading Instruction.***

Edited by Dorothy Strickland, M. Susan Burns, Peg Griffin, Peggy McNamara, and Catherine Snow. Washington, D.C.: Joseph Henry Press, 2002.

Students at risk of educational failure represent the fastest growing segment of our school population. The editors of this informative book carefully outline what classroom teachers need to know and what they need to be able to do to give children in preschool through grade four the essential opportunities they need to become good readers. The editors also look at what schools and school districts must do to keep their teachers up to date on reading instruction and demonstrate to educators, parents, and policymakers alike that the first and most enduring way to meet children's literacy needs is to support their teachers and teachers-to-be.

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Purcell-Gates, Victoria. ***Other People's Words: The Cycle of Low Literacy.*** Cambridge, Mass.: Harvard University Press, 1997.

If asked to identify which children rank lowest in relation to national educational norms, have higher school dropout and absence rates, and more commonly experience learning problems, few of us would know the answer: white, urban Appalachian children. These are the children and grandchildren of Appalachian families who migrated to northern cities in the 1950s to look for work. They constitute this largely "invisible" urban group, a minority that represents a significant portion of the urban poor. Literacy researchers have rarely studied urban Appalachians; yet, as this book demonstrates, their often-severe literacy problems provide a unique perspective on literacy and the relationship between print and culture. Included is a discussion of how access to literacy has been blocked by a confluence of factors: negative cultural stereotypes; cultural and linguistic elitism; and pedagogical obtuseness. The author calls for the recruitment and training of proactive teachers who can assess and encourage children's progress and outlines specific intervention strategies.

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***Report of the National Reading Panel: Teaching Children to Read—An Evidence-Based Assessment of the Scientific Research on Reading and Its Implications for Reading Instruction. Reports of the Subgroups.***

National Reading Panel. Washington, D.C.: U.S. Government Printing Office, 2003. Available online at no cost from the National Institute of Child Health and Development Web site: [http://www.nichd.nih.gov/publications/nrp/upload/report\\_pdf.pdf](http://www.nichd.nih.gov/publications/nrp/upload/report_pdf.pdf) (accessed September 27, 2006).

This comprehensive report explains the methodology and scientific research used by the National Reading Panel in its effort to assess the best ways to teach children to read. The panel's thorough research on reading instruction was conducted by five subgroups, which focused on (1) alphabets; (2) fluency; (3) comprehension; (4) teacher education and reading instruction; and (5) computer technology and reading instruction. This 480-page report contains an executive summary from each subgroup that introduces the topic area, outlines the group's methodology, and highlights the questions and results from each subgroup. In addition to the executive summary, the report provides detailed explanations of each subgroup's research methodology and the findings for each group.

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***Rethinking Reading Comprehension.*** Edited by Anne Polselli Sweet and Catherine E. Snow. New York: Guilford Productions, 2003.

This practical book grew out of a report written by the RAND Reading Study Group (RRSG), which proposed a national research agenda in the area of reading comprehension. Here, RRSG members have expanded on their findings and translated them into clear recommendations to inform practice. Teachers gain the latest knowledge about how students learn to comprehend texts and what can be done to improve the quality of instruction in this essential domain.

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Salazar, Ricardo. ***Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth.*** New York: Teacher's College Press, 2001.

Relying on a wealth of ethnographic and statistical data, the author of this groundbreaking volume documents the many constraints and social forces that prevent adolescents of Mexican origin from constructing the kinds of networks that provide access to important forms of social support. The author pays special attention to the forms of support privileged youths normally receive and working-class youths do not, such as expert guidance regarding college opportunities. He also reveals how some working-class ethnic minority youths become the exceptions, weaving social webs that promote success in school and empowering forms of resiliency. In both cases the role of social networks in shaping young people's chances is illuminated.

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Schechter, Sandra R., and Robert Bayley. ***Language as Cultural Practice: Mexicanos en el Norte.*** Mahway, N.J.: Lawrence Erlbaum Associates, 2003.

The authors of this book offer a vivid ethnographic account of language socialization practices within Mexican-background families residing in California and in Texas. This account illustrates a variety of cases in which language is used by speakers to choose between alternative self-definitions and in which language interacts differentially with other

defining categories, such as ethnicity, gender, and class. The authors emphasize the links between familial patterns of language use and language socialization practices on one hand and children's development of bilingual and biliterate identities on the other. Using a framework emerging from their selection of two geographically distinct localities with differing demographic features, the authors compare patterns of meaning suggested by the use of Spanish and English in speech and literacy activities as well as by the symbolic importance ascribed by families and societal institutions, such as schools, to the maintenance and use of the two languages.

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Skutnabb-Kangas, Tove. *Linguistic Genocide in Education—Or Worldwide Diversity and Human Rights?* Mahwah, N.J.: Lawrence Erlbaum Associates, 2000.

The author of this powerful, multidisciplinary book shows how most indigenous and minority education contributes to linguistic genocide, according to United Nations definitions. Theory is combined with a wealth of factual encyclopedic information and many examples and vignettes. The examples come from all parts of the world. Oriented toward theory and practice, facts and evaluations, and reflection and action, the book prompts readers to find information about the world and their local context, to reflect, and to act.

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Tharp, Roland G., and Ronald G. Gallimore. *Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context.* Cambridge, United Kingdom: Cambridge University Press, 1991.

This is a powerful synthesis of the theoretical advances in Vygotskian theory as applied to every aspect of teaching, learning, and schooling. Drawing on studies from preschool and elementary school through the university seminar, and on their own successful experience with thousands of students over two decades, the authors integrate all recent work in the Vygotskian tradition with basic concepts in American and British behaviorism, cognitive science, anthropology, and sociolinguistics. Distinguished by a literate style and an extraordinarily rich content, this text is appropriate for courses in educational psychology, curriculum and instruction, educational foundations, educational administration, special education, multicultural education, and any course that treats learning and cognitive development in a social context.

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Tharp, Roland G.; Peggy Estrada; Stephanie Dalton; and Lois Yamauchi. *Teaching Transformed: Achieving Excellence, Fairness, Inclusion, and Harmony.* Jackson, Tenn.: Westview Press, 2000.

All school reformers strive for better schooling, but not all march to the same drum. Different groups emphasize four goals: excellence, fairness, inclusion, and harmony. Are the four goals competing ideas of the good,

so that national political debates must result in prioritizing, in winners and losers? The authors demonstrate that classrooms of a new vision can achieve all the four goals simultaneously and maximally. All school reform has one final common pathway — instructional activity. Whatever the specific reform, none will have any effect on student development except as it operates through the teaching-and-learning activities of classrooms. This volume represents a new vision for classrooms, based on consensus research findings and unified practice prescriptions, explained and justified by new developments in sociocultural theory and clarified by an explicit five-phase developmental guide for achieving that transformation. This book is both visionary and practical, both theoretical and data-driven, and determined to create effective education for all students.

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Thomas, Wayne, and Virginia Collier. *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*. Berkeley, Calif.: University of California, Center for Research on Education, Diversity and Excellence, 2002. Available online at no cost from the E-Scholarship Repository, University of California, Web site: [http://repositories.cdlib.org/crede/finalrpts/1\\_1\\_final](http://repositories.cdlib.org/crede/finalrpts/1_1_final) (accessed September 27, 2006).

This five-year research study (1996–2001) is the authors' most recent overview of the types of U.S. school programs provided for linguistically and culturally diverse students. It especially focuses on English learners' academic achievement in kindergarten through grade twelve. The study includes qualitative and quantitative research findings from five urban and rural research sites in the northeastern, northwestern, south central, and southeastern U.S. It is designed to answer urgent policy questions of interest to the federal and state governments, considering that this demographic group is projected to represent 40 percent of the school-age population by the 2030s and that most U.S. schools are currently undereducating this student group. This research provides views of data-driven policymaking regarding the design, implementation, evaluation, and reform of the education for language-minority students.

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Valdés, Guadalupe. *Learning and Not Learning English: Latino Students in American Schools*. New York: Teachers College Press, 2001.

Focusing on the lives and experiences of four Mexican children in an American middle school, the critically acclaimed author of *Con Respecto* (1996) examines both the policy and the instructional dilemmas that surround the English-language education of immigrant children in this country. Using samples and analyses of the children's oral and written language as well as an examination of their classrooms, school, and community, the author addresses the difficulties surrounding the

teaching and learning of English for second-language learners. In this comprehensive volume the author also discusses classroom activities, the amount of time it takes to “learn” English, how English-language learning affects learning in other areas, the consequences of linguistic isolation, and how English learners (ELs) are tested. He also presents exclusive data on academic English development at various stages in a two-year process that raise important questions about current EL teaching policies.

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Valdés, Guadalupe, and Richard Figueroa. *Bilingualism and Testing: A Special Case of Bias*. Westport, Conn.: Ablex Publishing, 1994.

For political reasons as well as educational resource reasons, many educators fail to understand the complexities surrounding the issue of properly assessing bilingual students. The authors are directly concerned with the reasons underlying poor performance on standardized tests by bilingual children and present complex subject matter while explaining the key assessment issues that educators should not only be familiar with but also understand in reasonable detail.

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Valenzuela, Angela. *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, N.Y.: State University of New York Press, 1999.

What Skutnabb-Kangas’s work does at an international level, Valenzuela is able to capture specifically in the context of the United States. After reading the accounts in this volume about U.S. educational policies and their detrimental effects on minorities, educators will never again look at the educational system in the same way. The strong and effective writing in this book is a potent antidote to what amounts to shallow (but unfortunately often effective) propaganda coming from the “English only” movement. Unless they also become effective advocates for minority students, educators cannot expect to be truly competent providers of schooling to those students. Neutrality, when the proper education of children is at stake, is not a viable option.

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*What Teachers Need to Know About Language*. Edited by Carolyn Adger, Catherine Snow, and Donna Christian. McHenry, Ill.: Delta Systems, 2002.

All teachers need deep, broad knowledge about language to support their students’ language and literacy development. Five commentaries on this thesis, from the perspectives of early childhood education, teacher certification, teacher preparation, and professional development, point out the value and the challenges of improving educators’ understanding of language. This book is intended for educators in teacher preparation and professional development, for administrators and policymakers, and for teachers wanting to know more about the role that language plays in linguistically and culturally diverse educational settings.

Zentella, Ana Celia. *Building on Strength: Language and Literacy in Latino Families and Communities*. New York: Teachers College Press, 2005.

The author of this book offers an exciting new perspective on language socialization in Latino families. Tackling mainstream views of childhood and the role and nature of language socialization, leading researchers and teacher trainers have provided a historical, political, and cultural context for the language attitudes and socialization practices that help determine what and how Latino children speak, read, and write. Representing a radical departure from the ways in which most educators have been taught to think about first-language acquisition and second-language learning, this timely volume introduces the theories and methods of language socialization. Memorable case studies of children and their families highlight the diversity of Latino communities, including children and caretakers of Mexican, Caribbean, and Central American origin living in Chicago, San Antonio, the San Francisco Bay Area, Los Angeles, San Diego, Miami, Tucson, and New York City. The author offers important insights into the ways in which children learn to speak and read by negotiating overlapping or conflicting cultural models and suggests universal practices, including applications for teachers, to facilitate language socialization in multilingual communities.