



# Effective Instruction of English Language Learners: Moving Beyond the Basics

Day 1: Foundations Plus

Erin Chaparro, Ph.D.

Colorado Reading First, September 2008

## Outline of Content

- \* Building Our Background Knowledge
- \* Early Literacy Instruction
  - \* Vocabulary
  - \* Comprehension
  - \* Oral Language
- \* Assessment
- \* Making a Plan



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## Building Our Background Knowledge

Important Facts and Foundations



## Goals for All Students

- Attain English proficiency
- Achieve at high levels in core academic subjects
- Meet challenging state academic standards expected of all students

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## Linguistic Diversity

- Diverse first languages and dialects
- Diverse proficiencies in the students' native language/s and English
- Diverse lengths of residence in the United States

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## Many English learners are bilingual.

### Types of Bilingualism

- Additive Bilingualism: The development of a second language without the loss of the learners native language
- Subtractive Bilingualism: The development of the second language with the loss of the learners' native language; the second language ends up replacing the learners' native language

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## Types of Bilingualism (cont.)

- Simultaneous Bilingualism: Learners acquire the first and second language at the same time.
- Receptive Bilingualism: Learners acquire the first language passively; they can understand it but not use it.

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## English learners may maintain their home language or lose it.

- Language Maintenance: The development of the first or native language
- Language Attrition: The loss of the first or language

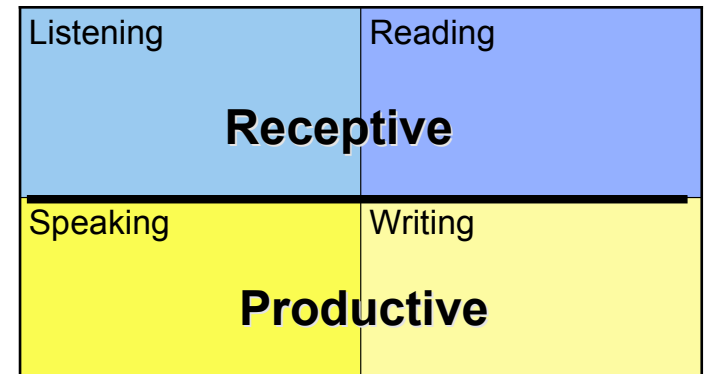
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## Language maintenance and attrition are complex.

- Often learners maintain or lose specific aspects of their native language but not others.
- For instance, Chinese-Americans may lose the ability to read and write Chinese characters, but retain the ability to speak Chinese in most informal situations.

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Learners' proficiency levels vary in the four skill areas.



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In both elementary (Pre-K to Grade 5) and secondary (Grades 6-12) education, more ELLs in America are native born than are foreign born.

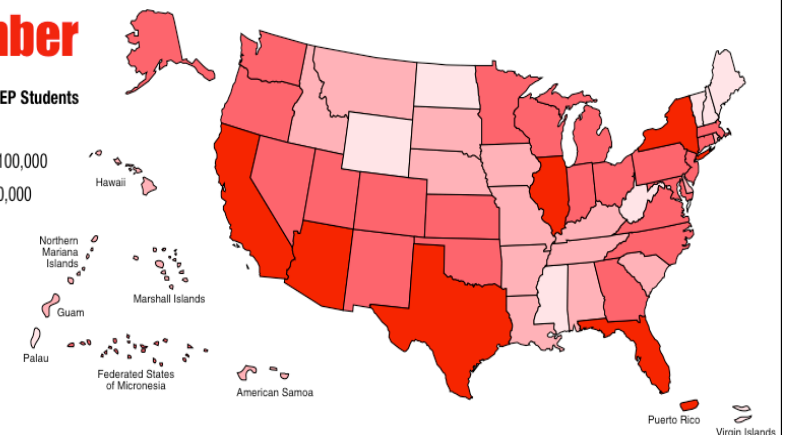
In elementary grades, 24% of ELLs are foreign-born (first generation Americans), while 44% of secondary ELL students are foreign-born.

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J., & Herwanto, S. (2005). The new demography of America's schools: Immigration and the No Child Left Behind Act. Washington, DC: The Urban Institute.

## Number

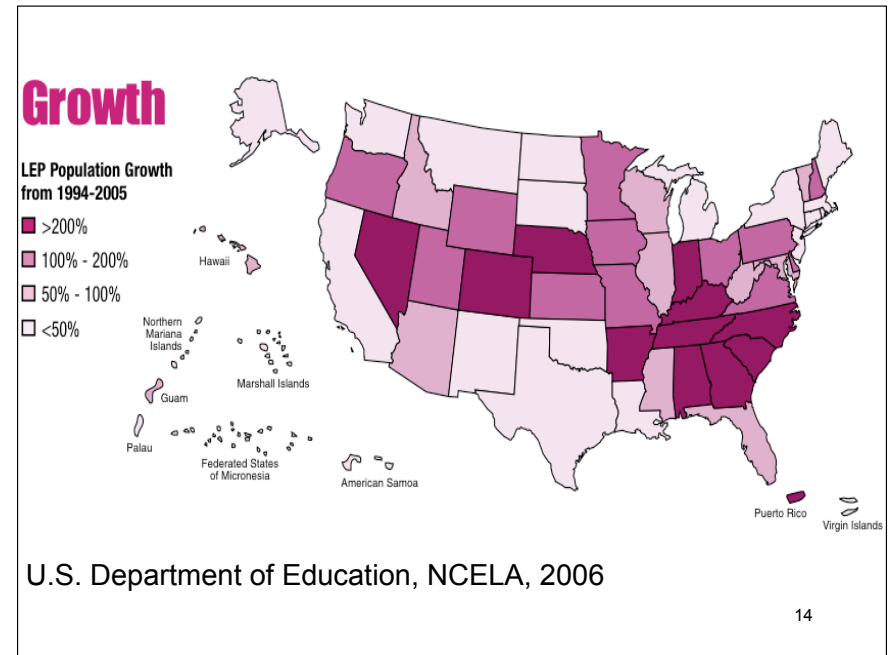
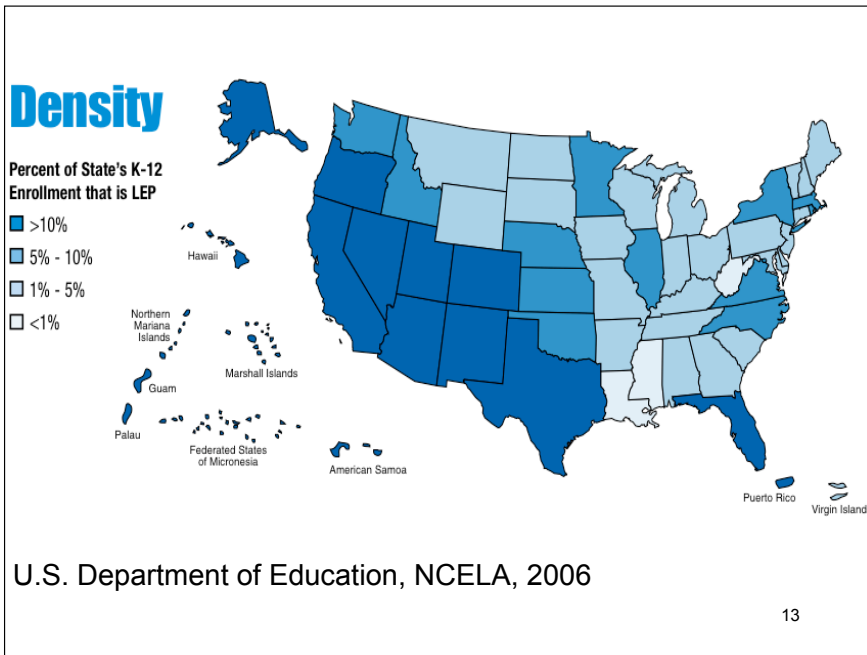
Number of LEP Students

- >100,000
- 20,000 - 100,000
- 5,000 - 20,000
- <5,000



U.S. Department of Education, NCELA, 2006

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## Early Literacy Instruction

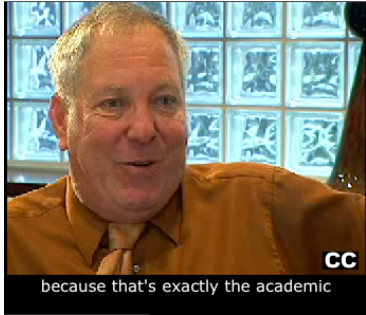
Research  
Instructional Strategies

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## IES Practice Guide Introduction

### Dr. Russell Gersten

Big Ideas



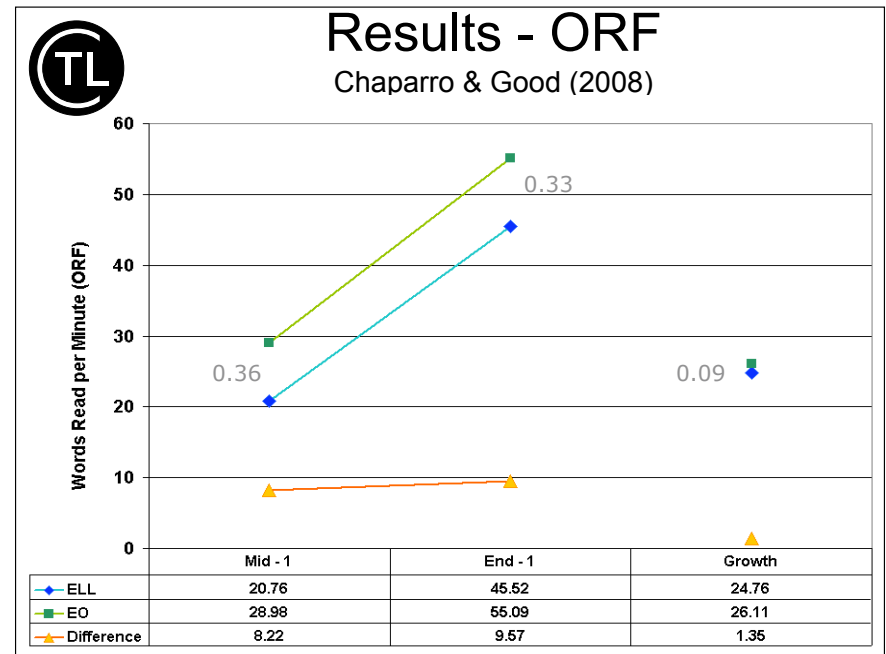
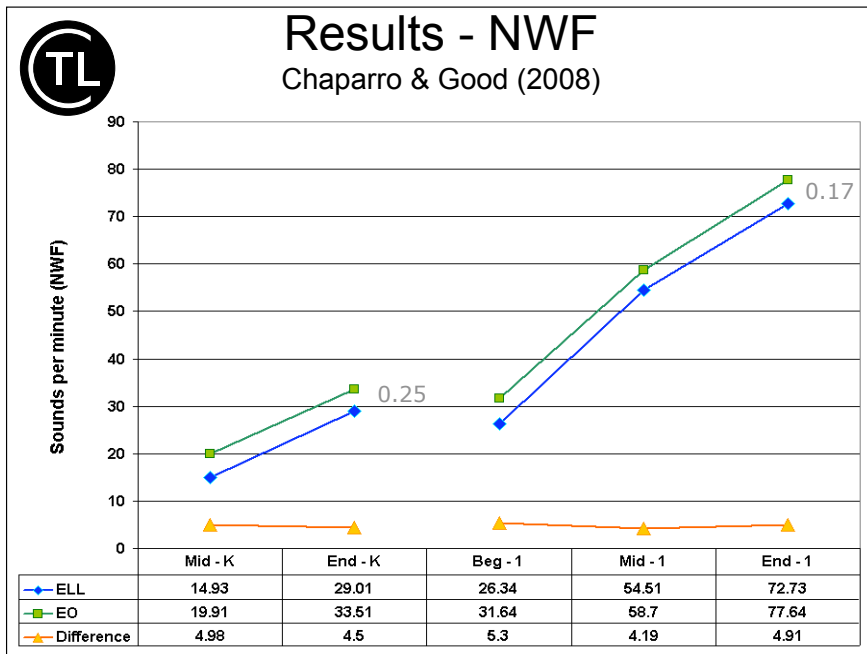
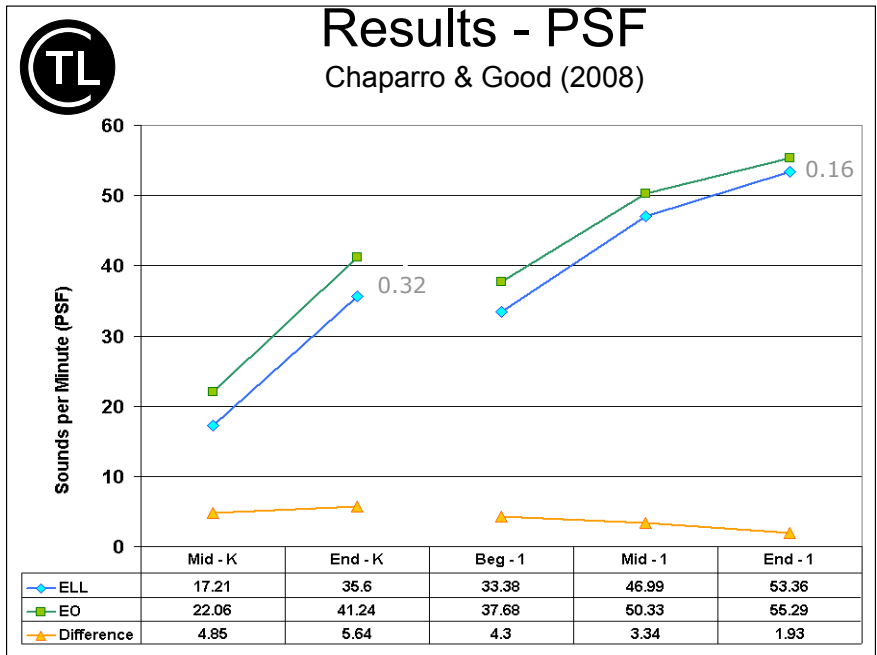
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# Research Question & Results

## Chaparro & Good (2008)

Is there a difference in the benefit to students with English as their native language (L1) versus students with English as their second language (L2) when exposed to the same type of literacy instruction?

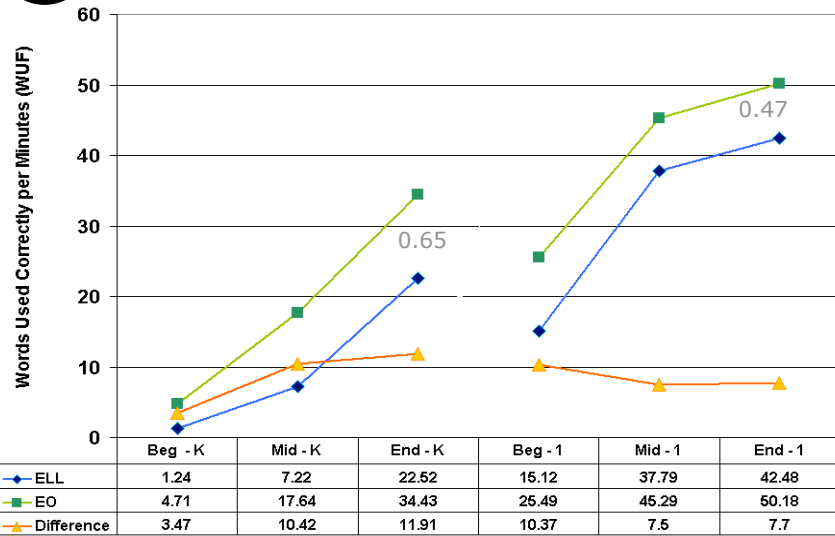
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## Results - WUF

Chaparro & Good (2008)



## IES Practice Guide Recommendations

- Screen for reading problems and monitor progress
- Provide intensive small-group reading interventions
- Provide extensive and varied vocabulary instruction
- Develop academic English
- Schedule regular peer-assisted learning opportunities

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## What's new to you?

- ★ Briefly look over the slides that we've covered plus your notes.
- ★ Review the big ideas.
- ★ Share with your partner:
  - ★ Which idea is new to you?
  - ★ How does that idea impact your everyday life?

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## Vocabulary

Research  
Instructional Strategies

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## ONE EXAMPLE

### Supplemental Reading Instruction for 2nd-Grade ELL with Reading Difficulties

Linan-Thompson, Vaughn, Hickman-Davis & Kousekanani (2003)

- $n = 26$  second grade ELL students
- 13 week intervention, 30 minutes per day in groups of 1-3 students
- Repeated reading, explicit vocabulary instruction, word study, progress monitoring, modeling, active teaching
- Significant gains on word attack, passage comprehension, phoneme segmentation fluency, and oral reading fluency

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## Prioritized Content

Linan-Thompson, Vaughn, Hickman-Davis & Kousekanani (2003)

- Fluency (5 minutes):
  - Repeated readings in familiar text/words
- Phonological Awareness (5 minutes)
- Instructional-level Reading (10 minutes)
  - Instructional-level text = <10 errors/100 words
  - Strategies *before* (preview, defining key words, review decoding strategies), *during* (practiced decoding), *after* (assessed comprehension, reviewed vocabulary and mistakes) reading text
- Word Study (5 minutes):
  - Explicit instruction in Alphabetic Principle and Word Analysis
- Writing (2-3 minutes)
  - 1 minute timed writing activity

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## Specific ELL Strategies

Linan-Thompson, Vaughn, Hickman-Davis, & Kousekanani (2003)

- Multiple opportunities to acquire new skills and vocabulary in isolation and
- Multiple opportunities to practice skills in context
- Considerable redundancy in the lesson format: guided and independent practice
- Engaged students in discussion about what they were learning
- High student engagement

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## Vocabulary Development

August, Carlo, Dressler, & Snow, 2005; Diamond & Gutlohn, 2006

- Breadth and depth of vocabulary
- Students need to know many words (breadth)
- They also need to understand multiple meanings of the same word (depth)

Vocabulary word of the day:

- **Polysemus – having multiple meanings**

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## Studied Vocabulary Interventions - Positive Results

- Cognate Pairs ←
- Combination of interventions
  - Relationship matrix
  - Meaning predictions
  - Cloze sentences
- Active processing of word meanings
- Specific strategies
  - Roots, affixes, cognates, context, metacognition

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## Cognate Awareness

(Diamond, & Gutlohn, Vocabulary Handbook from CORE, 2006)

- False cognates: pairs of words from two different languages that are spelled similarly but do not share same meaning
- Students do not use cognates automatically (Nagy et al. 1993; Nagy 1988)
- Evidence indicates that cognates must be explicitly taught (Carlo et al. 2004)

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## Cognate Pairs

When teaching include pairs:

- High-frequency words in both languages (animal/animal)
- High frequency word in L1, low frequency word in L2 (enfermo/infirm)
- Helpful Tool: *NTC's Dictionary of Spanish Cognates Thematically Organized* by Rose Nash (1997)

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## Cognate Categories

Cognates (English & Spanish)

- Spelled Identically (doctor, hotel)
- Spelled nearly the same (class, family)
- Pronounced nearly the same (garden, peace)

False cognates

- Spelled nearly the same (Exit - success)
- Spelled identically (pan - bread, pie - foot)

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## Cognate Cognition

- Write down two words that are difficult for your students to learn in English only.
- Are you aware of a cognate? Is your partner? If you're not sure, what could you do?

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## Best Practices in Vocabulary Instruction

- Convey key concepts
- High utility
- Relevant to majority of content
- Relevant to student lives
- Multiple meanings
- Tier 1, 2, & 3

Nagy (1988), Beck & McKeown (1985), Beck, McKeown, & Kucan (2002).

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### Teach the Meaning of Critical, Unknown Vocabulary Words Select Words for Vocabulary Instruction (Beck, 2002)

	Tier 1	Tier 2	Tier 3
<b>Description</b>	• The most basic words • Words on Dale-Chall list	High frequency for mature language users and found across a variety of domains	Frequency of use is low, often limited to specific domains.
<b>Examples</b>	clock, baby, happy, work	absurd, maintain, fortunate	peninsula, isotope, isthmus
<b>Instruction</b>	Rarely require instruction at school	Instruction geared toward these words can be most productive	Best learned when a specific need arises

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### Teach the Meaning of Critical, Unknown Vocabulary Words Select Words for Vocabulary Instruction



- Another way to state it:
  - **“Goldilocks Words”** (Stahl & Stahl, 2004)
    - Not too difficult
    - Not too easy
    - Just right

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## Activity

- | • Words - EO - Tier | • ELL - Tier |
|---------------------|--------------|
| • Shoes             | 1            |
| • Ring              | 1            |
| • Miles             | 1            |
| • Industrious       | 2            |

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## Teacher Preparation

- Common but inefficient ways to teach vocabulary:
  - On the spot discussion, improvised definitions, asking students what a word means
  - Looking it up in the dictionary - depends on the dictionary

Feldman & Kinsella (2007)

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## Six Effective Components of Vocabulary for ALL + ELL

- Advanced organizers
- Consistent process/procedures
- Well-organized presentation
- More time and explicit instruction of academic language
- Visual representations of words
- Students have their own written record

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## What's NOT new to you?

- ★ Briefly look over the slides that we've covered plus your notes.
- ★ Review the big ideas.
- ★ Share with your partner:
  - ★ Which idea is not new to you?
  - ★ How has that idea impacted your instruction?

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## Comprehension

Research  
Instructional Strategies

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## Construct Meaning from Text

- Multiple ways for students to express understanding
- Interaction with text incorporates knowledge and experience
- Distinguish between fact and opinion
- Make inferences
- Draw conclusions

Linan-Thompson & Vaughn (2007)

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## Six Effective Components of Comprehension Instruction

- Clarify important vocabulary
- Preteach key ideas
- Create background knowledge
- Ask students to think about the text in relation to their own lives
- Use background knowledge
- Embrace student questioning about words and ideas in text

Linan-Thompson & Vaughn (2007)

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## Story Retell

Informal way to assess comprehension

- First, **teach** key concepts: character, setting, problem, and resolution.
- Second, **model** the skill that you want the students to learn and eventually master.
- Third, **guide** the students through practice opportunities of the skill.

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## Story Retell Simple Graphic Organizer

Beginning	Middle	End

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## Story Retell Cloze Sentences

- At the beginning Bosco the cat was \_\_\_\_\_ because he lost his \_\_\_\_\_.
- In the middle Bosco looked for his teddy bear in the \_\_\_\_\_ and under the \_\_\_\_\_.
- At the end Bosco found his teddy bear and they celebrated by \_\_\_\_\_.

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## Story Retell Setence Starters

- *At the beginning of the story the main character . . .*
  - *The main character had a problem because . . .*
  - *In the end the main character . . .*
- More advanced:
- *The story was resolved when . . .*

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## What works for you?

- ★ Briefly look over the slides that we've covered plus your notes.
- ★ Review the big ideas.
- ★ Share with your partner:
  - ★ Which components are most effective in your comprehension instruction?
  - ★ What makes that strategy effective for the students?

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## Next Time . . .

### Focus on Comprehension

- Teacher strategy - Improve your Read Alouds (vocabulary and comprehension)
- Student strategy - Paragraph Shrinking (PALS technique for summarization)

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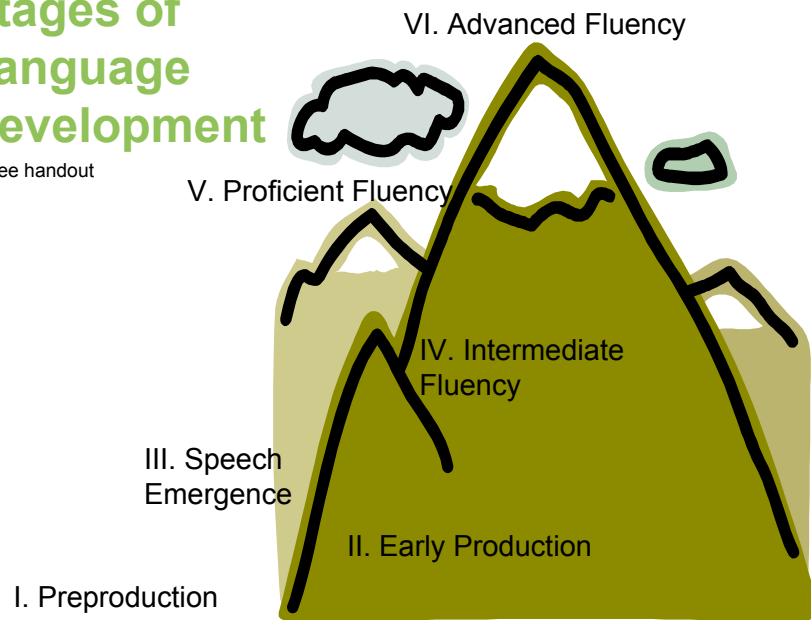
## Oral Language

Research  
Instructional Strategies

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## Stages of Language Development

See handout



## “Educating English Language Learners: A Synthesis of Research Evidence”

Saunders and O'Brien (2006)

### Underlying foundations:

- As language proficiency increases . . .
  - the development of question types also becomes increasingly sophisticated
  - the ability to define words becomes increasingly sophisticated (*informal versus formal definitions*)

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## Formal Definitions

- High Quality:
  - Do not assume background knowledge or shared knowledge
  - Do not require or attempt to solicit support from interlocutor
  - Do include more complex vocabulary and syntax
- Finding: Significant correlation between level of L2 proficiency and formal definition quality (Snow et al., 1987)

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*Familiarity with words is very different than the ability to define informally and formally. (Carlisle, 1999)*

*Stage 1 - I've never been exposed to that word before*  
*Stage 2 - I've seen it or heard it but I have no idea what it means*

*Stage 3 - I know something about it, I might be able to give you a synonym or an example but I can't tell you the definition*

*Stage 4 - I know the word and can share a formal definition*

*(Stahl, 2001; Archer, 2006 presentation; Vela, 2004, presentation)*

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## What is important in a retell?

(Goldstein, Harris, & Klein, 1993)

- Details
  - Plot
  - Setting
  - Character intentions
- Quality of content of retells are correlated with L2 oral proficiency and L2 reading achievement
- Surprisingly correct use of complete sentences and correct syntax are less correlated

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## Research thesis, anyone?

- “There is virtually no U.S. research on how classroom instruction might best promote more academic aspects of oral language development,” (Saunders and O’Brien, 2006)

Converging evidence

- IES ELL Practice Guide
- August & Shanahan, (2006) “Developing Literacy in Second-Language Learners.”

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## What We Do Know!

There is a hierarchical relationship among communicative and language-learning strategies.

We can use this knowledge to scaffold instruction.

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## Hierarchical relationship

(Chesterfield & Chesterfield, 1985)

12 communicative and language-learning strategies

Role play  
Request for clarification  
Appeal for assistance  
Monitoring

Anticipatory answer  
Elaboration  
Talk to self  
Answer in unison

Verbal attention getters  
Formulaic expressions  
Memorization  
Repetition

## Activity -

- Write down 3 different functions of language in your classroom.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## Some functions of language in the classroom

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## Thinking About Classroom Communication

Chose one function from the previous slide.  
What aspects of grammar does a student need to fluently demonstrate that function?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## Language Tools Needed

- Phonology: sounds, words, order
  - Morphology: subject-verb agreement
  - Syntax: rules to make sentences
  - Semantics: meaning of words
  - Pragmatics: conveying social content
- 
- Nouns (general and specific), verb tenses, adjectives, articles, pronouns, prepositions, conjunctions

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## Thinking About Instructional Communication

Write down three ways that we can teach students accurate and fluent language usage?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## Teaching Accurate and Fluent Language Usage

- Modeling . . .
- \_\_\_\_\_

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## An Example: Building a Sentence

(Dutro, Sonoma County Office of Education, 2006)

### Beginning Learner

- Expectation is for students to use single words, build topic specific vocabulary
- Provide words, definitions, visual images when possible, draw upon background knowledge
- Practice:
  - Younger students - signal, buddy buzz, choral response
  - Older students - write words, thinking maps

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## An Example: Building a Sentence

### Early Intermediate Learner

- Expectation is for students to use short sentences, build topic specific vocabulary
- Review words, definitions, draw upon background knowledge
- *Provide sentence structure.*
  - Words: River, creek, big, small
  - A \_\_\_\_\_ is \_\_\_\_\_.

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## An Example: Building a Sentence

### Intermediate Learner

- Expectation is for students to use simple comparative sentences, review topic specific vocabulary
- Review words, definitions, draw upon background knowledge. Model!
- *Provide sentence structure.*
  - Words: River, creek, big, small
  - A \_\_\_\_\_ is \_\_\_\_\_er than a \_\_\_\_\_.

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## An Example: Building a Sentence

### Early Advanced Learner

- Expectation is for students to use increasingly complex comparative sentences,
- Review words, definitions, draw upon background knowledge. Model!
- Introduce varied comparative vocabulary
- *Provide sentence structure.*
  - Words: River, creek, big, small, enormous
  - A \_\_\_\_\_ is \_\_\_\_\_ compared to a \_\_\_\_\_.

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## An Example: Building a Sentence

### Advanced Learner

- Expectation is for students to use increasingly complex and varied comparative sentences
- Review words, definitions, draw upon background knowledge. Model!
- Introduce varied comparative vocabulary & comparative word structures.
- *Provide sentence structure.*
  - Words: River, creek, big, small, enormous
  - A \_\_\_\_\_ is \_\_\_\_\_.
  - Even the \_\_\_\_\_est \_\_\_\_\_ is \_\_\_\_\_ by comparison.

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## Example of Language Related Learning Objectives

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## Beginning English Learners

(Speech Emergence to Intermediate)

- Students will learn specific linguistic means to get their interlocutors to explain words. For instance, they will learn to say: *What? I don't understand. Could you explain what X means? What does X mean?*
- Students will learn greetings and leave-takings (*hello* and *good-bye*).
- Students will learn how to introduce themselves.
- Students will learn to write their names and phone numbers.
- Students will learn action words (such as *go*, *come*, and *sit*).

Scarcella (2006)

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## Intermediate English Learners

(Intermediate to Proficient)

- Students will learn to use two types of complex sentences accurately in their writing.
- Students will learn to use five high-level (often called Tier 2) words correctly in their writing.
- Students will learn to use the meanings of specific prefixes and suffixes.

Scarcella (2006)

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## Advanced English Learners

(Proficient to Advanced)

- Students will learn to edit and revise their writing.
- Students will learn to give academic talks with an introduction, body and summary— using a list of three specific grammatical structures and high level, academic (tier 2) words and content (tier 3) words.
- Students will learn the meanings of five scientific terms in a specific nonfiction text the class is reading.

Scarcella (2006)

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## Scope of Early Language Development Instruction

(from the work of Jean Osborne & Zig Engelmann)  
Over 30 years of research!

- Actions
- Description of Objects
- Information and Background Knowledge
- Instructional Words and Problem-Solving Concepts
- Classification

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## Actions

- Beginning Actions - Standing up, sitting own (action statements)
- Parts of the Body - head, leg, hand
- Pro-nouns - he, she, I, you, we
- Actions tense - He was standing up.

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## Description of Objects

- Identification - tree, shoe, dog
- Identity Statements - A dog. This is a dog.
- Negative Identity Statements - This is not a dog.
- Common Classroom Objects - desk, whiteboard, paper, book
- Opposites - big/small, long/short, sad/happy, full/ not full *eventually* full/empty

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## Information and Background Knowledge

- Names - Your first name is \_\_\_\_\_. Your whole name is \_\_\_\_\_.
- Dates and Days of the Week - Today is Monday. Tomorrow will be \_\_\_\_\_.
- Months and Seasons
- Materials - wood, metal, leather, plastic
- Occupations & Places - pilot, fire station

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## Instructional Words & Problem-Solving Concepts

- Spatial & Temporal - first, next, before, after
- Prepositions - Put your hand over your head.
- Same/Different - function, appearance, type, sound
- Some, All, None - I am holding up all of my fingers.

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## Classification

- Vehicles
- Food
- Clothing
- Animals
- Containers
- Furniture

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## Intermediate Language Proficiency

- If/Then
- Synonyms
- Identifying an object from a definition
- Reasoning:
  - Same/Different
  - True/False
  - Only
- Retelling

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## What's new to you?

- ★ Briefly look over the slides that we've covered.
- ★ Review your notes.
- ★ Share with your partner:
  - ★ Which idea is new to you?
  - ★ How might that idea impact your everyday interaction with students?

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## Principles of Unbiased Assessment

- ★ Assessments in English
- ★ Native Language Assessments
- ★ Language vs. Literacy Assessment

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## Adding to the Challenge: I'll Do It My Way



Each state uses different identification and assessment measures and makes its own decision regarding cut-off scores for both entering and exiting programs designed for English language learners.

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## Appropriate Use of Assessments

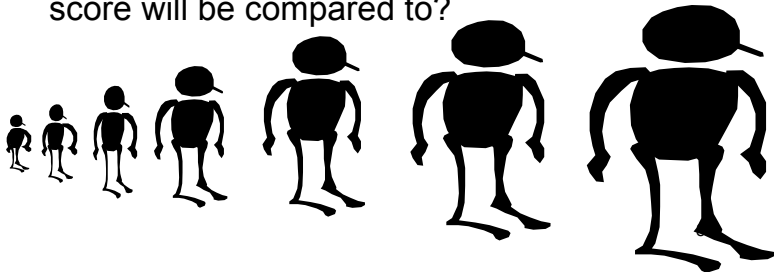
- 1) Consider Student Variables:
  - ★ Educational History
  - ★ Quality of educational program
  - ★ Language Development (L1 and L2)
  - ★ Acculturation
  - ★ Environment
  - ★ Social Issues

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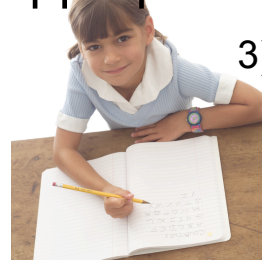
## Appropriate Use of Assessments

### 2) Normative Samples:

- ✘ Are they representative of your students?
- ✘ How many students are in the normative sample that your student's score will be compared to?



## Appropriate Use of Assessments



### 3) Language Development:

- ✘ Will scores represent the skill being tested or the English language skills acquired?
- ✘ Does the student have adequate English reading/writing skills to take the test in English?

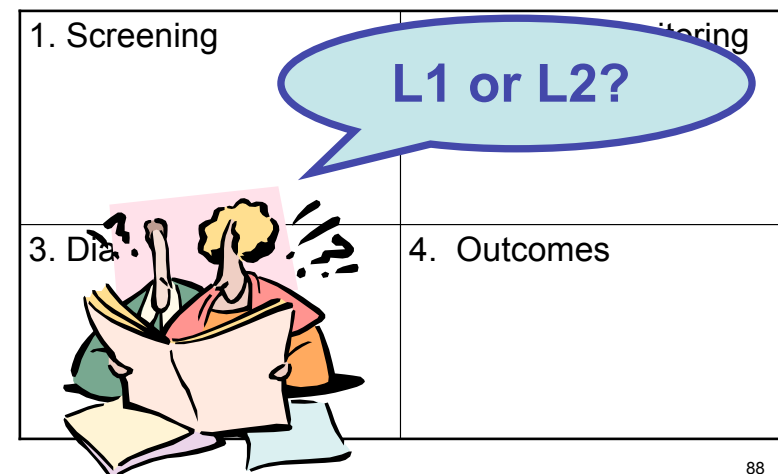
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## Purpose of Assessments with ELL Students

- ✘ Provide baseline data
- ✘ Identification of status as limited English proficient
- ✘ Annual progress in ELP
- ✘ Achievement in content areas (includes progress monitoring of basic skills)

NCELA, Assessment and Accountability Guide, (2006).

## Which tests are used with ELLs?



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## Principles of Unbiased Assessment

- \* Assessments in English
- \* Native Language Assessments
- \* Language vs. Literacy Assessment

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## Purpose of Assessments with ELL Students

Native  
Lang.  
Assess

- Provide Baseline Data
- Identification of status as limited English proficient
- Annual progress in ELP

Depends  
on Lang. of  
Instruction

- \* Achievement in content areas (includes progress monitoring of basic skills)

NCELA, Assessment and Accountability Guide, (2006).

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## Language of Instruction and Language of Assessment

The problem:

An achievement test can become a language test when a student doesn't have adequate ELP

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## Language of Instruction and Language of Assessment

The solution:

There's not an easy answer.

- No statistical evidence to stay how fluent a student must be in order to test their knowledge and not their language
- Development of tests in other languages has been slow
- One test in two different languages does not necessarily measure the same concept

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## Language of Instruction and Language of Assessment

Consider:

- If a student has not been instructed in their native language they have not acquired academic language.
- Language Dominance
- Language Proficiency

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## Interpreters

- Practice and review materials to be discussed
- Allow interpreter to ask questions before parent and student meetings
- Encourage interpreters to ask questions

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## During the Interpretation Process

- Speak in short simple sentences
- Avoid idioms, metaphors, and slang
- Avoid jargon, use specific and clear language
- Give interpreter time to translate each message
- Look and speak to the parent or student directly
- Allow extra time

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## Interpretation Etiquette

- Do not under any circumstances carry on a side conversation while the interpreter is speaking or while the parent or child is speaking!!!
  - Adds distraction for interpreter
  - Shows lack of interest in what parent or student has to say

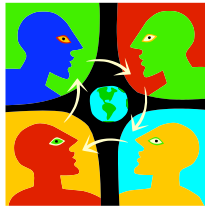


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## Test Administrators

- Native language assessors should have training in the terms, procedures, and rationale of the assessment process and the evaluation instruments.



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## Administrators of the Native Language Assessments

Be familiar with:

- Ethical guidelines for interpreters
- Confidentiality guidelines
- Purpose and restrictions of standardized testing

For high-stakes testing a school psychologist or special education teacher should be present during testing.

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## Principles of Unbiased Assessment

- \* Assessments in English
- \* Native Language Assessments
- \* Language vs. Literacy Assessment

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### Checklist 1.1

#### Choosing an Appropriate Language Proficiency Test Instrument

- What is the length of time needed to administer the assessment?
- What training, if any, is required for the test proctor? What type of training does the test manufacturer provide and at what cost?
- Is the assessment available in the languages spoken by students in the school?
- Is the test culturally responsive for the learners who will be taking it? For example, are there items on the test that would be easily understood by some ELLs but not by all of the ELLs who will be taking the test?
- What are the costs for purchasing, implementing, and scoring the assessment?
- Will the test publisher sell the test directly to the charter school, or does the charter school have to go through the local school district to obtain copies of the test? Most test manufacturers require an educator to sign documents stating that s/he will make sure that the test is kept in a secure location and will only be used for the purposes for which it was intended.
- How easy is it to order and reorder the assessment?
- What are the assessment scoring options?
- How many forms or versions of the test are available? (Students should not be reassessed or retested with the same test instrument. Whenever possible, a different form should be used.)

Source: Guerrero, M., and Ann Vecchio, *Handbook of English Language Proficiency Tests*, 1995.

### Basic Assessment Types for ELLs

Type of Assessment	Purpose	Source	Use of Outcomes	Reporting Uses	How Administered
<b>Program Placement Assessments and Language Proficiency Assessments</b>	To identify and place ELL students. (Language proficiency tests can also be used to demonstrate progress toward English-language proficiency.)	School or district-created Home Language Survey and commercial and/or customized language proficiency tests.	Provision of appropriate language services.	Information to parents about student placement, compliance with federal laws.	Individually administered by trained personnel.
<b>Content Mastery: Informal Assessments</b>	To monitor student progress.	Usually teacher-made; some commercial.	Grading, modifying instruction.	Report to parents on progress and strengths.	Group or individual, can be administered by teachers or instructional aides, or can be student self-assessments.
<b>Content Mastery: Formal or Standardized Assessments</b>	To monitor student progress, often used for "high-stakes" purposes.	Commercial, state, or district-developed.	To benchmark progress, compare student against others or a standard of achievement, program accountability, identify patterns in school/district, promotion or graduation.	Report to parents and community, report to funding sources, possible compliance with state or federal laws.	Usually group-administered by instructional personnel; training may be required to administer the test.

Source: National Association for Bilingual Education.



## Language and Literacy

### Language

- Identify students as LEP
- Baseline
- Language Services
- English language proficiency

### Literacy

- Identify skill status
- Baseline
- Literacy instruction
- Taught literacy skills performance

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## What's new to you?

- ★ Briefly look over the slides that we've covered and your notes.
- ★ Review your notes about the big ideas.
- ★ Share with you partner:
  - ★ Which idea is new to you?
  - ★ How does that idea impact your everyday life?

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## What Your Future Holds . . .

### Day 2 Modeling (AM) & Practice (PM)

Guest Presenter: Dr. Jorge Preciado

- Explicit Vocabulary Instruction & Practice
- Effective Read Alouds
- Efficient Oral Language Instruction

★ **BRING: Current teacher's manual**

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## What Your Future Holds . . .

### Day 3 Rtl & Assessment in Depth with ELL Students

- Multi-tiered approach
- Fitting in Language Instruction
- Digging deeper with data
- ★ **BRING: Your own student data to analyze!**

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## References

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- Wagner, Francis, & Morris. (2005). Identifying English Language Learners with Learning Disabilities: Key Challenges and Possible Approaches. *Learning Disabilities Research & Practice*, 20(1), 6-15.

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## Resource

- Rhodes, Ochoa, Ortiz, (2005). "Assessing Culturally and Linguistically Diverse Students: A Practical Guide." Guilford Press.
- <http://www.colorincolorado.org/> - Companion website to Reading Rockets, great resources for teachers and parents.
- <http://www.nwrac.org/pub/hot/assessment.html> - Northwest Regional Lab, Paper on ELL and Assessment (1998)

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## Resources

- <http://www.ncela.gwu.edu/> - National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs
- <http://www.idonline.org> - Brief articles on ELL and Special Education Interface.
- <http://ceee.gwu.edu/Lit/LiteracyGuides.html> - Tutor training manual for free download for parent and community volunteers
- <http://www.buros.unl.edu/buros/jsp/search.jsp> - Offers technical adequacy information on tests

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## Thank You!

Thank you for your work in the schools  
and for your participation today!

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