Professional Development Institute

Flex Course Syllabus

ELL Strategies for Mainstreamed Students (6-12)

PDI Course Number: 118T02

UCSD Course Number: EDUC40275

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

As the student population becomes increasingly diverse, do you find yourself wondering how to best help the influx of English language learners in your own classroom? English language learners, also known as ELLs, are the fastest growing group of students over the past two decades, and while there are plenty of programs and resources available to them in the elementary grades, the fact is that these resources tend to dwindle at the middle and high school levels. This online course is designed for teachers in grades 6-12 who wish to explore how to better help these students succeed academically, while simultaneously supporting their cultural heritage as well as their social and emotional well-being. Teachers will learn specific strategies to best support ELLs on their path to the acquisition of a new language. Teachers will take a deep dive into how culture affects the acquisition of a new language, and they will learn a variety of culturally responsive teaching strategies to support their English language learners. This course examines best practices for supporting and scaffolding ELLs in the areas of vocabulary, English language arts, mathematics, science, and social studies. Teachers will learn how having a growth mindset favorably affects ELLs' forward progress with language acquisition, and they will be introduced to a number of different strategies to assess these learners, both formally and informally. By the end of this course, teachers will feel far more comfortable teaching their English language learners.

Educational Outcomes

1. Teachers will learn about the different classifications of English language learners and some common misconceptions which surround them.
2. Teachers will learn about the main theories which exist regarding the acquisition of an additional language.
3. Teachers will learn about the various stages of language acquisition which can be tied to the WIDA CAN Do Descriptors.
4. Teachers will learn the difference between BICS and CALP within the four language domains — listening, speaking, reading, and writing.
5. Teachers will be taken through all of the steps of the ELL identification process.
6. Teachers will take a deep dive into the sociocultural aspects of language, including the process of acculturation and social and school expectations.
7. Teachers will learn about the various types of ELL programs, including ELL pull-out programs, ELL class period programs, and sheltered English instruction.
8. Teachers will learn about the various types of bilingual programs, including dual language, transitional bilingual, and developmental bilingual programs.
9. Teachers will learn about newcomer programs and will learn how to successfully weave technology into them.
10. Teachers will learn how to structure their lessons for their English language learners according to the principles of Sheltered Instruction Observation Protocol, or SIOP.
11. Teacher will be introduced to the basic principles of culturally responsive teaching, including how to incorporate its best practices into their mainstreamed classrooms.
12. Teachers will learn what WIDA CAN DO Descriptors are and how they can be used to better inform their teaching and grading practices for their English language learners.
13. Teachers will be introduced to several general strategies for working with English language learners, regardless of the grade level or content area being taught, broken down by beginner, intermediate, and advanced levels.
14. Teachers will understand the difference between first and second language acquisition, specifically what that means for them in their mainstreamed classrooms.
15. Teachers will understand the various challenges that ELLs face in ELA, mathematics, science, and social studies content courses, and they will learn specific strategies for helping their English language learners become successful in each content area.
16. Teachers will learn the basic principles of growth mindset and how it relates to the acquisition of a new language.
17. Teachers will learn how to incorporate growth mindset principles within their teaching practices in order to better support their English language learners.
18. Teachers will learn about the various formal assessments which are available so that they can better assess the progress of their English language learners.
19. Teachers will understand the role that informal assessments play in ELLs learning, as well as learn various strategies for incorporating informal assessment into their daily lessons.
20. Teachers will understand the role that home language and culture play in the acquisition of a new language, and will learn specific strategies for how to teach in such a diverse atmosphere.

21. Teachers will understand the challenges that ELL families face when trying to communicate with their child's school, including the significant role that culture plays in terms of establishing a collaborative school-family partnership.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Reflect on Your Current Practices and Design a Culturally Responsive Content-Area Lesson Plan (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- ELL Student Profiles
- The Path to Learning a New Language
- Sociocultural Aspects of Language Acquisition
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about mainstreamed English language learners in the 6-12 classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- ELL Teaching Models
- Types of ELL Instruction
- Incorporating Culturally Responsive Teaching Practices into the ELL Classroom
- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- WIDA CAN DO Descriptors
- General ELL Strategies
- Vocabulary Strategies
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively supporting mainstreamed English language learners within the context of a 6-12 content-area classroom and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- ELA Strategies
- Mathematics Strategies
- Science Strategies
- Social Studies Strategies
- **Test #4**

Unit Five
- Growth Mindset
- Formal Assessment of English Language Learners
- Informal Assessment of English Language Learners
- **Test #5**

Unit Six

- The Role of Home Language and Culture
- The Importance of Communication
- Embracing Families as Partners
- **Assignment #4**

  PART I: For the first part of this assignment, reflect on the current classroom makeup from one of your classes. If you are not currently teaching, reflect on a class that you have had in the past which contained students that had linguistic as well as academic needs. Then, write a paragraph which details the linguistic and academic needs of these English language learners in your mainstreamed classroom. What are some specific obstacles they currently face? What can you do as their teacher to address these specific needs while holding them accountable to the same content standards as your native English speakers? This paragraph should be written in no less than five detailed sentences and should focus on the linguistic and academic needs of one of your current or former classes.

  PART II: Taking into account the specific challenges delineated in Part I of this assignment, design two lesson plans that are geared toward specifically helping those ELLs who are mainstreamed into your class. Your lessons should be very detailed and should focus on the types of supports and scaffolds that can be implemented during the lessons in order to help English language learners in your class (as described in Part I) better understand the subject and topic under study. Your plan should also take into account all of the specific challenges that ELLs face in your chosen content area. Your lesson plans should be detailed enough so that another teacher could immediately use them in his/her classroom.

- **Assignment #5**

  The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

Anderson, N. (1999). *Exploring Second Language Reading: Issues and Strategies.* Boston, MA: Heinle & Heinle Publishers.

Association for Supervision and Curriculum Development (ASCD, n.d.). "Total Participation Techniques Video." Retrieved 31 Oct. 2019 from http://www.ascd.org/professional-development/videos/total-participation-techniques-dvd.aspx

Auerbach, E. (1995). "Deconstructing the Discourse of Strengths in Family Literacy." In *Journal of Reading Behavior, 27(4),* pgs. 643-661. Available online at: https://journals.sagepub.com/doi/10.1080/10862969509547903

Barton, M.L. & D.J. Jordan (2001). "A Supplement to *Teaching Reading in the Content Areas Teacher's Manual (2nd Edition).*" Retrieved 10 Oct. 2019 from http://www.ascd.org/ASCD/pdf/books/barton2001_sample_chapters.pdf

Beare, K. (2019). "Collection Examples for English Language Learners." Retrieved 23 May 2019 from https://www.thoughtco.com/collocation-examples-1210325

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

Beck, I.L., M.G. McKeown & L. Kucan (2013). *Bringing Words to Life: Robust Vocabulary Instruction* (2nd ed.). New York, NY: The Guilford Press.

Bennett, C.I. (2014). *Comprehensive Multicultural Education: Theory and Practice (8th ed.).* New York, NY: Pearson Education Publishing.

Betancourt, J.R. (2002). "Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches." Retrieved 01 Nov. 2019 from https://www.commonwealthfund.org/sites/default/files/documents/___media_files_publications_fund_report_2002_oct_cultural_competence_in_health_care__emerging_frameworks_and_practical_approaches_betancourt_culturalcompetence_576_pdf.pdf

Bialik, K., A. Scheller & K. Walker (2018). "6 facts about English language learners in U.S. public schools." Retrieved 15 May 2019 from https://www.pewresearch.org/fact-tank/2018/10/25/6-facts-about-english-language-learners-in-u-s-public-schools/

Biemiller, A. (2005). "Vocabulary development and instruction: A prerequisite for school learning." In D. Dickinson & S. Neuman (Eds.), *Handbook of Early Literacy Research* (Vol. 2)., New York, NY: Guilford Press.

Breiseth, L. (2015). "What You Need to Know About ELLs: Fast Facts." Retrieved 15 May 2019 from http://www.colorincolorado.org/article/what-you-need-know-about-ells-fast-facts

Breiseth, L., K. Robertson, & S. Lafond (2015). "Communicating Important Information with ELL Families: Strategies for Success." Retrieved 11 Nov. 2019 from https://www.colorincolorado.org/article/communicating-important-information-ell-families-strategies-success

Brown, H.D. (2014). *Principles of Language Learning and Teaching (6th ed.).* New York, NY: Pearson Education ESL.

Brown University, The Education Alliance (2019). "Teaching Diverse Learners." Retrieved 02 Oct. 2019 from https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/what-sheltered-instruction

Cal SIOP (2018). "Foundational Research on the SIOP Model." Retrieved 04 Oct. 2019 from http://www.cal.org/siop/about/history.html

Castellón, M. T. Cheuk, R. Greene, D. Mercado-Garcia, M. Santos, R. Skarin, & L. Zerkel (2015). "Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready." Retrieved 03 Oct. 2013 from https://ell.stanford.edu/sites/default/files/Schools%20to%20Learn%20From%20.pdf

Christenson S.L. & L.H. Havsy (2004). "Family-School-Peer Relationships: Significance for Social, Emotional, and Academic Learning." In J.E. Zins, R.P. Weissberg, M.C. Wang, & H.J. Walberg (Eds.), *Building Academic Success on Social and Emotional Learning.* New York, NY: Teachers College Press.

Cole, N.L. (2018). "Understanding Acculturation." Retrieved 20 May 2019 from https://www.thoughtco.com/acculturation-definition-3026039

Collier, C. (n.d.). "Retrospective: Language Instruction in Native American Communities." Retrieved 15 May 2019 from http://www.colorincolorado.org/article/retrospective-language-instruction-native-american-communities

¡Colorín colorado! (n.d.). "ELL Resources by State." Retrieved from http://www.colorincolorado.org/ell-basics/state

¡Colorín colorado! (2012). "Using Informal Assessments for English Language Learners." Retrieved 31 Oct. 2019 from https://www.colorincolorado.org/article/using-informal-assessments-english-language-learners

¡Colorín colorado! (2018). "Tips for Educators of ELLs: Teaching Vocabulary in Grades 4-12" Retrieved 09 Oct. 2019 from https://www.colorincolorado.org/article/tips-educators-ells-teaching-vocabulary-grades-4-12

¡Colorín colorado! (2019). "What are 'newcomer' programs? What are their pros and cons?" Retrieved 04 Oct. 2019 from https://www.colorincolorado.org/faq/what-are-newcomer-programs-what-are-their-pros-and-cons

communicationtheory.org (n.d.). "Second Language Acquisition Theory)." Retrieved 20 May 2019 from https://www.communicationtheory.org/second-language-acquisition-theory/

Concordia University-Portland (2012). "Five Stages of Second Language Acquisition." Retrieved 20 May 2019 from https://education.cu-portland.edu/blog/classroom-resources/five-stages-of-second-language-acquisition/

Dweck, C.S. (2006). *Mindset: The New Psychology of Success.* New York: NY: Ballantine Books.

Echevarría, J., M. Vogt, & D.J. Short (2016). *Making Content Comprehensible for English Language Learners: The SIOP Model.* New York, NY: Pearson Education Publishing.

Edmentum.com (2015). "9 Strategies to Differentiate Instruction for ELL Students." Retrieved 09 Oct. 2019 from https://www.edmentum.com/sites/edmentum.com/files/resource/media/0272-27_DifferentiateInstructionESL_081415.pdf

Ellis, E.S. (2002). "The Clarifying Routine: Elaborating Vocabulary Instruction." Retrieved 06 Nov. 2019 from http://www.ldonline.org/article/5759/

encouragement. In *dictionary.com.* Retrieved 30 Oct. 2019 from https://www.dictionary.com/browse/encouragement?s=t

engage. In *Merriam-Webster.com.* Retrieved 02 Nov. 2019 from https://www.merriam-webster.com/dictionary/engage

Epstein, J.L., L. Clark, K.C. Salinas, & M.G. Sanders (1997). "Scaling up school-family-community connections in Baltimore: Effects on student achievement and attendance." Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. Retrieved 02 Nov. 2019 from https://www.sedl.org/connections/resources/citations/34.html

Ethnologue (2019). "How many languages are there in the world?" Retrieved 03 Oct. 2019 from https://www.ethnologue.com/guides/how-many-languages
Farnam Street (2015). "Carol Dweck: A Summary of the Two Mindsets and the Power of Believing That You Can Improve." [Blog post]. Retrieved 28 Oct. 2019 from https://fs.blog/2015/03/carol-dweck-mindset/

Fan. W. & C.M. Williams (2010): "The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation." In *Educational Psychology, 30:1,* pgs. 53-74.

Ferlazzo, L. & L.A. Hammond (2009). *Building Parent Engagement in Schools.* Santa Barbara, CA: Linworth Publishing.

Ferlazzo, L. (2011). "Involvement or Engagement?" Retrieved 02 Nov. 2019 from http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx

Ferlazzo, L. (April 21, 2016). "We Did a Great 'Growth Mindset' Lesson with Our ELLs This Week — Here's the Lesson Plan." [Blog post]. Retrieved 28 Oct. 2019 from https://larryferlazzo.edublogs.org/2016/04/21/we-did-a-great-growth-mindset-lesson-with-our-ells-this-week-heres-the-lesson-plan/

Fitzgerald, F.S. (1925). *The Great Gatsby.* New York, NY: Charles Scribner's Sons.

Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice.* (3rd ed.). Multicultural Education Series. New York, NY: Teachers College Press.

Grauslys, I. (Simply Ieva: Helping You Teach ESL Beginners, n.d.). "How to Plan Lessons for English Learners — the SIOP Approach." [Blog post]. Retrieved 04 Oct. 2019 from https://www.simplyieva.com/how-to-plan-lessons-for-english-learners-the-siop-approach/

Grauslys, I. (2017). *Teaching Absolute Beginners: an ESL Teacher's Handbook.* [Ebook]. Retrieved from https://simplyieva.teachable.com/p/beginner-esl-teacher-handbook

Graves, M.F., D. August & J. Mancilla-Martinez (2013). *Teaching Vocabulary to English Language Learners.* New York, NY: Teachers College Press.

Gunn, J. (August 26, 2018). "Building a Growth Mindset for Teachers." [Blog post]. Retrieved 28 Oct. 2019 from https://education.cu-portland.edu/blog/classroom-resources/growth-mindset-for-teachers/

Haynes, J. (2004). "Pair Your Newcomers with Buddies." Retrieved 07 Oct. 2019 from https://www.almasd.net/site/handlers/filedownload.ashx?moduleinstanceid=9087&dataid=5732&FileName=Activities%20for%20Newcomers.pdf

Hays, B. (2016). "Most U.S. adults have vocabulary of more than 42,000 words." Retrieved 05 Nov. 2019 from https://www.upi.com/Science_News/2016/08/16/Most-US-adults-have-vocabulary-of-more-than-42000-words/2801471361934/

Henderson, A.T. & K.L. Mapp (2002). "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement." Retrieved 02 Nov. 2019 from http://www.sedl.org/pubs/catalog/items/fam33.html

Herr, N. (2007). "Strategies for Teaching Science to English Language Learners." Retrieved 09 Oct. 2019 from http://www.csun.edu/science/ref/language/teaching-ell.html

Herrmann, E. (2016). "Fostering growth mindset with English learners." Retrieved 30 Oct. 2019 from http://exclusive.multibriefs.com/content/fostering-growth-mindset-with-english-learners/education

Higgins, J.J. (2002). "Multicultural Children's Literature: Creating and Applying an Evaluation Tool in Response to the Needs of Urban Educators." Retrieved 01 Nov. 2019 from https://laulima.hawaii.edu/access/content/user/jaydene/ED294/ED294.Article.Multicultural%20Children%20Lit.pdf

Hill, N.E. & L. Taylor (2004). "Parental School Involvement and Children's Academic Achievement." Retrieved 02 Nov. 2019 from

https://www.researchgate.net/publication/263331533_Parental_School_Involvement_and_Children's_Academic_Achievement_Pragmatics_and_Issues

Himmele, P. & W. Himmele. *Total Participation Techniques: Making Every Student an Active Learner.* Alexandria, VA: Association for Supervision and Curriculum Development.

Hoffman, E. (2018). "Growth Mindset #6 – Effective Effort Rubric." Retrieved 28 Oct. 2019 from https://betterlesson.com/community/document/1962636/growth-mindset-6-effective-effort-rubric-1-3-docx

Hollie, S. (2018). *Culturally and Linguistically Responsive Teaching and Learning.* (2ⁿᵈ ed.). Huntington Beach, CA: Shell Education.

Huynh, T.K. (Empowering ELLs, 04 August 2017). "Finding the Right Fit: Instructional Program Models for Teaching English." [Blog post]. Retrieved from https://www.empoweringells.com/instructional-program-models/

involve. In *Merriam-Webster.com.* Retrieved 02 Nov. 2019 from https://www.merriam-webster.com/dictionary/involve

Irujo, S. (2013). "What Does Research Tell Us About Teaching Reading to English Language Learners?" Retrieved 06 Nov. 2019 from https://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners

Jim (Imagine Learning, June 2010). "6 Tips for Teaching in a Diverse Classroom." Retrieved 06 Nov. 2019 from https://www.imaginelearning.com/blog/2010/06/esl_struggling-readers-2

Jiménez, R.T., G.E. Garcia & P.D. Pearson (1996). "The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles." In *Reading Research Quarterly, 31*(1), pgs. 90-112.

Jones, L. (2014). The Power of Teacher Collaboration. Retrieved 03 Oct. 2019 from https://www.teachingchannel.org/blog/2014/07/18/power-of-teacher-collaboration-nea/

Kids Gardening (2017). "Starting a Community Garden on School Grounds." Retrieved 11 Nov. 2019 from https://kidsgardening.org/create-sustain-a-program-starting-a-community-garden-on-school-grounds/

Klaeser, B.M. (1977). *Reading Improvement: A Complete Course for Increasing Speed and Comprehension.* Wokingham, England: Nelson-Hall Company.

Krashen, S.D. (1987). *Principles and Practice in Second Language Acquisition.* Englewood Cliffs, NJ: Prentice-Hall International.

Ladson-Billings, G. (2009). *The Dreamkeepers: Successful Teachers of African American Children.* 2ⁿᵈ ed. San Francisco, CA: Jossey-Bass.

Linton Howard, L. (2017). *Bright Ribbons: Weaving Culturally Responsive Teaching Into the Elementary Classroom.* Thousand Oaks, CA: Corwin.

Lynch, M. (Education Week, Nov. 30, 2014). "6 Ways Teachers Can Foster Cultural Awareness in the Classroom." [Blog post]. Retrieved 11 Nov. 2019 from http://blogs.edweek.org/edweek/education_futures/2014/11/6_ways_teachers_can_foster_cultural_awareness_in_the_classroom.html

Maria (Everyone Deserves to Learn, June 2017). "Types of English Language Learners." [Blog post]. Retrieved from http://www.everyonedeservestolearn.com/2017/06/types-of-english-language-learners.html

McGonigal, J. (2011). *Reality is Broken: Why Games Make Us Better and How They Can Change the World.* New York, NY: Penguin Books.

Mindset Works (2017). "Decades of Scientific Research that Started a Growth Mindset Revolution." Retrieved 28 Oct. 2019 from https://www.mindsetworks.com/science/

Moore-Harris, B. (2005). "Strategies for Teaching Mathematics to English Language Learners." Retrieved 10 Oct. 2019 from http://www.tsusmell.org/downloads/Conferences/2005/Moore-Harris_2005.pdf

National Academies of Sciences, Engineering and Medicine (2017). *Promoting the Educational Success of Children and Youth Learning English.* Washington, D.C.: The National Academies Press.

National Center for Education Statistics (2019). "English Language Learners in Public Schools." Retrieved 01 Nov. 2019 from https://nces.ed.gov/programs/coe/indicator_cgf.asp

National Parent Teachers Association (n.d.). "State Laws on Family Engagement in Education." Retrieved 02 Nov. 2019 from https://s3.amazonaws.com/rdcms-pta/files/production/public/State_Laws_Report.pdf

New America (n.d.). "English Language Proficiency (ELP) Assessments." Retrieved from https://www.newamerica.org/education-policy/topics/english-learners/dual-language-learners/dll-assessment/english-language-proficiency-assessments/non-consortia-states/

Not all English Language Learners are the same: 3 classifications for consideration. [Prezi]. Retrieved from Prezi site: https://prezi.com/btjfhv0zoza8/3-types-of-english-language-learners-ells/

NYU Steinhardt (2009). "ELLs and Mathematics." Retrieved 10 Oct. 2019 from https://research.steinhardt.nyu.edu/scmsAdmin/uploads/004/738/NYU_PTE_Math_Module_For_ELLS_Oct_8_2009.pdf

OBrien, A. (2015). "Family Engagement that Works: Parent-Teacher Home Visits." Retrieved 11 Nov. 2019 from https://www.edutopia.org/blog/family-engagement-works-parent-teacher-home-visits-anne-obrien

Parent Teacher Home Visits (2016). "Why Home Visits?" Retrieved 11 Nov. 2019 from http://www.pthvp.org/what-we-do/why-home-visits/

praise. In *dictionary.com.* Retrieved 30 Oct. 2019 from https://www.dictionary.com/browse/praise?s=t

Princeton.edu (n.d.). "Four Common Stages of Cultural Adjustment." Retrieved from https://www.princeton.edu/oip/practical-matters/Cultural-Adjustment.pdf

Renaissance EdWords (n.d.). "Growth Mindset." Retrieved 28 Oct. 2019 from https://www.renaissance.com/edwords/growth-mindset/

Robertson, K. & L. Breiseth (n.d.). "How to Support Refugee Students in the ELL Classroom." Retrieved 15 May 2019 from http://www.adlit.org/article/23379/

Robertson, K. (2007). "Tips for Successful Parent-Teacher Conferences with Bilingual Families." Retrieved 06 Nov. 2019 from https://www.colorincolorado.org/article/tips-successful-parent-teacher-conferences-bilingual-families

Sanchez, C. (2017). "English Language Learners: How Your State is Doing." Retrieved 30 Oct. 2019 from https://www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk

Schmitt, N., X. Jiang, & W. Grabe (2011). "The Percentage of Words Known in a Text and Reading Comprehension." Retrieved 28 Oct. 2019 from https://www.lextutor.ca/cover/papers/schmitt_etal_2011.pdf

Sigueza, T. (2009). "Using Graphic Organizers with ELLs." Retrieved 07 Oct. 2019 from http://www.colorincolorado.org/article/using-graphic-organizers-ells

Soto, L.D., J.L. Smrekar, & D.L. Nekcovei (1999). "Preserving Home Language and Cultures in the Classroom: Challenges and Opportunities." Retrieved 11 Nov. 2019 from https://ncela.ed.gov/files/rcd/BE021107/Preserving_Home_Languages.pdf

Southwest Educational Development Laboratory (2002). "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement." Retrieved 02 Nov. 2019 from https://www.sedl.org/connections/resources/evidence.pdf

Smith, C. (2016). Teaching Math to English Language Learners. Retrieved 10 Oct. 2019 from http://www.slideshare.net/fullscreen/smithersmath/teaching-math-to-english-language-learners/

Spolsky, B. (2016). *Sociolinguistics.* Oxford, England: Oxford University Press.

Srivastava, Y. (2015). "Why Failure is Good." Retrieved 30 Oct. 2019 from
https://www.teninnovate.com/blog/2015/3/19/why-failure-is-good

structural linguistics. In Webster's New World College Dictionary (2014). Retrieved 20 May
2019 from https://www.yourdictionary.com/structural-linguistics

TeachThought. (2016). "10 Dos & Don'ts for Teaching Vocabulary In Any Content Area."
Retrieved 08 Oct. 2019 from http://www.teachthought.com/pedagogy/literacy/10-dos-and-donts-
for-teaching-vocabulary-in-any-content-area/

Thornbury, S. (2002). *How to Teach Vocabulary.* New York, NY: Pearson Education ESL.

Tyson, K. (Dr. Kimberly's Literacy Blog, 2019). "Marzano's 6-Step Vocabulary Process." [Blog
post]. Retrieved 08 Oct. 2019 from https://www.learningunlimitedllc.com/marzanos-6-step-
vocabulary-process-2/

University of Minnesota (2019). "Culture and Writing Style: Audience Expectations." Retrieved
09 Oct. 2019 from https://wins.umn.edu/considering-culture/culture-and-writing-style

U.S. Department of Education, Office of Career, Technical, and Adult Education (2007).
"Family Literacy." Retrieved 11 Nov. 2019 from
https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/f14.html

Varsity Tutors (n.d.). "ACT Math: Venn Diagrams." Retrieved 10 Oct. 2019 from
https://www.varsitytutors.com/act_math-help/data-analysis/venn-diagrams

Vocabulary in Chunks (2017, January 12). "Lexical Chunks #2." [Blog post]. Retrieved 09 Oct.
2019 from https://vocabularyinchunks.wordpress.com/tag/collocations/

Walker, D. (2010). "How the World Separates Its Digits." Retrieved 10 Oct. 2019 from
http://www.statisticalconsultants.co.nz/blog/how-the-world-separates-its-digits.html

WIDA Can Do Descriptors©, 2009 Board of Regents of the University of Wisconsin System, on
behalf of the WIDA Consortium. Retrieved 07 Oct. 2019 from https://wida.wisc.edu/

WIDA Consortium (n.d.). "American Indian English Language Learners." Retrieved from
https://wida.wisc.edu/sites/default/files/resource/FocusOn-American-Indian-ELLs.pdf

World Atlas (2017). "US States with the Largest Native American Populations." Retrieved 20
May 2019 from https://www.worldatlas.com/articles/us-states-with-the-largest-native-american-
populations.html

Yaffe, P. (2011). "the 7% Rule: Fact, Fiction, or Misunderstanding." Retrieved 30 Oct. 2019
from https://ubiquity.acm.org/article.cfm?id=2043156