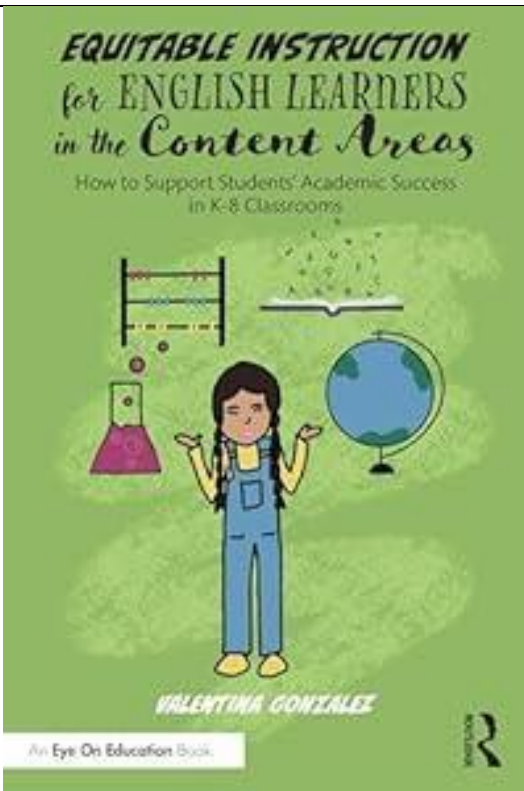


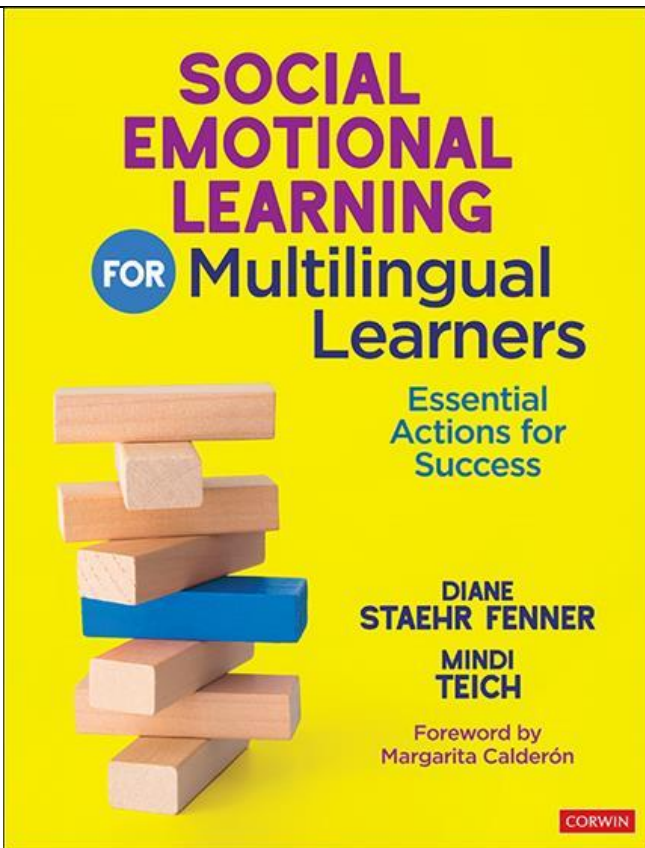
EAL Professional Books in the Authorized Learning Resource (ALR)



Equitable Instruction for English Learners in the Content Areas: How to Support Students' Academic Success in K-8 Classrooms by Valentina Gonzalez

NSSBB# 1007746

In *Equitable Instruction for English Learners in the Content Areas*, ESL expert Valentina Gonzalez shows you how to meet the needs of English learners in K-8 classrooms. With an emphasis on comprehensible input, the clear and accessible guidance in this book allows teachers to maintain a high level of instruction and hold all students to high standards while allowing English learners important opportunities to engage with key content area language and excel at subject-specific material. Demonstrating how equity is an essential component to teaching multilingual learners, this book includes engaging practical strategies catered to different grade levels, and it is essential reading for every teacher who works with multilingual learners.



Social Emotional Learning Multilingual Learners: Essential Actions for Success by Diane Staehr Fenner and Mindi Teich

NSSBB# 1007548

Foster multilingual learners' academic success, wellbeing, agency, and belonging

Though multilingual learners (MLs) comprise nearly 25% of the school-age population, the most widely-used social emotional learning (SEL) frameworks and programs lack an intentional focus on these students' unique strengths and challenges. To foster MLs' academic success and wellbeing, educators must consider students' cultures, languages, assets, expectations, norms, and life experiences when integrating SEL practices. In this groundbreaking book, Dr. Diane Staehr Fenner and Mindi Teich break down how each of the five competencies in the Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL framework can be implemented with ML success in mind. Staehr Fenner and Teich's practical and engaging guide provides SEL considerations that are unique to MLs, relevant research, easy-to-implement educator actions, and tools to seamlessly integrate SEL practices into content and language instruction. Additional features include:

- Tools and practical strategies educators can apply immediately
- Programmatic and systemic considerations that impact SEL for MLs
- Examples of successful SEL strategies for MLs currently being used in classrooms
- Ample opportunities for reflection and application in each chapter
- Templates to prioritize and integrate SEL for MLs into teaching practices

MLs thrive when they are validated and supported to achieve their goals, empathize with others, build relationships, and make responsible decisions. The essential actions presented in this guide will enable you—regardless of your role or prior experience with SEL—to empower MLs to achieve academic and lifelong success.

CORE PRACTICES FOR TEACHING MULTILINGUAL STUDENTS



Humanizing Pedagogies for Equity

Megan Madigan Peercy
Johanna M. Tigert
Daisy E. Fredricks

FOREWORD BY CHRISTIAN J. FALTIS

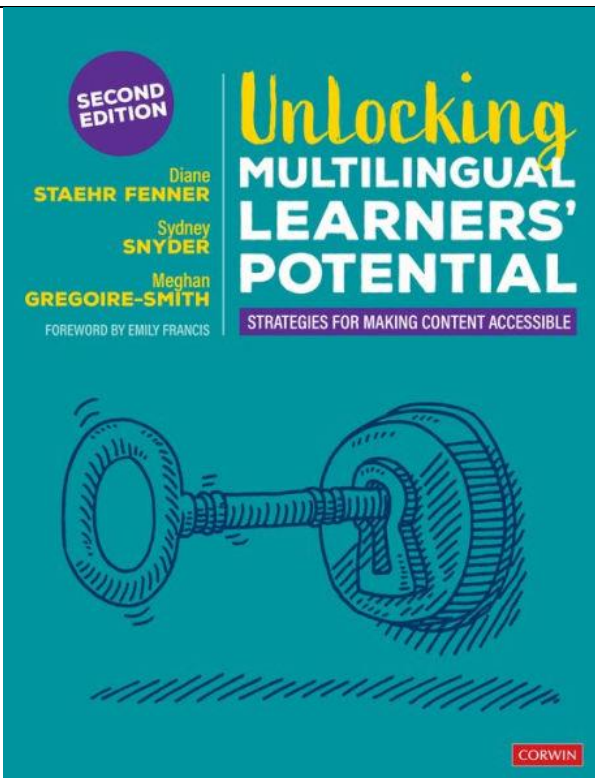


Core Practices for Teaching Multilingual Students - Humanizing Pedagogies for Equity by Megan Madigan Peercy, Johanna M. Tigert, and Daisy E. Fredricks NSSBB# 1007466

Learn how to teach multilingual students effectively and equitably with this practical and accessible resource. The authors share real-world examples from the classrooms of ESOL teachers, unpack the teachers' thinking about their instruction, and identify six core practices that are foundational to teaching multilingual students: knowing your multilingual students, building a positive learning environment, integrating content and language instruction, supporting language and literacy development, using assessment, and developing positive relationships and engaging in advocacy. The book focuses on how K–12 teachers can use these core practices in ways that humanize their instruction—positioning students as whole human beings, valuing the assets and resources they bring to the classroom, actively involving them in rigorous instruction that draws on their experiences and knowledge, responding to each unique learning context, and disrupting traditional power dynamics in education. This text will help pre- and in-service teachers of multilingual students to center equity and justice in their practice and understand how to move humanizing mindsets into action. Book Features:

- Identifies and describes core practices for teaching multilingual students.
- Offers opportunities to analyze teachers' instruction using core practices.
- Includes templates and additional resources that help teachers extend the use of core practices to their own planning.
- Supports teacher educators in preparing teachers to move humanizing mindsets to humanizing practices.

Provides access to supplementary video clips depicting teachers as they engage in these practices and discuss their use.

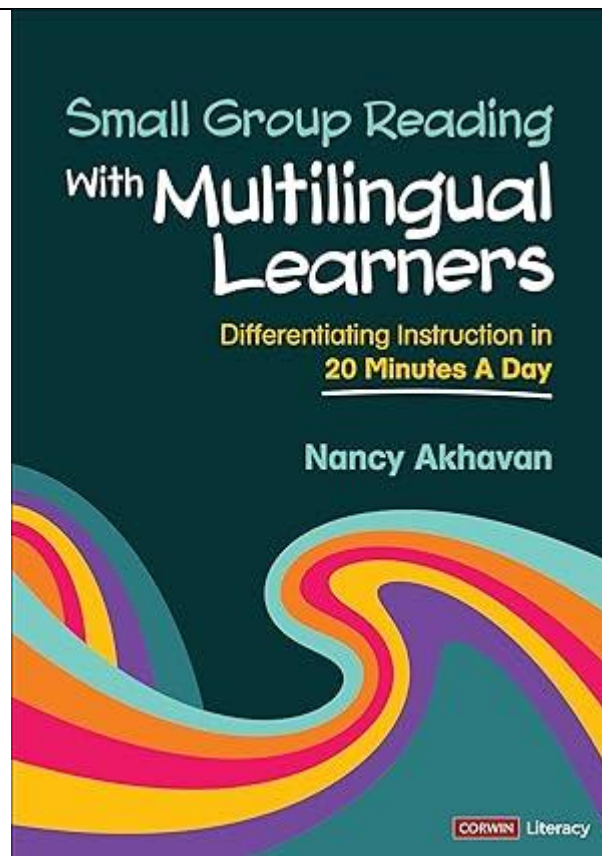


Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible by Diane Staehr Fenner, Snyder and Meghan Gregoire-Smith

NSSBB# 1007430

Bring classroom content to life for multilingual learners. In this eagerly anticipated revision of their bestselling book, authors Diane Staehr Fenner, Sydney Snyder, and Meghan Gregoire-Smith share dynamic, research-backed strategies that every educator of multilingual learners (MLs) can add to their repertoire. Including more of what educators loved from the first edition—authentic classroom examples, a wide variety of research-based instructional strategies, and practical tools to implement across grade levels and content areas—this is the ultimate practical guide to unlocking the potential of MLs in K-12 classrooms. With fresh graphics and eye-catching colors, this thoroughly revised edition also includes:

- Considerations for newcomers and students with interrupted or no formal education (SLIFE).
- An added chapter on building scaffolded instruction and peer learning opportunities into MLs' academic reading and writing activities.
- Additional opportunities for reflection and application.
- A new unit planning template aligned with research-based instructional practices, including a completed example unit.



Small Group Reading with Multilingual Learners – Differentiating Instruction in 20 minutes a Day by Nancy Akhavan

NSSBB# 1007224

Students acquiring English tend to bust every stereotype. The truth is, these learners come to school with linguistic assets, not deficits. They will excel with lively, just-right challenge lessons, and they thrive with opportunities to collaborate with peers. In this authoritative resource, bestselling author Nancy Akhavan shows teachers how to support students at the small-group table in acquiring English as well as developing as readers - simultaneously. Ready-to-go tools include:

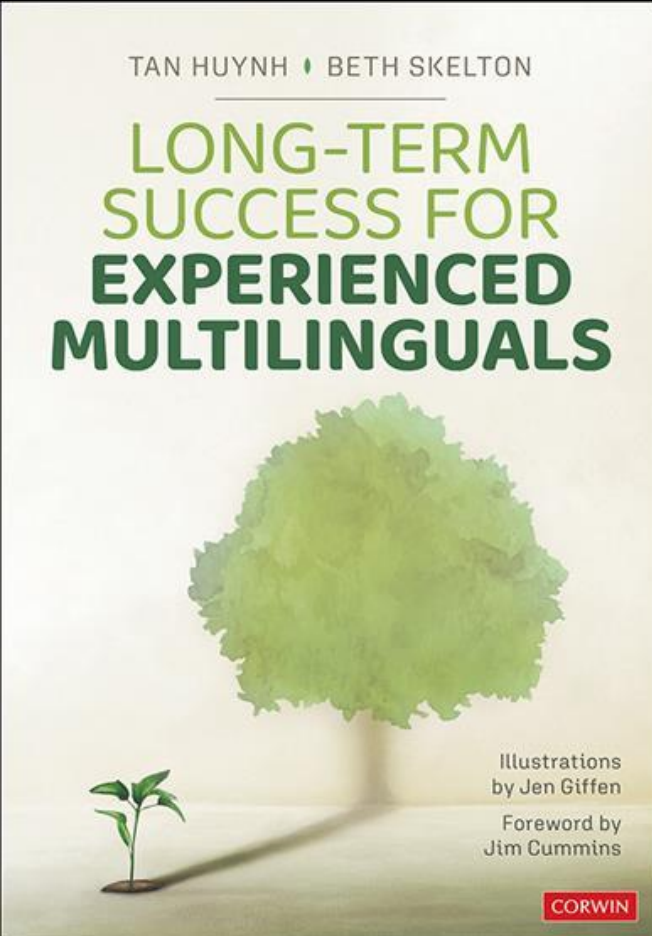
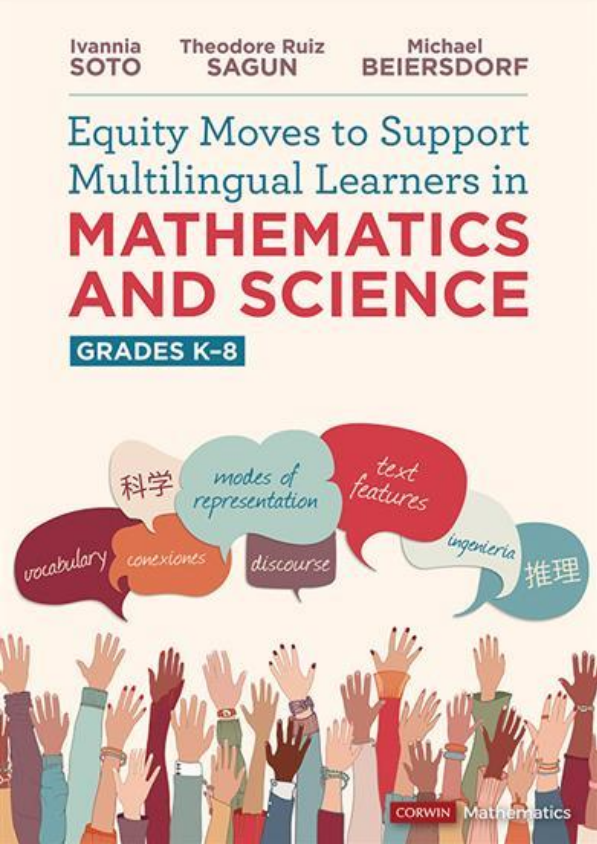
Essential background on the five stages of language acquisition

How-to for differentiating instruction based on students' levels of language proficiency as well as their reading proficiency

Lesson sequences integrating oral language, phonics, spelling, vocabulary, word work, comprehension, and writing about reading

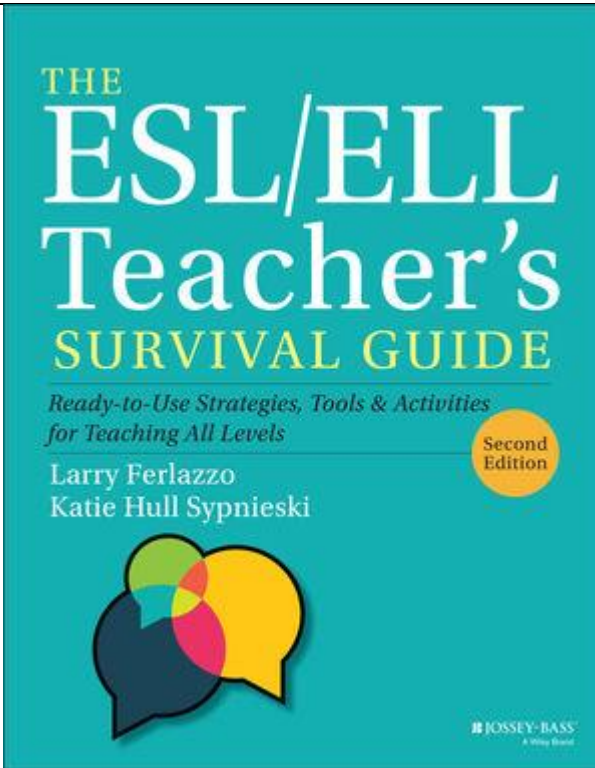
Routines that augment talk about texts so multilingual learners can verbalize their knowledge and articulate thinking

A companion website and multimodal scaffolds to support students across reading, writing, speaking, and listening.

 <p>TAN HUYNH • BETH SKELTON</p> <h1>LONG-TERM SUCCESS FOR EXPERIENCED MULTILINGUALS</h1> <p>Illustrations by Jen Giffen</p> <p>Foreword by Jim Cummins</p> <p>CORWIN</p>	<p>Long-Term Success for Experienced Multilinguals by Tan Huynh and Beth Skelton</p> <p>NSSBB# 1007118</p> <p>Now is the time to push past the limits of the long-term English learner (LTEL) label and embrace a new way of honoring secondary multilinguals valuable life experiences and academic potential. By focusing on experienced multilinguals strengths and what teachers can do, you will discover new avenues for teaching the academic language skills required for them to process content lessons and clearly communicate discipline-specific ideas.</p>
 <p>Ivannia SOTO Theodore Ruiz SAGUN Michael BEIERSDORF</p> <h1>Equity Moves to Support Multilingual Learners in MATHEMATICS AND SCIENCE</h1> <p>GRADES K-8</p> <p>科学 modes of representation text features vocabulary conexiones discourse ingenieria 推理</p> <p>CORWIN Mathematics</p>	<p>Equity Moves to Support Multilingual Learners in Mathematics and Science, Grades K-8 by Ivannia Soto, Theodore Ruiz Sagun and Michael Beiersdorf</p> <p>NSSBB# 1006778</p> <p><i>Equity Moves to Support Multilingual Learners in Mathematics and Science, Grades K-8</i> focuses on the literacy opportunities that MLLs can achieve when language scaffolds are taught alongside rigorous math and science content. It provides a framework teachers can use to develop equity-centered, scaffolded math, science, or STEAM lessons. Readers will find:</p> <ul style="list-style-type: none"> • Anchor phenomena that demonstrate issues with lesson design and delivery and highlight areas to include language and content scaffolds • Examples for honoring the languages of students, families, and communities • Culturally responsive techniques and easy-to-use tables featuring the equity moves

- Vignettes showcasing the equity move in the classroom setting
- A focus on four language demands: vocabulary, discourse, multiple modes of representation, and text features

With an assets-based approach to what MLLs can do, this book helps teachers unpack the language demands of mathematics and science and encourages reflection of their own practices in scaffolding for language and culture.



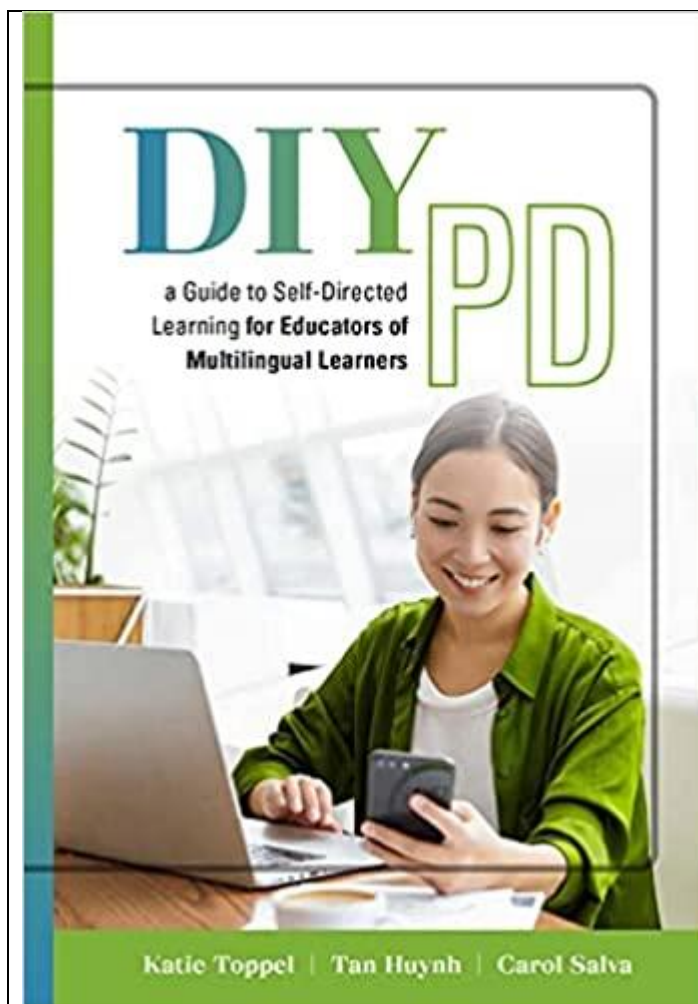
ESL/ELL Teacher's Survival Guide – Ready-To-Use Strategies, Tools & Activities for Teaching All Levels by Larry Ferlazzo and Katie Hull Sypnieski

NSSBB# #1006697

The ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels, 2nd Edition offers readers a comprehensive range of instructional strategies and educational resources for teaching English. The newly revised 2nd Edition includes brand new chapters on:

- Working with Long-Term English Language Learners
- Teaching English internationally
- Teaching Elementary Age ELLs
- Teaching Adult ELLs
- Teaching ELLs with learning challenges
- Culturally Responsive Instruction
- Effective online instruction
- Working with co-teachers and para-professionals

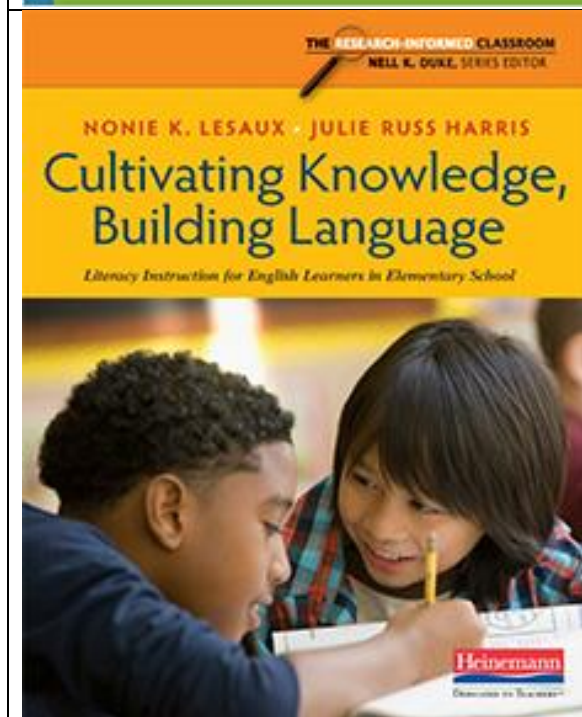
In addition to the new chapters, *The ESL/ELL Teacher's Survival Guide* contains updated material on topics including math, science, social studies, Common Core Standards, the Next Generation Science Standards and 150 pages of new, highly engaging content.



DIY PD: A Guide to Self-Directed Learning for Educators of Multilingual Learners by Katie Toppel, Tan Huynh and Carol Salva

NSSBB# 1006480

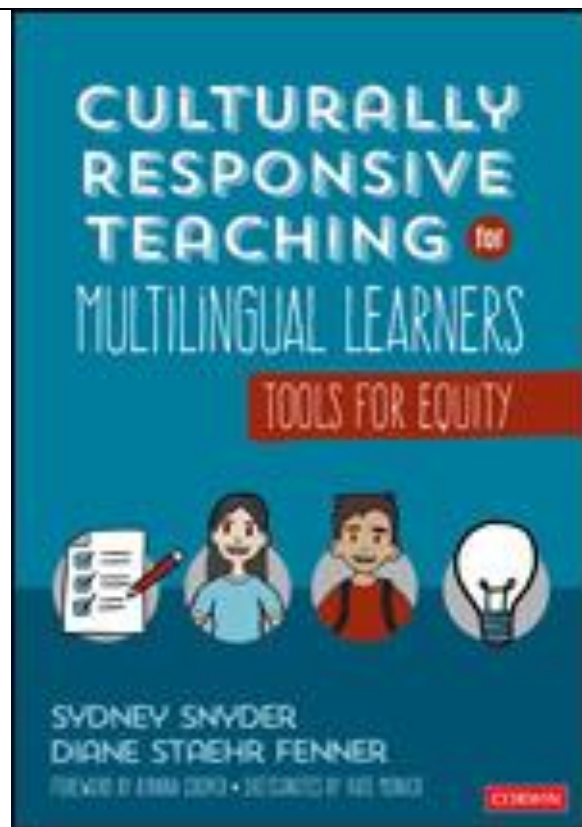
In our ever-changing world, it is more important now than ever to feel connected as a global community of educators working with students who are culturally and linguistically diverse. *DIY PD: A Guide to Self-Directed Learning for Educators of Multilingual Learners* will offer new teachers and veteran edubloggers alike a comprehensive array of interpretive, expressive, and interactive activities to support us on our paths and challenge our thinking as we grow together to meet our students' needs in today's changing education landscape. This guide is for educators who are seeking innovative ways to chart their own courses for professional learning.



Cultivating Knowledge, Building Language: Literacy Instruction for English Learners in Elementary School by Nonie K. Lesaux and Julie Russ Harris

NSSBB# 1006143

In today's linguistically diverse elementary classrooms, research suggests that a universal approach to building academic vocabulary and conceptual knowledge holds huge promise for closing the opportunity gaps among English learners. In *Cultivating Knowledge, Building Language*, Nonie Lesaux and Julie Harris present a knowledge-based approach to literacy instruction that supports young English learners' development of academic content and vocabulary knowledge and sets them up for reading success.

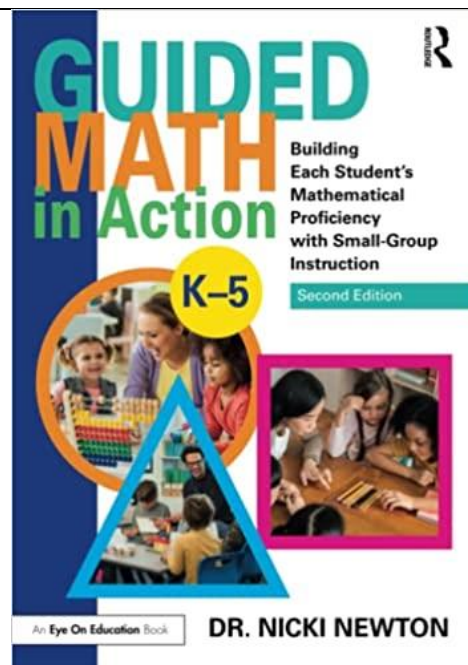


Culturally Responsive Teaching for Multilingual Learners: Tools for Equity by Sydney Snyder and Diane Staehr Fenner

NSSBB# 1006069

In this book you'll find:

- Practical and printable, research-based tools that guide you on how to implement culturally responsive teaching in your context
- Case studies and reflection exercises to help identify implicit bias in your work and mitigate deficit-based thinking
- Authentic classroom video clips in each chapter to show you what culturally responsive teaching actually looks like in practice
- Hand-drawn sketch note graphics that spotlight key concepts, reinforce central themes, and engage you with eye-catching and memorable illustrations

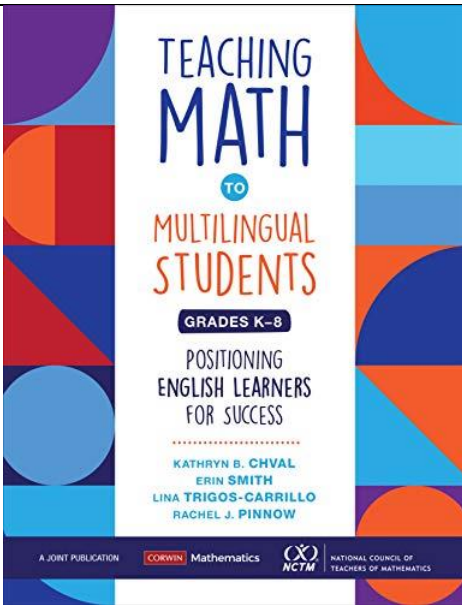


Guided Math in Action K-5: Building Each Student's Mathematical Proficiency with Small-Group Instruction by Dr. Nikki Newton

NSSBB# 1006065

Learn how to help elementary students build mathematical proficiency with purposeful, standards-based, differentiated, engaging small-group instruction. This best-selling book from Dr. Nicki Newton provides a repertoire of in-depth strategies for conducting effective guided math lessons, scaffolding, and managing learning in small groups, and assessing learning. Dr. Newton shows you the framework for guided math lessons and then helps you develop an action plan to get started.

With the practical help throughout, you'll be able to implement Tier 1 and 2 lessons easily. This book will help you guide all your students to becoming more competent, flexible, and confident mathematicians.



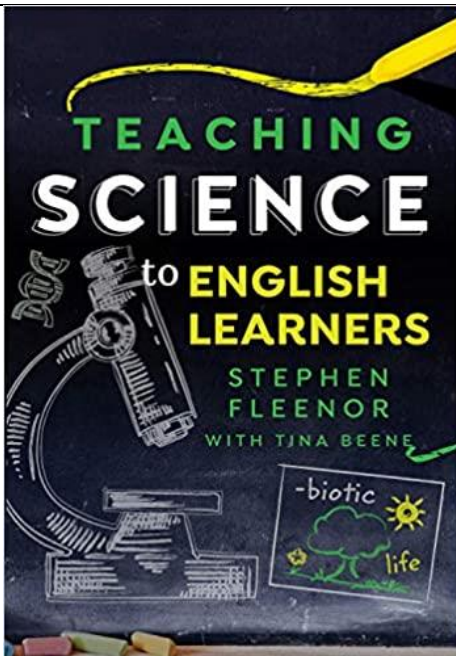
**Teaching Math to Multilingual Students
Grades K-8** by Kathryn B. Chval, Erin Smith,
Lina Trigos-Carrillo, and Rachel J. Pinnow

NSSBB# 1006141

Based on best practices and the authors' years of research, this guide offers practical approaches that equip grades K-8 teachers to draw on the strengths of multilingual learners, partner with their families, and position these learners for success. Readers will find:

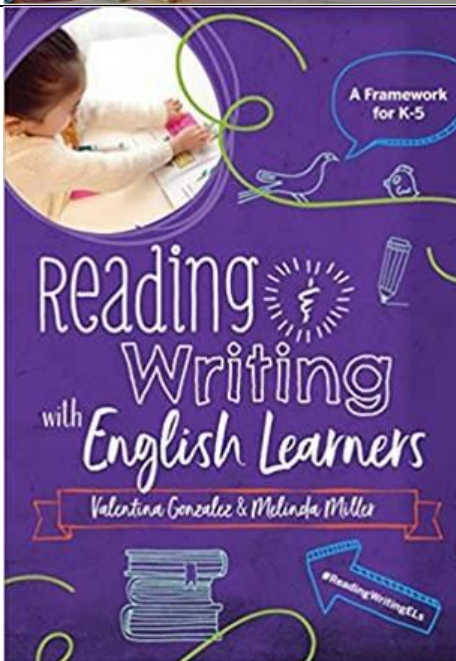
- A focus on multilingual students as leaders
- A strength-based approach that draws on students' life experiences and cultural backgrounds
- An emphasis on maintaining high expectations for learners' capacity for mastering rigorous content
- Strategies for representing concepts in different formats
- Stop and Think questions throughout and reflection questions at the end of each chapter
- Try It! Implementation activities, student work examples, and classroom transcripts

With case studies and activities that provide a solid foundation for teachers' growth and exploration, this groundbreaking book will help teachers and teacher educators engage in meaningful, humanized mathematics instruction.



Teaching Science to English Learners by Stephen Fleenor, with Tina Beene

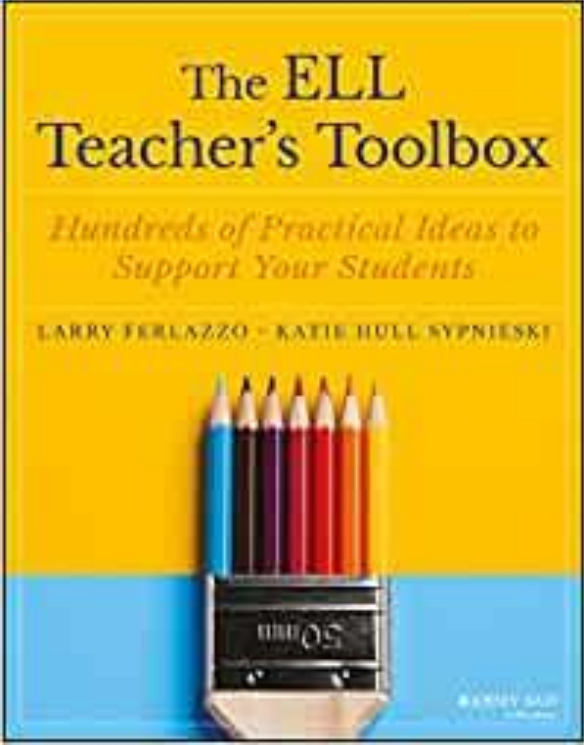
Teaching Science to English Learners is a go-to resource for science educators to promote listening, speaking, reading, and writing in their classrooms. Each chapter outlines specific, easy-to-implement that foster academic language development and comprehension of science concepts, with specific scaffolds highlighted for each language proficiency level.

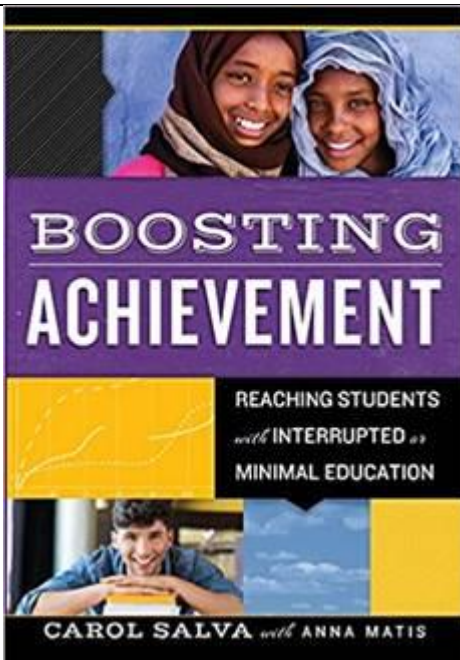


Reading & Writing with English Learners: A Framework for K-5 by Valentina Gonzalez and Melinda Miller

NSSBB# 1005659

This is a resource that shares practical and effective techniques for accommodating reading and writing instruction to design learning that simultaneously increases literacy and language development.

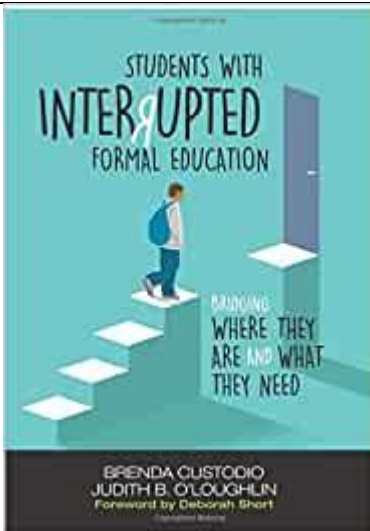
	<p>The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students by Larry Ferlazzo and Katie Hull Sypniewski</p> <p>NSSBB# 1005563</p> <p>Practical strategies to support your English language learners</p> <p><i>The ELL Teacher's Toolbox</i> provides hundreds of innovative and research-based instructional strategies you can use to support all levels of English Language Learners.</p>
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Boosting Achievement: Reaching Students with Interrupted or Minimal Education by Carol Salva and Anna Matis

NSSBB# 1005191

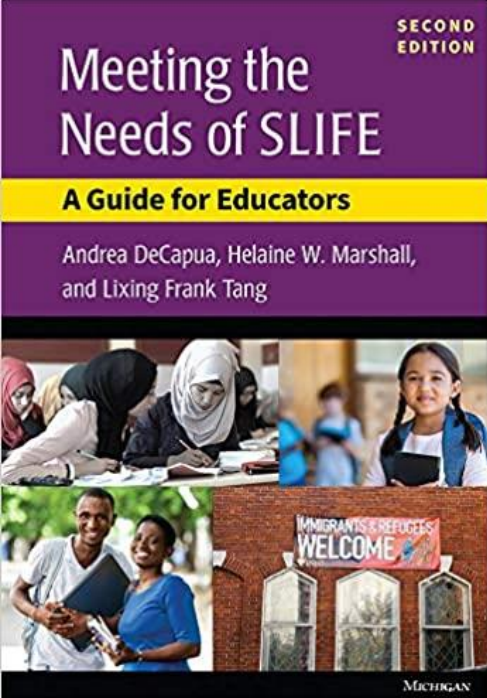
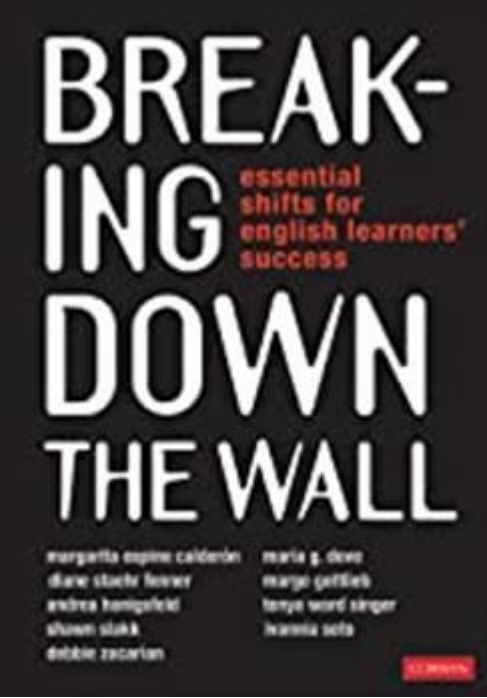
Boosting Achievement: Reaching Students with Interrupted or Minimal Education is a guide to help educators and school districts navigate the challenges and learning opportunities unique to SIFE (Students with Interrupted Formal Education). Circumstances such as upheaval due to war and political turmoil in their native countries may have contributed to minimal education experiences, thus prompting current educators to adopt an innovative approach in meeting students' cognitive, affective, and linguistic needs. In the pages of this teacher-friendly framework, educators will explore interactive and engaging learning strategies which maximize English language development as students learn academic content. A distinctive thread woven through the pages is the growth mindset belief that with effort and targeted strategies, students are able to accelerate their learning despite challenges they may have faced. Boosting Achievement encourages a practical approach to instruction that incorporates authentic learning experiences while leveraging students' unique backgrounds and perspectives to enrich our classrooms and learning environments.

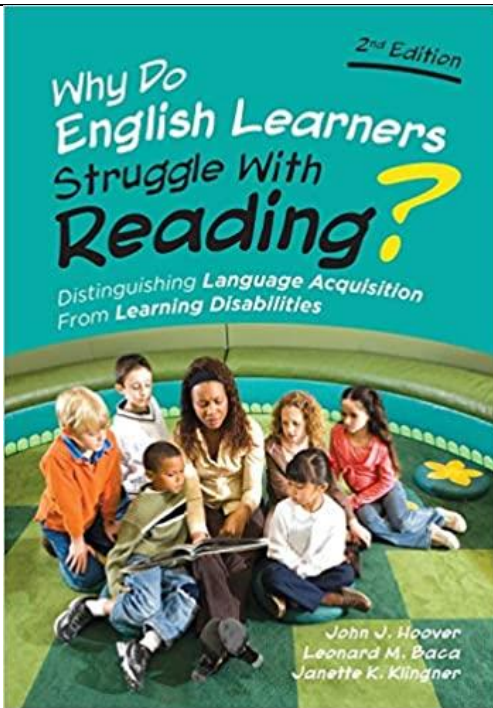


Students with Interrupted Formal Education: Bridging Where They Are and What they Need by Brenda Custodio and Judith B. O'Loughlin

NSSBB# 1005192

Under the best of circumstances, today's classrooms can be daunting to our English learners. But for the tens of thousands of newly arrived students with interrupted formal education, even school itself can be outright overwhelming. Rely on this all-in-one guide from Brenda Custodio and Judith O'Loughlin for expert insight on how to build the skills these students need for success in school and beyond.

	<p>Meeting the Needs of SLIFE: A Guide for Educators by Andrea DeCapua, Helaine W. Marshall and Lixing Frank Tang</p> <p>NSSBB# 1005648</p> <p>Today's public schools are brimming with students who are not only new to English but who also have limited or interrupted schooling. These students, referred to as SLIFE (or SIFE), create unique challenges for teachers and administrators.</p> <p>Like its predecessor, this book is grounded in research and is designed to be an accessible and practical resource for teachers, staff, and administrators who work with students with limited or interrupted formal education. Chapters 3-5 focus on classroom instruction, but others address issues of concern to administrators and staff too. For example, Chapter 6 explores different program models for SLIFE instruction, but the planning and commitment to creating a successful program require the involvement of many across the school community, not just teachers.</p>
	<p>Breaking Down the Wall: Essential Shifts for English Learners' Success by Margarita Espino Calderon, Diane Staehr Fenner, Andrea Honigsfeld, Shawn Slakk, Debbie Zacarian, Maria G. Dove, Margo Gottlieb, Tonya Ward Singer and Ivannia Soto</p> <p>NSSBB# 1005144</p> <p>The authors' contributions are arranged in nine chapters that become nine tenets for teachers and administrators to use as calls to actions in their own efforts to realize our English learners' potential:</p> <ul style="list-style-type: none"> • From Deficit-Based to Asset-Based • From Compliance to Excellence • From Watering Down to Challenging • From Isolation to Collaboration • From Silence to Conversation • From Language to Language, Literacy, and Content • From Assessment of Learning to Assessment for and as Learning • From Monolingualism to Multilingualism • From Nobody Cares to Everyone/Every Community Cares

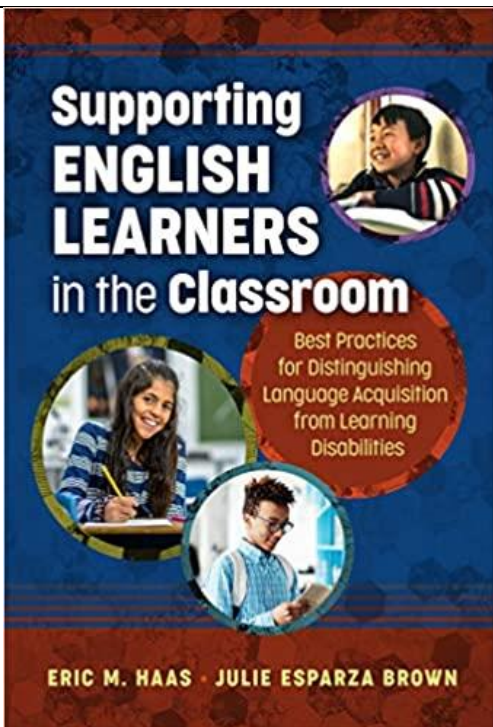


Why Do English Learners Struggle with Reading? Distinguishing Language Acquisition from Learning Disabilities by John J. Hoover, Leonard M. Baca and Janette K. Klingner

NSSBB# 1005526

Do your students' reading difficulties reflect language acquisition issues or a learning disability? Now in an updated second edition, this essential guide helps educators make informed choices about strategies and services to support English Learners, and includes:

- Nine common misconceptions that can lead to wrongful placement of students in Special Education
- A new chapter on evidence-based practices for success in teaching reading to students learning English
- Appropriate techniques to use when assessing students for special education
- Expanded coverage of Response to Intervention to include a multi-tiered system of supports (MTSS)

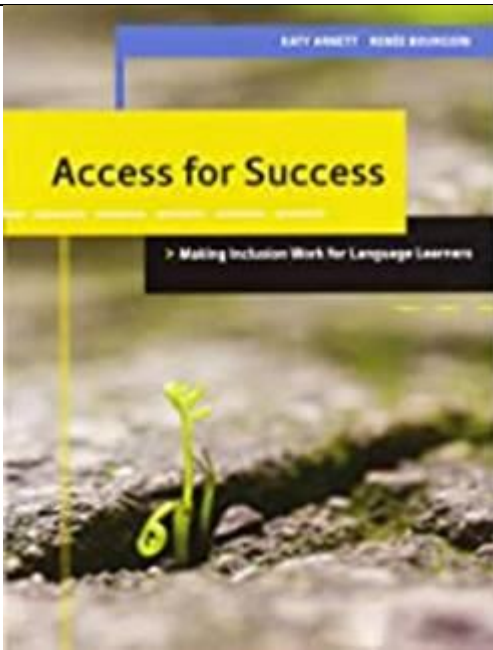


Supporting English Learners in the classroom: Best Practices for Distinguishing Language Acquisition from Learning Disabilities by Eric M. Haas and Julie Esparza Brown

NSSBB# 2002673 Hard Cover

NSSBB# 1005525 Paperback

In this important resource, educators will find evidence-based best practices to help them address the individual needs of English learners with academic challenges and those who have been referred for special education services. The authors make the case that systems can be put in place at three levels to help English learners succeed: the classroom level, before and after identification; the support-team level, when support plans are developed and assessed; and the system level, where programs and professional training plans should be continually developed, assessed, and revised. Putting theory into practice, this book offers guidance and specific tools to help districts, schools, and classrooms use Multi-Tiered System of Supports (MTSS) and other interventions to promote higher levels of achievement for English Learners with academic challenges or learning disabilities.



Access for Success: Making Inclusion Work for Language Learners by Katy Arnett and Renee Bourgoin

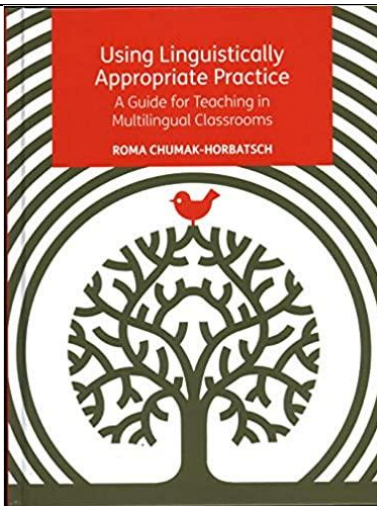
NSSBB# 1004161

Accès au succès : faciliter l'inclusion pour les apprenants de langues by Katy Arnett and Renee Bourgoin

NSSBB# 3002228

Access for Success: Making Inclusion Work for Language Learners is the first educational text of its kind to integrate principles and theories about Universal Design for Learning and language learning with practical strategies to address the diverse needs of today's language learners in Canada. Drs. Katy Arnett and Renée Bourgoin accomplish this by establishing four Access Points or steps to inclusive language education:

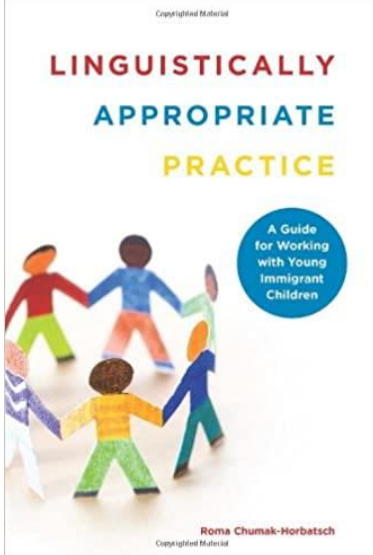
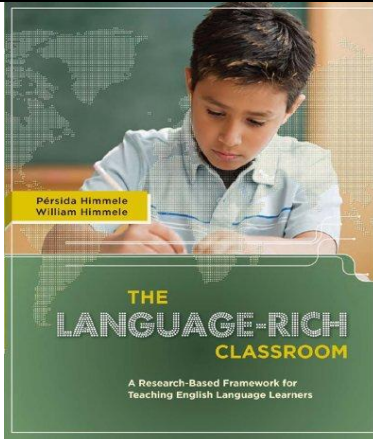
1. Knowledge *IS* access.
2. Know your language learners. Empower them.
3. Universal language actions and differentiation that support comprehension, production, attention, and overall language development.
4. Make informative decisions regarding assessment and protocols to facilitate inclusion.

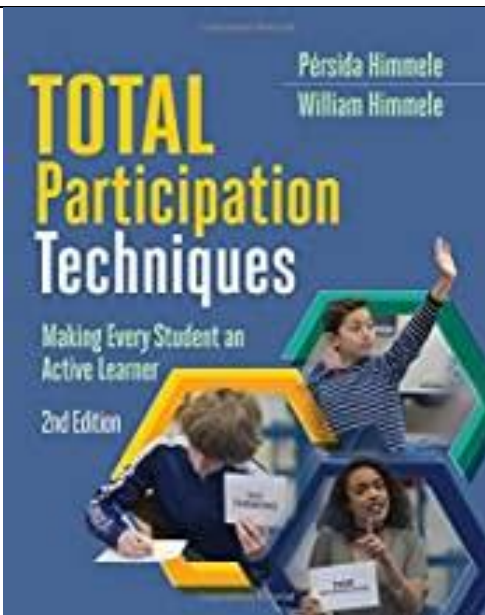


Using Linguistically Appropriate Practice: A Guide For Teaching in Multilingual Classrooms by Roma Chumak-Horbatsch

NSSBB# 1004147

This book provides an accessible guide to multilingual teaching in diverse classrooms world-wide. It is grounded in the latest research and takes a realistic approach to the challenges found in the modern school. The author argues that multilingual teaching is an option for all teachers, and that it has benefits for every child in the classroom.

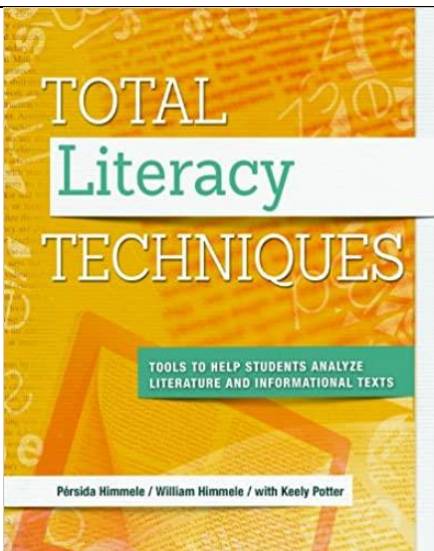
	<p>Linguistically Appropriate Practice: A Guide for Working with Young Immigrant Children by Roma Chumak-Horbatsch</p> <p>NSBB# 1003682</p> <p>This path-breaking book provides a convincing argument for the importance of children's home languages and the benefits of dual- and multi-language learning. A new classroom practice known as Linguistically Appropriate Practice (LAP) offers guidance for those working with young children who arrive in childcare centres and schools with little or no proficiency in the classroom language. <i>Linguistically Appropriate Practice</i> details over fifty classroom activities that can be adapted to match both the developmental level of the children and the classroom curriculum.</p>
	<p>The Language-Rich Classroom, A Research-Based Framework for Teaching English Language Learners - Pésida Himmele and William Himmele</p> <p>NSSBB# 1002843</p> <p>In <i>The Language-Rich Classroom</i>, educators and consultants Pésida and William Himmele present a five-part, research-based framework--CHATS--that teachers can use to help English language Learners (ELLs), as well as other students, attain greater language skills and deeper content comprehension. This field-tested framework includes diagnostic tools, comprehensive overviews on second-language acquisition, and teaching techniques to boost language learning in any classroom. The CHATS framework provides teachers with:</p> <p>C = content reading strategies, H = higher-order thinking skills, A = assessment tools, T = total participation techniques, and S = scaffolding strategies</p>



Total Participation Techniques : Making Every Student an Active Learner 2nd edition by Pêrsida Himmele and William Himmele

NSSBB# 1003684

There are 51 easy-to-use, classroom-tested alternatives to the "stand-and-deliver" teaching techniques that cause so many students to tune out or drop out. Teachers report that these techniques motivate students to participate in learning, as they build confidence and are supported by compelling and safe ways to demonstrate their knowledge and understanding of lessons. Refined through years of classroom experiences and supported by updated research, this 2nd edition delivers a dozen new techniques to engage K-12 students in active learning. The authors provide detailed descriptions of the Total Participation Techniques (TPTs) with step-by-step instructions-plus reproducible blackline masters for student response cards as well as posters to remind you to use the techniques. They also suggest how you can adapt and personalize the techniques to fit your context and content. Packed with examples from authentic classrooms, this book is an essential toolkit for teachers who want to present lessons that are relevant, engaging, and cognitively challenging.

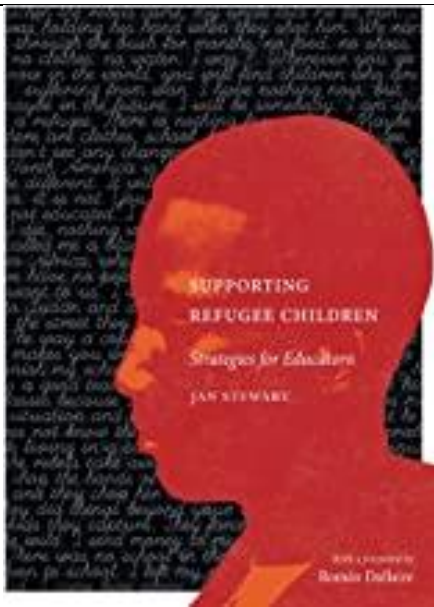


Total Literacy Techniques: Tools To Help Students Analyze Literature and Informational Texts by Pêrsida Himmele and William Himmele

NSSBB# 1003685

This book provides 3rd through 12th grade teachers with more than 50 tools and techniques for helping their students read independently and critically.

	<p>EL Excellence Every Day - The Flip-to Guide for Differentiating Academic Literacy by Tonya Ward Singer</p> <p>NSSBB# 1003683</p> <p>There are over 85 flip-to strategies that help you engage and support all learners; 200+ prompts and linguistic scaffolds to facilitate academic conversations connected to specific literacy goals; lesson-ready resources for essential literacy goals; formative assessment tasks and if/then charts for personalizing teaching to every student; differentiation guides that demonstrate how to adjust supports across EL proficiency levels; and intuitive colour-coded design so you can find what you need, when you need it.</p>
	<p>Unlocking English Learners' Potential: Strategies for Making Content Accessible by Diane Staehr Fenner and Sydney Snyder</p> <p>NSSBB# 1004142</p> <p>Content teachers and EAL teachers, take special note: if you're looking for a single resource to help your English learners meet the same challenging content standards as their English-proficient peers, your search is complete. Just dip into this toolbox of strategies, examples, templates, and activities from EL authorities Diane Staehr Fenner and Sydney Snyder. The best part? <i>Unlocking English Learners' Potential</i> supports teachers across all levels of experience.</p>
	<p>Bridging Two Worlds: Supporting Newcomer and Refugee Youth by Jan Stewart and Lorna Martin</p> <p>NSSBB# 1005528</p> <p><i>Bridging Two Worlds</i> provides teachers, school administrators, and counsellors with the knowledge and practical resources to deliver more informed and culturally responsive career development and guidance to newcomer and refugee youth from Kindergarten to Grade 12. This book and the study upon which it is based grew out of the Canadian spirit of cultural diversity and inclusivity. <i>Bridging Two Worlds</i> offers data-informed curriculum development and instructional ideas that recognize and address educational gaps as well as cultural or experiential differences that impede progress.</p>



Supporting Refugee Children: Strategies for Educators
by Jan Stewart

NSSBB# 1002846

The psychosocial needs of war-affected children who migrate to other countries are difficult to identify, complicated to understand, and even more troubling to address. *Supporting Refugee Children* provides a holistic exploration of these challenges and offers practical advice for teachers, social workers, and counselors, as well as suggestions for policy makers.



Big Ideas For Expanding Minds: Teaching English Language Learners Across The Curriculum
by Jim Cummins and Margaret Early

NSSBB# 1002899

Outlines the knowledge base that exists regarding topics such as the nature of academic language, how it is acquired by ELLs, the reasons that some (but by no means all) groups of ELLs tend to experience academic difficulties, and the instructional responses that research suggests are required to address these difficulties.

Provides concrete strategies for putting this knowledge base into practice and discusses the language demands of Language Arts, Mathematics, Science, Social Studies and suggests instructional strategies for teaching and assessing content and language as well as reading and writing.

Includes numerous teaching vignettes, which provide concrete, practical examples of teachers' classroom work with ELLs.