

## Suggested Readings

Each of these books and resources is intended to support high-quality professional growth for educators and other stakeholders of multilingual learners (MLs).

## Teaching MLs

Calderon, M. E., Dove, M. G., Staehr Fenner, D., Gottlieb, M., Hongisfeld, A., Ward Singer, T., Slakk, S., Soto, I., & Zacarian, D. (2017). *Breaking down the wall: Essential shifts for English Learners' success*. Corwin.

Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. Association for Supervision and Curriculum Development.

Zacarian, D., & Haynes, J. (2012). *The essential guide for educating beginning English learners*. Corwin.

## Creating programming for MLs

U.S. Department of Justice & U.S. Department of Education. (2015, January 7). *Dear colleague*. <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

U.S. Department of Education, Office of Civil Rights. (2005). *Programs for English language learners: Part IV: Glossary*. <http://www.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html>

## MLs in general education classroom settings

Faltis, C. (2007). *Teaching English language learners in mainstream classrooms: A jointfostering approach* (4th ed.). Pearson.

Haynes, J., & Zacarian, D. (2010). *Teaching English language learners across the content areas*. Association for Supervision and Curriculum Development.

Kaplan, E. (2019). 6 essential strategies for teaching English language learners. <https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners>

New Levine, L., & McCloskey, M. (2008). *Teaching English language learners in mainstream classrooms (K-8)*. Allyn & Bacon/Merrill.

Zacarian, D., & Soto, I. (2020). *Responsive schooling for culturally and linguistically diverse students*. Norton Education.

Zacarian, D., & Silverstone, M. A. (2020). *Teaching to empower: Taking action to foster student agency, self-confidence, and collaboration*. ASCD.

## SIOP model

Echevarria, J., Vogt, M. E., & Short, D. (2017). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Center for Applied Linguistics.

Echevarria, J., Vogt, M. E., & Short, D. (2020). *Developing academic literacy and language in the content areas*. Center for Applied Linguistics. <https://www.calstore.cal.org/k-12-resources-inventory/developing-academic-literacy-and-language-in-the-content-areas>

## Planning and implementing bilingual immersion programming

Center for Applied Linguistics. (n.d.). *Two-way immersion*. <https://www.cal.org/twi/>

Howard, E. R., & Christian, D. (2002). *Two-way immersion 101: Designing and implementing a two-way immersion program at the elementary level*. Center for Research on Education, Diversity and Excellence. <https://www.cal.org/twi/pdfs/two-way-immersion-101.pdf>

Soltero, S. W. (2016). *Dual language education: Program design and implementation*. Heinemann.

## Teaching students living with adversity

Zacarian, D., Alvarez-Ortiz, L., Haynes, J. (2017). *Teaching to strengths: Supporting students living with trauma, violence, and chronic stress*. ASCD.

## Teaching students with limited or interrupted formal education

Calderón, M. E., & Minaya-Rowe, L. (2010). *Preventing long-term ELs: Transforming schools to meet core standards*. Corwin.

Calderón, M. E., & Montenegro, H. (2021). *Empowering long-term with social emotional learning, language, and literacy*. Valazquez Press.

Custodio, B., & O'Loughlin, J. (2017). *Students with interrupted formal education: Bridging where they are and what they need*. Corwin.

Decapua, A., Marshall, H. W., & Tang, L. F. (2020). *Meeting the needs of SLIFE: A guide for educators* (2nd ed.). University of Michigan Press.

Pransky, K. (2008). *Beneath the surface: The hidden realities of teaching culturally and linguistically diverse young learners, K-6*. Heinemann.

Salva, C., & Matis, A. (2017). *Boosting achievement: Reaching students with interrupted or minimal education*. Seidlitz Education.