Academic Success For English Language Learners Strategies For K 12 Mainstream

For English Language Learners

Teachers K 12 Mainstream

This book is the result of a decade long effort in school districts such as New York City, Austin, and San Diego to implement challenging instruction that is designed for

classrooms that include English learners and that raises the bar and increases engagement for all learners. Classroom vignettes, transcripts of student interactions, and detailed examples of intellectually engaging middle

school and high school lessons provide a concrete picture of the instructional approach developed by coauthor Aida Walqui, founder and director of WestEd s Quality Teaching for English Learners (QTEL) initiative.

Guide your English language learners toward academic success with instructional practices, approaches, and strategies that are rooted in current research findings and best practices. Helping English Language Learners Succeed

incorporates effective models and background information in its practices that further writing, listening and speaking, reading comprehension, and vocabulary development. This second edition resource helps teachers provide

essential language development support for all English language learners.

Create unit plans that will empower your EL students Award-winning teacher Ruth Swinney and Harvard graduate Patricia Velasco focus on

the careful planning needed to develop the academic language of all students. For English learners especially, it is critically important to integrate language development with content. What makes this book unlike any other is the detailed

guidance it provides in: Encouraging verbal expression in the classroom Planning units that link language with content Using shared reading and writing, read alouds, and conversation In spite of decades of school

reform, the achievement gap between English learners and English-proficient students has narrowed little. This book introduces the Sustainability Frameworka step-by-step process that will help educators at all levels

increase school attendance and academic success for ELL students. This reform-navigation tool identifies patterns and trends in the deployment of a reform and subsequently allows leaders to make necessary adjustments to

extend, accelerate, or terminate a given reform. Bridging the English Learner Achievement Gap offers a compelling, research-grounded way for schools with a substantial ELL population to successfully accommodate their students.

International Handbook of English Language Teaching

Handbook of Research on Diversity and Social Justice in Higher Education

Promoting Academic Success with English Language Learners

What Teachers Need to Know About Language

Scaffolding the Academic Success of Adolescent English Language Learners

Developing Language, Content Knowledge, and Analytical

Practices in the Classroom
English Language Learners and the
New Standards

Written to address all grade levels, this K-12 classroom resource provides teachers with strategies to support their culturally and linguistically diverse students. This highly readable

book by Dr. Sharroky Hollie explores the pedagogy of culturally responsive teaching, and includes tips, techniques, and activities that are easy to implement in today's classrooms. Both novice and seasoned educators will benefit from the helpful strategies described in

this resource to improve on the following five key areas: classroom management, academic literacy, academic vocabulary, academic language, and learning environment. This updated 2nd edition is grounded in the latest research, and includes an updated reference section and

resources for further reading. Promoting Academic Success with English Language LearnersBest Practices for RTIGuilford Publications Parenting for Academic Success: A Curriculum for Families Learning English is a 12unit curriculum designed for parents who are

nonnative speakers of English. Its goals are twofold:

Discover the research and facts on what works in educating English learners! This comprehensive resource examines the research on promoting success among students who come to school knowing little or

no English and translates current findings into specific recommendations for developing policies and programs for English learners. With illustrative scenarios throughout, this book gives educators and policy makers solid, research-based information about: Using

students' home language in academic programming Teaching English and academic content simultaneously School and district factors that affect achievement for English learners Sociocultural factors in success, including the influence of parents and families

A Guide to the Research
Teaching English Language Learners
Promoting the Educational Success of
Children and Youth Learning English
Classroom Practices for Student
Success
A Pedagogy of Promise
A Guide to College and University

Academic Success

Parenting for Academic Success: A Curriculum for Families Learning English: Unit 2: Home Language and Culture

Discover how to bridge the gap between equitably assessing linguistic and academic performance!

This well-documented text examines the unique needs of the growing population of English language learners (ELLs) and describes strategies for implementing instructional assessment of language and content. With both depth and breadth, the author articulates how

to equitably and comprehensively assess the language proficiency and academic achievement of ELLs. Both practicing and aspiring educators will benefit from: Rubrics, charts, checklists, surveys, and other ready-to-use tools Professional development activities An integrated

approach to teaching standards, language, and content Guidance on how best to address standardized testing and grading

This research study investigates the challenges English language learners (ELLs) face in the post-secondary classroom environment. It specifically

addresses how learning to use technology tools in a community-based transition to college program can assist English language learners to improve their academic skills and success in academic work. The environment for learning was also a significant factor in supporting ELLs

in transitioning to college. This study led to a better understanding of the role of technology and how a unique community-based learning environment assist the English language learner in future studies while they are enrolled in a college transition program. This research

study produced two important conclusions: (a) The faculty, staff, students, and the learning environment itself at the center are significant influences, which contribute to the academic success of ELLs. ELLs who enjoy a caring and nurturing learning environment, that

allows them opportunities to bring in the cultural wealth of their family backgrounds through bilingual instruction, gives them the basis need to continue with their education. (b) The use of technology within the learning center is an essential element that enables ELLs to

continue their studies beyond ESL and GED coursework.

A Book for Every Teacher: Teaching English Language Learners is a unique and compressive text written for mainstream classroom teachers. The passion for writing this book comes from our working experiences

with the K–12 teachers in four school districts through our ELL Center professional development program. Through this program, we provide professional training through our federally funded research and service projects. The purpose of our professional training is to prepare

general education teachers to work effectively with English language learners (ELLs). While working with the teachers on a daily basis, we know the immediate needs of the teachers. This motivated us to embark this book project. In recent years, the ELL school population has the highest

increase among school populations. As the NEA data indicates, providing ELL students with high quality services and programs is an important investment in America's future (NEA, 2013). This book is our investment in helping teachers to meet their challenges and provide

useful information and strategies for teaching ELLs. The book is designed with K–12 teachers in mind. It is best used by teachers who have or will have ELLs in their classrooms and who seek information and strategies to better work with and serve their ELLs to achieve academic success.

With this design, teachers can use the book as a text or reference tool. This book can also be adopted as text materials for professional training. Teachers are the most important factor for ELLs' academic success. Are you looking for classroom-tested content strategies to help your

English Language Learners achieve academic success in your classroom? This easy-to-use resource offers 102 practical instructional and assessment strategies built on a strong foundation of second language acquisition theories and principles that you can easily

incorporate into your daily classroom instruction. All 1O2 strategies are concise and easy to follow with helpful guides to help you maximize your students' performance potential at every level of English language development. These strategies address cultural considerations,

instructional processes, the difficulties of traditional testing, creation of alternative testing formats, grading, and accountability in high stakes tests. Features of this text: Theory to Application: Guidelines for Practice are found at the beginning of each chapter to

unify the theories and principles around which this text is designed. The Objective briefly states the goals of the strategies that follow. The Rationale explains the reasoning underlying each objective and the role it plays in your practice. Strategies offer activities and

assignments to help you in guiding your English Language Learners toward academic success. In Concept introduces and explains the ideas behind each strategy and why it is important to your practice. In Practice provides instructions, examples, and illustrations to illustrate how each

strategy can be used in your classroom.

Practicing Academic English Words and Grammar

A Differentiated Approach

English Vocabulary for Academic Success

Understanding Second Language

Strategies For K 12 Mainstream Teachers

Acquisition for School
Using ESL Students' First Language
to Promote College Success
Helping English Language Learners
Succeed
The Foundations of Literacy
Emerging from a critical analysis of the glocal power of English and how it

relates to academic literacy and culturally responsive pedagogy, this book presents translanguaging strategies for using ESL students' mother tongue as a resource for academic literacy acquisition and college success. Parmegiani offers a strong counterpoint to the "English-only" movement in the

United States. Grounded in a case study of a learning community linking Spanish and English academic writing courses, he demonstrates that a mother tongue-based pedagogical intervention and the strategic use of minority home languages can promote English language acquisition and academic success.

Standardized tests have been selected as a key assessment factor in expanding the academic achievement of the national student population. However, these tests position immigrant students at the risk of academic failure, leading education experts to search for new strategies and teaching models. The Handbook of

Research on Assessment Practices and Pedagogical Models for Immigrant Students is a critical research publication that focuses on research-based pedagogical practices for teaching immigrant students. Edited by a prominent IGI Global editor, this book examines the latest professional

Strategies For K 12 Mainstream Teachers

development models and assessment practices of English learners (ELs). Covering essential topics such as second language acquisition (SLA), classroom management, teacher education, refugee resettlement programs, and more, this publication is a valuable resource for academicians, professionals, researchers,

administrators, faculty, and classroom teachers as the social and academic needs of English language learners continue to present a challenge for many schools and teachers.

Gives you straightforward instructions for launching the Notebook. You'll find plenty of student examples as well as

nitty-0gritty teaching advice such as suggestions for instructional sequencing and planning-in shoeverythinghign you need to get going wand be successful in supporting English learners' acquisition of academic English. -- from back cover. Reading & Writing for Academic Success was designed to present high-level

academic content-based instruction to students who are preparing to participate in the academic community. The material is appropriate for classes where critiquing and integrating authentic text to reflect, react, write, and revise is stressed. This text reinforces some study skills -- annotation as a bridge to

summary writing, an understanding of various genres, presentation skills, and techniques for reading for fluency. Reading & Writing for Academic Success teaches reading and writing as inter-related for academic purposes the need for quality supporting information and credibility of evidence, both in reading

and writing critical-thinking skills the need for a relevant coherent theme to develop interest and expertise.
Promoting Academic Achievement Among English Learners
Connecting Academic Language Proficiency to Student Achievement
English Language Learners

Essential Lessons for School Leaders
Connecting Content and Academic
Language for English Learners and
Struggling Students, Grades 2–6
Engaging English Learners Through
Access to Standards
A Guide for Principals
"This practical text offers guidance on

how to provide explicit, systematic instruction on language and literacy to English learners"--

"Teaching English Language Learners: A Differentiated Approach to Language Development," 1/e Doug Fisher and Carol Rothenberg Are you looking for a methods book to facilitate literacy and

academic development in your K-12 classroom? Building on a solid foundation in language acquisition and learning theory, this text will show you how to examine your own practice and design lessons that consider the individual needs of English language learners and accelerate their

achievement. This text is designed to help your students develop proficiency in both everyday and academic English while developing listening, speaking, reading, and writing skills. It also serves as a great guide for promoting high-level, high-quality, and high-expectation instruction with respect to language,

literacy development, and academic achievement for all of your students. Features of this text: Constructed from a strong research base, each chapter highlights specific research topics to provide you with practical ideas in applying this research to your own practices. "Accessing Prior Knowledge

Activities" allow you to engage your own background knowledge in visualizing, brainstorming, previewing, reflecting, and observing to help you get the most from each chapter. "Spotlight on Instruction" features visit classrooms of effective teachers of English language learners providing an

authentic context as you learn. "Application to Practice" case studies build upon one another from chapter to chapter illustrating how to apply this growing wealth of strategies in your own classroom. "Teacher Tools" in the back of this book provide a collection of reproducibles for use in your

classroom, including planning tools, writing assignments, and self reflection tools. Related Books from Merrill Education: Fifty Strategies for Teaching English Language Learners, Second Edition, Adrienne L. Herrell and Michael L. Jordan, ISBN: 0-13-098462-0 102 Content Strategies for English

Language Learners: Teaching for Academic Success in Grades 3-12, Jodi Reiss, ISBN: 0-13-221819-4 How can schools meet the needs of an increasingly diverse population of newcomers? Do bilingual programs help children transition into American life, or do they keep them in a linguistic

ghetto? Are immigrants who maintain their native language uninterested in being American, or are they committed to changing what it means to be American? In this ambitious book, Rosemary Salomone uses the heated debate over how best to educate immigrant children as a way to explore

what national identity means in an age of globalization, transnationalism, and dual citizenship. She demolishes popular myths—that bilingualism impedes academic success, that English is under threat in contemporary America, that immigrants are reluctant to learn English, or that the ancestors of

today's assimilated Americans had all to gain and nothing to lose in abandoning their family language. She lucidly reveals the little-known legislative history of bilingual education, its dizzying range of meanings in different schools, districts, and states, and the difficulty in proving or

disproving whether it works—or defining it as a legal right. In eye-opening comparisons, Salomone suggests that the simultaneous spread of English and the push toward multilingualism in western Europe offer economic and political advantages from which the U.S. could learn. She argues

eloquently that multilingualism can and should be part of a meaningful education and responsible national citizenship in a globalized world. "English Vocabulary for Academic Success" is for you if you are an English language student. With this workbook and its dictionary, you will learn the

most important academic words that you will need for passing the TOEFL test and other tests. These words are important for you for understanding English in college and university courses. "English Vocabulary for Academic Success" is for you if you are studying English at the intermediate or

advanced level. This vocabulary book is for you if you already know about 2,000 basic English words and if you want to study at a college or university in an English-speaking country. With "English Vocabulary for Academic Success," you will learn 540 words from the Academic Word List. You can

check your answers using the answer key at the end of each unit and find more information about each word in the dictionary section. This workbook has 10 units, with 54 words per unit. By studying for one hour a day, you can finish one unit in about one week. Not only will your vocabulary improve, but

also your grammar will improve as you practice changing the parts of speech (noun, verb, adjective, adverb, etc.), changing nouns from singular to plural and changing verb endings. Your spelling will improve because you have to spell each word accurately. There are exercises for producing each word

seven or eight times: definition exercises (one sentence in context); "parts of speech" exercises (two sentences in context); collocations exercises (two or three sentences in context); synonyms Crossword Puzzles; review exercises (one sentence in context). Each unit has a dictionary

with: definitions; parts of speech; collocations for each definition and each part of speech; additional definitions for idiomatic uses; synonyms; many sample sentences. Collocations are the key to producing vocabulary words the way native speakers do. A collocation is a word or

group of words that naturally go together with a specific word. For example, the word "context" has the collocation "to take (something) out of." Thus, a native speaker would say "Please don't take my words out of context." There are thousands of collocation examples in "English

Vocabulary for Academic Success." By learning these words, you will know almost 90% of the words that you read and hear in academic situations. You will read faster and understand much better. Your academic writing will improve because you will be able to produce the words with accurate

grammar and spelling and use them with their correct collocations the way native speakers do. By knowing these words, you will have a greater chance to pass the TOEFL and other tests. Free Quizzes: Professionally prepared quizzes for each unit are available for instructors whose students are required

to use this textbook. Please find more information in the preface of the book. Instructors whose second language is English will find this book extremely useful. This book provides thousands of examples of how native speakers of English use vocabulary in real-world situations. There are nearly 4,000

contextualized sentences in exercises
of the ten units, as well as hundreds
more sentences in the dictionary
section of each unit.

Teaching for Academic Success in
Grades 3-12

102 Content Strategies for English
Language Learners

Strategies For K 12 Mainstream
Teachers

Bridging the English Learner
Achievement Gap
Educating English Language Learners
Promising Futures
Leading Academic Achievement for
English Language Learners
Culturally and Linguistically Responsive
Teaching and Learning (Second

Edition)
There is growing pressure on teachers and faculty to understand and adopt best practices to work with diverse races, cultures, and languages in modern classrooms.

Establishing sound pedagogy is also critical given that racial, cultural, and linguistic integration has the potential to increase academic success for all learners. To that end, there is also a need for educators to

prepare graduates who will better meet the needs of culturally diverse learners and help their learners to become successful global citizens. The Handbook of Research on Diversity and Social Justice in

Higher Education is a cutting-edge research book that examines cross-cultural perspectives, challenges, and opportunities pertaining to advancing diversity and social justice in higher education.

Furthermore, the book explores multiple concepts of building a bridge from a monocultural pedagogical framework to cross-cultural knowledge through appropriate diversity education models as well as

effective social justice practices. Highlighting a range of topics such as cultural taxation, intercultural engagement, and teacher preparation, this book is essential for teachers, faculty,

academicians, researchers, administrators, policymakers, and students.

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with

consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELsâ€"who account for more than 9 percent of enrollment in grades K-12 in

U.S. schoolsâ€"are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result.

Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21

can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and

data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

In English Language Learners and the New Standards, three

leading scholars present a clear vision and practical suggestions for helping teachers engage ELL students in simultaneously learning subject-area content, analytical practices, and language. This

process requires three important shifts in our perspective on language and language learning--from an individual activity to a socially engaged activity; from a linear process aimed at correctness

and fluency, to a developmental process focused on comprehension and communication; and from a separate area of instruction to an approach that embeds language development in

subject-area activities.In English Language Learners and the New Standards, the authors:Clarify the skills and knowledge teachers need to integrate content knowledge and language

development.Show how teachers can integrate formative assessment in ongoing teaching and learning.Discuss key leverage points and stress points in using interim and summative

assessments with ELLs.Provide classroom vignettes that illustrate key practices.Finally, the authors explain the theories and research that underlie their vision and examine the role of policy in

shaping pedagogy and assessment for ELL students. This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in

international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition

and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English

language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching

research.
Handbook of Research on
Assessment Practices and
Pedagogical Models for
Immigrant Students
Reading and Writing for
Academic Success

Sneaking the Mother Tongue through the Backdoor
Best Practices for RTI
A Team-Based Approach to Schoolwide Student Achievement
A Study of the Predictors of

Academic Success of High School English Language Learners in One Tennessee Urban School District Interactive Notebooks and English Language Learners Highlight the assets of English

Learners in your classroom Students do better in school when their voices are heard. For English Learners, that means not only supporting their growing language proficiency, but also empowering them to share their linguistic and cultural identities. This

practical guide, grounded in compelling research and organized around essential questions and answers, is designed to help all educators build on their current competencies to authentically harmonize home languages and cultures in the

classroom. Inside you'll find • The emotional, social, linguistic, cognitive, and academic rationale for incorporating cultural and linguistic assets • Creatively illustrated powerful practices with concrete examples of successful implementation • Myth-

busting reflections to spark critical thinking about diversity, inclusive education, and family engagement • Curriculum connections tied to American and Canadian standards By recognizing and validating every student's linguistic and cultural assets,

you create a supportive environment for academic success.

Educators and school psychologists throughout the country are working with growing numbers of English language learners (ELLs), but often feel unprepared to help these students

excel. This highly informative book presents evidence-based strategies for promoting proficiency in academic English and improving outcomes in a response-to-intervention (RTI) framework. Illustrated with a detailed case example, the book describes best

practices for working with K-5 ELLs in all stages of RTI: universal screening, progress monitoring, data collection, decision making, and intensifying instruction. In a large-size format with lay-flat binding for easy photocopying, the book includes more than two dozen

reproducible worksheets. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Use this six-part strategy for measurable, cross-curricular EL achievement! Expert research, instructive tables and templates, essays, and real-life stories illuminate best practices for cross-curricular, standards-based instruction that gets results.

Using the authors' six-part ENGAGE Model, you'll learn to: Establish a shared vision for serving ELs Name the expertise to utilize within collaborative teams Gather and analyze EL-specific data Align standards-based assessments and grading to ELs' linguistic and

content development Ground standards-based instruction in both content and language development Examine results to inform next steps Use this groundbreaking guide for measurable EL progress!

Balancing conceptual foundations with

practical strategies, the book's four-part format includes chapters written by some of the field's most respected researchers and teachers. It offers a solid repertoire of techniques for creating a positive instructional environment. *Part I: Theoretical

Considerations -- Presents a variety of ideas to stimulate thinking and help teachers develop their own theories of practice. *Part II: Sociocultural Issues and Implications -- Focus on sociocultural concerns and their implications in the classroom. *Part III:

The Classroom: Instruction and Assessment Practices -- Presents a wide range of pedagogical and classroom management strategies. *Part IV: Readings In Specific Content Area -- Relates many of the preceding strategies and issues to specific content

areas across grade levels, including math, literature, social studies, science, physical education, music and art. The Role Self-efficacy and Social Capital Play

Fostering a Consciousness of

Academic Success with Latino English
Language Learners in High School
Powerful Practices for Supporting
English Learners
Language, Identity, and the Education
of Immigrant Children
Promoting Academic Success for ESL

Students

What Every ESL Student Should Know
In the past few years, there has been an influx of immigrant children into the school system, many with a limited understanding of English. Successfully teaching these students requires educators to understand their

characteristics and to learn how to engage immigrant families to support their children's academic achievements. The Handbook of Research on Engaging Immigrant Families and Promoting Academic Success for English Language Learners is a collection of innovative research that

utilizes teacher professional development models, assessment practices, teaching strategies, and parental involvement strategies to develop ways for communities and educators to create social and academic conditions that promote the academic success of immigrant and English

language learners. While highlighting topics including bilingual learners, family engagement, and teacher development, this book is ideally designed for early childhood, elementary, middle, K-12, and secondary school teachers; school administrators; faculty; academicians;

and researchers.

Build the bridges for English language learners to reach success! This thoroughly updated edition of Gottlieb's classic delivers a complete set of tools, techniques, and ideas for planning and implementing instructional assessment of ELLs. The

book includes: A focus on academic language use in every discipline, from mathematics to social studies, within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment "as,"

"for," and "of" learning Reflection questions to stimulate discussion around how students, teachers, and administrators can all have a voice in decision making

The purpose of this study is to suggest ways in which educators can foster a consciousness of academic success with

Latino English language learners in high school using self-efficacy and social capital as assets. The concentration of this study is to look at the English language learner population at Vista Valley High School. A total of twelve students participated in this study. Each student will be interviewed twice with at

least six additional students being interviewed a third time.

Rising enrollments of students for whom English is not a first language mean that every teacher – whether teaching kindergarten or high school algebra – is a language teacher. This book explains what teachers need to

know about language in order to be more effective in the classroom, and it shows how teacher education might help them gain that knowledge. It focuses especially on features of academic English and gives examples of the many aspects of teaching and learning to which language is key. This second

edition reflects the now greatly expanded knowledge base about academic language and classroom discourse, and highlights the pivotal role that language plays in learning and schooling. The volume will be of interest to teachers, teacher educators, professional development specialists,

administrators, and all those interested in helping to ensure student success in the classroom and beyond.

Elevating Diverse Assets and Identities The University-level Academic Success of Missionary Kids Educated in Second-language Host Country National Schools

Academic Success

Academic Success for English Language Learners

Assessing English Language Learners

How to Scaffold Content for Academic Success

Strategies for K-12 Mainstream Teachers

How to give English language learners every opportunity for success This practical guide equips school leaders to help English language learners succeed. The authors show how school leaders and staff

members can serve as student advocates and apply successful instructional practices that increase student learning. Written in straightforward language with quick reference charts and

summaries, the text provides: Strategies for creating a culture of ELL advocacy and achievement Case studies from school leaders who have created positive change for ELLs Professional development

Strategies For K 12 Mainstream tools that build teachers' knowledge of second language acquisition Tips for strengthening home–school–community connections The book provides a review of

scientific research on the learning outcomes of students with limited or no proficiency in English in U.S. schools. Research on students in kindergarten to grade 12 is reviewed. The primary

chapters of the book focus on these students' acquisition of oral language skills in English, their development of literacy (reading & writing) skills in English, instructional issues in teaching literacy, and

achievement in academic domains (i.e., mathematics, science, and reading). The reviews and analyses of the research are relatively technical with a focus on research quality, design

characteristics, and statistical analyses. The book provides a set of summary tables that give details about each study, including full references, characteristics of the students in the research, assessment

tools and procedures, and results. A concluding chapter summarizes the major issues discussed and makes recommendations about particular areas that need further research.

This book teaches English language learners about language learning and classroom expectations. It is a compilation of advice, experiences, suggestions, strategies, and learning

theories collected over many years of teaching this population. What Every ESL Student Should Knowwas written to help English language learners be successful in community

college and college classrooms—specifically, how to prepare students for expectations and behavior within the classroom and how to help them to be good students, how to participate in

class, what to expect from the class, and what to do to learn English. Learning strategies and language theories are presented in brief. This text is ideal for orientations or pre-college workshops for

international or immigrant students.

In consideration of the widening achievement gap between native English speaking and non-English speaking students, the

purpose of this study was to determine whether a predictable relationship exists between the academic achievement of English language learners (ELLs) and their background variables.

Specifically, this study examined differences in gender, SES (based on free and reduced lunch), ethnicity, length of residence in the USA, and first language, and studied whether any

associations existed between these factors and the ELLs' academic performance, as measured by Gateway scores in English II and Algebra I. Intermediate ELL students, grades nine through twelve,

who attended schools in a Tennessee Metropolitan School District were the subjects of this study. The study used the archival data of Gateway scores from 2004-2007. Simple linear

regression analyses and Analyses of Variance were conducted to test whether there was any association between the variables and the English language learners' performance on the Gateway

exams. There were no significant associations between gender and academic achievement or between length of residence in the USA and academic achievement. However, significant

differences were found based on the first language and ethnicity of the English language learners. Appended are: (1) ANOVA Table for First Language; and (2) ANOVA Table for Ethnicity. (Contains

**10 tables and 3 figures.).
True American
Assessing English Language
Learners: Bridges to
Educational Equity
A Book For Every Teacher
Extensive Reading for**

Academic Success. Advanced B A Synthesis of Research Evidence How Technology Use and a Community-based Program Assist Students to Transition Into College Level Coursework

Handbook of Research on Engaging Immigrant Families and Promoting Academic Success for English Language Learners