

Tier 1 Literacy Instruction and Classroom Assessment Strategies for Adolescent English Language Learners:

An Annotated Bibliography

May 2009

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This publication was produced under a U.S. Department of Education grant, by The George Washington University Center for Equity & Excellence in Education.

The Mid-Atlantic Comprehensive Center (MACC) at GW-CEEE, is funded by the U.S. Department of Education to provide technical assistance to state education agencies (SEAs) on the implementation of No Child Left Behind. Serving Delaware, the District of Columbia, Maryland, Pennsylvania, and New Jersey, MACC focuses on assisting SEAs with the development of policies and practices that improve their capacity to support districts and schools identified as needing improvement.

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Introduction

This annotated bibliography identifies and locates ideas and information at the intersection of three topics: (1) items which address students who are from linguistically diverse backgrounds and who are late learners of English; (2) items which incorporate ideas in the field of literacy instruction in middle and high school; and (3) items related to the response to intervention (RTI) model, specifically the initial level of intervention commonly termed “Tier 1.” RTI represents a comprehensive effort for schools to discern the degree of academic need of students and then systematically provide instruction most appropriate to assist students in learning. [See the National Center on Response to Intervention at www.RTI4success.org for a more detailed explanation of RTI]

Tier 1 has a focus toward the prevention of the development of learning difficulties for students, through the use of evidence-based instructional strategies. Additionally, Tier 1 involves an initial screening of student abilities to begin the process of gathering data through progress monitoring so that instructional support may be designed later on, if necessary. It is important to note that there are different types of RTI models, including the “standard protocol” approach and the “problem-solving” approach. The current document does not commit to either approach in the search process, but instead locates material that discusses various instructional strategies which may be utilized in either approach.

Systematic and broad-reaching methods were used to locate and compile the items in this annotated bibliography. This inquiry bridges the fields of literacy instruction, teaching adolescents, and English language learning. Therefore, various journals in these fields, oriented toward both practitioner and academic researchers, were reviewed, emphasizing work published in the last ten years. These journals--totaling sixteen in all – included: Assessment in Education, Assessment for Effective Intervention, Bilingual Research Journal, The Clearing House, High School Journal, Journal of English for Academic Purposes, Journal of Educational Research, Journal of Adolescent and Adult Literacy, Journal of Literacy Research, Learning Disabilities Research and Practice, Literacy, Journal of Research in Reading, Reading & Writing Quarterly, Reading Research Quarterly, The Reading Teacher, and TESOL Quarterly. Books and book chapters which included all three topical areas in their thinking were also included.

Additionally, professionals in the field provided advice on references to include currently accessible materials from entities funded by the U.S. Department of Education, including both general- and special education-oriented websites. The ERIC (Education Resources Information Center) digital library database was consulted. Academic internet search engines, including Google Scholar and the University of Minnesota library database were used to clarify incomplete citations. It is hoped that there were no inadvertent exclusions, yet if there were, it is unlikely that they were systematic in nature.

The organization of the response to each of the three questions is designed to be easy-to-peruse. Whenever there were multiple resources available in response to each part of the question – especially for the works which were syntheses and overviews – the items were categorized as to whether they came from academic research-oriented or practitioner-oriented journals, books or book chapters, or web-based documents. Additionally, after each question, there is an explanation of the response to the question, what types of resources were considered, and an itemized alphabetized list of the resources in order to provide a picture of the items for that question.

GUIDING QUESTION 1:

What are ways to differentiate literacy instruction for adolescent English language learners according to current evidence-based strategies and interventions?

In locating and reviewing a set of items addressing this inquiry, various aspects of this question were considered. First of all, differentiation of instruction in literacy should account for various student needs. This inquiry was therefore focused on the student needs associated with learning English as an additional language. Accordingly, the list of items located tended to emphasize the concerns of older students who had arrived in U.S. schools after previous experience in their countries of origin. Consequently, the students may or may not have formed literacy skills in their native language, and had limited experience in English. Further, the term “literacy” was conceptualized to include both receptive and expressive language – that is, reading and listening as well as writing and speaking. Despite efforts to locate and review ideas related to listening and oracy skills, the majority of information in this document draws from work on reading and writing skill development. Also, literacy may be considered a learning tool for education or may be contextualized to academic subject. Therefore, this response was divided into two segments: the first pertains to literacy as a skill, and the second pertains to literacy-learning through academic subjects, or content areas. Additionally, the items are categorized as being more general syntheses and overviews of the topic of literacy instruction or being very specific instructional strategies. Finally, there is a substantial body of literature on the development and instruction of literacy in the elementary grades; the current inquiry was oriented to literacy development for students in adolescence, who are necessarily at a different point in their schooling yet who sometimes have not followed traditional routes in developing language competencies.

Table 1: Literacy Skills Instructional Practices

| Literacy Syntheses and Overviews | Specific Practices | | |
|----------------------------------|---|-----------------------|---------------------------|
| | Reading | Writing | Listening & Speaking |
| Alvermann & Rush (2004) | Guided Reading | Gradual Release Model | Various |
| Ash (2002) | | | |
| Case & Taylor (2005) | Avalos et al. (2007) | Fisher & Frey (2003) | Saunders & O'Brien (2006) |
| Center on Instruction (2007) | Schoenbach et al. (2003) | | |
| CCSSO (2004) | Werderich (2002) | | |
| Ehlers-Zavala (2008) | Multiple Modes of Input and Output (MMIO) | | |
| Forrest (2006) | | | |
| Fisher & Ivey (2006) | Carrier (2006) | | |
| Franzak (2006) | Sustained Silent Reading | | |
| Freeman & Freeman (2004) | | | |
| Freeman & Freeman (2003) | Fisher (2004) | | |
| García & Godina (2004) | Think Aloud | | |
| Greenleaf et al. (2002) | | | |
| Herrera & Murry (2005) | McKeown & Gentilucci (2007) | | |
| Ivey & Fisher (2006) | | | |
| Jiménez (2004) | | | |
| Jiménez & Teague (2007) | | | |
| Klingner & Vaughn (2004) | | | |
| Moje (2008) | | | |
| Nixon et al. (2007) | | | |
| Nokes & Dole (2004) | | | |
| Rance-Roney (2009) | | | |
| Rubinstein-Ávila (2003/2004) | | | |
| Shanahan & Beck (2006) | | | |
| Short & Fitzsimmons (2007) | | | |
| Slavin et al. (2008) | | | |
| Sturtevant et al. (2006) | | | |
| Tobin (2008) | | | |
| Vann & Fairbairn (2003) | | | |
| Walqui (2000) | | | |
| Young & Hadaway (2006) | | | |

Literacy Syntheses and Overviews

Articles from Academic Journals

Forrest, S. N. (2006). Three foci of an effective high school Generation 1.5 literacy program. *Journal of Adolescent & Adult Literacy*, 50(2), 106-112.

Describing "Generation 1.5" immigrants as children who moved to the U.S. with their parents and who have varying amounts of U.S. schooling by adolescence, the author reports on unevenness -- that is, stronger social than academic language skills -- often evidenced by listening and speaking skills but limited written skills. The author provides recommendations toward a high school literacy program for Generation 1.5 English language learners (ELLs), centered on three foci: curriculum, learner, and educator. The author elaborates on development of skills across the content areas, the diversity of learner needs, and assessments designed to measure specific progress.

Fisher, D., & Ivey, G. (2006). Evaluating the interventions for struggling adolescent readers. *Journal of Adolescent & Adult Literacy*, 50(3), 180-189.

In this article, the authors offer guidelines for determining appropriate literacy interventions. Before doing so, they advocate that several preconditions be established within a school, including wide availability of reading materials and broad impetus for reading, as well as instruction in content-specific reading skills. The decision guidelines include the primacy of teachers' involvement in instruction and assessment, the comprehensiveness of reading and writing, engagement of learners in the activities, utilization of assessment as a feedback mechanism, and the focus on authentic reading and writing tasks. The guidelines are applied to specific student scenarios including English language learners (ELLs).

Franzak, J. K. (2006). Zoom: A review of the literature on marginalized adolescent readers, literacy theory, and policy implications. *Review of Educational Research*, 76(2), 209-248.

In this article, the author reviews research on literacy instruction for adolescent readers who have been marginalized in the learning process. She presents the historical context and current research on various learning models -- including reader response theory, strategic reading theory, and critical literacy theory -- and critiques their utility and viability in addressing the needs of marginalized learners. She also discusses the policy environment of literacy and reading programming, and advises about inclusion of marginalized readers in consideration of instructional approaches.

Greenleaf, C. L., Jiménez, R. T., & Roller, C. M. (2002). Reclaiming secondary reading interventions: From limited to rich conceptions, from narrow to broad conversations. *Reading Research Quarterly*, 37(4), 484-496.

This article, presented in the format of a conversation, focuses on instructional strategies for reading for secondary students. Professionals offer views that indicate the importance of flexibility in utilizing multiple strategies collaboratively with various students having

difficulties with reading in later grades, including students with diverse linguistic backgrounds. Strategies centered on comprehension over decoding, and building strategic reading skills contextualized to content areas. The discussants offer historical context and the current policy environment, as well as their own experiences with various students, as backdrops in their advocacy for increasing attention to the needs and competencies of older literacy learners.

Rubinstein-Ávila, E. (2003/2004). Conversing with Miguel: An adolescent English language learner struggling with later literacy development. *Journal of Adolescent & Adult Literacy*, 47(4), 290-301.

In this article, the author presents an individual portrait of an adolescent English language learner exhibiting incomplete literacy skills. Through this deep analysis of the case of Miguel, the author describes the challenges and successes of his interaction with the school environment, including an ethic of caring, instructional scaffolding, a community library with books in his first language, and the development of his metacognitive awareness. The author remarks that secondary school teachers need more familiarity with issues of later literacy development for ELLs.

Slavin, R. E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290-322.

In this article, the researchers present a meta-analysis of 33 research studies on reading approaches for approximately 39,000 middle and high school students, including students with diverse linguistic backgrounds. Various findings were reported about the approaches of computer-assisted instruction, programs using mixed-methods, and those with attention to the instructional methods and processes. One finding indicates that programs which included cooperative learning produced higher literacy gains for students. Another indicates that attention to the instructional process such as varying small and large group instruction provided differential benefit to students. Another indicates that reading strategy instruction led to better outcomes for students.

Articles from Practitioner Journals

Ash, G.E. (2002, March). Teaching readers who struggle: A pragmatic middle school framework. *Reading Online*, 5(7). Available at:
http://www.readingonline.org/articles/art_index.asp?HREF=ash/index.html

In this article, published in a practitioner journal, presents an overall approach for literacy instruction at the middle school level. Although not explicitly focused on English language learners (ELLs), the author describes instructional strategies – including guided reading, shared reading, and comprehension skill development – which are elemental in addressing the needs of ELLs. A substantial references list is another contribution of this article.

Case, R. E., & Taylor, S. S. (2005). Language difference or learning disability. *The Clearing House*, 78(3), 127-130.

In this article, from a journal focused on middle and high school professionals, and co-written with expertise in special education and in English as a second language (ESL),

the authors highlight the similarities in language development for students of diverse linguistic and diverse ability backgrounds -- including pronunciation, semantics, and syntax. They note these commonalities in indicating the need for teachers to attend to these challenges in addressing the needs of both populations of students. The authors also advise that English language learners need to have access to oral language, access to native culture and languages, and access to reading.

Freeman, Y., & Freeman, D. (2003). Struggling English language learners: Keys for academic success. *TESOL Journal*, 12(3), 5-10.

In this article, the authors discuss the importance of recognizing that English language learners (ELLs) have various previous experiences, from newcomers with previous formal schooling, to newcomers with limited formal schooling and native language literacy, to students with substantial language learning experience in U.S. schools. Emphasizing the importance of engaging older students with their own previous experiences, the authors also detail research and ideas regarding language instruction through academic subjects. The authors make recommendations about addressing ELLs' instructional needs.

Nixon, S. M., McCardle, P., & Leos, K. (2007). Implications of research on English language learners for classroom and clinical practice. *Language, Speech, and Hearing Services in Schools*, 38, 272-277.

In this article which forms a summary of an entire journal issue based on a clinical forum on literacy research, the authors suggest the viability of a response to intervention (RTI) model of addressing the needs of English language learners (ELLs), noting the importance of understanding students' cultural and linguistic backgrounds in observing their responses to various interventions. Although some of the issue's articles focused on literacy development in the early grades, points of concern around differences in oral and reading/writing skill development, distinctions between receptive and expressive language skills, and language skill transfer and vocabulary challenges were elucidated.

Rance-Roney, J. (2009). Best practices for adolescent ELLs. *Educational Leadership*, 66(7), 32-37.

In this article, the author describes the diversity of the population of adolescent English language learners (ELLs) to include first-, second-, or even third-generation immigrants. She acknowledges the uniquenesses of each generation's needs, and each student's needs, yet offers a set of recommendations for schools and teachers to consider in addressing their literacy needs: a collaborative approach by multiple school staff, curricular flexibility to address linguistic and academic language needs, social integration of immigrants with their peers in school, time extensions for learning, and progress monitoring for each learner.

Tobin, R. (2008). Conundrums in the differentiated literacy classroom. *Reading Improvement*, 45(4), 159-169.

In this article, the author presents challenges for literacy teachers at all levels, including elementary, middle, and secondary education. She describes decisions that are made at various points, including before and during instructional approach planning, including the process of differentiating instruction to ensure inclusion of all learners. Additionally, she

presents considerations about assessing growth in learner skills. Instructional conundrums are discussed, including ways to plan strategically for small group formats for struggling readers and to utilize guided reading approaches. The author rests on supporting responsive teaching as an underlying philosophy.

Vann, R. J., & Fairbairn, S. B. (2003). Linking our worlds: A collaborative academic literacy project. *TESOL Journal*, 12(3), 11-16.

In this article, the authors indicate the issue of the distinction between social language -- commonly termed basic interpersonal and communicative skills (BICS) and academic language -- commonly termed cognitive/academic language proficiency (CALP). They present an academic literacy program as it was designed with advice and feedback by graduate students and other professionals in the field of English language learning. Literacy skills included the development of expressive skills of writing and speaking, and specific applications of receptive skills of reading and listening. Specific tasks included outlining, reflection, use of technology, orally presenting to peers, and self-evaluation.

Books

Freeman, Y. S., & Freeman, D. E. (2002). *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners*. Portsmouth, NH: Heinemann.

This practitioner-oriented book describes the needs of older English language learners (ELLs) who have little academic experience, then presents research-based ideas for building literacy and academic skills. The authors present several cases intermittently throughout the book with which to apply the ideas for instruction. Outlining four general ideas -- developing theme-based curricula, accessing student background knowledge including cultural and linguistic resources, utilizing student collaborative activities and instructional scaffolding, and encouraging motivation through confidence-building -- the authors discuss general guidelines and specific strategies for teaching adolescent ELLs.

Herrera, S. G., & Murry, K. G. (2005). *Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse (CLD) students*. Boston: Pearson Education.

In this book, the authors present a wide-ranging discussion of language development issues and their implications for instructional methods and approaches with students with culturally and linguistically diverse backgrounds. Reviewing cognitive and academic dimensions, instructional methods and curricula, and grammatical, communicative, and cognitive approaches, the relevance to older English language learners (ELLs) building literacy are the chapters on content-based and sheltered instruction methods (Chapters 7 and 8). Anchored to TESOL/NCATE standards and CEEE Guiding Principles, these two chapters describe these methods, providing practical procedures in targeting goals and planning instruction.

Ivey, G., & Fisher, D. (2006). *Creating literacy-rich schools for adolescents*. Alexandria, VA: Association for Supervision and Curriculum Development.

In this book, the authors present an overall schoolwide framework for ensuring an emphasis on literacy development for adolescents. Although the discussion of adolescent

literacy does not ostensibly address issues of English language learners (ELLs), the authors present case examples of ELLs and otherwise include consideration of issues of adolescents with linguistically diverse backgrounds. The authors discuss instructional approaches and strategies in English language arts and content-area subjects – including shared reading, graphic organizers and concept mapping, and independent reading support.

Sturtevant, E. G., Boyd, F. B., Brozo, W. G., Hinchman, K. A., Moore, D. W., & Alvermann, D. E. (2006). *Principled practices for adolescent literacy: A framework for instruction and policy*. Mahwah, NJ: Lawrence Erlbaum Associates.

In this book, co-authored by many in the adolescent literacy field, the authors advise on eight principles underlying literacy instruction practices for adolescents with reading difficulties, including those with linguistically diverse backgrounds. Presenting research supporting each principle, the authors also provide critiques from the field of each principle. The principles include the importance of engaging adolescents through a variety of texts and in a variety of contexts and encouraging the development of multiple literacies, and of building skills in learner self-assessment.

Walqui, A. (2000). *Access and engagement: Program design and instructional approaches for immigrant students in secondary school*. McHenry, IL and Washington, DC: Delta Systems and Center for Applied Linguistics.

In this book for practitioners, the author presents general characteristics and specific cases of adolescent English language learners (ELLs), and details structural obstacles which mitigate their success. Drawing from research, the author explicates guidelines for designing instruction, centering around extending students' background knowledge through contextualized and meaningful tasks which include collaborative activities, and authentically assessing student progress and growth. The author describes exemplary programs from throughout the U.S. with model features for emulation.

Young, T. A., & Hadaway, N. L. (Eds.). (2006). *Supporting the literacy development of English learners: Increasing success in all classrooms*. Newark, DE: International Reading Association.

In this edited book, the editors communicate through the various authors' conceptual and research-based contributions the challenges of English language learners (ELLs') literacy developments, and ideas about instructional approaches. Segmented into the themes including supporting ELLs through the transformation of instruction, curricular planning, reading, writing, and speaking, the edited book presents many ideas which are applicable to all ELLs, yet can include adolescent students -- such as differentiation of instruction, content-based literacy instruction, writing for meaning, guided reading, and vocabulary and comprehension development.

Book Chapters

Alvermann, D. E., & Rush, L. S. (2004). Literacy intervention programs at the middle and high school levels. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 210-227). New York: Guilford Press.

In this book chapter, the authors express concern about the conceptualization of intervention which includes addressing the needs of students which may imply a consideration of the potential limitations of current instructional practices. Through this lens, the authors review and critique various intervention programs, including Accelerated Reader, Read 180, Reading Is FAME, Supported Literacy Approach, Strategic Literacy Initiative, Project CRISS, and Talent Development High School. Some of the research presented use of these intervention programs with students with linguistically diverse backgrounds. The authors conclude by discussing the limitations of interventions for broad implementation and suggesting ways to address these limitations.

Ehlers-Zavala, F. P. (2008). Teaching adolescent English language learners. In S. Lenski & J. Lewis (Eds.), *Reading success for struggling adolescent learners* (pp. 74-89). New York: The Guilford Press.

In this book chapter, the author identifies the primary need of adolescent English language learners (ELLs) to grow in academic literacy. She asserts the need for the combination of approaches: ethnographic, critical socioliterate, and systemic functional linguistics, reviewing research literature supporting each approach. She also advises with recommendations for instruction, providing strategy examples for each point. Referring to principles of sheltered instruction, she presents ideas by which to consider instructional accommodations for ELLs.

García, G. E., & Godina, H. (2004). Addressing the literacy needs of adolescent English language learners. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 304-320). New York: Guilford Press.

In this book chapter, the authors indicate the relatively little attention paid to the literacy needs of English language learners (ELLs) in the later grades. In their efforts to summarize the research findings, they cite fewer than ten studies on the performance of ELLs throughout all grades, and draw from various research on instructional strategies -- including writing process approaches, experience-text relationship approach, literature logs, instructional conversations, and Collaborative Strategic Reading, among others -- throughout all grades as well. They offer nine guidelines pertaining to the literacy instruction of ELLs.

Jiménez, R. T. (2004). Reconceptualizing the literacy learning of Latino students. In D. S. Strickland & D. E. Alvermann (Eds.), *Bridging the literacy achievement gap, grades 4-12* (pp. 17-29). New York: Teachers College Press.

In this book chapter, the author reviews the state of education of Latino students, and presents aspects of quality instructional approaches. Based on age-appropriate content and rigor, he presses for utilizing these older students' native language skills and ensuring their transfer to learning English. He presents the idea of Latino students having alternative literacy skills that need to be more fully understood by teachers in order to recognize students' previous language experiences.

Jiménez, R. T., & Teague, B. L. (2007). Legitimacy, recognition, and access to language and literacy: English language learners at the secondary school level. In L. S. Rush, A. J. Eakle & A. Berger (Eds.), *Secondary school literacy: What research reveals for classroom practice* (pp. 165-183). Urbana, IL: National Council of Teachers of English.

In this book chapter, the authors review various research addressing academic, linguistic, and social needs of adolescent English language learners (ELLs). The authors note the challenges of immigrant students in becoming familiar with the U.S. schooling environment, and the importance of functional literacy skill development that is contextual to their needs for engagement in society. That is, the authors encourage use of a critical literacy approach which facilitates learning literacy through engaging with 'real world' conditions. The authors argue for collaboration among ELL instructors and content-area teachers, and involvement of parents and family members in adolescent learning.

Klingner, J. K., & Vaughn, S. (2004). Strategies for struggling second-language readers. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 183-209). New York: Guilford Press.

In this book chapter, the authors assert the need for all teachers to be equipped to teach students with linguistically diverse backgrounds, and then review research which presents ideas to equip teachers -- including providing perspective on English language learners' (ELLs) needs and detailing intervention strategies primarily focusing on reading comprehension. Among those strategies reviewed are vocabulary mapping, Cognitive Academic Language Learning Approach (CALLA), graphic organizers, and Collaborative Strategic Reading (CSR).

Moje, E. B. (2008). Responsive literacy teaching in secondary school content areas. In M. W. Conley, J. R. Freidhoff, M. B. Sherry & S. F. Tuckey (Eds.), *Meeting the challenge of adolescent literacy: Research we have, research we need* (pp. 58-87). New York: The Guilford Press.

This book chapter focuses its literature review on content-area responsive literacy practices for high school. The author details four lines of research in disciplinary literacy: literacy instruction based on cognitive strategies, the building of discipline-specific understandings, linguistically-based skill development in the content areas, and extending learning through connecting content knowledge to student cultural experience through literacy practices. She asserts the need for further research on lived youth literacy practices which are often culturally-based, on building teacher expertise in disciplinary knowledge, on teacher-training in responsive pedagogy, and on better outcomes measures to demonstrate benefits of responsive pedagogy in the disciplines.

Nokes, J. D., & Dole, J. A. (2004). Helping adolescent readers through explicit strategy instruction. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 162-182). New York: Guilford Press.

In this book chapter, the authors describe explicit strategy instruction, including its development and connections to research literature on effectiveness. They present the model's foundational concepts: comprehension strategies, metacognition, and explicit instruction. The nature of this intervention for struggling readers is individually responsive to student needs and skills, which seems to fit with approaches with English language learners (ELLs). Explicit strategy instruction is centered around comprehension skills, and the authors review foundational research for younger students, asserting its relevance to adolescent students learning by connecting ideas to experience, such as through visual imagery and generating questions and explanations.

Shanahan, T., & Beck, I. L. (2006). Effective literacy teaching for English-language learners. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp. 415-488). Mahwah, NJ: Lawrence Erlbaum Associates & Center for Applied Linguistics.

In this article, the authors review research on various literacy skills development and also on English language learner (ELL) needs. Although the authors emphasize research on early literacy development -- that is, in the elementary grades -- they also included research and ideas for literacy instruction for middle and high school students. The authors offer analysis regarding current research and its limitations, including that there is little extant experimental research on applying specific strategies in teaching ELLs. They also describe approaches which incorporate multiple instructional strategies simultaneously, including Success for All, reading and writing skill development, and reading aloud.

Web Documents

Center on Instruction. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Portsmouth, NH: RMC Research Corporation. Available at:
<http://www.centeroninstruction.org/files/Academic%20Literacy.pdf>

In this report, developed by professionals in the field of reading, special education, and English language learning, many issues are discussed. The larger policy and practice perspective is analyzed. The authors pay specific attention to academic literacy development for adolescents. A section of the report is dedicated to English language learners' (ELLs') issues, and presents recommendations about best instructional practices, including those which are content-based, academic oral language, and encompass explicit comprehension development. The report offers case examples of state activities.

Council of Chief State School Officers. (2004, January). *Immigrant students and secondary school reform: Compendium of best practices*. Washington, DC: CCSSO. Available at:
<http://www.ccsso.org/publications/details.cfm?PublicationID=228>

In this report, the authors discuss evidence-based practices through the format of case examples of schools. They discuss issues of students with limited formal schooling experiences, parental involvement, academic literacy development, summer programs, special education, and professional development. In addition to discussing program design details, the authors identify literacy instruction strategies such as content-based approaches, accelerated targeted skill instruction, native language literacy development, the Cognitive Academic Language Learning Approach (CALLA), digital literacy development, and focus on graduation requirements on literacy.

Short, D. J., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners -- A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Available at: www.all4ed.org/publications/DoubleWork/DoubleWork.pdf
or http://www.all4ed.org/events/double_work

In this report, an effort by the Center for Applied Linguistics in collaboration with an advisory panel, the authors present guidelines and ideas for ensuring quality education for adolescent English language learners (ELLs). They point out that adolescent ELLs are faced with doing double the work of other students, as they must learn English while learning advanced academic content. They systematically address six challenges to improving literacy for adolescent ELLs, and offer solutions. Challenges include inadequate use of research-based instructional practices, professional development concerns, and lack of appropriate assessments.

Specific Practices

Reading

Guided Reading (includes literature circles, reading club, dialogue journals, etc.)

Avalos, M. A., Plasencia, A., Chavez, C., & Rascón, J. (2007). Modified guided reading: Gateway to English as a second language and literacy learning. *The Reading Teacher*, 61(4), 318-329.

In this article, the authors describe the guided reading model for literacy instruction, and suggest specific modifications to the approach with the specific needs of English language learners (ELLs) in mind, presenting the theoretical bases for these adjustments. They offer guidance in instructional planning in using the modified guided reading model (MGR). They indicate their application of the MGR model at various grade levels and in various school settings, reporting the measured reading gains that students have demonstrated with the MGR model.

Schoenbach, R., Braunger, J., Greenleaf, C., & Litman, C. (2003). Apprenticing adolescents to reading in subject-area classrooms. *Phi Delta Kappan*, 85(2), 133-138.

In this article, the authors present the Reading Apprenticeship model of literacy instruction for adolescents. While not specifically addressing only English language learners' (ELLs') needs, applications of the model are made in the article to groups of students of various linguistic backgrounds. The model includes the following features: a social dimension of building peer learning opportunities, a personal dimension which allows self-reflection about learning, a cognitive dimension of building comprehension skills, a knowledge building dimension extending background knowledge of content as well as communication skills. These dimensions combine to form an emphasis on metacognitive awareness of language and content learning.

Werderich, D. E. (2002). Individualized responses: Using journal letters as a vehicle for differentiated reading instruction. *Journal of Adolescent & Adult Literacy*, 45(8), 746-754.

In this article, the author presents the findings of the application of dialogue journals as an instructional strategy for students in a middle school English class. Although not

expressly focused on the learning of English language learners (ELLs), the study appeared to include students of varying linguistic backgrounds. Further, the individualized nature of this intervention, yet still in the mainstream classroom, seems to fit with the focus of this Annotated Bibliography. The author presents the dynamics of student interests, personal discoveries, challenge-setting, and discussion of teaching/learning strategies, noting that the individual interactions of student and teacher were a central feature.

Multiple Modes of Input and Output (MMIO)

Carrier, K. A. (2006). Improving comprehension and assessment of English language learners using MMIO. *The Clearing House*, 79(3), 131-136.

In this article, the researcher discusses the application of a comprehension and assessment approach -- the multiple modes of input and output (MMIO) approach -- for adolescent English language learners (ELLs). She details the application of the MMIO in an academic subject classroom, detailing various instructional strategies such as the use of manipulatives and graphic organizers, around the focus on vocabulary and comprehension skill development. She details feedback information that can be provided to teachers for instructional planning.

Sustained Silent Reading (SSR)

Fisher, D. (2004). Setting the "opportunity to read" standard: Resuscitating the SSR program in an urban high school. *Journal of Adolescent & Adult Literacy*, 48(2), 138-150.

In this article, the researcher presents the evaluation of the application of an independent reading approach -- Sustained Silent Reading (SSR) -- for a school of students who are predominantly from linguistically diverse backgrounds. He noted that when periods are properly used for independent reading opportunities, students benefit, and presented eight factors of successful SSR programs. The researcher concludes with an analysis of issues which unfolded during program implementation.

Think-Aloud

McKeown, R. G., & Gentilucci, J. (2007). Think-aloud strategy: Metacognitive development and monitoring comprehension in the middle-school second-language classroom. *Journal of Adolescent & Adult Literacy*, 51(2), 136-147.

In this article, the authors review research literature pertaining to metacognitive awareness development of adolescent English language learners (ELLs). They present findings demonstrating the differential impacts of the use of the Think-Aloud strategy on reading comprehension for middle school students with varying levels of literacy development. Suggesting that the lowest-literate students may not benefit from practicing the Think-Aloud strategy, and that the advanced students already may have developed metacognitive awareness, they report that the intermediate learners benefited the most from Think-Aloud. The authors warn that students' individual needs ought to guide the selection of appropriate instructional strategies.

Writing

Fisher, D., & Frey, N. (2003). Writing instruction for struggling adolescent readers: A gradual release model. *Journal of Adolescent & Adult Literacy*, 46(5), 396.

In this article, the authors describe work with a diverse – including a majority of students of linguistically diverse backgrounds – class of ninth graders using a Language Experience Approach (LEA) as a first step for writing instruction. The authors detail a process of engaging students in various tasks such as interactive writing -- typically applied in teaching younger students, generative sentence writing, a fluency approach of power writing, and eventually leading to independent writing. This practitioner-oriented article nonetheless presents a philosophical approach while presenting various specific strategies and their impact on specific students.

Listening and Speaking

Dong, Y. R. (2004). *Teaching language and content to linguistically and culturally diverse students: Principles, ideas, and materials*. Greenwich, CT: Information Age Publishing. [Also Presented in *Content-Based Interventions: Syntheses and Overviews*]

In this book, the author provides both an underlying understanding of adolescent English language learners (ELLs) and practical strategies and tools for instruction and assessment of literacy in content areas including English, mathematics, science, and social studies. Chapter 2 features case studies, applying responsive teaching principles in the content areas, while Chapter 4 discusses the importance of accessing students' background knowledge. Chapter 3 presents a framework for mainstream classroom observation as assessment. Chapter 5 describes vocabulary-building instructional strategies in the content areas. Chapters 6, 7, and 8 present strategies for improving skills in reading, writing, and listening and speaking (respectively).

Saunders, W. M., & O'Brien, G. (2006). Oral language. In F. Genesee, K. Lindholm-Leary, W. Saunders & D. Christian (Eds.), *Educating English language learners: A synthesis of research evidence* (pp. 14-63). New York: Cambridge University Press.

In this book chapter, the authors review research on the oral language development of English language learners (ELLs) at various grade levels, including adolescent learners. They discuss the implications of the research on federal policy. While not emphasizing the specific instructional strategies most viable for adolescent ELLs, the research studies reviewed identify those interventions. The authors also review various assessment issues for ELLs.

Content-Based Interventions Syntheses and Overview

Table 1.2 Content-Based Instructional Practices

| Syntheses & Overviews | English | Mathematics | Science |
|--|------------------------|---------------------------|------------------------|
| Dong (2004) | Richison et al. (2007) | Freeman & Crawford (2008) | Lee (2005) |
| Meltzer & Hamann (2005) | | | Stoddart et al. (2002) |
| Moje (2008) | | | |
| Moje et al. (2004) | | | |
| National Institute for Literacy (2007) | | | |
| Roe et al. (2007) | | | |

Articles from Academic Journals

Moje, E. B., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. *Reading Research Quarterly*, 39(1), 38-70.

In this article, the authors present findings from a study of middle school science students which included some with culturally and linguistically diverse backgrounds. They describe the application of an approach drawing from the students' background knowledge as a resource, extending their learning in the areas of reading, writing, listening, and speaking. Applying hybridity theory, the authors examine the interaction between background knowledge and discourse with academic knowledge and discourse, emphasizing the importance of close observation of the students' learning over teachers' specific instructional strategies. The authors close with recommendations to shift emphases for adolescents with diverse backgrounds learning the content areas.

Books

Dong, Y. R. (2004). *Teaching language and content to linguistically and culturally diverse students: Principles, ideas, and materials*. Greenwich, CT: Information Age Publishing.

In this book, the author provides both an underlying understanding of adolescent English language learners (ELLs) and practical strategies and tools for instruction and assessment of literacy in content areas including English, mathematics, science, and social studies. Chapter 2 features case studies, applying responsive teaching principles in the content areas, while Chapter 4 discusses the importance of accessing students' background knowledge. Chapter 3 presents a framework for mainstream classroom observation as assessment. Chapter 5 describes vocabulary-building instructional strategies in the content areas. Chapters 6, 7, and 8 present strategies for improving skills in reading, writing, and listening and speaking (respectively).

Roe, B. D., Stoodt-Hill, B. D., & Burns, P. C. (2007). *Secondary school literacy instruction: The content areas* (9th ed.). Boston: Houghton Mifflin Company.

In this book, which is a broad-ranging text presenting concepts in literacy instruction as well as reviewing the research literature, the authors systematically discuss areas of cognitive literacy strategies, instructional approaches, and content literacy assessments. While broad, the authors deliberately include segments throughout the text addressing English language learner issues related to the topic area at hand. Specific areas addressed include: vocabulary development emphases, reading comprehension strategies and teacher considerations, information processing skills development, instruction of reading skills, writing approaches such as gradual release, classroom discussion strategies, culture learning, multimedia instructional methods, and classroom-based assessments such as matching cloze tests.

Book Chapters

Moje, E. B. (2008). Responsive literacy teaching in secondary school content areas. In M. W. Conley, J. R. Freidhoff, M. B. Sherry & S. F. Tuckey (Eds.), *Meeting the challenge of adolescent literacy: Research we have, research we need* (pp. 58-87). New York: The Guilford Press.

This book chapter focuses its literature review on content-area responsive literacy practices for high school. The author details four lines of research in disciplinary literacy: literacy instruction based on cognitive strategies, the building of discipline-specific understandings, linguistically-based skill development in the content areas, and extending learning through connecting content knowledge to student cultural experience through literacy practices. She asserts the need for further research on lived youth literacy practices which are often culturally-based, on building teacher expertise in disciplinary knowledge, on teacher-training in responsive pedagogy, and on better outcomes measures to demonstrate benefits of responsive pedagogy in the disciplines.

Web Documents

Meltzer, J., & Hamann, E. T. (2005). *Meeting the literacy development needs of adolescent English language learners through content-area learning. Part 2: Focus on classroom teaching and learning strategies*. Providence, RI: The Education Alliance, Brown University.
Available at: http://www.alliance.brown.edu/pubs/adlit/adell_litdv2.pdf

In this report, the researchers review research on literacy instruction for English language learners (ELLs). They note that cornerstones of practices that were identified include questioning and active engagement with various academic content-based texts. They detail the importance of metacognitive awareness of learning strategies for adolescent learners, and identified reciprocal teaching, cognitive mapping, and engagement with sensory memory as some of many for teachers to explicitly instruct students. Additional themes in the research include the multiple forms of literacy – reading, writing, speaking, and listening. They include an explicit review of content-based literacy instruction, including text analysis and specific vocabulary learning.

National Institute for Literacy. (2007). What content-area teachers should know about

adolescent literacy. Jessup, MD: Author.

Available at: http://www.nifl.gov/nifl/publications/adolescent_literacy07.pdf

In this report, the authors, who composed an adolescent literacy interagency working group, reviewed research discussing the components of literacy in order to provide guidance for academic subject instruction for adolescent learners. Although the advice is directed toward the instruction of all adolescent learners, multiple references to English language learners (ELLs) suggest the viability of this information for application of literacy instruction strategies for ELLs. The authors make recommendations about instructional approaches, yet also detail specific instructional strategies such as assistance in building vocabulary and comprehension skills. The authors also discuss assessment approaches of reading and writing skill development.

Content-Specific

English

Dong, Y. R. (2004). *Teaching language and content to linguistically and culturally diverse students: Principles, ideas, and materials*. Greenwich, CT: Information Age Publishing. [Also Presented in Syntheses and Overviews]

In this book, the author provides both an underlying understanding of adolescent English language learners (ELLs) and practical strategies and tools for instruction and assessment of literacy in content areas including English, mathematics, science, and social studies. Chapter 2 features case studies, applying responsive teaching principles in the content areas, while Chapter 4 discusses the importance of accessing students' background knowledge. Chapter 3 presents a framework for mainstream classroom observation as assessment. Chapter 5 describes vocabulary-building instructional strategies in the content areas. Chapters 6, 7, and 8 present strategies for improving skills in reading, writing, and listening and speaking (respectively).

Richison, J. D., Hernández, A., & Carter, M. (2007). Using scaffolding in teaching core literature. In L. S. Rush, A. J. Eakle & A. Berger (Eds.), *Secondary school literacy: What research reveals for classroom practice* (pp. 243-261). Urbana, IL: National Council of Teachers of English.

In this book chapter, the authors describe the use of scaffolding strategies in teaching adolescent English language learners (ELLs) oral and written literacy skills, noting the importance of engaging and enhancing students' background knowledge and clearing up possible areas of confusion. Adolescent ELLs are expected to acquire competencies in social communications, academic use of English to engage with content areas, and culturally appropriate communications. The authors comment that scaffolding can be utilized in sheltered classrooms as well as mainstream settings. They present the application of scaffolding to various literature classes, and identify specific activities.

Mathematics

Dong, Y. R. (2004). *Teaching language and content to linguistically and culturally diverse students: Principles, ideas, and materials*. Greenwich, CT: Information Age Publishing. [Also Presented in Syntheses and Overviews]

In this book, the author provides both an underlying understanding of adolescent English language learners (ELLs) and practical strategies and tools for instruction and assessment of literacy in content areas including English, mathematics, science, and social studies. Chapter 2 features case studies, applying responsive teaching principles in the content areas, while Chapter 4 discusses the importance of accessing students' background knowledge. Chapter 3 presents a framework for mainstream classroom observation as assessment. Chapter 5 describes vocabulary-building instructional strategies in the content areas. Chapters 6, 7, and 8 present strategies for improving skills in reading, writing, and listening and speaking (respectively).

Freeman, B., & Crawford, L. (2008). Creating a middle school mathematics curriculum for English-language learners. *Remedial & Special Education, 29*(1), 9-19.

In this article, the authors present a program partially funded by the U.S. Department of Education designed to address the content-based literacy development of English language learners (ELLs) in middle-school mathematics. Utilizing online technological formats, the Help with English Language Proficiency (HELP) Math program is described as based on a sheltered instruction model utilizing instructional strategies including math vocabulary development, contextual application of math skills, and engaging with ELLs' previous experience and knowledge. They detail the immediacy of feedback for student error correction as part of the learning process.

Science

Dong, Y. R. (2004). *Teaching language and content to linguistically and culturally diverse students: Principles, ideas, and materials*. Greenwich, CT: Information Age Publishing. [Also Presented in Syntheses and Overviews]

In this book, the author provides both an underlying understanding of adolescent English language learners (ELLs) and practical strategies and tools for instruction and assessment of literacy in content areas including English, mathematics, science, and social studies. Chapter 2 features case studies, applying responsive teaching principles in the content areas, while Chapter 4 discusses the importance of accessing students' background knowledge. Chapter 3 presents a framework for mainstream classroom observation as assessment. Chapter 5 describes vocabulary-building instructional strategies in the content areas. Chapters 6, 7, and 8 present strategies for improving skills in reading, writing, and listening and speaking (respectively).

Lee, O. (2005). Science education with English language learners: Synthesis and research agenda. *Review of Educational Research, 75*(4), 491-530.

In this article, the author reviews research spanning twenty years on various aspects of science education with English language learners (ELLs), including underlying theory as well as specific instructional approaches. Presenting findings on the themes of culturally congruent science education, she also details underlying cognitive and linguistic aspects

of the learning process, and including issues of reading and writing skills associated with the scientific inquiry process. She presents points of discussion in the literature regarding classroom and large-scale assessment of scientific learning for ELLs at various grade levels. The author presents implications on teacher education and research directions.

Stoddart, T., Pinal, A., Latzke, M., & Canaday, D. (2002). Integrating inquiry science and language development for English language learners. *Journal of Research in Science Teaching*, 39(8), 664-687.

In this article, the researchers describe the teacher challenges in their work of applying an inquiry science model to the literacy skill development of English language learners (ELLs). Staking a position of literacy instruction through academic content, they present a typology of teacher thinking in engaging with this instructional approach. Although focused on teacher understanding and not on the learning process for ELLs, the researchers provide a framework for considering content-based literacy instruction.

Social Studies

Dong, Y. R. (2004). *Teaching language and content to linguistically and culturally diverse students: Principles, ideas, and materials*. Greenwich, CT: Information Age Publishing. [Also Presented in Syntheses and Overviews]

In this book, the author provides both an underlying understanding of adolescent English language learners (ELLs) and practical strategies and tools for instruction and assessment of literacy in content areas including English, mathematics, science, and social studies. Chapter 2 features case studies, applying responsive teaching principles in the content areas, while Chapter 4 discusses the importance of accessing students' background knowledge. Chapter 3 presents a framework for mainstream classroom observation as assessment. Chapter 5 describes vocabulary-building instructional strategies in the content areas. Chapters 6, 7, and 8 present strategies for improving skills in reading, writing, and listening and speaking (respectively).

GUIDING QUESTION 2:
How might the RTI process be defined for ELLs?

This review focused on gathering materials which included conceptual work as well as any research syntheses or reports on the application of the response to intervention (RTI) model to the instructional approaches for English language learners (ELLs). Further, in that this annotated bibliography is centered around initial interventions, the items included were intentionally focused on common elements of Tier 1 level interventions. However, some items detail ideas around Tier 2 and Tier 3, including small group interventions and use of professional teams designing interventions. References to further work on these tiers can be located accordingly.

Table 2 Response to Intervention for English Language Learners

| |
|-------------------------------|
| RTI Model with ELLs |
| Brown & Doolittle (2008) |
| Gerber (2004) |
| Haager (2007) |
| Klingner & Edwards (2006) |
| Klingner et al. (2007) |
| Linan-Thompson et al. (2004) |
| Linan-Thompson (2006) |
| Ortiz & Linan-Thompson (2007) |
| Vanderwood & Nam (2007) |
| Vaughn & Ortiz (n.d.) |

Articles from Academic Journals

Haager, D. (2007). Promises and cautions regarding using response to intervention with English language learners. *Learning Disability Quarterly*, 30(3), 213-218.

In this article, the author comments on applying response to intervention (RTI) to literacy instruction of English language learners (ELLs). Drawing from a review of research with attention to articles in this journal special issue, the author considers instruction for ELLs at all levels, emphasizing early reading skill development. The author discusses RTI's requiring the use of evidence-based practices, presenting research on their use with both native English speakers and ELLs in Tier 1 interventions. She discusses research on assessment of ELLs progress and design of Tier 2 interventions, yet warns against misidentification of ELLs and concerns about inappropriate tracking.

Klingner, J. K., & Edwards, P. A. (2006). Cultural considerations with response to intervention models. *Reading Research Quarterly*, 41(1), 108-117.

In this article, the authors present a response to intervention (RTI) model applied to the reading instruction of culturally and linguistically diverse students. Emphasizing the importance of drawing from practices that are demonstrated through evidence to be effective for English language learners (ELLs), the authors describe culturally responsive pedagogy principles, beginning at Tier 1. The second tier of intervention is described as additive and supplementing curriculum with intensive supports. Tier 3 engages oversight and guidance from a team of professionals, continuing intensive instructional supports. The fourth tier comprises individualized special education interventions.

Book Chapters

Klingner, J., McCray Sorrells, A., & Barrera, M. T. (2007). Considerations when implementing response to intervention with culturally and linguistically diverse students. In D. Haager, J. Klingner & S. Vaughn (Eds.), *Evidence-based reading practices for response to intervention* (pp. 223-244). Baltimore, MD: Paul H. Brookes Publishing.

In this book chapter, the authors discuss the primary concern of the appropriate application of evidence-based reading instruction practices with students with culturally and linguistically diverse backgrounds, pointing out that research substantiating practices must clearly indicate the nature of the context and the identities of the students including their language competence levels. They advise the use of culturally-responsive practices at the initial tier of the response to intervention (RTI), utilizing community resources in collaboration with teachers to provide quality instruction.

Vanderwood, M. L., & Nam, J. E. (2007). Response to intervention for English language learners: Current development and future directions. In S. R. Jimerson, M. K. Burns & A. M. VanDerHeyden (Eds.), *Handbook of response to intervention: The science and practice of assessment and intervention* (pp. 408-417). New York: Springer.

In this article, the authors discuss the application of Response to Intervention (RTI) to the learning of English language learners (ELLs). Presenting the context and need for appropriate instruction for ELLs, they indicate the value of instructional responsiveness and the challenge of identifying the literacy capabilities of ELLs. The authors review a few studies in which RTI was applied to elementary primary Spanish-speakers, indicating the improvements in their literacy skills parallel to the benefits achieved with native English speaking students. Expressing the contextual limitations of the findings, the authors conclude with advice regarding instructional and assessment considerations.

Web Documents

Brown, J. E., & Doolittle, J. (2008, March). *A cultural, linguistic, and ecological framework for response to intervention with English language learners*. Tempe, AZ: National Center for Culturally Responsive Education Systems.
Available at: http://www.nccrest.org/Briefs/Framework_for_RTI.pdf

In this report, co-authored by an academic/practitioner and a representative from the Office of Special Education Programs (OSEP), and published by the National Center for Culturally Responsive Educational Systems as a practitioner brief, the authors discuss underlying considerations of English language learners (ELLs) from multiple -- cultural,

contextual, and linguistic -- perspectives. One consideration is the importance of providing those instructional interventions specifically beneficial to various groups of ELLs, inherent in Tier 1 of response to intervention (RTI) models. The authors offer clarity on the RTI process, including a framework and elements which can be applied at each RTI tier.

Gerber, M. (2004, November). *Response-to-Intervention models of assessment: Are they valid for English language learners?* Presentation at NCCRESt Conference, November 19, 2004, Scottsdale, AZ. Available at:
http://www.rti4success.org/images/stories/pdfs/gerber_assessment.pdf

In this presentation from the National Center for Culturally Responsive Educational Systems (NCCRESt) 2004 conference and posted on the National Center on Response to Intervention website, the presenter guides the reader through many considerations of RTI's application to the instruction of English language learners (ELLs). While specific application is made to an early reading intervention, general details including distinctions between a problem-solving model and a general protocol approach to RTI, the emphasis on quality teaching, and the importance of specific skill assessment provide insights into reading instruction for ELLs.

Linan-Thompson, S., Vaughn, S., Prater, K., & Cirino, P. (2004, November). *The Response-to-Intervention of English language learners at risk for reading problems.* Presentation at NCCRESt Conference, November 19, 2004, Scottsdale, AZ. Available at: http://www.rti4success.org/images/stories/pdfs/linan-thompson_vaughn.pdf

In this presentation from the National Center for Culturally Responsive Educational Systems (NCCRESt) 2004 conference and posted on the National Center on Response to Intervention website, the presenters discuss a study involving primary-grade English language learners (ELLs) and the use of the response to intervention (RTI) model as an identification process for more intensive support, particularly describing the assessment process to ensure literacy gains in determining effectiveness of interventions.

Linan-Thompson, S. (2006, April). *Response to Intervention and EL learners: Questions and some answers.* Presentation at NCCRESt Conference, April 2006, Denver, CO. Available at: http://www.rti4success.org/images/stories/pdfs/rti_cec_06.pdf

In this presentation from the National Center for Culturally Responsive Educational Systems (NCCRESt) 2006 conference and posted on the National Center on Response to Intervention website, the presenter offers the experience of applying the response to intervention (RTI) model to early literacy, detailing elements at each of the three tiers using a standard protocol approach – with a series of evidence-based practices offered at each point of intervention – commenting about the appropriateness of interventions utilized in the project.

Ortiz, A., & Linan-Thompson, S. (2007, December). *How RTI can serve English language learners.* Presentation at RTI Summit, December 6-7, 2007, Arlington, VA. Available at:
http://www.rti4success.org/images/stories/ppt/Ortiz_and_Thompson-How_RTI_can_Serve_ELL.ppt

In this presentation from the 2007 Response to Intervention (RTI) Summit and posted on the National Center on Response to Intervention website, the presenters indicate concern about proper procedures for identification of English language learners (ELLs) with learning disabilities, pointing out that the IQ-achievement discrepancy approach can and has led to misidentification. They also point out the effect of RTI's Tier 1 toward ensuring appropriate initial interventions for ELLs, and their use as screening tools to detect possible underlying disabilities where appropriate. They detail the additional tiers and their impact for ELLs.

Vaughn, S., & Ortiz, A. (n.d.) *Response to intervention in reading for English language learners*. New York: National Center for Learning Disabilities. Available at: <http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage>

In this web document from the RTI Action Network, the authors review the response to intervention (RTI) model and its applicability to English language learners (ELLs) of various ages. Advising about the challenges of ELLs and the complications regarding designing appropriate instruction for them, the authors systematically discuss professional development, universal screening, progress monitoring, and instructional considerations at each of the three tiers of intervention.

GUIDING QUESTION 3:

How do teachers need to utilize classroom-based assessment processes to address English language learners' needs in order to plan literacy instruction?

The materials that address this question emphasized general screening methods to identify those middle and high school students who may have more difficulty with literacy learning, which keeps with the focus of this annotated bibliography on response to intervention's (RTI's) initial level of intervention, Tier 1. Assessment methods in Tier 1 include systematic teacher observation of English language learner responses to evidence-based literacy instructional strategies used in the mainstream classroom environment. Also part of this level of intervention are general screening tools, yet there are some disagreements in the field as to whether literacy measures used for students in earlier age and developmental stages are necessarily appropriate for students of older ages. The following list of items intentionally does not include materials that present only ongoing student progress monitoring methods typical to later tiers in the RTI approach.

Table 3 Classroom Assessment Practices for English Language Learners

| |
|---|
| Assessment for ELLs |
| Carrier (2006) ¹ |
| Edwards et al. (2008) |
| Fisher & Ivey (2006) ¹ |
| Forrest (2006) ¹ |
| Lee (2005) ¹ |
| Lenski et al. (2006) |
| Macrine & Sabbatino (2008) |
| National Institute for Literacy (2007) ¹ |
| Nilsson (2008) |
| Roe et al. (2007) ¹ |
| Saunders & O'Brien (2006) ¹ |
| Short & Fitzsimmons (2007) ¹ |

¹ Also presented in response to Question #1

Articles from Academic Journals

Fisher, D., & Ivey, G. (2006). Evaluating the interventions for struggling adolescent readers. *Journal of Adolescent & Adult Literacy*, 50(3), 180-189.
[Also Presented in Response to Question #1]

In this article, the authors offer guidelines for determining appropriate literacy interventions. Before doing so, they advocate that several preconditions be established within a school, including wide availability of reading materials and broad impetus for reading, as well as instruction in content-specific reading skills. The decision guidelines include the primacy of teachers' involvement in instruction and assessment, the comprehensiveness of reading and writing, engagement of learners in the activities, utilization of assessment as a feedback mechanism, and the focus on authentic reading and writing tasks. The guidelines are applied to specific student scenarios including English language learners (ELLs).

Forrest, S. N. (2006). Three foci of an effective high school Generation 1.5 literacy program. *Journal of Adolescent & Adult Literacy*, 50(2), 106-112. [Also Presented in Response to Question #1]

Describing "Generation 1.5" immigrants as children who moved to the U.S. with their parents and who have varying amounts of U.S. schooling by adolescence, the author reports on unevenness -- that is, stronger social than academic language skills -- often evidenced by listening and speaking skills but limited written skills. The author provides recommendations toward a high school literacy program for Generation 1.5 English language learners (ELLs), centered on three foci: curriculum, learner, and educator. The author elaborates on development of skills across the content areas, the diversity of learner needs, and assessments designed to measure specific progress.

Lee, O. (2005). Science education with English language learners: Synthesis and research agenda. *Review of Educational Research*, 75(4), 491-530. [Also Presented in Response to Question #1]

In this article, the author reviews research spanning twenty years on various aspects of science education with English language learners (ELLs), including underlying theory as well as specific instructional approaches. Presenting findings on the themes of culturally congruent science education, she also details underlying cognitive and linguistic aspects of the learning process, and including issues of reading and writing skills associated with the scientific inquiry process. She presents points of discussion in the literature regarding classroom and large-scale assessment of scientific learning for ELLs at various grade levels. The author presents implications on teacher education and research directions.

Articles from Practitioner Journals

Carrier, K. A. (2006). Improving comprehension and assessment of English language learners using MMIO. *The Clearing House*, 79(3), 131-136. [Also Presented in Response to Question #1]

In this article, the researcher discusses the application of a comprehension and assessment approach -- the multiple modes of input and output (MMIO) approach -- for adolescent English language learners (ELLs). She details the application of the MMIO in an academic subject classroom, detailing various instructional strategies such as the use of manipulatives and graphic organizers, around the focus on vocabulary and comprehension skill development. She details feedback information that can be provided to teachers for instructional planning.

Edwards, P. A., Turner, J. D., & Mokhtari, K. (2008). Balancing the assessment of

learning and *for* learning in support of student literacy achievement. *The Reading Teacher*, 61(8), 682-684.

In this article, the authors advocate for a balance of accountability assessment and assessment for teacher and student feedback. They present principles for ensuring that literacy assessments can provide meaningful information to teachers. These principles fit for considering students of any age from diverse cultural and linguistic backgrounds. One principle is toward including multiple sources of information, including performance artifacts. Another principle is for culturally appropriate data collection about student skills, including approaches such as the parent story interview. Another is to gather student input, such as through self-assessment. A final principle supports teachers seeking collaborative opportunities with colleagues.

Lenski, S. D., Ehlers-Zavala, F., Daniel, M. C., & Sun-Irminger, X. (2006). Assessing English language learners in mainstream classrooms. *The Reading Teacher*, 60(1), 24-34.

In this article, the authors discuss issues around assessing all English language learners (ELLs), including adolescent students. They provide an overview of ideas in the field on the topic, advocating for principles such as using authentic activities to identify skills and not deficits of ELLs, ensuring multiple sources of information, and emphasizing understanding of academic subject content. The authors also identify student self-assessment as a useful strategy. The authors note that ultimately, classroom-based assessment needs to incorporate an impact on instructional decision-making.

Macrine, S. L., & Sabbatino, E. D. (2008). Dynamic assessment and remediation approach: Using the DARA approach to assist struggling readers. *Reading & Writing Quarterly*, 24(1), 52-76.

In this article, the authors present a model for assessing language abilities of English language learners (ELLs) which is based in social-constructivist theory of learning. Reviewing the history of literacy approaches, the authors distinguish the Dynamic Assessment and Remediation Approach (DARA) as one which explicitly attends to the individual learning experiences of ELLs, and is situated in reader response theory. Further, the authors discuss the interaction of assessment and instructional design in addressing specific ELL needs at various grade levels and in various academic subjects.

Nilsson, N. L. (2008). A critical analysis of eight informal reading inventories. *The Reading Teacher*, 61(7), 526-536.

In this article, the author analyzes informal reading inventories (IRIs), utilized in discerning individual students' literacy capabilities through performance tasks. Comparing and contrasting IRIs on aspects such as evidence of content and construct validity, and comprehension and recall measures, she clarifies the purpose and appropriate application of IRIs to specific context. She advises that the most appropriate IRIs for older students are the QRI-4, the ARI, and the CRI-2. While not specific to assessing literacy of English language learners (ELLs), this analysis offers a framework by which to understand assessment for student learning and may assist in recognizing quality indicators.

Book Chapters

Saunders, W. M., & O'Brien, G. (2006). Oral language. In F. Genesee, K. Lindholm-Leary, W. Saunders & D. Christian (Eds.), *Educating English language learners: A synthesis of research evidence* (pp. 14-63). New York: Cambridge University Press. [Also Presented in Response to Question #1]

In this book chapter, the authors review research on the oral language development of English language learners (ELLs) at various grade levels, including adolescent learners. They discuss the implications of the research on federal policy. While not emphasizing the specific instructional strategies most viable for adolescent ELLs, the research studies reviewed identify those interventions. The authors also review various assessment issues for ELLs.

Books

Dong, Y. R. (2004). *Teaching language and content to linguistically and culturally diverse students: Principles, ideas, and materials*. Greenwich, CT: Information Age Publishing. [Also Presented in Response to Question #1]

In this book, the author provides both an underlying understanding of adolescent English language learners (ELLs) and practical strategies and tools for instruction and assessment of literacy in content areas including English, mathematics, science, and social studies. Chapter 2 features case studies, applying responsive teaching principles in the content areas, while Chapter 4 discusses the importance of accessing students' background knowledge. Chapter 3 presents a framework for mainstream classroom observation as assessment. Chapter 5 describes vocabulary-building instructional strategies in the content areas. Chapters 6, 7, and 8 present strategies for improving skills in reading, writing, and listening and speaking (respectively).

Roe, B. D., Stoodt-Hill, B. D., & Burns, P. C. (2007). *Secondary school literacy instruction: The content areas* (9th ed.). Boston: Houghton Mifflin Company. [Also Presented in response to Question #1]

In this book, which is a broad-ranging text presenting concepts in literacy instruction as well as reviewing the research literature, the authors systematically discuss areas of cognitive literacy strategies, instructional approaches, and content literacy assessments. While broad, the authors deliberately include segments throughout the text addressing English language learner issues related to the topic area at hand. Specific areas addressed include: vocabulary development emphases, reading comprehension strategies and teacher considerations, information processing skills development, instruction of reading skills, writing approaches such as gradual release, classroom discussion strategies, culture learning, multimedia instructional methods, and classroom-based assessments such as matching cloze tests.

Web Documents

National Institute for Literacy. (2007). What content-area teachers should know about adolescent literacy. Jessup, MD: Author. Available at: http://www.nifl.gov/nifl/publications/adolescent_literacy07.pdf [Also Presented in Response to Question #1]

In this report, the authors, who composed an adolescent literacy interagency working group, reviewed research discussing the components of literacy in order to provide guidance for academic subject instruction for adolescent learners. Although the advice is directed toward the instruction of all adolescent learners, multiple references to English language learners (ELLs) suggest the viability of this information for application of literacy instruction strategies for ELLs. The authors make recommendations about instructional approaches, yet also detail specific instructional strategies such as assistance in building vocabulary and comprehension skills. The authors also discuss assessment approaches of reading and writing skill development.

Short, D. J., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners -- A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
Available at: www.all4ed.org/publications/DoubleWork/DoubleWork.pdf
or http://www.all4ed.org/events/double_work

In this report, an effort by the Center for Applied Linguistics in collaboration with an advisory panel, the authors present guidelines and ideas for ensuring quality education for adolescent English language learners (ELLs). They point out that adolescent ELLs are faced with doing double the work of other students, as they must learn English while learning advanced academic content. They systematically address six challenges to improving literacy for adolescent ELLs, and offer solutions. Challenges include inadequate use of research-based instructional practices, professional development concerns, and lack of appropriate assessments.