

CONTENTS

<i>Foreword</i>	xi
<i>Acknowledgments</i>	xiii
1. Imperatives: Why Should You Care?	1
Behind the Acronym: Voices from the Classroom	2
Beyond the Acronym: Schools Failing Students	5
Moving beyond the Myths: Facts and Figures	7
Professionalism	9
Unions and Professionalism	9
National Education Association	9
American Federation of Teachers	10
Standards and Professionalism	10
Standards for Teacher Preparation	11
Standards for Student Performance	12
Implications for Assessment of Tomorrow's Teachers	13
A More Positive Perspective	15
Explorations.....	15
2. Culture: Beyond Tacos and Lo Mein	19
Culture/s: Everyone Has—Many	21
To Herd Is Human	23
Language Norms	25
Teachers and Language	26
Children, Language, and Identity	27
Beyond Language	30
Cultural Norms, Cultural Routines, Routine Conflicts	31
Classroom Norms, Classroom Routines, Classroom Conflicts	33
Communication and Body Language	34
Teacher and Parent Roles	35
Values	36
What's a Teacher to Do?	37
Use Multicultural Literature as Windows and Mirrors	38
Make an Effort to Visit and Learn about the Students' Home Communities	39
Use the Internet	40
Summary	40
Explorations.....	41

3. Language: You Know More—and Less—Than You Think..... 43

Language: Facets, (Mis)Perceptions, and Power..... 44

 Facets of Human Language 44

 Language and (Mis)Perceptions 47

 Language and Power 50

Language Development..... 52

 Knowing a Word..... 52

 Oral Language vs. Written Language 53

 First Language Development 56

 Second Language Development..... 58

 Influence of the First Language..... 59

The Least Teachers Need to Know about English..... 62

 Lexical Categories 63

 Word Order 65

 Cognates..... 65

 Morphemes..... 66

Summary 66

Explorations..... 67

4. Nurturing Literacy in English: How Does This Magic Happen?... 69

What Is Literacy? 70

 Definitions: Who Cares? (You Should!)..... 70

 The World as Text, Reading as Transaction, and Emergent Literacy 70

 The World as Text..... 71

 Reading as Transaction..... 72

 Emergent Literacy..... 73

 Finally: A Definition of Literacy 75

 Implications: Literacy as Power in the World..... 75

How Does Literacy in English Develop?..... 77

 Teachers’ Misreading..... 77

 Literacy in First Language vs. Second Language 79

 Oral Language Development..... 83

 Implications: Cultural Capital and Classroom Discourse 84

 Cultural capital 85

 Classroom discourse 86

Literacy: Beyond C-A-T and into Social Consequences..... 87

Summary 89

Explorations..... 89

5. Effective Instruction and Assessment: Good Teaching for ELLs Is Good Teaching 93

Essentials for Any Inclusive Classroom..... 94

Building an Inclusive and Supportive Classroom Community..... 95

 Respect..... 95

 Physical Environment 96

 Predictability..... 96

 Relationships..... 97

Building Vocabulary..... 98

Ongoing Assessment..... 100

Guidelines for ELL Instruction: An Introduction to WIDA 102

WIDA: Standards and Levels of English Proficiency..... 104

 WIDA Standards 105

 Levels of Proficiency 105

WIDA: MPIs as Guides to Differentiated Instruction 106

Additional Resources from WIDA 2007, 2012 108

An Overview of Instructional Strategies..... 109

Initial Phase Instruction for Entering and Early Beginning Levels..... 110

Intermediate Phase Instruction for Beginning and Early Developing Levels 111

Elaboration Phase Instruction for Late Developing Expanding
 and Bridging Levels..... 112

Summary 114

Explorations..... 114

6. The Politics of ELL Policy and Programs:

What Does It Mean to Be “American”? 117

Immigration and Assimilation: Then and Now..... 119

 Then..... 119

 Now 122

 Limitations of This Discussion 125

From Politics to Policy and Programs: A Tower of Babel..... 126

 Terms to Describe Students 126

 Terms to Describe Programs and Pedagogies 128

What Does Research Say about Alternative Approaches?..... 131

A Closing Thought on Professionalism: Who Will You Be Tomorrow?..... 133

Explorations..... 135

Appendix: Resources for the Classroom Teacher

of English Language Learners 139

Index..... 147