

Annotated Bibliography

Assessment

Herrera, S.G., Murry, K.G., & Cabral, R.M. (2007). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*. Boston, MA: Pearson Education Inc.

This book provides a comprehensive overview, as well as specific strategies and practices, for the assessment of CLD children. Assessment issues are discussed in detail. In addition, the authors thoroughly describe the uses for authentic assessment, pre-instructional and post-instructional assessment, assessment of acculturation, assessment of language proficiency and content areas, and the issues involved in special education assessment.

Developmentally and Culturally Appropriate Practice (DCAP)

Copple, C. & Bredecamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed.)*. Washington, DC: NAEYC.

This is a comprehensive resource of research-based evidence about development, learning, and early learning practice. The authors include stories and examples, along with a CD that demonstrates effective DAP.

Echevarria, J. , Vogt, M., & Short, D. (2004). *Making content comprehensible for English language learners: The SIOP model (2nd ed.)*. Boston, MA: Allyn & Bacon.

This text provides the theoretical framework for the SIOP model for lesson planning and assessment. In addition, the reader is provided with the SIOP templates to use in the classroom, as well as the rubrics to use for evaluation. ESL teachers in Pennsylvania for classroom teaching use THE SIOP model.

Hyun, E. (1998). *Making sense of developmentally and culturally appropriate practice (DCAP) in early childhood education*. New York, NY: Peter Lang.

The author uses a series of vignettes to demonstrate how culture influences the development and learning of young children. This book provides early learning professionals with examples of how to incorporate DCAP into their own practice and how to be sensitive to the multiple lenses through which young ELLs see, experience, and learn.

Robles de Melendez, W. & Beck, V. (2007). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies (2nd Ed.)* Clifton Park, NY: Thomas Delmar Learning.

This book is a very practical guide to developmentally and culturally appropriate practices to use in the classroom, with ELL families and communities, and with early learning personnel to meet the cultural, linguistic, and developmental needs of young English Language Learners (ELLs). The authors offer both research-based information as well as best practices in the field, and include specific activities and resources that early learning professional can readily incorporate into their daily practice.

Cultural Competence

Brislin, R.W. & Yoshida, T. (Eds.). (1994). *Improving intercultural interactions: Modules for cross-cultural training programs*. Thousand Oaks, CA: Sage Publications.

This book offers individuals and organizations from various disciplines and professions the opportunity to learn about cultural competence and cross-cultural interactions. Two chapters, in particular, deal with ELLs in school settings. What is most valuable in this book are the exercises that people can complete individually and in groups to evaluate their own levels of cultural awareness, knowledge, and communication.

Lindsey, R.B., Robins, K.N., & Terrell, R.D. (2003). *Cultural proficiency: A manual for school leaders (2nd Ed.)*. Thousand Oaks, CA: Corwin Press Inc.

The authors offer both theoretical and practical information about cultural proficiency as a commitment to diversity and a process for change within educational settings. In Part I, they first provide a working definition and an historical overview about the issues related to diversity and inclusion. In Part II, they describe tools that individuals and organizations can use to analyze behaviors and practices, as well as offer some principles of cultural proficiency. In Part III, the authors identify barriers to cultural proficiency, focusing on issues of adaptation and entitlement. Finally, they discuss cultural proficiency as a moral imperative and provide a case analysis for review. In all chapters of the book, the authors have provided a series of exercises and activities for individuals and organizations to use for self-assessment, reflection, and action.

Lynch, E.W. & Hanson, M.J. (2004). *Developing cross-cultural competence: A guide to working with children and their families (3rd ed.)*. Baltimore, MD: Paul H. Brookes Publishing Co.

This book provides a very comprehensive framework for culturally responsive practice in working with culturally and linguistically diverse groups. Using the foundations of the cultural continua to describe the range of perspectives different cultural groups may have, the authors discuss how the different racial/ethnic groups approach issues related to family, health, education, religion, and a host of other arenas. The authors also provide suggestions related to culturally competent practice. However, the authors do caution the reader not to rely on culturally-specific information to guide all practice, noting that individual and group differences still exist even within cultural groups.

Language Learning and Acquisition

Adgar, C.T., Snow, C.E., & Christian, D. (Eds.). (2004). *What teachers need to know about language*.

This book is a good resource for teachers working with culturally and linguistically diverse students. The authors discuss various issues related to early childhood education, second language learning, and teacher preparation and performance within the context of CLD classrooms.

Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Buffalo, NY: Multilingual Matters Ltd.

This book is considered a major contribution to the field of language learning and acquisition. The author discusses the overarching issues of language in the classroom, the nature of language proficiency (BICS and CALP), and the implications for pedagogical practice.

Freeman, Y., Freeman, D., & Mecuri, S. (2004). *Dual language essentials for teachers and administrators*. Portsmouth, NH: Heinemann.

The authors provide administrators and teachers with essential information about curriculum and instruction, programming and planning, and assessment for dual language learners. They include research-based information and best practices, in addition to questions for consideration and reflection.

Krashen, S.D. (1981). *Principles and practice in second language acquisition*. English Language Teaching Series. London, UK: Prentice-Hall International Ltd.

This book is considered another major contribution to the field of language learning and acquisition. The author describes the stages of language acquisition and the various factors that influence and impact language learning.

Myths and Realities

Crawford, J. & Krashen, S. (2007). *English learners in American classrooms: 101 questions & 101 answers*. New York, NY: Scholastic, Inc.

This book provides succinct answers to a range of questions about ELLs. It covers everything from historical legislation to curriculum and instruction. For busy early professionals, it is an easily accessible and readable resource.

Haynes, J. (2007). *Getting started with English Language Learners: How educators can meet the challenge*. Alexandria, VA: Association for Supervision and Curriculum Development.

In addressing myths and realities about ELLs, the author uses research-based evidence and facts to make recommendations for practice. The book includes some short “quizzes” which help the reader to identify any other misconceptions s/he may have about ELLs and to also acquire new information and perspectives.

Samway, K.D., & McKeon, D. (2007). *Myths and realities: Best practices for English language learners*. Portsmouth, NH : Heinemann.

The authors identify numerous myths related to ELLs ranging from demographics to language learning and programming. As they debunk each myth, they offer research-based evidence, demographics, and statistics to support their findings.