A CASE STUDY OF A TEACHER'S INSTRUCTIONAL INTERACTIONS WITH ENGLISH LANGUAGE LEARNERS IN SUPPORT OF THEIR LITERACY DEVELOPMENT

by

Ashleigh N. Toliver

Bachelor of Science, Slippery Rock University, 2007

Master of Education, University of Pittsburgh, 2011

Submitted to the Graduate Faculty of

the School of Education in partial fulfillment

of the requirements for the degree of

Doctor of Education

University of Pittsburgh

2018

UNIVERSITY OF PITTSBURGH

SCHOOL OF EDUCATION

This dissertation was presented

by

Ashleigh N. Toliver

It was defended on

July 31, 2018

and approved by

Dr. Heather Hendry Annegan, Associate Professor, Instruction and Learning

Dr. Charlene Trovato, Associate Professor, Administrative and Policy Studies

Dissertation Advisor: Dr. Linda Kucan, Associate Professor, Instruction and Learning

A CASE STUDY OF A TEACHER'S INSTRUCTIONAL INTERACTIONS WITH ENGLISH LANGUAGE LEARNERS IN SUPPORT OF THEIR LITERACY DEVELOPMENT

Ashleigh N. Toliver, EdD

University of Pittsburgh, 2018

The population of English language learners (ELLs) in United States schools continues to increase year after year. These students enrolled in schools in the United States face many challenges as they are learning a new language and culture. This case study was designed to investigate the research question: What are the instructional approaches used by a teacher who has demonstrated expertise in supporting ELLs in a linguistically diverse classroom? The focal teacher in the study was a 34-year-old African American woman who taught 3rd grade Reading and Language Arts. Her classroom consisted of a diverse group of students in which the majority of the students were ELLs. There were 29 students in the classroom. Out of the 29 students, 16 received services through the English for speakers of other languages program (ESOL). Analysis of observations and interviews revealed several important themes related to her successful instruction. These included (a) group and partner work, (b) vocabulary development, (c) high expectations, (d) use of academic resources, (e) guided and modeled instruction, and (f) building relationships. In addition to the themes, the teacher also used

culturally responsive pedagogy to create a supportive and enriched learning environment to meet the needs of all her students.

TABLE OF CONTENTS

LIST OF FIGURES

1.0 INTRODUCTION

There have been dramatic increases in the number of English Language Learners (ELLs) in United States schools (August, Carlo, Dressler, & Snow, 2004). About 4.6 million students were ELLs in 2009-2010, which represents about 10 percent of all students in public schools (U. S. Department of Education, as cited in Master, Loeb, Whitney, & Wyckoff, 2016). The population of ELL students varies from state to state and across various areas within the states. They come from different countries, speak different languages, have attained different literacy skills, and have diverse educational experiences (Cunningham & Crawford, 2016). These students are classified as new immigrants from non-English speaking countries or students who were born in the U.S. but are raised in a home where the native language spoken is not English (McIntyre, Chen, & Beldon, 2010). McIntyre et al. (2010) argued that the increase in the number of English language learners is a concern because of their low levels of academic achievement and the lack of proven research-based instructional approaches to teach them.

As a former educator in an urban public school system with a student population of more than 60% who are English Language Learners, I am concerned about how best to support the literacy development of these students. Through many conversations with my colleagues, I have discovered that most, if not all, agree that we teachers have not been sufficiently prepared to meet the needs of the ELL students in the classrooms. We have little specialized knowledge about how to differentiate instruction for ELL students who score below grade level. We

perceive a barrier to ELL students' to understand the concepts being taught because of their lack of English proficiency. English is not the first language for those students who have moved into the district from different countries. Most students have migrated from Spanish-speaking Central American countries such as Guatemala, Honduras, and El Salvador.

Immigrant students who have traveled from these Central American countries are considered to be newcomers and do not speak much English. Many have endured unfortunate travel conditions, and they have left family behind. Many are expected to live with relatives that they have been separated from for years. These students are then enrolled in public schools and face the challenges of learning a new language in a new culture.

Students who are English Language Learners are enrolled in the English for Speakers of Other Languages (ESOL) program. The goal of the program is to help students to develop English proficiency. Because of the growing number of students receiving ESOL services in the schools, there is a need for more ESOL personnel to support these students on a daily basis. Also, classroom teachers need more training and resources to support them in differentiating instruction, understanding, second-language acquisition, and teaching diverse cultures.

My problem of practice focuses on how classroom teachers can provide the kind of instruction that will support the literacy development of ELLs. Although I no longer work in a school setting with a large population of ELL students, as a reading specialist I still see the need to understand how to work with ELLs and support teachers who are working with these students daily. I intend to share my findings with former colleagues so they can have a better understanding of how to support ELL students literacy development in their classrooms.

The teacher I will be working with during this study teaches at an elementary school situated in an urban suburb located outside of Washington, D.C. It serves a student population of

more than 80% Hispanic students, 13% African American students, and 6% of students who are bi-or multiracial. The school receives Title I funding because more than 92% of the student population participate in the free or reduced lunch program. The class sizes are large with an average of 25 or more students per class.

In order to gain more insight on ways that classroom teachers can provide the kind of instruction that will support the literacy development of ELLs, I reviewed literature that is relevant to the topic. Specifically, I attempted to locate sources that described effective instructional approaches and the specific ways that teachers supported their ELL students.

2.0 REVIEW OF SCHOLARSHIP AND PROFESSIONAL KNOWLEDGE

2.1 TEACHER QUALITY AND ENGLISH LANGUAGE LEARNERS

Master et al. (2016) argued that teacher quality has been identified as the most important school related factor for improving student academic performance. In their research, they noted two different types of teacher characteristics that relate to effectiveness with ELLs. Their hypothesis was that overall knowledge, teaching experience, and teacher training or practice will support differential effectiveness with ELLs. In other words, these researchers believe that teachers with more knowledge and experience are more proficient in enacting teaching practices that benefit ELLs. They have also acknowledged a correlation between teacher effectiveness and ELL achievement. Research offers some evidence that there are specific skills that teachers can learn that would be useful for supporting the academic development of ELL students and specific factors that influence teacher expertise.

Masters and his colleagues used rich administrative data including demographic characteristics of students, teachers, and students' classroom peers in New York City public schools. Surveys of first year teachers were administered with questions about teacher preparation experiences, in service training, teaching practices, and preferences to predict ELLs' math achievement gains in grades 4-8. The researchers were interested in whether ELLs learned more relative to their non-ELL peers when they have a teacher with particular characteristics.

So, they looked at teacher characteristics to see if they were a predictor of differential effectiveness with ELLs.

The researchers observed that the more experienced a teacher is, the more effective they are with ELL students. Additionally, they observed that having prior experience teaching ELLs showed significant learning gains with ELL students. Professional development sessions that focused on ELL instructional strategies also made an impact on the effectiveness of teachers. More specifically, they found that "on the job" experience helped teachers be more prepared in supporting ELL students.

The next section focuses on research that discusses different factors that contribute to the development of literacy amongst ELL students.

2.2 ELLS AND THE DEVELOPMENT OF LITERACY

Lesaux and Geva (2006) claimed that language-minority students entering U.S. schools have to learn oral language and literacy in a second-language with great efficiency. Thus, they believed understanding the literacy development of these students is very important. In relation to reading and writing, early skills such as oral language, familiarity with print, understanding concepts of print, understanding text structures, and acquisition of knowledge start developing long before children enter schools (Lesaux & Geva, 2006). Literacy development defined by Lesaux and Geva (2006) is a cumulative and componential process influenced by individual, contextual, and instructional factors. They confirmed that this process starts before entering school and continues into adulthood.

There are many different factors that can effect the progression of English language learner's literacy development. According to August and Shanahan (2006), students' age of arrival in a new country, educational history, and cognitive capacity influence literacy development. Also, language and literacy in the native language, second language oral skills, sociocultural context, and educational settings influence literacy development. How children are taught affects how much and how well they learn. It is important to understand that the development of literacy skills in a second language is more challenging than for native speakers. However, the effectiveness with which any child develops into a proficient reader may depend on exposure to appropriate instruction. This confirms the importance of instructional approaches that are tailored to meeting the needs of English language learners.

2.3 INSTRUCTIONAL APPROACHES FOR ELLS

Educating English Language Learners (Genesee et al., 2006) and Developing Literacy in Second- Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth (August & Shanahan, 2006) are the most recent summaries of research with English language learners. Both of these reports focused on key studies related to instruction for English Language Learners; however, most of the works cited are from the 1990s.

2.3.1 First Language Instruction

Numerous scholars asserted that the best way to teach ELLs to read and write in English is by teaching or supporting them in their native language. For example, Collier (1995) suggested that

by listening and reading English and reflecting on patterns in their first language, English learners would gradually come to understand the patterns of English. According to Collier, linguists see a reliance on first language as important to the process of second language acquisition. Similarly, Lesaux et al. (2010) argued that certain skills in the first language have a significant influence on children's reading in the second language. Cummins (2000) also believed that students who have developed literacy in their first language would progress in acquiring literacy in their second language as academic proficiency transfers across languages. However, as students become more comfortable with English, they will rely less and less on first language structures.

2.3.2 Promoting the Reading and Writing of ELLs

Genesee and Riches (2006) identified three major approaches that promote the reading and writing skills of ELLs. These approaches include (a) direct instruction of specific reading/writing skills or strategies, (b) learning through interaction with more competent readers and writers, and (c) process-based instruction, which involves engagement in authentic use of written language for communication or self-expression. Although these are three different approaches to teaching ELL students, they are not mutually exclusive. Within a classroom all three approaches can take place during the teaching and learning.

Many studies support the interactive and direct approaches to teaching ELLs to read and write. However, the process approach has mixed reviews because it lacks exposure to specific skills that relate to reading and writing instruction. In order for ELLs to become efficient readers and writers, Genesee and Riches (2006) argued that focused and explicit instruction of particular skills is necessary.

2.3.3 Direct Instruction Approach: Examples With Vocabulary Instruction

Several studies have focused on the impact of vocabulary instruction for ELLs. August et al. (2006) argued that explicit vocabulary instruction along with meaningful peer interactions are the most powerful way to increase vocabulary instruction.

Lesaux et al. (2010) conducted a study to evaluate the effects of a vocabulary program designed to enhance language minority learners vocabulary and reading comprehension skills in a low performing school. The study included 476 sixth grade students in an urban district. Out of all the students 346 were language minority learners. The intervention was a text based academic language program, referred to as Academic Language Instruction for All Students (ALIAS). The program ran for 18 weeks with different lessons implemented each day. Each unit focused its lessons from an article in the *Time for Kids* magazine. The lessons involved activities focused on listening, speaking, reading, and writing with words. The teacher supported the students through a direct instruction approach. The results suggested that text based academic vocabulary teaching is a promising approach to improving vocabulary and comprehension. The process of focusing on building depth of word knowledge showed improvement in the vocabulary and comprehension skills of the students in the study. It also showed the value and effectiveness of direct instruction in meeting the needs of English language learners.

Similarly, McLaughlin et al. (2000) evaluated the effectiveness of the direct instruction approach to deepen word knowledge of high frequency, grade-appropriate words; infer meaning from text, use cognates and recognize root words; and other activities to extend and deepen students' understanding of word meanings. The study focused on ELL students and English-only students in grades 4 and 5. The students of each language group were assigned to the

control and the treatment group. After two years of exposure, the ELL students performed significantly better than control students on measures of knowledge in target vocabulary, polysemy, morphology, and semantic associations. Though the ELLs continued to score significantly lower than the English only students, the gap between the ELLs and English-only students decreased by 40 percent. Also students who had been taught using a vocabulary enriched curriculum scored higher on a cloze/comprehension test than students who had not had this instruction.

Avila and Sadoski (1996) conducted a study with 5th grade ELL students of Hispanic background. These students were taught new English vocabulary using a Spanish keyword method but the students in the control condition were taught new English words using the translation method. The results suggested that the students who were exposed to the keyword method demonstrated superior word knowledge skills in English compared to the students who were taught by using the translation method.

Crosson and McKeown (2016) conducted a study investigating how middle school students leverage information about bound Latin roots to infer meanings of unfamiliar words and how instruction may facilitate morphological analysis using roots. The researchers administered an assessment of morphological analysis to 29 sixth graders and 20 seventh graders. The study was conducted over 2 years and used the Robust Academic Vocabulary Encounters (RAVE). The RAVE intervention focused on words from the Academic Word List (AWL) and was comprised of 12 unit lessons in sixth grade and 16 unit lessons in seventh grade. Some of the lessons concluded with a lesson called "Becoming Aware of Language," which focused on morphological analysis using bound Latin roots. The researchers stated that instruction was designed to teach students to use an analytical stance toward morphological information.

Students' ability to engage in morphological analysis was measured using a researcher-designed, dynamic assessment. The results from the study showed that students were able to engage in morphological analysis when prompted within a dynamic assessment. The results also showed that students who experienced the RAVE intervention were more likely to recognize the roots and their meaning.

Carlo et al. (2004) conducted a study to examine the effects of enhanced vocabulary teaching with fifth grade English language learners. During the 15- week intervention, vocabulary lessons were conducted in class, during whole group, small group, or individual instruction. The students were presented vocabulary words first in Spanish and then in English. The teachers used a direct instruction method to help students with interpretation of word meanings in context, word association tasks, synonym/antonym tasks, and semantic features analysis. The results from the study showed improvements on vocabulary and comprehension measures. When students learn concepts in their first language, they are able to transfer what they learned to English if appropriate English vocabulary has been learned (August & Shanahan, 2006). In other words, according to Klinger et al. (2012), students have the ability to discuss concepts in their native language and then produce written or oral responses in English to support the transfer of language skills. Thus, confirming Jimenez's (2005) theory, effective teachers of ELL students need to understand students require access to their own linguistic and cultural strengths to become fully literate.

2.3.4 Interactive Instruction

Genesee and Riches (2006) defined an interactive learning environment as a place where learners engage in literacy activities with other learners or with more mature readers and writers such as

teachers, parents, or older students. Students learn from others through the process of observation leading to internalizing literate behaviors exhibited by others. Thus, researchers have argued that interactive learning environments are relevant to ELLs because of the diverse sociocultural backgrounds each student brings to the table. Specifically creating a space for teaching and learning that fosters the individual learning needs of styles of ELLs. The researchers also argued that the structure of the interactive environment emphasizes group participation, collaboration, and learning by observing. In favor of the interactive approach, Hudelson (1994) believed reading and writing are more than just cognitive activities but are linked to a culture of literacy.

Blum and her colleagues (1995) conducted a study in a first grade classroom in a suburban elementary school. There were a wide variety of materials that included literature and content texts, poetry, songs, films, and other resources. The teacher implemented readers' workshop, writers' workshop, and other daily opportunities for personal independent reading, including a daily scheduled drop everything and read time (DEAR). The teacher promoted literacy daily by reading aloud to the children. Nine first grade students with limited proficiency in English participated in the study. These students also had limited to no ability to read in their primary language. The study investigated home-based repeated reading with an auditory model to see if it was a significant supplement to the literacy instructional program of language minority students. The results were promising and showed substantial growth in the fluency and self-monitoring behaviors of the students. The home reading component in the study encouraged reading achievement through an interactive approach between the students, teachers, and the audiotaped text.

Believing the interactive approach is an effective way to meet the needs of English learners, Calderon et al.(1998), conducted a study evaluating the effects of a cooperative learning program, Bilingual Cooperative Integrated Reading and Composition (BCIRC). The study was conducted with 222 limited English proficient second and third grade students in Spanish bilingual programs. The expectation was for the BCIRC to improve student achievement during the transition from Spanish to English. This study used an interactive approach by giving the students daily opportunities to use language to find meanings and solve problems.

During the study teachers implemented cooperative learning in the classroom with the hopes to increase motivation and achievement. The study suggested that cooperative learning is beneficial to helping students make the transition to reading in English. Also, in order for English learners to reach high levels of proficiency, they must engage in oral interactions to negotiate meaning and solve problems. The activities involved teacher presentation, team practice, independent practice, peer assessment, additional practice, and testing. The results of the study showed the benefits of students engaging in cooperative learning is an effective way of improving the performance of Spanish and English students in transitional bilingual programs.

2.3.5 Process Instruction

According to Genesee and Riches (2006), the process approach emphasizes student engagement in authentic literacy activities with significant communicative goals. Students are given the opportunities to engage in free reading or writing, dialogue journals, or literature logs. The research suggested that children's literature is commonly used when implementing the process approach because it allows students to be exposed to authentic written text, allowing learners to relate to the written language based on their experiences. More specifically, the process

approach views language as holistic, stating that reading, writing, speaking, and listening under authentic conditions should be taught and learned together. They argued that the process approach is not indifferent to the mastery of spelling and grammar skills, but the ultimate goal is for the students to read and write for authentic communication and self-expression. Moreover, whole language can be viewed as a component of the process approach.

Though advocates of the process approach believe that this approach is a preferred method of instruction for ELLs, Genesee and Riches (2006) stated that the reviews are mixed. They further explained that some believe the process approach called for a balanced approach incorporating some direct instruction of specific skills. Though this approach taps into the student's abilities to contribute to a literary environment and motivate the students to read and write, they will still need direct instruction on literary sub skills (spelling and grammar).

The process approach emphasizes the classroom environment and affective factors. Teachers who recognize the importance of the affective, or emotional, side of learning are crucial for students' long-term growth (Collier, 1995). Carger's study (1993), showed the positive effects of a teacher creating a positive classroom environment for a small group of 8 Mexican children who are English learners. The study showed how book sharing provided powerful stimulation for genuine communication amongst the teacher and her students. It solidified Collier's (1995) argument of how we as educators need to create a supportive classroom environment that values each student's strengths and resources each student brings to the classroom by reading storybooks that the students could identify with the characters. This showed the students that the teacher appreciated their culture and allowed the teacher to use an instructional method within a multicultural perspective.

The teacher in the study used storybooks as a read aloud and to demonstrate the method of pretend reading. When it was time for the students to pretend read, they were also encouraged to retell the story. As the sessions continued very little prompting was needed from the teacher. The results of this study showed an increase in comfort level of the students to participate in the lesson. In the beginning some of the students were anxious to communicate, share ideas, and experiences in their new language (English). This process approach coincides with the interactive approach as it aligns with Collier's (1995) theory of teacher's strategizing to use different instructional approaches to meet the needs of diverse learners.

De la Luz Reyes (1991) built upon this process approach by conducting a study that examined the ability of 6th grade Hispanic bilingual students to construct meaning in dialogue journals and literature logs in first and second language. The dialogue journals and literature logs were analyzed for language code topic (first or second language), code switching, sensitivity to audience, writer's voice, spelling, and grammatical structures. The research suggested that dialogue journals and literature logs are two methods of the process approach that promote reading and writing in classrooms. Starting in October and ending in May, the student's journals and logs were collected. The students were able to write in Spanish and English in the journals, but had to write in English in the logs.

The findings from the study showed that students who were limited English proficient can and do attempt to write in English before having complete control over the oral and written systems of the language. The dialogue journals were friendly and accommodating to the individual needs and interest of the students. However, the literature logs were inauthentic and unaccommodating to student's needs. The study confirmed that when writing is imposed it is negatively affected. The results from this study suggested that there needs to be some

modifications to the approach that include on-going opportunities to read and write in Spanish and English, instruction in how to choose a book, quality literature from both cultures, and guided opportunities to discuss contents of the books in students preferred language before attempting to write in the logs.

There are many studies that are in support of the interactive and direct approaches to teaching ELLs to read and write. The process approach has mixed reviews because it only exposes students to literacy rich learning environments and does not put enough emphasis on specific skills that comprise reading and writing. In order for ELLs to become efficient readers and writers, Genesee and Riches (2006) argued that focused and explicit instruction of particular skills is necessary. Though the process approach does not show improvement in the cognitive levels of the students, it definitely shows growth in their social and cultural development. As stated previously, these approaches are not mutually exclusive meaning that a combination of the approaches can be seen in a classroom. It is equally important to promote cognitive, academic, and language development, as it is to promote social and cultural development (Collier, 1995).

2.4 SHELTERED INSTRUCTION OBSERVATION PROTOCOL

One approach that has been implemented in classrooms across the U.S. is the Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2004). August and Shanahan (2006) stated that teaching reading skills alone is not enough, but fostering other component skills help build oral English-language development. The SIOP model is a great example of what good teaching should look like for English language learners. As long as the model is implemented with fidelity, it has shown to be an effective approach in teaching English

language learners. The model includes building on students' backgrounds, explicit and challenging discourse, active involvement of all students, activities that students can complete successfully, scaffold instruction, visual and graphic organizers, feedback to students, a variety of reading activities, and attention to discourse (McIntyre et al., 2010).

McIntyre et al. (2010) conducted a study in a large urban school district to examine the reading achievement growth of English language learners in classrooms who have implemented the SIOP model. They stated that the goal of the SIOP model is to guide teachers toward teaching content to their students while assisting English learners to develop literacy skills. The components of the SIOP model are (1) Preparation, (2) Building Background, (3) Comprehensible Input, (4) Strategies, (5) Interaction, (6) Practice/Application, (7) Lesson Delivery, and (8) Review/Assessment. The teachers were required to attend professional development where they prepared action plans on how they would implement the eight components in their classrooms. The outcomes of the study showed that teachers who implemented the model with fidelity had higher levels of achievement in their classrooms. Also the students who were served by the SIOP model benefited more than the students who were not taught through the model.

Multiple scholars have done research on the SIOP model. In order for the model to be effective there are some factors that educators have to consider. Garet et al.(2001) argued that professional development for the sheltered instruction should be coherent and systematic, and that it should include pedagogical strategies that will help English learners acquire academic language and content knowledge. Hansen-Thomas (2012) concluded that teachers should be given time to understand the program, it should be job-embedded, and that administrators should provide support during the process. The SIOP model will be most productive through effective

professional development that will in turn improve teacher performance that will lead to higher levels of student achievement of English language learners.

The SIOP Model provides a useful way to analyze instructional planning and enactment. According to Echevarria, Vogt, and Short (2008), lesson planning is critical to both a student's and a teacher's success. Two core beliefs ground the SIOP model. First, in order to increase the learning within the classroom, lessons must allow students to make connections between their own knowledge and experiences and the new information being taught. Second, when teachers carefully plan lessons they are able to make learning relevant and meaningful to the students. Thus, it is imperative that teachers plan lessons that take into account students who acquiring English and that include age-appropriate content and materials. The SIOP model suggests that lesson plans should be planned in great detail with clearly defined content objectives and language objectives, age appropriate and educational background concepts, supportive supplementary materials, adaptation of content, and meaningful activities integrating lesson concepts with language practice opportunities.

If the SIOP model is used effectively, there should be a high level of student engagement and interaction with the teacher, with other students, and with the text. According to Echevarria, Vogt, and Short (2008), teachers should be presenting the curriculum through modified instruction in English, which supports student's academic language proficiency. The SIOP model can be used as a guide to demonstrate how to appropriately use visual aids, modeling, graphic organizers, vocabulary previews, native language support and other instructional techniques to make the content comprehensible. Lastly, the SIOP model can be used to inform teachers to consider students' affective needs, cultural backgrounds, and learning styles. If all of these factors are applied to planning and enactment, the potential results will include elaborated

discourse and critical thinking. According to Echevarria, Vogt, and Short, implementation of the SIOP model is one key to improving the academic success of English language learners. Teachers should use the SIOP model as a guide to high-quality sheltered instruction, which is the integration of content and language instruction.

2.5 CULTURALLY RESPONSIVE PEDAGOGY

In addition to research focused on specific instructional approaches and on the SIOP model, another important focus for considering ELL instruction is culturally responsive pedagogy. Ladson-Billings (1995) stated that for more than a decade anthropologists have examined ways that teaching can better match the home and community cultures of students of color who have not previously seen success in schools. An example was with Hawaiian schools where teachers incorporated "talk story," a language interaction style common to Native Hawaiian children that led to higher academic achievement on standardized reading tests. Similarly, Mohatt and Erickson (1981) observed teacher-student interactions and participation structures and found that teachers who used language interaction patterns that were comparable to students' home cultural patterns were more successful in improving student academic achievement. This study led to the observation of students in their home and community environment, which allowed teachers to include aspects of the students' cultural environment in their instruction. Though these educational practices demonstrate the positive effects of connecting students' home and school environments, not all school practices need to be completely congruent with students' cultural practices. The cultural practices should be used as a guide to design educational programs that ensure academically, desired behaviors. Thus, this style of teaching will lead to the

improvement of minority children's school achievement and improvement of the every day school life of such children and their teachers. It is also a step in the direction to bridging the gap between home and school (Ladson-Billings, 1995). According to Ladson- Billings, this practice can be referred to as *culturally responsive* meaning there is a dynamic relationship between the home/community and school culture.

For Ladson-Billings, no matter how good a fit develops between home and school culture, students must achieve, and this can only be accomplished when teachers genuinely care about their students demonstrating high levels of achievement. While observing teachers (1995) Ladson-Billings found that the teachers felt that helping the students become academically successful was one of their primary responsibilities. If this is a primary concern of the teachers, then students will believe that they can learn, which will lead to success in their learning.

According to Ladson-Billings (1995), there are certain practices that teachers must adhere to in order to ensure cultural relevance within the classroom. Teachers have to have a high sense of self and others and believe that all students are capable of academic success. They need to see themselves as members of the community, and see teaching as a way to give back to the community. Teachers also have to create social interactions within the classroom that will maintain fluid student-teacher relationships, demonstrate a connection with all students, develop a community of learners, and encourage students to learn collaboratively and hold each other accountable. Ladson-Billings also stated that it was important to understand the conception or beliefs about knowledge the teachers have about the curriculum or content they teach. Teachers must understand that knowledge is not static but shared, recycled, and constructed. Teachers have to view knowledge critically and be passionate about learning. Assessment must be multifaceted and teachers must scaffold in order to facilitate learning.

Although culturally responsive pedagogy has been emphasized as an important dimension of effective teaching for students of color, it is also important to recognize its relevance for ELLs.

3.0 METHODS

The present investigation is a case study focused on the practices of an educator who has an established reputation as an effective teacher of ELLs. The study explores and examines a broad question: What are the instructional approaches used by a teacher who has demonstrated expertise in supporting ELLs in a linguistically diverse classroom?

3.1 CASE STUDY METHODOLOGY

According to Barone (2011), case study research is rewarding because it relates directly to the experiences of the reader and it facilitates understanding of multifaceted situations. Out of the four different characteristics that describe case study research, my study appropriately aligns with three. My study is particularistic because it was focused on a particular situation such as a literacy classroom containing English language learners, descriptive because I gathered details on the teacher's instructional strategies, and heuristic because while gathering data my understanding of different instructional approaches was enhanced. This study is also considered a case study because it is intrinsic and instrumental in nature. During this study I wanted to better understand how a classroom teacher developed language and literacy for the English Language Learners within the classroom because of my interest in the topic, which led me to dig deeper into issues focused on ELL instruction.

3.2 RESEARCH SETTING

The study was conducted in Jefferson Academy (pseudonym), a K-5 public school in an urban school district located outside of Washington, D.C. The school had 300 students and 16 teachers**.** The student population consisted of 40.6% African American and 56.6% Hispanic. More than 60% of the students receive English for Speakers of Other Languages (ESOL) services. The majority of the students walk to school because they live in the nearby community.

The specific practice-related setting for this inquiry was in a 3rd grade literacy classroom. The classroom was large with desks arranged in groups of 4. There were colorful anchor charts around the room with information about skills and strategies such as main idea and detail, sequencing, making inferences, a list of character traits, the writing process, and sentence starters for students to refer during reading and writing. There was a large word wall designed to be an interactive tool in the front of the classroom containing words that students could use during reading and writing. The word wall displayed each letter of the alphabet with a corresponding word and picture. The content objectives for each lesson were written on the whiteboard, so students understood the purpose of the day's lesson. See Figures 3.1-3.6.

Figure 3-1. Interactive Word Wall

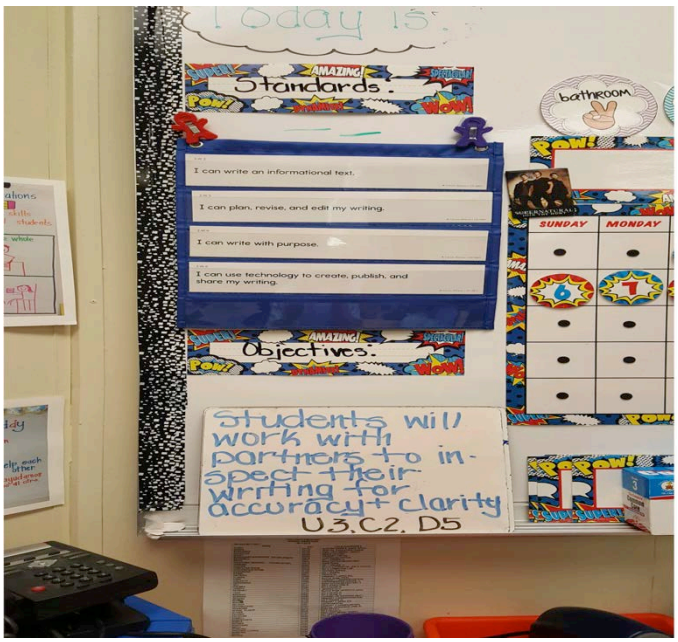

Figure 3-2. Content Standards and Objectives

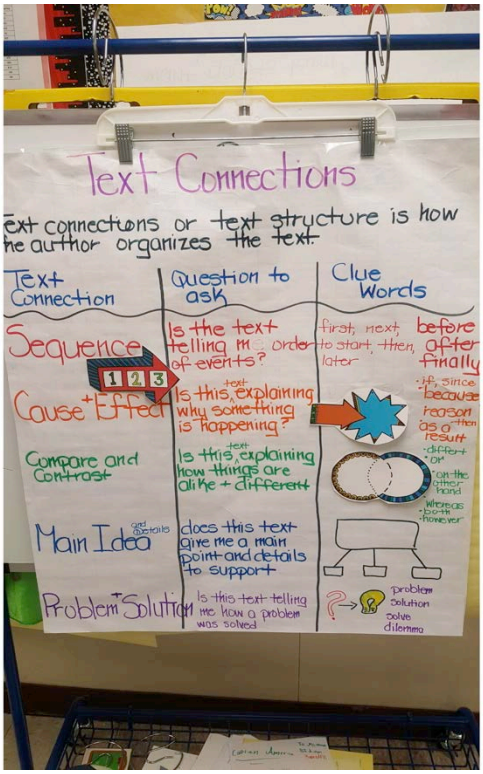

Figure 3-3. Text Connections Anchor Chart

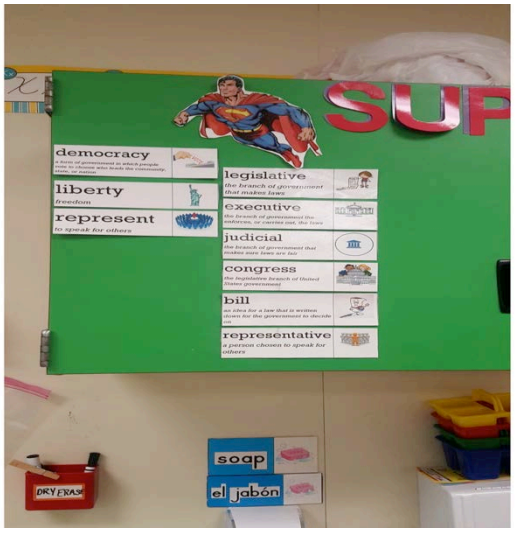

Figure 3-4. Social Studies Word Wall

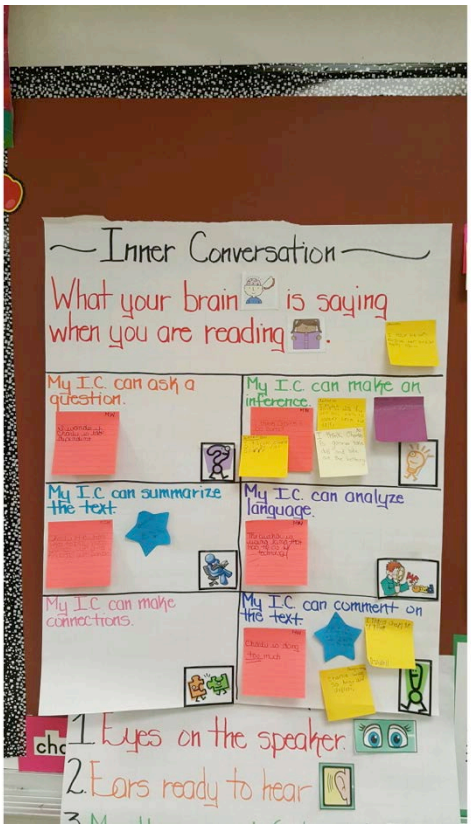

Figure 3-5. Inner Conversations Anchor Chart

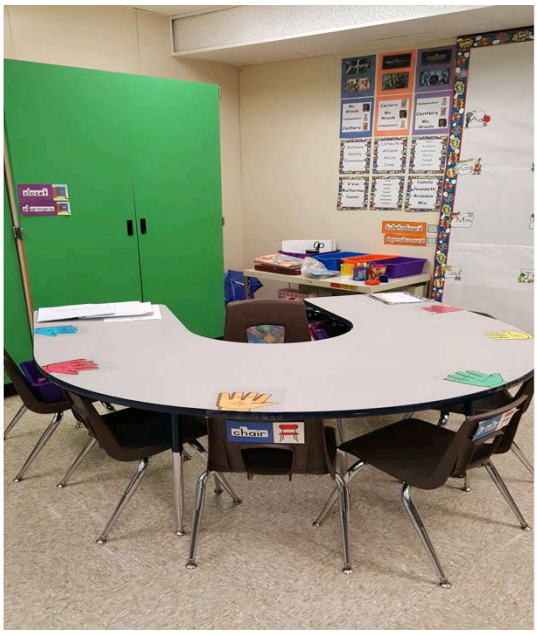

Figure 3-6. Small Group Instruction Table

The Reading and Language Arts period lasted from 8:00 am to 10:15 am. During a typical lesson, the teacher started with whole group instruction and then moved to small group instruction rotation. Students were grouped based on their proficiency levels on the Measures of Academic Progress in Reading (MAP-R) and Developmental Reading Assessment (DRA). Both reading assessments tested the students reading fluency and comprehension skills.

During the period students who receive special education services worked with the Special Education teacher. This teacher usually pushes in to the classroom and makes modifications to the lesson to help identified students with the skills being taught. The speech teacher normally pulls one student out of the classroom and works with him or her for 30 minutes on issues related to language and speaking. The ESOL teacher works with 16 students in the class. The teacher will either push in and assist the students while doing they are doing their work or pull out a small group of students for 30 minutes and work with them on skills and strategies to improve their reading and writing.

3.3 PARTICIPANTS

Ms. Wilson (pseudonym), the focal teacher, was chosen because she holds a Maryland State Teaching Certification and was recommended by a colleague based on her strong background in literacy instruction. Upon reaching out to Ms. Wilson, she voluntarily agreed to be a part of the study. Ms. Wilson is a 34-year-old African-American in her 12th year of teaching in a general education classroom. She has been at Jefferson Academy for the past 2 years. She teaches Reading and Language Arts (RELA) to classes that include ELLs and has demonstrated success in her teaching as indicated by the tests scores achieved by her ELL students. Each student is

required to take the Measures of Academic Progress in Reading (MAP-R) assessment 3 times during the school year, so teachers can understand their individual reading needs.

Ms. Wilson is an energetic woman who was enthusiastic about being a teacher. When I was present, she always smiled when speaking to her students and her colleagues. She often referred to her students as her own children and had a very close connection with all of them. She attended public schools in urban areas most of her life and feels that she understands the importance of highly effective teachers in public schools. Ms. Wilson has a passion for building literacy development for all her students. Knowing that she has a large population of ELL students, Ms. Wilson has attended professional development to gain knowledge about how to better meet the needs of the ELL students in her classroom. In the middle of last year Ms. Wilson attended a class where she learned cooperative learning strategies and the importance of ELL students collaborating with each other during instruction. Also, ESOL specialist from her county provided professional development focused on vocabulary development strategies to use during instruction.

There were 29 students in Ms. Wilson's classroom: 12 boys and 17 girls. Five students received special education services. All students were either 8 or 9 years old. Twenty-eight of the students were Hispanic and 1 student is African American. Of the 29 students, 16 received ESOL services. Fifteen of the 16 students speak Spanish and one speaks Tagalog.

The students are given the ACCESS test; an English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). The ACCESS test helps students and families understand the current level of English language proficiency of students and provides teachers with information they can use to enhance instruction and learning in programs for their English language learners. The

students are grouped for instruction based on their listening, speaking, and writing scores on their Access test.

During small group reading, students worked in one of four different groups based on their reading level. There were 6 students who receive ESOL services in the group of students reading above grade level, 2 students in the on-grade level reading group, and 7 students in the below-grade-level group.

During my classroom visits, I perceived a positive atmosphere in the classroom. The students seemed to be very motivated to read. There were many students who helped the teacher with various tasks around the classroom. The class also displayed a keen sense of the positive effects of community building within the classroom by often offering to help one another.

3.4 DATA SOURCES AND DATA ANALYSIS

The primary data sources consisted of interview transcripts and field notes. I interviewed Ms. Wilson twice and observed her teaching three times. During the first two observations Ms. Wilson taught a whole and small group lesson. During the third observation Ms. Wilson only taught a small group instruction rotation.

Appendix A includes the questions posed during the interviews. The interview sessions were audiotaped and transcribed. I also audiotaped each classroom observation.

Data analysis proceeded in the following way. First, I analyzed the interview transcripts to identify important themes in Ms. Wilson's comments and responses to my questions. The themes that emerged included: (a) group and partner work, (b) high expectations, (c) vocabulary

development, (d) use of academic resources, (e) building relationships , and (f) guided/ modeled instruction.

A second reviewer confirmed these themes. Next, I analyzed my classroom observation field notes and identified specific instances related to the themes. For example, the teacher used modeling to guide the students through her lessons and then allowed the students to cooperatively work together to complete the task or assignment.

I also analyzed my observation field notes using the SIOP model as a guide. The analysis focused on the six lesson preparation features of the SIOP Model. (See Appendix B.) These features are described in the sections that follow.

3.4.1 Content Objectives

The first feature I looked for is if the teacher is using concrete content objectives to guide teaching and learning in her classroom. According to Echevarria, Vogt, and Short (2008), the purpose of these objectives is to identify what students should know and be able to do. I noted if the teacher shared the objectives with students and noticed the language used to express the objectives. I also investigated how the content objectives related to the school district's learning outcomes. Content objectives are drawn from the state subject area standards and include verbs such as identify, solve, create, and select that will allow students to understand what they will learn at the end of the lesson.

3.4.2 Language Objectives

Another important feature I noticed the teacher used lesson activities that supported students' language development because acquiring a second language is a process (Echevarria, Vogt, & Short, year, p. 25). These objectives must address both receptive and productive language skills. During the observations, I carefully documented ways the teacher helped students develop receptive skills (listening and reading) and productive skills (speaking and writing) in a unified way. According to Echevarria, Vogt, and Short (2008), multilevel responses from students should occur during class based on their proficiency. Incorporating small and partner group discussions, group response techniques, and challenging students to answer with one or two complete sentences will move students beyond their comfort levels in using English. Once teachers understand the students' degree of academic language acquisition, they can write language objectives that complement the topic of the lesson. Language objectives include some of the verbs such as listen for, retell, define, compare, and summarize. Some examples of language objectives are:

- Key vocabulary- the technical terms, concept words, and other words needed to discuss, read, or write about each topic of the lesson.
- Language functions- the way students use language in the lesson; for example calling for students to describe, compare, or summarize.
- Language skills- the reading, writing, listening, and speaking skills students need to learn, such as reading to determine the main idea, listening to a recording to identify the speaker's point of view, or writing an explanation describing the events in a text.

- Grammar or Language structures- include questioning patterns, past or future tense verbs, paragraph writing, pronoun usage, or sentence formation.
- Lesson Tasks- language embedded in a lesson used for explicit instruction in language, such as the role language plays in order for the student to participate in a cooperative learning group, or if the student has to take notes or explain a procedure to one another.

3.4.3 Content Concepts

Echevarria, Vogt, and Short (2008) stated that teachers must use district curriculum guidelines and grade level content standards as guides. Although classroom teachers modify the curriculum to meet the needs of English Language Learners, they must be careful not to lessen the content. When planning around content concepts the teacher should consider the students first language literacy, second language proficiency, their reading ability, the cultural and age appropriateness of materials, and the difficulty level of the material being read. Some teachers tend to use materials from earlier grade levels. This is inappropriate because the content may not be age appropriate for the students being taught. Therefore, teachers should use age appropriate materials in which they provide the scaffolding needed for students to understand the content. In many cases, this would mean teachers providing extensive background and vocabulary building so the students are able to grasp the content of the lesson. Throughout my observations, I identified instances in which the teacher was able to differentiate lesson plans in a manner in which she did not "water down" the content. Also, I looked to see if the materials are age appropriate and if the teacher provided the scaffolding needed to understand the content.

3.4.4 Supplementary Resources

During observations, I looked for the use of supplementary materials that support the learning of the students. According to Echevarria, Vogt, and Short (2008), effective instruction involves the use of supplementary materials that support the core curriculum and contextualize learning. Some examples they suggested are hands-on manipulatives, realia, pictures, visuals, multimedia, and demonstrations. It is equally as important to adapt content to all levels of student proficiency.

3.4.5 Adaptation of Content to All Levels

Teachers have to be careful not to "water down" the content being taught, but find ways to make it accessible for all students. Some suggestions are to use graphic organizers, outlines, leveled study guides, highlighted text, taped text, adapted text, jigsaw text reading, marginal notes, and native language texts.

3.4.6 Meaningful Activities That Integrate Lesson Concepts

Echevarria, Vogt, and Short asserted that when planning lesson activities teachers should promote language development in all skills while students who are ELLs are mastering content objectives. It is also important to understand that students are more successful when they have the opportunity to make connections between what they know and what they are learning in the classroom. Tapping into background knowledge makes for a more authentic experience in the classroom. Echevarria, Vogt, and Short also suggested that classroom experiences should mirror

what actually occurs in the students' world. This is primarily because ELLs are learning to attach labels and terms to things that are already familiar to them.

Rumelhart (1994) emphasized that maximum learning can occur when planning produces lessons that enable students to make connections between their own knowledge, experiences, and the new information being taught. Echevarria, Vogt, and Short reminded teachers that lesson planning is critical to both a student's and teacher's success. With proper planning, teachers will then be able to meet the needs of all students.

Finally, I looked for specific examples of how the teacher provided culturally relevant teaching. Throughout my observations I was mindful of how the teacher made use of students' backgrounds and experiences in crafting examples or activities.

4.0 FINDINGS

In this chapter, I summarize findings from my analysis of the themes that emerged from a content analysis of (a) teacher interviews and (b) field notes from classroom observations. Then, I present findings using the SIOP Model to analyze field notes from classroom observations. Finally, I provide some information about how Ms. Wilson addressed issues of culturally relevant pedagogy. These findings are in response to the research question guiding this study: What are the instructional approaches used by a teacher who has demonstrated expertise in supporting ELLs in a linguistically diverse classroom?

4.1 THEMES FROM CONTENT ANALYSIS OF INTERVIEWS AND CLASSROOM OBSERVATIONS

As noted previously, I first analyzed the interview transcripts to identify important themes in Ms. Wilson's comments and responses to my questions. A second reviewer confirmed these themes. Next, I analyzed my classroom observation field notes and identified specific instances related to the themes. The major themes that emerged from my analysis included the following: (a) group and partner work, (b) vocabulary development, (c) high expectations, (d) use of academic resources, (e) guided and modeled instruction, and (f) building relationships.

4.1.1 Group and Partner Work

Encouraging students to collaborate with one another during class was an important instructional strategy for Ms. Wilson. During the first interview, Ms. Wilson explained that she had attended a professional development class focused on teaching ELL students in which the importance of students learning from working with their peers was emphasized. For Ms. Wilson, that work was carried out in talking with one another. She explained:

> *That was a class where I learned to let them talk as often as possible. And I don't mind my children talking, but I think since I've taken that class I allow them to talk more. And especially when there's a difficult answer or prompt that they need to answer, I let my ELL kids talk that out before they write it down.*

Ms. Wilson also described how she partnered students in strategic ways.

> *I'm also purposeful or very strategic in how I group them and how I sit them. So … for example, I have a baby who just came from Peru, so I make sure that I sit her in between two children who are strong in the English language.*

Ms. Wilson also expressed her belief that students reading at higher reading levels could motivate and support students reading at lower levels to become better readers. For example, she explained how she "got lucky" because students in her classroom who read at higher reading levels were some "on top of it" children, meaning that they are students who are motivated to learn. But not only that, she described them as being very supportive of their classmates who are struggling. So she feels comfortable in partnering students who are at reading at different levels.

I always partner them at their centers. I want my children to have as many opportunities as possible to speak. So when they're working together at centers whether they're in guided reading [or]… independent practice they're always with a partner. Whether that partner is on their level or a little bit above their letter level to help them with their skills, the point is there's lots of talking.

I saw a specific example of how Ms. Wilson used partnering and group sharing to support student learning during a class session focused on developing plans for an independent writing project. Ms. Wilson encouraged students to discuss their writing projects with each other by saying, "Turn and talk to your Dynamic Duo partner and share with him or her what you are passionate about and what you want to write about it." This instructional move showed the importance of collaboration because it allowed the students to generate more ideas as they discussed their topics with their partners. I noticed that at first some of the students were apprehensive in sharing what they were passionate about. However, when their partner started talking, it was almost as if a light bulb lit up in the other student's head because then they were able to share their thinking.

Ms. Wilson allowed the students to talk for about 5 minutes. When the timer went off, she wanted different groups of students to share what they had discussed with their partner. Some of the students were very eager to share what they discussed with their partner, but others were a little shy to speak in front of the whole class. However, Ms. Wilson continued to motivate the students to share, so that other students would be able to get ideas for their writing. One student stated that he wanted to write a sequel. So Ms. Wilson said, "Oh you are writing a sequel? Well you need to work with Sara (pseudonym) because she is also writing a sequel. You two can work together and share your ideas and help each other." That moment captured in

a direct way how Ms. Wilson encouraged her students to collaborate and support one another. (Observation 2; 3/16/18)

4.1.2 Vocabulary Development

For ELL students, developing vocabulary knowledge is a key aspect of their English literacy learning. Ms. Wilson acknowledged the importance of vocabulary instruction during the first interview when she said that whether she is with English language learners or native English speakers she does not use simple words while speaking to them. For example, instead of saying "You're very smart," she stated that she would use the word *intelligent*.

One strategy that Ms. Wilson used to support students' vocabulary development was to make vocabulary cards with each new word and its definition. "So whenever I make their vocabulary cards I post them in Google classroom, so the kids can refer back to them at any time. I encourage them to go back to that document at any point in time while I'm teaching." To further support her students' understanding of the words, she also included pictures as visual representations or cues to meaning. See Figure 4.1

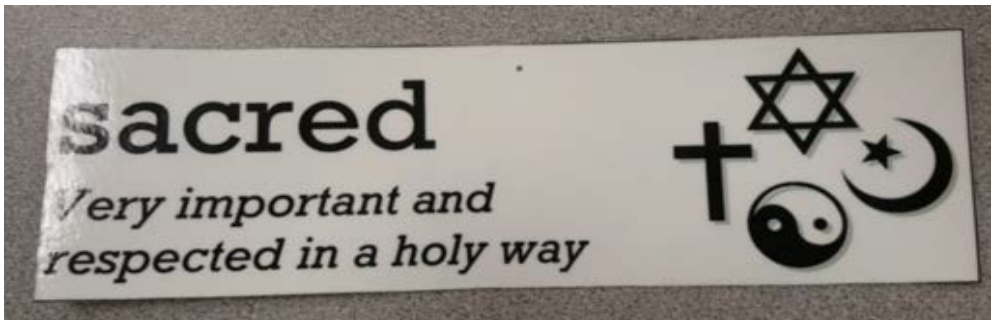

Figure 4-1. Example of a Vocabulary Word Card

Another strategy that Ms. Wilson used to focus attention and provide support for vocabulary development was the use of word walls. The interactive word wall is the primary resource student's use during reading and writing instruction. It consists of a variety of content-specific words such as culture, custom, homeland, and heritage. It also consists of general academic words such as about, persuade, and very. During the first interview, Ms. Wilson explained, "It's usually the unit vocabulary words, the bringing words to life, and words that the kids have requested that I put up there." See Figure 4.2

Figure 4-2. Interactive Word Wall

Ms. Wilson acknowledged that some of her students still struggle with recognizing basic sight words that can hinder them from reading fluently. To address this, she has incorporated different ways to meet the needs of those students. "Because there are children who struggle with their sight words still they have an intervention to help them with their sight words. And some of them have a card with all of the sight words on them, to help them with all of that" (Interview 1, 3/11/18).

Ms. Wilson also used games to support vocabulary learning. "There's lots of picture support and we play a lot of games where they think we are just having fun." She implemented a

game during transitions in which students point to vocabulary words around the room. This is especially beneficial for the students who struggle with vocabulary development because they are able to pick up on the words their classmates choose. In the interview Ms. Wilson said:

> *We play a word game where they have three minutes to go around the room. Each child points and reads a word from any place around the room. What happens is they end up picking up more vocabulary. The higher students are reading more difficult words and the lower students are reading those easy words. Eventually the lower students are like "Oh, I heard this word. Let me go ahead and read it. This word is* imagination*."*

During classroom observations, I noticed that Ms. Wilson frequently asked students, "What do you do when you come to a word you don't know?" The students responded by saying: find word parts, chunk the word, or use the academic resources in the room. While in the classroom, I noticed the students using the word parts chart (see Figure 4.3) to figure out how to say words they struggled with. Ms. Wilson never just gave the students the answer, but guided them through their own thinking.

Figure 4-3. Word Part Cards

During the teacher-led guided reading group, a student began reading her book to the teacher. The student paused as she came to a word she did not know. Ms. Wilson said, “Look at it, and don’t guess.” The student stared at the word and started to mutter a sound, but she was not confident in what she was saying. Ms. Wilson then asked, “What do you do when you come to a word you don’t know?” The student said, “Look for parts in the word you know.” The student looked up at the word chart and found the familiar word part *cr*, which helped her to decode the word *across*. which she was struggling with. The teacher gave her praise and said, “Ok, now read the sentence again.” The student was then able to say the sentence, “The bird flew across the sky.” I noticed that allowing the student to take her time and use the academic resources held the student accountable for her own learning which allowed her to feel confident when she read the sentence again.

High Expectations

Ms. Wilson valued meeting the needs of every learner in her classroom. With her commitment to ensure that all students were learning and growing she had high expectations of her students. During the first interview she explained:

> *I'm really not interested in what color you are what housing you come from or anything like that, I want them to know that yes Ms. Wilson might seem like she's being mean, but really she's being strict. But I have high expectations for you. And I do what I do because I have love for you. And I tell my students that I have love for them all the time and I’m going to push them.*

In her daily teaching practices, Ms. Wilson implemented different classroom routines fostered students’ independence. “I’m very big on routines. I like my classroom to flow without

me having to direct the students" (Interview 1, 3/11/2018). Additionally, she allowed her students to work with her to develop the classroom expectations.

During the first observation, Ms. Wilson demonstrated having high expectations for her students when she redirected students who were not on task, but linked it back to how it affected them as learners. "I am trusting you to be on your best behavior when you are doing the work independently, to get the task done. This is how we become better readers" (Observation 1, 3/14/2018).

Ms. Wilson further demonstrated her high expectations for students when she told them they had to apply what they know during instruction. For example, Ms. Wilson said, "You have to make sure when you are reading, you read what makes sense, you are not just calling out words. You know what to do when you come to words you don't know, but you need to apply it." Having high expectations of your students can lead to high achievement. I recognized how students knew exactly what was expected of them and it showed during the lessons. For example, students were able to repeat the expectations and share with their peers by telling them when they came to a word they did not know to chunk it or use their academic resources. It seemed as though they mimicked what Ms. Wilson told them to do, but they also applied these expectations during their learning.

Use of Academic Resources

During my observations, I noticed a considerable number of anchor charts with strategies and skills for reading such as inferring, main idea and detail, the writing process, and sequencing. There were vocabulary words posted on the cabinets and walls around the room. These academic resources were used to assist with the learning process in the classroom. During the first interview Ms. Wilson stated, "I'm huge on anchor charts so when you come in my room

they are going to be everywhere." I asked her how she used them during instruction and she replied:

> *I always make sure that I bring charts back out and say remember we talked about this. Unzip your mind and go back into the files in your mind and pull this out because remember when we talked about it 3 weeks ago well this is how we're going to talk about it.…*

Ms. Wilson referred back to the anchor charts in her room when necessary and taught her students to use them as a resource to assist them with their learning. During the same interview Ms. Wilson said:

> *I refer back to them (anchor charts) a lot, I allow the children to get up when they need to use them. And sometimes I'm not going to lie I forget and I'm like "Where are you going?" And the student will say, " Oh I'm using this anchor chart." And I say, " Oh great!"*

Ms. Wilson used a behavior management system called "Class Dojo" to reward students when they displayed appropriate behavior and made good choices in reference to their learning. When students used the anchor charts in the classroom to contribute to their learning, Ms. Wilson rewarded them with "Class Dojo" points to motivate them to continue to take ownership in their learning.

In addition to the anchor charts and vocabulary words posted in the classroom, Ms. Wilson made use of the Chrome books that each student had. Ms. Wilson explained, "Since we are 1 to 1 with Chrome books, all of our graphic organizers are online. So what I'll do is post a

graphic organizer on Google classroom so when I'm modeling I'm typing it on the projector so they can see it on their Chrome book."

When I observed in Ms. Wilson's classroom, I noticed students were using their Chromebooks during most of the class. For example, Ms. Wilson posted a Venn diagram on Google classroom that was used to guide students during a whole group lesson about how two characters from the text they read were similar and different about moving to America. Ms. Wilson posted sentence starters such as, "Jangmi and Lowji both moved from their homeland to America, Jangmi felt _____ but Lowji felt _____, Both Jangmi and Lowji felt_____" to help students think about what to write on the Venn diagram. I noticed that the sentence starters supported students in figuring out what information about each character they could write on the diagram.

Ms. Wilson used other online resources as well. She shared that during small group rotations students use www.vocabulary.com, MyOn (independent reading), Waterford (reading intervention), and Google classroom. Throughout most of the reading block in Ms. Wilson's class, her students used the Chrome books as a tool to support their reading and writing. Vocabulary.com is an online vocabulary acquisition program in which students answer vocabulary definition questions which increase in complexity as students advance to higher levels. MyOn has a variety of books for students to read that are matched to their interests and reading level. Waterford is a computer-based reading program that is personalized and adapts to students own skill level and pace.

4.1.3 Guided Modeled and Instruction

During the first interview, I asked Ms. Wilson how she guides her students to reach a level of independence. Ms. Wilson explained, "So just lots of pictures lots of modeling. If they need an additional small group I include it in my plan." Writing instruction is a case in point. Ms. Wilson explained:

> *The writing expectations are very different from second grade so I do a lot of modeling. When we're writing I do a lot of modeling. We do a lot of turn and talk allowing them to talk about it before they answer the questions. Sometimes I'll go back to that child and ask them to answer again, if they were unable to answer the first time. We do a lot of sentence frames and me modeling how to do them, then they would have to plug in from a graphic organizer.*

During the writing lesson that I observed, Ms. Wilson demonstrated her expertise in providing modeled instruction. She invited students who were struggling with choosing a topic to write about to form a small group. Then she asked the students, "What is it that you really want to write about?" She then discussed what she would write about, by explicitly modeling the expectation of how to choose a topic of interest. She showed the students the heart map graphic organizer and started writing a list of topics of interest. After writing about 5 topics, she then asked the students to write at least 3 topics of interest on their heart map.

I asked Ms. Wilson what was the ultimate goal for her modeling instruction. She responded, "So I model explicitly the expectations for the lesson, then we together work through a guided practice, and lastly they are able to do the independent practice." This practice is labeled as "I do (teacher/modeling), we do (guided practice), you do (independent practice)." Ms. Wilson stated that she does this guided practice during whole and small group lessons.

Another strategy to guide students during instruction and to help them organize their thinking is to use graphic organizers. When I asked Ms. Wilson how she uses graphic organizers to model instruction she commented,

> *So what I'll do is I'll post a graphic organizer on Google classroom so when I'm modeling I'm typing it on the projector so they can see it on their Chrome book. I'll have a modeling discussion, but then what I'll do is I go back and I repost the same graphic organizer and they'll have editing rights. So the guided practice is all of us working together and typing in the graphic organizer and coming up with whatever response we're trying to have.*

During all my observations, Ms. Wilson provided whole group instruction and small group instruction. While Ms. Wilson was providing small group instruction, students were in groups of 5-8 students based on their reading lexile levels. Students in each group were either on the computer using vocabulary.com or Waterford, working independently on writing, or were at the teacher-led table receiving explicit differentiated reading instruction. While students were at the teacher-led table, Ms. Wilson guided her students through the lesson. I noticed Ms. Wilson accessed students' background knowledge through setting a purpose for reading the text. For example, she posed a question based on the book topic. The book title was "My Goldfish." Ms. Wilson asked her students, "How many of you have ever had to take care of a pet?"

During both interviews, Ms. Wilson expressed the importance of modeling and guiding her students through their learning experience. She explained:

> *I do the modeled instruction, the guided instruction, and then independent practice. And that works really well with my children, because I am repeating things over*

and over with them and I am modeling things for them. So when it comes to the independent practice they are a little more comfortable with going off on their own.

While I was in Ms. Wilsons classroom I noticed that teaching students as a whole group, then guiding the instruction, and lastly releasing them to work independently worked really well with her students. For example, students were asked to write an essay about a topic they most enjoy. Ms. Wilson first had a whole class discussion about what the expected outcome was for their essay. Then she guided them through the writing process by showing them examples of text features that could be included in their writing. Lastly, Ms. Wilson released her students to write independently. I noticed students were more confident about what they had to write and how to structure their essays. During the independent writing time Ms. Wilson was able to confer with students one on one about any questions they may have had to complete their essays. All students were on task and seemed prepared to write.

Building Relationships

During the first interview, I asked Ms. Wilson how she builds and fosters relationships with her students. She explained:

I let them know if you have a problem or if you have a struggle, I let them know to come to me. Even if you feel like I'm going to be angry, I rather you not have that on your shoulders. I rather you come to me so that you don't have to deal with that. Just showing them that I love them and I care for them.

Ms. Wilson shared that making personal connections with her students helped them know that she cares about them. Knowing her students also allowed her to relate content to their personal experience. Ms. Wilson said:

Any opportunity that I have If there's something that my children do not understand that always find a way to relate it back to them. But how would you feel if this happen What would make you change your mind, how would you feel if you were this character and this happened to you? And so usually when I connect to them in a way they're like oh okay that makes sense I can relate to that.

During the first interview I asked Ms. Wilson how she builds a community in her classroom. She said, "I don't know how to answer that because I feel like every year it just ends up happening in my class." I went on to ask her if there is an example she can provide to show how she knows her classroom environment is a community. Ms. Wilson elaborated:

I try to teach them to be respectful to the students who struggle with reading. When they read out loud the kids know how to support a child and say okay what does this word look like, do you see any chunks in this word, when you come to a word or name you don't know what do you do?

In the second interview, we further discussed the importance of building relationships in the classroom. We specifically discussed how the students encourage each other to be better readers and writers. Ms. Wilson shared:

In Google classroom, they discovered they could make comments on the assignments. So they had to write their academic goals and we called it "Oh the Places you'll Goal." They just had to respond to it in a document, and I noticed they were commenting to each other. The students were saying this is what I want to do. I'm going to be a better reader and writer. And the students were commenting to each other, I want you to be a better reader and writer too. I want to see you get to your goals. I want to see you get to your level 16.

Ms. Wilson told me that at that moment she knew she was doing her job. Her students were motivating and encouraging each other to do better and it warmed her heart.

During my observations, I noticed that Ms. Wilson often praised her students for a job well done. She would say things like, "Awww that was really sweet. I hope you told him thank you." Or "I like how Joshua encouraged Sydni. That's a great job! Keep up the good work." Ms. Wilson also had a song or a chant for the daily routines that occurred in the classroom. One chant was used when a student answered a question correctly. Everyone got really excited and Ms. Wilson said, "Joshua you are…" The students joined in and pounded on the desks twice and said, "Correct!" I noticed the excitement of the students and the look on the students' face when his classmates did a cheer for him. The smiles and the laughter demonstrated the sense of community within the classroom.

4.2 ANALYSIS OF LESSONS USING THE SIOP MODEL

There are many different components incorporated in the SIOP Model. For the observations, I chose to focus on Lesson Preparation, the first component of the model. Each aspect of the Lesson Plan component is designed to ensure the teacher is properly planning lessons, which will lead to student's success in the classroom. The Lesson Preparation component has 6 different areas. The areas are (a) content objectives, (b) language objectives, (c) appropriate content concepts, (d) supplementary activities,(e) adaptation of content, and (f) meaningful activities.

4.2.1 Content Objectives

In the Lesson Preparation component of the SIOP model, concrete content objectives that identify what students should know and be able to do are an important feature. During the first observation, I noticed the following content objective on the front board: "Students will choose a topic from among those collected in their Writers' Notebooks to develop into a published piece." Ms. Wilson asked a student to read the objective aloud and reviewed what they were expected to do by the end of the lesson. During the same observation, Ms. Wilson addressed the content objective by working with students to generate ideas for their writing. When I observed Ms. Wilson's class the second time, a different content objective was posted. It read, "Students will reexamine their drafts in order to add text features and illustrations that are aligned to their purpose, audience, text structure and focus." At this point, students began writing a draft of their essay. During the observation, Ms. Wilson asked the students guiding questions that were aligned to the content objective such as, "What are text features? What different text structures have we learned about?" She then asked them to list examples of the text structures that they could include in their writing. I noted that asking guiding questions aligned to the content objectives allowed students to continue to generate ideas and show their understanding of what should be incorporated into their essays. Posting the objective on the board where it was accessible to students was important for them to refer to when they needed clarification on what they should be doing in class. I also recognized the importance of reviewing the objectives at the beginning of the lesson because students were then able to know exactly what was expected of them.

4.2.2 Language Objectives

Another important feature of the SIOP model focuses on teachers incorporating activities that support students' language development. During the observations, I did not see any specific language objectives posted. However, Ms. Wilson incorporated language objectives throughout her lessons. Language objectives support the development of students' listening, reading, speaking, and writing, which Echevarria, Vogt, and Short (2008) suggested should be addressed in a unified way. During the first observation, Ms. Wilson did a grammar activity with her students. She started by allowing her students to work on listening while she read aloud a sentence that was written on the board. "the dog has four legs." Then she asked the students, "What's wrong with the sentence?" A student raised her hand and said, "The word ***the*** should be capitalized." Ms. Wilson proceeded to ask the student to read the sentence, which will help develop the student's reading and speaking skills. Lastly, she worked on developing the student's writing skills by asking her students to write the sentence in their journals.

During all three observations, Ms. Wilson provided teacher led small group instruction. I observed Ms. Wilson teaching listening, speaking, reading, and writing skills. When the students were at the small group table, Ms. Wilson asked each student to read his or her book to her independently for fluency and accuracy. If the students had miscues, Ms. Wilson stopped and asked them "Does that make sense?" The students' reading aloud showed how Ms. Wilson addressed listening, speaking, and reading skills in a unified way.

The texts that Ms. Wilson chose for the small group sessions were grade-level appropriate, and she provided scaffolding in order for students to understand the content concepts in those texts. Before leaving the teacher table, the students were given a writing task

that consisted of writing a sentence to demonstrate their knowledge of grammar or a brief statement to show their comprehension knowledge.

4.2.3 Appropriate Content Concepts

Another important aspect of the SIOP model focuses on activating students' prior knowledge related to content concepts. Echevarria, Vogt, and Short (2008), suggested that teachers perform a task analysis which involves analyzing the knowledge a student needs in order to grasp what is being taught. During the third observation, the class was starting to read a story about a little girl who had to leave her home in Korea and migrate to America. Ms. Wilson asked, "Does anyone know someone who had to leave his or her home to go to another place?" Several students raised their hands excitedly. One student stated, "My Mom and Dad came to America before I was born." Another student said, "I left El Salvador when I was younger to come here. We had to walk and it was very scary." This prompt allowed students to draw upon their personal experiences as a way to understand the content of the story that they were going to read.

4.2.4 Supplementary Materials

The SIOP model emphasizes the potential of using supplementary materials that support the core curriculum and contextualize learning. During all three observations, I noticed that Ms. Wilson used supplementary materials to support the learning in her classroom. When I interviewed Ms. Wilson about this, she stated, "I use supplementary materials every day. The use of them really taps into the learning styles of each child. I also use them to help them make connections and to support the learning of new content."

During all three observations, Ms. Wilson or her students made reference to the anchor charts that were hanging in her room. While in small groups I observed the students using the vowel charts to help them read unfamiliar words. "What do you do when you come to a word you don't know?" was a question that was repeated often in the classroom. The students would always respond, "Use your academic resources." Some of the students were even more specific by saying, "Use the vowel chart."

On the walls of Ms. Wilson's classroom were anchor charts that presented different reading and writing strategies. As previously shared, Ms. Wilson stated that supplementary materials are there to support the different learning styles of her students. According to Echevarria, Vogt, and Short (2008), students with diverse abilities often have difficulty processing an inordinate amount of auditory information and are aided with visual clues. In all my observations, I noticed students looking at the anchor charts or word walls to provide them with clues to support their understanding. For example, during the independent writing time I watched as students walked up to the interactive word wall to find words to incorporate into their writing.

Ms. Wilson also used technology resources. Each student had their own chrome book and used them during instruction. There were many programs that Ms. Wilson told the students they could use during the independent time of small group rotations. One website that I found to be very useful for Ms. Wilson's students was www.vocabulary.com. This website focused on increasing vocabulary knowledge. While observing, I noted how excited students were when they correctly responded to the questions being asked. A partner group kept checking in with each other to see how many responses the other student answered correctly and how many points she now had.

I asked Ms. Wilson about www.vocabulary.com. She told me, “It is a really great program for my children. I really notice that they are learning new words when they use them during classroom discussions or when they incorporate them in their writing.”

4.2.5 Adaptation of Content

Another feature of the SIOP model is adaptation of content. During every class Ms. Wilson taught an hour of whole group instruction and an hour of small group instruction. I watched Ms. Wilson teach above grade level, on grade level, and below grade level students both during whole group and small groups. According to Echevarria, Vogt, and Short (2008), when graphic organizers are used concurrently with reading, students are able to focus their attention and make connections. Ms. Wilson used a Venn diagram to help her students identify key content concepts and make relationships among those concepts. I watched as Ms. Wilson display the Venn diagram and model how to fill in each circle. She posted the question, “How are Jangmi’s feelings about moving similar and different to Lowji’s feelings?” I noticed how students were making expressions as if they were thinking of how to answer the question. A few students felt confident and raised their hands. Ms. Wilson said, “Take a minute to think about how each character felt.” After the minute was up, Ms. Wilson said, “I am going to model how to complete the Venn diagram.” She repeated the question and responded by writing, “I believe Lowji and Jangmi felt sad when they left their homeland.” At this point students seemed to be ready to contribute to the discussion. Ms. Wilson asked her students to get into their “Dynamic duo” groups. I noticed the students were talking with their partners about how to answer the question. One partner group went to the character traits anchor chart in order find words that

they could use to describe how the characters felt. The use of the anchor chart allowed students to generate ideas to fill in the Venn diagram.

Another way Ms. Wilson adapted content to meet the needs of all the students in her classroom was the use of a listening center. A listening center is an independent activity that involves students listening to the reading of a book or other text as they follow along. During the small group independent time, a group of students who read below grade level listened to a text on a cd. While students listened to the text, I watched their reading behaviors as they used their fingers to point to the words as they were being read. I also noted that Ms. Wilson monitored students at the station to make sure that they were actively listening, following along, and staying on task.

4.2.6 Meaningful Activities

According to Echevarria, Vogt, and Short (2008), meaningful activities are "authentic" practices applying content knowledge through oral and written language practices. When I interviewed Ms. Wilson the second time, I asked her if she implemented meaningful activities in her lessons. She asked me to explain what I meant by the term. I provided her with examples such as interviews, letter writing, or performances for audiences. She then went on to tell me that to wrap up the Lowji unit, her students were going to construct a book jacket. I asked her to give further detail and she explained as follows:

> *Students will be expected to create a book jacket that will include a cover, inside flap cover, back flap, and back of the book. Students will draw an illustration on the front cover of a scene from a chapter, which will tap into visualization. Then they will write a critic review, which will give their opinion*

of the book on the inside flap cover. On the back flap, students will write quotes from the book. Lastly, on the back of the book they will write a brief summary of the book making sure to not give too much information.

For the most part, activities in Ms. Wilson's classroom were designed for academic purposes rather than real-world or authentic goals.

4.3 CULTURALLY RESPONSIVE PEDAGOGY

When I interviewed Ms. Wilson, she appeared to have a strong sense of how to incorporate culturally responsive pedagogy within her classroom. Krasnoff (2016), discussed that teachers must understand cultural backgrounds of their students, how their culture affects their learning behavior, and how they can make the necessary changes in their classroom to embrace differences within their students. Ms. Wilson demonstrated her understanding when she stated,

I tell my students, I'm really not interested in what color you are, what housing you come from or anything like that. I want them to know that yes Miss Wilson might seem like she's being mean but really she's being strict. But I have high expectations for you. And I do what I do because I have love for you. And I tell my students that I have love for them all the time and I'm going to push them.

During all three observations Ms. Wilson exhibited her understanding of the specific cultures of her students in her classroom. For example, when she grabbed the students attention she counted down in Spanish which is the native language of the majority of her students. Villegas and Lucas (2002), suggested that socio-cultural consciousness is a characteristic of a

culturally responsive teacher. Ms. Wilson confirmed her socio-cultural consciousness based on her existing perspectives of race, ethnicity, social class, and language. When I asked Ms. Wilson during the first interview, how she builds a rapport with her students she explained:

> *I think that's another thing that just comes natural. The whole reason I became a teacher is because you know I grew up in a low-income neighborhood and I always had a problem with other saying that I couldn't do things because of the color of my skin. And so I bring that to the table with my student.*

Krasnoff (2016), stated that expectations play a critical role in student achievement. Teacher Expectations Student Achievement (TESA) researchers have found specific and measurable teacher behaviors that communicate high expectations. One identified behavior is "welcoming students by name as they enter the classroom." Ms. Wilson demonstrated this type of behavior during all three observations. At the beginning of the class Ms. Wilson gave the students a warm and welcoming "Good morning boys and girls." According to Ladson-Billings (2009), the giving of names has symbolic significance and the pronunciation is equally as important. During the class I noticed that each time she called on a student she called him or her by name.

Using body language, gestures, and expressions to convey a message that all students' questions and opinions are important was another behavior showing the teacher's high expectations of his or her students. During all three observations Ms. Wilson displayed a smile on her face when interacting with her students. No matter if a student answered a question correctly or incorrectly she showed nonthreatening nonverbal behaviors. I also noticed when I students answered a question incorrectly, Ms. Wilson always began her statement to the student

by saying, “Thank you (student’s name) for sharing.” Though the student answered the question incorrectly, Ms. Wilson still gave the student praise for making an attempt.

Another behavior I observed was Ms. Wilson providing individual help to high and low achieving students. When students’ were writing drafts of their essays independently, Ms. Wilson was taking students to the side to provide them with individual support needed to complete the draft of their essay. Ms. Wilson gave each student her undivided attention and conveyed that she cared about his or her understanding and learning of the topic (Krasnoff, 2016). She proved that her primary responsibility was to create a supportive and enriched learning environment to meet the needs of all her students.

5.0 DISCUSSION

I began this investigation because I wanted to explore the instructional approaches used by a classroom teacher to meet the literacy needs of the ELL students in her classroom. Since becoming a teacher in a transient area where people from all around the world come to live, I have been concerned with how educators are meeting the needs of students who speak little to no English. I conducted this study because of my concern of my lack of preparation to teach the ELLs in my classroom. I have found that teaching in a linguistically diverse classroom can be very challenging especially since my first language was not the same as the majority of the students in the classroom. My initial thoughts were that I would learn about specific strategies that I could use or encourage other teachers to use. As I read more about approaches documented in the literature, I came to realize that I would need to be engaged in a more authentic experience because I realized that no generic programs or resources or approaches address the complexity of the problem.

As I interviewed and observed Ms. Wilson, I began to understand that she is someone who is very passionate about teaching. During the interviews, she spoke highly about her students and her desire for each of them to overcome the challenges they face within the classroom. As I observed her in the classroom, she displayed her passion and her students seemed eager to learn and grasped the concepts she taught. In this study, I investigated one

broad research question: What are the instructional approaches used by a teacher who has demonstrated expertise in supporting ELLs in a linguistically diverse classroom?

As I attempted to answer this question, I analyzed my field notes and transcripts of interviews with Ms. Wilson, and came to the conclusion that the most important aspects of Ms. Wilson's teaching to support ELL students were building relationships and expertise in individualized small group instruction.

In Ms. Wilson's classroom, building relationships was foundational for creating an environment that focused on meeting the learning needs of all students. Building relationships in the classroom was a primary concern for Ms. Wilson. Through my observations, I found that the teacher-to-student relationships and student-to-student relationships were the key in creating a positive learning community. Ms. Wilson showed she understood her students, so they seemed to trust her. Since her students trusted her, they seemed able to reach high levels of achievement. Ms. Wilson's students saw the importance of building positive relationships in the classroom, which led them to have better relationships with each other. I was really impressed with the way Ms. Wilson paired her students. The relationships led to increased engagement, boosted motivation, and promoted rich discussions during whole and small group instruction. While observing the classroom, I really felt as though it was a positive learning community. Students were helping each other complete different tasks, students appeared to be eager to learn, and there was a high level of respect among everyone in the learning environment.

At the beginning of the school year Ms. Wilson asked her students to write an academic goal on the "Oh the Places We Goal" board. Ms. Wilson explained how students were responding to each other and encouraging each other by telling them that they would meet their

goals during the school year. This experience allowed the students to build relationships with each other and build a positive learning community

During the observations, Ms. Wilson's teaching expertise was displayed during her small group reading lessons. I have done many informal observations of teachers and provided professional development on small group reading instruction, but have not seen too many teachers explicitly teach small groups with ease. It did not matter which group Ms. Wilson was teaching the way she differentiated and structured her lessons to meet the needs of the particular group she was teaching was amazing. It was evident that she knew exactly what type of learners her students were and what support each student needed to advance to the next level. Her timing was on point, and she was able to get through every step of the lesson. This was a time for Ms. Wilson to provide individualized attention to every student and demonstrate her expertise in building language and literacy amongst all students.

I also saw aspects of Ms. Wilson's teaching that seemed to fall short of providing the kind of support that could benefit ELL students. For example, the display and demonstration of language objectives was lacking attention. Language objectives explain how to use words and why we use certain words for specific purposes. For example, Ms. Wilson used academic terms such as *cause* and *effect* but did not model how to use words and phrases such as *because* and *so* or *as a result* to organize information using these words.

Another aspect of Ms. Wilson's teaching that seemed to fall short was the incorporation of meaningful activities. During my limited time in the classroom, I did not see how academic work was connected to authentic communication purposes such as writing letters or sharing reports.

5.1 SOME RECOMMENDATIONS

According to Cummins (2007), addressing the needs of students coming from diverse backgrounds is one of the major challenges facing public education today. Teacher education programs need to provide specialized knowledge and field experiences to support candidates in learning how to work with students of diverse linguistic and cultural backgrounds. Practicing teachers also need professional development opportunities to learn more about how best to support their students. An important take-away from Ms. Wilson's teaching was her willingness to take personal responsibility for all of her students. She did not assume that a support teacher would assume that responsibility.

Culture strongly influences the attitudes, values, and behaviors that students and teachers bring to the instruction process (Krasnoff, 2016). Through this study I learned that it is critical for teachers to recognize and be responsive to the needs of diverse students in their classrooms in concrete ways.

5.2 LIMITATIONS

The limitations of this study are directly related to case study research. I only observed one 3rd grade teacher's classroom. Additionally, I conducted only 3 observations of 2 hours each. However, case study research allows a researcher to document specific details through authentic experiences and facilitates understanding of complex situations that cannot be made in other research designs.

6.0 DISSEMNATION PLAN

During the summer of 2018, I plan to share my case study through a professional development presentation. The audience will be teachers at a school whose ELL population is higher than 60%. The goal of the professional development session will be to share the findings of my inquiry and to collaborate with teachers on ways that they as a school can address the needs of ELLs. During the professional development session, the participants will be encouraged to create an action plan which will include specific approaches to increase literacy development among ELL students in their school. This will enable the teachers to then apply the new skills and strategies learned from this experience in their classroom.

APPENDIX A

INTERVIEW QUESTIONS

Environment	How do you set the norms and routines in your classroom? How do you build a sense of community with the class? How do you build a rapport (relationship) with your students? What accommodations do you provide for your ESOL students? How do you continue to demonstrate the norms and routines in your classroom?

	How does your class continue to have a sense of community? How do you continue to build/sustain relationships with students? What accommodations do you give for your ESOL students? How do you set clear and high expectations for all students? What participation techniques have you used to include all learners? How do you include explicit instruction to target specific language objectives? How do you integrate learning centers and games in a meaningful way? What opportunities do you provide allowing students to practice skills in English as a new

	language? How do you integrate tasks that: Are relevant to students' lives and cultural experiences Allow for language learning in addition to content Build on prior literacy learning
Sensory Supports	What types of real life objects do you use in your classroom? Physical models Pictures & photos Visual representation, diagrams, or drawings Gestures/movements Music & songs How do you integrate music/songs, physical movement, pictures, and physical models during instruction?
Graphic Supports	How do you set up your classroom? Graphs Charts Timelines Number lines Graphic organizers Word walls How do you utilize graphic organizers during instruction?

	How do you utilize charts during instruction? What words are on the word walls? (unit vocabulary, sight words)
Interactive Supports	What resources do you use to group your students (what kind of data)? What resources do you use to group your students (what kind of data)? How do you support students during whole group instruction? How do you support students during small group instruction? What strategies do you use to support cooperative learning amongst peers? How do you use technology in your classroom?

Verbal and Textual Supports	How do you prepare your lessons (plans)? What resources do you use to plan your lessons? (curriculum guides from district/county, ESOL reference in the curriculum guides, textbooks, supplemental resources- websites) What kind of literacy strategies do you use during instruction? Repetition Paraphrasing Summarizing Guiding questions Clarifying questions Probing questions Different leveled questions Questioning prompts/cues Word banks Sentence starters Sentence frames Discussion frames Talk moves/wait times

APPENDIX B

OBSERVATION PROTOCOL (ADAPTED FROM ECHEVARRIA, VOGT, AND SHORT (2008)

LESSON PREPARATION

Content objectives clearly defined, displayed, and reviewed with students:

____ Highly Evident ____ Somewhat Evident ____ Not Evident

Notes:

Language objectives clearly defined, displayed, and reviewed with students:

____ Highly Evident ____ Somewhat Evident ____ Not Evident

Notes:

Content concepts appropriate for age and educational background level of students:

____ Highly Evident ____ Somewhat Evident ____ Not Evident

Notes:

Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals):

____ Highly Evident ____ Somewhat Evident ____ Not Evident

Notes:

Adaptation of content (e.g., text, assignment) to all levels of student proficiency:

____ Highly Evident ____ Somewhat Evident ____ Not Evident

Notes:

Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, construction models) with language practice opportunities for reading, writing, listening, and/or speaking:

____ Highly Evident ____ Somewhat Evident ____ Not Evident

Notes:

BIBLIOGRAPHY

August, D. & Shanahan, T. (2006). *Development literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth.* Mahwah, NJ: Erlbaum.

Avila, E., and Sadoski, M. (1996). Exploring new applications of the keyword method to acquire English vocabulary. *Language Learning 46(3)*, 379-395.

Barone, D. M. (2011). Case Study Research (N. K. Duke & M. H. Mallette, Eds.). In *Literacy Research Methodologies* (2nd ed., pp. 7-27). New York, NY: The Guilford Press.

Blum, I., H., Koskinen, P. S., Tennant, N., Parker, M. E., Straub, M., and Curry, C. (1995). Using audiotaped books to extend classroom literacy instruction into the homes of second-language learners. *Journal of Reading Behavior 27(4)*, 535-563.

Calderon, M., Hertz-Lazarowitz, R., and Slavin, R. (1998). Effects of bilingual cooperative integrated reading and composition on students making the transition from Spanish to English reading. *The Elementary School Journal 99(2)*, 153-165.

Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D., et al. (2004). Closing the gap: Addressing the vocabulary needs for English language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39, 188-215.

Cargo, C. L., (1993). Louie comes to life: Pretend reading with second language emergent readers. *Language Arts* 70(7), 542-547.

Collier, V. P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Jersey City: New Jersey Teachers of English to Speakers of Other Languages - Bilingual Educators.Crosson, A. C., & Mckeown, M. G. (2016). Middle School Learners' Use of Latin Roots to Infer the Meaning of Unfamiliar Words. *Cognition and Instruction*,*34*(2), 148-171.

Cummins, J. (2000) *Language, Power and Pedagogy: Bilingual Children in the Crossfire.* Clevedon: Multilingual Matters.

Cummins, J. (2007). Pedagogies for the poor? Realigning reading instruction for low-income students with scientifically based reading research. Educational Researcher, 36(9), 564–572.

Cunningham, H. B., & Crawford, P. A. (2016). Focus on Elementary: What Is "Good Teaching" for Elementary English Language Learners? *Childhood Education, 92*(5), 409-414.

de la Luz Reyes, M. (1991). A process approach to literacy using dialogue journals and literature logs with second language learners. *Research in the Teaching of English 25(3), 291-313.*

Echevarria, J., Vogt, M., and Short, D. (2004). *Making Content Comprehensible for English Learners*: The SIOP Model. 2nd Ed. Boston: Pearson/Allyn & Bacon.

Echevarria, J., Vogt, M., and Short, D. (2008). *Making Content Comprehensible for English Learners*: The SIOP Model. 3rd Ed. Boston: Pearson/Allyn & Bacon.

Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38*, 915-945.

Genesee, F., Geva, E., Dressler, C., & Kamil, M. (2006). Synthesis: Cross-Linguistic Relationships. In D. August & T. Shanahan (Eds.), *Development of literacy in second-language learners: Report of the National Literacy Panel on Language Minority Children and Youth (*pp. 153-174). Mahwah, NJ: Lawrence Erlbaum Associates.

Genesee, F., Lindholm-Leary, K., Saunders, W. M., & Christian, D. (2006). Educating English language learners: A synthesis of research evidence. New York: Cambridge University Press.

Genesee, F., Riches, C., (2006). Literacy: Instructional Issues. In Genesee et al. (Ed.), *Educating English Language Learners: A Synthesis of Research Evidence*. Cambridge, NY: Cambridge University Press.

Hansen-Thomas, H. (2008). Sheltered instruction: best practices for ells in the mainstream. *Kappa Delta Pi Record, 44(4).*

Hudelson, S. (1994). Literacy development of second language children. In F. Genesee (ed.), *Educating second language children* (pp.129-158). New York: Cambridge University Press.

Janzen, J. (2008). Teaching English language learners in the content areas. *Review of Educational Research,* 78 (4), 1010-1038.

Jimenez, R. T. (2005). *Moving beyond the obvious: Examining our thinking about linguistically diverse students.* Illinois: Learning Point Associates.

Klinger, J. K., Boardman, A. G., Eppolito, A. M., & Schonewise, E. A. (2012). Supporting adolescents English Language Learners' reading in the content areas. *Learning Disabilities: A Contemporary Journal, 10*(1), 35-64.

Krasnoff, B. (2016, March). Culturally Responsive Teaching. *Region X Equity Assistance Center Education Northwest*, 1-34.

https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf.

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal,* 32, 465-491.

Lesaux, N., Kieffer, M., Faller, S., & Kelley, J. (2010). The Effectiveness and Ease of Implementation of an Academic Vocabulary Intervention for Linguistically Diverse Students in Urban Middle Schools. *Reading Research Quarterly, 45*(2), 196-228.

Lesaux, N.K., & Geva, E. (2006). Synthesis: Development of literacy in language-minority youth. In D. August & T. Shanahan (Eds.), *Development of literacy in second-language learners: Report of the National Literacy Panel on Language Minority Children and Youth (*pp. 53-74). Mahwah, NJ: Lawrence Erlbaum Associates.

Lesaux, N. K., Koda, K., Siegel, L. S., & Shanahan, T. (2006). Development of literacy of language minority learners. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel* (pp. 75-122). Mahwah, NJ: Lawrence Erlbaum.

Master, B., Loeb, S. Whitney, C., & Wyckoff J. (Forthcoming). Different Skills? Identifying Differentially Effective Teachers of English Language Learners. *The Elementary School Journal*.

Mcintyre, E., Kyle, D., Chen, C., Muñoz, M., & Beldon, S. (2010). *Teacher Learning and ELL Reading Achievement in Sheltered Instruction Classrooms: Linking Professional Development to Student Development. Literacy Research and Instruction, 49*(4), 334-351.

McLaughlin, B., August, D., Snow, C., Carlo, M., Dressler, C., White, C., et al. (2000, April). *Vocabulary improvement in English language learners: An intervention study.* Symposium presented at the National Clearinghouse for English Language Acquisition. Washington, D.C.

Mohatt, G., & Erickson, F. (1981). Cultural differences in teaching styles in an Odawa school: A sociolinguistic approach. In H. Trueba, G. Guthrie, & K. Au (Eds.), *Culture and the bilingual classroom: Studies in classroom ethnography* (pp. 105-119). Rowley, MA: Newbury.

Rumelhart, D.E. (1994). Toward an interactive model of reading. In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading (4th Ed.).* Newark, DE: International Reading Association.

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the Curriculum. *Journal of Teacher Education,* 53(1), 20-32.