Hot Topics and Strategies for Supporting ELLs in Meeting College- and Career-ready Standards in English Language Arts

Conversation with Dr. Lynn Shafer Willner
December 2017

CenterPoint Education Solutions Chief Academic Officer Dr. Bonnie Hain recently sat down with Dr. Lynn Shafer Willner, a Language Development Standards and Accessibility Researcher for Wisconsin Center for Education Research (WIDA), to discuss recent hot topics around strategies for supporting English language learner (ELL) students in meeting college- and career-ready standards in English language arts.

In her work, Lynn works to improve the accessibility and accommodation of instruction and assessment of ELLs, especially with digital materials. She supports WIDA's development of English language development (ELD) standards-related materials and with research, materials, and guidance, for educators who work with ELLs with disabilities.

The Q&A below is based on that conversation and has been edited slightly for written clarity.

Accessibility and Accommodation

Bonnie: What changes have you made to the delivery of your lessons to better accommodate your ELL students?

Lynn: In the past five years, I find that accessibility principles are infusing my work more and more. I've been moving beyond a focus primarily on "add-on" scaffolds and accommodations and exploring how to integrate Universal Design for Learning (UDL) and accessibility principles into my professional practice. The fundamental idea with UDL is to integrate support for learners as part of initial task or lesson design. When I was first starting out in teaching elementary school, I had a tendency to offer a pretty uniform whole group lesson to all my students, and then, only after the initial delivery, would I add on a layer of additional supports or activities.

> **Accessibility** focuses on proactively improving learners' opportunities to learn the curriculum by integrating Universal Design for Learning principles into lessons and activities from the outset in order to meet the needs of a greater range of learners. Accessibility requirements can be found in legislation (e.g., the Assistive Technology Act, IDEA, Civil Rights Legislation for ELs, and ESSA) and in professional testing standards such as the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 2014).
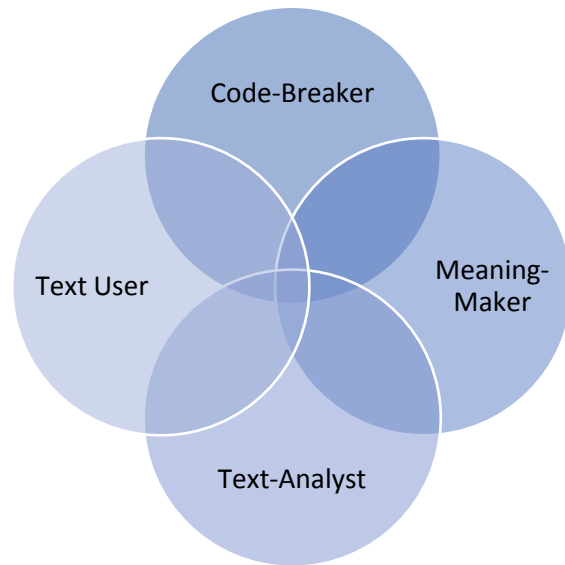>
> Excerpt from the Colorin Colorado blog article, *Using a "can do" approach to ensure differentiated instruction intentionally supports the needs of language learners*"

Now with all of the digital tools that are available, it's easier to change the point at which I place support into that initial whole group lesson: I try to consistently design the whole group lesson in a way that involves multiple means of representing content (i.e., multi-modal support.) Incorporating layers of support from the outset is important because it allows students to engage in lessons and activities as meaning-makers, analyst and text users, rather than assuming that ELLs must first develop more advanced language proficiency before they participate in classroom activities. Even as a student is developing his/her English proficiency, he/she can also think and participate in activities that address grade-level expectations.

Identity as a Reader

Luke & Freebody Four Resources Model (1990)

Application of this model is discussed in more detail in *WIDA Focus On: Providing ELLs with disabilities with access to complex language*

How to get started? Some might worry that it's too overwhelming to build supports into design and delivery of whole group lessons. In terms of efficiency, a great place to start is to target add this support into the lesson's Anticipatory Set, Hook, or Essential Question. This initial moment is fairly short. The idea is to give students a glimpse of what exciting things you will be exploring in that unit or lesson. There are endless possibilities for building in multimodality – from video clips, pictures, cartoons, audio only, songs/gestures and activities (let your students get up and move). Tap into student interests, strengths, and cultural and linguistic backgrounds, challenging them, and motivating them to want to learn.

My friend Cindy Lundgren and several of her former Hamlin University colleagues found that, when educators take the initial step of integrating multi-modal instruction into content instruction, it's easier to clearly identify the lesson's language objectives (Lundgren, Mabbot, & Kramer, 2012). Why? Because you've done the harder work of thinking about WHAT you're trying to help students learn (your content objectives), it's easier to identify the associated language students will need to develop. Cindy and I, along with two other WIDA colleagues (Mira Monroe and Julia Corbin), put together a WIDA focus bulletin that provides more information that might be helpful: *WIDA Focus On: Providing ELLs with disabilities with access to complex language*.

Accessibility and Digital Technology

Bonnie: When I was teaching, we used to keep the closed captioning on for videos so students could see the words and hear the language. I found for some students this really helped. I had one ELL student tell me that he learned to speak/read from watching *I Love Lucy* reruns with the closed captioning on. So, you are saying that students can develop conceptual understanding through the multimedia and other multimodal digital tools. I think this makes so much sense.

Lynn: I love what you're describing. People see and hear simultaneously -- you hear and see at the same time, not as separate activities. Digital tools make it so easy to embed multiples ways to communicate. Teachers are so busy, so it's important to find ways to reduce the time demands on them. We're focused on language, not just to add to our list of words, but to understand complex ideas – to analyze them. It's important to think about instruction in terms of accessibility -- to build and differentiate for all students. It's habit of mind to look at students' strengths and needs and how you can build on that.

What Might ELL Specialists Bring to Co-Teaching

Bonnie: In many schools, ELL specialists assist general educators to meet ELL needs. Do you have any tips for co-teaching for teachers who are or work with an ELL specialist?

Lynn: An ESOL teacher friend recently expressed frustration that one of her co-teaching partners kept asking her to help the ELL students with activities they hadn't finished during the content class. Yet she had language development lessons to teach too! One thing that can be overlooked in some co-teaching situations is how to highlight the expertise that language specialists bring. Language specialists play an important role in helping content teachers look at language differently. Looking at how language works is a key support for content teachers.

But what might this look like in practice? My friend Cindy Lundgren provides this initial set of questions for language specialists to ask content teachers:

- How does the language in this unit work?
- What choices were made when putting it together?
- Is the communicative purpose here to create a narrative (to entertain), a recount (to share descriptive information), an explanation (to explain a phenomena), or an argument (to persuade)?
- If so, what are the typical ways in which this pattern of language is constructed? (From *WIDA Focus On: Providing ELLs with disabilities with access to complex language*)

You, as the language specialist, are helping make the language in the learning visible-- the language needed FOR learning. Language specialists can help the content teacher provide culturally and linguistically diverse students with a clearer road map -- and also with meaningful, systematic

instruction on the particular forms of language that students are expected to develop and use in and across academic contexts.

For example, not all cultures structure arguments in the same way. Anglo-American culture uses "straight-line" rhetorical construction; some cultures "spiral" and use indirect referents from setting up arguments. There are cultural assumptions embedded in how text is structured.
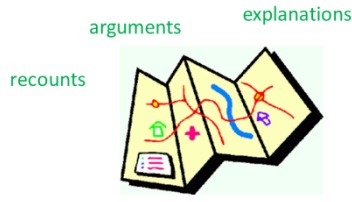
Linguists in Australia have done a lot of work in developing systemic functional linguistics area. You can find resources on this approach that are associated with systemic functional linguistics and genre-based pedagogy. WIDA uses this theory to frame what it refers to as Key Uses of academic language: Recount, Explain, Argue and Discuss.

New Way to Think about Language Development Instruction:

Genre-based pedagogy provides greater access and equity to all students, *especially* language learners with disabilities.

- Provides a cultural road map of the language of schooling
- Supports a dialogue around authentic meaning-making
- Focus on language forms and features AND language choices
- Identifies text purpose, audience, context

explanations
arguments
recounts

Source: Shafer Willner, L. & Lundgren, C. (2016). *Enhancing language learners with disabilities' access with key language uses.* Presentation provided at the national TESOL Conference. Baltimore, MD.

Shafer Willner, L. & Lundgren, C. (2016). *Enhancing language learners with disabilities' access with key language uses.* Presentation provided at the TESOL Conference. Baltimore, MD.

[The ideas in this response were excerpted from this WIDA publication *WIDA Focus On: Providing ELLs with disabilities with access to complex language*.]

Bonnie: How might a language specialist convince a reluctant teaching staff to see the value in understanding more deeply how language works? They are so overwhelmed every day.

Lynn: One way is to offer to help them, first with small groups and then larger groups, to do a lesson that co-deconstructs text. We have some model lessons on Key Uses of Academic Language (around the language of arguments and explanations). For figuring out to do, it's helpful to focus on the Teaching and Learning Cycle.

Teaching and Learning Cycle (Rothery, 1996)

Right now, I'm finding a lot of practical approaches that use the Teaching and Learning Cycle to build background knowledge, co-deconstruct text, co-construct text, and then and only then, have students work independently.
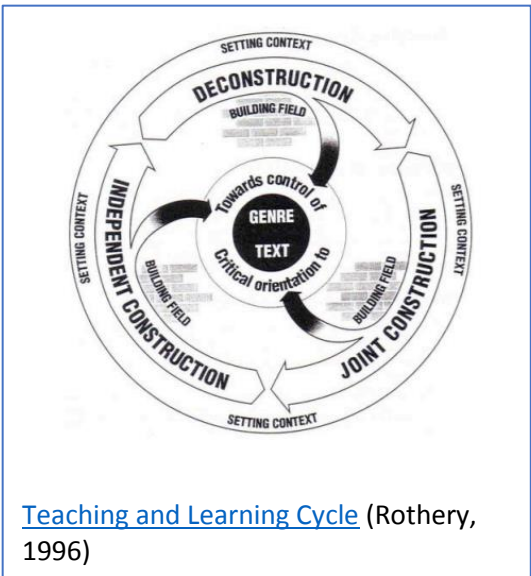
Pauline Gibbons' book – Scaffolding Language, Scaffolding Learning – has a lot of great activities. She's very much a leader in the field. Here a few I love using to help students practice language structures in relation to deeper ideas in a unit:

- **Vanishing Cloze**: Write a full text on the board with three to four sentences for beginners. Read it together. Teacher erases one word. Students read it again and include the missing word. Erase another word and repeat the process. Continue until all words are erased and students are "reading" from memory. Great for complex grammatical constructions and subject-specific vocabulary.
- **Text Reconstruction**: Reorder jumbled sentences from two reports so students can sort them out according to each report and then sequence them within each report.
- **Split Dictation**: Use two gapped versions of the text with different missing words/grammar. In pairs, students complete the missing blanks. Take turns reading it back, sentence by sentence.
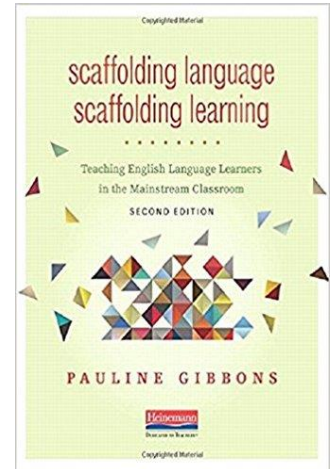
The other new book I love is Powerful Book Introductions by Kathleen Fay, Chrisie Moritz, and Suzanne Whaley (of the Fairfax County Virginia Public Schools). When I was an ESOL teacher, Kath and Suzanne were the reading teachers at the school where I worked and, then and now, have helped me with a lot of tips for guided reading planning, especially with ELLs. They now are lead literacy trainers for this very large, very diverse school district.

This past summer I was reading with a student and noticed that I sometimes was so focused on the specific strategy and intervention work that my book introductions weren't as strong as they could have been. My book introductions were devolving into picture walks. I liked the reminder that Kath, Chrisie, and Suzanne share from Fountas and Pinnell (2009): "The introduction is not a picture walk. It is about orienting the reader to the meaning of the whole text" (p. 409).
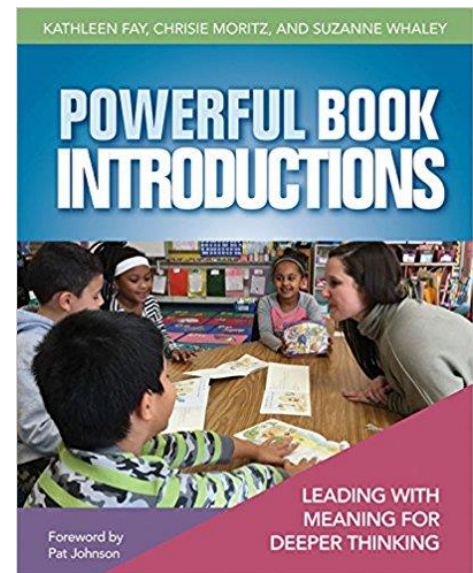
I used the guidance in this book to improve the initial meaning statement of my book introduction: How could I set the stage so we could think and talk about what the book is *really* about? After that meaning statement I could then provide my student with support with potentially challenging text structures, language structures, words, and other features – but was careful not to take away opportunities for my student to problem-solve on her own.

Finally, I made sure to end my book introduction with a final launching statement or question. As she read with me, her comprehension of the story was at the heart of the reading work we were doing together. Anyhow, I like the teacher-friendly approach in this book.

Creating a Language-Rich Classroom

Bonnie: What tips do you have for creating a language-rich environment in your classroom?

Lynn: Beyond the obvious step of getting lots of print and multi-media resources to complement your units, I'm really impressed with a lot of the recent work to foster dialogue and interaction among ELLs and their native English-speaking classmates.

Jeff Zwiers and his colleagues suggest Successive Pair Shares as a way for students to build up ideas about a particular content area (see http://ell.stanford.edu/content/ulscale-guidance-math-curricula-design-and-development). I like how they suggest that you ask students to pair up one, two, or three more times, and in the process, give students more opportunities to strengthen and clarify their ideas as they talk to a new partner. Doing Partner Shares three times gives students time in class to develop and practice increasing control over language.

What's Unique about Teaching ELLs?

Bonnie: What strategies and tools do you use to better understand your students' educational backgrounds when they are new to your classroom? Are there strategies and tools that are particularly helpful for learning more about the prior knowledge and skills of ELL students?

Lynn: In this context, the question often arises: Isn't "good teaching" good teaching? I'd say, yes, there definitely are circumstances when instructional and assessment practices developed for native-English speaking students are relevant for ELLs (See National Literacy Panel; August & Shanahan, 2006) -- but remember that there are also additional cultural and linguistic dimensions to connect with. The idea is to avoid framing ELLs' cultural differences as deficits which devalues the "funds of knowledge" found in individual, home, and community strengths and resources (González, Moll, & Amanti, 2005).

![CenterPoint EDUCATION SOLUTIONS logo]

One of the most fundamental misconceptions about ELLs is to view them as if they were failed English speakers – but linguistic and cultural difference is not a deficit or a disorder. It's for this reason, that you'll find that the WIDA standards and resources (and those resources of many other ELL-related organizations too) are infused with sentences that begin with a very important word: ***CAN***.

Knowing what students CAN do helps you decide how to differentiate lessons. If you know what your student CAN do, then you can connect to those strengths (and interests) in your lessons. One way to do this is to build out a portrait of each learner's strengths, interests, and cultural and linguistic backgrounds. I use student portrait information when planning lessons, but also brought it to conferences with family members.

When I'm working with a student, I want to know what their strengths and interests are. Differentiation using reduced learning expectations is not helping to close the gap for students who need extra support. Differentiation for ELLs helps the most when it takes a "Can-Do," that is, an assets-based approach, building on student strengths and interests, rather than targeting areas of weakness or struggle. You don't give kids with lower proficiency in English easier activities or lower expectations. That's why you need the other modalities.

The Australians (Martin and Rose, 2012) talk about thinking about scaffolding in terms of multiple opportunities to meet a learning target, not simpler, watered-down expectations. This is a very different way to think about scaffolding. (Good scaffolding doesn't lower expectations for students.)

This is one of the key issues we have to address when speaking about support for ELL students. It's so easy to just make it easier, but then, the students get further and further behind. So, students may need different strategies, but the rigor of the content needs to remain. The mantra should be: "accommodate not modify". The only students who need modification of curriculum have documented individualized plans that show that.

Three Steps for Using a "Can Do" Approach

Step 1. Build a portrait of each language learner's strengths, interests, and cultural and linguistic backgrounds.

A foundational element of assets-based differentiation is the development of a multi-dimensional portrait of learner strengths, interests, assets, and interactions with others. Yet, paradoxically, with all the standards-related data available with school and district-based measures, it sometimes seems easier to develop a picture of what learners *cannot* do in relation to the standards, rather than what they *can do*. What positives can you leverage to support language and academic development?

All learners bring assets to the classroom. You get to be the detective and discover what those assets are.

Think of a language learner in your class and answer these questions, writing each description from an assets-based point of view — e.g., She is able to …He is enthusiastic about… She is striving to…:

- HOW does this student participate in the classroom [notice the focus is not IF the student participates, but how]?
- What does this student like to learn?
- What resources does this student bring from home?
- How does this student interact with others?
- With whom does this student interact?
- How does this student use language to learn?

These types of questions are meant to spark more questions and help you begin looking at what the learner can do. They help add dimensionally to your learners and these questions are doubly important for learners with disabilities — who are so much more than the monolithic label of "struggling learner" (Meyer & Rose, 2005).

> **The Can Do Philosophy**
>
> …The more we know about language learners' cultural backgrounds, home environments and formative experiences, and the positive contributions these experiences afford our school communities, the more effective standards-based instruction will be… (WIDA, 2014)

Excerpt from
http://www.colorincolorado.org/article/using-can-do-approach-ensure-differentiated-instruction-intentionally-supports-needs

Recent Developments in the Language Acquisition Field

Bonnie: What have you learned about language acquisition that helps inform your instruction for English learners?

Lynn: There's been a lot of shifts in thinking in the past two decades. In the 1970's, language development research framed language development as consisting of sets of predictably-developing parts (words/phrases) and structures (grammar). In the past decade, the language development field has added a focus on students' socio-cultural contexts: What are cultural, contextual, linguistic, and interactive factors that support language learning?

As mentioned previously, many educators are also moving away from framing ELLs as failed English speakers to a more assets-based view of ELLs as emergent bilinguals who may have cultural and linguistic practices that may differ from monolinguals. Because of this, when educators examining student proficiency and progress data, they should be careful about over-relying on data that measures ELL progress using monolingual English language norms.

At a practical level, here's one way this approach to student data might play out in the school setting. In high-stakes situations (like an RTI or disabilities referral meeting), T-charts are one of my favorite ways to display ELL data. You can set up a T-chart to compare the performance of ELLs with typical trajectories of additional language acquisition with ELLs whose language development may be impacted by language-based disabilities. There's some great information about T-charts and related resources from Sandy Rasmussen and Tracy Hibbard from the Poudre School District in Fort Collins, Colorado, for gauging student progress and reducing the chances of mis-identifying students can be found here at the *WIDA Focus On: Considerations for reducing over-identification of ELLs for specific learning disabilities* at https://www.wida.us/professionaldev/educatorresources/focus.aspx.

There's a reason why ELLs are no longer called "Limited English Proficient" or LEPs. In fact, more educators are referring to ELLs as either Emergent Bilinguals or Multilingual Learners. Students classified as ELLs continue to draw on a wide range of sociocultural and native-language resources and repertoires well past what many states call emergent (i.e., beginning) levels of English-language development.

![CenterPoint Education Solutions logo]

Online Test Preparation

Bonnie: How might an educator help ELLs students prepare for an online state assessment in ELA?

Lynn: Based on their personal needs profile, many ELLs are allowed to use different types of accommodations on state ELA assessments and all students have access to "accessibility features" in most states' next generation assessments – examples include embedded audio, video, word-to-word translation glossaries, adjustment of text, magnification of the view on a computer screen, and screen readers.

A one-time trip to the computer lab to run through the online test's practice items may not provide students with enough practice to be effective. As students move between paper-based texts and digital texts, it is important for them to explore which paper-based strategies might work effectively in the online environment. Close reading instruction is one of the best times to give all students practice on how to use the accessibility features available during the test.

I'm not just talking about using highlighters to answer text dependent questions, but to think about close reading in the way researchers like Fisher and Frey use it to "peel away" the layers in a text:

> Phase 1: What does the text say?
>
> Phase 2: How does the text work?
>
> Phase 3: What does the text mean?
>
> Phase 4: What does the text inspire you to do? (Fisher and Frey, 2012)

However, training on how to use digital tools can go deeper. Educators can instruct ELLs on how to strategically unpack meaning as they navigate digital texts. In this sense, accommodations and

Read more at
http://onlinelibrary.wiley.com/doi/10.1002/trtr.1637/full

FEATURE ARTICLE

Improving Meaningful Use of Accommodations by Multilingual Learners

Lynn Shafer Willner, Kouider Mokhtari

Learn what educators need to know about recent changes in online test accommodations, and explore ideas for integrating accommodations and accessibility features into close reading instruction of digital texts.

For more than two decades, accommodations have served as the primary strategy for ensuring the valid participation of multilingual learners (MLLs) in high-stakes assessments (e.g., the National Assessment of Educational Progress) and in annual statewide assessments. MLLs' participation in annual statewide testing continues to be required in the most recent reauthorization of the Elementary and Secondary Education Act, the Every Student Succeeds Act of 2015. A key factor in ensuring the validity of student test participation is each student's ability to effectively use the accommodations and other allowable supports that are provided with the test.

In this article, we examine what classroom educators need to know about the recent transition away from an accommodations-only test participation strategy and how they might more effectively integrate accommodations into instruction, especially with digital texts. In particular, we recommend close reading and critical reading strategies that connect to and expand student assets. To maintain consistency with an assets-based philosophy, we refer to students identified in the Every Student Succeeds Act as English learners (ELs) as MLLs. We do this to emphasize that MLLs continue to draw on a wide range of sociocultural and native-language resources and repertoires well past what many states call emergent (i.e., beginning) levels of English-language development (G. Valdés, personal communication, July 20, 2016).

How Useful Are Test Supports if MLLs Do Not Know How to Use Them?
A one-time trip to the computer lab to run through the online test's practice items may not provide students with enough practice to be effective. To ensure

that MLLs have an opportunity to learn to use testing accommodations and other tools available with online tests, these tools and accommodations should be an integral part of daily instruction.

To highlight this point, the sample professional development (PD) activities at the end of this article give educators an experience of using accessibility features to support deeper thinking during paper-based close reading activities (using the tools and approach shown in Figure 1), an experience of applying the same type of close reading strategies to digital texts, and models to discuss as they consider how to refine their close reading instruction to help their MLLs connect with text.

How and Why Have Testing Accommodations Evolved?
Over the past two and a half decades, large-scale assessments have moved away from sole reliance on accommodations as a strategy for supporting MLLs' access to a strategy that embeds accommodation use within broader issues of accessibility. This movement occurred in three waves: (1) an initial borrowing of ideas for accommodations for MLLs from the field of disabilities; (2) a gradual narrowing of accommodations for MLLs around support for students' linguistic and cultural needs; and (3) the

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accessibility features are not temporary crutches; rather, they function as powerful mediating tools that expand student opportunities to access and learn curricular concepts and skills.

There are also great close reading resources for ELLs on the Teaching Tolerance Website at https://www.tolerance.org/classroom-resources/teaching-strategies/close-and-critical-reading. For example, I like Generating Interactions between Schemata and Texts (GIST) and Window or Mirrors.

Involving Families

Bonnie: Can you describe strategies you have used successfully to involve parents and guardians of ELL students (for parents/guardians who may not speak English as a first language themselves)?

Lynn: One challenge is being sure not to view others in terms of the cultural practices that shape our own daily lives or viewing them in terms of generalized assumptions about how "people from this group act." My husband Pete does a lot of work facilitating community-police dialogues and inner city and suburban/rural school exchanges. He shared with me some of the following dialogue techniques they use.

During referral meetings, for example, think about framing key points in the meetings with parents in a way that invites their participation. For example: When providing parents with an overview of the referral process, here's how it could done in a way that leaves no space for questions or differences in opinion: "Based on the data we've collected at school, our school team has decided to refer your child for [a specific intervention]. We need to have you sign the approval form." Not so helpful.

Top-down communication places the school as the expert issuing instruction and information without acknowledging the contribution of family. The problem is, if we look at families using a deficit lens, we assume that they need to be "fixed" and/or taught to be better parents.

In contrast, if you want to invite dialogue with the parents, you could say instead, "At school, we keep seeing [this specific] pattern in your child's school work. As part of the process we will use, we would like to ask you questions about what you see at home and allow you to consider different options. Have you noticed this at home? One option is to provide additional services to help your child. How would you feel about this?" See http://www.colorincolorado.org/article/what-are-my-choices-facilitating-meaningful-conversations-families-culturally-and for more on facilitation choices.

Teaching Vocabulary to ELLs

Bonnie: Since vocabulary is such a critical issue for ELL students, what have you done to better teach vocabulary to ELL students?

Lynn: Most educators have moved away from teaching words in isolation: From "This week we're going to learn to add adjectives to our writing" and *Nancy Noun* handouts and to a focus on words that support meaning making: "This week we're going to add details and descriptions so people understand what's happening better (*Why* do we add adjectives?)"

I've seen that it can be tempting for some to take the research that indicates that vocabulary is a significant predictor of overall reading comprehension and student performance and use that to justify a primary focus on vocabulary. But Beck and McKeown (the researchers who created Tier I, Tier II, and Tier III words) suggest basic criteria for direct instruction of vocabulary: The vocabulary should be (a) known to the student and (b) interesting and useful. You can read more from this ESOL teacher trainer who pulls from Beck and McKeown's approach: http://blog.tesol.org/teaching-content-area-vocabulary-to-els/.

I really like Fisher & Fry (2014)'s advice:

In too many cases, vocabulary instruction is isolated from other aspects of the instructional day, particularly in content area learning. It is far too common to assign students a list of words (usually technical terms) that will be used in a social studies or science unit and then ask them to look up words and write definitions so that they can then compose solitary sentences. This limited exposure to words and phrases in decontextualized situations has not proven to be effective, nor is it of a sufficient intensity. (p. 595)

As we have noted, students need to learn thousands of words per year, depending on their grade level. Teachers simply cannot directly teach all of the words students need to learn. …[Furthermore,] understanding [Tier I, Tier II, and Tier III words] really doesn't help with selecting words and phrases worthy of instruction. In the figure [on the next page], we provide questions for consideration when selecting words. We drew on the work of several researchers, including Graves (2006), Hiebert and Kamil (2005), and Nagy (1988) to identify questions that lead to decisions about which words to teach. (p. 596)

Anyhow, there's a lot more on this topic – for another day!

Figure	Considerations for Selecting Vocabulary Words
Topic	**Questions to Ask**
Representative	• Is the word representative of a family of words that students should know? • Is the concept represented by the word critical to understanding the text? • Is the word a label for an idea that students need to know? • Does the word represent an idea that is essential for understanding another concept?
Repeatability	• Will the word be used again in this text? If so, does the word occur often enough to be redundant? • Will the word be used again during the school year?
Transportable	• Will the word be used in group discussions? • Will the word be used in writing tasks? • Will the word be used in other content or subject areas?
Contextual Analysis	• Can students use context clues to determine the correct or intended meaning of the word without instruction?
Structural Analysis	• Can students use structural analysis to determine the correct or intended meaning of the word without instruction?
Cognitive Load	• Have I identified too many words for students to successfully integrate?

Source: Frey, N., & Fisher, D. (2009). *Learning words inside and out: Vocabulary instruction that boosts achievement in all subject areas.* Portsmouth, NH: Heinemann.

Bonnie: Thank you, Lynn. This was an enlightening discussion and I really appreciate all the resources you shared. It's exciting to see all the progress being made in supporting ELL students.

Lynn: Thanks, Bonnie. It was great to have the opportunity to share resources. I hope they can be helpful for educators.

Resources

- [WIDA Focus On: Providing ELLs with disabilities with access to complex language](#), *Cindy Lundgren, Lynn Willner, Mira Monroe and Julia Corbin*
- [Scaffolding Language, Scaffolding Learning,](#) *Pauline Gibbons*
- [WIDA Focus On: Providing ELLs with disabilities with access to complex language](#), *WIDA*
- [Powerful Book Introductions](#), *Kathleen Fay, Chrisie Moritz, and Suzanne Whaley*
- [UL/SCALE Guidance for Math Curricula Design and Developmen](#)t, *Jeff Zwiers*
- [National Literacy Panel,](#) *Diane August and Timothy Shanahan*
- [WIDA Focus On: Considerations for reducing over-identification of ELLs for specific learning disabilities](#) ,WIDA
- [FisherandFrey.com](#), *Nancy Frey and Douglas Fisher*
- [Teaching Tolerance Website](#), *Teaching Tolerance*
- [Generating Interactions between Schemata and Texts (GIST)](#), *WIDA*
- [Window or Mirrors](#), *WIDA*
- [Facilitating Meaningful Conversations](#), *Lynn Shafer Willner, Mira Monroe, and Lorena Mancilla*
- [Teaching Content Area Vocabulary to Els](#), *Judie Haynes*