9

Articles of Interest

The articles in this section will provide you with in-depth information on topics that were presented in each chapter of the *Help! Kit.*

Under each chapter heading listed below, you will see from one to three referenced articles that appear in bold font. These articles are the ones that are included in the *Help! Kit.*

The remaining articles are listed to provide you with additional knowledge about these specific areas of interest.

Chapter 1

1. **Riddlemoser, N. (1987, November). *Working with limited-English proficient students in the regular classroom.* Washington, DC : ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.**

2. **Menchaca, V.D., & Ruiz-Escalante, J.A. (1995). *Instructional strategies for migrant students* (Report N. EDO-RC-95-10). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory.**

3. Garcia, E.E. (1997, March). The education of Hispanics in early childhood: Of Roots and Wings. *Young Children,* 5-14. (Copyright 1997 by Eugene Garcia—see inside front cover for information on right and permissions. [Volume, 52, Number 3])

4. Dale, T.C. (1986, December). *Limited-English-proficient students in the schools: Helping the newcomer.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

Chapter 2

1. **Whittaker, C. R., Salend, S. J., & Gutierrez, M. B. (1997, March). Voices from the fields: Including migrant farm workers in the curriculum. *The Reading Teacher, 50* (6), 482-493. (Copyright 1997 International Reading Association)**

2. **Sutton, C. (1990, Summer). Oral language development—Common sense strategies for second language learners in the primary grades. *Elementary ESOL Education News, 13* (1), 1-2.**

3. **Kagan, S. (1995, May). *We can talk: Cooperative learning in the elementary ESL classroom.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics. (ERIC Document Reproduction Service No. EDO-FL-95-08)**

4. Jacob, E. & Matson, B. (1987, September). Cooperative learning with limited-English-proficient students. Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

5. First, C.A. Nations, M. J., Thrush, E. A. (1990, Summer). Tips from the trenches -Sample learning center activities. *Elementary ESOL Education News, 13* (1), 3-5.

Chapter 3

1. **Samway, K. D., & Taylor, D. (1993, Spring). Inviting children to make connectionsbetween reading and writing. *TESOL Journal*, 7-11.**

2. Hamayan, E. V. (1989, Summer).Teaching writing to potentially English proficient students using whole language approaches. *Program Information Guide Series, 11.* Silver Spring, MD: National Clearinghouse for Bilingual Education.

Chapter 4

1. **Crandall, J. (1994, January). *Content-centered language learning*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics. (ERIC Document Reproduction Service No. EDO-FL-94-06)**

2. **Tang, G.M. (1992-1993, Winter). Teaching content knowledge and ESOL in multicultural classrooms. *TESOL Journal, 2*(2). Reprinted by permission in *TEACH*: *Session 3—Study Guide Appendix*, 209-214.**
3. **Reilly, T. (1998, May). *ESL through content-area instruction*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.**

Chapter 5

1. **Short, D. J. & Spanos, G. (1989, November). Teaching mathematics to limited English proficient students. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Center for Applied Linguistics.**

2. Corwin, R. B. Brahier, D. J., & Speer, W. R. (1993, February). Ideas. *Arithmetic Teacher, 40* (6), 325-332.

3. Capps, L. R. & Pickreign, J. (1993, September). Language connections in mathematics: A critical part of mathematics instruction. *Arithmetic Teacher*, (41) 1, 8-12.

Chapter 6

1. **Tannenbaum, J. (1996, May). *Practical ideas on alternative assessment for ESL students*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics. (ERIC Document Reproduction Service No. EDO-FL-96-07)**

2. Derrick-Mescua, M. ( ). Assessment that supports academic success for English languagelearners. In *From Theory to Practice.* Tampa, FL: Region XIV Comprehensive Center.

3. Hoyos, G. (1996, January/February). Help your students beat the testing. *Instructor,* 60-65.

Chapter 7

1. **Holman, L. J. (1997, April). Working effectively with Hispanic immigrant families. *Phi Delta Kappan*, 648-649.**

2. **Montemayor, A. (1996, February 1). Parents as first teachers: Creating an enriched home learning environment. NABE News, 13-17.**

3. **Martin, P. (1994).** ***Migrant farm workers and their children*** **(Report No. EDO-RC- 94-7). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory.**

4. Valent-Sciences, E., Sutton, C. P. 7 Ware, H. W. (1991). *Fostering home-school cooperation: Involving language minority families as partners in education*. Washington, DC: National Clearinghouse for Bilingual Education.