Washington, DC: Economic Policy Institute.

Rothstein's book focuses on the role socioeconomic differences play in the academic achievement of low-income children. He offers insight into the roles played by public policy, parental education and administrative decisions at the school level, making clear that if money could be made available to fund initiatives beyond the classroom and its curriculum, the lives of underserved students would be bettered and achievement would rise, naturally.

Santa Ana, O. (Ed.). (2004). *Tongue-Tied: The Lives of Multilingual Children in Public Education.* New York: Rowman and Littlefield.

An anthology of writings from Americans, some of whom who grew up as minority students in multilingual environments (including bell hooks, Amy Tan and Lisa Delpit, among many distinguished others), *Tongue-Tied* provides a linguistic window into their personal, human experiences with the English language. Also provided are academic insights into the nature of policy and multilingual education.

Scapp, R. (2003). *Teaching Values: Critical Perspectives on Education, Politics and Culture.* New York: RoutledgeFalmer.

Teaching Values focuses on the reasons for and ethical foundation of multicultural education and highlights the opportunity teachers have to progressively rewrite the traditionally conservative restraints placed on contemporary classrooms, including the author's own. Dr. Scapp is also the moderator of the Urban Educators Forum seminars.

Becoming a More Successful Teacher of English Language Learners

For those who have not experienced the world as it looks, sounds and feels to the student who is a learner of English in our schools, this book list (see text box) offers rich choices for acquiring understanding from those who do have such experience. Providing depth and expertise, these books can enrich our teaching—of any grade or subject area. Catalina R. Fortino is a UFT Teacher Center Urban Educators Forum facilitator and a UFT Teacher Center staff member.

Books to Further Our Teaching of English Language Learners

CATALINA R. FORTINO

Amato, P. (1996). *Making It Happen: Interaction in the Second Language Classroom from Theory to Practice.* White Plains, NY: Addison-Wesley.

Faltis, C., and Hudelson, S. (1998). *Bilingual Education in Elementary and Secondary School Communities: Toward Understanding and Caring.* Boston, MA: Allyn and Bacon.

Fay, K., and Whaley, S. (2004). *Becoming One Community: Reading and Writing with English Language Learners.* Portland, ME: Stenhouse.

——. (1996). *Teaching Reading and Writing in Spanish in the Bilingual Classroom.* Portsmouth, NH: Heinemann.

Freeman, D., and Freeman, Y. (2001). *Between Worlds: Access to Second Language Acquisition.* Portsmouth, NH: Heinemann.

Freeman, Y., Freeman, D., and Mercuri, S. (2002). *Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Language Learners.* Portsmouth, NH: Heinemann.

Gibbons, P. (1993). *Learning to Learn in a Second Language.* Portsmouth, NH: Heinemann.

——. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom.* Portsmouth, NH: Heinemann.

Herrell, A., and Jordon, M. (2004). *Fifty Strategies for Teaching English Language Learners.* Upper Saddle River, NJ: Pearson Prentice-Hall.

Kogan, E. (2001). *Gifted Bilingual Students.* New York: Peter Lang.

Reyes, P., Scribner, J., and Scribner, A. (1999). *Lessons from High-Performance Hispanic Schools: Creating Learning Communities.* New York: Teachers College Press.