

About CREATE

The focused program of research is designed to address the critical challenge of improving educational outcomes of ELLs by

- enhancing the empirical research base in Grades 4–8,
- using both narrative and expository text to develop and test interventions that promote content knowledge and language and literacy development,
- investigating the features of instruction and text modifications that facilitate learning for ELLs (e.g., traditional instruction v. ESL-enhanced instruction, teacher guided instruction v. group work, traditional text v. modified text),
- designing, testing, and delivering professional development that helps teachers implement effective classroom practices to help ELLs achieve high standards, and
- disseminating information on the research to a broad audience using a variety of methods.



CREATE Conference

Mark your calendar for CREATE's next conference!

Improving Outcomes for English Language Learners: Developing Oral Language and Literacy Across the Content Areas

October 5-6, 2009

AT&T Executive Education and Conference Center
Austin, TX



Visit our Web site for more details.

www.cal.org/create/events/conference.html

Webcast Series

View the archived Webcast seminars hosted by CREATE investigators and other prominent researchers in the field.

www.cal.org/create/events/webcasts.html

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Research Projects

Several primary studies are currently being conducted as part of CREATE's focused program of research.

Project QuEST (Quality English and Science Teaching)

Directed by Diane August

This project investigates a systematic intervention model to concurrently develop science content, and language and literacy skills in middle school ELLs.

Impact of the SIOP Model on Middle School Science and Language

Directed by Jana Echevarria and Deborah Short

This project investigates the impact of the SIOP Model—a research-based approach that integrates grade-level content with academic English language development—on student academic achievement in middle school science, a subject area with high language demands.

Adaptations of Peer-Assisted Learning for ELLs: Application to Middle School Social Studies Classes

Directed by Sharon Vaughn, Leticia Martinez, and Sylvia Linan-Thompson

This project examines the efficacy of social studies instruction enhanced with specific instructional and learning strategies, supplemental materials, and purposeful pairing of students. The goal is to enhance knowledge acquisition and vocabulary/concept learning through systematic practices associated with improved outcomes for ELLs in middle school content classes.

Adapting Texts to ELLs' Needs

Directed by Catherine Snow

This project builds on the development and evaluation of Word Generation, an interdisciplinary middle school academic language support program. Word Generation uses engaging paragraphs to present crucial, non-disciplinary, all-purpose academic words and defines activities to help students learn them. The adapting-texts component develops alternative forms of the paragraphs to be used in a modified, ELL- focused version of Word Generation.

Partners

CREATE is a partnership of researchers working under a contract awarded to the University of Houston by the U.S. Department of Education, Institute of Education Sciences:

Texas Institute for Measurement, Evaluation, and Statistics,

University of Houston

David J. Francis and Coleen D. Carlson

California State University, Long Beach

Jana Echevarria and Catherine Richards

Center for Applied Linguistics

Diane August and Deborah Short

Harvard University

Catherine Snow

University of California, Berkeley

Elfrieda Hiebert

Meadows Center for Preventing Educational Risk, University of Texas at Austin

Sharon Vaughn, Leticia Martinez, and Sylvia Linan-Thompson



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