



## Academic Achievers: Whose Definition? An Ethnographic Study Examining the Literacy [under] Development of English Language Learners in the Era of High-Stakes Tests (Hardback)

By Pierre W. Orelus

Sense Publishers, 2010. Hardback. Condition: New. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*. It is ironic that our ever-present preoccupation with closing the achievement gap is insufficiently articulated in current federal education policy. To this end, Pierre Orelus study cogently underscores the fruitfulness of caring teachers persistence in bridging the all-too-frequent gulf that exists between school and community together with an apprenticeship model that saturates youth in academic discourses. This is an encouraging and inspiring read. Angela Valenzuela, College of Education, University of Texas at Austin, author of Subtractive Schooling and Leaving Children Behind. Orelus book provides valuable insights into the resources, including teachers teaching practices, students level of motivation, their family values, and the students academic background, that contribute to academic achievement for English language learners. The author's close examination of what enabled four middle school ELLs to succeed academically illustrates that even students who are labeled at risk can succeed with the right support. David Freeman, Ph.D. Professor of Reading and ESL Chair: Department of Language, Literacy, and Intercultural Studies The University of Texas at Brownsville Pierre Orelus draws on his personal experiences as an English-language learner to examine ELL's academic achievement and...

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