

Scholarly Publications and Reports

- Michelli, N., Jacobowitz, T., Greenblatt, S., Campo, S., Watson, A., & Auslander, L. (2018). Our Obligations as Educators in a Democracy: Transforming the NNER into an Activist Organization. In *A Journal of the National Network for Educational Renewal*, 10, 99-114.
- Auslander, L. & Beiting-Parrish, M. (2018). Building Bridges: Making Literacy and Democracy Accessible in a Curriculum for Students with Interrupted Formal Education. In *A Journal of the National Network for Educational Renewal*, 10, 69-82.
- Curinga, R. & Garrison-Fletcher, L. (2015). The importance of first language reading skills in English reading comprehension for adolescent newcomers. *Proceedings of the 9th Symposium of Low Educated Second Language and Literacy Acquisition (LESLLA)*, San Francisco, CA.
- Curinga, R. & Heidrick, I. (in press). Supporting low literacy SIFE in New York high schools: An instructional approach to developing language and literacy across the curriculum. *Proceedings of the 11th Symposium of Low Educated Second Language and Literacy Acquisition (LESLLA)*, St. Augustine, FL.
- Klein, E.C. & Martohardjono, G. (2015). English language learners with low native language literacy: A profile and an intervention in NYC. *Proceedings of the 9th Symposium of Low Educated Second Language and Literacy Acquisition (LESLLA)*, San Francisco, CA.
- Klein, E. C. & Martohardjono, G. (2009). Understanding the student with interrupted formal education (SIFE) Phase II: A study of SIFE skills, needs and achievement. *Report to the New York City Department of Education, Office of English Language Learners*.
- Klein, E. C. & Martohardjono, G. (2006). Students with interrupted formal education: A study of SIFE skills and needs. *Report to the NYC Department of Education, Office of English Language Learners*.

Book Chapters

- Martohardjono, G. & Klein, E. (2016). Second language acquisition in children and adults. In E. Fernandez & H. Cairns (Eds.). *Handbook of psycholinguistics*, Chap 37, Wiley/Blackwell.
- McNamara, S. & Smith, A. (2015). What do teachers need to understand about the challenges that the Common Core State Standards and Next Generation Science Standards present for students with interrupted formal education? In G. Valdes, M Castro, & K. Menken (Eds.). *Common Core, bilingual and English language learners: A resource for educators* (pp. 222-227). Philadelphia: Caslon.



Presentations

Auslander, L. (2016, September). The role of academic inquiry and culturally responsive instruction in promoting learning for multilingual students. *Multilingual and Language*



Empowerment Symposium: A Response to Inequality, the CUNY Graduate Center, New York, NY.

Auslander, L. (2015, May). Building bridges for emergent bilinguals: Bridges to Academic Success. Presentation at TAC-D Conference, Technical Assistance Center for Disproportionality, New York University, New York, NY.

Auslander, L. (2015, March). Aligning assessment and instruction to emergent bilingual academic and social needs with culturally responsive RtI. Poster presented at the CUNY Faculty Diversity and Inclusion Conference 2015: Promoting Diversity, Equity and Inclusion, CUNY Graduate Center, New York, NY.

Curinga, R. (2016, June). A qualitative analysis of professional development for teachers of SIFE with low home language literacy. Paper presented at the 12th Symposium of Low Educated Second Language and Literacy Acquisition (LESLLA), Granada, Spain.

Curinga, R. & Garrison-Fletcher, L. (2016, September). The importance of the home language for academic success in adolescent newcomers. Multilingual and Language Empowerment Symposium: A Response to Inequality, the CUNY Graduate Center, New York, NY.

Curinga, R. & Heidrick, I. (2014, May). Expanding Bridges: A look at the past and future for emergent bilinguals with limited L1 literacy. Paper presented at the RISLUS Research Forum, the CUNY Graduate Center, New York, NY.

Heidrick, I. & Curinga, R. (2015). Bridges to Academic Success: Supporting low literacy SIFE in language, literacy, and content. Paper presented at the RISLUS Research Forum, the CUNY Graduate Center, New York, NY.

Klein, E. C., McNamara, S. & Smith, A. (2016, September). Bridges to equality. Multilingual and Language Empowerment Symposium: A Response to Inequality, the CUNY Graduate Center, New York, NY.

Klein, E. C., Short, D., Curinga, R., McNamara, S. and Smith, A. (2014). Building *Bridges* for emergent bilinguals: A pre-ninth grade intervention for low literacy newcomers. Paper presented at the Teachers of English to Speakers of Other Languages (TESOL) Annual Conference, Portland, OR.

Klein, E. C., Short, D., Curinga, R., McNamara, S. & Smith, A. (2014). Building *Bridges* for emergent bilinguals. Paper presented at the American Association for Applied Linguistics (AAAL) Annual Conference, Portland, OR.



Klein, E. C., Cacicio, S. Hernandez, L, & Curinga, R. (2013). Bridges over changing waters. Paper presented at the RISE Research Forum, the CUNY Graduate Center, New York, NY.

Klein, E. C. (2012). Building *Bridges*: A language and literacy intervention for developing bilingual competence. Paper presented at the RISE Research Forum, the CUNY Graduate Center, New York, NY.

McNamara, S. & Smith, A. (2015). Bridges to Academic Success: Supporting low literacy SIFE: New ELA and FLL curricula. Presentation at 11th Symposium for Low Educated Second Language and Literacy Acquisition (LESLLA) for Adults, St. Augustine, FL.