

ELLAS Consulting – English Learner Leadership Advocacy Support
Linda Cavazos and Alba Ortiz
Selected Publications

- Ortiz, A. A. & Cavazos, L. O. *English Learners with Dyslexia and Other Language-based Reading Disabilities*. The Beacon 2025, The Windward Institute Journal. (in review)
- Ortiz, A. A. & Cavazos, L. O. *Oral Language Development: A Critical Component of IEPs for English Learners with Disabilities* (in progress).
- Romero, M. & Cavazos, L. O. *The Role of School Psychologists in Serving Multilingual Learners*. In Burns (Ed.). Introduction to School Psychology: Controversies and Current Practice. Oxford University Press. (in press).
- Romero, M. & Cavazos, L. O. *Culturally and Linguistically Responsive Interventions to Support the Literacy Needs of Emergent Bilingual Students*. In Vega & Wolfe (Eds). Culturally Responsive Assessment and Intervention Practices with Emergent Bilingual Youth. Springer. (in press).
- Linan-Thompson, S., Ortiz, A., & Cavazos, L. (2022). An examination of MTSS assessment and decision-making practices for English learners. *School Psychology Review*, 51(4), 484-497.
- Cavazos, L. (2022). New Mexico Public Education Department Biliteracy Guidance: The Science of Reading for Emergent Bilinguals in New Mexico.
- Cavazos, L. (2021). The Science of Reading for Emergent Bilinguals in New Mexico: *A Review for the New Mexico Public Education Department*.
- Cavazos, L., Layland, A., Twyman, J., Vuong, B., & Redding, S. E. (2021). *Opportunity and performance: Equity for children from poverty: From state policy to classroom practice*. Information Age Publishing, Inc.
- Ortiz, A. A. (2021). Young bilingual children with disabilities: Challenges and opportunities for future education policies and research. In Castro, D. C., & Ariles, A. J. (Eds.). (2021). *Language, learning, and disability in the education of young bilingual children* (Vol. 4). Multilingual Matters.
- Project ELITE², Project LEE, & Project ELLIPSES. (2021). *Meeting the needs of English learners with and without disabilities: Brief 5, Promoting leadership and collaboration for an effective multitiered system of supports for English learners*. U.S. Office of Special Education Programs.
- Project LEE, Project ELLIPSES, & Project ELITE². (2021). *Meeting the needs of English learners with and without disabilities: Brief 4, Fostering collaborative partnerships with families of English learners within a multitiered system of supports*. U.S. Office of Special Education Programs.
- Project ELLIPSES, Project ELITE², & Project LEE. (2021). *Meeting the needs of English learners with and without disabilities: Brief 3, English learners with significant learning difficulties or disabilities: Recommendations for practice*. U.S. Office of Special Education Programs.
- Project ELLIPSES, Project LEE, & Project ELITE². (2020). *Meeting the needs of English learners with and without disabilities: Brief 2, Evidence-based Tier 2 intervention practices for English learners*. U.S. Office of Special Education Programs.
- Cavazos, L. O., & Ortiz, A. A. (2020). Incorporating oral language assessment into MTSS/RTI frameworks: The potential of personal narrative assessment. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 43(3), 323-344.
- Ortiz, A. A., Fránquiz, M. E., & Lara, G. (2020). Co-Editors' Introduction-The Education of Emergent Bilinguals with Disabilities: State of Practice. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 43(3), 245-252.
- Cavazos, L.O. & Cardenas-Hagan, E. (2020). Writing Development Among English Learners. In Cardenas-Hagan (Ed). *Literacy Foundations for English Learners: A Comprehensive Guide to Evidence-Based Instruction*. (pp. 189-206). Brookes.
- Project ELITE², Project ELLIPSES, & Project LEE. (2018). *Meeting the needs of English learners with and without disabilities: Brief 1, Multitiered instructional systems for ELs*. U.S. Office of Special Education Programs.
- Cavazos, L. O., Linan-Thompson, S., & Ortiz, A. A. (2018). Job-embedded professional development for teachers

- of English learners: Preventing literacy difficulties through effective core instruction. *Special Issue, Diversity, Exceptionality and Educator Preparation in Teacher Education and Special Education*.
- Ortiz, A. A., & Robertson, P. M. (2018). Preparing teachers to serve English Learners with literacy-related difficulties and disabilities. *Teacher Education and Special Education, 41*(3), 176-187.
- Ortiz, A. A., Robertson, P. M., & Wilkinson, C. Y. (2018) Language and Literacy Assessment Record for English Learners in bilingual education: A framework for instructional planning and decision-making. *Preventing School Failure: Alternative Education for Children and Youth, 62*(4), 250-265.
- Linan-Thompson, S, Martinez, J, & Cavazos, L.O. (2018). Exploring the Intersection of Evidence-based Practices and Culturally and Linguistically Responsive Practices. *Special Issue, ELs with Disabilities Intervention in School and Clinic, p. 1-8*.
- Ortiz, A. A., & Fránquiz, M. E. (2017). Co-editors' Introduction: Gaps between research and policy and practice compromise the education of English Learners. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education, 40*(1), 1-4.
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- Slama, R., Molefe, A., Gerdeman, R. D, Herrera, A., Brodziak de los Reyes, I., August, D., & Cavazos, L.O. (2017). *Time to proficiency for Hispanic ELs in Texas* (REL 2018–280). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.
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- Project ELITE, Project ESTRE²LLA, & Project REME. (2015). *Effective practices for English learners: Core Instruction*. U.S. Office of Special Education Programs.
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