



Dual Language on Demand

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Celebrating Bilingual Achievements: California's Seal of Biliteracy

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Dual Language educators understand the importance of raising the value of the minority language and overcoming the political and social backlash that can occur against programs that promote bilingualism. While addressing the goals of bilingualism and biliteracy is a priority in the dual language classroom, it can often be difficult to foster an appreciation and respect for another language and culture within the context of an English dominant society.

California's Seal of Biliteracy

In order to help address this concern, California is the first state to implement a statewide system that recognizes and reinforces the value of biliteracy. A statewide "Seal of Biliteracy" is now being awarded to students who graduate with a mastery of two

languages as demonstrated through their coursework and achievement on language proficiency exams. Students must show their own value of biliteracy by applying for the award and going through an interview in both languages about their experiences as a bilingual. The seal is placed on the diplomas of graduating seniors who meet the criteria in two languages. Individual school districts have also implemented benchmark awards for students to celebrate that they are on the pathway to achieving biliteracy. Such awards are meant to send the message to students, parents, educators, and society as a whole that biliterate students are assets to be celebrated, not hindrances to our educational system.

The implementation of a Seal of Biliteracy rose from the ground up as individual schools and bilingual parent/ educator committees expressed an interest in implementing a system that would acknowledge the accomplishments of their students while valuing the many minority language groups throughout their communities. Districts first implemented the award systems at a local level. The biliteracy awards have also raised the bar for language education, putting in place certain standards that students need to achieve in order to earn the prestigious awards. As the excitement for and success of these awards grew from district to district, California took notice, implementing the state-wide seal.



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What Can Our District Do?

While California is currently the only state to offer a state-wide seal of biliteracy, if your district or program is interested in raising the value of biliteracy among students, families, and educators, a biliteracy award system can be put in place at a local level to foster a respect for bilingualism. One way to begin is to set up benchmark awards for students based on a set of criteria. Some school districts have suggested having awards at the pre-K, primary, upper primary, middle and high school levels depending on the breadth of the program.

Pre-K students are awarded a "Pathways to Biliteracy" award, which is given to all students who participate in a bilingual pre-K classroom. The purpose of the award is to celebrate their beginning steps toward biliteracy as well as reinforce to parents that the home language is highly valued in the district and should continue to be a focus of schooling in the coming years. Elementary and middle school awards would have more criteria put in place in order to earn the award (usually a ribbon, pin, or small trophy). Students would have to perform at a certain level on proficiency exams in English and the non-English language. Some schools have also included a bilingual service in their communities. In the middle school years, the stakes are raised even higher, requiring continued enrollment in high-level language courses, passing grades, success on exams in both languages, and sometimes a written essay in their second language about the importance of biliteracy. A service component can be included at the middle school level as well. The goal is for 8th graders to reach high school with a "Bilingual Attainment Award" or "Bilingual Achievement Award" to showcase their successes in two languages.

Moving Forward

Our educational system is moving toward fostering classroom environments in which 21st century skills are valued and promoted; it is essential that our students become diverse thinkers and participants in a global society. By raising the value of bilingualism and biliteracy, we send a clear message that these skills are an asset to students and to our communities as a whole. As was stated in the informational webinar on California's Seal of Biliteracy (link below), "in the United States, we currently have a system that promotes monolingualism in a time when bilingualism is most needed." Students will see the value in becoming bilingual, biliterate, and bicultural members of their school when their unique accomplishments are recognized and celebrated. As educators we must ask ourselves, are we supporting what we most value in our students? By celebrating biliteracy in our students, they will leave our school systems truly equipped to be participants in, advocates for, and eventually those who shape our global society.

-Link to webinar on California's Seal of Biliteracy

<http://www.schoolsmovingup.net/cs/smu/view/e/5181>

Link to California Together's video on the Seal of Biliteracy

<http://www.youtube.com/watch?v=OiZg2XbuVBo>



Literacy Squared®¹: Reconceptualizing Biliteracy Instruction

Susan Hopewell

Jaclyn Hernández

Literacy Squared Summer Institute, June 27-29, 2012, Estes Park, Colorado

“Saber dos idiomas significa más oportunidades en la vida para salir adelante. Puedes encontrar un trabajo, puedes comunicarte con personas, puedes tener más justicia y más derechos de hacer cosas.”

(Knowing two languages means having more opportunities to get ahead in life. You can find a job, you can communicate with people, you can be treated more fairly and you have the right to do more things.)

- 5th Grade Student in Literacy Squared Study

Literacy Squared® is a school-based research study that challenges practitioners to rethink how they design and deliver literacy instruction to best capitalize on students' multiple linguistic resources. Throughout the past eight years, our nine-member research team¹ led by Dr. Kathy Escamilla has worked with teachers and students in 31 schools in three states and touched the lives of over 200 teachers and 4,000 students. We have reconceptualized biliteracy instruction through the introduction of a comprehensive biliteracy model that begins with the idea that literacies and languages develop cohesively in reciprocal and mutually supportive ways. This holistic approach to literacy and language instruction is in response to the changing demographics of today's classrooms.

Emerging bilingual children, or those students who regularly hear and speak more than one language, make up the fastest growing segment of the K-12 public school population, (Kindler, 2002). Further, nearly 80% of bilingual children in the United States speak Spanish in addition to English, and most, over 65%, were born in the United States (U.S.) (Capp, Fix, Murray, Ost, Passel, & Herwanto, 2005). The term emerging bilingual recognizes that two-thirds of two-language children entering today's schools in the U.S. are simultaneous bilinguals. They have been acquiring two languages, albeit in varying proportions, their entire lives. Given this, we recognized the need for fresh understandings about how best to educate the current population of bilingual children, and began to think about what education might look like if we rejected historically viable theories that assumed sequential language and literacy acquisition (e.g., one language develops before another is introduced). The result was the development and contribution of a novel theoretical lens used to hypothesize about how biliteracy instruction might be changed to be responsive to students' realities.

The students in our study attend schools in which the majority of students are Latino, speak Spanish and English as community languages, and qualify for free and reduced priced lunch. The Literacy Squared Comprehensive Biliteracy Model was designed to accelerate their Spanish language literacy acquisition while simultaneously accelerating their English language literacy acquisition.

In 2004, our research team hypothesized that a comprehensive biliteracy model should be founded upon the idea that Spanish language literacy and English language literacy





Literacy Squared®: Reconceptualizing Biliteracy Instruction

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contribute to a broader and unified conceptualization of Literacy, writ large. We also talked broadly about the literacy domains that should be developed in both language environments in complementary, but non-duplicative ways. Because our students bring to the literacy environment a range of linguistic skills that have developed across two languages, their capacity to understand and analyze how languages work is increased. Further, what they know and can do in one language contributes to what they know and can do in the other. Sometimes, however, as young learners, they need assistance to understand how knowing two languages increases their access to curriculum. Our pedagogical model for the development of biliteracy includes reading and writing, but not at the expense of oral language (e.g., listening and speaking) development and the explicit analysis of the similarities and differences between and within Spanish and English. In terms of oral language, our approach is distinct in that it recognizes that there is an oral register that one must acquire to successfully demonstrate language and literacy growth. Together with teachers, we analyze and target those aspects of oral language development that require explicit and direct attention to successfully master the literacy objectives. For example, if a teacher requires a student to compare two texts, we begin the planning process by asking, “What language will the students need to acquire to be successful when comparing these texts?” Vocabulary and language structures are thus identified and targeted for explicit instruction. We adapted the term *Oracy* to capture those aspects of oral language that must be taught so that students can be successful with the literacy objectives. Finally, we understood that language analysis, both within and across languages, was an aspect of literacy instruction that was not getting appropriate attention in bilingual programs. From these conjectures, we developed our theoretically informed pedagogy consisting of the following four components: Oracy, Writing, Reading, and Metalinguistic Awareness. We ask teachers to attend to each of these in equal proportions in each language throughout the literacy block.

In its original conceptualization, Literacy Squared was to be a three-year, first- through third-grade longitudinal study about literacy and language acquisition for Spanish/English bilingual children in Texas and Colorado. As we collected data, we were excited to see that teaching literacy in Spanish and English simultaneously (i.e. paired literacy) resulted in students making steady gains in both languages in reading and writing. Students’ Spanish reading scores, as measured by the EDL2 increased at a steady pace and, on average, approached grade level benchmarks. Meanwhile, the cumulative effects of beginning English language literacy sooner, and linking it very deliberately to Spanish literacy instruction, resulted in fourth grade English reading scores that were only slightly lower than grade level average in Spanish.

Upon seeing this potential, we expanded the study to a five-year, first- through fifth-grade examination of the longitudinal effects of the implementation of biliteracy model designed to accelerate the literacy development of Spanish/English bilingual students in both Spanish and English. Findings indicated that attending to both Spanish literacy and English literacy simultaneously beginning in first grade resulted in positive literacy gains in both languages in reading and writing. Students who were better readers and writers in Spanish tended to be better readers and writers in English, and literacy instruction in two languages was in no



Literacy Squared®¹: Reconceptualizing Biliteracy Instruction

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way confusing or detrimental to students' biliterate development. Explicit attention to the reciprocal relationship of the two languages advanced students' literacy skills in both Spanish and English. Upon the completion of Phase I, our team agreed to design and implement a second three-year phase that included the refinement and replication of the original study as well as an in-depth case-study approach to explore the potential of the model at a school wide level. Phase II is being implemented from 2009 through 2012 in 13 schools in Oregon and three schools in Colorado. The 13 Oregon schools are implementing the modified replication, while the three Colorado schools serve as case studies to test the model on a larger school wide scale. Further, all now include paired literacy instruction beginning in kindergarten. All sites agree to the following four foundational components:

1. Three year commitment to collect data for the research
2. Participation in all professional development for leadership and teachers
3. Assessment of all students in two languages
4. Implementation of a comprehensive biliteracy model with three mandatory instructional components with a focus on productive and receptive language skills in grades K-5
 - Spanish Literacy
 - Explicit connections between Spanish and English
 - Literacy-based ESL

Thus far, we continue to be inspired by the positive results we see in the student-level data we collect. Not only do student test results in reading and writing in Spanish and English continue to improve, but we have anecdotal evidence that teachers and administrators appreciate that the paradigmatic shifts that we propose as part of our frameworks, both in terms of philosophical orientation and in pedagogical approach to biliteracy instruction, have yielded positive and sustainable results in terms of student achievement. As one Oregon teacher said, "With Literacy Squared, we have the ability to keep everything connected and related, and it's very powerful" (J. Boyden, Salem-Keizer Public School). This is not to say that it has been easy or that it did not at times meet with resistance. Over time, however, the results speak for themselves. The students in our study are becoming biliterate better than they were previously, and teachers in the study express that what they have learned and how they implement and coordinate instruction across language environments is beneficial. We feel much like the teacher in our study who said:

"Even though it is a lot of planning and it takes a lot of time, I definitely think it's worth it. It's worth my time. I see the looks on my students' faces as they're learning, and so for me it's worth it to put the time into it. It helps to have coworkers who are supporting me and helping me figure out lesson plans that will be effective and so working together has eased the workload. But, I think we're doing a good thing here, and so I'm very excited to see how it all ends." (S. Griffith, Salem-Keizer School District)





Literacy Squared®¹: Reconceptualizing Biliteracy Instruction

Susan Hopewell
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As our model is refined and shared via numerous conference presentations, journal articles, doctoral dissertations, and book chapters, we find that we receive regular requests for information and professional development. The interest is so great that we have decided to offer the first Literacy Squared Summer Institute. The institute will take place June 27-29, 2012 in Estes Park, Colorado bringing together practitioners from around the country. Starting with presentations on the theoretical framework and rationale for our model, our research team will offer demonstrations of lessons that illustrate the comprehensive biliteracy model. In collaboration with partnering school districts, we will also discuss guidelines for implementation and offer inquiring school districts an opportunity to gain insight from principals and English Language Acquisition directors from schools that have already implemented our model. Registration

information can be found at literacysquared.org or by contacting Jaclyn.hernandez@colorado.edu

Professional Development Opportunity for Spanish/English Collaborating Teachers in Dual Language Programs

CLIMBS (Content and Language Integration as a Means of Bridging Success), is a course designed to raise awareness of the needs of English language learners and foster collaboration among teachers who share the same group of students. No prior training in teaching ELLs is necessary. The five day training will:

- provide a space for educators to collaborate on classroom instruction and assessment for ELLs;
- help educators integrate content and language standards; and
- acquaint educators with research-based practices that support the learning of ELLs.

Registration opens mid-August and training begins in October 2012. Questions? Email Tammy King tking@cntrmail.org

NOTE: This course takes place over five full-day face-to-face sessions approximately one month apart. There are opportunities for participants to interact online in between the face-to-face sessions.

TARGET AUDIENCE:

TEAMS OF 3-5 EDUCATORS FROM THE SAME SCHOOL. Teams need to include one DL / bilingual / ESL teacher along with the educators that he/she regularly collaborates with (e.g. general education/content teacher, special education teacher, curriculum coach, learning coordinator, literacy specialist.) Administrators are also welcome to be team members.

¹Research Team Members: Dr. Kathy Escamilla, Olivia Ruíz-Figueroa, Dr. Susan Hopewell, Dr. Lucinda Soltero-González, Dr. Sandra Butvilofsky, Dr. Wendy Sparrow, Dr. Manuel Escamilla, Edilberto Cano-Rodríguez, Jaclyn Hernández

¹Literacy Squared® is one of many projects sponsored by the BUENO Center for Multicultural Education at the University of Colorado at Boulder. Since 1976, the BUENO center has sponsored research promoting cultural pluralism and increased educational opportunities for language minority students. The BUENO center currently offers graduate programs and teacher training for current practitioners. To date, the center has helped thousands of children earn diplomas through the High School Equivalency Program. Through the College Assistance Migrant Program (CAMP), it has also offered college scholarships in support of students

whose families are migrant or agricultural workers.





Honoring Approximations

Emily Zoeller, Descubriendo la Lectura Teacher Leader,
Madison Metropolitan School District

How one early literacy intervention, Descubriendo la Lectura, embraces a strength-based approach to supporting a simultaneous bilingual learner

Celia is a warm, cooperative, timid first grade student who is passionate about her family and friends. Celia received kindergarten instruction in English only. At the start of first grade, she entered a 90:10 dual language immersion classroom setting. In this model, initial literacy instruction occurs in Spanish.

Celia is adept in fluidly navigating between cultures and languages. In her home setting, Celia communicates with her mother in Spanish, and speaks with her child-care provider and other family members in English. She brings “Lunchables” for lunch at school and eats tamales with her family for dinner. While Celia’s classroom implements a strict separation of Spanish and English, Celia’s world as an emergent bilingual demands constant maneuvering between the two.

Celia was selected to receive intensive literacy support in the school’s newly implemented Descubriendo la Lectura (DLL) intervention. DLL is a reconstruction of Reading Recovery, a 12-20 week literacy intervention involving individualized tutoring sessions with a specially trained instructor. DLL selects the lowest performing first graders in classrooms whose literacy instruction is in Spanish. This intervention would benefit Celia by building upon her strengths in both languages and with the end goal of developing an efficient literacy processing system.¹

Upon entry to the program, Celia completed the tasks of *El Instrumento de Observación*, an observation tool designed to reveal her strengths across a battery of reading and writing subtests. This unique assessment attempts to capture how children use two languages to process and construct meaning from text (Escamilla, 1996). Throughout, Celia drew from her resources in both Spanish and English. She identified almost all letters by their label in English. She applied the sound of letter names from English in her Spanish dictation, transcribing “N” for the word “en” and “prK” for the word “parque”, and larger chunks from English in writing “cnmego” for “conmigo”.

When asked to read and write known words, Celia seemed to grasp the concept of the term in one language and produce output in the other. She attempted to decode the sight word “yes” by reading “sí”. As she attempted to write “mamá”, she slowly and deliberately recorded “m-o-m”. Amazingly, she noticed her mismatch after conducting a slow check and remarked “I trying to write mamá but I no hago mamá”. She was aware that the written code of the two languages was different, but not yet aware of how to perform it. On continuous text, Celia also applied semantics from English to decode a text in Spanish and maintain meaning. On the page “mi mamá está nadando” Celia read “mi mamá está swimming.” Celia’s application of her resources in both languages revealed sophisticated strategic behavior common to many bilinguals, but overlooked in typical monolingual assessments.

A teaching plan for Celia demanded more than an analysis of her reading and writing behaviors. Celia would need to be presented with carefully designed learning opportunities that honored her oral language development in both languages. I began by observing Celia’s utterances in her sessions, reflecting on her vocabulary, linguistic complexity, and language control.





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	Observation	Language Analysis	Implication for literacy
Day 1	(conversation after read aloud <i>Yo Bailo</i>) C: “mi abuela makes trenzas; mi tía también.”	<i>Rich vocabulary about home and family members; code-switching “makes” yet maintains grammatically correct sentence structure.</i>	Perhaps allowing code-switching of terms will support Celia’s growth in reading and writing more complex structures.
Day 2	(conversation prior to shared writing) C: “Me gusta burritos.” T: “¿Te gustan los burritos?” C: “Yo, sí, gusto”	<i>Mapping on English structure as if directly translated “yo si gusto” à “I yes like”</i>	Choosing texts with structures that are similar across languages might best set up Celia for success. Model and orally rehearse Spanish-language specific structures like “me gustan”
Day 3	(talking about text <i>El Canguro</i>) T: “¿Que suena mejor: el canguros o los canguros?” C: “los canguros”	<i>Given two options, can choose correctly between singular/plural article agreement</i>	Celia controls correct structure in her receptive language, but will rely on scaffolding to make it expressive. Support in book orientations and prior to composing message in writing.
Day 5	(conversation after Read Aloud ¡No David!) C: “Tengo un amigo named David. Es mi amigo pero él no do atrevesuras. Yo como burritos pero mi mamá say no; ella pone jabón en mi boca y yo no gonna do malas cosas”	<i>Capable of complex sentence structure; Prefers verb use in English Consistently controls verb phrase “yo ____o” in Spanish; Tends to include Spanish pronouns “yo”, “el”, Secure in present tense production; Produces common English phrases “gonna do”</i>	Conversation around meaningful topics need to be integrated into daily literacy lessons. Marie Clay writes “if the child’s language development seems to be lagging... put your ear closer, concentrate more sharply, smile more rewardingly and spend more time in genuine conversation” (1991)
Day 10	(reading on text <i>Mamá</i>) reads “mi mamá corriendo” for “mi mamá corre”. (on reading <i>Buenas Noches Gorila</i> text) reference to “la mono”, “los jirafas” (on reading <i>Mi Camión</i>) “mi camion tiene un puertas”	<i>Tends to avoid 3rd person conjugation; Has an ear for “ando” verbs Articles distinguishing los/las el/la un/una not yet within control</i>	Celia may not be able to decode articles in texts because she does not yet control this orally. In order to choose texts at her instructional reading level, I will not be able to simply rely on accuracy calculations from running records, but instead carefully analyze miscues. She may be capable of reading texts of greater complexity with the exception of substituting articles.

The information gleaned from analyzing Celia’s oral language development became the cornerstone of my daily teaching plans. Celia’s reading and writing behaviors in DLL called for constant teacher decision making, such as when to correct errors and when to honor approximations. In on-the-spot interactions with Celia, I needed to quickly judge if my correcting her grammatical mistakes would lead to transfer or if choosing a different miscue as a teaching point would more effectively create a learning shift.



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With regard to Celia's reading, I was careful to analyze her attempts with consideration of her oral language behaviors. I chose examples as teaching points in cases where the structure of the text resembled her oral output and she was indeed capable of anticipating or monitoring structural information. For example, on one text, she consistently substituted "la espacio" for "el espacio". She also had another type of miscue- on the line "Vamos a ir a la casa", she paused before "casa" and appealed for help. While the first type of miscue occurred with greater frequency, it also reflected what *sounded right* to Celia; she searched structural information familiar to her in order to solve the word, a strategic behavior that is helpful to emergent readers. The second type of miscue presented an opportunity for Celia to sample meaning and structural information that was within her control and closely resembled her oral output. Here, asking her to "trátalo otra vez y piensa en lo que tiene sentido" [try it again and think about what would make sense] was a strategy Celia had the skills and linguistic resources to successfully apply. In her daily DLL lessons, Celia was called upon to engage in successful problem solving that was both within her control and reflected her strengths.

In time, Celia would need to begin to attend to print on a page, using the first letter of a word as a useful tool to solve it. When calling her attention to visual information at the start of the word, I made sure to choose examples of words with initial sounds that she had already secured. While many students learning literacy in Spanish first acquire the vowel sounds because of their regularity (Mora, 2001) Celia, as a simultaneous bilingual who had initially learned the alphabet in English, seemed to most benefit from first securing sounds that were universal across her two languages. Keeping this in mind was imperative in crafting a plan for further expanding Celia's letter-sound knowledge, and for choosing opportune teaching moments.

In addition to making careful decisions about teaching moves, I implemented scaffolds to support Celia in taking on strategic behavior. While many emergent readers in DLL take on strategic behavior by responding to clearly articulated teacher prompts (Clay 2005), Celia would benefit from a physical action or visual to accompany my language. I created a book for her using text from a letter written to her from her mother. I modeled in an exaggerated fashion how to use "un dedo que salta" pointing with high bounces landing on each word, and later inviting Celia to ride my finger. I used a visual icon of a stop sign "Alto" to scaffold her understanding of self-monitoring, stopping and looking at an unknown word instead of simply making a quick guess.

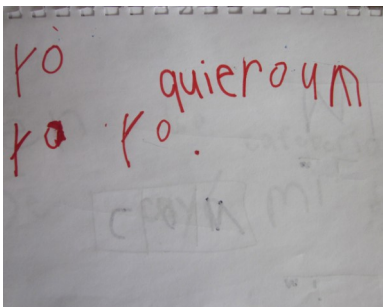
With regard to Celia's writing, I found that letting go of grammatical inaccuracies allowed Celia's composition to flourish. Knowing that she wouldn't be called out on a mistake, she took more risks in using language to orally express her ideas. When expressing her written message, she began to move beyond safe and simple sentence constructions. While code switching was frequent, her sentence structures became more varied and complex. (Consider the following examples of change in writing over time considering structural analysis.) Most importantly, Celia began to feel like a writer with important ideas she knew how to share.



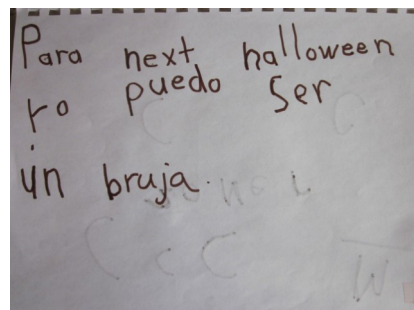
Honoring Approximations

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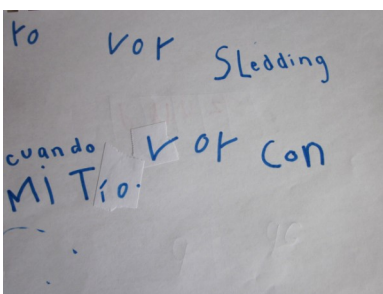
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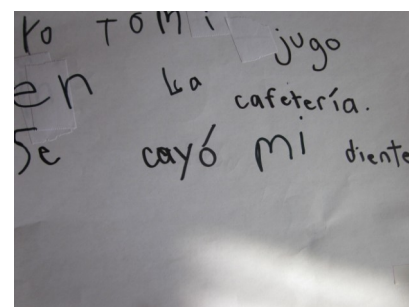
Week 1: subject + verb + object



Week 5: Prepositional phrase + subject + modal infinitive + object



Week 8: Subject + verb phrase + conjunction + verb + adverbial clause



Week 10: Subject + verb+object + prepositional phrase. Reflexive verb + subject. (This sample not only reflects a more detailed message but an attempt to express a story in past tense.)

Over time, as her Spanish language proficiency increased, Celia developed more of an ear for how the language sounded. I later asked her to revisit her message “*para next Halloween*” and choose how she could make it “sound like a book”. Celia successfully monitored and revised her message to read “*para el próximo Halloween, yo puedo ser una bruja*”. As Celia grew more aware of syntactical information in Spanish, she was held more accountable for applying this knowledge in her reading and writing.

Through her participation in Descubriendo la Lectura coupled with high quality core instruction in her classroom, Celia slowly developed a processing system for reading and writing. Celia’s behaviors and responses to instruction point to the need for careful and close analysis of initial assessments, with attention to the “third space” of how two languages interact. Celia’s growth also can be attributed to the close teacher observation and analysis of her oral language development. Honoring approximations can not only accelerate the progress of the reader and writer, but shift how we educators perceive the behaviors and experiences of emerging bilinguals like Celia.



Honoring Approximations

Emily Zoeller, Descubriendo la Lectura Teacher Leader,
Madison Metropolitan School District

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¹. In 1997, a national study of former DLL students in Grades 2 and 3 indicated that 92% of second graders and 93% of third graders who completed their series of lessons met or exceeded the average band on Spanish text reading. (Escamilla, K., Loera, M., Ruiz, O., & Rodríguez, Y)

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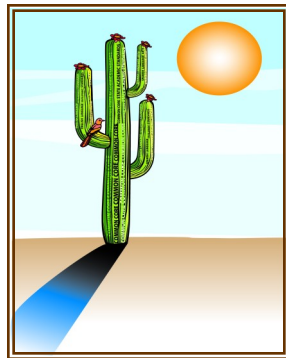
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El Canguro was a home-made text.



Summer Institute:
Creating Crosswalks from the Common Core to WIDA's English Language
Development Standards
Margo Gottlieb

2012 Summer Institute:



Admittedly, the common core state standards are challenging for all students, but in particular for English language learners, who by definition, are at various points on the pathway to full English proficiency. As states transition to these new rigorous academic content standards, educators must come to understand the central role of academic language in both language and content learning. To do so, we must establish a strong relationship between state academic standards and English language development (ELD) standards. So how can we begin to meet this challenge? Come to New Mexico this summer and engage in a hands-on learning fest!

The Illinois Resource Center (IRC) in collaboration with World-Class Instructional Design and Assessment (WIDA) will offer a five-day Summer Institute in Santa Fe, New Mexico, from June 10 to June 15, 2012 (Sunday evening through Friday 12:30 pm). It is designed for teachers, school leaders and administrators looking to enrich their use of standards in their work with language learners, including English language learners, students in dual language/two way immersion programs, and other language education programs.

Professional Learning Teams will be guided through a process focused on coordinating the use of language and content standards to support the academic language development of language learners. Participants are involved in a process of identifying the academic language demands of the standards and have opportunities to work with the Common Core standards, English language development standards and Spanish Language Development, and Spanish Language Arts standards, as applicable. Working together, teams will create an articulated plan for curriculum, instruction and assessment for their language education programs, whether Spanish is a medium of instruction or English is the sole language of the classroom.



Summer Institute:
Creating Crosswalks from the Common Core to WIDA's English Language
Development Standards
Margo Gottlieb

For the past two years, WIDA has been retooling how it represents specific dimensions of the common core and state academic content standards within its standards matrix. One of the most obvious changes you will see is examples by individual grades that correspond to grade-level content topics rather than grade-level clusters.

Other new elements in the framework, which will be officially released at the Summer Institute, have been influenced by the common core standards.

- *Connection to Content Standards* specifies the content standard that is directly related to the developmental strand of model performance indicators
 - *Example Topics*, drawn directly from academic content standards, provide the backdrop for language development across language domains
 - *Cognitive functions*, the mental processes involved in content learning, are uniform across a strand of model performance indicators while the language functions delineate the language processed or conveyed at each level of English language proficiency
 - *Example Context for Language Use* takes the socio-cultural nature of language learning into account, including the text type/ genre, register, awareness of audience, and task in which a strand of model performance indicators operates.

By creating crosswalks between the common core and English language development standards, teachers and school leaders can more readily synchronize students' English language development with their academic achievement. English language learners, in turn, will be afforded the requisite language to access and achieve grade-level content to succeed in school and beyond.

We invite you to check out the IRC (www.thecenterweb.org/irc) or WIDA (www.wida.us) websites for more information.



SANTA FE,
New Mexico
June 10-15, 2012

2012
**Summer
Institute**

*A summer institute for
teachers, school leaders
and administrators looking
to enrich their use of
standards in their work
with language learners.*

FEATURED PRESENTER:
*Margo Gottlieb,
IRC and WIDA*

AN IRC/WIDA COLLABORATION

IRC
Illinois Resource Center

WIDA
CONSORTIUM

Professional Learning Teams will be guided through a process focused on coordinating the use of multiple sets of standards to support the academic language development of language learners. Participants may choose among the Common Core, English language development, Spanish Language Development, and Spanish Language Arts standards to create an articulated plan for curriculum, instruction and assessment for their language education programs.

Featured Presenter: Margo Gottlieb, IRC and WIDA. Instructors: John Hilliard, IRC; Mariana Castro, WIDA; Susana Ibarra Johnson, WIDA; Lorena Mancilla, WIDA.

Fee per individual: \$1875. Teams made up of 3

For further information please go to <http://www.thecenterweb.org/irc> or contact Karen Beeman at CoComo@cntrmail.org or call 224-366-8555.

