Context-responsive pathways to literacy for bilingual and English learners

- Short-term Tier 2 interventions for small groups of language learners who need additional literacy supports beyond those used in the K–5 classroom.
- For use in general education, traditional bilingual, and dual language programs
Literacy Club targets three types of diverse learners at school

- **Juan Carlos** is a second grader who speaks Spanish and English at home and attends a one-way dual language program. Juan Carlos has strong oral language skills in Spanish and English but he struggles with reading and writing in both languages.

- **Evelyn Gloria** is a third grader who only speaks English at home and has attended a two-way dual language program since kindergarten. Her reading and writing are strong in both languages but she struggles to speak in Spanish.

- **Ai** is a fourth grader who speaks Laotian (with her parents) and English (with her siblings) at home. Ai spends most of the day in the general education program, with pull-out English language development (ELD) class for 45 minutes and pull-out Hmong class for 20 minutes every day. Ai has strong listening skills but she is reticent to speak and below grade level in reading and writing.

Are any of your language learners struggling with literacy?
- What languages do they speak?
- What type of language education program do they attend?
Literacy Club presents three strands

Same goals, different pathways:

- The **advancing bilingual strand** is for students with a strong foundation in Spanish oracy; it complements one-way dual language programs → **Juan Carlos**

- The **emerging bilingual strand** is for students who are developing Spanish oracy in two-way dual language programs → **Evelyn Gloria**

- The **English as an additional language strand** is for bilingual learners who are officially designated as English learners (ELs), spend most of their time in general education classes, and receive daily ELD instruction → **Ai**

Which strand would help your language learners reach the same high literacy and language standards?
Same goals for all language learners

- Oracy
- Literacy
- Metacognition
  - Strategy development
  - Metalanguage
- Continuous progress monitoring

Same goals for all students
- In Spanish and English in traditional bilingual and dual language programs
- In English with ELD and home language support in general education programs
Same assessments for all language learners

- Continuous progress monitoring
  - Formative assessment data from every session activity
  - Literacy assessment data from district
  - Standardized ELD data from state

- Evidence of student language and literacy performance relative to all goals and objectives

Same assessments for all students
- In Spanish and English in traditional bilingual and dual language programs
- In English with home language support in general education plus ELD programs
How is a Literacy Club session structured?

- Focus book
- Rereads
- Word work
- Writing

Grade-level chapters include detailed descriptions and examples of instruction and intervention strategies and assessments for every session component, grades K–5.
What makes the Literacy Club “context responsive”?

- Linguistically and culturally responsive pedagogy
- Student-centered instruction
- Scaffolded and differentiated learning activities
- Teacher collaboration
- Continuous progress monitoring

How does your school respond to diverse language learners who struggle with literacy?
What is the theoretical and empirical foundation for Literacy Club?

- **Reading Recovery** (Clay, 2013)
- **Guided Reading** (Fountas & Pinnell, 2010)
- **Literacy Squared** (Escamilla et al., 2014)
- **The SIOP Model** (Sheltered Instruction Observation Protocol, Echevarria, Vogt, & Short, 2016)
- Results from state ELD assessments
- Results from district literacy assessments
How can professional learning communities benefit from the book study guide?

- Begins with launch memo that helps teachers set clear goals, objectives, and accountability requirements for their learning.
- Worksheets for each chapter provide concrete opportunities for teachers to practice instruction, intervention, and assessment activities used in Literacy Club sessions, across grades K–5 in English and Spanish.
- Includes structures for fostering collaboration among general education and bilingual education teachers and ELD and literacy specialists.
- Provides specific guidelines for teachers who want to develop, implement, and monitor a Literacy Club in their contexts.
How to get your book study guide

- Please contact Caslon for more information about the book study guide available for this title.

- Thank you for sharing our commitment to equity and excellence for bilingual learners through the professional development of teachers.