

# RESEARCH EVIDENCE BASE



¡Arriba la **Lectura!**<sup>™</sup>



# THE HMH RESEARCH MISSION STATEMENT

Houghton Mifflin Harcourt® (HMH®) is committed to developing innovative educational programs and professional services that are grounded in learning science evidence and efficacy. We collaborate with school districts and third-party research organizations to conduct research that provides information to help improve educational outcomes for students, teachers, and leaders at the classroom, school, and district levels. We believe strongly in a mixed-methods approach to our research, an approach that provides meaningful and contextualized information and results.



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# INTRODUCTION







As of the 2014–2015 school year, there were an estimated 4.6 million students classified as ELs (English learners) enrolled in schools across the United States. The majority of these students (77.1 %) come from Spanish-speaking homes. Research from the National Center for Education Statistics shows that only 63% of emerging bilinguals are graduating from high school compared to the national rate of 82%. Most of these students attend low-performing schools.<sup>1</sup> There are four types of programs available for EL students:

- SEI (Sheltered English Immersion) classrooms provide ELs content support entirely in English before transitioning students to mainstream English-only classrooms.
- ESL (English as a Second Language) classes are specialized and given by a trained ESL teacher to promote English language acquisition skills. ESL classes can be whole-group or small-group pull out sessions.
- TBE (Transitional Bilingual Education) programs offer students 2–3 years of instruction in their first language as well as English, with a focus on using their first language to facilitate understanding and growth in English, before transitioning students to English-only classrooms.
- DLI (Dual-Language Immersion) programs go a step further and offer both native English speakers and non-native English speakers the opportunity to grow academic proficiency in their first language, while also learning a second language. The emphasis is not on transitioning to English-only instruction, but on developing and maintaining both languages. Most DLI programs teach Spanish and English.

Students in TBE and DLI programs are expected to build skills in their native language in order to transfer these concepts to their second language.<sup>2</sup> Reclassification data demonstrates that Hispanic emerging bilingual students enrolled in two-way programs are reclassified at a slower rate in elementary school, but overall have a higher reclassification rate, English proficiency, and academic threshold by the end of high school.<sup>3</sup> Research also demonstrates that EFLSs (English as a First Language Speakers) outperform peers in English-only classrooms. According to a study conducted by Cunningham and Graham (2000), EFLS students in immersion classrooms scored comparably or higher on cognate, vocabulary, and cognitive subtests. This demonstrates that students were able to transfer cross-linguistic skills between both languages.<sup>4</sup>

Today there are more children enrolled in bilingual programs (TBE and DLI) than ever before. As an increasing body of research demonstrates the benefits of learning another language, these programs will continue to develop and increase in number. Bilingual programs are for both children who come from homes where the target language is spoken (home language) and children for whom the target language is new (partner language). These programs are designed to develop bilingualism and biliteracy for all students regardless of language background. The terms bilingualism and biliteracy will be referred to often through this research paper. Biliteracy refers to the ability to **read** and **write** in two languages. Bilingualism is the ability to **speak** and **understand** two languages proficiently.

All bilingual programs have the following elements in common: a need for an authentic curriculum based on mentor texts written by native-speaking authors; relevant, multicultural teaching materials; and a scope and sequence for language learning based on the foundational elements of the target language. The authors of HMH *¡Arriba la Lectura!* © 2020 have intentionally designed a holistic standards-aligned literacy curriculum that addresses each of the above elements.

For over 180 years Houghton Mifflin Harcourt has been deeply committed to literature and improving lives through literacy. *¡Arriba la Lectura!* continues that tradition. Specifically, this *¡Arriba la Lectura!* Research Evidence Base paper explains how *¡Arriba la Lectura!* draws on the best research on Spanish and bilingual instruction and learning in order to give students in Grades K–6 the foundation they need to be successful readers and writers. In this report, the research base is presented, followed by how *¡Arriba la Lectura!* delivers on the research.

<sup>1</sup><https://nces.ed.gov/fastfacts/display.asp?id=96>

<sup>2</sup><https://www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk>

<sup>3</sup>Iana M. Umansky and Sean F. Reardon, "Reclassification Patterns among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms," *American Educational Research Journal*, 51 (2014): 879–912.

<sup>4</sup>Cunningham, T. H., & Graham, C. R. (2000). Increasing native English vocabulary recognition through Spanish immersion: Cognate transfer from foreign to first language. *Journal of Educational Psychology*, 92 (1), 37–49. from PsycINFO database.



# BENEFITS OF BILINGUAL AND BILITERACY PROGRAMS

Being bilingual and biliterate affords children cognitive, cultural, and social benefits. Most students attend bilingual programs in order to learn in their home language while adding on a partner language (sometimes called L1 and L2 languages, respectively). The most prevalent of these types of programs are Spanish/English. Students in quality programs are expected to read, write, and speak at high academic levels in both languages by Grade 5.

## COGNITIVE BENEFITS

The increasing research base on the effects of bilingualism demonstrates that students who learn in two languages are able to develop rigorous skills for thinking, apply logic to complex tasks, have a higher rate of memory retention, and are more adept at learning additional languages. Research also shows that students learning in two languages demonstrate increased neuroplasticity, or control over cognitive processes. This is often referred to as the bilingual advantage (Costa, Hernández, Costa-Faidella, & Sebastián-Gallés, 2009; Scaltritti, Peressotti, & Miozzo, 2017). Students learn how to transfer skills and knowledge learned in one language to the other. In addition, studies demonstrate that bilingual children of all ages demonstrate higher executive functioning than monolinguals matched in age and other background factors.

## CULTURAL BENEFITS

Students in dual language programs are exposed to the customs and traditions of the language that the school is teaching. Authentic texts, cultural celebrations, and strong home-school partnerships are central to the dual language school. Students, for whom the target language is their home language, are able to maintain their connection to their heritage, while students learning the target language develop cross-cultural competency.

## SOCIAL BENEFITS

Children who learn two or more languages develop the ability to communicate and form meaningful relationships with people who come from diverse cultures. Cultural and geographic divides are bridged in dual language programs where students use two languages to interact with staff, friends, and family on a daily basis. As a result, bilinguals develop social perspective-taking as they must make a conscious choice over what language they will use to address people (Hsin & Snow, 2017).

## GLOBAL BENEFITS

Research demonstrates that bilingual students have greater advantages than monolinguals in obtaining occupations, communicating and understanding peers with diverse backgrounds, and economic opportunities.<sup>5</sup> DLI programs offer their students a way to become global citizens starting in kindergarten as they learn how to view their education from a cultural and multilingual perspective.<sup>6</sup>

<sup>5</sup>[https://www.aft.org/ae/fall2015/goldenberg\\_wagner](https://www.aft.org/ae/fall2015/goldenberg_wagner)

<sup>6</sup>[http://blogs.edweek.org/edweek/global\\_learning/2018/05/seven\\_essential\\_components\\_for\\_successful\\_dual\\_language\\_programs.html](http://blogs.edweek.org/edweek/global_learning/2018/05/seven_essential_components_for_successful_dual_language_programs.html)



# PROGRAM OVERVIEW

*¡Arriba la Lectura!* is a Grades K–6, comprehensive literacy curriculum that equips all Spanish language learning students at each grade level to become successful readers and writers. Using an authentic approach to teaching Spanish literacy, students are exposed to a variety of texts written by native Spanish-speaking authors, while learning the foundational elements of the Spanish language. It is important to note that this program can be used in any bilingual or dual language program model to support growth in students' first and second languages while simultaneously teaching grade-level content.

The core instruction is based on a reading-writing instructional model that features rich text sets. Instruction is anchored in whole-group lessons that flow into targeted small-group instruction and practice. Many of these rich Spanish texts are written originally in Spanish by well-known authors across the Spanish-speaking world and carefully selected for Spanish readers. Texts are based on a multitude of genres including fiction, nonfiction, poetry, drama, and media. Whole-class instruction is based on short, focused mini-lessons that deliver a shared reading experience. Small-group instruction—where much of the learning and instruction occurs—incorporates a comprehensive leveled reader offering that provides high-quality texts to match students' needs and maximize student growth. In addition, *¡Arriba la Lectura!* small-group instruction is where students read, analyze, and write in response to 100% authentic Hispanic texts in order to develop Spanish academic language and an appreciation of Hispanic language and cultures.

The explicit step-by-step writing approach provides modeling and instruction in process and technique and integrates grammar within the context of writing. In the early grades, systematic and explicit instruction of foundational literacy skills is delivered in a gradual release model with small-group support for differentiation. In addition, support for students in dual

language programs, as well as students needing intervention, is embedded within the daily lessons.

An interim growth measure, plus a full range of embedded assessments, reporting, analytics, and grade-level measures, offers teachers and administrators just-in-time evaluation of student performance as well as yearlong progress against skills and standards.

**Ed: Your Friend in Learning®**—a next-generation teaching and learning system—saves teachers time by doing some of the laborious work of classroom planning and management so they can focus on what matters most—their students. For instance, *Ed* allows teachers to easily group students and manage those groups, as well as find resource recommendations based on individual student needs. The full *¡Arriba la Lectura!* offering is available digitally. In addition, an equitable English program, *HMH Into Reading™*, is available.

The **Lenguaje dual: Guía de implementación (Dual Language Implementation Guide)**, a user-friendly resource for teachers in dual language programs, was created by program author Dr. Elena Izquierdo to help teachers design their own dual language programs based on the parallel resources of *¡Arriba la Lectura!* and its English counterpart, *Into Reading*. It offers background information on the theory behind dual language learning and some models used currently in schools, as well as specific resources. One such tool, the Bilingual Scope and Sequence, is a week at a glance planner showing *¡Arriba la Lectura!* and *Into Reading* side-by-side. Teacher teams can use this time-saving resource to plan intentional biliteracy and dual language instruction whereby skills and concepts are taught in one language and bridged to the other language. As a result, teachers can integrate each module of *¡Arriba la Lectura!* and *Into Reading* into a cohesive and effective dual-language program that covers all the standards.



Bilingual Scope and Sequence

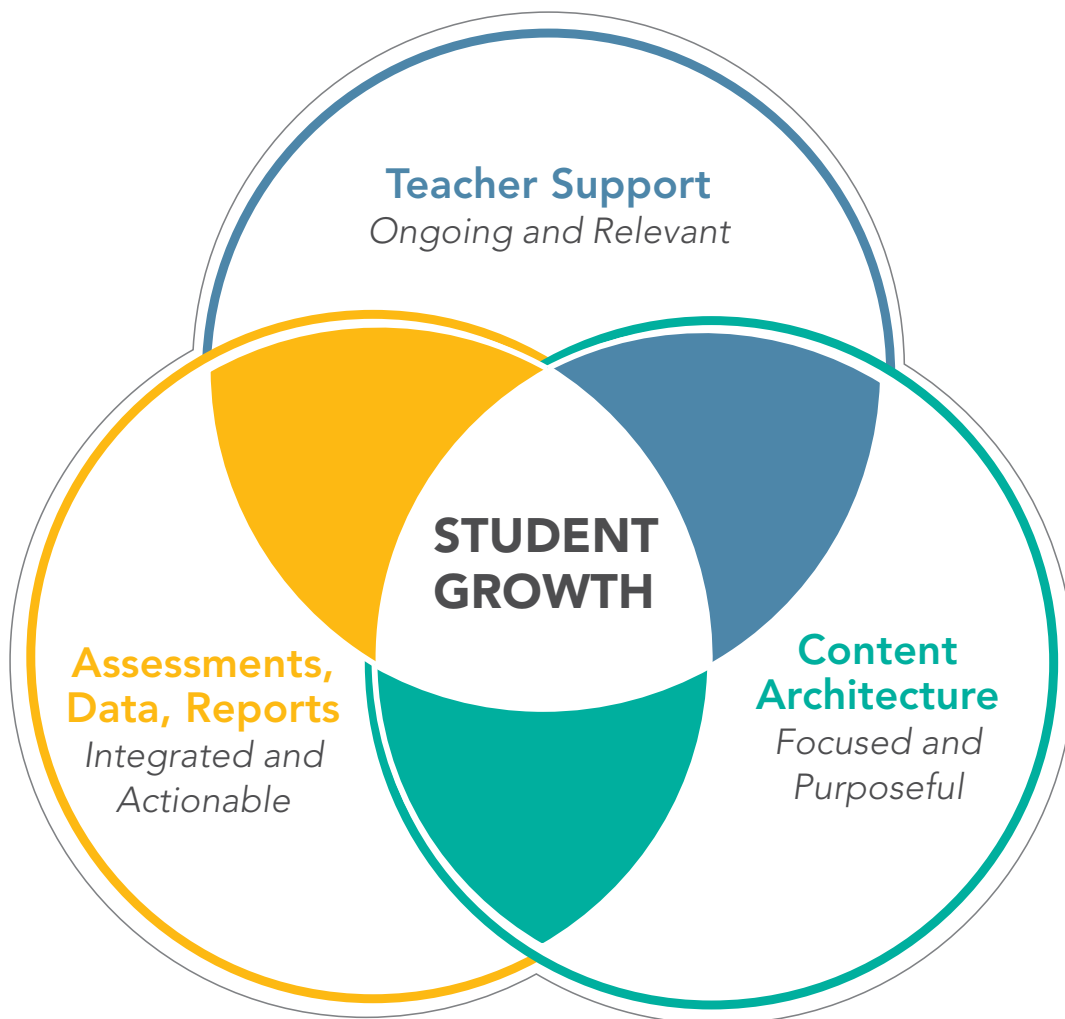


# INSTRUCTIONAL CONTEXT

*¡Arriba la Lectura!* was developed with careful attention to these principles for quality Spanish language arts and dual language instruction:

- Spanish instruction must be taught according to the linguistic features and pedagogical structures best for language learning in Spanish.
- Student's prior knowledge of Spanish is honored and valued, while participation in rigorous, academic dual language programs elevate their language skills and knowledge.
- Students in bilingual programs learn best from multicultural, authentic curricula.
- Learning must be student-centered, to develop students beyond their academic competencies including non-cognitive factors, social-emotional learning, and cultural sensitivity.
- Reading, writing, listening, and speaking are fundamentally connected domains of literacy and therefore must be taught within an integrative approach.
- Effective teaching is data driven, and assessment is an essential component of effective teaching. Assessments for a dual language program must take into account the development of emerging bilinguals. Student growth across both languages should be measured using a holistic approach that takes into account both English and Spanish reading, writing, oral language, and comprehension.
- Students' skills across both Spanish and English are equally valued and evaluated. Transfer between both languages is encouraged so students can magnify the totality of their language skills.
- Students should be encouraged to use their "full linguistic repertoire" in both languages through translanguaging. This enables them to fully develop and demonstrate progress with both language development and content mastery.
- Teachers' ongoing professional learning is a vital component of quality education; best practices include instructional strategies for everyday teaching plus modeling and coaching, creating an approach to blended professional learning that maximizes educator agency and accommodates individual needs to build a culture of professional growth.





¡Arriba la Lectura!'s comprehensive approach drives student academic and social-emotional growth.



# BLENDING LEARNING

## CHANGES IN INSTRUCTIONAL MODELS BECAUSE OF TECHNOLOGY

Since 1999, when the International Reading Association Position Paper was published, there has been a big change in the quality and ubiquity of classrooms that are blended learning environments. In the narrowest sense, this means that while some students work with the teacher in small groups, as a whole classroom, or independently, others work on a computer, tablet, or laptop. Creating a **blended learning environment**, especially for the literacy block in elementary schools, provides teachers and students with far greater flexibility and personalization than could ever be achieved in a more traditional setting. It is easy to see how blended learning is compatible with a comprehensive literacy approach.

There are several sound and evidence-based reasons why this is true (Bailey et al., 2015; Beers & Probst, 2013; Hasselbring, 2012). For some, introducing blended learning may seem “disruptive” of the traditional intensely interpersonal environment of elementary schools (Horn & Staker, 2014). However, in practice this is far from the case, especially when teachers fully understand the possibilities blended learning creates for their teaching practice (Anderson & Skrzypchak, 2011).

## DIGITAL AND MULTIMEDIA ENVIRONMENT

Technology is adaptive and can constantly assess students as they learn and modify their instruction and practice to maximize their growth and proficiency. In a similar fashion, technology provides teachers with data about student learning in real time, without their having to administer a frequent formative assessment. Such data can help teachers make the right instructional decisions, including identifying students who need additional help, providing challenge to others, or making the right grouping decisions. In most cases, working on a tablet, laptop, or computer can be very motivating to students, and this is especially important when repetitive practice is needed to ensure students master reading skills and strategies.

Digital programs can be used beyond simply reinforcing discrete skill instruction. These digital environments enhance comprehension practice by allowing students to highlight text, make marginal notes, and gain the pronunciation and meaning of unfamiliar words, thereby providing in-the-moment support when students need it and reinforcing the usefulness of such strategies. Being able to take advantage of these aids gives students a sense of ownership over their reading processes and encourages them to use such “fix-up” and support strategies in all their reading.

As has been emphasized elsewhere, teachers must remember that each student is unique—and these unique differences not only bring joy to teaching but also bring challenges as teachers try to meet the diverse needs of everyone in their care. These differences mean that teachers must be flexible as they plan their reading instruction, working with students in different groupings, giving students different opportunities to practice skills and to challenge themselves, encouraging students to interact with each other, and insisting that students read and write independently. In essence, they “balance” many different instructional routines into a model that works for them and for their students.



## LESSON DESIGN

and writing gives teachers a clear path through whole-class and small-group instruction. Module topics in *¡Arriba la Lectura!* parallel those of *Into Reading*, providing ample alternatives for biliteracy and dual-language programs to design instruction in both languages for each module.

## Program Structure: Modules and Lessons





# DIFFERENTIATED INSTRUCTION AND PERSONALIZED LEARNING





Students differ in many ways—their developmental levels; intellectually and social-emotionally; their preferences for working in groups or independently; the extent and nature of their background knowledge and experiences; their language backgrounds; and, of course, their interests. Variability is simply the norm. There is no mythical average child, and all students do not learn in the same way (Cantor, Osher, Berg, Stever, & Rose, 2018). Indeed, unlocking the potential of each child by respecting differences and offering accommodations, while maintaining high expectations, is a core value of education today. For emergent bilinguals, it is especially important that educators value the home language and view it as an asset to a child’s educational progress. By viewing linguistic diversity through an asset-based lens, educators are much better able to capitalize on the many strengths that emergent bilinguals bring to today’s classrooms.<sup>8</sup>

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<sup>8</sup>[https://epublications.marquette.edu/cgi/viewcontent.cgi?article=1123&context=edu\\_fac](https://epublications.marquette.edu/cgi/viewcontent.cgi?article=1123&context=edu_fac)



# WHAT THE SCIENCE OF LEARNING AND DEVELOPMENT TELLS US

Increasingly, educators are becoming aware of the neuroscience factors that influence students' learning trajectories and are emphasizing the importance of classroom environments that acknowledge these differences and allow students to help shape their own learning. Approaches that allow for students' individual biology, experiences, background knowledge, and relationships to converge in dynamic ways optimize the likelihood that all students will learn. For this convergence to be effective, students must be supported as they actively engage with new concepts, build new knowledge, and augment their existing knowledge. This process will take different amounts of time for each child, but the social nature of elementary classrooms—the collaborative interaction of students—supports all learners (Melnick, Cook-Harvey, & Darling-Hammond, 2017). Through these experiences, students will understand the relevance of what they are learning, specifically how reading can be a valuable part of their lives. Collaborative interaction is especially important in the context of language learning. Through repeated academic and social interactions with peers of the same and different language levels, students help one another learn the nuances of language and provide the opportunity for authentic practice of the target language.

There is clear evidence that internal factors—like sense of belonging in school or resilience—will be strongest when students perceive themselves to be respected and valued (Bornstein & Leventhal, 2015). Strong teacher-student and student-student relationships support this kind of learning (Cantor et al., 2018). Teachers need to promote supportive, responsive relationships with and among students by modeling and insisting upon appropriate social behaviors. Effective teachers do more than teach knowledge and skills: they are mentors and guides, ensuring that students receive feedback that encourages them to persevere in their learning (Melnick, Cook-Harvey, & Darling-Hammond, 2017). When learning experiences invite students to be active participants, they gain skills in producing and working with knowledge to create something useful, new, and sometimes even unique. Effective teachers act as mentors in this process: helping students set tasks, watching and guiding their efforts, and offering feedback on their hard work. A key component in building strong teacher-student relationships with emergent bilinguals is valuing and encouraging students' home language. When students know that their teacher values their home language and are encouraged in their use of their home language, their identity is valued, and they are more likely to feel respected and included in their school community.

## DIFFERENCES IN BACKGROUNDS

Students will differ in what they have experienced prior to school entry and what they experience outside school, and these factors contribute to their learning, no matter how positive their classroom environment may be (Sheppard, 2017). Factors such as hearing, vision, and overall physical health all play a role in how well students learn. The extent to which students' homes have been full of books and other print materials plays an important part in their readiness for reading instruction and in their attitudes toward reading but does not predispose them to failure. The language spoken at home and students' native language affect how they learn to read. Students' sense of their own safety and security in their homes and neighborhoods also contribute. Teachers need to be alert to the physical and emotional signs that students have experienced adversity in their environments, which can derail even the most enthusiastic learner.

## TODAY'S DIVERSE CLASSROOMS

Even in the most welcoming and supportive classrooms, students will likely differ widely, and teachers need to be prepared to differentiate to meet their needs (Opitz & Ford, 2008).

Today's classrooms are diverse, with some **students reading above grade level, others at grade level, English learners (ELs), students with disabilities (SWDs), and students who have been diagnosed with dyslexia**. These students may pose challenges to teachers, but teachers have a responsibility to teach all students, including those who may be striving readers. An International Literacy Association (ILA) Leadership Brief (International Literacy Association, 2017) expresses how teachers may feel about teaching these diverse classes:

Effective classrooms provide all students with a mirror in which they can see themselves. The books, topics, and issues they encounter foster insights into their own personal and cultural experiences. Students also need a window to understand the perspectives of others, especially those whose experiences differ from their own. Schools must also provide a doorway for students to enter new realms of possibility (p. 2).

Great classrooms for all students require diversity in books that are available, open and accepting attitudes toward all students, and high expectations that are not shaped by students' personal characteristics (Steele & Cohn-Vargas, 2013). Unfortunately, some teachers struggle to find strategies and materials for meeting the needs of the diverse groups of students right in their elementary classroom.



# HOW ¡ARRIBA LA LECTURA! DELIVERS

## MATCHING STUDENTS TO INSTRUCTION, PACING, AND GROUPING

¡Arriba la Lectura! is designed to provide individual, needs-based instruction, with lessons aligned to the challenges and opportunities of the curriculum. Teachers form student groups, which are flexible and dynamic, reflecting the changing needs of the groups based on individual need and interests. Instruction is flexibly paced to optimize individual growth, with an emphasis on using assessment and observation to inform each student's path (move back, stay on course, accelerate). In addition, instruction is designed to support students across the curriculum. For example, the program connects the day's foundational skill focus and applies it to the context of a decodable selection, and teachers can use lessons from whole-group instruction to reinforce foundational skill lessons in small groups.

Small-group instruction and differentiation are at the heart of the ¡Arriba la Lectura! instructional approach.



Tabletop Minilessons: Reading



Extensión lingüística with 100% authentic Hispanic literature

## TEACHER-LED DAILY OPTIONS FOR SMALL-GROUP DIFFERENTIATION

**Teacher-led small-group instruction** advances students' abilities with texts that engage and challenge readers at their independent level. It meets the needs of all learners, including students who struggle or students who need a challenge. The focus of small-group instruction is to target students and their unique needs in small groups to maximize student growth and improve learning outcomes for all students. Resources for differentiation include **Rigby® Lecturas por niveles (Leveled Readers)**, **Lecciones para elegir y enseñar (Take and Teach Lesson Cards)** accompanying each leveled reader, and **Minilecciones del rotafolio de mesa (Tabletop Minilessons)**.

**Extensión lingüística** provides daily small-group instruction to target Spanish Academic Language Development across strands and an appreciation for Spanish language and culture.

## GUIDED READING LESSONS

Teachers focus on providing lessons and books for students at their just-right instructional reading level using high-quality Rigby leveled texts delivered in a library format. The focus of the guided reading lessons is on needs-based instruction through a text-centered plan, with an emphasis on text evidence and making meaning during reading.



Small-Group Reading: Rigby Leveled Library



# LESSON PLANNING TO MEET STUDENTS' NEEDS

Effective teachers need to guard against thinking that differing background experiences, home language situations, or other factors will automatically equate to reading difficulties, but they also need to be willing to accept the challenge of differentiating their instruction to meet all students' needs and to be sure to create a classroom that is warm and welcoming and honors the identity of all students (Hougen & Smartt, 2012; Steele & Cohn-Vargas, 2013). For example, a first-grade teacher will not automatically assume that all students have had experiences holding a book and reading from left to right or participating in story time. Teachers at all levels should not assume that telling students to "activate background knowledge" will be equally effective with all students for the simple reason that background knowledge and experiences differ widely.

As stated in the section on instructional models, teachers need to plan their literacy blocks flexibly, in part to accommodate these differences and in part to give students multiple learning experiences so they become more flexible as learners. This requires differentiation, and appropriate differentiation depends on meaningful and actionable data.

Teachers have many sources for data, including periodic formative assessments and students' use of technology that produces a log of their performance and usage patterns. But teachers should also consider the interaction between the students, the texts they will be experiencing, the activities they will be asked to complete, and—always—their interests.

The context of the classroom is also an important consideration, one that merits close attention. Teachers need to be reflective about their classroom management skills, the availability of resources, and the extent to which students understand the routines required for a comprehensive literacy approach. If these classroom elements are found lacking, teachers can take steps to improve them, such as acquiring new resources, seeking help from colleagues or coaches or reputable online communities of practice, or availing themselves of professional learning opportunities. Reflecting on what has worked and what seems not to be working is a first step toward being more effective. Teachers can think of this as a process of "self-coaching," which is discussed more in the section on professional development.



# HOW ¡ARRIBA LA LECTURA! DELIVERS

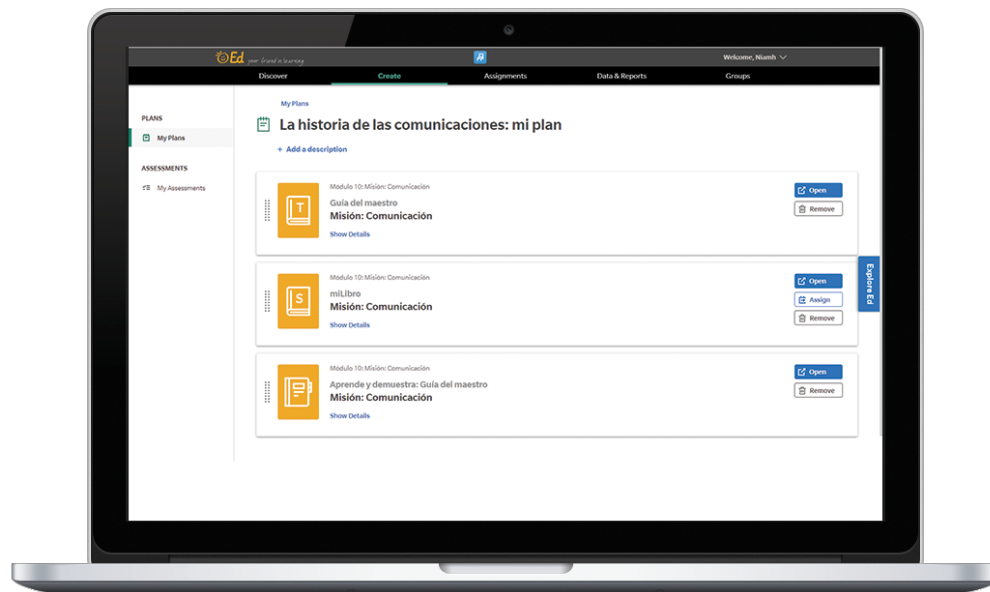
## DIGITAL LESSON PLANNING AND TEACHER'S EDITION

An intuitive **digital lesson-planning tool** supports teachers in adapting and customizing specific lessons and daily routines and in finding activities and resources for differentiation to meet the particular needs of an individual, small group, or class. Further, a **digital teacher's edition** makes it easy for teachers

to find targeted support and differentiation, as well as modify instruction/questions and add their own resources. Robust note-taking capability supports teachers in personalizing their teacher's edition and recording reflections about what worked and what to modify for next year.



Digital Teacher Resources



Digital Teacher Planning Tools



# DIFFERENTIATED INSTRUCTION FOR BILINGUAL LEARNERS AND ACCELERATED LEARNERS

There are many ways teachers can differentiate their instruction to meet the needs of all their students and to keep them all engaged. The process begins with making the classroom welcoming for all—with print and digital reading materials appropriate for a full range of abilities, not just books “at grade level” or within an expected Lexile® range. Resources should be in multiple genres; present cross-disciplinary, culturally diverse perspectives; and be written at different reading levels. Books in print form and online are great, but so, too, are current school magazines and newspapers in Spanish because they often offer students new perspectives on current events or updates on their favorite celebrities or sports teams. Materials like these may be just the thing to motivate an otherwise reluctant reader. Classrooms with such resources communicate the expectation that everyone will read and demonstrate that teachers recognize the range of reading abilities and interests in the class. Moreover, because academic language takes on different forms within diverse media, providing a variety of options helps today’s learners develop facility with comprehending academic content in all its forms, not just their core texts.

## BILINGUAL LEARNERS

Deeply understanding students’ skills and abilities is complex. In dual language classrooms, student skills will vary in each language domain (listening, speaking, reading, and writing) and each student’s skill levels will likely differ significantly between English and Spanish. It is important to treat students’ developing bilingualism and biliteracy as a resource. The dual language classroom allows for students to make use of their full linguistic repertoire by allowing students to translanguage or use both their home language and their partner language in the same sentence, phrase, or linguistic context as a fluid, discursive practice. According to Drs. Yvonne and David Freeman (2017), “The term translanguage comes from a holistic view of bilinguals. This view recognizes that bilinguals have just one language system, not two or more, and that effective instruction involves finding ways to help students draw on all their linguistic resources, their full repertoire, to learn academic content in a new language.” Not only does translanguage support student’s language and academic knowledge acquisition, it also demonstrates to bilingual learners that their language learning process is valued. When teachers understand that students in their class bring a wide range of abilities and experiences, they can differentiate their instruction by thinking “outside the box” of their specific grade level (Hougen & Smartt, 2012).

Front-loading activities such as building knowledge and teaching vocabulary directly using strategies such as a Know-Want to Know-Learn charts—this is not just good instruction, it also contributes to the differentiation that helps all students learn (Opitz & Ford, 2008), particularly emerging bilinguals who are still acquiring vocabulary or who can harness knowledge learned in their first language to support understanding of new material in their second language. So, too, modeling, scaffolding, and providing clearly explained examples of fluent reading and writing (so-called “worked examples”) make expected literacy performance concrete for students (Pashler et al., 2007). Providing a wrap-up at the end of a lesson is another strong instructional practice that benefits both students and teachers: students can clarify what they may not have fully learned, and teachers can identify where they may need to differentiate when presenting the same skills or content (Opitz & Ford, 2008). In between the beginning and ending of every lesson, teachers scaffold their instruction with modeling, explanations, questions, and guidance. Scaffolding also occurs through the provision of books at a range of levels that allows all students to participate in learning (Steele & Cohn-Vargas, 2013) and the use of graphic organizers and other aids to help students keep track of their thinking and ideas.

## ACCELERATED LEARNERS

Students whose reading skills are above grade level have not necessarily been identified as “gifted” but certainly are ready for accelerated reading experiences such as more challenging reading materials, opportunities to read to students in lower grades, leadership roles in group research projects, and other activities that will keep them engaged. But teachers need to remember several things about accelerated readers. First, their advanced abilities may not cut across all content areas; for example, they may need the same sort of scaffolded instruction in math as the least well-performing of their classmates or may be very reluctant writers (Hougen & Smartt, 2012). Second, teachers need to be sure that students’ “advanced” beginning reading skills continue to progress in all areas, especially comprehension.

An important study of fourth-grade students who had fallen just “below the bar” for passing their state’s Grade 4 reading tests provides a cautionary tale (Buly & Valencia, 2002; Valencia & Buly, 2004). The researchers found distinct patterns among the fourth graders they studied. For example, some comprehended extremely well, answered advanced questions, and discussed articulately what they read, but they read so



slowly that they didn't finish the timed test. Equally, some seemingly advanced readers had strong decoding skills but needed direct instruction and opportunities to move from surface to deep understanding and to transfer (Fisher, Frey,

& Hattie, 2016). In a nutshell, teachers need to differentiate instruction for advanced readers in a careful and sensitive way so they can keep growing as readers.

## HOW ¡ARRIBA LA LECTURA! DELIVERS

### DAILY CROSS-LINGUISTIC BRIDGE LESSONS

**Cross-linguistic bridge lessons** can be found throughout *¡Arriba la Lectura!*, strategically placed so that students develop the necessary vocabulary to demonstrate the skills and communicate the concepts that they're already learned in one language. This dedicated time each day gives students the opportunity to look at Spanish and English side-by-side and analyze the similarities and differences. Daily bridge lessons connect to the day's skills and concepts. Weekly bridge lessons focus on academic language. Finally, bridge lessons also appear in the **Dictado** routine found in the **Lenguaje dual: Guía de implementación** (Dual Language Implementation Guide).

Nombre: \_\_\_\_\_

Título del módulo: \_\_\_\_\_

¡Hoy de detective de palabras! Escribe en la tabla las palabras nuevas en español y en inglés que vayas aprendiendo.

Tabla de palabras nuevas

	Español	English	¿En qué se parecen?

¡Escribe sobre lo que aprendiste.

	Español	Ambos	English
Gramática/ Grammar			
Fonética/ Phonics			

4 de los estudiantes. ¡Trabaja con tu equipo para escribir las palabras en español y en inglés que aprendiste! Las palabras nuevas que aprendiste.

Te has leído bien, así que puedes leer con confianza en español y en inglés. ¡Cada día aprendes más!

Gracias a ti

El equipo de la escuela

Blackline Master: My Linguistic Toolbox

### RESOURCES FOR ACCELERATED LEARNERS

Both *¡Arriba la Lectura!* and *Into Reading* provide resources to support advanced learners, so they are staying engaged and curious and maximizing their potential. Some of the resources include the following: **Inquiry and Research Projects** for students to work on throughout each module, Student Choice Library Book Clubs with Teacher Book Club Discussion Guides, and Online Access to K–6 Leveled Readers, so students can read leveled readers beyond their grade span.

CLUB de LECTURA

Guía de conversación 1

La Mariposa

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Otros miembros del Club de lectura: \_\_\_\_\_

**Reunión 1: ¡Empecemos!**

Escribe tus respuestas a estas preguntas. Usa tus respuestas para comentar el libro. Haz algunas predicciones.

1. ¿Cómo se llama el autor que escribió este libro? ¿Cómo se llama el personaje principal? ¿Qué te dice esto?
2. ¿Qué te parece conocido en este libro? ¿Qué te parece desconocido?
3. ¿Has tratado alguna vez de hablar o entender otro idioma? ¿Qué sucedió? ¿Cómo te sentiste?
4. Mira la ilustración que está en la página del título. ¿Cómo te ayuda la ilustración a comprender a qué podría referirse La Mariposa?

**La próxima reunión es:**

- ☐ Antes de la próxima reunión, lee las páginas 4 a 21.
- ☐ Mientras lees, usa etiquetas adhesivas para escribir cualquier pregunta que tengas, palabras desconocidas que veas u otras cosas sobre las que quieras hablar.
- ☐ Pega tus etiquetas en las páginas del libro y coméntalas en la reunión del Club de lectura.

Gracias a ti

El equipo de la escuela

Blackline Master: Student Book Club



# DIFFERENTIATED INSTRUCTION FOR STUDENTS WITH DISABILITIES AND WITH DYSLEXIA

## STUDENTS WITH DISABILITIES AND WITH DYSLEXIA

Students with disabilities (SWD) and with dyslexia most likely have an individualized education program (IEP) or a 504 plan that a specialist has developed for each student. Classroom teachers and the specialist work together to ensure that the plan is followed and that students are making progress. These students may also receive extra, specialized help, either as a “push in” to the classroom or as a “pull out” program.

For their time in the regular classroom, the IEP may suggest more small-group work, which should be easy to accomplish during the literacy block. But teachers need to be prepared for the behavioral manifestations of students’ disabilities and dyslexia because “learning to read can go wrong for any number of reasons” (Wolf, 2007, p. 193). Students may experience difficulties with the sequences of sounds in words and some speech sounds, scrambling common words and making up new words, poor spelling and handwriting, lack of reading stamina, and difficulty with memorization tasks (Wolf, 2007). Together, these behaviors can lead to poor comprehension, especially of longer and more complex texts, and difficulty expressing themselves in writing. Giving students extra practice, extra time, and easier books on relevant topics are all strategies teachers can use to ensure that students have opportunities to learn and to participate in classroom life (Hougen & Smartt, 2012).

Teachers also need to be patient with these students because the process of becoming fluent can be a long one. Often students understand more than they can produce orally or in writing, but shyness, frustration, or reluctance to try out emerging skills in the full classroom setting may be misinterpreted. For many of these students, initial challenges in school expand as poor reading skills lead to difficulty in other content areas (Master, Loeb, & Wyckoff, 2017). Even if students have mastered fundamental elements of reading, they encounter increasingly difficult texts and are asked to read deeply and critically (McNamara, Jacobina, & Allen, 2016). On the positive side, student-to-student conversations are often vibrant, lively, and valuable for all students. In fact, the natural pairing of students for collaborative activities like research projects or even establishing “book buddies” can hasten the learning process by creating a safe environment for SWDs and students with dyslexia to practice their literacy skills and feel themselves part of the flow of classroom activities. It is important to note that

dyslexia manifests in similar manners regardless of language and is based on weaknesses in skills like phonological awareness and rapid naming. However, there are differences in how it presents based on the orthography of the language. Spanish is a relatively shallow orthography where the phonemes map more reliably to the graphemes. Therefore Spanish-speaking students who have a neurological predisposition for dyslexia may not have any symptoms. However, in a language like English, where the phoneme-grapheme relationship is more variable due to the deep orthography, you may see more symptoms of dyslexia. And, students may require more specific, multisensory instruction in order to progress with reading in English.

## INTERVENTIONS AS DIFFERENTIATION

The discussion so far has been on interactions in the regular classroom, the environment referred to as “Tier 1” in the Response to Intervention (RtI) approach to meeting the needs of striving readers (Gersten et al., 2008). Frequent, reliable assessment of students’ reading achievement is essential and has proven to be a crucial first step in the early diagnosis of reading disabilities, including dyslexia. The assessment cycle should start with a screening test at the beginning of the year to determine students’ levels and identify areas that need additional support, perhaps through regular Tier 1 instruction or through more intense interventions. The cycle continues with frequent formative assessments to determine all students’ progress. Data from these assessments enable teachers to provide the highest quality, targeted Tier 1 instruction, but throughout the year, some students may be identified as needing extra help through Tier 2 or even Tier 3 interventions. In some situations, students leave their regular classrooms to receive these interventions, which sometimes results in their missing key Tier 1 instruction and diminishes their opportunities to participate fully in the “community of learners” that high-quality elementary classrooms should be. Tier 1 reading curricula with embedded opportunities to provide students with targeted extra help and focused small-group activities enable teachers to differentiate instruction for the range of students in their classrooms. Providing this kind of diverse, personalized instruction, along with a literacy- and language-rich environment, has the real potential to minimize the need for “pull out” interventions for many students (Gersten et al., 2008).



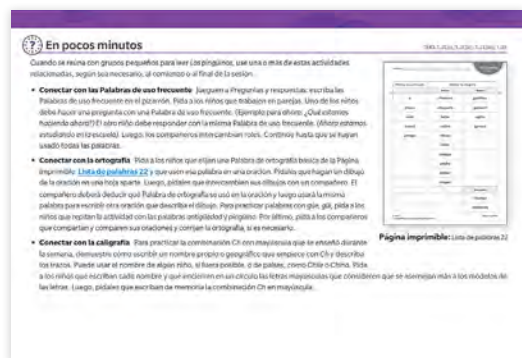
# HOW ¡ARRIBA LA LECTURA! DELIVERS

## FOUNDATIONAL SKILLS LESSONS

These lessons allow teachers to be responsive and to target students who may need additional support in foundational skills. Students practice and apply these skills in context by reading decodable texts in the **Lecturas Iniciales (Start Right Reader)**. **En pocos minutos (Make Minutes Count)** activities provide additional practice with phonics, spelling, and high-frequency words that can occur at the beginning or end of a small-group lesson, depending on students' needs.



Start Right Reader



Make Minutes Count

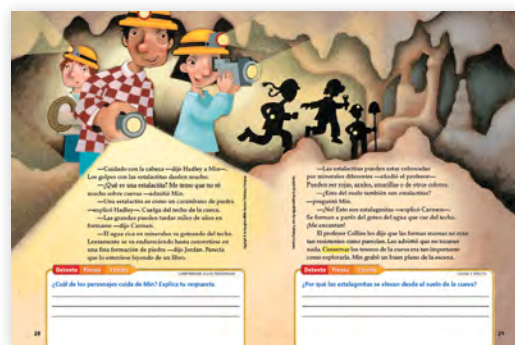
## TIER 2–3 INTERVENTION

According to student needs, teachers can use the **Taller de destrezas fundamentales y estudio de palabras (Foundational Skills and Word Study Studio)** to support the needs of Tier 2–3 intervention students by providing explicit, sequential, and systematic instruction and practice in the critical areas of letter knowledge, phonological awareness, phonemic awareness, phonics, word recognition, and fluency. The lessons connect to core foundational skill and word study lessons.

Leveled passages for comprehension and close reading instruction are also provided to support Tier 2 students that need practice and support in key comprehension skills. As they engage with passages in the **Cuaderno de respuesta a la lectura (Read and Respond Journal)**, there are frequent stops to check for understanding.



Foundational Skills and Word Study Studio



Read and Respond Journal



## READING: KEY ELEMENTS





Most young children show interest in reading long before they actually can read. Many “play read” as they turn the pages and tell the story of familiar and even unfamiliar books. It’s an exciting time for them and for teachers who can play a powerful role in supporting and extending this interest.

READING: KEY ELEMENTS

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# SPANISH FOUNDATIONAL READING SKILLS

The foundational skills strand is based on the linguistic system for acquiring Spanish. According to Jill Kerper Mora, there is a recommended progression for learning Spanish. First, students need to be exposed to pre-reading skills and concepts. This includes learning the difference between a letter, word, sentence, and directionality in print. These skills are considered transferrable, and when learned in Spanish, they can be readily applied to English texts. Next, students are exposed to the Spanish vowels and then consonants. This lays the foundation for the introduction of syllable awareness. Spanish is a syllable-timed

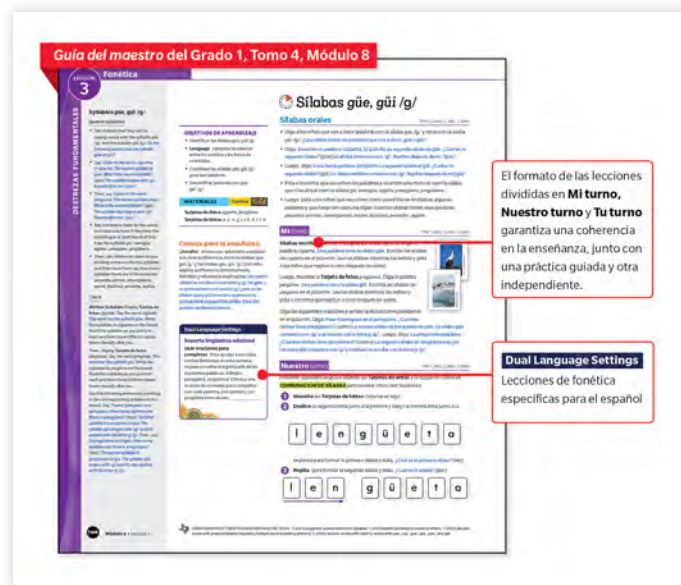
language<sup>9</sup> and therefore, students in early childhood learn how to read by segmenting words into syllables and then learning how to blend them to form words. Teaching alphabetical order and the names of Spanish letters should be delayed until students master letter-sound correspondence (Mora, 2016). Finally, students are taught to transfer from reading syllables in isolation to reading words. Linguistically appropriate skills also include lessons on Spanish grammar such as verb conjugations and tacit subjects, lessons on Spanish orthography, including accent marks, as well as the cultural uses of Spanish.

## HOW ¡ARRIBA LA LECTURA! DELIVERS

¡Arriba la Lectura! builds and reinforces students' foundational Spanish reading skills through explicit and systematic instruction of sounds, syllables, and words. Direct instruction in vocabulary strategies and structural analysis supports students' independent word acquisition. Daily instruction follows a gradual release instructional model—I Do, We Do, You Do—format across the full range of the following foundational literacy skills:

- Concepts of print
- Spelling
- Alphabetic knowledge
- Word Study
- Phonological Awareness
- Fluency
- Phonics

The program connects the day's foundational skill focus and applies it to the context of a decodable selection through the **Lecturas iniciales (Start Right Readers)**, authentic Hispanic texts specifically written for Spanish instruction. Additional instructional resources designed to support foundational skills in Spanish are provided through the **Tarjetas de enseñanza (Instructional Cards)** and **Mostrar y motivar (Display and Engage)** projectables, which feature authentic songs, rhymes, and poems.



Build Foundational Reading Skills



Resources to Support Foundational Skills Development

<sup>9</sup>Amador-Hernandez. (1986) Spanish as a "syllable-timed" language. *The Journal of the Acoustical Society of America* 80, S96



# SPANISH SOUND SYSTEM

Spanish is a highly regular, consistent orthography, with a one-to-one correspondence between each letter and sound, causing clearly defined boundaries between syllables (Beeman & Urow, 2012). The recommended progression for teaching children how to read in Spanish is to begin with vowels and then consonants in the context of introducing syllables. According to Dr. Elena Izquierdo, "In Spanish the syllable is pivotal" (2019). Once students have shown mastery with blending sounds in syllables, they are ready to progress to more complex patterns.

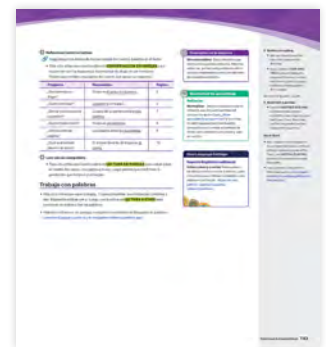
## HOW ¡ARRIBA LA LECTURA! DELIVERS

Lessons in *¡Arriba la Lectura!* begin with an overview of concepts about print. Students are taught how to distinguish between letters, words, and sentences in a text and the concept of directionality. These skills form the basis of independent reading. The first three weeks of phonics instruction are devoted to vowels in order to lay the foundation for the introduction of syllables. From the fourth week onwards, children are introduced to syllables, progressing from open to

closed syllables. Letter sounds are introduced progressively according to the frequency of consonants so as to maximize decoding skills. Weekly reviews reinforce learned letter and syllable patterns and the alphabetic principle.

By week 30, all sounds have been introduced and the alphabet is addressed explicitly, through songs and activities. Within each week, 5-day Phonics instruction consists of the following:

- Consonant sounds are taught in combination with the vowels by using *Alfamigos*® characters created specifically for Spanish and presented through colorful instructional cards, songs, and videos
- Students are guided to find words in sentences using context clues
- Pronunciation guides facilitate Spanish oral language production
- Handwriting practice through kinesthetic movements and writing sheets
- Modeling and individual practice through forming words with letter and syllable cards
- Exposure to sounds/letters through authentic poems, rhymes, and songs written by contributing authors F. Isabel Campoy and Alma Flor Ada as well as traditional folksongs from Spanish-speaking countries
- Choral reading practice (words and sentences) with projectables
- Practice forming new words by manipulating syllable cards specifically designed for the Spanish program
- Writing dictated words or sentences by the end of kindergarten
- Classifying words or pictures
- Reading and analyzing two decodable stories in Spanish each week that focus on the week's phonics skill(s) and high-frequency words





# SPANISH LANGUAGE DEVELOPMENT

Research shows that students best acquire language through comprehensible input (Krashen, 1982, 1985). Comprehensible input refers to strategies used to make content explicit for language learners. This includes word walls; explicit vocabulary lessons using visuals and strategies such as SDAIS, SIOP, TPR<sup>10</sup>; and sentence frames. In the early stages of language acquisition, students benefit from slow repeated practice of language structures, gestures, the use of realia and leveled texts. Quality Spanish instruction, however, does not rely solely on comprehensible input. It also reflects the socio-cultural practices of Spanish-speaking countries. Spanish curriculum that is rich with song, drama, and connections to traditional stories invites students to participate not only in language learning but also in culturally competent practices.

According to Salabary, Salabary, and Lafford (2006), there has emerged a general understanding that complex linguistic constructs occur in stages (e.g., *ser/estar*, *preterite/imperfect*).

This is important to keep in mind for the Spanish learner as they build upon complexity of skill and concept. Students who are in dual language programs also benefit from lessons in metalinguistic awareness, which is an understanding of how two languages are similar and different in phonology, morphology, syntax, and pragmatics. Students engage in contrastive analysis where they study the languages side by side in order to transfer what they know about one language to the other (Urow & Beeman 2012).

Research by Mora (2016) and others, as well as teaching standards, provide **sequences for metalinguistic knowledge** in a Spanish/English **dual language program**. This sequence includes topics in Phonology, Morphology, Syntax, and Grammar, with concepts such as verb agreement, the use of accent marks, stress in syllables, irregular plurals, and other points that may differ in Spanish and in English and should be taught explicitly.

The image shows a collage of educational materials for Spanish language development. It includes a worksheet titled "Fonética" with "Syllables with n / n/" and "Syllables orales". Another worksheet is titled "Sílaba con n / n/" with "Sílaba orales". A third worksheet is titled "La N" and features a poem by Alma Flor Ada: "La N parece una letra contraria porque dice no, ni y nada. Pero también dice nene, nena, niños, nadar y nadamos. Y, ¿qué si decimos nado, nadas, nadan? ¿Te gusta la N? ¿Poco, mucho... o nada?".

Authentic Hispanic poems support foundational skills development.

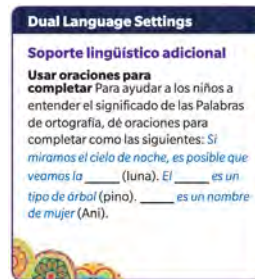
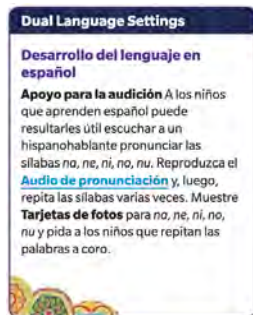
<sup>10</sup> SDAIS: Specifically Designed Academic Instruction in Spanish, SIOP: Sheltered Instruction Observation Protocol, TPR: Total Physical Response



# HOW ¡ARRIBA LA LECTURA! DELIVERS

## SUPPORT FOR ALL BILINGUAL LEARNERS

The Spanish learner is supported by specific suggestions located in the dual language settings feature in the **program teacher's guides**. These include Spanish-language development notes, which are geared towards students learning Spanish as their second language, and additional language support notes for all bilingual learners. These notes offer short, point-of-use activities such as sentence frames, comprehension questions, cognate charts, and cultural references. Supports also include pronunciation audio recordings featuring a native Spanish-speaker saying each consonant sound in combination with all five vowels, and notes in the **Guía del maestro** on how lips/tongue should be placed to produce the sounds in a syllable.



## SMALL-GROUP SPANISH LANGUAGE DEVELOPMENT

Extensión lingüística provides small-group instruction EVERY DAY for the 100% authentic Hispanic literature in **Revista Aventuras** and **Nuestra lengua es arte**. The daily small-group instruction targets Spanish Academic Language Development across strands and an appreciation for Spanish Language and Culture.

The 5-day Rutina interlingüística: Dictado (Interlinguistic Routine: Dictado) found in the **Dual Language Implementation Guide** gives students daily opportunities to develop Spanish and English. Students begin with topics they are already studying and apply language across the strands, through echo reading, writing, and comparing and contrasting elements of language.



Interlinguistic Routine: Dictado



# ORAL LANGUAGE AND VOCABULARY DEVELOPMENT

## ORAL LANGUAGE DEVELOPMENT

Learning to hear phonemes in words should provide a bridge from children's speech to literacy; indeed, oral language is the foundation for learning to read and write. Teachers can encourage students to engage in conversations, storytelling, and other activities that encourage students to express themselves orally and to talk to others. This also applies to students choosing to speak in either their home language or the partner language. Students should be allowed to express themselves freely, accessing their full linguistic repertoire, even if they mix up Spanish and English at times. This practice of translanguaging enables students to have choice in their linguistic output, depending on the social context in which they are communicating. Encouraging children to tell stories gives teachers the opportunity to engage children in conversation, use child-directed speech, and enhance their oral language skills. Classroom routines like "morning message" provide times for students to talk, and story time should lead to discussions that encourage retellings, expressions of opinions, and other opportunities for students to talk. For these interactions to be most effective, teachers need to keep them focused on the goal of enhancing students' oral language capabilities (Bianco et al., 2010; Pence & Justice, 2012). Although teachers are modeling standard grammar, correct sentence structure, precise and rich vocabulary, and other conventions of speech, the interactions should not be stiff, didactic, or full of corrections. To use the term from above, interactions should be "low intensity," with students feeling comfortable asking for clarification and repetition. Teachers can restate what students say and expand on their ideas, again as a way of modeling oral language. In a bilingual program classroom, teachers support their student's oral language development by explicitly teaching new vocabulary words, using the *También se dice* strategy to recognize and honor regional variants in Spanish, and posting sentence frames for students to access complex grammatical structures. Students should not feel pressured to speak, but neither should they be criticized for expressing themselves.

## ACADEMIC LANGUAGE AND VOCABULARY DEVELOPMENT

Oral language is indeed an essential element for reading and writing success, but students also need to learn what is often called academic language (Baker et al., 2014; Foorman et al., 2015; Foorman et al., 2016; Nagy & Townsend, 2012; Shanahan et al., 2010). Common ways to define academic language are to say that it's "the language of school" or "talking like a book."

Closely related to academic language is academic vocabulary, the technical and discipline-specific terms that can cause confusion. This will be discussed as part of the next section on vocabulary development.

The breadth and depth of students' vocabulary differ widely at school entry. Over 20 years ago, reports of a landmark study of preschoolers from different ethnic and socio-economic backgrounds showed huge differences in their rates of vocabulary development and in the number of words and relative sophistication of the oral language they heard in their environments (Hart & Risley, 1995). The researchers wrote, "By age 3, some children were as far above the average in vocabulary resources as other children were below" (Hart & Risley, 1995, p. 234).

The term "vocabulary resources" is an important one to consider. The term refers to more than words and their definitions; it also refers to one's ability to understand language in different ways and to use language well. Bilingual students learn how to become flexible word users across two languages. Bilingual speakers are able to navigate between two languages in order to understand and use rich, full vocabulary to describe, explain, ask, critique, make requests, show emotions. They need to be able to understand connotative and denotative meanings; idioms, metaphors, synonyms and antonyms; and the meanings of words that are implied by body language, tone of voice, and other means (Biemiller, 2012).

As students move through elementary school, they must enrich their oral speaking, listening, reading, and writing vocabularies. As Biemiller (2012) points out, "From Grade 3 on, the main limiting factor [to academic achievement] for the majority of children is vocabulary, not reading mechanics (decoding print into words)" (p. 34). Teachers play two roles in this: providing direct instruction (NICHD, 2000) and ensuring that the classroom environment is full of language, rich with words, and inclusive of opportunities to learn and use new vocabulary.

Effective direct instruction in vocabulary should include explicitly teaching some vocabulary (for example, as a pre-reading activity) and teaching specific vocabulary-learning strategies, including use of print and digital dictionaries and online thesauri (Graves, 2000). Strategies include learning words for comparing and contrasting, classifying, and creating metaphors and analogies—and so much more. To complement direct instruction, teachers also need to fill their classrooms with activities that develop "word consciousness" and the sorts of language play that encourages students to challenge themselves and others to learn new words and to think deeply about language (Blachowicz & Fisher, 2014; Graves, 2000; McKeown et al., 2012).



## ACADEMIC VOCABULARY

Cumulatively, some vocabulary instruction prepares students for what has been called “surface literacy learning,” but students also need instruction to move beyond this level (Fisher et al., 2016; Hattie, 2012). Here’s where academic vocabulary can play a part. According to Dr. Elena Izquierdo, “Academic language needs to be developed intentionally” (2019). As teachers provide instruction in reading and in content areas, they model academic language skills and directly teach the academic vocabulary that is common across all subject areas and related to each content area (Foorman et al., 2016). These skills help all students, regardless of background and language status, acquire the “language of instruction” and the grammatical and textual structures and words that are

common in books and in school discourse. Inferential language skills allow students to discuss topics beyond their immediate context, for example, events or processes in an informational book. Narrative language skills are those needed to talk about the events, themes, and ideas found in narratives. Teachers can embed vocabulary and language instruction into all their practices, from the daily message time to read alouds to content area instruction (Apthorp, Randel, Cherasaro, Clark, McKeown, & Beck, 2012; Baker et al., 2013; Fisher et al., 2016; Justice, Meier, & Walpole, 2005). It is important to note that in bilingual programs, students must learn how academic vocabulary is structured and used across both languages. A common successful practice is to teach academic vocabulary in both Spanish and English side-by-side so that students learn to recognize the similarities and differences in academic words.

## HOW ¡ARRIBA LA LECTURA! DELIVERS

### SUPPORT VOCABULARY AND LANGUAGE DEVELOPMENT

Learning flows through language. As students engage in academic discussion, construct meaning from texts, and put their own ideas into writing, they embrace the power of using language to communicate effectively.

**Daily vocabulary lessons** touch on all aspects of vocabulary acquisition, in and out of the context of reading. Students also learn **Palabras ponderosas** and **Vocabulario crítico** (Power Words), which are drawn from the literature, through a consistent, routine approach for acquiring new words. In addition to receiving direct instruction about specific words, students also learn to uncover the meanings of words on their own. Through **generative vocabulary lessons**, one or more of the week’s Power Words serves as a springboard to learning other words with a morphological or semantic relationship. A focus **vocabulary strategy** in each module gives students a growing list of tools to unlock meaning when they encounter unknown words in their reading.

The **Lenguaje dual: Guía de implementación** resource provides additional cross-curricular vocabulary support in both languages for a variety of bilingual settings. Carefully selected lists of day-to-day and academic vocabulary in Spanish and in English connect cross-curricular vocabulary in topics the students will be seeing throughout the school year, so that they may develop the vocabulary they will need to use across the curriculum in both languages.

### DEVELOP SPANISH ACADEMIC LANGUAGE

In **¡Arriba la Lectura!**, targeted small-group Spanish academic language development uses the 100% authentic Hispanic texts found in **Revista Aventuras**. Every day students meet in small groups to focus on the following:

- Reading and Analyzing Literature
- Writing: Responding to Reading
- Developing Academic Vocabulary
- Engaging in Collaborative Conversations
- Bridging Spanish and English



100% authentic Hispanic texts for academic language development.



# FLUENCY AND COMPREHENSION

## FLUENCY

An important ability underlying surface literacy learning and contributing to deeper literacy learning is fluency (Denton et al., 2013). For many teachers, fluency means primarily the ability to read orally, at a natural pace and with expression; but this definition, while accurate, is limited. Fluency is so much more and is intricately linked to reading comprehension because strong readers demonstrate silent reading fluency as they recognize words and their meaning automatically and can attend primarily to making sense out of what they read (NICHD, 2000). Students may not read quickly; they may have to go back to reread sections or to look up the meanings of some words. Students' ability to read longer text and increase their time reading and rereading passages demonstrate their reading stamina, that is, perseverance and flexible application of the strategies needed to comprehend what the author is communicating (Trainin, Hiebert, & Wilson, 2015).

## COMPREHENSION AND DEEP LEARNING

Students move beyond "surface" to "deep" literacy learning when teachers encourage them to plan, investigate, and elaborate as they read for comprehension (Fisher et al., 2016). One prerequisite for this move to deeper comprehension should start early, with even young students reading connected text at the right level of challenge every day (Foorman et al., 2016; Shanahan et al., 2010). Teachers encourage this move as they model increasingly sophisticated comprehension and metacognitive strategies and provide students with tools like concept or word maps or self-questioning. By engaging students in deep reading (Fisher & Frey, 2012) and in lively discussions and questioning, teachers can meet their goal of helping students learn to assimilate new knowledge from what they've read and even expand and modify what they already know. This process may result in some "Aha!" moments as students experience themselves grow as readers and thinkers because of what they have read (Fisher et al., 2016).

As they comprehend what they read, students are looking for right answers to questions, for specific information, facts and dates; but they also should be looking for evidence to support their ideas, argue their points of view, and learn new perspectives and opinions. Building on this deeper reading can lead to "transfer" literacy learning, as students apply what they know to new and novel situations and often reorganize their conceptual knowledge (Fisher et al., 2016). Teachers can create many opportunities for this kind of learning to occur as part of their reading instruction, but a prerequisite for it to happen is that students have access to interesting, engaging informational and narrative texts that they see as relevant. Among the strategies teachers can use are providing multiple documents on the same topic—a historical document and a fictional account of the same event, a poem and a story about a common theme, and even a print and digital treatment of the same topic. Instructional strategies that engage students in transfer literacy learning are Socratic seminars, staged debates, peer-to-peer discussions and peer tutoring, and extended writing (Fisher et al., 2016).

Beers and Probst (2013) developed the close reading strategy, Notice & Note, that fosters deep learning and cultivates students' critical reading habits that make students more engaged, analytical, and independent readers. This strategy introduces readers to six signposts that alert readers to significant moments in a work of literature and encourage students to examine the text more closely. These signposts guide students in their thinking to inquire about the text, find evidence to support their interpretations, and reflect on the text's significance in one's own life to ultimately become independent readers and writers.

According to Dr. Elena Izquierdo, "When concepts are well-developed in one language, they are accessible in the other language" (2019). *¡Arriba la Lectura!* fosters deep, equitable learning in Spanish as part of each student's development, which can then be accessed in English by students at different points in their bilingual programs in any model. In dual-language programs, this learning is able to go in both directions. As Dr. Elena Izquierdo says, "Language does not transfer—concepts transfer."



# HOW ¡ARRIBA LA LECTURA! DELIVERS

## NOTICE & NOTE

Using the powerful work of Kylene Beers and Robert E. Probst (2013), **Notice & Note** introduces **signposts** and **anchor questions** that help readers understand and respond to critical aspects of both fiction and nonfiction texts. These **signposts** are used to encourage students to read closer and with more rigor. Students are asked to stop, notice, and reflect on significant moments in the text.

**Observa y anota**

**Estrategias para la lectura atenta** Use estas notas para ayudar a los estudiantes a **profundizar la comprensión** mientras aprenden a buscar en el texto señales que los ayuden a crear significado. Ayude a los estudiantes a desarrollar una lectura atenta y crítica con el potente trabajo del Kylene Beers y Robert E. Probst.

**SEÑALES**  
Las señales alertan a los lectores sobre los momentos importantes que hay en un texto e incentivan a los estudiantes a leer con atención.

**Ficción**

- Contrastes y contradicciones
- Palabras sabias
- ¡Eureka!
- Una y otra vez
- Momento de recordar
- Preguntas complicadas

**No ficción**

- Contrastes y contradicciones
- Lenguaje extremo o absoluto
- Números y estadística
- Citas
- Palabras desconocidas

Kylene Beers y Robert E. Probst

Notice & Note for Close Reading

## FOSTER CRITICAL THINKING AND DEEP ANALYSIS OF TEXT

The **miLibro (myBook)** is a write-in student book filled with high-quality popular literature and nonfiction, where students can take notes, highlight, and respond to the texts they are reading.

The **Compañero de enseñanza (Teaching Pal)** is the teacher version of the **myBook** complete with point-of-use instructional notes to get students thinking deeply about texts. Within the Teaching Pal teachers will be alerted to moments in the text where students can be encouraged to stop and Notice & Note.

## BUILDING KNOWLEDGE NETWORKS

As children read, view, and interact with the texts and media in each module, they build deep topic knowledge about traditional and modern storytellers, the stories they have told, and the lessons that can be learned from those stories.



Notice & Note Signposts



# APPRECIATION OF THE SPANISH LANGUAGE & LITERATURE

Bilingual programs must provide authentic instructional materials in both languages. Dr. Elena Izquierdo asserts, “The importance of academic literacy in Spanish as well as in English cannot be underscored enough!” These authentic, academic materials serve as the core foundation of all students will encounter and engage with during their school day. According to the Merriam-Webster dictionary there are two definitions that match what *¡Arriba la Lectura!* refers to as authentic. 1. Authentic means, “made or done the same way as the original and 2. true to one’s own personality, spirit, or character.”<sup>12</sup>

Authentic materials refer to materials that address the cultural norms and values of the target language. There are many advantages for students who engage with authentic materials. Students are given a window into the cultural values, social language, and people of the communities they are reading about. Life in Mexico becomes tangible when students read about two cousins, one in the United States and one in Mexico, and how their daily lives are different yet similar. These texts serve as a direct connection for the learner to the culture and people of the countries whose language they are learning. For some students, this might be the only opportunity they have to “visit” these countries.

The American Council on the Teaching Foreign Language (ACTFL)<sup>®</sup> states that “authentic materials provide real-life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives. Authentic materials can provide information about the target culture and provide that culture’s perspective on an issue or event. The rich language found in authentic materials provides a source of input language learners need for acquisition.”<sup>13</sup> In addition, reading non-translated texts written by native Spanish speaking authors provides access and equity among the resources and materials provided to students. These texts also provide an authentic language model of the richness and flow of the Spanish language.

<sup>12</sup> <https://www.merriam-webster.com/dictionary/authentic>

<sup>13</sup> <https://www.actfl.org/guiding-principles/use-authentic-texts-language-learning>



# HOW ¡ARRIBA LA LECTURA! DELIVERS

## AUTHENTIC HISPANIC LITERATURE

¡Arriba la Lectura! celebrates the richness of Hispanic literature. Texts by Hispanic authors can be found throughout the grade levels, including traditional songs and tales, as well as texts by award-winning authors such as Graciela Montes, José Martí, Amado Nervo, Suni Paz, Rubén Darío, Georgina Lázaro, María Elena Walsh, and Jorge Argüeta. The authors in ¡Arriba la Lectura! hail from a variety of Spanish-speaking countries and territories, among them Argentina, Spain, Cuba, Mexico, Puerto Rico, Nicaragua, Chile, Colombia, Ecuador, and El Salvador. **Revista Aventuras** and **Nuestra lengua es arte** feature 100% authentic Spanish literature that exposes students to rich and diverse vocabulary and content that represents the Spanish-speaking world.

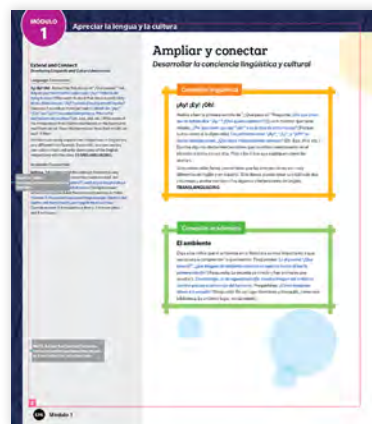
The ¡Arriba la Lectura! **Guía del maestro (Teacher's Guide)** contains more authentic pieces written by Spanish-speaking authors such as the decodable texts that make up the **Lecturas iniciales (Start Right Readers)**, **Mostrar y motivar (Display and Engage)** projectables featuring authentic songs, rhymes, and poems, and the **Extensión lingüística** feature. Created by program author and dual-language expert

Dr. Elena Izquierdo, this section focuses on academic literacy in Spanish, with comprehension and vocabulary activities and opportunities for collaborative conversations, and includes a **Puente interlingüístico** (Cross-Linguistic Bridge) with specific suggestions for connecting learning in both languages within each module.

In addition, ¡Arriba la Lectura! offers selections in **Libros para la lectura en voz alta (Read Aloud Books)**, **Superlibros** (GK Big Books), and **miLibro** (G1-6) (myBook) as authentic multicultural connections to Spanish-speaking countries. Our program authors F. Isabel Campoy and Alma Flor Ada carefully reviewed and selected all poems, readings, and selections in the program to ensure that these materials and texts are high-quality, culturally relevant, rich and natural in language, and timely for bilingual learners. They closely supervised the talented team of native Spanish-language curriculum developers for ¡Arriba la Lectura! and contributed literary texts to **Nuestra lengua es arte** as an opportunity to promote appreciation for Spanish language, literature, and culture.



Appreciating Language and Culture:  
Alma Flor Ada and F. Isabel Campoy





# GENRES, VOLUMINOUS READING, AND BOOK LOVE

The best classroom and school libraries give students access to a wide variety of print and digital texts that include a full range of genres: narratives, including poetry and plays, as well as informational texts that both inform and entertain their readers. Teachers' choice of books to read aloud is the start of acclimating students to the characteristics and structure of different genres and to the kinds of listening and reading skills needed to fully comprehend and appreciate them. Making many genres available for listening and reading not only helps shape students' choices but also prepares them for the wide reading they must do to be successful in elementary school and beyond. Some students may develop a preference for one genre or another; some may hunt out fiction and nonfiction on favorite topics. Students differ and should be given choices.

As students read a variety of genres and read voluminously, their vocabularies expand, and their cognitive skills deepen. Not only do students need to be exposed to the key foundational elements of reading through effective explicit instructional strategies, the amount of text students are exposed to has profound positive effects on cognition (Cunningham & Stanovich, 2003). Students do not need to wait to attain levels of proficiency to read extensively; no matter the reading ability, students who read widely and voluminously show gains in vocabulary and cognitive skills.

However, research shows the vast gap in skilled readers and reluctant readers in the number of books read outside of school (Cunningham & Stanovich, 1998; Anderson, Wilson, & Fielding, 1988). These widening numbers in terms of exposure to print contribute to the trajectory of the Matthew Effect on students' reading ability throughout their school years. As Cunningham and Zibulsky (2014) note, "one of the richest and most robust ways to gain knowledge is by reading. Indeed . . . research has unequivocally shown that children who read more have greater vocabularies and stores of knowledge, which makes reading easier and more pleasurable, which in turn, makes children more prolific readers" (p. 322). Therefore, it is critical to provide students of all abilities access to books from multiple genres and interest areas, outside of school, in order to help students log as much reading time as possible.

Most importantly, growth in literary taste and appreciation is stimulated by exposure to a wide variety of reading materials (Schoonover, 1938). We aim for students not only to become skilled readers, but to become those who love to read. Being surrounded with a plentiful supply of good reading materials at students' reading levels that match their interests as well as exercising reading stamina to increase the number of books read can help transform students' literacy experiences from one of dread and simply fulfilling assignments to one that brings joy and genuine satisfaction.



## HOW ¡ARRIBA LA LECTURA! DELIVERS

## CROSS-CURRICULAR KNOWLEDGE WITH MULTI-GENRE TEXT SETS

**Culturally and ethnically diverse text sets** of the highest quality have been curated around essential standards-based topics to foster cross-disciplinary content knowledge. Students can **build topic-knowledge expertise and reading comprehension skills** through high-interest and award-winning texts.

## ENGAGING TEXT

**High-quality, engaging text sets** reflect culturally and ethnically diverse content and form the foundation for the delivery of key vocabulary, essential skills, and topic knowledge. Carefully selected **award-winning texts** and texts by notable authors **build general content knowledge, genre knowledge, and complexity** across the school year. In addition, text sets are anchored by essential questions designed to engage students in discussion and relevant writing assignments.



## RIGBY LEVELED LIBRARY

The **Rigby Lecturas por niveles (Leveled Readers)** offer a carefully controlled **continuum of leveled texts, spanning a range of levels, genres, and topics**. The print and digital leveled library supports teachers in getting the right-leveled texts to each individual student. These *Lecturas por niveles* texts present appropriately complex concepts, especially with regards to those introduced in science or social studies texts. In kindergarten through Grade 5, 50 percent of texts are literary and 50 percent are informational, while in Grade 6, 100 percent of texts are informational. Literary genres include narratives, realistic fiction, drama, fables, fairy tales, folktales, legends, myths, mysteries, personal narratives, science fiction, fantasy, and historical fiction. Informational genres include procedural texts, interviews, journal articles, opinion pieces, biographies, narrative nonfiction, and argumentative and persuasive texts. Text characteristics specific to Spanish, such as vocabulary words, sentence complexity, use of multi-syllable words, and word count were carefully considered in the leveling of each text. Powerful search and filter capabilities and just-in-time recommendations save teachers time in finding the right texts. In addition, digital tools for note-taking, highlighting, and audio support students in comprehending and interacting with the text they are reading.



## Build Content Knowledge Through Multi-Genre Text Sets



Rigby Leveled Reader Libraries



## WRITING





Writing has been described as a skill that demonstrates “thinking on paper” and has a positive reciprocal relationship with reading. Writing should be an essential component of the elementary literacy curriculum at every grade, but in far too many classrooms, writing and its reciprocal benefits for reading development are overlooked, perhaps because it is so rarely assessed on state language arts tests (National Commission on Writing in America’s Schools and Colleges, 2003).

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# THE READING AND WRITING CONNECTION

Despite its importance, writing instruction in elementary schools is an under-researched topic if the standard for “research” is primarily experimental studies. However, there is a long history of classroom-based, usually qualitative, research on how students develop writing skills and how teachers can support this growth. Dyson (1997a; 1997b; 2003; 2013) explored teacher-student and student-student interactions about writing from the point of view of the children who were writing; her ethnographic studies provided great insight into how students learn to compose on their own and from each other in language-rich classrooms. .

The relationship between reading and writing is powerful, from the early stages of literacy learning (Ehri, 2014; Ehri & Roberts, 2006; Gehsmann & Templeton, 2011/2012) and throughout the elementary grades, when students should be writing in all their content areas (Donovan & Smolkin, 2011). As students read, their vocabularies expand so that their writing can become more expressive; and students’ written work provides teachers insight into their mastery of spelling and language structures. Writing in response to reading supports the development of comprehension skills (Graham & Hebert, 2010) because the writing experience encourages students to think more deeply about what they have read. Writing in response to reading should become a standard practice in all genres and content areas, not just in language arts, so long as students are given adequate time to engage in the writing process. Such writing can easily be seen as writing in support of learning, especially if students are given some choice in how they will express themselves. Indeed, the first recommendation from the What Works Clearinghouse (WWC) practice guide on effective writing instruction is to “provide daily time for students to write” (Graham et al., 2012).

Most writing skills learned for one type of writing readily transfer to writing for other types. This is especially true if teachers emphasize the transfer process as they introduce new writing modes to students, as they make assignments, and as they provide students with feedback on their efforts (Carroll & Wilson, 2007; Hattie, 2012). In general, writing skills learned in Spanish or English also transfer readily to the other language, with the exception of some of the mechanics.

## TEACHING THE “MECHANICS” OF WRITING

So far, there has been no mention of the “mechanical” aspects of writing, but they are extremely important. The youngest learners may have very poor handwriting, use invented spelling, and ignore grammar rules. However, across the grades, students in classrooms where writing is a daily practice will learn these essentials through a combination of systematic and direct instruction, practice in applying them, and corrective feedback (Gambrell & Chasen, 1991; Graham et al., 2012; Troia & Graham, 2002).

Additionally, providing professional development on the teaching of writing is essential because far too many teachers lack the knowledge and skills—and probably the confidence—to be effective (McCarthy & Geoghegan, 2016).

## MENTOR TEXT, GENRE, AND WRITER’S CRAFT

Teachers can use what are often called “mentor texts” to make instruction of the various writing skills and strategies more concrete; these are examples of high-quality writing from all genres that can be studied and discussed for style, word choice, author’s craft, and overall effectiveness (Gil, 2017). Some valuable mentor texts may be examples of student writing; others may be from the routine materials students encounter in their daily reading activities or from other sources.

Additionally, savvy teachers know to ask students to pause a few seconds as they read to study the “craft” with which authors have produced what they write—the choices authors make to create a mood in a poem, the sense of anticipation in a story, or the clear sequence of events laid out in the description of an experiment or a historical event. Studying mentor texts and deciding what “good” writing looks like establishes a common “vision” toward which students can work as teachers release responsibility for writing to their students (Graham et al., 2012). Discussion of these “neutral” texts also models ways to give constructive feedback on distinct aspects of written products. Mentor texts reinforce the reciprocal relationship between reading and writing (Carroll & Wilson, 2007).



## HOW ¡ARRIBA LA LECTURA! DELIVERS

A comprehensive and integrated approach in the context of a the literacy classroom ensures that students find their voice and can communicate through effective expression.

### WRITING INSTRUCTION

In the Writing Strand, students learn the writing process across all modes and forms through an explicit, step-by-step approach. Writing instruction draws upon trade books as the focal text for student writing, including authentic Spanish texts. Typically, students take a piece of writing through the entire writing process over the course of three weeks.

Joyce Armstrong Carroll, founder of Abydos (formerly the New Jersey Writing Project of Texas), provided her expertise in the area of process writing as the author of the **Taller de escritura: Guía del maestro (Writing: Teacher's Guide)**. Her curriculum has been adapted, aligned, and included in the lessons of ¡Arriba la Lectura!

Staying true to the spirit of Joyce Armstrong Carroll's curriculum:

- The *Writing Strand* focuses on **writing as a process**.
- Lessons include practical and **point-of-use strategies** for students and explicit supports for both teachers and students.
- **Student-driven routines** are introduced with **Teacher scripting** that features real-world teacher talk, including metaphorical discussion.
- **Focus statements** are used to frame the topic for the teacher writing model and process.
- Use of **focal text (mentor text)** to frame the topic forms the basis of the writing prompt and serves as reinforcement of trade book reading available during the reading block.



Writing Teacher's Guide



# BUILDING A COMMUNITY OF LITERACY LEARNERS AND WRITERS

If writing is to take its place as an integral part of students' days, teachers need to attend to the environment they create. Writing—and wide reading—is best supported when the classroom becomes a literacy community, with attention to an integrated approach to reading, writing, speaking, and listening. Students need to have opportunities to collaborate, to share, to participate in writing conferences with teachers; they need to learn to give and take feedback on ideas, techniques, drafts, and final products and to act on the feedback to improve their work (Graham et al., 2012). It is common for bilingual writers to translanguage when developing their ideas for writing. Students learning in two languages should be encouraged to access language from all their linguistic sources in order to compose texts. The teacher can support this process by allowing students time to engage in conversations about their writing, and to strategically mix both language systems for literary effect (García & Wei, 2014).

## PURPOSE AND PROCESS OF WRITING

Writing in response to reading must be accompanied by different kinds of writing, as students learn to write for multiple purposes (Graham et al., 2012) and write about familiar topics and ones they care about. Writing well about what is “familiar” does not happen automatically; several meta-analyses have documented the evidence that direct instruction of the writing process as used for a variety of different purposes and in a variety of genres is a highly effective approach to helping students become strong writers (Graham et al., 2012; Graham & Sandmel, 2011). Through this instruction, students learn to plan and then draft their writing, share their ideas with others, and evaluate what they write. These steps lead students to revise, edit, and finally produce a final product to publish within or beyond their classroom community.

Sharing one's writing in draft and final form is an important part of the writing process, in part because sharing helps develop collaboration and community through giving and receiving feedback and ideas (Graham et al., 2012). Several classroom situations encourage collaboration and community development, including teachers actually writing with their students, teachers conducting writing conferences for individualized instruction, paired writing, and a formal program to publish students' writing (Tracy, Reid, & Graham, 2009; Graham et al., 2012; Yarrow & Topping, 2001). Collaboration on writing has been found to be motivating and is especially effective when teachers have helped students develop a

clear set of guidelines for evaluating their own and others' writing and when they have also established expectations for substantive and polite give-and-take among students (Graham et al., 2012). Research demonstrates that bilingual learners naturally move between languages in both their thinking and output in order to learn. This is an important aspect when collaborating on writing. Multilingual speakers should be encouraged to access their languages, regardless of educational setting.

## RUBRICS AND PEER FEEDBACK

Teachers need to track students' writing development with the same care they routinely afford to students' reading and to give students tools to monitor their own growth (Gehsman & Templeton, 2011/2012). Checklists can be invaluable as students engage in various stages of the writing process, and clearly stated rubrics help students evaluate their drafts and finished products. For example, a checklist can remind students to check technical issues like verb tenses, pronoun references, or punctuation or more sophisticated elements of writing such as logic, sequence of ideas, or inclusion of details to support a perspective (Hotchkiss & Houghton, 2012). Rubrics provide detailed descriptors of the characteristics of pieces of writing at various levels of proficiency; they can help students evaluate their own and others' writing, as well as how their teachers will grade their written work (Brookhart & Nitko, 2008).

## WRITING AS A MODE OF LEARNING

Rather than writing being the end goal, Carroll and Wilson (2007) note that writing is a mode to further learning and a gateway for higher-order thinking:

Words embedded in a context...carry unique meaning within that discipline. Students partake of that meaning as they read. Then, when they write, they extend their understanding. As students write responses, they become authors of meaning about or because of the words that have been shared. This appropriation of meaning and shared ownership is called writing to learn (Carroll & Wilson, 2007, p.326).

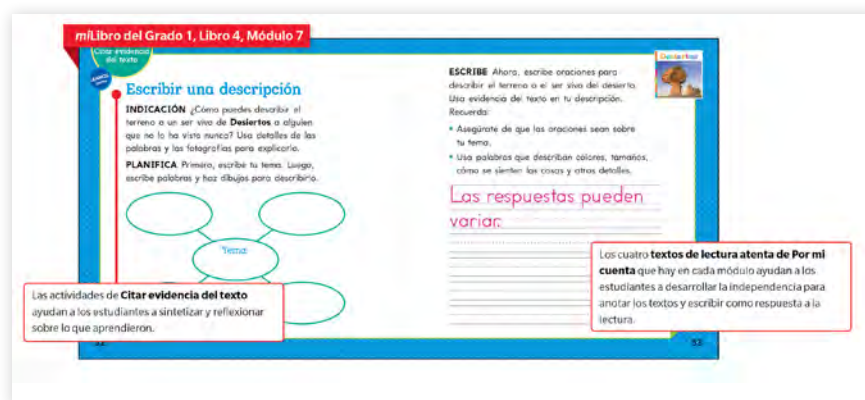
Daily habits of writing reinforce the importance of writing to learn, and practicing writing for many purposes across multiple disciplines fosters an integration of knowledge and deep thinking.



## TECHNOLOGY AND STUDENTS' WRITING

The integration of technology into our daily lives, and into today's classrooms, has influenced the way writing is taught and practiced. Features like spelling and grammar checks, thesauri, ways to emphasize text, and graphic organizers for structuring different pieces of writing can support all students, both confident writers and those who struggle to master these essentials (Graham et al., 2012; Kervin & Mantei, 2016). In addition, new forms of communication enabled by technology—word processing and also tweets, emails, and social media—make learning to express oneself effectively more important than ever, and there has been some research on the ways in which technology supports or inhibits writing development (e.g., see the College Board, National Writing Project, & Phi Delta Kappa International, 2010).

## HOW ¡ARRIBA LA LECTURA! DELIVERS



Writing in Response to Reading



Cuaderno del escritor (Writer's Notebook)

## myBook

The **miLibro (myBook)** is a student resource, aligned to the *¡Arriba la Lectura!* modules. The write-in *miLibro* provides numerous writing opportunities connected to each module in the program, allowing students to take notes, annotate, respond, and ultimately take ownership of their learning. In addition, *miLibro* wrap-up activities at the end of the module provide the opportunity for students to synthesize what they've learned through writing and discussions and to express their new insight through writing.

Writing opportunities are further enhanced in the *¡Arriba la Lectura!* digital offering, via the **interactive miLibro** for annotating text and writing about reading.

## WRITER'S NOTEBOOK

The **Cuaderno del escritor (Writer's Notebook)** directly supports the act of writing by allowing students to set and evaluate personal goals, interact with writing models, use a variety of prewriting strategies, and confer with peers. Further, the **writer's notebook** supports students in writing across the modules by guiding them through the writing process with planning/graphic organizers, checklists, and more.



## SPEAKING AND LISTENING





While teaching speaking and listening skills may seem to be an additional layer on top of the heavy responsibilities teachers have for teaching language arts and other content areas, it is essential that students learn these skills. These skills will be essential as they progress to middle school and high school and beyond, and the best way for them to learn them is within the context of the vibrant, oral give-and-take of high-quality classrooms (Fisher, Frey, & Rothenberg, 2008; Frey, Fisher, & Nelson, 2013; Palmer, 2014). Additionally, many state standards have been including these two sets of skills more prominently—a hopeful sign because attending to them can make huge contributions to students’ overall academic performance (Palmer, 2011; 2014). Moreover, the development of speaking and listening skills in Spanish readily transfer into English.

**SPEAKING AND LISTENING**

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# THE VALUE OF INSTRUCTION IN SPEAKING AND LISTENING

Almost every teacher of young students tries to teach the difference between “indoor” and “outdoor” voices. In many ways, this is a good metaphor for thinking about teaching speaking and listening throughout the elementary grades—so long as the terms become “academic” and “conversational” or “formal” and “informal.”

It is essential to stress that the goal of instruction in speaking is to expand students’ range of speech patterns so that the conventions of effective speaking in different contexts become almost second nature to them. They learn to talk in class discussions and research presentations, just as they learn to ask for explanations about topics and skills they don’t understand. When individual students speak more effectively, their fellow students are much more likely to be engaged and interested in what the speaker has to say (Palmer, 2014).

Kinsella (2015) advises teachers to talk to their students about different “**registers**,” although teachers may not use this term that is common in texts on rhetoric. This means that they will be teaching their students to speak and listen with comprehension to **academic or formal language**, without giving up on their vernacular conversational modes of speaking. She reminds teachers that students do know about this—they most likely speak to their grandparents or the principal in ways that are highly different from how they talk to peers, and they probably listen to these grownups more carefully than to friends on the playground. Spoken and written language in an academic register is marked by more technical and precise word choices, sentence styles, and grammar and is produced for various formal situations. It is important for teachers to note that there are differences in spoken Spanish based on the country of origin of the speaker. Students can learn how to recognize and honor this language variance through explicit lessons around regional vocabulary and language use.

Students also benefit from guidance on how to interact productively in pairs or small groups. Efforts to have students collaborate—perhaps on a research project or in conducting science experiments—easily derail if students do not understand the give-and-take of speaking and listening or the subtle cues of body language in group situations where they work toward a common goal (Frey, et al., 2013; Hattie & Yates, 2014; Palmer, 2011). This collaboration is especially important in a dual language setting as students learn to navigate their language systems by communicating to peers through both languages. This language flexibility is known as dynamic bilingualism (Garcia & Wei, 2013).

Teachers can help their students understand the important differences between academic and conversational language by modeling academic language themselves—and stopping as necessary to paraphrase, restate, and explain so that students begin to sense an “inside-the-classroom” way of speaking. In this way, they are teaching students about speaking and listening within the authentic context of routine instructional interactions. They can also give students supporting checklists or rubrics, similar to those that students can use to evaluate their writing efforts. Such supporting devices help students develop a common set of expectations for speaking and listening, as well as a common way of thinking and talking about these skills in an academic setting.

Teachers have a responsibility to help their students learn how to listen, as well as speak, in school and other formal settings. Students need to learn to listen in different contexts as their teachers, peers, and others speak. “**Learning to listen**” may seem like an unimportant educational goal, but there are specific strategies that students need to learn. Teachers model some of these as they read to their students, especially if they read a wide range of books. Students listen for main ideas, as well as themes, inferences, nuances, and unfamiliar vocabulary whose meaning can be determined through context clues.

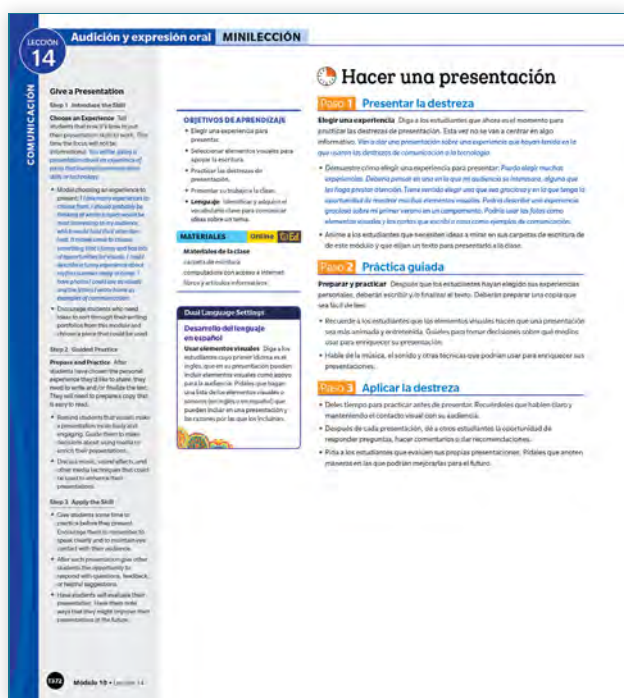
Although most students seem to know intuitively how to listen while their teacher reads an engaging story to them, they may not know how to listen attentively in other formal settings. Teachers can provide them with guidelines about being polite and quiet. However, embedding direct instruction on speaking and instruction seems to be less important than teaching academic language or reading and writing conventions such as using context clues to figure out the meanings of unfamiliar terms or attending to logical connectors (such as “because of this . . .”), claims and counter-claims (such as “on the other hand . . .”), or the general logical flow of what a speaker is saying.



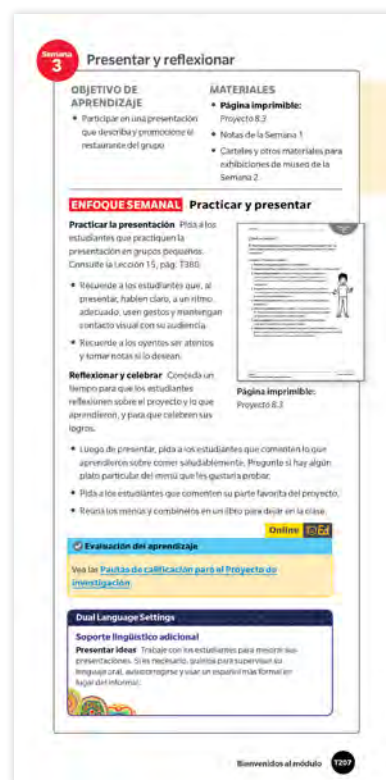
Building knowledge and language pages have a focus on classroom discussion, especially around module topics and the ***Mentes curiosas* (Get Curious) videos**. Reading instruction has a “**wrap up and share**” component at the end of each lesson where students have an opportunity to reflect and orally express their thinking with other students. The *miLibro* (*myBook*) includes “**turn and talk**” prompts, whereby students can apply their listening skills as they learn how to take turns speaking and listening. In addition, teachers facilitate students’ exploration and discussion of an “**essential question**” during each module. Students engage in lively discussion about literature, drawing upon their own experiences, making connections to their lives as well as to the various texts they are reading in order to form opinions and insights related to the essential question.

Numerous occasions for partner work are found especially in the lower elementary grades. The materials in these grades offer **dialogic reading prompts via *PagiNotas* (BookStix)**. In Grades 3 and higher, students have a **communication strand**, and **sentence frames support discussion**.

Finally, students have ample opportunities to learn and develop speaking and listening skills during Research Project presentations and within Extensión lingüística lessons where there is a particular focus on using academic language across the speaking and listening strands.



## Speaking and Listening Minilesson



Inquiry and Research Project



## SOCIAL-EMOTIONAL LEARNING





Many students learn to read without significant effort; experiences at home and preschool contribute to their learning to love books, and they enter kindergarten ready for the challenge of becoming fully literate themselves. They know they can do this! For other students, mastering reading skills and strategies poses many challenges. Researchers have shown that the absence of books and rich language in children’s preschool lives can be detrimental because they lack the vocabulary and the “word knowledge” they need to thrive in kindergarten (Hart & Risley, 1995; Wolf, 2007). As instruction becomes more and more advanced and assigned texts more difficult, they may decide that the cognitive energy needed to learn to read well and the embarrassment of mistakes are not worth their effort.

Teachers also need to attend to students’ social and emotional needs, including feelings students have about themselves as learners (Farrington et al., 2012). They also need to attend to the climate in the classrooms that teachers and students share (Kraft, Marinell, & Yee, 2016; Quay, 2017; Quay & Romero, 2015; Steele & Cohn-Vargas, 2013).

Differentiating instruction is one way to meet the needs of striving readers, but that provides only an academic approach; creating a welcoming classroom is a core principle of sound instruction. But as teachers know, students differ in their understanding of desired classroom behaviors.

SOCIAL-EMOTIONAL LEARNING

Learning Mindset.....46



# LEARNING MINDSET

## GROWTH MINDSET

One of the most significant factors that can influence students' success as readers is their mindset (Dweck, 2006). Mindset refers to one's personal theory of intelligence; that is, how students (or anyone in fact) think about themselves as learners and doers.

Students with a fixed mindset believe that intelligence is unchangeable; they view challenging situations, such as reading a difficult passage, as "tests" of their intelligence and that the effort it would take to make sense of the passage proves that they are just not good at reading (Blackwell, Trzeniewski, & Dweck, 2007). Motivation and engagement, two factors that contribute enormously to students' progress as readers, gradually decrease as tasks become increasingly difficult. Students' belief that reading has an intrinsic value in their lives also begins to wane (Guthrie & Klauda, 2016).

Students with a growth mindset believe that they can be successful with hard work and that the effort they put in has value for them (Dockterman & Blackwell, 2014). Students find themselves motivated to take on challenges and look at mistakes as opportunities to grow (Dweck, 2006; Quay & Romero, 2015).

Although not the only factor, classroom environment contributes to students' mindset. Young students' first classroom experiences are often ones of building relationships—with their teacher and peers—and classroom interactions continue to shape students' attitudes toward themselves and their ability to learn (National Scientific Council on the Developing Child, 2004). Wolf (2007) cites work by Biemiller (1970), who studied students' process of learning to read. Biemiller found that students who ultimately become the most successful readers "never get arrested in any of the early steps, but move quickly through them" (Wolf, 2007, p.119).

As schoolwork becomes more challenging, teachers' support, modeling, encouragement, and feedback build and reinforce students' growth mindset. These teacher behaviors also establish a classroom tone that sets clear expectations that all students are learners, mistakes are a part of the learning process, and students' efforts and hard work are valued above all other behaviors. Teachers show they respect and care equally about the students who struggle to learn and the best readers in the class, and teachers model and require only positive, accepting, interactive tone for all classroom communications. As Mindset Network Scholars' summary of recent experimental research stresses, students need to know that their teachers' expectation and goals are for them to succeed (Mindset Scholars Network, 2015).

## SENSE OF BELONGING

In such classrooms, all students sense that they belong, that their ability and competence can grow, and that they can be successful. In essence, teachers can create a "learning mindset culture," one that not only provides instruction on skills and content knowledge but also builds strategies for perseverance, resilience, and effort. Steele and Cohn-Vargas (2013) remind teachers that as they seek to promote a sense of belonging for all students, they need to be aware of group dynamics and the formation of cliques, especially those that may be forming between students who are beginning to perceive themselves as struggling learners or "at risk" for failure.

Even if students never hear these actual labels, they may begin to identify themselves as somehow different from peers for whom academics come easily (Learned, 2016), and research has shown that this identification can change the dynamics in a classroom. Some students who mastered the so-called reading "fundamentals" of letter-sound correspondence may begin to falter as their reading tasks become increasingly difficult and they need to read more deeply and critically (McNamara, Jacovina, & Allen, 2016). For many of these students, initial challenges in school expand as low reading skills lead to difficulty in other content areas (Master, Loeb, & Wyckoff, 2017).

## LEARNING THE VOCABULARY OF SELF-REGULATION

Instruction that helps all students develop problem solving, goal setting, and attention skills benefit all students, but perhaps those experiencing challenges will benefit the most. Clearly stated expectations for behavior, constant verbal reminders of these expectations, and posted "classroom rules" all have value in encouraging students to exercise self-regulation and their levels of executive function. What many teachers may not realize is that from the earliest grades, as teachers help students develop these skills, they also have opportunities for systematic vocabulary and strategy instruction (Kieffer & Stahl, 2016). Initial explanations of expectations and subsequent reminders about and corrections for desired behaviors should include clearly understood and actionable behavioral terms that can become part of students' own vernacular to use as they moderate their behavior.



# HOW ¡ARRIBA LA LECTURA! DELIVERS

## GROWTH MINDSET AND SOCIAL-EMOTIONAL DEVELOPMENT

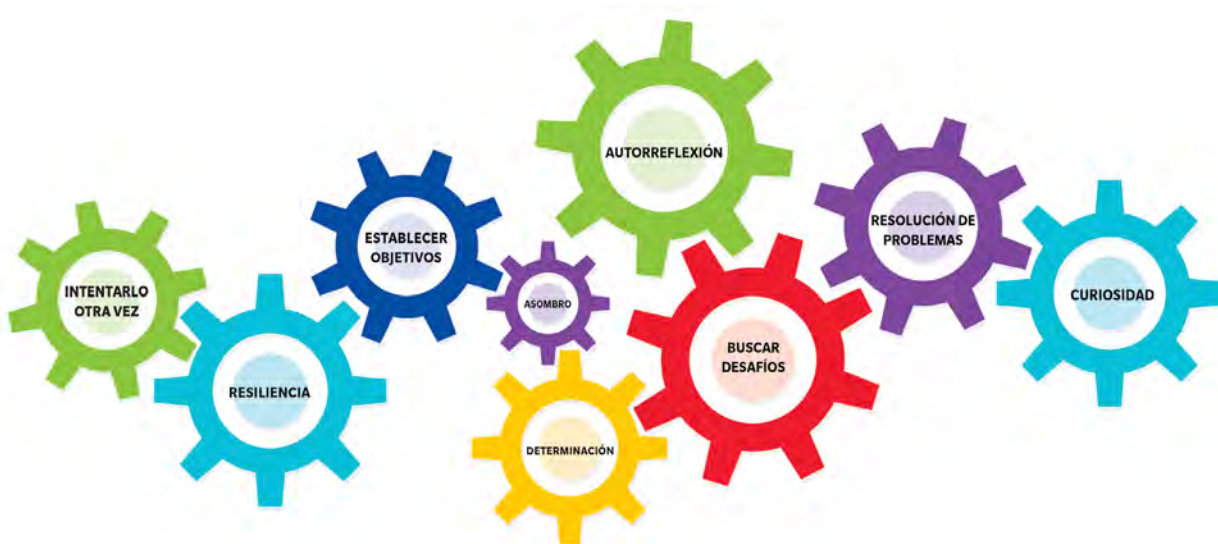
¡Arriba la Lectura! incorporates the latest research, strategies, and practices to build a community of resilient, curious learners who persist in the face of challenge. Through a partnership with **Mindset Works®**, and in collaboration with Dr. David Dockterman of Harvard Graduate School of Education, research-based mindset strategies are integrated into each Module of ¡Arriba la Lectura!

In addition, the materials

- Introduce the **learning mindsets**—growth mindset, relevance, belonging, and purpose—to help students better understand their self-perception and attitudes toward learning.
- Establish the tenets of growth mindset so that each student understands that he or she has the capacity to learn and grow.
- Target the research-based stances and skills that are key to student agency, engagement, and academic success, including curiosity, grit, perseverance, seeking challenges, etc.



Learning Mindset Anchor Chart



Foster a Mindset for Learning



## FAMILY AND COMMUNITY ENGAGEMENT





For a student to be successful in school, there are numerous critical roles that families and communities play: supporters of learning, encouragers of perseverance and determination, models of educational practices, and advocates of appropriate school environments for their student (Grade Level Reading Campaign, 2017). *¡Arriba la Lectura!* provides teachers with the tools and support they need to provide a school-home-community connection.

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# FAMILY AND COMMUNITY ENGAGEMENT FOR LITERACY-RICH ENVIRONMENTS

## LITERACY-RICH HOME ENVIRONMENT

Research shows that students are eager for their families to be knowledgeable and active supporters of their education and are more likely to be successful in school if they see their parents playing this vital role (Epstein, 2010). In addition, research shows that early elementary students are more successful in school when they and their families experience supportive relationships with teachers, a correlation that has been found for achievement in general as well as specifically for reading achievement (Hughes & Kwok, 2007). Developing productive relationships between teachers and families seems of particular importance for students who are at risk of academic failure (Hughes & Kwok, 2007; Hunter, 2012).

Having books in the home helps establish a reading culture that continues from generation to generation within families and is independent of education and class. This creates an interest in and desire for books that will promote the skills and knowledge needed to foster both literacy and numeracy, thus leading to lifelong academic advantages (Evans, Kelly, Sikora, & Treiman, 2010). Unfortunately, many students growing up in high-poverty neighborhoods live in “Book Deserts” with extremely limited access to books and appropriate student text (Neuman & Moland, 2016). While not a sufficient solution, schools can help counter text scarcity, and support students and families, by providing as many print-rich resources as possible across genres, reading levels, and interest areas, even if the resources are lent out temporarily.

When students not only have access to books but can share them with reading mentors who love books and reading, they are much more likely to thrive as readers (Bridges, 2014; Heath, 1983). As noted by Adams (1990), family reading in which family members and caregivers interactively read with children is the most important activity families can do with their children to build the knowledge and skills required for skillful reading. Further, “continuing shared reading, even after your child learns to read independently, ensures that she is consistently exposed to rich and unfamiliar vocabulary and can help sustain an interest in the magical world of books, and provides continued motivation for children to master the art of reading” (Cunningham & Zibulsky, 2014, p. 306).

## READING AT HOME

Children spend up to 75% of their waking hours at home. Even with all the hours in the school day, additional reading time is needed at home to build fluent comprehension skills. Therefore, it is imperative for schools to work with families to capitalize on the educational value of this time throughout the school year and over the summer.

Voluminous reading can have a statistically significant impact on students’ vocabulary development, general knowledge, spelling, verbal fluency, and reading comprehension (Cunningham & Stanovich, 1998). Yet, voluminous reading is possible only if students have access to abundant texts and sufficient opportunities to read outside of school hours.

Reading at home is also important over the summer as students spend a large chunk of time at home during these months. When students do not have the opportunity to experience books over the summer months, something called “the summer slide” occurs in which students start school reading several levels behind where they were at the end of the previous year. Reading at home over the summer months is an important way families can support students as they become successful readers (Gac-Artigas, 2016).



# HOW ¡ARRIBA LA LECTURA! DELIVERS

## FAMILY AND COMMUNITY ENGAGEMENT

- **Cartas para la familia (Family Letters)** are available on *Ed: Your Friend in Learning*. Teachers can send these letters home to include parents and caregivers in the learning goals of each module.
- **Write-in *mLibros* (myBooks)** can be sent home once they have been completed in school. Further, students can share their work digitally at home, including their *mLibro* notes and responses as well as the **digital Rigby Lecturas por niveles (Leveled Readers)** texts appropriate to their specific reading level. Students can do **shared and independent reading at home** to further build their skills and to engage their parents and caregivers in the topics they are discussing and writing about in school.
- Students in the lower grades (K–2) have decodable readers called **Lecturas iniciales (Start Right Readers)** that have printable versions that can be sent home. Students in these grades also receive **Mindset Certificates** at the end of each module, indicating accomplishments in one of the targeted Learning Mindset skills.
- Additionally, the **Guiding Principles and Strategies (GPS)** teacher resource further supports student-home-community connection.

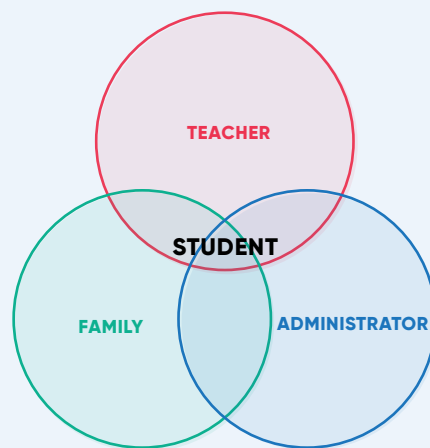


Family Letters

## Connect with Families and Community

Engaging with families and the community is critical to student success in school. *¡Arriba la Lectura!* provides resources to help teachers interact with families throughout the school year.

- **The write-in format of *mLibro*** gives families a front-row seat to their child's thinking and progress over time. Upon completion of each *mLibro* volume, children can take home the share literature, encouraging a strong home-school connection.
- **Cartas Para la Familia** inform families about the skills, strategies, and topics students are encountering at school, extending rich dialogue beyond the classroom. They also provide suggestions for additional authentic Spanish readings that can be enjoyed at home.



Connect with Families and Communities



**TECHNOLOGY IN  
THE SERVICE OF  
TEACHING AND  
LEARNING**






Technology has permeated the classrooms and schools within the past decade at a rapid rate, transforming the way students learn, educators teach, and administrators manage resources and interpret data. Increased numbers of tablets and laptops in the hands of students, enhancements made on mobile devices, inclusion of multimedia on websites, and the infusion of social media in students' daily lives have altered the very nature of reading. Traditional print books are steadily being replaced by eBooks, audiobooks, online news sources, and even voice-controlled intelligent personal assistant services that provide an immediate answer to a spoken question. In these ways, students access text through more modalities than in the past.



## **TECHNOLOGY IN THE SERVICE OF TEACHING AND LEARNING**

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# THE VALUE OF BLENDED LEARNING

Blended learning has the potential to bring accessibility, affordability, and customization that might have previously been complicated, expensive, and standardized to educational places. In this way, it can transform learning experiences for students (Staker et al., 2011; Staker & Horne, 2012). As we use technology and digital devices regularly in order to function in our personal and professional lives, it is reasonable to integrate these same resources into educational environments (Anderson & Skrzypchak, 2011).

In a membership survey of teachers from all 50 states, the Association of American Educators found that 92% of teachers report utilizing technology in the classroom, and 68% of teachers “support a blended learning environment where students spend part of their day with a teacher and part of their day working with a computer” (Association of American Educators, 2015).

Well-designed blended learning solutions offer many positive benefits for all students, including for those with disabilities and emerging bilinguals. Four aspects of technology that can be game changers for students are that it is:

1. Adaptive
2. Available anytime and anywhere
3. Effective at gathering and processing data
4. Motivating (Hasselbring, 2012)

## ADAPTIVE

Adaptive technology affords students the opportunity to receive individualized supports, learn at their own pace, and receive corrective feedback in real time (Kamil, 2003). Individually targeted instruction in reading skills can improve reading achievement, both in the targeted skill and in more generalized measures of literacy (Shanahan, 2008; Vaughn & Denton, 2008).

## AVAILABLE ANYTIME AND ANYWHERE

Providing a fundamental redesign of instructional models, blended learning seeks to accelerate learning by allowing students to access high-quality resources and instructional materials beyond the physical boundaries and time constraints of the traditional classroom. The goal is to develop schools that are more productive for both students and teachers by personalizing instruction and then extending the learning environment beyond the school. In this way, blended learning can ensure that the most appropriate resources and interventions are available for students at the time and place they need them (Bailey et al., 2015).

## EFFECTIVE AT GATHERING AND PROCESSING DATA

Many technology-based programs allow teachers to look up the day-to-day progress of students, see which concepts are holding them back, and then use that information to create an individualized learning plan. When a student spends just a small amount of time using the right kind of software, technology-based programs can quickly assess the student's skill set, organize the data, and deliver customized data to the teacher, parent, or student (Hasselbring, 2010). A recent report (RAND, 2014) found that students in charter schools that had implemented personalized learning programs improved in reading and math over the national average on standardized tests.

## MOTIVATING

The motivating potential of technology is very promising. For almost everyone, especially students caught in a cycle of failure, success is a tremendous motivator. Many technology-based programs are able to process data and point out improvements in even very small increments. Seeing these improvements is incredibly motivating for students who particularly feel they have never experienced success in school (Hasselbring & Bausch, 2005).

Furthermore, a recent report from the Stanford Center for Opportunity Policy in Education (SCOPE) cited three factors that affect the achievement of at-risk students that use educational technology: the interactive nature of the technology, the ability of the technology to encourage students to explore and create rather than repetitively practice skills, and effective interaction between teachers and the technology (Darling-Hammond, Zielesinski, & Goldman, 2014).



# HOW ¡ARRIBA LA LECTURA! DELIVERS

## ED: YOUR FRIEND IN LEARNING

Freeing teachers from designing the complex choreography of providing whole-group and differentiated instruction, reinforcing students' skills through online practice, finding resources, assessing students' skills, and interpreting data, **Ed: Your Friend in Learning** offers a myriad of digital student and teacher support and instructional resources. To inform instruction, learning, and growth, reports in *Ed* allow teachers to view progress by class, students, assignments, standards, and skill level. This information, available right when needed, allows teachers to adjust instruction to meet the needs of all learners.

## MULTIMEDIA

Students learn about each module topic and Essential Question by viewing a high-interest **Mentes curiosas (Get Curious) video**. In K–1, **Alfamigos** videos playfully bring letters to life by teaching letter names and sounds, phonemic awareness, and syllabic blending with unforgettable alphabet characters. Additional media selections, available on *Ed*, expose students to multimedia content designed to engage students and support analysis.

## eBOOKS

**mLibro, Lecturas iniciales, and Rigby Lecturas por niveles (myBook, Start Right Readers, Leveled Readers)** titles are available as **eBooks** on *Ed: Your Friend in Learning*. Digital tools promote student ownership of their reading and writing.

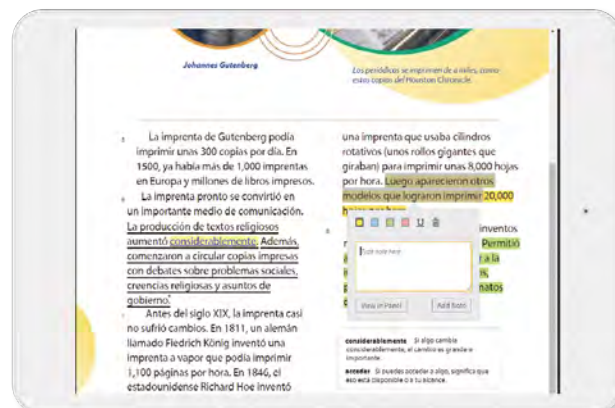
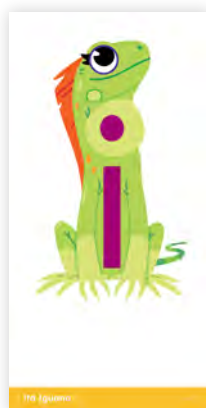
- **Read-along highlighting** supports students in understanding text and hearing what fluent reading sounds like.
- **Highlighting, note-taking, and interactive graphic organizers** work alongside instructional prompts to promote close reading, vocabulary acquisition, and best practices in writing.



Get Curious Videos



Alfamigos



eBook Annotation Tools Provide Instructional Support to Improve Student Learning



## ASSESSMENTS FOR INSTRUCTION AND DIFFERENTIATION





Teachers know that their students differ in many ways—interests, personalities, and levels of accomplishment. They also know that they can be most effective if they are able to provide instruction that recognizes and accommodates these differences. A comprehensive assessment system of and for instruction helps teachers achieve this goal; such a system consists of three main purposes for assessments—formative, interim, and summative—which are used throughout the year to plan and evaluate teaching and learning (Black & Wiliam, 1998; Black et al., 2004).

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# THREE KINDS OF ASSESSMENTS

**Formative assessments** are administered throughout the year, usually by classroom teachers. Their primary purpose is to inform teachers about how their students are progressing, where gaps exist in students' learning, and how their instruction needs to be adjusted to improve student learning, possibly by slowing down the pace, repeating instruction, or even challenging some students with new and potentially more difficult tasks.

Formative assessments don't have to be tests per se; they can be activities such as "exit slips," graphic organizers, or short written paragraphs about what has been read. Even though these may seem informal, teachers can use the data to adjust to their instructional groupings or reteach specific skills to students who seem to need help. In fact, any systematically collected display of learning can give teachers the insight they need to plan instruction.

**Interim or benchmark assessments** are also administered throughout the year, often by classroom teachers but sometimes by coaches or reading specialists. Like formative assessments, interim assessments measure how well students are progressing toward attainment of specific skills, some as foundational as letter-sound correspondences and others as comprehensive as reading comprehension. They are usually fairly short, sometimes taking only a minute; this is important because interim assessments are usually administered individually.

Interim assessments are standardized and systematic and have been studied to determine their reliability; this means that the data they produce give teachers immediate feedback on how well *each* student is meeting specific reading standards. Teachers may make instructional decisions based on the data, including seeking additional, diagnostic testing for students who seem to be falling further and further behind and who may need the support of Tier 2 or Tier 3 instruction in a Response to Intervention (RtI) model (Gersten et al., 2008).

The important thing to remember about formative and interim assessments is that they give teachers invaluable information about students' learning in real time. Decisions about differentiating instruction can be made based on real evidence of students' achievement and on their needs. In this way, they are assessments in the service of students' learning. This can become even more so when teachers share results with students so they gain insight into their learning and see themselves as helping to make instructional decisions (Black & Wiliam, 1998; 2009). Sharing data with students allows them to see why they are being tested and encourages them to do their best.

**Summative assessments**, on the other hand, measure what students have learned—over the course of a unit, a term, or the whole year. They show students' mastery after instruction occurred. Results, especially of state reading tests, may not be available to share with students, but teachers can put the results to use to help them evaluate the effectiveness of their teaching with groups of students they came to know well. Reflecting on summative test results, teachers can ask themselves questions like: What worked that I should do again? What could I have done differently? How can I improve my instructional practice for certain aspects of the curriculum or for certain students? Finding honest answers to these questions and putting the answers to work will improve teachers' practice (Fisher et al., 2016).

It is important to consider assessment through a holistic lens of bilingualism (Escamilla, et al., 2014). Assessments should be administered in both languages and analyzed together to form a complete picture of the developing bilingual student. This is in contrast to the monolingual model of bilingual education where students are assessed in only one language. Bilinguals should be expected to perform some tasks better in one language than another, depending on where they are in the development of their skills.



# HOW ¡ARRIBA LA LECTURA! DELIVERS

## ¡ARRIBA LA LECTURA! ASSESSMENTS

¡Arriba la Lectura! features numerous assessments including weekly assessments, module assessments, Leveled Reader quizzes, performance tasks, running records, and teacher observation tools, as well as the **HMH Spanish Reading Growth Measure**, administered three times a year (beginning, middle, and end), and a **Guided Reading Benchmark Assessment Kit**.

## ASSESSMENT AND PROGRESS MONITORING

Ongoing formative assessment guides daily instruction while performance-based assessments demonstrate student progress toward mastery of module skills and standards.

- **Selections Quizzes:** Assess comprehension of the *miLibro* (myBook) text selections (Grades 1–6)
- **Weekly Assessments:** Assess children’s understanding of the key Reading, Writing, and Foundational Skills covered during each week of instruction
- **Ongoing Formative Assessment Tools:** Assess children across the school year through Leveled Readers Comprehension Quizzes, Running Records, 1:1 Observation Record, Daily Lesson Checks, and Correct & Redirect Opportunities in the Teacher’s Guide

- **Module Assessment:** Measure children’s proficiency in the critical skills covered in this module (foundational skills, generative vocabulary, vocabulary strategies, comprehension/literary analysis, grammar, writing)
- **Performance-Based Assessment:** Children synthesize what they have learned from the module’s text set and demonstrate their topic knowledge by completing one of the module’s culminating activities. An optional written Performance Task is also provided at the end of each module in the Teacher’s Guide
- **Writing Assessment:** Throughout the course of the module, children work through the stages of the writing process in the *Writing Strand*. Children’s writing can be evaluated according to the rubric provided for the module’s writing form in the Teacher Resource Book
- **Interim Growth Measure: HMH Spanish Reading Growth Measure** is an online, adaptive assessment administered three times a year that measures growth in Spanish reading comprehension over time and predicts students’ future performance on high-stakes tests. Data from the Growth Measure reports can be viewed at the individual and class level, providing teachers with valuable insights to plan instructional next steps.

These assessments are also available in English as well for bilingual settings. It is recommended that teachers consider assessments in both languages in order to have a holistic view of their developing bilingual learners.





# DATA-DRIVEN GROWTH

By measuring the key essential skills, assessment data can help teachers improve student achievement by providing a detailed description of each student's progress, as well as an aggregate portrait of how a class or grade has progressed. Thoughtful use of formative, interim, and summative data ensures that all students receive instruction that meets these criteria (Pane et al., 2015):

- Instruction is appropriate for students' levels of development and needs.
- Instruction is efficient and seamless.
- Instruction provides students the time they need to master the skills and strategies that are taught.
- Instruction is sequenced flexibly, accommodates individual progress, and answers the critical question of "what next?".

Carlson and colleagues (2011) found evidence that, when implemented validly and reliably at scale, data-driven reform efforts can result in substantively and statistically significant improvements in achievement outcomes. For students with disabilities, it is particularly important to use student performance assessment data to monitor progress in order to determine ongoing instructional and interventional needs (National Joint Committee on Learning Disabilities, 2008).

Not only do assessment data inform teachers the knowledge and skills that students have acquired and their level of mastery, but the practice of consistently taking low-stakes performance assessments, coupled with high expectations, and meaningful feedback help all students become assessment capable learners (Frey, Hattie, & Fisher, 2018).



# HOW ¡ARRIBA LA LECTURA! DELIVERS

*¡Arriba la Lectura!* is built on the promise of student outcomes. It includes meaningful data insights to help teachers determine daily skills focus for minilessons and small-group needs. Actionable reports drive grouping, reading, and instructional recommendations appropriate for each learner.

## REPORTS

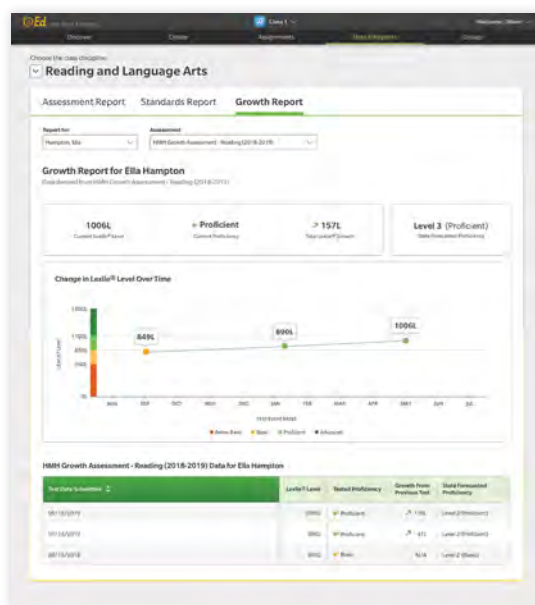
Multiple reports display student proficiency and growth, allowing teachers to see the gaps and gains of his or her class—and each individual learner—at any moment throughout the school year, based on activities associated with lessons (or modules) and interim assessments. The **Growth Report from the HMH Spanish Reading Growth Measure** will provide a Lexile level allowing teachers and administrators to examine student progress and growth within and across school years. **Module and weekly assessments** give insights into individual and class standards proficiency.

## GROUPING

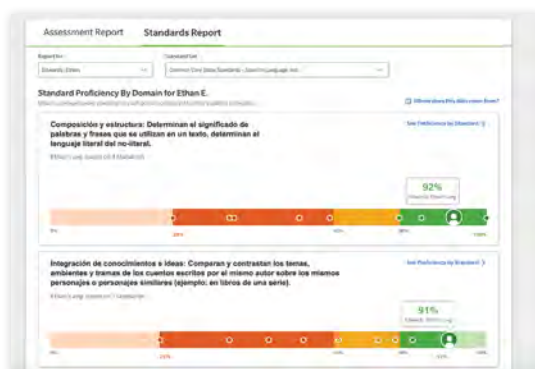
Grouping recommendations based on data allow teachers to quickly group students and target instruction to meet their needs and maximize learning outcomes. *Ed: Your Friend in Learning* allows teachers to manage **flexible groups** for guided reading, skills reinforcement, and language development.

## RESOURCE RECOMMENDATIONS

*Ed: Your Friend in Learning* delivers **just-in-time instructional supports** and just-the-right-level texts to build better readers and writers based on data. These recommended resources target students' individual learning needs.



Growth Report



Standards Report



## BLENDED PROFESSIONAL LEARNING AND SERVICES





*¡Arriba la Lectura!* features effective approaches to professional learning that support teachers in becoming developers of high-impact learning experiences for their students. Comprehensive blended professional learning solutions are data and evidence driven, mapped to instructional goals, and centered on students—and they build educators’ collective capacity. HMH allows teachers to achieve agency in their professional growth through effective instructional strategies, embedded teacher support, and ongoing blended professional learning relevant to everyday teaching.

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# RELEVANT HIGH-UTILITY INSTRUCTIONAL STRATEGIES AND PRACTICES

Research increasingly finds that teachers' professional learning is essential to school reform and a vital link between standards movements and student achievement (Borman & Feger, 2006; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Garet, Porter, Desimone, Birman, & Yoon, 2001; Gulamhussein, 2013; Sweeney, 2011; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). According to Wei, Darling Hammond, Andree, Richardson, & Orphanos (2009):

As students are expected to learn more complex and analytical skills in preparation for further education and work in the 21<sup>st</sup> century, teachers must learn to teach in ways that develop higher order thinking and performance. . . . Efforts to improve student achievement can succeed only by building the capacity of teachers to improve their instructional practice and the capacity of school systems to advance teacher learning (p. 1).

Current reform efforts across disciplines require significant shifts in teachers' roles from traditional, rote, fact-based approaches to instruction toward fostering in students a deeper engagement with critical thinking and problem solving. In order for schools to support new standards and instructional practices, effective professional learning programs are necessary. "If school districts want teachers to change instruction, the implementation stage must be included and supported more explicitly in professional development offerings, as this is the critical stage where teachers begin to commit to an instructional approach" (Gulamhussein, 2013, p. 11).

Professional learning should be focused on deepening teachers' content knowledge and connected to targeted teaching practices (Guskey & Sparks, 2002; Saxe, Gearheart, & Nasir, 2001). Teachers' professional knowledge and capacities grow throughout their careers as they interact with more and more students, participate in professional learning opportunities, and make use of research-based, educative print and online resources. One way of thinking about this growth is movement from being a novice teacher toward one who demonstrates mastery. Novices depend almost entirely on declarative knowledge—what was learned in their teacher education programs. The process of working toward being a master teacher increases stores of what has been called "expert/adaptive" knowledge and "reflective" knowledge. Master teachers have the procedural knowledge—the strategies and practices to deal successfully with a full array of instructional challenges and to then evaluate, analyze, and reflect upon their effectiveness (Snow, Griffin, & Burns, 2005).

Professional learning should enhance teachers' knowledge of specific pedagogical skills and how to teach specific content to students (Darling-Hammond et al., 2009). Several studies have shown that professional learning that addresses discipline-specific concepts and skills results in better teacher and student outcomes (Gulamhussein, 2013).

Effective professional learning programs are sustained over time and cohesive and intensive in approach (Ball & Cohen, 1999; Bill & Melinda Gates Foundation, 2014; Garet et al., 2001; Gulamhussein, 2013; Joyce & Showers, 2002; Saxe et al., 2001; Yoon et al., 2007). In addition to their own tendencies to evaluate and analyze their practice, many external factors and experiences contribute to teachers' growth as professionals. Feedback from principals, colleagues, coaches, parents, and students contribute to individuals' growth (Hattie & Timperley, 2007).

A review of the results of nine rigorous experimental studies found professional learning programs of greater duration are positively associated with improvements in teacher practice as well as student achievement, specifically showing that a set of programs offering substantial contact hours (30–100 hours total) spread over 6 to 12 months yielded a positive, significant effect on student achievement gains (Darling Hammond et al., 2009). Joyce and Showers (2002) indicate that, for many teachers, mastery of a new skill requires, on average, 20 separate instances of practice—and more for particularly complex skills. Teachers must then see ample value in professional learning sessions to put professional learning to use in their classrooms and work toward mastery—the very same processes their students engage in when they are learning new and challenging strategies, skills, and concepts. Fortunately, the transfer rate of learning for teachers is much higher when instruction and practice are coupled with coaching.

Conversely, an approach consisting of a single-shot, single-session workshop independent from a cumulative, cohesive context for learning will likely have minimal impact (Ball & Cohen, 1999; Gulamhussein, 2013; Yoon et al., 2007). In a 2002 meta-analysis of research on teacher training, Joyce and Showers found that when professional learning consisted of only theory and discussion of a targeted practice—such as through a workshop session—gains in knowledge and the ability to demonstrate the new skills were modest in the transfer to actual classroom situations; however, demonstration, practice, and feedback—such as through follow-up and coaching—combined with theory and discussion yielded more substantial gains.



## HOW ¡ARRIBA LA LECTURA! DELIVERS

The *¡Arriba la Lectura!* program builds a culture of professional growth with embedded and ongoing blended professional learning that empowers and supports teachers to be developers of high-impact learning experiences that provide all students with opportunities for reading and writing success.

Teacher tips and professional learning references are embedded throughout the **Guía del maestro (Teacher's Guide)** so that teachers receive immediate, relevant research-based recommendations from various literacy and biliteracy experts. The **Guiding Principles and Strategies (GPS)** book supports teachers through the introduction of routines and procedures to support whole-group, small-group, and independent learning at the beginning, middle, and end of year. The Reading and Foundational Skills strands are in the core Teacher's Guide for Grades 1 to 6. The teacher's materials for those strands are integrated on a daily basis. Writing and Grammar for Grades 1 to 6 appear in a separate **Taller de escritura (Writing)** Teacher's Guide that consists of one volume per grade.

Offered in-person or online, the **Getting Started with ¡Arriba a la Lectura! course** provides an overview of the program from both a teacher and student perspective to build understanding and confidence to ensure a strong implementation. A comprehensive **Professional Learning Guide** complements the Getting Started session and provides additional support throughout the implementation. To reinforce and extend understanding, teachers also have access to on-demand **Getting Started Professional Learning Modules** on *Ed: Your Friend in Learning*, enabling them to better hone their craft and discover new strategies and techniques for teaching.

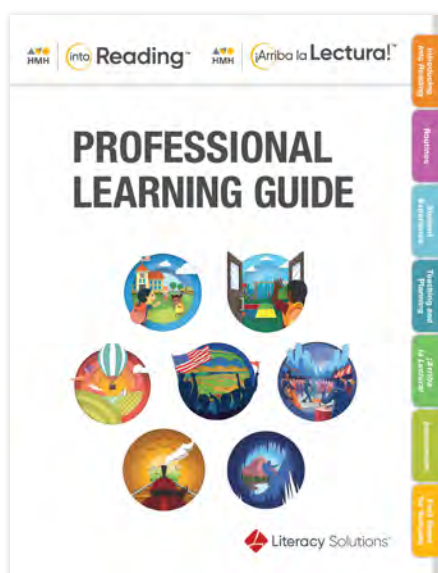
To support administrators, a **Getting Started Leadership webinar** is available.

In addition, the GPS book guides teachers in building classroom community, supporting social-emotional learning, engaging families as partners, assessing students and differentiating, and teaching using research-based best practices.

To support teachers in deepening their teaching practices and mastery of *¡Arriba la Lectura!*, HMH offers personalized **Follow-Up** sessions. Districts can choose from relevant *¡Arriba la Lectura!* instructional topics to create a personalized in-person and/or online Follow-Up experience.

Follow-Up Topics:

- Maximize Learning with Digital Resources
- Plan Your Instruction for Your Biliteracy/Bilingual Model
- Bridge and Develop Metalinguistic Analysis
- Make Literacy Accessible for All Learners Through Differentiation and Small-Group Instruction
- Apply Notice & Note Close Reading Strategies for Deep Analysis of Text
- Create an Effective Comprehensive Literacy Learning Environment
- Cultivate Student Voice, Choice, and Action through the Writing Strand
- Develop Foundational Skills in a Biliteracy/Bilingual Environment
- Leverage Data and Reporting Tools to Accelerate Growth





# MODELING AND COACHING OF INSTRUCTIONAL STRATEGIES AND PRACTICES

Research has documented that educational reforms are not self-implementing or predictable in terms of how they may (or may not) take hold at the classroom level; the vital link necessary for targeted change is local professional learning by teachers (Borman & Feger, 2006).

Instructional coaching entailing the modeling of specific sought-after practices has been shown to help teachers embrace and implement best practices and educational policy (Coburn & Woulfin, 2012; Gulamhussein, 2013; Heineke & Polnick, 2013; Knight, 2011; Taylor & Chanter, 2016; Wei et al., 2009).

Effective modeling of targeted instructional practices is purposeful and deliberate, incorporates academic language, and is based on research (Taylor & Chanter, 2016). Gulamhussein (2013) reports that:

While many forms of active learning help teachers decipher concepts, theories, and research-based practices in teaching, modeling—when an expert demonstrates the new practice—has been shown to be particularly successful in helping teachers understand and apply a concept and remain open to adopting it (p. 17).

“Like athletes, teachers will put newly learned skills to use—if they are coached” (Joyce & Showers, 1982, p. 5). According to a large-scale survey commissioned by the Bill & Melinda Gates Foundation (2014), teachers seek more opportunities to be coached in learning new, effective instructional strategies and practices, believing these professional learning efforts are more valuable.

Indeed, teachers’ initial exposure to a concept should engage teachers through varied approaches and active (rather than passive) learning strategies to make sense of a new practice (Bill & Melinda Gates Foundation, 2014; Garet et al., 2001; Gulamhussein, 2013). Further, an effective professional learning program avoids the generic; instead, it should focus on the targeted content, strategies, and practices (Bill & Melinda Gates Foundation, 2014; Darling-Hammond et al., 2009; Saxe et al., 2001) and be grounded in the teacher’s grade level or discipline (Gulamhussein, 2013).

Effective professional learning programs provide continued follow-up and support from coaches (Sweeney, 2011). Knight (2011) stresses that once training initiatives are kick-started to raise awareness of targeted teaching practices, follow-up and coaching are essential: “[l]asting change does not occur without focus, support, and systemwide accountability. Support is necessary for transferring talk into action” (p. 10).

Teachers who seek to improve their practice and their students’ achievement can also turn to print, online, and in-person resources to help them continue successfully on their path toward professional mastery; this process represents blended learning, which has the advantage of allowing teachers to control the place, pace, and path of their professional learning. Individually and collaboratively, they engage in a process sometimes called “self-coaching that addresses the common question: ‘The professional development is over, so now what?’” (Wood, Kissel, & Haag, 2014). There are five steps to self-coaching, and they align with high-quality teaching. They include:

1. Collecting data to help answer one’s questions about instructional improvement. Formative and benchmark data are important, but so too is information about students’ interests, styles of learning, and work habits
2. Reflecting on the data as a whole and on the data that results from looking back on each day’s and each week’s instruction
3. Acting on the reflections, trying things out, and as appropriate, sharing the results of teachers’ actions in a collaborative and mutually supportive group
4. Evaluating one’s practice, especially through video self-reflection, for example, asking questions about effectiveness of instruction and students’ receptivity to the instruction
5. Extending one’s actions, for example, trying out a successful approach to teaching students to understand complex narrative texts to instruction on reading, social studies, or science textbooks or other informational texts.



## HOW ¡ARRIBA LA LECTURA! DELIVERS

HMH offers **Blended Coaching** to sustain growth and target teachers, and students' unique needs. HMH coaches will work with teachers and leaders in person and online to analyze and set goals, learn new instructional practices and apply them in the classroom. Ongoing support is provided through the Coaching Studio. Through Blended Coaching HMH provides teachers with personalized support both in person, online, and through the Coaching Studio focused on instructional practices, content, and data to ensure continuous improvement over time and "transfer talk into action." HMH coaches build strong relationships with

teachers through engaging them in a consistent coaching model. By engaging teachers in a reflective coaching model, coaching can facilitate measurable results (Taylor & Chanter, 2016). By incorporating action steps, gathering data, and analyzing evidence and reflecting, coaching can facilitate measurable results (Taylor & Chanter, 2016). **In between in-person and/or online sessions, teachers can use the Coaching Studio to upload classroom videos, share artifacts, and have open, reflective dialogue with their HMH Coach and their peers.**



HMH Research-Based Coaching Model



# ONGOING BLENDED PROFESSIONAL LEARNING

Enabling educational systems to achieve on a wide scale the kind of teaching that has a substantial impact on student learning requires much more intensive and effective professional learning than has traditionally been available. If we want all young people to possess the higher-order thinking skills they need to succeed in the 21<sup>st</sup> century, we need educators who possess higher-order teaching skills and deep content knowledge. (Gov. James B. Hunt, Jr. in Darling-Hammond et al.'s *Professional Learning in the Learning Profession: Status Report*, 2009, p. 2).

Focusing on teachers' inquiry into questions about instruction and on students' learning deepens teachers' understanding of student learning and allows the collective capacity of the community to address instructional dilemmas (Webb, Vulliamy, Anneli, Hamalainen, & Polkionen, 2009).

Effective professional learning is embedded and ongoing as part of a wider reform effort, rather than an isolated activity or initiative (Darling-Hammond et al., 2009; Garet et al., 2001). "The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem" (Gulamhussein, 2013, p. 3).

Effective professional learning programs are supportive of teachers as they navigate the implementation process in order to increase the likelihood of positive changes in practices (Knight, 2011). Teachers must be supported in ways that address the specific goals for learning aligned with corresponding standards and associated challenges to teaching them (Garet et al., 2001; Guskey, 1995; Penuel, Fishman, Yamaguchi, & Gallagher, 2007). "Simply increasing the amount of time teachers spend in professional development alone, however, is not enough. The time has to be spent wisely, with a significant portion dedicated to supporting teachers during the implementation stage" (Gulamhussein, 2013, p. 15).

Effective training efforts should be developed according to evidence-based strategies for adult learning and communication, including engaging teachers in varied

approaches that allow for their active participation (Bill & Melinda Gates Foundation, 2014; Garet et al., 2001; Gulamhussein, 2013; Guskey, 2002; Taylor & Chanter, 2016). Teachers possessing technical strengths can draw on reserves of procedural knowledge to tailor instruction to their students' needs. As intellectuals, they are empowered to reflect on theory, research, and their practice to innovate and implement new teaching strategies and approaches. This process of reflection can lead to teachers turning to their colleagues for advice and clarification—a process sometimes called "collective sensemaking," which research has shown can be a powerful motivator for school improvement when implemented in professional learning communities (Coburn, 2005).

Researchers who study professional learning that supports teachers in effectively changing practice remind professional learning developers and providers that teachers' active involvement may make them feel vulnerable because they are being asked to take the stance of "learner." As Bryk and colleagues (2015) noted in a study of improvement efforts that included professional learning, positive changes happen in the presence of teachers' "good will and engagement," which is often rooted in teachers having choice and autonomy in their own learning. These qualities are essential whether teachers meet for large-group professional learning, attend professional learning communities within their schools, or work on their own to search out experts to guide them through self-study with print or online resources.



## HOW ¡ARRIBA LA LECTURA! DELIVERS

For immediate guidance at the beginning of teaching with *¡Arriba la Lectura!* (and for ongoing support when teachers need it), **online Getting Started Modules** provide over 20 on-demand professional learning topics—including videos, tutorials, downloadable resources, and tips and strategies to support understanding of the instructional components and resources of *¡Arriba la Lectura!* Teachers can choose topics that pertain to their instructional needs providing choice and autonomy.

Offered in person or online, **Follow-Up sessions** provide a deeper dive into key program topics and practices including digital tools and resources, collaborative instruction, close reading strategies, and analysis of data and reports. Follow-up also provides flexibility, allowing choice of delivery mode and instructional topics to create a personalized professional learning experience. Our **Blended Coaching solutions** extend teacher and leader instructional capacity with in-person support and online sessions as well as access to **HMH's Coaching Studio**.

## BLENDED PROFESSIONAL LEARNING SOLUTIONS

*¡Arriba la Lectura!* builds a culture of professional growth through embedded and ongoing blended professional learning. This model moves beyond the one-size-fits-all approach to include in-person and online consulting, courses, and coaching that is **flexible, collaborative, and personalized**. Together, we help create meaningful learning experiences for long-term, sustainable growth.

- **Getting Started Courses:** Offered in-person or online, the Getting Started course provides an overview of the program from both a teacher and student perspective to build understanding and confidence to ensure a strong implementation. To solidify understanding, the **Professional Learning Guide** supports the Getting Started course and provides helpful information and strategies for planning instruction and implementing the program in *Into Reading* and *¡Arriba la Lectura!* classrooms.
- **On-Demand Getting Started Modules:** Provide on-demand professional learning—including videos, tutorials, downloadable resources, and tips and strategies to support teachers throughout the school year.
- **Follow-Up:** Offered in-person or online, Follow-Up provides a deeper dive into key program topics based on districts instructional needs.
  - Topics include:
    - Maximize Learning with Digital Resources
    - Plan Your Instruction for Your Bilingual/Bilingual Model
    - Bridge and Develop Metalinguistic Analysis
- **Make Literacy Accessible for All Learners Through Differentiation and Small Group Instruction**
- **Apply Notice & Note Close Reading Strategies for Deep Analysis of Text**
- **Create an Effective Comprehensive Literacy Learning Environment**
- **Cultivate Student Voice, Choice, and Action through the Writing Strand**
- **Develop Foundational Skills in a Bilingual/Bilingual Environment**
- **Leverage Data and Reporting Tools to Accelerate Growth**
- **Blended Coaching:** Personalized in-person and online support with access to Coaching Studio, Blended Coaching deepens mastery and ensures continuous professional growth. Student-centered and grounded in data, our coaching focuses on instructional practices and program components.
- **Technical Services:** Help plan, prepare, implement, and operate *¡Arriba la Lectura!* technology seamlessly within the district ecosystem.



Classroom Videos



## SUMMARY



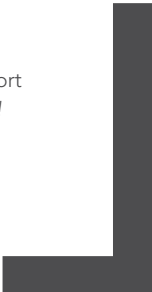




### ***¡ARRIBA LA LECTURA!* – INTO THE WORLD OF LEARNING**

Reading has been described as the gateway to all learning. *¡Arriba la Lectura!* addresses the whole child academically, physically, and socially so that all children have the opportunity to read with understanding.

The program concept for *¡Arriba la Lectura!* underlies the evidence base presented in this research foundations paper. *¡Arriba la Lectura!* clearly puts children at the center of an ecosystem designed to support their literacy and language growth. In addition to the unique and critical role of teachers, *¡Arriba la Lectura!* supports the important contributions of families and school leaders. Indeed, it will take all of us to ensure that all children learn to read effectively and fluently and, just as important, that all children love to read enthusiastically and joyfully.





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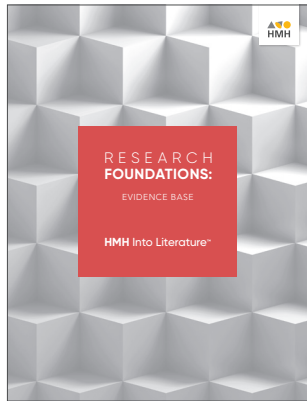
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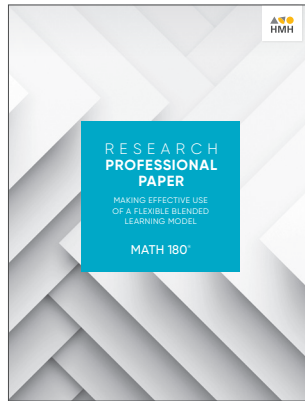
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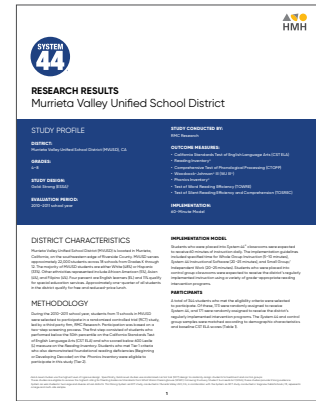
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