

Foreword

Our understanding of English and bilingual learners in the United States has evolved significantly as a result of the research of Literacy Squared (Escamilla et al, 2014) and the work that has been done on translanguaging (Garcia, Ibarra Johnson, & Seltzer, 2017), as well as other contributions by researchers and practitioners. Instead of viewing bilinguals as two monolinguals in one, we understand that bilinguals develop language and literacy by using all they know in all their languages, and that when curriculum, instruction, and assessment build on the strengths students have in both languages, students do better in school. This understanding affects how we serve English and bilingual learners in terms of curriculum, instruction, and more. While our thinking about how to meet the needs of language learners through Response to Intervention (RtI) has also evolved, practitioners often feel limited in their choice of materials and the language of intervention. These choices highlight a mismatch between what we know about how bilinguals develop language, literacy, and content and how we support them as they develop these abilities and skills. *The Literacy Club: Effective Instruction and Intervention for Linguistically Diverse Learners* is a breath of fresh air. Using a growth-oriented, multilingual view of English and bilingual learners, Henn-Reinke and Yang propose a research-based, flexible, and practical approach for serving a wide variety of students in different types of language education programs. This book is a tremendous contribution to the fields of literacy, biliteracy, and language development.

Anchored in a student-centered approach for collecting and interpreting data in English (in the English as an additional language strand) and English/Spanish (in the advancing and emerging bilingual strands), the Literacy Club (LC) provides students with small group guidance using optimal instructional strategies that are scaffolded, differentiated, and focused on developing oracy, literacy, and metalanguage. Throughout the book, Henn-Reinke and Yang define and illustrate the difference between scaffolded learning activities (instruction that includes supports for guiding students to greater independence) and differentiated learning activities (changing the material and assessment to meet students' needs) as they take the reader through the four components of the LC (focus book, word work, rereads, and writing). They bring these components to life by describing how they can be adjusted to meet the needs of eight focal students in grades K–5. All the examples illustrate the pedagogical principles of the LC, such as integrating all four language domains (listening, speaking, reading, and writing), the importance of meaningful context for literacy development, building on what students already know and can do linguistically and culturally, and providing intensive instruction in areas identified by formative and

summative assessment in either English only or Spanish and English. As we read about how to support students such as Mai, Sergio, and Evelyn Gloria we see how interventions are planned and implemented for various students at different grade levels using standards and appropriate texts. This flexible approach reflects best practices and research in the fields of language development, literacy, and biliteracy. It also embraces professional collaboration and teacher expertise as key tenets in designing appropriate interventions.

One of the important contributions of this book is the assertion that we should develop and use bilingual assessment data (in both Spanish and English) when planning bilingual instruction for students. Chapter 2, Goal-Setting and Progress Monitoring, walks us through the different formative and summative assessments we can collect in Spanish and English to plan small group support focused on language development and literacy. A balanced and bilingual approach to assessment, as illustrated by Juan Carlos and Sergio's samples, establishes a framework for planning instruction and monitoring student growth in a way that is doable, practical, and anchored in the type of instruction necessary for English and bilingual learners. Also, the discussion about language development in addition to literacy development is refreshing and important as teachers continue to teach to all the different standards that abound.

Another important contribution of this book is its focus on developmentally appropriate instruction and how to increase rigor, as articulated through the grades and presented in Chapters 3–6 through student case studies and grade-level clusters. This sociocultural approach allows Henn-Reinke and Yang to present complex content in a readable and enjoyable manner, enabling readers to connect to the material easily. Finally, the tips and structures in Chapter 7 that are recommended for a variety of constituents focus on the logistical and leadership considerations that are important for the LC to be successful.

Henn-Reinke and Yang are to be commended for tackling such a challenging and complex subject in a way that reflects research and best practice through a positive and effective approach that meets the needs of linguistically and culturally diverse students in a variety of contexts. This book is an excellent text to read and use as the field continues to define how to include and address English and bilingual learners in our educational system.

¡Enhorabuena!
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