

## Contents

# 1

## Terrain and Landscape 1

Introduction 1

### ■ Shifting Landscape 4

- 1.1. How do reform efforts fit into our views about the goals and purposes of education? 4

*Michael W. Kirst*

- 1.2. Who will the Common Core State Standards serve? How do they reflect 21st-century demographic realities? 7

*Rubén G. Rumbaut*

*Douglas S. Massey*

- 1.3. In what ways are the Common Core State Standards de facto language education policy? 10

*Terrence G. Wiley*

- 1.4. What has No Child Left Behind accomplished for students designated as English language learners? What do the Common Core State Standards and accountability requirements change? 11

*Wayne Wright*

### ■ Challenges and Opportunities 13

- 1.5. How are students designated as English language learners represented in the Common Core State Standards? 13

*David Nieto*

- 1.6. What do the Common Core State Standards mean for bilingual education? 15

*María Estela Brisk and C. Patrick Proctor*

*Nelson Flores and Ofelia García*

- 1.7. What are the challenges in identifying and categorizing English language learners/emergent bilinguals? 18

*Robert Linqunti and H. Gary Cook*

- 1.8. What are the purposes of English language development standards? 20

*Kenji Hakuta*

*Tim Boals*

- 1.9. How should we refer to students who are acquiring English as an additional language? 23

*Ofelia García*

*Maria Santos*

- 1.10. How have different groups of English language learners/emergent bilinguals been categorized and what issues are raised by these categorizations? 25  
*Nelson Flores*  
*Karen Beeman and Cheryl Urow*
- 1.11. What kinds of variation do we find in the category “English language learner”? 28  
*Rebecca Field*
- 1.12. What spaces for bi/multilingualism can we find within the context of Common Core State Standards implementation? 32  
*Tatyana Kleyn*
- DISCUSSION QUESTIONS** 34
- TOPICS FOR REFLECTION AND ACTION** 34

## 2 Fundamental Language Issues 36

Introduction 36

### **Becoming Bilingual and Multilingual: Language Acquisition and Development** 38

- 2.1. What is bilingualism/multilingualism? 38  
*Guadalupe Valdés*
- 2.2. How does a holistic perspective on (bi/multi)literacy help educators address the demands of the Common Core State Standards for English language learners/emergent bilinguals? 39  
*Susan Hopewell and Kathy Escamilla*
- 2.3. How have different research perspectives viewed language development and language acquisition? 41  
*L. Quentin Dixon*
- 2.4. How has the acquisition/development of English been conceptualized for English language learners/emergent bilinguals? What are implications of different ways of conceptualizing these processes? 42  
*Diane Larsen-Freeman*  
*Catherine Snow*  
*Amanda Kibler*
- 2.5. When we talk about language acquisition or language development, what is *it* that needs to be acquired? 46  
*Suresh Canagarajah*

### **The Language Valued at School** 47

- 2.6. What do educators need to know about language as they make decisions about Common Core State Standards implementation? 47  
*Ofelia García*  
*Aída Walqui*

- 2.7. How have the language expectations for students and teachers at school changed with the adoption of the Common Core State Standards? 50  
*Alison L. Bailey*
- 2.8. How has the concept of academic language been defined and interpreted? How can educators draw on this work as they implement the new standards? 52  
*Terrence G. Wiley and Laura Wright*
- 2.9. How is the term “academic language” helpful? How is it imprecise? 54  
*Catherine Snow*  
*Okhee Lee and Lorena Llosa*  
*James Gee*
- 2.10. How can an understanding of language variation help educators address the demands of the Common Core State Standards for linguistically diverse learners? 57  
*Lilia Bartolomé*  
*Anne H. Charity Hudley*
- 2.11. Who are second dialect speakers in U.S. schools? What are their specific learning needs? 59  
*Shondel Nero*
- Language Teaching and Learning 62**
- 2.12. What do we know about the direct teaching of a second language to young children? 62  
*Carole Edelsky*
- 2.13. To what extent do the Common Core State Standards support the linguistic, emotional, and physical development of dual language learners in early childhood programs? 63  
*Maya A. Martinez-Hart*  
*Catherine Snow*
- 2.14. What do we know about second language acquisition in instructional settings? 65  
*Diane Larsen-Freeman*  
*Claude Goldenberg*
- 2.15. What are language learning progressions and why are they important to educators? 69  
*Alison L. Bailey and Margaret Heritage*  
*Patricia Velasco*
- 2.16. How might existing language progressions help or hinder English language learners/emergent bilinguals in meeting the demands of the Common Core State Standards? 72  
*Claude Goldenberg*
- DISCUSSION QUESTIONS 74**
- TOPICS FOR REFLECTIONS AND ACTION 75**

# 3

## Family and Community Participation 77

Introduction 77

### Engaging Diverse Families and Communities in Education 79

- 3.1. Why is it important to discuss the role of families and communities in the education of English language learners/emergent bilinguals relative to the Common Core State Standards? 79

*Debbie Zacarian*

*Diep Nguyen*

- 3.2. What are some culturally and linguistically appropriate practices when communicating with families of English language learners/emergent bilinguals? 83

*Sheila M. Shannon*

*Marjorie Faulstich Orellana*

- 3.3. How can educators create opportunities for families to engage in equitable school participation in linguistically and culturally appropriate ways? 85

*Young-chan Han*

*Penny Bird and Chris Sims*

- 3.4. How can rural communities ensure that immigrant and refugee families participate in how their schools choose to implement the Common Core State Standards? 88

*Margaret R. Hawkins and Stacey J. Lee*

- 3.5. How can community organizations support and negotiate the work of schools around the Common Core State Standards for young dual language learners? 89

*Ruth Reinl*

### Shifting Views of the Relationship between Families and Schools 91

- 3.6. How are parents of English language learners/emergent bilinguals seen by schools and “parent-education” programs? 91

*Katherine C. Rodela*

- 3.7. How and why are immigrant families seen as both the source of and the solution to the challenges that their children experience in schools? 92

*Katherine C. Rodela*

- 3.8. How can well-intentioned school practices limit parental participation/ leadership? How can educators address this challenge when working with parents of English language learners/emergent bilinguals? 94

*Andrea Dyrness*

- 3.9. In what ways can school policies limit authentic involvement of English language learners’/emergent bilinguals’ parents, and how can this be addressed? 95

*Sera Jean Hernandez*

- 3.10. Why might parental leadership be particularly important relative to the Common Core State Standards and high-stakes testing? 96  
*Ujju Aggarwal*
- 3.11. How can schools ensure that families and communities are part of decision making in educational issues involving English language learners/emergent bilinguals? 97  
*Edward M. Olivos*
- 3.12. What are key issues that require attention in informing parents about special education policies and practices? 99  
*Alfredo J. Artiles and Beth Harry*
- DISCUSSION QUESTIONS** 103
- TOPICS FOR REFLECTION AND ACTION** 104

## **4** Policy, Leadership, and Advocacy 106

Introduction 106

### **Policy Negotiations from “Top-down” to “Bottom-up”** 108

- 4.1. What does the process of language education policy development look like at the state level, and why is it important relative to the Common Core State Standards? 108  
*David Cassels Johnson, Heidi LaMare, and Thad Williams*  
*Jobi Lawrence and Byron Darnall*
- 4.2. How might the Seal of Biliteracy be used strategically to promote biliteracy within the context of the Common Core State Standards? 111  
*Shelly Spiegel-Coleman and Magaly Lavadenz*  
*John Hilliard, Olivia Mulcahy, and Josie Yanguas*
- 4.3. Why is it important for schools to develop school language policies relative to the Common Core State Standards? 119  
*Ester de Jong and Mileidis Gort*
- 4.4. What might the process of language education policy development look like at the district and school levels relative to the Common Core State Standards? 121  
*Rebecca Field and Kate Menken*
- 4.5. What might the process of language education policy development look like at the school and classroom levels relative to the Common Core State Standards? 123  
*Mishelle Jurado and Lisa Harmon-Martinez*
- 4.6. What preparation do administrators need to implement the Common Core State Standards in schools serving English language learners/emergent bilinguals? 125  
*Barbara Marler*  
*Victoria K. Hunt and Tatyana Kleyn*

- 4.7. How can schools use instructional teams that build on teacher and student strengths to appropriately implement the Common Core State Standards? 128

*Sarah Gil and Claire E. Sylvan*

- 4.8. How should educational leaders evaluate teachers who work with English language learners/emergent bilinguals? 129

*Edward Tabet-Cubero*

**Programming and Instruction 135**

- 4.9. What are some of the critical components of educational programs for English language learners/emergent bilinguals? What types of resources are available for administrators to support this work? 135

*Mari Rasmussen*

- 4.10. How can educators who work in bilingual/dual language programs implement the Common Core State Standards in their states, districts, and schools? 137

*Silvia Dorta-Duque de Reyes and Jill Kerper Mora*

- 4.11. What are the roles of bilingual education teachers and bilingual content classes in Common Core State Standards implementation? 139

*Sandra Butvilofsky, Susan Hopewell, and Kathy Escamilla  
Kate Seltzer and Susana Ibarra Johnson*

- 4.12. Why and how must the roles of the English as a second language teacher and class change under Common Core State Standards implementation? 142

*Diane Staehr Fenner*

- 4.13. What should English as a second language or English language development curriculum and instruction look like relative to the Common Core State Standards? 144

*Nancy Commins*

**Advocacy in Common Core State Standards Implementation 145**

- 4.14. Why is there a need for advocacy for English language learners/emergent bilinguals? 145

*Diane Staehr Fenner  
Stephen Krashen*

- 4.15. In what ways does educating English language learners/emergent bilinguals entail advocacy by school administrators and educators? 148

*Salvador Gabaldón*

- 4.16. In what ways does educating English language learners/emergent bilinguals entail advocacy by scholars and linguists? 149

*Lilia Bartolomé*

**DISCUSSION QUESTIONS 151**

**TOPICS FOR REFLECTION AND ACTION 152**

# 5 Teaching and Learning 154

Introduction 154

## Content-Area Language Demands 155

- 5.1. What are the language demands for English language arts in the Common Core State Standards? 155  
*Diane August and Timothy Shanahan*  
*Lily Wong Fillmore and Rebecca Blum Martinez*  
*George Bunch*
- 5.2. What are the language demands of the Common Core State Standards for mathematics? 162  
*Judit Moschkovich*
- 5.3. What are the language demands for science in the Next Generation Science Standards? How do they relate to the literacy standards for science in the Common Core State Standards? 164  
*Okhee Lee and Lorena Llosa*
- 5.4. What are the language demands for social studies in the Common Core State Standards? 166  
*Robin Liten-Tejeda*

## Content-Area Literacy and Multiliteracy Development 168

- 5.5. What is the relationship between literacy and language development? How do different views of this relationship influence instructional approaches for English language learners? 168  
*Mariana Castro*
- 5.6. How does the perspective on initial literacy found in the Common Core State Standards differ from previous views? 169  
*Diane August and Timothy Shanahan*
- 5.7. How does the perspective on literacy in the elementary and secondary grades in the English language arts standards differ from previous views? 170  
*Carole Edelsky*
- 5.8. How can grades 6–12 language arts teachers support literacy development in history/social studies, science, and technical subjects for English language learners/emergent bilinguals? 171  
*Michael F. Graves*
- 5.9. How can bilingual curriculum and instruction support emergent bilingual students' content, language, and literacy learning relative to the Common Core State Standards? 174  
*Kathy Escamilla, Susan Hopewell, and Sandra Butvilofsky*  
*Kate Seltzer and Susana Ibarra Johnson*  
*Silvia Dorta-Duque de Reyes and Jill Kerper Mora*
- 5.10. How can teachers use Big Questions to meet the expectations of the Common Core State Standards? 179  
*Lorrie Stoops Verplaetse*

- 5.11. How can educators connect the content and language expectations in standards like the Common Core and the experiences of English language learners/emergent bilinguals in and out of school? 180  
*Marilyn Low*

**Languages and Literacies for Disciplinary Purposes** 182

- 5.12. How can language arts teachers meet the challenge and expectations of language arts in the Common Core State Standards when working with English language learners/emergent bilinguals? 182  
*Patricia Velasco*  
*Amanda Kibler*

- 5.13. How can math teachers meet the challenge and expectations generated by the Common Core State Standards when working with English language learners/emergent bilinguals? 185  
*Sylvia Celedón-Pattichis*  
*Kristina Robertson*

- 5.14. What types of resources can mathematics teachers use to meaningfully engage English language learners/emergent bilinguals with the language demands of the Common Core State Standards? 190  
*Holly Hansen-Thomas*

- 5.15. What types of resources can science teachers use to engage English language learners/emergent bilinguals with the language demands of the Next Generation Science Standards? 192  
*Juliet Langman*  
*Gilberto Lobo*

- 5.16. How can educators meet the challenge and expectations of social studies in the Common Core State Standards when working with English language learners/emergent bilinguals? 194  
*Lorena Mancilla*

- 5.17. How can teachers use English and Spanish language development standards to scaffold and support English language learners/emergent bilinguals in content and language development classes? 196  
*Mariana Castro*

**DISCUSSION QUESTIONS** 200

**TOPICS FOR REFLECTION AND ACTION** 201

## **6 Professional Learning** 204

Introduction 204

**Shifting Roles of English as a Second Language Educators** 206

- 6.1. How can English as a second language teachers/specialists engage English language learners/emergent bilinguals in the Common Core State Standards and Next Generation Science Standards? 206  
*Don Hones*  
*Joanne Marino*



- 6.2. What does effective collaboration between content and English as a second language teachers/specialists look like? 208

*Trish Morita-Mullaney*

*Margot Downs*

*John Hilliard and Margo Gottlieb*

- 6.3. How can administrators leverage the expertise of English as a second language and bilingual teachers to support English as a second language/emergent bilingual student learning? 213

*Lydia Stack*

*Wilma Valero*

### **Planning for Professional Learning** 216

- 6.4. What should educational leaders consider when creating a vision for professional learning relative to the Common Core State Standards and Next Generation Science Standards and the needs of English language learners/emergent bilinguals? 216

*Christy Reveles*

*Cathy Fox*

- 6.5. What professional learning opportunities should be available for teachers who are implementing the new standards in classrooms with English language learners/emergent bilinguals? 219

*Aida Walqui*

- 6.6. What do teachers need to understand about the challenges that the Common Core State Standards and Next Generation Science Standards present for long-term English language learners/emergent bilinguals? 220

*Kate Menken and Tatyana Kleyn*

- 6.7. What do teachers need to understand about the challenges that the Common Core State Standards and Next Generation Science Standards present for students with interrupted formal education? 222

*Suzanna McNamara and Annie Smith*

- 6.8. What do teachers need to understand about the challenges that the Common Core State Standards and Next Generation Science Standards present for English language learners/emergent bilinguals with learning disabilities? 228

*Erin Arango Escalante and Anna Halverson*

### **Preparing and Supporting Educators** 231

- 6.9. How should pre-service education programs prepare educators to meet the needs of English language learners/emergent bilinguals relative to Common Core State Standards and Next Generation Science Standards curricula? 231

*Nancy Commins and Diep Nguyen*

- 6.10. What are some considerations when evaluating the educators of English language learners/emergent bilinguals? 233

*H. Gary Cook and Mariana Castro*

- 6.11. How can teacher evaluation systems be used as springboards for professional learning? 234

*Diane Staehr Fenner and Ayanna Cooper*

**DISCUSSION QUESTIONS** 237

**TOPICS FOR REFLECTION AND ACTION** 238

# 7

## **Assessment and Accountability** 240

Introduction 240

### **Goals and Challenges** 242

- 7.1. Why has the federal government emphasized assessment and accountability in recent education reforms? 242

*Holly Yettick*

*Monty Neill*

- 7.2. What are the aims of data-driven instruction, and what are its limitations? 244

*Julie Marsh*

- 7.3. What have been the benefits and drawbacks of testing and accountability for English language learners/emergent bilinguals under No Child Left Behind, and what are their implications under the Common Core State Standards? 246

*Kate Menken*

- 7.4. What are the challenges of test-based accountability for English language learners/emergent bilinguals? 247

*Ronald W. Solórzano*

### **Assessing Student Attainment of the Common Core State Standards and Making Meaning of the Results** 249

- 7.5. What new (summative) assessments are being designed under the Common Core State Standards, and how are English language learners/emergent bilinguals to be included? What are test accommodations and which, if any, are most effective for emergent bilinguals? 249

*Jamal Abedi*

*Jamie Schissel*

- 7.6. How is English language proficiency assessed under the Common Core State Standards, and how can we use these data to inform and improve instruction? 252

*Kenji Hakuta*

*Tim Boals*

*Ayanna Cooper*

- 7.7. How can we use home language assessment data to inform and improve instruction for all English language learners/emergent bilinguals, and why is this important relative to the Common Core State Standards? 255

*Kathy Escamilla*

- 7.8. How can we use Common Core State Standards content assessment data to inform and improve instruction? 256

*Laura Ascenzi-Moreno*

- 7.9. What is the value of formative classroom-based assessments by teachers relative to the Common Core State Standards? 258

*Margo Gottlieb*

*Margaret Heritage*

*Barbara Marler*

**Improving Assessment and Accountability** 262

- 7.10. How can districts and schools balance their assessment and accountability systems for English language learners/emergent bilinguals in inclusive and comprehensive ways? 262

*Diep Nguyen*

- 7.11. How might a translanguaging approach in assessment make tests fairer and more valid for English language learners/emergent bilinguals? 264

*Guillermo Solano-Flores*

*Alexis Lopez, Danielle A. Guzman-Orth, and Sultan Turkan*

**DISCUSSION QUESTIONS** 267

**TOPICS FOR REFLECTION AND ACTION** 267

**References** 269

**Recommended Readings** 280

**Index** 283