

15 de junio del 2014

Estimados Colegas:

Es un placer ofrecerles nuestra bienvenida al instituto de Lectoescritura al Cuadrado y al mismo tiempo darles la bienvenida a la hermosa ciudad de Puebla.

Este instituto está diseñado para ofrecer a los participantes conocimientos adicionales para mejorar la educación de estudiantes bilingües simultáneos asistiendo al sistema educativo en los Estados Unidos a través de estrategias que: apoyan el desarrollo de la lectoescritura por medio de enseñanza del español y del inglés, atienden a la calidad de instrucción y a la planificación de aprendizajes significativos, y establecen una directa y explícita conexión entre los dos idiomas. Nuestros conferencistas demostrarán cómo planear enseñanza en español y en inglés con el propósito de crear una trayectoria que garantice el aprender a leer y a escribir en dos idiomas.

Este instituto ha atraído a educadores y educadoras de ocho diferentes estados de los Estados Unidos de Norte América con el fin de interactuar, colaborar y aprender de manera recíproca, así como también el aprender de los conferencistas miembros del equipo de Lectoescritura al Cuadrado que tienen su base en la Universidad de Colorado en Boulder, Colorado.

El instituto incluye diferentes formatos de dinámicas de grupo tales como: sesiones generales, presentaciones en grupos pequeños, discusiones, diálogos profesionales, eventos y actividades culturales y demostraciones auténticas de lectoescritura en español presentadas por maestras de escuelas locales.

Toda actividad ha sido planeada para que todos los asistentes participen, gocen de la experiencia y aprendan de la misma. Es nuestro propósito atenderlos de la mejor manera posible para que todos y todas tengan una experiencia sensacional.

Toda la información del instituto va a ser ofrecida de manera electrónica por lo tanto es necesario que toda y todo participante tenga a su disposición su computadora personal, o haga copias de todos los documentos que se van a necesitar para tener una participación más efectiva.

De antemano, les damos las gracias por participar y esperamos crear un relación profesional entre todas y todos los participantes aún después de regresar a nuestros Estados Unidos de Norte América.

Muy sinceramente,

Kathy Escamilla y el resto del equipo de Lectoescritura al cuadrado®

June 15, 2014

Estimados Colegas:

It is our pleasure to welcome you to the 2014 Literacy Squared Institute and to beautiful Puebla, Puebla, México!

This institute is designed to give participants additional professional skills to improve schooling for emerging bilingual students via strategies that develop biliteracy through conducting instruction in Spanish as well as English, attending to the quality of instruction, and planning instruction to include direct and explicit attention to cross-language connections. The presenters will demonstrate how Spanish and English instruction is planned in purposeful and intentional ways to create trajectories toward biliteracy.

The institute brings together educators from eight different states who will interact, collaborate, and learn from each other and from the members of the Literacy Squared team based at the University of Colorado, Boulder.

The institute includes plenary sessions, small group presentations, discussions, dialogues, social and cultural events and activities and authentic lesson demonstrations in literacy at local public schools.

All institute activities have been planned for your participation, enjoyment and learning, and we want to make sure that you have a fantastic learning experience while in Puebla.

All information will be provided to you electronically. Please make sure to bring your computer or print all documents that you will need for this experience.

We thank you for registering to participate in the institute, and we look forward to an on-going relationship after our return to the United States.

Sincerely,

Kathy Escamilla and the Literacy Squared® Team

Table of Contents

Domingo 15 de junio	4
Lunes 16 de junio	5
Martes 17 de junio	7
Miércoles 18 de junio	8
Jueves 19 de junio	10
Viernes 20 de junio	11
Suggested Readings.....	13
Required Institute Assignments	14
Act of Kindness Group Assignments.....	15
Classroom Observation Assignments	16
Classroom Observation Protocol.....	18
Video Links	18

Domingo 15 de junio del 2014

Overview of domingo

Horario	Evento	Lugar
7:00-9:00	Desayuno	Comedor
9:00-10:00	Descanso	
10:00-1:00	Orientación al programa	El Campanario
1:00-3:00	Almuerzo	Comedor Virrey
2:00-5:30	Free time	
5:30-9:00	Turibus	In front of Hotel Colonial

Horario detallado del domingo

10:00-1:00	<p>Orientación al programa</p> <ul style="list-style-type: none">• Bienvenida• Introducción del equipo Lecto-escritura al cuadrado• Horario diario• ¡Qué chula es Puebla! por Eduardo Otero, Profesor por Asignatura en la Facultad de Lenguas BUAP; Fulbright Scholar at CU Boulder in 2008• Icebreaker <p>Information about institute activities</p> <ul style="list-style-type: none">• Cinco palabras• Act of Kindness Assignment• School Assignments, transportation, and classroom observation protocol• Eventos culturales: Turibus y Museo Amparo <p>Questions/Answers</p>
5:30-9:00	<p>Turibus</p> <ul style="list-style-type: none">• Bus tour of Puebla historic sites and Cholula (BYO drinks and food)• We will meet in the front of the hotel at 5:30 p.m. and walk to the Zócalo to board a “Turibus” at 6:00 p.m.

Lunes 16 de junio del 2014

Lecto-escritura en español (Spanish Literacy)

Authentic Spanish literacy instruction uses teaching approaches for reading and writing in Spanish that are grounded in the internal structure of the language, as opposed to translated instructional models designed for monolingual English speakers. Within Literacy Squared, we encourage teachers to utilize methods to teach literacy that are authentic to the Spanish language. In order to ensure that authentic approaches are used in Spanish literacy, we highly recommend teachers utilize the Mexican national literacy program.

- Visit www.literacysquared.org to access the Ficheros: Actividades Didácticas and the Libros del Alumno de la Reforma Educativa for grades 1-5

Overview of lunes

Horario	Evento	Lugar
7:00-8:00	Desayuno	Comedor
8:00-9:00	Introducción y orientación al instituto de Lecto-Escritura al Cuadrado	El Campanario
9:00-10:00	Sesión Plenaria	El Campanario
10:00-11:00	Panel	El Campanario
11:00-11:30	Descanso	
11:30-12:00	Introducción a los materiales de la Secretaría de Educación Pública (SEP)	El Campanario
12:00-1:00	Sesiones en grupos pequeños I	El Campanario, Fraile 1 y 2
1:00-2:00	Almuerzo	Comedor
2:00-3:00	Sesiones en grupos pequeños II	El Campanario, Fraile 1 y 2
3:00-4:00	Sesiones en grupos pequeños III	El Campanario, Fraile 1 y 2
4:15-6:00	Exhibiciones de libros infantiles en español	TBD

Horario detallado del lunes

8:00-9:00	Introducción y orientación al instituto de Lecto-escritura al cuadrado <ul style="list-style-type: none"> Kathy Escamilla 		
9:00-10:00	Sesión Plenaria: La enseñanza de la Lecto-escritura en español en México <ul style="list-style-type: none"> Maestra Irene Ruiz Orozco, Maestra de 6º año, Escuela Primaria Roberto Cañedo, Puebla, México Tema: El currículo nacional mexicano para la enseñanza de la lecto-escritura en español en el nivel de educación primaria Comentarios finales: Lucinda Soltero-González 		
10:00-11:00	Panel: La enseñanza de la lecto-escritura en español en México y en E. U. <ul style="list-style-type: none"> Rudy Reyes Reyes, Director, Escuela Primaria Vicente Suarez, Puebla, México Robin Farup-Romero, Directora, Reedville Elementary, Hillsboro, Oregon Guillermina Romo, Maestra de 1er y 2do grado; Distrito Escolar Salem-Keizer, Salem, Oregon Esteban Muñoz Negreros, Coordinador del Programa de Inglés en Educación Básica, Puebla, México Moderadora: Lucinda Soltero-González Temas de discusión: <ul style="list-style-type: none"> Initial literacy instruction in the Mexican national curriculum Methods of initial literacy instruction in Spanish commonly used in the U.S. How can the Mexican language arts curriculum and literacy instruction can inform the teaching of literacy in Spanish in U.S. schools? Role of English language instruction in the Mexican educational system 		
11:30-12:00	Introducción a los materiales de la Secretaría de Educación Pública (SEP) <ul style="list-style-type: none"> Lucinda Soltero-González 		
12:00-1:00	Sesiones en grupos pequeños I <i>Elegir una de las siguientes sesiones:</i>		
	Lecto-escritura inicial en español, K - 1º Adriana Alvarez <i>El Campanario</i>	Leer y escribir textos expositivos, 2º - 3º Robin Farup-Romero <i>Fraile 1</i>	Leer y escribir poemas, 4º - 5º Lucinda Soltero-González & Ofelia Schepers, <i>Fraile 2</i>
2:00-3:00 & 3:00-4:00	Sesiones en grupos pequeños II & III <i>Escoger dos sesiones cuyo grado escolar sea diferente de la sesión anterior.</i>		
	Estrategias de reflexión sobre la lengua (word work), K – 1º Adriana Alvarez <i>El Campanario</i>	La oralidad como andamiaje (scaffolding) para la escritura, 2º - 3º Robin Farup-Romero <i>Fraile 1</i>	Estrategias de reflexión sobre la lengua y vocabulario, 4º - 5º Ofelia Schepers <i>Fraile 2</i>
4:15-6:00	Exhibiciones de libros infantiles en español <ul style="list-style-type: none"> Librerías El Sótano http://www.elsotano.com/ Librerías Gandhi http://www.gandhi.com.mx/ Editorial Limusa http://www.noriega.com.mx/ Fondo de Cultura Económica 		

Martes 17 de junio del 2014

Visitas a las escuelas

Horario

Horario	Evento	Lugar
7:00-8:00	Desayuno	Comedor
8:00-9:00	Travel to schools	
9:00-12:00	Observar instrucción de lecto-escritura (see classroom observation protocol & school assignments)	Escuelas
12:00-1:00	Travel to hotel/Break	
1:00-2:00	Almuerzo	Comedor
2:00	Ver Partido Copa Mundial: México v Brazil	TBD
6:00-7:00	Cena	Comedor

Miércoles 18 de junio del 2014

Cross-language Connections

We define cross-language connections as the ability to use one language to analyze and understand a different language. Cross-language connections are a unique and essential part of Literacy Squared and paired literacy instruction. Within Literacy Squared there are two types of cross-language connections. The first refers to specific methods that the model adapted from Central/South America and modified for use with emerging bilingual students in bilingual Spanish-English bilingual programs. The second focuses on teaching students the metacognitive linguistic skills of cross-language expression in reading and writing.

Overview of miércoles

Horario	Evento	Lugar
7:00-8:00	Desayuno	Comedor
8:30-10:00	Plenary Session	El Campanario
10:00-10:30	Descanso	
10:30-11:30	Panel Presentation	El Campanario
11:30-1:00	Cross-language Breakout Activities	
1:00-2:00	Almuerzo	Comedor
2:00-2:30	Cinco palabras	El Campanario
2:30-4:00	Small Group Work	El Campanario, Fraile 1 y 2
4:15-6:00	Exhibiciones de libros infantiles en español	

Horario detallado del miércoles

8:30-10:00	<p>Plenary Session: Introduction to Cross-language Connections</p> <ul style="list-style-type: none"> Sue Hopewell 		
10:30-11:30	<p>Panel Presentation: Classroom Experiences in Planning for and Instructing Students with a Cross-language Connections Lens</p> <p>Panel Participants:</p> <ul style="list-style-type: none"> Adriana Alvarez, Current Ph.D. Student, Former 1st Grade Teacher in El Paso, Texas Ingrid Ceballos, 4th Grade Teacher, Salem-Keizer School District, Salem, Oregon Caitlin Goodson, 3rd Grade Teacher, Denver Public Schools, Denver, Colorado Moderator: Sue Hopewell <p>Panel Questions:</p> <ul style="list-style-type: none"> Why are metalinguistic skills important for bilingual students? What does it mean to use language strategically in your bilingual context? What are your thoughts on translation and code-switching in the classroom? 		
11:30-1:00	<p>Cross-language Breakout Activities</p> <p><i>Choose one of the three sessions below:</i></p>		
	<p>Metalanguage Instruction in the Primary Grades</p> <p>Olivia Ruiz-Figueroa <i>El Campanario</i></p>	<p>Metalanguage Instruction in the Intermediate Grades</p> <p>Wendy Sparrow <i>Fraile 1</i></p>	<p>Así se dice – grades 3 and up</p> <p>Sue Hopewell <i>Fraile 2</i></p>
2:30-4:00	<p>Small Group Work: Cross-cultural Comparison of U.S. and Mexican Schooling Systems</p> <ul style="list-style-type: none"> Pre-assigned groups <p>Readings:</p> <p>Piton Foundation. (2004). Educating Mexican immigrant children. <i>The Term Paper</i>, 3(1). Retrieved May 16, 2014 from http://www.piton.org/content/Documents/term6.pdf.</p> <p>Roybal, P. & García, D. T. (2004). <i>Engaging Mexican immigrant parents in their children's education</i>. Denver: Colorado Statewide Parent Coalition. Retrieved May 16, 2014 from http://www.coloradotrust.org/attachments/0000/3074/CSPCTeachers.pdf</p>		

Jueves 19 de junio del 2014

Visitas a las escuelas

Horario	Evento	Lugar
7:00-8:00	Desayuno	Comedor
8:00-9:00	Travel to schools	
9:00-11:00	Observar instrucción de lecto-escritura (see classroom observation protocol & school assignments)	Escuelas
11:00-1:00	Travel to el mercado for Act of Kindness Assignment	
1:00-2:00	Almuerzo	Comedor
2:00-2:30	Cinco palabras	El Campanario
2:30-3:00	Meet with observation groups to prepare for teachers	El Campanario
3:00-4:00	Meet with Mexican teachers	
4:00-5:00	Free time	
5:00-6:00	Cena	Comedor
7:00-9:00	Museo Amparo	

Museo Amparo

One of the finest museums in Mexico, the Museo Amparo in Puebla hosts temporary exhibitions and houses a large collection of Pre-Hispanic, colonial, modern, and contemporary Mexican art. It was inaugurated in 1991 and sponsored by the Amparo Foundation which was funded by Manuel Espinosa Yglesias.

The Amparo Museum is housed in two colonial buildings, one a mansion, the other a former hospital. These buildings were adapted to display the impressive collection, and the displays, besides offering insight into the different cultures and periods of Mexico, show what was happening concurrently in the rest of the world.

As you walk through the Amparo Museum's eight rooms dedicated to Pre-Hispanic Mexico, you'll see over 2000 pieces which were carefully selected to represent Mexico's early civilizations. Unlike other museums, the displays are not organized by geographic region, but rather, each room has an overarching theme which allows you to see a panorama of Mesoamerican civilizations.

The Amparo Museum's collection of colonial art is exhibited within a setting that recreates a colonial home - this was, in fact, the home of the Espinosa family - and gives you an idea of what the home of a wealthy family of the period would have looked like. The collection includes furniture and decorative objects; you'll see beautifully carved wood and polychrome ivory, silverware, and much of the Talavera pottery for which Puebla is famous. Don't miss the collection of images of the Virgin of Guadalupe.

Viernes 20 de junio del 2014

Literacy-based ELD

A Literacy Squared text-based innovation that is especially designed to promote English literacy development in Spanish-English emerging bilingual students. Instruction builds on and refines the literacy skills and strategies as well as the conceptual knowledge that students are developing in Spanish and does not reteach them. Instead, it teaches children how skills and knowledge can be applied to reading, writing, speaking, and listening in English. Literacy-based ELD instruction further develops students' awareness of the similarities and differences between English and Spanish literacy skills. Equal amounts of instructional time are devoted to oracy, reading, and writing that are specific to English and to metalanguage to help children make cross-language connections.

Overview of viernes

Horario	Evento	Lugar
7:00-8:00	Desayuno	Comedor
8:30-10:00	Plenary Session	El Campanario
10:00-10:30	Break	
10:30-11:30	Panel Discussion	El Campanario
11:30-1:00	Plenary Session	El Campanario
1:00-2:00	Almuerzo	Comedor
2:00-3:00	Last chance Cinco palabras	
3:00-4:00	Debrief "Act of Kindness Activity"	El Campanario
4:15-6:00	Exhibiciones de libros infantiles en español	El Campanario
6:00-7:30	Cena	Comedor
7:30-8:00	Prepare for La Despedida	
8:00-10:00	Despedida	El Campanario

Horario detallado del viernes

8:30-10:00	<p>Plenary Session: The State of ELD Teaching in the U.S.</p> <ul style="list-style-type: none"> • Kathy Escamilla
10:30-11:30	<p>Panel Discussion: The Many Versions of ELD</p> <p>Panel Participants:</p> <ul style="list-style-type: none"> • Ofelia Schepers, Current Ph.D. Student, Elementary School Teacher, Salina, Kansas • Leslie Stewart, ELA Specialist, Salem-Keizer School District; Salem, Oregon • Edward Tabet-Cubero, Deputy Director, Dual Language Education of New Mexico, Albuquerque, New Mexico • Moderator: Khanh Nguyen-Le <p>Panel Questions:</p> <ul style="list-style-type: none"> • Spend 1-2 minutes talking about yourself and your experiences in school specifically around ELD • Describe ELD programming within your current educational context • What are the strengths and challenges of this ELD program in your context?
11:30-1:00	<p>An In-depth Look at Lotta Lara in Literacy-based ELD</p> <ul style="list-style-type: none"> • Khanh Nguyen-Le • Special thanks to Ms. Jain Wainwright and her first grade students at Godsman Elementary for sharing their work with all of us!
2:00-3:00	<p>Last Chance: Cinco palabras</p> <ul style="list-style-type: none"> • Khanh Nguyen-Le
3:00-4:00	<p>Debrief “Act of Kindness Activity”</p> <ul style="list-style-type: none"> • Ofelia Schepers • Remember to bring your poster.

Suggested Readings

Lunes

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., Escamilla, M. (2014). Ch. 1 What is Literacy Squared?. In *Biliteracy from the start: Literacy Squared in action*. Philadelphia: Caslon Publishing.

Goldenberg, C., Tolar, T. D., Reese, L., Francis, D. J., Ray, A., Mejia-Arauz, R. (2014). How important is teaching phonemic awareness to children learning to read in Spanish? *American Educational Research Journal*, 51(3), 604-633.

Miércoles

Cummins, J. (2005). *Teaching for cross-language transfer in dual language education: Possibilities and pitfalls*. TESOL Symposium of Dual Language Education: Teaching and Learning Two Languages in the EFL Setting. Istanbul, Turkey. Sept. 23. Retrieved May 7, 2014 from http://www.achievementseminars.com/seminar_series_2005_2006/readings/tesol.turkey.pdf

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). Metalanguage. In *Biliteracy from the start: Literacy Squared in action, Metalanguage* (pp. 67-80). Philadelphia: Caslon Publishing.

García, O. & Wei, L. (2014). *Translanguaging: Language, bilingualism, and education*. UK: Palgrave Macmillan.

Puzio, K., Keyes, C. S., Cole, M. W., & Jimenez, R. T. (2013). Language differentiation: Collaborative translation to support bilingual reading. *Bilingual Research Journal*, 36(3), 329-349.

Viernes

Begeny, J. C., Yeager, A., & Martínez, R. S. (2012). Effects of small-group and one-on-one reading fluency interventions with second grade, low-performing Spanish readers. *Journal of Behavioral Education*, 21, 58-79.

Donnelly, W. B., & Roe, C. J. (2010). Using sentence frames to develop academic vocabulary for English learners. *The Reading Teacher*, 64(2), 131-136.

Zhang, J., Anderson, R. C., & Nguyen-Jahiel, K. (2013). Language-rich discussions for English language learners. *International Journal of Educational Research*, 58, 44-60.

Required Institute Assignments

Cinco palabras diarias

Literacy Squared suggests that teachers include three types of oracy components in their lessons: **language structures, vocabulary, and dialogue**. While in Puebla you will be required to refine and expand your word and concept range (**vocabulary**) in order to improve your Spanish reading fluency and comprehension. This assignment requires that each participant enrich her/his Spanish **vocabulary** while in Puebla by 25 new **vocabulary** words, five new words per day for five days. These 25 new **vocabulary** words should be learned in a collaborative fashion, they should be contextualized appropriately and should be meaningful and comprehensible.

Time has been set aside daily to give institute participants the opportunity to share with the entire group some of these new found treasured **vocabulary** words. At the end of the institute, participants will be required to turn in their list of new **vocabulary** words with information about where each word was learned, in what context and with what meaning.

Act of Kindness Assignment

Puebla is a beautiful, historic and rich city, however, like in many other large metropolitan areas, there are people less fortunate than others who could use a helping hand. The purpose of this assignment is to assist individuals, families or agencies through the concept of “compartir” or “sharing.”

In small groups formed by the institute planners, you are being asked to become familiar with an individual, with a family or with a nonprofit agency and determine in your group how the group may be able to assist or support that individual, family or agency to have a better day. We suggest that each small group of institute participants get to briefly know the individual, family or agency by name, origin and something personal not intimate and as a group write a brief narrative of that experience that will be shared with the rest of the institute participants.

The act of kindness requires that each team member contribute \$5 dollars or \$60 pesos and for the entire team to go shopping at a local “mercado” market and purchase items/goods that the individual, family or agency can use to survive another few days.

Arrangements should be made to deliver the items to the individual, family or agency during the afternoon of Friday, June 20 after 4:00. We ask you to bring a poster to class at 3:00 on Friday with a summary of this experience. The poster should include the following information:

- Who did you do the ‘Act of Kindness’ for?
- What did you do?
- What did you learn from this?

We will debrief the assignment in class at 3:00 on Friday.

Act of Kindness Group Assignments*

Grupo	Participantes	Líder
1	María Bañuelos, Mariana Castro, Felicia Hermosillo, Monica Lara and Angélica Rodriguez	Lucinda Soltero-González
2	Stephanie Bales, Evelyn Chavez, Annika Fjelstad, Tammy LeBlanc, and Yuritzia O. Ayala	Robin Farup-Romero
3	Youngmee Hsu, Maryellen Merck, Luz Rossi-Jones, John Thomas, and Wilma Valero	Khanh Nguyen
4	Angélica Fuentes, Yaneli Garifay, Ruby Hovenden, Emily Moorman and Adair Wolf	Kathy Escamilla
5	María Arredondo, Anna DaSilva, Noelia Flux, Liset Gonzalez Acosta, Prisha Ou, and Anna Wooley	Olivia Ruiz- Figueroa
6	Reverie de Escobedo, Ryan Moore Paulina Rodriguez Canizares, Guillermina Romo, Katie Sward, and María Verburg	Wendy Sparrow
7	Sharlee Blackwell, Caitlin Goodson, Miranda Hayes, Maxine Jennings, and Jennifer Sherrett	Adriana Alvarez
8	Carmen Brodniak, Chrissy Chapman, Celia Chavez, Amanda Johnson, Leslie Stewart, and Jennifer Van Slander	Ofelia Schepers
9	Magda Abarca, Gabriela Arenas, Janet Davis-Castro, Christina Gragg, and Melody Wharton	Sue Hopewell
10	Ingrid Ceballos, Kathryn Henn-Reinke, Cammy Monroy, Silvia Rincon, Jody Slavick, and Edward Tabet Cubero	Manuel Escamilla

* Very sorry but we will not change people around.

Classroom Observation Assignments

Escuela	Maestra/o y Grado	Observadores	Líder
Benito Juárez C.C.T. 21DPR1661Y	Eunice Hernández Garcilaso 1º A	**Maryellen Merck Wilma Valero Ruby Hovenden Emily Moorman	Khanh Nguyen
	María Silvia Delfina Morales Gerónimo 1º A	Angelica Fuentez Yaneli Garibay Adair Wolf Anna Wooley	
Esteban de Antuño C.C.T. 21DPR0195M	Prudenciana Méndez Rojas 1º A	Felicia Hermosillo Monica Lara Angelica Rodriguez María Bañuelos	Lucinda Soltero- González
	Luis Hernández Santos Acacio 5º B	Ingrid Ceballos Silvia Rincon	
Fernando Ximello C.C.T. 21DPR0935Q	María Elva Díaz Benítez 2º A	Paulina Rodriguez- Canizares Ryan Moore	Olivia Ruiz- Figueroa
	Miriam Romero Olvera 3º A	Miranda Hayes Caitlin Goodson Maxine Jennings	
Miguel Hidalgo Chautenco Cautlancingo C.C.T. 21DPR2193B	Maricruz Bonilla Ahucatitan 1º A	Noelia Flux Anna DaSilva María Arredondo Prisha Ou Liset Gonzalez Acosta	Sue Hopewell
	Nancy del Rosario Cuenca Isla 3º A	Celia Chavez Carmen Brodniak Amanda Johnson	
Miguel Hidalgo Col. José Abascal C.C.T. 21DPR2641R	Martha Martínez Alvarado 2º A	**Jennifer Van Slander Leslie Stewart Chrissy Chapman	Adriana Alvarez
	Josefina Zarate Cholula 5º A	Cammy Monroy Kathryn Henn-Reinke	
Miguel Hidalgo Santiago Momoxpan, Cholula C.C.T. 21DPR0339S	Irma Graciela Garrido del Valle 1º A	Mariana Castro Tammy Le Blanc Yuritzia Ayala Evelyn Chavez	Robin Farup- Romero
	Xóchitl Gutiérrez Castro 2º A	**Katie Sward Reverie de Escobedo	
Netzahualcóyotl	Daniel García Cortés	Guillermina Romo	Wendy

C.C.T. 21DPR3045Z	2º A	María Verburg	Sparrow
	Thayde Pamela Gómez Jurado 2º B	Jennifer Sherrett Sharlee Blackwell	
Vicente Suarez C.C.T. 21DPR09370	Marcia Eugenia González Hernández 1º A	Annika Fjelstad Stephanie Bales Luz Rossi-Jones Youngmee Hsu John Thomas	Kathy Escamilla
	Socorro Ramírez García 4º A	Melody Wharton Janet Davis-Castro	Ofelia Schepers
	Cecilia Hernández Franco 4º B	Gabriela Arenas Magda Abarca Christina Gragg	
	Guadalupe R. Moreno 5º A	Jody Slavick Edward Tabet-Cubero	Manuel Escamilla

** Interpreter needed

Schools and addresses: When traveling, please check the correct address of the school by confirming the C.C.T. number. There are 3 Miguel Hidalgo Elementary Schools.

Escuela Primaria Miguel Hidalgo, C.C.T. 21DPR0339S, Calle Matamoros No. 1 Santiago Momoxpan, Cholula, Puebla. Director José Landero Pizarro.

Escuela Primaria Miguel Hidalgo, C.C. T. 21DPR2193B, Calle 16 de Septiembre No. 16, Chautenco, Cuautlancingo, Puebla. Directora María Del Carmen Vergara Eumaña.

Escuela Primaria Miguel Hidalgo, C.C.T. 21DPR2641R, Ave. Independencia No. 24 Col. José Abascal, Puebla Segio R. Melchor Marino.

Escuela Primaria Esteban de Antuño, C.C.T. 21DPR0195M, Carretera Fabricas No. 33, Puebla. Directora Melva G. Sequeira.

Escuela Primaria Benito Juárez, C.C.T, 21DPR1661Y, Calle Anahuac No. 1, Colonia Ignacio Romero Vargas, Puebla. Director David Merchant Sanchez.

Escuela Primaria Netzahualcoyotl, C.C.T. 21DPR2641R, Calle Citlaltépetl s/n, Col. San José, Citlaltépetl, Puebla. Directora Celia Arredondo Garcia.

Escuela Primaria Vicente Suarez, C.C.T. 21DPR09370, Calle I. Zaragoza No. 35, Col. Francisco I Madero, Puebla. Director Rudy Reyes Reyes

Maestra Hercilia Aburto Nadales, Jefa del Sector 08, Puebla Norte y Supervisora de la Zona Escolar 065.

Classroom Observation Protocol

Guiding Questions:

- How many children are in the class?
- What does the classroom arrangement look like?
- Read the walls – what kinds of environmental print or resources did you see?
- What kind of materials are children using during the lesson?
- What kind of instructional approaches were used (whole group instruction, direct instruction, cooperative learning, independent work, work in pairs, etc.)
- What were the management techniques?
- Literacy activities
 - Keep time when various literacy activities occurred
 - What did you see in each of these activities?
 - Keep a time tally – what did the teacher do/say?
 - What did the students do?
 - Which language domains were emphasized in the lesson (oracy, reading, writing, metalanguage)?
 - How were students held accountable for their work?
- Overall impressions?

Video Links

(In order of appearance)

Discurso de la niña Natalia Lizeth López López

<http://www.youtube.com/watch?v=mVROiY4-v44>

Many Languages, One America: The Voices of Our Children

<https://www.youtube.com/watch?v=1FToY3BfHRU>

Teen Speaks Over 20 Languages

<https://www.youtube.com/watch?v=Km9-DiFxpU>

Translation in Bilingual Church

<https://www.youtube.com/watch?v=bZgqxQqT-F0>

What Kind of Asian Are You?

<http://www.youtube.com/watch?v=DWynJkN5HbQ>