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Soleado

Promising Practices from the Field

Addressing the Intersection of the Science of Reading and Biliteracy Development

by DLeNM's Professional Development Team

In the winter 2021 issue of Soleado (<https://www.dlenm.org/resource-center/soleado-newsletters/>), Dual Language Education of New Mexico's (DLeNM) professional development coordinators outlined a framework for high-quality dual language education that incorporated recent research, best practices, and the guidance found in the third edition of the Guiding Principles for Dual Language Education (2018). The framework consists of three instructional spaces—the Partner Language Space, most commonly Spanish, the English Language Space, and the Bringing the Two Languages Together (formerly called the Cross-Linguistic) Space. All three instructional

celebrate their multilingual students' funds of knowledge and experiences, DLeNM's PD coordinators would like to utilize the Four Spaces Framework to address the use of the Science of Reading or Structured Literacy for their multilingual students learning in English and Spanish. We will address the role Structured Literacy plays in the language development in schools

serving Tribal communities in a future issue.

In Soleado's winter issue of 2022, our colleagues in the National Committee for Effective Literacy (NCEL) addressed the failure of one-size



DLeNM's Four Instructional Spaces of a Dual Language Classroom Framework can be used to address the use of Structured Literacy with multilingual students.

spaces rest on the fourth, which is the foundation of a Culturally and Linguistically Responsive Environment. A detailed description of each of these spaces is included in the article, *The Four Instructional Spaces of a Dual Language Classroom* (Soleado, Winter 2021).

In order to provide dual language teachers more information on the reasons to leverage these spaces with intentional planning, appropriate materials, and strategies that validate and

fits all “scientific” reading and literacy approaches for English learners (EL) and emerging bilinguals (EB). A common failure of approaches ranging from 2001's No Child Left Behind to the most recent Structured Literacy approach is the fact that most of the research conducted either did not include emergent bilinguals in their study samples, or did, but failed to disaggregate findings for this population (Noguerón-Liu, 2020). Instead, NCEL calls for “a comprehensive approach to literacy development [that reflects] the ways in which literacy instruction for EL/EBs is different in significant ways from

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Learning About Students' Experiences in Dual Language Education: The Bilingüe, Educación y Éxito Project (BEE Project)

by Doré R. LaForett, Ph.D. and Ximena Franco-Jenkins, Ph.D.,
University of North Carolina at Chapel Hill, and
Adam Winsler, Ph.D., George Mason University

How do students' experiences in 90/10 dual language education (DLE) models differ from students in 50/50 DLE models? This is the big question researchers at the University of North Carolina at Chapel Hill and George Mason University sought to investigate in the Bilingualism, Education, and Excellence Project (BEE project), a research study funded in 2018 by the Institute of Education Sciences (IES) within the U.S. Department of Education. As Part 1 of a two-article series, this article will describe how the BEE Project got started, what the researchers hope to learn, and what has been learned from the project so far.

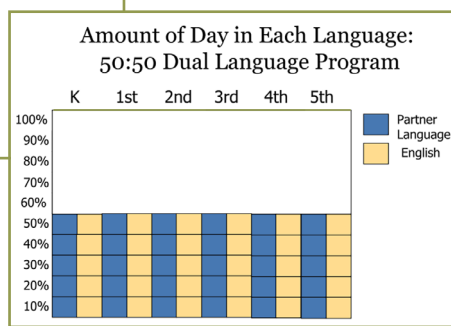
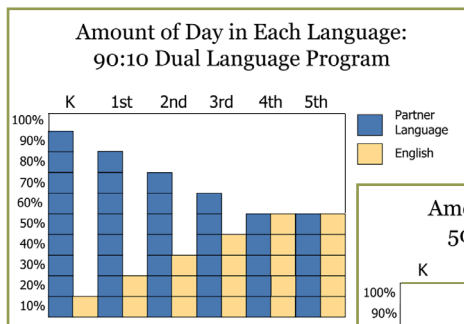
How Did the BEE Project Get Started?

In 2014, the principal of a local Spanish-English DLE elementary school in Chapel Hill, NC contacted researchers at UNC-Chapel Hill with an invitation to learn about the school's DLE programming. This invitation led to conversations about observations the principal had made about student behavior in the DLE classrooms, such as how students who spoke Spanish vs. English in the home seemed to differ in how much they were actively engaged in classroom activities – regardless of whether the language of instruction was English or Spanish. Based on these observations, Drs. Doré LaForett and Ximena Franco-Jenkins partnered with this elementary school to conduct a small pilot study to learn more about student engagement patterns, as well as other topics such as peer relations in the classroom. This initial research collaboration paved the way for a larger research study, which became the BEE Project.

What Is the BEE Project, and What Are Researchers Hoping to Learn?

With funding from IES, Drs. LaForett and Franco-Jenkins – with Dr. Adam Winsler at George Mason University – launched the BEE Project in 2018 to take a broad look at the experiences of elementary-age students participating in Spanish-English DLE programs. Between 2018 and 2022, the research team partnered with four schools in three North Carolina school

districts, enrolling 203 kindergarten – third grade students in 35 classrooms to participate in the study. Participating classrooms used a 90/10 transitional immersion DLE model, or a 50/50



DLE model. Classrooms varied in how they implemented the 50/50 model. Some classrooms used an approach involving two paired teachers, where students either switched teachers at mid-day (50/50 switch) or every other day (50/50 alternate) to get half of their instruction in English and half in Spanish. Other 50/50 classrooms had one bilingual teacher who taught students in both languages, roughly split in half across the day (50/50 self-contained).

The study aims to address two primary questions. The team is currently analyzing the data, and will share the results to the questions in Part 2 of this article, coming later in 2023.

Question 1: Are there differences in students' end-of-year academic outcomes (measured in both English and Spanish), depending on whether they are in the 90/10 or the 50/50 model? Does student performance look different depending on their level of proficiency in English and Spanish at the beginning of the school year?

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The team conducted one-on-one assessments with students to measure their receptive vocabulary, expressive vocabulary, literacy, and math skills in English and in Spanish. The researchers also measured students' language proficiency in English and Spanish. With these data, the team will be able to answer whether students with low language proficiency in one language at the beginning of the school year do better in the 90/10 DLE model or the 50/50 model, and alternatively, which model might be better for students with high initial language proficiency. It is possible that students with high initial language proficiency might do well in both types of models. Stay tuned for the answer in Part 2 of this article series!

Question 2: What roles do student engagement, motivation, academic self-concept, and student-teacher relationships play in predicting academic outcomes for students in different DLE models?

Researchers know very little about what actually goes on in DLE classrooms. Student engagement in classroom activities and enjoyment of learning might depend on students' initial language proficiency at the beginning of the school year, which might not be the same across DLE models. For students with relatively low initial Spanish proficiency, the 90/10 model, where most of the instruction is in their weaker language, might negatively affect how engaged they are in the classroom, which could affect their learning outcomes at the end of the year. Other student characteristics, like their motivation for learning and academic self-concept, might look different and play different roles in predicting achievement depending on their specific DLE program model and initial language proficiency. Finally, the quality of the relationship that develops between the student and teacher may be different depending on the student's initial language proficiency and the DLE model used.

To look at these questions, the research team conducted classroom observations of student engagement during English instruction and Spanish instruction. The team also asked teachers to independently rate each student on their motivation/approach to learning and the quality of the relationship they have with the student. The research team also asked students questions during a one-on-one assessment to measure the student's academic self-concept.

What Has the BEE Project Team Learned So Far?

While the BEE Project team is still analyzing the data to answer their two primary questions, they have been able to do some additional explorations of their data, uncovering some exciting findings for DLE programs to consider in efforts to provide high-quality DLE programming.

Student Engagement

The team asked:

- ⊗ How engaged (i.e., on-task) are students in Spanish-English DLE programs, and does engagement vary by language of instruction and student home language?
- ⊗ How much does the DLE program model (i.e., 50/50 switch, 50/50 alternate, 50/50 self-contained, vs. 90/10) matter for student engagement?

They found that:

- ⊗ Students who speak Spanish at home were highly engaged in DLE classrooms, regardless of program model and instructional language.
- ⊗ Students who speak English at home were less engaged during Spanish instruction, especially in 50/50 alternate classrooms.
- ⊗ Engagement was highest for all students in 50/50 switch classrooms.

Home Language Surveys

Home Language Surveys (HLSs) are used to identify students who might be classified as English Learners (ELs), but often they only ask about language practices of two parents/adults in the home. Thus, the research team examined:

- ⊗ How often do HLSs misclassify students by only asking about the language use of two (vs. three) adults at home?

The team found that:

- ⊗ Over 35% of DLE students had a third adult at home.
- ⊗ Home language classification changed for 4% of students (12% of those with three adults at home).

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Embracing Equity in New Mexico Dual Language Education

by Daisy Han—Founder and CEO of Embracing Equity

Promising practices...

At Embracing Equity, we know that teachers and students in anti-racist environments have higher levels of success and retention in school and beyond. That's why our organization exists. Embracing Equity offers data-backed coaching that brings approachable anti-racist practices to organizational leaders. We are not a Diversity Equity Inclusion shop that swoops in with a streamlined, watered-down list of best practices and then leaves.

That's because we know this is a journey that's not meant to be taken alone. Instead, we walk hand-in-hand with education leaders to guide them in deconstructing the traditional narrative of education. We work with them until they have established a reflective, action-driven foundation to address inequalities and are equipped to carry on the work without our side-by-side guidance. We believe that educators have the power to transform society. Embracing Equity strategically builds the capacity, skills, and knowledge necessary to sustain our efforts for a just and equitable society.

How Does Anti-Racism Connect with Dual Language Education?

Human beings interpret the world, experiences, and one another through language, the bedrock of humanity, and carry it through generations upon generations. Language is both a means of communication and a carrier of culture. We use language to define ourselves and others. When language is lost, a community's shared method of communication is interrupted and the culture that it reflects disappears. There are countless examples of this loss from around the world.

The Kenyan author Ngugi wa Thiong'o argues,

colonialism's most powerful weapon against a community's identity is, what he calls, the "cultural bomb." He writes, "the effect of a cultural bomb is to annihilate a people's belief in their names, in their languages, in their environment, in their heritage of struggle, in their unity, in their capacities, and ultimately in themselves" (1986). What he's saying here is that if you want to colonize people, you must do so through language. Language is an

incredible force in shaping and is shaped by our thinking, our relationships, our cultures, and our beliefs. This same argument can also be applied to the language and culture of the movement of racial and social justice. When we are not taught the language to describe oppressive

experiences or conditions, we don't have the language for collective defiance.

Dual language education's foundation is made up of three pillars: Bilingualism and Biliteracy, High Academic Achievement, and Sociocultural Competency. These pillars reflect dual language's focus on validating, supporting, and developing students' skills using two languages academically and socially. Recently, a fourth pillar has been proposed: Developing Critical Consciousness (Palmer, D., Cervantes-Soon, C., Dorner, L. & Heiman, D, 2019). This proposed pillar recognizes the unequal world in which our students live and offers support in recognizing the oppression that exists, supporting them in ongoing dialogue in order to break down the power structures and myths that have allowed this inequality to exist, and take action to confront it.

It is critical that we develop shared language to dissect, analyze, identify, dismantle, and transform



Daisy Han, founder and CEO of Embracing Equity, presents at DLeNM's La Cosecha 2022 Conference.

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education's inequitable systems. Critical to that process is the ability to shift from intellectualizing other people's definitions of key words like race, racism, and equity, to making meaning and internalizing these concepts for ourselves.

Defining Race, Racism, Equity, and Anti-Racism

You do not come into this world African or European or Asian; rather, this world comes into you. As hundreds of scientists have argued, you are not born with a race in the same way you are born with fingers, eyes, and hair. Fingers, eyes, and hair are natural creations, whereas race is a social fabrication. We define race as a symbolic category, based on phenotype or ancestry and constructed according to specific social and historical contexts, that is misrecognized as a natural category. At Embracing Equity, we define race as a political construct created to concentrate power with white people and legitimize dominance over non-white people. Racism is an individual, cultural, institutional, and systemic way by which differential consequences are created, where groups historically or currently defined as white are advantaged, and groups historically or currently defined as not white (African, Asian, Hispanic, Native American, etc.) as disadvantaged.

Understanding how race and racism are used to create inequitable outcomes is critical to getting

to equity. It's a foundational step of practicing anti-racism. In Ijeoma Oluo's words, "The beauty of anti racism is that you don't have to pretend to be free of racism to be an antiracist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it's the only way forward" (2018). It has been my surest path toward a world where every child is affirmed in their full, beautiful, complicated humanity.

We are the dreamers, the heroes, the teachers who are creating this world. Let's carry that brave, anti-racist spirit in us and use our shared vocabulary of defiance to guide us in our anti-racist learning.

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Calling all New Mexico Teachers!

Embracing Equity is in its first year of a statewide, cohort-based experiential learning program to create equitable outcomes for students in New Mexico at no cost to participants, thanks to support from the W. K. Kellogg Foundation®. To register and join hundreds of community stakeholders already involved in this unified movement, please visit embracingequity.org/nm-cohorts/embracing-equity-cohort.



El Camino del Río/River Road Elementary School Reboot: A Strategic and Purposeful Path to Improvement

by Aline Baissac—Title Coordinator/Instructional Coach/After-School Academic Coordinator
and Karen Ramírez Gutiérrez—Principal, El Camino del Río Elementary School,
Eugene School District, Eugene, OR

We did it! We not only survived the post COVID slump, but our school also has a strong foundation, and teachers and students are thriving! You can feel the calm in the building as well as the joy. What did we do? How did our 50/50 two-way dual language, Title 1 school in North Eugene, Oregon with many dysregulated children who were significantly behind, emerge a year later humming along with strong academic engagement? I will start by saying that it was strategic, purposeful, and very hard work. The actions taken were three-fold: we focused on the general functioning of our school, we entered into a partnership with Dual Language Education of New Mexico to guide our overall instructional framework, and we found a pathway to hiring quality bilingual classroom teachers working towards their teacher certification. These three big tasks included daily actions that resulted in a school culture of rigor, cultural competence, and joyfulness.

In order to address the general functioning of our school, our administrators and teachers focused on student behavior. Even before the COVID pandemic, our school struggled; students were getting hurt and teachers were moving to other schools. In the year prior to the shutdown, our new administrator began the hard work of managing inappropriate student behaviors and developing systems to improve the general functioning of the school. Upon our return from the shutdown, we used the new health and safety protocols to create a new normal. The distancing rule forced a no-contact expectation. Smaller than normal class sizes in the spring of 2020 made it easier to diligently enforce the no-contact rule. Every part of the day was

planned and monitored. Other efforts included:

- Clear transitions and expectations of behavior of students and staff
- Documented processes for all parts of the day, such as how to enter/exit the building
- Training and a feedback system for support staff with an emphasis on active supervision
- A system of detailed documentation for behavior referrals with daily parent contact
- A referral system for counseling and Tier 3 behavioral support with a staffed reset room
- Consistent follow-through of Positive Behavior Interventions and Supports (PBIS) of whole-school fun and engaging reward systems
- Year-long training to implement Conscious Discipline (*consciousdiscipline.com*) schoolwide to create an empathy-based and consistent response to behaviors
- A strong supervision schedule for all parts of the day
- Constant monitoring of effectiveness, with changes made frequently to address problems



Principal Ramírez Gutiérrez presents William Leres Cuaquehua an award for his academic efforts.

Because of COVID regulations, we had to provide breakfast in the classroom. This meant that students had to be supervised somewhere other than the classroom for 20 minutes in the mornings. We used to send them outside to play, but playground conflicts often followed students into the classroom. Instead, we assigned each grade to different parts of the school where they could sit. We also created coupons called “Caught Reading” to hand out when students were caught reading books. To create a reading habit, teachers

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put together buckets of books for students to choose from. For every 10 coupons, students got to pick a high-interest new book such as the Dog Man Series (Pilkner, D., 2016-21) to keep. Slowly, students started bringing books to school. Now, about 50% of the students are entering school with a book in their hands. The impact reverberates in all parts of the school and is immeasurable. We wrote grants to fund the purchase of books and will keep this as part of our routine.

Over the summer, we met multiple times with our consultant from DLeNM to map out our schedule with clear goals to prioritize small-group work during our Tier 2 and 3 instruction. She recommended implementing the Daily 5 system (Boushey & Moser, 2006) for Tier 2 time. With strong daily EL instruction and a clear schedule with designated times for Tier 3, and Tier 2 instruction provided in both program languages, we felt that we had a framework to coach our teachers. Out of six teachers in 1st and 2nd grade, only one had taught in person, all others had only taught virtually. All six were in the process of getting their certification. Coupled with the fact that 42% of our students were reading significantly below grade level, we knew that we had to be incredibly strategic. Many of these students felt very discouraged and often covered their faces with their hoodies, refusing to engage.

We started with getting our Tier 3 teachers ready and trained to teach reading. With just one out of the five teachers trained and skilled, this was a heavy lift. Those teaching Tier 3 30-minute groups had to be highly effective with knowledge on how to motivate discouraged and disengaged students. The language of instruction was based on the dominant language of the students, so some groups were conducted in English, and others were conducted in Spanish. Once this instructional block was in place, it became very clear that many of our students would need a second, and for some,

a third opportunity for small-group instruction. We tackled this by making sure to carefully choose students for our after-school program. Luckily, the Tier 3 intervention teacher also worked for the after-school program. She was able to link the work from the school day to the work of the after-school program. This helped reinforce and solidify the skills learned. Still, this was not enough.



Fourth graders read in their assigned spot before the instructional day begins.

Our next step was to provide the classroom teachers more focused professional development to improve their small-group reading routines during Tier 2 instruction. We picked a routine-based phonics program they could easily implement and that complimented the core curriculum. The instructional coach trained the teachers but focused on one classroom at a time. She went daily into the same classroom for several weeks. For the first week or two, she taught the groups herself. This allowed the teacher to guide the other students to be independent workers in stations while observing the small-

group instruction. Teachers observed the coach implement a behavior system, a feedback loop, instructional routines, pacing, and partner-reading time. When they felt ready, they took over the groups while the coach helped the students work independently. The coach provided immediate feedback during the small-group instruction. After the group instruction, teachers and coaches met to discuss ways to motivate independent work and decide what to include in each station. It was also important to develop smooth and quick transitions because the time was limited to 20 minutes per group. Some teachers were able to include specific and meaningful work for students working independently, while others started with students reading independently with the teacher listening in. By mid-year, all teachers in first and second grades were doing meaningful small-group reading instruction in both languages. By the end of the year, only 6% of the 2nd graders

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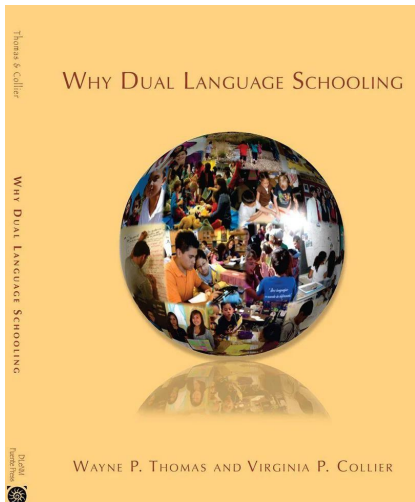
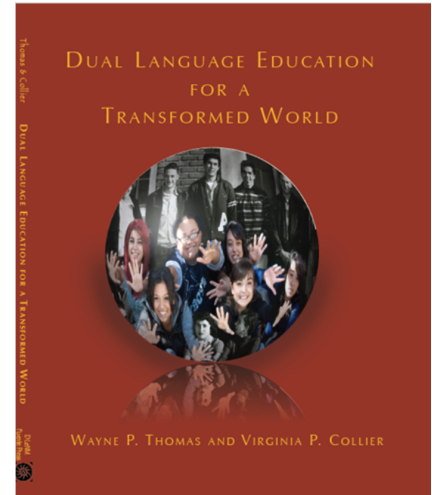
Making the Case for Dual Language Education

Dual Language Education Legacy Series by Drs. Virginia Collier and Wayne Thomas

In 2012, Drs. Wayne Thomas and Virginia Collier shared the results of their many years of research in dual language education in the second entry of their legacy series, *Dual Language Education for a Transformed World*. In it, they share the results of longitudinal studies of dual language students in North Carolina, Texas, Maine, and Oregon. Through discussions, multiple figures and graphics, and reflections from educators, they outline the many reasons why dual language education is the key to preparing our students for a transformed world.

"This book provides districts, schools, and practitioners with essential guidance and affirmation in their work to establish sustainable English learner success, while creating the necessary environments for English speakers to acquire the multilingual competency required to thrive in the 21st century. ... I know the challenges facing socially conscious educators, and Thomas and Collier's work represents an array of powerful tools to meet those challenges."

Francisca Sánchez, former Associate Superintendent of the Hayward Unified School District in California

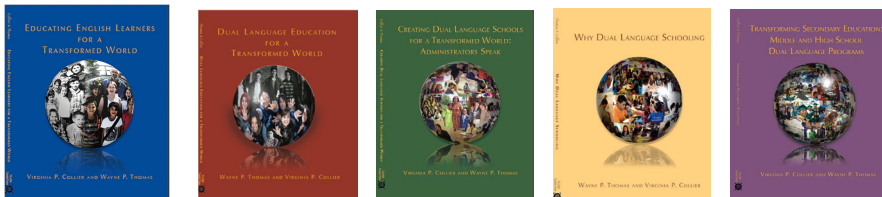


In 2017, Drs. Thomas and Collier wrote a shorter book with much of the same information for educational policy makers and families. In *Why Dual Language Schooling*, they review the research using concise, informal language to share with district board members, families, legislators, and others who influence educational policy. The research they share help policy makers understand why dual language education is so popular and powerful, and why it meets all students' needs so well.

"My life has been dramatically changed by the work of Dr. Thomas and Dr. Collier—as have the lives of students, families, and teachers I lead. I have never met researchers so committed to the true work of equity, language, and culture. Their research has inspired pedagogical and cultural connections that have changed the face of education in our district. We now have the research to inform quality dual language program implementation and tough decisions about expansion, enrollment, and curriculum to support all groups of students, especially those least successful in traditional schools."

Dr. Emily Bivins—Principal, Frank Porter Graham Bilingual Chapel Hill-Carrboro City Schools, North Carolina

Drs. Virginia Collier and Wayne Thomas are internationally known for their research on long-term school effectiveness for culturally and linguistically diverse students. Dr. Thomas is Professor Emeritus of Evaluation and Research Methodology and Dr. Collier is Professor Emerita of Bilingual/Multicultural/ESL Education, both at George Mason University. Their research on dual language education is perhaps the most well-known across the United States. Their longitudinal studies of student achievement in various types of educational programs for English learners are considered seminal work in the field. The legacy series by Drs. Virginia Collier and Wayne Thomas is published by Fuente Press and available for purchase at www.dlenm.org.



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instruction for monolingual students” (Winter, 2022 Soleado, p. 10). Noguerón-Liu (2020) reminds us of the instructional, demographic, and sociocultural realities of the students who make up our multilingual student population. Many have grown up as simultaneous bilinguals, children who have been exposed to and use two languages at the same time. There is great diversity in the nations and communities they come from, the ways that they have been socialized to use their language(s), and the families’ participation in formal educational settings. This reality means that, while some of the instructional needs of this unique population can be addressed by the strategies found in the Science of Reading, additional guidance regarding best practices for biliteracy development is required.

The Science of Reading is reflected in Scarborough’s Reading Rope (2001), an image that envisions skilled reading as the fluent execution and coordination of word recognition and language comprehension skills. English reading’s critical components for word recognition include phonological awareness, decoding, and sight recognition. Language comprehension includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Since Scarborough’s Reading Rope was developed with only English in mind, bilingual educators must consider how well each component reflects the development of skilled reading in languages other than English. These considerations will be further addressed in the discussion of the Partner Language Space later in this article.

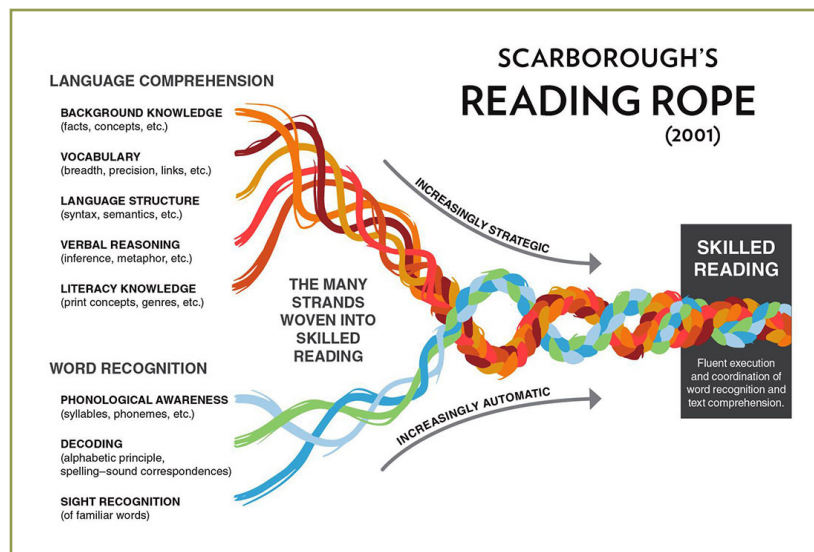
Of primary importance is the Culturally and Linguistically Responsive Environment that serves as the fourth space and the foundation for any

instructional setting serving multilingual learners. The instructional environment, therefore, must reflect a commitment on the part of the educators to understand and validate the students’ identities from an asset perspective. This means that the educators have developed a critical consciousness to dig deeper in order to understand student issues that may arise. Their instructional pedagogy, therefore, would include the understanding that all of the languages in their students’ linguistic repertoires are equally critical to the development of bilingualism and biliteracy, not just in the service of English literacy.

Likewise, students’ experiences and funds of knowledge inform their understanding of the big ideas of units of study and support their development of the sociocultural competencies that view those big ideas from a wider global context. In the context of literacy development, this space might include experiences

and reading selections that reflect the students’ communities, traditions, and events. Members of the community often play critical roles in students’ lives. These community elements, along with students’ language practices and cultural knowledge help to bring the home and school together.

As we move from the foundation of a culturally and linguistically responsive classroom environment into the instructional contexts of the English and Partner Language Spaces, it is important to study all aspects of Scarborough’s Reading Rope and its relevance to each space. The language comprehension strand of background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge can all be developed by a focus on oracy: the specific subset of oral language skills that more closely relate to literacy objectives (Escamilla et al. 2014).



Scarborough’s Reading Rope envisions skilled reading in English as the fluent execution and coordination of word recognition and language comprehension skills.

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The Development of Oracy

The three components of oracy development that make up the subset of skills and strategies are: language structures, vocabulary, and dialogue. These three components are clearly represented in Scarborough’s Language Comprehension strand and are critical in both the English and the Partner Language Spaces. In each space, students must be given ample opportunities to express their ideas and complete instructional tasks, both orally and in writing. Clear connections must be made between the students’ prior knowledge and the new information shared with them. Vocabulary must be continuously broadened and more complex grammatical structures must be introduced and practiced. Students’ literacy knowledge must be addressed by exposing them to various genres, concepts of print, and providing many opportunities to engage with fiction and nonfiction selections through class discussions and small-group dialogue.

Therefore, in both the English and the Partner Language spaces, activities and experiences that support students’ development of these language comprehension skills are similar. The difference lies in the need for scaffolds that specifically target a highly diverse population of emerging bilinguals, regardless of the fact that they speak the same home language. For example, Spanish is spoken in 21 different countries with very different cultures, influences, traditions, and lifestyles. Differences in the type and amount of background knowledge related to a topic can vary. It is essential that teachers take the time to develop shared experiences with their classes so that all of the students approach new information with similar background knowledge.

Teachers must also be aware of students’ proficiency profiles; those identified as English learners have ACCESS scores while those in bilingual programs would also have proficiency levels derived from language-specific assessments such as Avant’s STAMP Language Proficiency Test in Spanish. Careful examination of the scores beyond the single composite score can yield valuable information concerning the student’s understanding and use of more complex

grammatical structures and vocabulary. An analysis may point to the need for intentional practice in language functions, such as describing, defining, or comparing, or in complex syntax, such as the appropriate use of prepositions, verb tense, pronoun referents, and plurals. Beyond simply exposing students to these language features, emerging bilinguals require opportunities for conversations and dialogue with their classmates about academic topics that require the use of those language features during multiple exchanges. This kind of meaningful interaction allows for the practice of language structures and vocabulary that are inherent to the academic topic of the class and provide important exposure to agreeing and disagreeing in appropriate ways, stating and defending an opinion, answering questions, and otherwise articulating their own thinking.

Early Reading Instruction—English and Spanish

While the Language Comprehension strand of Scarborough’s rope (along with critical scaffolds) is equally adaptable to both language spaces, the Word Recognition strand takes on a very different look in the English and Partner Language spaces. Using Spanish as the partner language, the reason for these differences lies in the orthography of each language. While both English and Spanish are alphabetic languages, using almost identical letters in the visual representation of the language, English is considered to have an opaque orthography, while Spanish has a transparent orthography. What does this mean? English includes many letters and letter combinations that have multiple sounds. For example, the *-ough* in the word *through*, in the word *though*, and in the word *tough* all represent different sounds. There are also 14 vowel/vowel-sound combinations with different pronunciations for the same spelling pattern in English. This reality underscores the importance of the phonological awareness and decoding skills that represent the bulk of the Word Recognition strand and the focus of some teacher professional development programs. English phonic-centric training often recommends extended instructional time for students to master these very specific skills, often to the exclusion

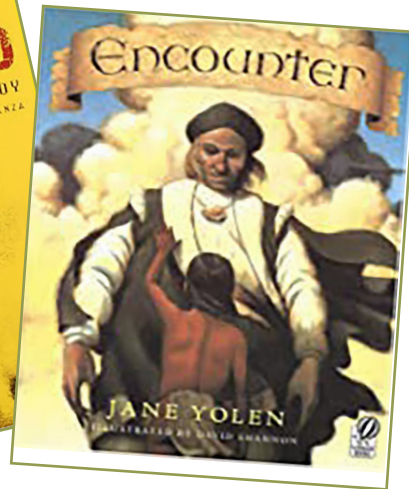
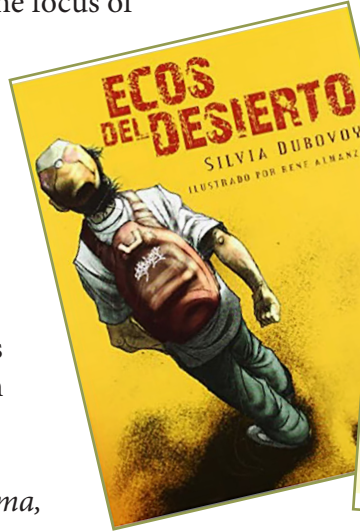
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of the English-language comprehension activities and specific scaffolds that emerging bilinguals need in order to become fluent, successful readers and writers. This extended time for phonics and decoding also limits the time bilingual teachers have to address literacy development in the partner language. There is only so much time in an instructional day!

The Spanish language has a more transparent orthography with most letters representing only one sound. This fact shifts the focus of early reading instruction from a more phonic-centric approach to a focus on the regularities of the letter-sound relationship and syllabic boundaries of the language. Instruction in the Spanish-speaking world often begins with teaching vowels, which make only one sound, then consonants and combining them into simple syllables (*ma, me, mi, mo, mu*). This leads to the identification of words that begin with the syllables learned (*mano, masa, malo*). The syllable, therefore, is a more important unit of phonological awareness in Spanish than it is in English. Spelling instruction is integrated into learning to read syllabically and is achieved through extensive reading and vocabulary development, rather than formal instruction in letter names and spelling. Students learning to read in Spanish move quickly to writing narratives and storytelling as a way to develop a deeper understanding of letter-sound association.

Recognizing where English and Spanish language pedagogy intersect is of critical importance to bilingual teachers. Of equal importance is recognizing and understanding the methods and approaches that respond to language-specific features of the two languages and developing strategies and activities to honor each language in its own right.



Experiencing topics from diverse perspectives supports students in developing sociocultural awareness.

Bringing the Two Languages Together

The space to bring the two languages together is not anchored in any Science of Reading research and is not represented in any way in Scarborough's Rope. The research base does not acknowledge the critical role that metalinguistic awareness plays in biliteracy development. The original focus was on English-speaking students learning to read in English.

The Bringing the Two Languages Together Space has two distinct purposes. One is metalinguistic awareness, which is why our original 4 Spaces

Framework used this title. To support students' development of metalinguistic awareness, bilingual and dual language teachers design lessons that facilitate students' authentic discovery of similarities and differences between English and

Spanish, with regard to phonology, morphology, syntax, and pragmatics.

For example, a cognate chart allows students to discover the shared etymological base of many academic terms in English and Spanish (*biology-biología, parasite-parásito, astronaut-astronauta*). A comparative chart allows students to discover the difference between noun-adjective placement in English and Spanish (*the big bad wolf-el lobo grande y feroz*), or the importance of gender and number in Spanish nouns and the regularity of articles in English (*the water cycle-el ciclo de agua, the sun's rays/los rayos de sol*). Activities such as Literacy Squared's *Así se dice* asks students to work together to translate a piece of text from their unit of study to negotiate, defend, and discover the different ways vocabulary and phrases can be used to reflect the same understanding — "Is the translation of *caras vemos, corazones no sabemos* 'don't judge a book by its cover or 'a wolf in sheep's clothing'? The difference is subtle, but critical. ...

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To understand which is more appropriate, you need to have more than vocabulary and concept knowledge. You need to reference culture and intent” (Escamilla et al. 2014, p. 76).

The other purpose for the Bringing the Two Languages Together Space is to develop sociocultural awareness. The strategies and activities teachers design for this space support students identity development, cross-cultural competence, multicultural appreciation, and critical consciousness. Here, students may be given the opportunity to engage with texts that address a particular event from varying perspectives. For example, reading the book *Encounter* (Yolen, 1996) which offers the perspective of a young Taíno boy to the arrival of Christopher Columbus while studying early American history or middle school students reading *Ecos del desierto* (Dubovoy, 2007), a book that tells the story of a teenager who crosses the Mexico-U.S. border and experiences the day-to-day living and societal realities common to most Latino immigrants. Aligning literature with social studies topics and teaching students how to analyze text by way of stories, essays, letters, and poetry help them to develop an awareness of social justice and a sense of their own identity.

Biliteracy development and English literacy development for Emerging Bilinguals is complex. They both require an understanding of the needs of students learning in a second language, bilingualism, and an awareness of the unique features of each language. It is not appropriate to try to force monolingual research and approaches on our emerging bilingual student population or on the committed teachers who serve them. There is a better way; the bilingual education community has vast knowledge about the intersection of the Science of Reading and biliteracy instruction and should be honored.

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There are many valuable resources to support biliteracy development available at:

Teaching for Biliteracy -
www.teachingforbiliteracy.com

Literacy Squared
literacysquared.org

¡Colorín Colorado!
www.colorincolorado.org

Estrellita® Accelerated Beginning Spanish Reading
www.estrellita.com

MoraModules - Jill Kerper Mora
<https://moramodules.com>

DLeNM's OCDE Project GLAD®
www.dlenm.org/what-we-do/instructional-support-and-resources/ocde-project-glad

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- ✿ Misclassified cases underestimated the amount of Spanish or English used at home (depending on the case).

The research team recommends that HLSs include questions about the language use of any additional adults at home.

Final Thoughts

The evolution of the BEE Project shows how DLE practitioners' sharing of real-world observations and experiences with students in DLE classrooms can help support local DLE programs efforts, and generate unexplored questions that researchers can examine to further our scientific understanding of DLE settings and students' experiences. What started with a principal's question about student engagement led to more questions about different DLE program models, the role of students' initial language proficiency in English and Spanish, and how students' behaviors and other characteristics might make a difference in their DLE experience. The BEE Project team has already uncovered important information about different DLE policies and practices, such as recommendations to improve the use of Home Language Survey data and how nuances in the implementation of different types of 50/50 DLE models could affect student engagement. Look for Part 2 of this article series to see what the BEE Project team learns next!

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Engage with the researchers and contribute to their understanding!

What kind of questions do these research findings raise for you? Here are some questions raised by the research team. Please email us at bee_project@unc.edu with your thoughts!

- ✿ Have you found the same to be true for your classrooms?
- ✿ Which DLE model do you find challenging for students to remain engaged?
- ✿ What are the pros/cons of 50/50 alternate day models?
- ✿ What strategies work for you to keep English-dominant students engaged during Spanish instruction?



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were reading below the 10% on EasyCBM (less than 30 words per minute). Those four students are now reading 40 words per minute at the third grade level and are on the road to becoming effective readers. The teachers involved in this very focused professional development reported that implementing the Daily 5 along with systematic phonics instruction was key to their feelings of success by the end of the year. They also recognize the heavy lift and steep learning curve they had to go through. Five of the six teachers continue to work at our school.

Our six upper-grade teachers were veterans. They also implemented the Daily 5 and their students' statewide assessment scores increased to 51% proficient from 40% the previous year. All the other Title 1 schools in our district declined in proficiency. Our success is notable. We again believe that the focus on behavior, coupled with our scheduled interventions and Daily 5 instruction allowed the students a focused environment to learn.

We strongly advocated to find new pathways to fill open positions. We believe that to create a culture of equity and inclusion for students, our staff must be bilingual and culturally competent. The ethnicity of our staff nearly matches the ethnicity of our students. Our principal, Ms. Ramírez Gutiérrez worked with district administrators to promote motivated bilingual and multicultural educational assistants to become classroom teachers. Our educational assistants are anchored to our building and part of our community. Their teacher-preparation path is a long-term investment for our school, and so far, they have far exceeded our expectations in the value they have provided. We are nurturing them with coaching, resources,

and reassurance. Our ability to promote from within has stabilized our workforce, and for the first time in a long time, only one of our 10 primary teachers has chosen to leave our school. We have found that it is crucial to have stable bilingual staffing in order to maintain behavioral expectations and strong student outcomes. A

revolving door of staff is exhausting for the existing staff, who are constantly mentoring new teachers and shouldering the work of supporting struggling students.

Our successes have motivated our administrators, teachers, staff, and students to continue our strategic and hard work. Our next steps include implementing a new core curriculum from the American Reading

Company: ARC Core and continuing our work with Conscious Discipline. We will also continue to partner with Dual Language Education of New Mexico. We are grateful to them and to our district Dual Language Coordinator, Lynette Williams, who advocates so strongly for our school.



El Camino del Río ES' support of a grow-your-own pathway for educational assistants allowed Ms. Gloria Carbajal (L) to earn her elementary certificate last year. She is pictured here with ed. assistant, Jael Pérez Díaz. Both are invaluable members of the first-grade team.



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