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Supplementary Resources To Promote Biliteracy For Emergent Bilingual Students

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SUPPLEMENTARY RESOURCES TO PROMOTE BILITERACY FOR EMERGENT BILINGUAL STUDENTS

by

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CHAPTER ONE

Introduction

My Journey into Bilingual Education

The Early Years

One of my very first school-related memories involves me riding the bus to school in kindergarten, when I sat down next to another kindergarten student that happened to speak only Spanish. Very proud of the Spanish skills I had acquired through watching a healthy dose of Sesame Street, I decided to try to communicate with her to the best of my ability. Putting up my pointer finger, I said very clearly, "*Uno*. One," followed shortly by "*Dos*. Two." Before I could make it *cinco*, she reached out and squeezed my nose as hard as she could. Although I can still feel those instantaneous tears well up in my eyes, fortunately, I did not let that incident turn me away from the Spanish language. In fact, throughout elementary school, I often encouraged my mom to buy Spanish tapes, dictionaries, and books for me.

Despite my early intentions, my Spanish skills did not begin to develop until I started learning Spanish in my high school courses. My language learning was, and still is, a gradual process, but it has always been something that I have enjoyed doing. It was not until our principal and school board threatened to cut some of our foreign language programs, that I realized my intense passion for language access and equitable access for all students. Typically a very soft-spoken, compliant student, I found myself enraged at the suggestion and made sure to attend the next school board meeting. Despite the school board overlooking my patiently-raised hand, by the end of the meeting I found myself speaking out of turn and advocating for language programs I was not even a part of for various reasons, including providing additional options for

students that have grown up bilingual in both Spanish and English. I had never felt my heart pump so hard and felt so passionate about an issue.

Exploring My Interests in the Academic World

As I continued on to college to work toward my undergraduate degree, I opted to major in Child Psychology and minor in Spanish and Latin American Studies, while also studying abroad in Venezuela. It was not surprising, therefore, that the child psychology course that held my interest the most was "Language Development." This class gave me an elementary understanding of how language is developed in children. When writing my senior paper, I opted to dig deeper into the more specific topic of language development in simultaneous and early sequential English-Spanish bilinguals. This area of the academic world proved to be extremely interesting to me, particularly considering the personal connections I could make based on my experiences outside of the classroom during my college years. I had the incredible opportunity to work in a preschool section of migrant Head Start, with all native Spanish-speaking children. Through that experience, I felt that the lead teacher was doing a strong disservice to the mostly 4-year olds, as she refused to learn or use a single Spanish word with students facing various challenges. I was also able to work as a tutor through the Get Ready Program at an inner-city school whose population had significantly more native Spanish-speaking students than non-Spanish speaking students. I found myself feeling so grateful that I had learned Spanish and was able to communicate with students in their native language, validate their home language, and fill in gaps of content they were missing due to their level of English proficiency.

Taking [and Expanding] My Knowledge into the Working World

Upon graduation, I decided to apply for a bilingual position within the same school district, as I felt very comfortable in the setting and like I would have the opportunity to work

with a historically-underserved population. I quickly accepted an offer to work as an associate educator at a two-way Spanish immersion school. While I was previously familiar with Spanish immersion schools and their association with teaching Spanish to native-English speakers, my eyes were opened to the inner workings of a *two-way* immersion setting, in which about half of the population were native English speakers and half of the population spoke Spanish as a native language. I immediately thought it was fabulous that native Spanish speakers were able to learn in their native language and could quickly see the benefits of this idea as it positively affected access to academic content. The more I learned about the benefits of native language literacy, the more questions I began to ask. My principal was extremely helpful in exposing me to the impact of majority and minority languages on language development. This rationalization aided in explaining why it was okay, and even preferred, to instruct native Spanish speakers in their native language, while instructing native English speakers in a language other than their native language.

Unfortunately, I began feeling that the implementation of the program seemed to cater to the native English speakers and served inadequate for the native Spanish speakers. Some critics may have argued that this program was not exposing native Spanish speakers to enough English. I, however, felt there was sufficient English, but the focus of the staff, as a whole, seemed more to serve the native English speakers than the native Spanish speakers. I saw this one-sided focus as potentially contributing to the achievement gap at this school.

While I was working at the two-way immersion school, I began working toward getting licensed to teach in the elementary, preferably bilingual, classroom. I felt that I could make a stronger impact on closing the achievement gap in the position of a teacher. Throughout my different courses, I took all the opportunities I could to expand my knowledge of bilingual

programming. As I read more and more research articles, I gained more and more confidence in the validity of teaching native Spanish speakers in Spanish first. I, of course, felt like all the stars were aligning when I landed a first grade classroom position in which I would be teaching literacy in Spanish to native Spanish speakers!

Over the past 12 years of working full-time in schools, I have had the opportunity to teach in 3 different states, 5 different schools, and 5 different types of bilingual programs. The constant across all these situations has been that I have been in the early elementary (K-2) setting and always in a bilingual program. Through these experiences, I continue to be able to take all that I have learned about bilingual education theory, put it into practice, and see the results of different types of programs first-hand. My passion for bilingual education and its potential for making a significant positive impact on the lives and futures of my students and their families grow every day.

Every Child Bilingual, Biliterate, and Multicultural

I currently find myself in a 1st grade dual developmental language classroom where all of my students are first- or second-generation immigrants, who speak Spanish at home or have families that speak Spanish at home. All of their families elected to enroll their children into our program, which has the long-term goal of producing bilingual, biliterate, and bicultural students. We aim to achieve this by providing the bulk of instruction in Spanish to students in early elementary, while also providing literacy-based English as a Second Language (ESL). Gradually, as students progress through grade levels, they receive more instruction in English until they ideally are receiving about 50% of their instruction in English and 50% in Spanish. According to a large body of longitudinal research by Collier and Thomas (2009), this “one-way dual language education with content ESL” is one of two program models, the other being “two-way dual

language education including content ESL", that consistently result in English learners demonstrating long-term K-12 achievement that outperforms the average native English speaking student on standardized tests in English reading.

Due to the research on benefits of bilingual education and the increase in quantity of schools in the United States providing bilingual programming, there has been more focus recently on unique pedagogy and strategies that will help fully develop bilingual and biliterate students. While still significantly under-represented and often created through a monolingual lens, more publishers are developing curriculum and assessments for students that are receiving instruction in Spanish. One such example of this is the Seal of Biliteracy that has been approved in at least 36 states, with several other states in early stages and/or considering putting it into effect (*The Seal of Biliteracy,* 2019). It is clear that in recent years, more than ever before in U.S. education, more people are dedicating their time, energy, and money into specifically researching and determining the best ways to provide bilingual instruction and evaluate its effectiveness and students' bilingual and biliterate proficiency.

The other component that our program strives for is developing multicultural students. While language is one facet of culture, many other aspects will help students understand themselves and the diverse communities they are growing up in. To ensure that our students are well-prepared to engage in a multicultural society in positive and respectful ways, it is critical that we are providing them with access to culturally relevant and diverse curriculum that is integrated, engaging, and well implemented in the classroom.

Literacy Curriculum Adoption

Two years ago our large, our urban school district adopted a new literacy curriculum for our kindergarten through 5th grade students. I was fortunate enough to be asked to preview some

different potential curricula that our district was considering and provide feedback. As exciting as it was to see multiple publishers that had worked to develop curricula that were both in English and Spanish, all of the publishers have continued to first write the curriculum in English, with the Spanish curriculum as an afterthought. Nevertheless, compared to 10 years ago when I first began teaching and the last time our district was shopping for a literacy curriculum, there were significantly more options and materials to choose from for the classroom providing Spanish literacy instruction. While still far from perfect, my recommendation was to go with a curriculum that had vertically-aligned thematic units and a plethora of materials that aligned with these themes. Best of all, the publisher representatives had explained that their Spanish curriculum development team had worked hard to find as many authentic texts in Spanish as possible, and strived to use trans-adaptations instead of just direct translations from English to Spanish. Taking various stakeholders' preferences into consideration, the district selected this curriculum and I began to dig further into the resources with cautious optimism.

Now having used the curriculum for 2 years, I continue to think that it is serving our students better than the other options with which we were presented. We have access to many materials in both Spanish and English that align with the unit themes and essential questions. This makes it much easier for my ESL co-teacher and I to teach more engaging content, using high-quality texts and materials in both Spanish and English. We also have access to enough materials that we do not have to use the same texts in English and Spanish, but can introduce certain content or literacy strategies in one language and connect or expand the ideas or skills into the other language.

While this curriculum greatly improves the access my students have to high-quality texts in Spanish and authentic Spanish texts when I compare it to my first days of teaching where my

classroom library was literally photocopies of translated texts found online, I continue to provide feedback to the publisher and make tweaks to best meet the unique needs of my emergent bilingual students. I am fortunate enough to have an ESL co-teacher who is also bilingual and values our students' literacy development in both Spanish and English. We have already begun to explore using some biliteracy strategies to enhance the curriculum and resources we have. However, we continue to find that the way our adopted curriculum is designed to present both phonics and language/grammar skills in English and Spanish seems to be based on a monolingual approach for each language, with Spanish phonics and structures continuing to be influenced by the first language in which the curriculum was developed: English. To best meet the needs of our students, I continue to ask myself: *What are the critical elements that need to be included in developing and implementing effective biliteracy strategies for early elementary Spanish-English emergent bilingual students?*

My Intent

The purpose of this project was to develop supplemental components to support the implementation of effective strategies that promote biliteracy for early elementary emergent bilinguals. The resulting product includes resources to be used by educators of emergent bilinguals that align to the Spanish Language Arts (SLA) and English Language Arts (ELA) Common Core State Standards (CCSS) and the Benchmark Adelante/Advance curriculum thematic units. Through my literature review, research and curriculum writing, I determined the critical elements necessary for developing and implementing effective biliteracy strategies for my early elementary Spanish-English bilingual classroom. Through this, I also strived to consider and took into account the scope and sequence of both transferable and non-transferable English and Spanish phonics and language components. I then took all of this information into

account to compile supplementary resources and develop complementary Lotta Lara and theDictado components in both English and Spanish for all 10 of the thematic units of the 1st grade Benchmark Adelante/Advance curriculum. While I focused on supplementing our current curriculum for first grade emergent biliterate students, I worked to use a framework that I could more confidently share with colleagues so that they could be inspired to do the same. Finally, in the final chapter, I shared some implications and limitations of my project, as well as recommended future research and projects that would continue to help support emergent bilingual students develop their biliteracy. Not only will our students be better prepared to positively contribute to our society if they are bilingual, biliterate, and multicultural, but they deserve to have their education enhanced to reflect that they are being brought up in a multilingual community, society, and world!

CHAPTER TWO

Literature Review

Introduction

The purpose of this project was to develop supplemental components to support the implementation of effective strategies that promote biliteracy for early elementary emergent bilinguals. The resulting product includes resources to be used by educators of emergent bilinguals that align to the Spanish Language Arts (SLA) and English Language Arts (ELA) Common Core State Standards (CCSS) and the Benchmark Adelante/Advance curriculum thematic units. This chapter begins by giving a general overview of the concept of biliteracy, particularly as it relates to the educational programming of Spanish-English emergent bilinguals in the context of the current U.S. public school systems. Next, it provides an overview of the critical qualities of holistic biliteracy development including the components of oracy, reading, writing, and metalanguage. For each of these areas, promising approaches and effective strategies were identified for promoting biliteracy with early elementary emergent bilinguals to supplement literacy curriculum for early elementary emergent bilinguals. To determine which components and strategies were necessary to enhance the biliteracy opportunities for emergent bilinguals, additional context, potential assets, limitations, allocations, curriculum, and materials were presented. Finally, the findings of this literature review were summarized and provide a preview for how this information was used to move forward into answering the question: *What are the critical elements that need to be included in developing and implementing effective biliteracy strategies for early elementary Spanish-English emergent bilingual students?*

Educational Programming for Emergent Bilinguals in the United States

In order to best comprehend what types of educational programming are available to emergent bilinguals in the United States and how these programs impact students' biliteracy development, it is important to first understand recent demographic shifts in the student population. Sociopolitical factors also play a role in bilingual programming and influence how students are described, particularly around their perceived deficits and assets. The manner in which bilingual programs serve students is described in terms of additive and subtractive bilingual programming, as well as common language allocations within these programs. Finally, the connections of bilingualism and biliteracy are discussed, sharing psycholinguistic, sociocultural, and sociopsycholinguistic perspectives, as well as looking at biliteracy as a continua. This overview of bilingual programming aims to acquaint the reader with some of the main components and trends of the systems that may influence emergent bilinguals' access to opportunities to develop biliteracy within schools in the United States.

Current Demographics

Within the public school system in the United States (U.S.), the percentage of public school students who are English Language Learners (ELLs) continues to be on the rise. In the year 2000, 3.8 million students attending U.S. public schools were ELLs, which was 8.1% of the student population. By the year 2016, that percentage rose to 9.6%, with 4.9 million ELLs attending public schools in the U.S. The percentage of ELLs is even higher in urbanized areas, making up an average of 14% of the public school enrollment. Of this growing population, a significant 76% of ELLs were identified as having Spanish as their home language (National Center for Education Statistics, 2019).

Looking more broadly at the general population driving the numbers of public school enrollment, Flores (2017) determined that, during the past half-century, the nation's Latinx

population increased nearly ninefold, reaching 56.5 million in 2015. Within this same period, the number of foreign-born Latinxs increased by nearly 20 times to 19.4 million and the U.S.-born Latinx population increased sixfold to 37.1 million. Considering that, as of 2015, about two-thirds of the current Latinx population was born in the United States, it may not be surprising that census data indicated that more than 24 million people over the age of 5 in the U.S. speak Spanish as well as English in the home (Shin & Kominski, 2010). Furthermore, according to the latest Pew Research Center (2015) projections, the Latinx population is projected to nearly double to 107 million by 2065. Considering this developing and dynamic population, it is critical that the U.S. public school system continues to transform its programming to accommodate the unique needs and further develop the assets these students hold.

Emergent Bilinguals: What's in a Name?

In recent decades, students speaking a language other than English at home have been identified as *limited English proficient* (LEP) by the schools, districts, as well as state and federal departments of education. They have also received labels such as *English Language Learners* (ELLs) or simply *English Learners* (ELs) or described as students receiving *English as a Second Language* (ESL). The commonality of all these terms is that there is an implication that students speaking a language other than English at home carry a language deficit and require some sort of remediation. The potential for their home language to be seen as an asset to be valued is unrealized with these classifications.

Fortunately, several scholars have begun to endorse the more asset-based term *emergent bilinguals* (Delbridge & Helman, 2016; Escamilla et al., 2014; Hopewell, Butvilofsky, & Escamilla, 2016; Reyes, Kenner, Moll, & Orellana, 2012; Sayer, 2013). García (as cited in Sayer, 2013) saw emergent bilinguals as bringing "a wealth of language and cultural knowledge to their

classrooms" (p. 66), where García et al. (as cited in Delbridge & Helman, 2016) noted they "develop their bilingualism as they add a new language to their linguistic repertoire" (p. 307). Reyes et al. (2012) contended, "the concept of emergent bilingualism recognizes the ongoing nature of children's bilingual development and its potential to develop to include various degrees of biliteracy" and "highlights that children develop their bilingual and biliterate competencies through a dynamic process" (p. 309). Hopewell et al. (2016) expanded on these ideas, suggesting that the term *emergent bilinguals* "emphasized that these languages are unfolding and coming into prominence in complementary and intersecting contexts" (p. 90).

Throughout this project, in order to focus on students' home language as an asset and a resource, the term *emergent bilinguals* is used to refer to students that have access to a language other English at home. However, it is important to consider that English may also be spoken at home or in the community in which a student has spent the early parts of their lives. For this reason, understanding the terms *sequential* and *simultaneous* as they relate to emergent bilinguals is essential in considering the different profiles of students and the implications they may have on their journey toward bilingualism and biliteracy.

Sequential bilinguals. This term refers to emergent bilinguals that have developed some proficiency, and potentially mastery, in one language before acquiring another language (Reyes et al., 2012). The language in which a sequential bilingual initially develops proficiency is often referred to as their *first language*, or *L1*, and the subsequently acquired language referred to as the *second language*, or *L2*. Often, the term *L1* is used interchangeably with *native language* or *home language*, suggesting that a sequential bilingual often first develops proficiency in the language spoken by their family at home. Within the context of public education in the U.S., Escamilla et al. (2014) described sequential bilingual children as those that were exposed to their

L2 after the age of 5, had a clear L1, knew concepts only in L1, were labeled as "Spanish dominant," and had language skills in one language that could be used to develop biliteracy (p. 5). These students often include foreign-born children that have their first exposure to English after moving to the U.S., potentially after some formal school in their L1.

Simultaneous bilinguals. Considering the demographic context presented in the first section of this chapter, it is evident that the experience of *sequential bilinguals* is not the same as the majority of Latinxs currently living in the U.S. that were also born here. As Soltero-González and Butvilofsky (2016) and Reyes et al. (2012) pointed out, it is likely that many of the emergent bilinguals in the U.S. are likely to be simultaneously acquiring two languages concurrently from their environment from a young age. These children are referred to as *simultaneous bilinguals* and may include children that have family members speaking both Spanish and English at the home, or children being exposed to English from television programs, day care, pre-school, or other areas of their community. This combination of needs and access to use either language may result in varying proficiencies in each language. Reyes et al. (2012) suggested that *simultaneous bilinguals* experience a very different process as they acquire the ability to read, write, and speak two languages as a child, as opposed to their *sequential bilingual* peers that are learning the oral and written forms of their L1 followed by their L2. Escamilla et al. (2014) identified simultaneous bilinguals as representing the *new normal* in the U.S. and argued that their dominant language is bilingualism. To further differentiate, simultaneous bilinguals were described as children exposed to two languages before the age of 5, that may not have a clear L1, that may have some concept knowledge in L1 and other concept knowledge in L2, that were often labeled as a child with *low* levels of language proficiency in two languages, and that had skills in two languages that could be used to develop biliteracy (Escamilla et al., 2014).

The Opportunity Gap and the Minoritized

When data analysis of test scores in the U.S. has shown the stark difference between the average results of native English speakers as compared to their emergent bilingual peers, the term used to describe this discrepancy has often been the *achievement gap*. This term can suggest a sense of blame on the historically underserved and marginalized groups. Therefore, as suggested by Milner (as cited in Bauer, Colomer, and Wiemelt, 2018), a more appropriate description would be the *opportunity gap*. This phrase maintains that these discrepancies are rooted in sociopolitical issues related to race, language, and other social constructs present in our educational system and society that limit equitable opportunities for all to succeed. The marginalization of Latinx emergent bilinguals is evident from deficit-based labels of LEP and ESL highlighted above, as well as when López (as cited in Sayer, 2013) documented that Latinx ELLs were being disproportionately identified as having learning disabilities.

Likewise, the term *minority* is often used when referring to a group of people, such as the Latinx population. It is also frequently used when describing languages, as, in the U.S., Spanish is often called a *minority language.* As in the research by Bauer et al. (2018), the term *minoritized* will be used throughout this project to underscore the social construction and subordination of Latinx students in U.S. social institutions. Therefore, any language that is not Standard English will be referred to as a *minoritized language,* rather than a *minority language,* in order to help maintain the awareness of the sociopolitical constructs that play a role in the U.S. This is the case even when the majority of the population in certain areas, schools, or classrooms may speak Spanish or a related local vernacular. As Toribio alluded (as cited in Sayer, 2013), "the dominant English language encroaches on domains that are critical for the acquisition and

development of the subordinate Spanish language, conditions that strongly disfavor the maintenance and integrity of the minority language" (p. 68).

Bilingual Models and Allocations

There are a variety of bilingual models and language allocations that occur in the United States when it comes to educating emergent bilinguals, including those that speak minoritized languages. While bilingual programs are widely recognized as being the ideal environment for biliteracy development to occur, there are relatively few bilingual programs in the U.S., with even fewer bilingual programs extending beyond early elementary years (Delbridge & Helman, 2016). Biliteracy is best supported when emergent bilinguals have the chance to participate in literacy practices in both languages, rather than being submerged into an English-only setting (Reyes et al., 2012).

Subtractive vs. additive bilingualism. When considering different bilingual programming options, programs can fall into the categories of *subtractive* or *additive.* While often well intentioned, *subtractive* bilingual programs tend to devalue the students' L1 and use it simply as a way to help students reach competence in and transition to English. The goal of these programs is to eliminate the use of the students' L1 as soon as possible and transfer students to mainstream English instruction.

Additive bilingual programs, on the other hand, have the goal of promoting bilingualism and biliteracy as part of the general curriculum. These programs validate and value the students' linguistic background and aim to build onto their linguistic repertoire. For programs to truly be additive and support bilingualism and biliteracy, according to Reyes et al. (2012), they must include the following premises and characteristics:

1. Continued development of both languages enhances children's educational and cognitive development (Lindholm & Zierlein, 1991).
2. Literacy-related abilities are interdependent across languages, such that knowledge and skills acquired in on language are potentially available in the other (Cummins, 2001b; Verhoeven, 1991).
3. Although children may acquire conversational abilities in a second language fairly rapidly, they usually require upward of five years to attain grade-level skills in academic use of the second language (Collier, 1987). (p. 323)

Programmatic models. While some of these models are rooted in different philosophies and perspectives, the context of the student and community population, families' preferences, how programs are marketed, and available resources are just some of the components that play a role in determining which types of bilingual programming are offered to different emergent bilinguals. Based on the results of longitudinal studies carried out by Thomas and Collier (as cited in Collier & Thomas, 2009), *Figure 1* shows the effectiveness of different programs often offered to emergent bilinguals in the United States. As is well illustrated from this graph, the type of program that is implemented has a significant impact on emergent bilinguals' long-term achievement in English reading.

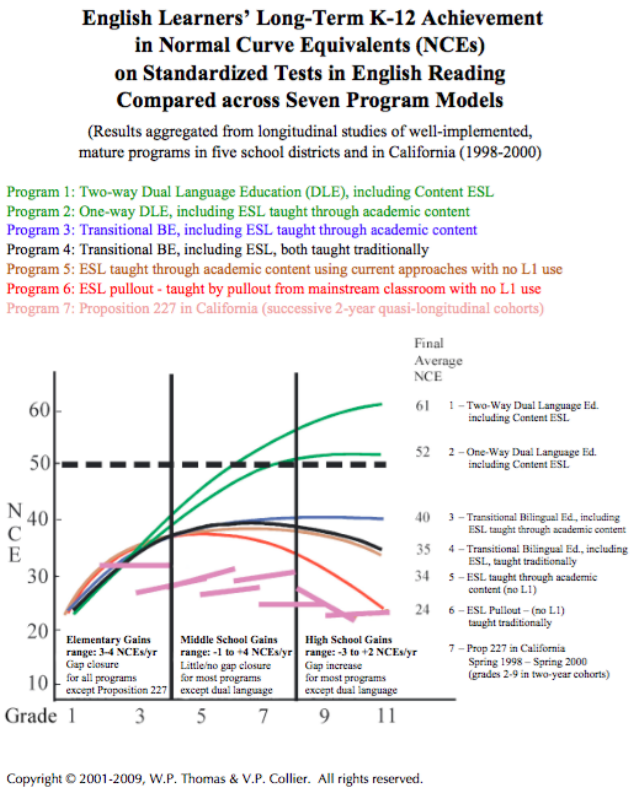

Figure 1. English language learners' long-term K-12 achievement in normal curve equivalents on standardized tests in English reading compared across seven program models. Collier & Thomas, 2009, p. 55.

Dual language. While dual language programs often find themselves at the center of sociopolitical debates, they are additive bilingual programs that provide literacy and content instruction to all students in two languages to encourage bilingualism and biliteracy (Granados, 2017). Additionally, Baker and Wright (2017) noted that dual language programs affirm interculturality and appreciation for different perspectives of the world. To meet the explicit goals of bilingualism and biliteracy, students in dual language programs receive instruction in two languages throughout the course of their education (Ortiz & Fránquiz, 2014). Longitudinal research carried out by Collier and Thomas (as cited in Ortiz & Fránquiz, 2014) suggested that one-way and two-way dual language programs were the most promising for closing the

opportunity gap, as they were the only models that led to above grade-level achievement in English for emergent bilinguals.

Two-way dual language. In two-way dual language programs, the student body is comprised of two language groups: students that speak the target, minoritized language at home, as well as students that speak the majority language at home (Collier & Thomas, 2009). The goal of two-way dual language programs is bilingualism and biliteracy for all students and students receive instruction in two languages, often with the minoritized language receiving more time allocations earlier on in the program. As can be seen in *Figure 1*, emergent bilinguals in two-way dual language programs have been shown to outperform the average monolingual English speaker.

One-way dual language. In one-way dual language programs, the student body is comprised of just one language group: students that speak the minoritized language at home (Collier & Thomas, 2009). For example, Spanish-speaking emergent bilinguals would participate in this program and receive their education in both Spanish and English, with the goal of bilingualism and biliteracy. These programs are sometimes referred to as developmental bilingual programs (Beeman & Urow, 2013). On average, emergent bilinguals in one-way dual language programs also outperform their monolingual English-speaking peers, albeit achieving at slightly lower rates than their emergent bilingual peers in two-way dual language programs (*Figure 1*).

Transitional bilingual. In transitional bilingual programs, while some support is initially provided in students' L1 to support academic learning, the ultimate goal is to move students into all-English instruction as quickly as possible. Therefore, in this remedial, subtractive model, students are often transitioned into all-English instruction within two to three years (Collier &

Thomas, 2009; Ortiz & Fránquiz, 2014). In the long-term, emergent bilinguals that participate in these programs end up greatly underperforming compared to their emergent bilingual peers and their monolingual English-speaking peers (*Figure 1*), with levels varying based on whether or not ESL instruction is provided through academic content or not.

Language and content allocation plans. It should be evident from the preceding information that dual language programs are the most effective at promoting bilingualism, biliteracy, and high academic achievement. However, when it comes to implementing these programs, different dual language programs may allocate their time and/or content to different languages in a variety of ways. By developing an allocation plan, it can help facilitate determining scheduling, necessary resources, and planning for instruction (Beeman & Urow, 2013). Beeman and Urow (2013) stressed the following considerations when developing an allocation plan: students should be reading and writing in both languages every day, literacy should be thought of as a whole, and time should be allowed for the *Bridge*. Generally speaking, Beeman and Urow (2013) described the *Bridge* as "the instructional moment when teachers bring the two languages together to encourage students to explore the similarities and differences" (p. 4). It is also considered to be non-negotiable that at least 50% of the instructional time be delivered in the minoritized language to ensure that it is not devalued. The main allocation plans explored include 90:10, 50:50, and paired literacy.

90/10. With a 90/10 allocation, beginning in pre-kindergarten through about 1st grade, approximately 90% of the instructional time is provided in the minoritized language, which would be Spanish for the context of this project. The remaining 10% of instructional time is, therefore, in the majority language, English. While this time allocation requires the strongest commitment to academic development of the minoritized language, the purpose is often to put as

much initial emphasis on the minoritized language due to it being less supported by the broader society and it being more challenging to access academic language in the minoritized language outside of school (Collier & Thomas, 2009). Often, different content areas are assigned to different languages, which can simplify programming and planning, rather than attempting to share content between two languages. With a 90/10 allocation plan, Beeman and Urow (2013) recommended teaching language arts in both languages, transferring content areas taught in Spanish with a Bridge to English. In this program, as students progress through the grade levels, more time is gradually allocated to English, often by content area. For example, in 2nd grade, time allocations may be 80% in Spanish and 20% in English, followed by 70/30 in 3rd grade, and 60/40 in 4th grade. Ultimately, academic instruction is presented equally in each language by 5th grade and, ideally, students continue to have access to bilingual programming through middle school and high school.

50/50. With a 50/50 allocation, instructional time of the mainstream curriculum is split evenly between the two languages from the beginning of programming (Collier & Thomas, 2009). Again, Beeman and Urow (2013) suggested ensuring that language arts are taught in both Spanish and English throughout the program. Similarly to the 90/10 allocation model, to best support students in meeting goals of bilingualism, biliteracy, and high achievement, equal access to academic instruction in each language should be provided.

Paired literacy. While the percentage of allocations may vary with a paired literacy model, Escamilla et al. (2014) stressed the importance of using 2 languages from the start of schooling to capitalize on the strengths emergent bilinguals have in each of their languages. With this model, English literacy instruction is not delayed, but rather students learn to read and write in both languages at the same time. In kindergarten, Spanish literacy instruction begins along

with literacy-based English language development instruction. It is important to note the four components that Escamilla et al. (2014) identify as the elements of literacy: oracy, reading, writing, and metalanguage. Similarly to the gradual shift in the 90/10 allocation model toward more time spent in the majority language, Escamilla et al. (2014) developed potential time allocations as appropriate for different grade levels using their Literacy Squared approach. As the daily time allocated to Spanish literacy gradually decreases from two hours in kindergarten to 45 minutes in fifth grade, daily time allocated to literacy-based English Language Development (ELD) gradually increases from 45 minutes in kindergarten to two hours in fifth grade. While all four literacy elements are included in both languages at all grade levels, the approaches and strategies suggested are developmentally appropriate and follow a model for gradual release of responsibility. All grades implement modeled and shared reading and writing approaches in both languages, while gradually adding collaborative and independent reading and writing in each language. The release to independent practice is first recommended during Spanish literacy in kindergarten and first grade, for writing and reading, respectively. Meanwhile, reading and writing independently is not recommended until third grade in literacy-based ELD (Escamilla et al., 2014).

Bilingualism and Biliteracy

When considering programmatic goals of bilingualism and biliteracy, it is important to try to understand some of the benefits of these goals. Also, working to define and explain bilingualism and biliteracy based on different theories may prove helpful in determining how to meet these goals and implications for instructional strategies in the bilingual classroom.

Bilingualism. Hopewell et al. (2016) reviewed significant amounts of research in the field of bilingualism, confirming that being bilingual has a broad range of advantages, including:

> improved executive functioning (Carlson & Meltzoff, 2008; Poulin-Dubois, Blaye, Coutya, & Bialystok, 2011), an increased ability to attend to important information or conversely to filter out extraneous information (Bialystok & Martin, 2004; Kroll, Bobb, Misra, & Guo, 2008), and a delayed onset of cognitive deterioration linked to disorders of aging, such as Alzheimer's Disease (Alladi, Bak, Russ, Shailaja, & Duggirala, 2013; Craik, Bialystok, & Freedman, 2010). (pp. 89-90)

In addition to these benefits, bilingualism plays a critical role in the development of one's identity. Cummins (2000) claimed that being bilingual could serve as a means to resist oppression, while Granados (2015) suggested that bilingualism strengthens our capacity to establish and maintain social networks.

While the innumerable benefits of bilingualism are uncontestable, it can be more challenging to determine what constitutes a person as being bilingual. Baker and Wright (2017) cautioned the use of overly narrow or broad definitions, suggesting to focus more on bilingual ability and usage. In doing so, one may find bilinguals that only use one of the languages regularly, while being very fluent in both languages. Other bilinguals may use both languages frequently, but only in specific contexts. Likewise, Grosjean (as cited in Beeman & Urow, 2013) stated that bilinguals are people who could function in each language according to their given needs. In addition, when examining language ability, Baker and Wright (2017) suggested to consider the four domains of language: listening, speaking, reading, and writing. These domains suggest a connection between bilingualism and biliteracy.

The relationship between bilingualism and biliteracy. Grosjean (2010) asserted that the connections among bilingualism, bilingual education, and development of biliteracy are still not well understood. Nevertheless, several experts in the field have sought to make connections

between bilingualism and biliteracy. Bauer and Colomer (as cited in Bauer et al., 2018) described bilingualism as having linguistic proficiency in two separate languages, whereas biliteracy indicated literacy skills across two languages. Kabuto (as cited in Reyes et al., 2012) differentiated between *biliteracy,* with a lowercase *b*, to reference the structures and written form of two languages and *Biliteracy*, with an uppercase *B*, to include the "complex social and cultural forces that give language meaning and give a person an identity as a speaker of one or more languages" (p. 309). While Hornberger (2003) acknowledged the relatively small volume of literacy research on bilingualism and bilingualism research on literacy, she noted that, with biliteracy itself representing the conjunction of literacy and bilingualism, these were the areas in which to focus preliminary research. Hornberger (2003) expanded that these were appropriate areas considering the sought-after objectives of 1) learning English as a second language and 2) achieving comparably to monolingual peers across content areas. Meanwhile, Reyes et al. (2012) maintained that bilingualism and biliteracy were realities of life for children living in the U.S., iterating that "using bilingualism and biliteracy is part and parcel of who they are, of their world, and of their learning process," (p. 253) and that they were crucial components contributing to academic progress.

The concept of *biliteracy* has a broad range of definitions based on a variety of perspectives, models, and frameworks. This may not be surprising, as experts in the field express their view that the development of biliteracy is a more challenging, rigorous, and complex form of literacy than monolingual literacy, requiring its own pedagogies, methodologies, and assessment systems (Hopewell & Escamilla, 2014; Hopewell et al., 2016). I. Reyes (2006), developed an integrated definition of biliteracy to encompass the "ongoing, dynamic development of concepts and expertise for thinking, listening, speaking, reading and writing in

two languages," (p. 269) while taking into account the various cultural factors and experiences of the bilingual learner.

Biliteracy as an outcome: A psycholinguistic perspective. When examining biliteracy from a psycholinguistic perspective, Delbridge & Helman (2016) noted that the focus is often on what biliteracy means in terms of measuring basic discrete literacy skills in each language and working to determine which skills may transfer from L1 to L2. This approach often measures and compares linguistic competencies to those of monolingual peers. In addition, there may be an emphasis on how certain programs or methods support and maintain literacy (Reyes et al., 2012). One of the general outcomes found is that children can become biliterate, without their biliteracy hindering literacy learning in one language. Pérez and Torres-Guzmán (as cited in Reyes et al., 2012) defined biliteracy as "the acquisition and learning of the decoding and encoding of and around print using two linguistic and *cultural systems* [italics added] in order to convey messages in a variety of contexts" (p. 308). Likewise, upon synthesizing a large body of literature on biliteracy, Ducuara and Rozo (2018) settled upon an overarching definition of biliteracy as "being literate in two languages, making possible to transfer skills from one language to another in order to be able to read, write, and speak in both languages and to adapt to different situations and contexts" (p. 1307).

Biliteracy as a process: a sociocultural perspective. When looking at biliteracy from a sociocultural perspective, an emphasis is placed on the social context in which children develop their biliteracy and the nature of the relationships involved in the process. When viewing biliteracy as a process, one is allowed to hypothesize and answer questions about how children practice and develop biliteracy within their different communities (Reyes et al., 2012). Flores (as cited in Reyes et al., 2012) observed that emergent bilinguals actively participate in the process

of biliteracy as they make hypotheses, construct knowledge, and attach meaning to the different writing systems with which they interact. Furthermore, Goodman (as cited in Reyes et al., 2012) documented their ability to "construct, organize, and analyze the meaning of print and connect it with their personal experiences within specific contexts and social experiences" (p. 313). Biliteracy as a whole is socially defined based on the value, or lack thereof, placed on literacy in two languages at different levels, as well as how it is instilled within complex social meanings (Granados, 2017).

One component further explored within the sociocultural perspective is the concept of *dynamic bilingualism*. As proposed by García (as cited in Bauer et al., 2018; Axelrod & Cole, 2018), *dynamic bilingualism* involves emergent bilinguals drawing from a *single linguistic system* with innumerable linguistic features. While they are transferring skills between languages, this dynamic process is rooted in their understanding of cultural practices and knowledge of the writer and reader.

Biliteracy from a sociopsycholinguistic perspective. Gutiérrez, Zepeda, and Castro (2010) urged the exploration and "cognitive and sociocultural complexities of becoming literate and biliterate" (p. 338) in an effort to focus on expanding children's linguistic repertoires, rather than constraining them. According to Kabuto and Velasco (2016), biliteracy is a sociopsycholinguistic practice, capturing how students:

> actively construct their knowledge as they employ linguistic cuing [*sic*] systems (e.g., semantic, syntactic, and graphophonic) to construct a deeper meaning. At the same time, language acts as a meditational tool in developing our understandings of text, as well as constructs an interpretive framework for defining us as readers within the social structures of home and school. (p. 20)

Biliteracy as a continua. Hornberger (2003) argued that biliteracy is better described as a set of parallel continua, with a person's language ability constantly changing based on context, content, and media. Through developing a highly comprehensive, ecological framework, Hornberger (2003) worked to represent the complexities of interrelated social dimensions using the notion of continua that are not finite, static, or discrete.

Within the scheme for describing biliterate contexts, Hornberger (2003) included the continua of micro-macro, oral-literate, and monolingual-bilingual. Micro-macro refers to a focus on the linguistic features and relating them to a larger social context. The continuum of oral-literate contends that, while there are many varieties of literacy, not all literacies are equally powerful in society. Notably, Hornberger (2003) stressed that orality and literacy share many common features identified with one or the other, which has less to do with oral versus literate use, and more to do with the context in which language is used. Within the realm of the monolingual-bilingual continuum, Hymes (as cited in Hornberger, 2003) suggested that "no normal person, and no normal community, is limited to a single way of speaking" (p. 14). This is to say that monolingualism is more similar to bilingualism than it is different, as monolinguals switch varieties or styles according to specific functions and uses, just as bilinguals switch languages based on different contexts.

In the area of content development, Hornberger (2003) focused on the continua of reception-production, oral-written, and L1-L2. With the continuum of reception-production, Hornberger (2003) challenged the common assumption that oral language development precedes written language development, rather sharing Goodman and Goodman's (1983) argument that "people not only learn to read by reading and write by writing, but they also learn to read by writing and write by reading" (p. 16). Similarly, within the oral-written continuum, Hornberger

(2003) stressed that development along this continuum is not necessarily unidirectional, but rather, can be bidirectional. Hornberger (2003) strived to encompass the extent to which knowledge of one language transfers and/or interferes with the knowledge of another language within the L1-L2 continuum.

Finally, considering the concept of media, Hornberger (2003) developed continua in the areas of simultaneous-successive, similar-dissimilar, and convergent-divergent. The basis for the simultaneous-successive continuum is similar to the emergent bilingual profiles previously discussed and considers the impact of becoming bilingual early in life versus adding an L2 after beginning to more fully develop an L1. Within the similar-dissimilar continuum, Hornberger (2003) explored the extent to which the similarity between two or more languages or dialects could impact the ease with which multiple languages are learned. For the final convergent-divergent continuum, the suggestions of Barnitz (1982) highlighted the more immediate potential for transfer of reading skills or strategies as more orthographic systems are shared between two languages.

Holistic Biliteracy Development Framework

Different biliteracy frameworks must also be studied to help guide criteria for how to best tap into the potential of emergent bilinguals' many assets. Escamilla et al. (2014) defined *holistic* as "relating to or concerned with complete systems rather than with their analysis, treatment, or dissection into parts" (p. 7). Hornberger's (2003) continua of biliteracy suggested that, the more their learning contexts give them access to all points of the continua, the more opportunities emergent bilinguals will have to fully develop their biliteracy. Cummins (1986) argued that students would have the greatest opportunities for academic success if schools view their linguistic and cultural diversity as assets and not deficits.

Fractional, Monolingual Views

There are, however, several approaches to language and literacy instruction that view emergent bilinguals with a deficit-based mindset. Some of these include fractional or monolingual views. These are discussed and shared to assist the reader in thinking critically when being presented with different methods and strategies that may be rooted in these deficit-based perspectives of emergent bilinguals.

Grosjean (as cited in Reyes et al., 2012) defined a fractional view as describing bilinguals as two monolinguals in one person. Furthermore, a fractional view of bilingualism maintains that a bilingual speaker must be compared to monolingual speakers in either language, which generally results in bilingual speakers being viewed as less than their monolingual peers, an approach referenced as *monolingual bias* (Grosjean, as cited in Hopewell et al., 2016). When languages are compartmentalized under a fractional view, bilingual programs may interpret test results in only one language or enforce policies of strict language separation. As cited in Hopewell et al. (2016), these practices and policies have been described by Guerra as *code segregation*, by Fitts and Heller as *parallel monolingualism,* and by Cummins as *two solitudes*.

As mentioned above in the section on language allocation, bilingual programs often rely on creating language boundaries in order to protect the minoritized language (Sayer, 2013). Cummins (as cited in Hopewell et al., 2016) alluded to the two solitudes assumption, in which languages are compartmentalized by schedule, subject matter, or instructor. This focus on separation of languages, nonetheless, contradicts the sociolinguistic realities of emergent bilinguals, creates negative associations with language mixing, and causes educators to discount the potential of language mixing or code-switching as a pedagogical tool (Sayer, 2013; Axelrod & Cole, 2018).

Holistic, Multilingual Views

Contradictory to the fractional, monolingual view, García and Heller (as cited in Sayer, 2013) argued that "children's bilingualism is not merely monolingualism times two" (p. 85). Many experts in the field of language acquisition support a perspective that suggests that developing bilingualism and biliteracy is mediated by the reciprocal relationship and interaction between languages, with either language contributing to and influencing what is known and understood in the other language, always remaining active and easily accessible (Bauer et al., 2018; Hopewell et al., 2016; Pérez, 2003; Soltero-González & Butvilofsky, 2016). This holistic bilingual view conceptualizes the development of multiple languages as an integrated system, with all languages contributing to a comprehensive linguistic and cognitive system (Hopewell et al., 2016; Reyes et al. 2012; Soltero-González & Butvilofsky, 2016)

Using a holistic bilingual view, García & Kleifgen (as cited in Soltero-González & Butvilofsky, 2016) proposed that one source for support of biliteracy development is the emergent bilingual's hybridization use of *translanguaging* to make meaning and communicate within a multilingual community. Axelrod and Cole (2018) used translanguaging as a theoretical orientation to conclude that, even in spaces marked as monolingual, or in bilingual programs with rigid language separation, emergent bilinguals will use all of their multiple languages. Creese and Blackledge (2010) proffered using the strategic mixing of languages as a pedagogical tool within the bilingual classroom. Broadening from a bilingual view to a multilingual view and multidialectal view, Hornberger and Skilton-Sylvester (2000) pointed out that, when developing biliteracy skills, students should have access to their native language and discourse styles, as dialects are also very legitimate forms of communication.

Qualities of Instruction for Holistic Biliteracy Development

Within a framework of holistic biliteracy development, Bauer and Gort (2012) indicated that "biliteracy must be understood as a special form of literacy that is distinct from the literacy experiences and processes of monolinguals" (p. 139). Hopewell et al. (2016) agreed that instructional approaches, methodologies, strategies, and assessment systems that are designed for monolingual students are not suitable for emergent bilinguals. By focusing on goals and methods that align with a holistic biliteracy approach, Escamilla et al. (2014) established a set of qualities within a complete system created to facilitate biliteracy development: authentic Spanish literacy instruction; literacy-based ELD instruction; an emphasis on explicit instruction and collaborative approaches; time allocations and teaching approaches by grade level; cross-language connections; and equal attention to oracy, reading, writing, and metalanguage.

Authentic Spanish literacy instruction. Within bilingual and dual language classrooms in the U.S., the manner in which Spanish literacy instruction is taught is often influenced by English literacy instruction. While acknowledging that teaching children to read and write in English and Spanish can share some of the same strategies and methodologies, Escamilla et al. (2014) advised teachers of emergent bilinguals to consider internal structures of each language, particularly when utilizing part-to-whole, or synthetic, approaches. For example, in Spanish literacy, when using the traditional *método silábico,* or syllabic method, instruction is first focused on teaching the vowels, followed by introducing the consonants in order to make syllables, then words and sentences (Pérez, 2003). However, in English literacy, there is a stronger emphasis on learning the names and sounds of each letter, starting with consonants (Beeman & Urow, 2013). In Spanish, letter names are learned formally only after a child knows their letter sounds and can use them to form syllables. Likewise, phoneme awareness is a stronger predictor of reading success in English, whereas syllable awareness is a stronger

predictor in Spanish (Escamilla et al., 2014). Vernon and Ferreiro (1999) noted that there is no Spanish equivalent to what is defined as *phonics* in English and suggested that phonological awareness should be taught through writing in Spanish. Meanwhile, Adams (as cited in Escamilla et al., 2014) shared that phonological awareness is best taught through oral language in English. When considering the commonly taught English sight words, Beeman & Urow (2013) asserted that these are not necessary in Spanish due to the fact that Spanish words are decodable given the orthographic transparency of the language. Irregular aspects of spelling and/or grammar in Spanish, instead, may be taught through the traditional method of theDictado (Beeman & Urow, 2013; Escamilla et al., 2014). When trying to navigate the most appropriate methods of teaching Spanish literacy, teachers are encouraged to consider the potential influence of English on materials they are given and to seek out methods of literacy instruction used in Latin America to utilize or adapt as needed.

Literacy-based ELD instruction. In mainstream monolingual programs, English as a Second Language (ESL) or English Language Development (ELD) is often taught as pull-out instruction focusing on oral language or through content-based sheltered instruction. Escamilla et al. (2014) advocated for literacy-based ELD, which is text- and language-based. August, Goldenberg, Saunders, and Dressler (2010) recommended this consistent and dedicated ELD block to include reading and writing, with an emphasis on speaking and listening, as well as a focus on meaning-centered methods of teaching vocabulary, grammar, syntax, and conventions. Highlighting that biliteracy development is different from learning to read in one language, Escamilla et al. (2014) stressed the importance of facilitating opportunities for emergent bilinguals to use their knowledge of their L1 to support their L2 reading, as well as transfer skills and knowledge bidirectionally across languages. While different cultural content, idiomatic

expressions, and figurative language are best understood by emergent bilinguals with explicit instruction; it is not necessary to reteach concepts that children already know from literacy instruction in their L1. Rather, literacy-based ELD instruction should complement emergent bilinguals' Spanish literacy instruction to apply and refine literacy skills previously learned and emphasize metalinguistic awareness through the analysis of similarities and differences between languages (Escamilla et al., 2014).

Emphasis on explicit instruction and interactive approaches. In order to promote an environment conducive to biliteracy for emergent bilinguals, Escamilla et al. (2014) recommended using explicit instruction and gradually releasing responsibility to students with an emphasis on interactive approaches. They argued that the most efficient way to do this is by planning whole group lessons that are focused, connected, balanced, relate to students' lives, and begin with modeling for students. Helman (2016) echoed this by supporting explicit and systematic instruction that includes visuals and contextualization. After modeling, students are given the opportunity to interact directly with the teacher to begin to practice new skills or apply concepts, using a shared approach. Through whole group shared literacy and language opportunities, the teacher provides scaffolds to teach to students' potential and gradually removes them providing more opportunities for students to develop their biliteracy. As students acquire the targeted objectives, they are prepared to practice skills and apply new knowledge with peers, through a collaborative approach. Escamilla et al. (2014) cautioned against the widely implemented small, guided groups that focus on students' perceived language or literacy levels. They recommended only using these when students indicate a need for additional support in meeting benchmark objectives. Students are also often expected to do independent work and, therefore, isolated with limited opportunities to interact with others and benefit from the

sociocultural nature of language acquisition and learning. Interactive learning should, therefore, be emphasized because the "concepts first learned through social interaction become internalized and made one's own" (Klingner & Vaughn, 2000, p. 70).

Time allocations and teaching approaches by grade level. In addition to developing time allocation charts to show the language used across the curricula, Escamilla et al. (2014) stressed the importance of including pedagogical approaches within these charts. By focusing on and describing developmentally appropriate teaching approaches, teachers will be supported in maximizing biliteracy development in both Spanish and English. Through the grades, instructional time in English is gradually increased, while instructional time in Spanish is decreased, ideally maintaining a 50/50 language allocation for as long as possible.

Cross-language connections. Escamilla et al. (2014) used the term *cross-language connections* to refer to the development of metalanguage across languages. While some focus on language separation as necessary in dual language models, Cummins (2005) observed that keeping the two languages rigidly separate could result in "cross-language transfer that is haphazard and inefficient" (p. 587). Therefore, Escamilla et al. (2014) urged teachers of emergent bilinguals to purposefully plan and create spaces in which both languages can be compared and students can make bidirectional connections between the two languages. This bilingual approach is very different, and not to be confused with or interpreted as *concurrent translation*, which is the direct and constant translation of statements, instructions, and concepts from one language to another. Faltis (as cited in Escamilla et al., 2014) found that concurrent translation resulted in students learning that they don't need to pay attention to information presented in their L2. Rather, Beeman and Urow (2013) recognized that cross-language connections provided opportunities for emergent bilinguals to "engage in contrastive analysis by

focusing on how Spanish and English are similar and different in phonology, morphology, syntax, grammar, and pragmatics" (p. 134).

Equal attention to components of biliteracy. While typical of literacy models to include significant instructional time devoted to reading and writing, Escamilla et al. (2014) proposed equivalent time in the areas of oracy and metalanguage. A focus on reading and writing is necessary to be able to decode and encode with fluency and comprehension. Oracy is comparably critical in fostering the development of expressive language through intentional and structured dialogue, practicing selected language structures, and refining vocabulary. For consideration of emergent bilinguals, metalanguage is equally as important, as it provides the opportunity to develop and describe metalinguistic awareness within and across language systems.

Oracy. Gough and Tumner (1986) explained that people initially develop oral language to communicate with others. The development of their oral language allows them to be able to learn to read and write, leading to expanding vocabulary, language skills, background knowledge, and phonological awareness. Simply put, oracy is the language needed to be able to interact with texts and, therefore, develop literacy skills. For these reasons, Escamilla et al. (2014) highlighted the importance of oracy and insisted that 25% of literacy instruction in both Spanish and English be focused on oral language development.

Extensive research has been done to determine the impact that oral language development has on English literacy for monolingual English speakers, on English literacy for second language learners, on Spanish literacy for monolingual Spanish speakers, and on Spanish and English literacy for emergent bilinguals. Burns, Griffin, and Snow (2000) noted that, as young children, people learn that print represents what can be said and that writing is a representation of

spoken language. Likewise, while studying monolingual English speakers, the UK National Oracy Project (as cited in Escamilla et al., 2014) described oral language as a rehearsal for writing, as well as a tool to allow students to develop and expand their thinking skills. This exploratory talk is one of the foundational components of developing literacy and discounting its potential can have negative effects on literacy development. Therefore, the UK National Oracy Project (as cited in Escamilla et al., 2014) recommended using oracy instruction for the following academic purposes:

- Talk to engage, including brainstorming and reviewing existing knowledge.
- Talk to extend understanding and to explain or justify understanding.
- Talk to express learning, including presenting final outcomes.
- Talk to evaluate learning—in this case the authors suggest that talk is the end product. (p. 20)

August and Shanahan (as cited in Escamilla et al., 2014) synthesized extensive studies with emergent bilinguals showing that oral language is highly important in developing English literacy skills. This was echoed by Kieffer (2008), who found that ELs beginning kindergarten with low levels of English language proficiency (ELP) had a greater tendency to struggle to develop comprehension skills throughout elementary school when compared with their EL peers with higher levels of ELP. Baker, Burns, Kame'enui, Smolkowski, and King Baker (2016) warned that the lack of English academic language development could negatively impact ELs' opportunities to develop vocabulary knowledge, as well as syntactic and semantic awareness.

Additionally, research throughout Latin America has focused on the importance of oracy development in monolingual Spanish speakers. Ferreiro (as cited in Escamilla et al., 2016) found that the relationship between oracy and writing is both dependent and independent, advising that

literacy programs uphold both oracy and writing. Escamilla et al. (2016) looked to the Mexican National Reading Program (Programa nacional para el fortalecimiento de la lectura y la escritura básica) as a resource to recommend the following types of oral language development: "conversation, description, dialogue using different forms and functions of language, dramatization, short stories, interviews, riddles, jokes, tongue-twisters, poems, rhymes, songs, relating news events, and debate" (p. 20).

Finally, research has also been done to analyze the relationship between oral language and biliteracy development. While Bernstein (2017) noted that this relationship is multifaceted and multidirectional, she also highlighted the positive impact of social interaction and play in supporting emergent bilinguals in acquiring languages and developing themselves as readers and writers. Miller et al. (2006) found that the oral language skills in both Spanish and English in the areas of lexical, syntactic, fluency, and discourse contributed to reading within and across languages in emergent bilinguals. All of this comprehensive research supports the recommendation of Escamilla et al. (2014) to ensure that 25% of literacy instruction in both English and Spanish is focused on oracy.

Reading.

Biliterate reading trajectory. To support and describe emergent bilinguals' pathway to biliteracy, Strauss and Corbin (as cited in Hopewell et al., 2016) suggested a trajectory to show hypothetical reading progress in each of the students' languages. Hopewell et al. (2016) used evidence from data working with emergent bilinguals in biliteracy models, such as Literacy Squared, to create a biliterate reading trajectory. As Escamilla et al. (2014) attested, this trajectory could support teachers in biliteracy programs when planning reading instruction in each language to teach to students' biliterate potentials, as well as a tool to monitor emergent

bilinguals' progress toward biliteracy based on proposed benchmarks. The parallel ranges of the biliterate reading zones suggest Spanish reading developing before English reading, but with English reading progress developing at the same rates as Spanish reading. For example, based on the use of the parallel reading assessment tools, *Evaluación del desarrollo de la lectura* (Ruíz & Cuesta, 2007) and *Developmental Reading Assessment* (Beaver & Carter, 2006), when an emergent bilingual student is reading within the ranges of 8-10 in Spanish, they are likely to be reading in the range of 4-6 in English. Likewise, as a student progresses to levels of 12-16 in Spanish reading, they should be expected to improve to levels of 8-10 in English reading. Escamilla et al. (2014) also proposed biliterate benchmarks by grade level based on these biliterate reading zones. To meet these benchmarks, students should be reading at levels of 3-4 in Spanish and A-2 in English by the end of kindergarten. Spanish reading level benchmarks increase yearly with 12-16 in first grade, 24-28 in second grade, 34-38 in third grade, 40 in fourth grade, and 50 or greater in fifth grade. English reading level benchmarks follow closely behind with 8-10 in first grade, 12-16 in second grade, 24-28 in third grade, 34-38 in fourth grade, and 40 or greater in fifth grade. By using these zones for biliteracy, teachers can better plan for biliteracy instruction for their emergent bilingual students, as well as monitor their progress and the effectiveness of strategies and approaches being used.

Maximizing whole group instruction. As discussed above, it is suggested that maximizing opportunities for whole group instruction with explicit and interactive approaches supports emergent bilinguals biliteracy development. In classrooms following this recommendation, Escamilla et al. (2014) found that a significantly larger number of students are reaching the grade-level benchmark biliterate reading zones across grade levels. In addition, they determined that the variability in students' reading levels decreased significantly in both languages. As a

result, it was proposed that the need for teacher-led small group instruction is lower than typically implemented, with only the students that have not met the proposed biliterate benchmark levels in at least one language benefitting from this approach (Escamilla et al., 2014).

Focus on comprehension. As highlighted by Beeman and Urow (2013), the ultimate goal of all literacy instruction is for students to be able to read and write in a comprehensible manner. Therefore, it is critical that all literacy instruction is presented with texts and within a comprehensible context. Based on literature by Pardo (2004) and RAND Reading Study Group and Snow (2002), comprehension consists of the complementary interaction of the 3 key components: the reader, the text, and the context. All of these areas should be taken into consideration when planning for literacy instruction to ensure that the focus remains on comprehension and is not lost due to an emphasis on reading skills.

When planning for biliteracy, it is critical to begin by considering the reader, in this case, the emergent bilingual students. The teacher should do all they can to consider their students' experiences, background knowledge, as well as any oral language or vocabulary in their linguistic repertoires that they can use as resources. As Helman (2016) advised, when teachers work with students at their developmental level and build on their home language and literacy skills, students are best supported in acquiring written code. If a student's funds of knowledge may not support comprehension, instruction can be planned to provide interactive opportunities to build background knowledge through shared experiences or introduce students to new vocabulary and concepts (Beeman & Urow, 2013).

To the extent possible, teachers should strive to provide students with access to texts that are both interesting and culturally relevant. According to Desai (1997), using culturally relevant texts is a culturally affirming practice that also supports biliteracy development. Naidoo, Galda,

and Athanases (as cited in Delbridge & Helman, 2016) asserted that "when students are able to identify with characters and 'see themselves' represented in stories, higher engagement occurs" (p. 311).

The context of literacy instruction, such as the sociopolitical or cultural environment, can also impact reading comprehension. The greater amount of importance placed on reading in a certain language, the better an emergent bilingual will be able to comprehend the text. More specifically, when the primary focus is put on text comprehension and followed by literacy skill integration, both critical thinking and the status of the minoritized language are elevated.

When considering the developing specific literacy skills, such as phonics, Moustafa and Maldonado-Colon (1999) emphasized the need for instruction that is explicit, systematic, and extensive, as well as context-embedded and meaningful. Despite varying in pedagogical perspectives, Moustafa and Maldonado-Colon (1999) found broad bodies of research agreeing that, when learning to read in alphabetic languages:

> 1. The first print words children learn to recognize are recognized holistically (e.g., Ehri, 1994; Goodman & Goodman, 1979; Gough & Hillinger, 1980; Perfetti, 1985; Smith, 1988)
>
> 2. Early readers read better in context than outside of context (e.g., Goodman, 1965; Nicholson, 1991; Nicholson, Lillas, & Rzoska, 1988; Stanovich, 1991, 1994)
>
> 3. Early readers comprehend print written with familiar language better than print written with unfamiliar language (e.g., Kucer, 1985; Rhodes, 1979; Ruddell, 1965; Tatham, 1970) (p. 449)

Teaching phonics in a way that maintains focus on comprehension starts with considering the reader. When teachers plan instruction with a whole-language approach, it is based on informed

decisions from the language, literacy development, and progress of each student (Dahl, Scharer, Lawson, & Grogan, 1999). Students are provided with reading and writing opportunities with predictable and connected texts. Beeman and Urow (2013) advised caution when considering the use of decodable readers that may defy comprehension, and suggested texts that are, instead, written to inform, entertain, or persuade. After becoming familiar and fully comprehending an appropriately meaningful text, the teacher explicitly and systematically guides students in using what they know from syntactic, semantic, and pragmatic contexts to help them uncover new letter-sound correspondences that they encounter in the text (Moustafa & Maldonado-Colon, 1999). Additionally, expanding this instruction beyond skills and emphasizing strategies and flexibly using newly acquired phonics skills in multiple ways during reading and writing (Dahl et al., 1999), importance can be placed on comprehending text, rather than being taught that comprehension is optional.

Writing. Writing can be defined as the process of communicating through print with an external audience or within oneself (Beeman & Urow, 2013). A core goal of writing is to write comprehensibly, which supports emergent bilinguals overall biliteracy development, as, according to Cloud, Genesee & Hamayan and Freeman & Freeman (as cited in Beeman & Urow, 2013), "writing helps students to be better readers, and reading helps students to be better writers" (p. 100). Similarly to reading, emergent bilinguals develop writing in ways that are different from their peers (Escamilla & Coady and Escamilla, as cited in Escamilla et al., 2014) and emergent bilinguals' writing develops at different rates in each language (Gort, 2006).

All students access all their linguistic resources as they write. Particularly with emergent bilinguals, mixing elements from their linguistic repertoires is completely natural and to be expected (Beeman & Urow, 2013). Gort (2006) observed the use of *code-switching* and

interliteracy as common writing patterns that are unique to emergent bilinguals. Code-switching refers to the alternating use of two languages, while interliteracy is the occasional application of linguistic elements from one language to the other language, specifically in writing. Soltero-González and Butvilofsky (2016) found that even emergent bilingual preschoolers showed use of both languages in their emergent writing and representation of words.

In order to realize the biliteracy potential of emergent bilinguals, an integrative approach to writing instruction is encouraged that includes a variety of writing skills, strategies, and varieties of text. Schmoker (2011) emphasized directly connecting writing to reading, with responses to literature, writing text summaries, and book studies that summarize, argue, or respond to a text. One technique used in bilingual classrooms to support students in learning writing conventions, reading fluency, spelling, and grammar in either language is theDictado (Escamilla et al., 2014). Beeman and Urow (2013) expanded an integrated approach to writing to include: writing daily across content areas and in each language; writing a variety of genres including fiction, personal narrative, expository writing, and reflection on text; shared and collaborative writing; free writing; and learning about different discourse patterns in respective languages.

Whole-group explicit and interactive teaching. As with all areas of literacy, Escamilla et al. (2014) emphasized the importance of focusing writing instruction on explicit teaching of skills and knowledge about the writing process. It is advised that writing instruction be grounded in interactive approaches, such as participating in shared and collaborative writing, as opposed to independent writing. While process, or workshop, approaches are often implemented in elementary classrooms, according to research done by M. Reyes (1991; 1992), they are not effective in helping emergent bilinguals develop robust biliterate repertoires. Butvilofsky (as

cited in Escamilla et al., 2014) warned that emergent bilinguals might not be working in their highest range of potential when spending a significant amount of time without the support of a more competent writer. For these reasons, Escamilla et al. (2014) supported the teacher scaffolding participation of emergent bilinguals through interactive strategies, such as shared and collaborative writing.

Connection to oracy. Within the holistic biliteracy framework, oracy is naturally embedded in writing. When students discuss their experiences and share their background knowledge through their oral language, they are inherently setting the foundation for authentic and purposeful writing (Escamilla et al., 2014). As emergent bilinguals' oral language skills improve and become more sophisticated, their writing is reflective of this at both the word and discourse levels (Beeman & Urow, 2013).

Influence of the oral language development at the word level of monolingual English and monolingual Spanish children has been found in studies on emergent writing by Ferreiro & Teberosky, as well as Gentry (as cited in Beeman & Urow, 2013). In both English and Spanish, children initially displayed a similar emergent writing progression from scribbles, and sometimes pictures, to identifiable, but random, letters and numbers. However, monolingual English speakers progressed from scribbles to individual letters representing the initial consonant, while monolingual Spanish speakers progressed from scribbles to vowels representing syllables. According to Geiser, Escamilla, Hopewell, and Ruiz (as cited in Beeman & Urow, 2013), this discrepancy reflects a syllabic hypothesis and partial alphabetic writing, which is reflective of the unique word-level phonemic awareness monolingual children have in each language. Beeman and Urow (2013), therefore, suggested taking advantage of all the linguistic resources an emergent bilingual might have by teaching word-level skills in both Spanish and English.

In each language, there are cultural norms that influence discourse in oral language, or the way language is used in varying contexts and situations. Montaño-Harmon (1991) observed that, when compared with English, Spanish discourse included: "fewer sentences, longer sentences, more run-on sentences, more repetition and rephrasing of ideas or examples, little use of enumeration, and more conscious deviations from the main theme or point of text" (p. 102). American English, on the other hand, tends to utilize a more linear and deductive pattern of discourse that has been considered organized and logical. In addition, Spanish writers often write in a way that provides clues and various avenues for the reader to deduce the author's central theme, make inferences, read between the lines, or draw their own conclusions. English writers, however, are often concise and make as many connections for the reader as possible. Considering the complexities of discourse patterns in written texts and the implications this may have for emergent bilinguals, Beeman and Urow (2013) encouraged bilingual teachers in the U.S. to expose their students to original Spanish texts throughout their education and provide opportunities to experience the variety of discourse styles presented by authentic texts.

Metalanguage. Metalanguage can be defined as the language used to talk about language. Metalinguistic awareness is particularly important to developing biliteracy as it allows for emergent bilinguals to intentionally promote their ability to "identify, analyze, and manipulate language forms, and to analyze sounds, symbols, grammar, vocabulary, and language structures between and across languages" (Escamilla et al., 2014, p. 67). In addition, an increased understanding of metalinguistic knowledge supports emergent bilinguals in understanding how and when to use different components of their languages and cultures (Reyes et al., 2012). García (as cited in Bauer et al., 2018) observed that emergent bilinguals naturally use all of their linguistic resources to aid comprehension, regardless of teachers' direction.

Therefore, Soltero-González and Butvilofsky (2016) urged educators to "respect the nature of each language as well as children's understanding," (p. 494) which will not only help to guide instruction, but also support proficiency in biliteracy skills.

The benefits of including metalanguage as a core component of biliteracy development with emergent bilinguals have been highlighted in several studies. Research by Campbell & Sais and Koda & Zehler (as cited in Escamilla et al., 2014) found that, when compared to monolingual children, emergent bilinguals improved their phonological awareness upon discovering similarities and differences between their two languages. A study by Pérez (2003) showed that emergent bilinguals had a metalinguistic advantage related to word recognition. Word- and sentence-level structures were found by Sneddon (as cited in Escamilla et al., 2014) to be more easily compared between languages after developing metalinguistic skills. Likewise, Cummins et al. (2005) discovered that emergent bilinguals were more inclined to transfer conceptual knowledge and skills across languages when advancing their metalinguistic awareness. The benefits of planning biliteracy instruction to include metalanguage are undeniable.

Language mixing. When two languages come into contact, as they do in the daily lives of simultaneous Spanish-English emergent bilinguals, it is inevitable that the two languages will be mixed in a variety of ways. While many monolingual speakers, and even prescriptivist bilingual speakers, may criticize language mixing and see it as a problem, Poplack (as cited in Sayer, 2013) argued that language mixing occurs due to special abilities that bilinguals have. Sociolinguists Blom & Gumperz and Valdés (as cited in Sayer, 2013) noted that language mixing is used as a means to accomplish specific social and communicative goals. Furthermore, Sayer (2013) expressed that "the boundaries of language mixing encompass a range of

languacultural practices through which bilinguals perform identities, which are shaped and constrained by social norms, expectations, and language ideologies" (p. 85). Medina (2010) suggested that language mixing provides opportunities for emergent bilinguals to develop metalinguistic awareness, which supports their biliteracy development. For these reasons, educators are advised to plan instruction in ways that capitalize on the unique features of emergent bilinguals' language use.

The most commonly discussed and researched form of language mixing used by emergent bilinguals is code-switching, which can be defined as the purposeful use of both languages to communicate (Bauer et al., 2018) or, simply, "the linguistic movement from one language to another" (Sayer, 2013, p. 70). Escamilla et al. (2014) explained that code-switching could occur *intrasententially,* or within a sentence, as well as *intersententially*, or in alternating sentences. While the use of code-switching is often scrutinized, Zentella (as cited in Reyes et al., 2012) confirmed that it does not cause linguistic confusion, but, rather, it is used strategically to process information across and between languages. Goffman (as cited in Sayer, 2013) illustrated that code-switching frequently indicates "a change of voice within a sentence to reduce social distance and reinforce solidarity or to demonstrate status or authority and increase social distance" (p. 69). Interestingly, Reyes et al. (2012) discovered that students that code-switched most frequently to communicate with their peers were also those perceived to have the highest levels of bilingualism.

Based on the analysis of emergent bilinguals' writing samples collected by Escamilla & Hopewell, Escamilla et al. (2014) developed suggestions for educators of emergent bilinguals to consider when code-switching occurs within their classrooms. First of all, when students switch languages for proper nouns or use conceptual code-switching, it is advised to ignore these

instances, as emergent bilinguals are demonstrating their understanding that names should not change from language to language and that some concepts cannot be translated to another language. The suggestion is made to support students with learning the standard form of each language when they use phonetics from one language in the writing of the other language, invent phrases, or use cross-language homophones. In order to support students in developing more standard ways of writing in each language, using theDictado strategy is advised. Teachers can also help emergent bilinguals to learn how to mark words or phrases in different languages and to determine within which bilingual contexts this would be appropriate.

Related to the concept of language mixing and code-switching, García (as cited in Sayer, 2013) described *translanguaging* as the bilingual discursive practices of moving fluidly between Spanish and English and their respective standard and vernacular varieties, which is often used by bilinguals in order to make sense of their bilingual worlds for both academic and non-academic purposes. Creese and Blackledge (2010) suggested that a translanguaging approach also validates and strengthens their multilingual identities. Even without the explicit instruction and facilitation of a teacher, Axelrod and Cole (2018) found that even kindergarten-aged children would spontaneously translanguage, by applying strategies learned in one language to writing in another language. Similarly to the use of cross-linguistic connections proposed by Escamilla et al. (2014), Ortiz and Fránquiz (2014) emphasized that "educators should use translanguaging as a vehicle to help students negotiate cultural identities and in the teaching-learning process to scaffold biliteracy development while, at the same time, developing students' ability to communicate in standard forms" (p. 115).

By using a holistic biliteracy development framework and an accompanying multilingual view, the preceding qualities of instruction for holistic biliteracy development were determined.

The relevance of these qualities can be brought back the question guiding this literature review: *What are the critical elements that need to be included in developing and implementing effective biliteracy strategies for early elementary Spanish-English emergent bilingual students?* Based on this literature review, some of these critical elements include authentic Spanish literacy instruction, literacy-based ELD instruction, emphasis on explicit instruction and interactive approaches, time allocations and teaching approaches by grade level, cross-language connections, and equal attention to the components of biliteracy: oracy, reading, writing, and metalanguage.

Approaches and Strategies for Promoting Bilingualism and Biliteracy

Having taken into account the holistic biliteracy development framework, the general characteristics of a quality program have been described and some of their implications can be inferred for the context of the classroom. However, to move these theoretical principles into practice, it is critical that specific approaches and strategies that align with this framework are investigated and identified. It is with these instructional methods that educators will be able to have the most direct impact on promoting bilingualism and biliteracy for early elementary emergent bilinguals.

Oracy

Within the Literacy Squared bilingual model, Escamilla et al. (2014) defined oracy as a specific subset of skills and strategies within oral language, including the components of language structures, vocabulary, and dialogue. Questions that may help plan for developing oracy include "What language is necessary to accomplish the literacy task?" and "What language do students need to control to be able to communicate what they know and think?" (Escamilla et al., 2014, p. 21).

Oracy objectives. Escamilla et al. (2014) recommended including oracy objectives in all literacy lessons to focus on the oral language needed to meet the literacy objectives. Oracy objectives should be in both English and Spanish, yet different in each language to account for students' varying levels of oral proficiency in each language, to extend students' linguistic abilities and repertoires.

Language structures. Based on an adaptation of Gentile's *Oracy Instructional Guide* (as cited in Escamilla et al., 2014), the main goals of language structures may be to extend emergent bilinguals' grammatical complexity, provide opportunities for transformations, or make transformations with insertions. When a teacher provides appropriate scaffolds and language structures, as well as sufficient opportunities to authentically utilize them, students have the opportunity to show their understanding of a concept with accuracy and increased complexity. Escamilla et al. (2014) advised being mindful of students' potential varying levels of proficiencies within and across grade levels. Sentence starters, or sentence stems, can be presented as scaffolds, with students determining whether they need the support or not. As Rodriguez-Mojica (2019) illustrated, these scaffolds should be responsive to the needs of the students as they connect to the objective, fading away when the student no longer needs the scaffold to meet the learning target. While inappropriately scaffolded sentence starters have been shown to limit the complexity of explanations produced by emergent bilinguals, Rodriquez-Mojica (2019) stressed that accompanying the sentence starter with guiding questions provides the space for improvement in the oral development of explanations.

Vocabulary. To maximize the impact of selecting specific vocabulary words to introduce to emergent bilinguals, teachers should consider their importance and utility, their instructional potential, and how they may extend students' conceptual understandings (Escamilla et al., 2014).

When considering the importance and utility of words, they should be words that will support academic learning and appear across many content areas. When vocabulary words have high instructional potential, they can be used in a variety of ways to help students to make connections with other concepts and words, as well as develop strong representations of them. Words that provide a clearer and more specific description or shades of meaning are best for expanding students' conceptual understandings.

Dialogue. By considering and planning for dialogue, teachers ensure that emergent bilinguals will be provided with ample opportunities to partake in meaningful conversations with one another around a text. While, at first, the teacher may be facilitating the discussion, the dialogue components of oracy should be set up to eventually release the responsibility to students to interact with each other (Escamilla et al., 2014). This may be done by explicitly teaching verbs that elicit dialogue, encouraging students to agree or disagree with a person or idea, and responding to open-ended questions.

Teaching methods/strategies.

Lotta Lara. The Lotta Lara strategy is a method that can be used to develop both oracy and reading, by giving students ample opportunities to repeatedly read developmentally appropriate texts and participate in oracy activities with adequate scaffolds to express their comprehension of a text. By rehearsing intentional language structures and implementing connected discourse, an emphasis is placed on ensuring there is an equal focus on reading and oracy. Escamilla et al. (2014) recommended this strategy to be used within the Literacy Squared framework in 1st through 3rd grade during Spanish literacy instruction and in 1st through 5th grade during literacy-based ELD instruction. This strategy can be used multiple times throughout the year, allocating 20-40 minutes per session for 3 days.

When planning Lotta Lara lessons, Escamilla et al. (2014) suggested to first select a text that is culturally and/or personally relevant for students, at a level appropriate to mid-upper reading abilities of the group, and that complements thematic units. Consideration should be taken to choose or modify the language of the text so that students can both access the text and have opportunities to broaden their linguistic repertoires. The text should be prepared in a way that all students can access the text visually when reading along with the teacher. Finally, in order to adequately prepare for Lotta Lara lessons, the teacher must determine what the oracy objectives will be and which language structures, specific vocabulary, and dialogue questions will best support students with understanding and interacting with the text.

To begin the first Lotta Lara lesson, the teacher should introduce the text to students, paying special attention to oracy by modeling language structures, introducing necessary vocabulary, or facilitating focused dialogue. By previewing the text as a whole group, the teacher can contextualize vocabulary or provide students with access to specific language structures (Escamilla et al., 2014). Following the introduction, the teacher should read the whole text aloud without interruption. This is the only time this occurs during the 3 days of lessons.

Each day the entire class participates in three repeated reads of the text, including echo reading, choral reading, and partner reading. With echo reading, the teacher first reads a phrase or sentence fluently that is slightly longer than students can retain aurally. The students then read the same phrase, matching intonation and expression. Next, the teacher and students read the text chorally, or in unison, with the teacher monitoring to ensure students are attending to the print. The final repeated reading is partner reading, in which students are strategically paired to read the text while taking turns, as dictated by a previously-determined procedure for partner reading. It is critical to follow the repeated reads with explicit oracy extensions that support

comprehension and encourage emergent bilinguals' oral language development (Escamilla et al., 2014).

Readers theater. Readers theater is a tool that can be used to engage emergent bilinguals in repeated reading and develop fluency, as well as interact with and comprehend the text through partaking in oracy strategies (Escamilla et al., 2014). With this strategy, students focus on reading a script aloud and with expression for an audience, without the need for memorization, costumes, props, or sets.

To prepare for a readers theater, first, a script must be created. This can be done by appropriately adapting a compelling text. While it is suggested that teachers develop scripts for emergent bilinguals in K-3, older students could certainly write their own scripts. When creating a script, modify text by deleting less critical passages and dividing up parts for readers accordingly. After presenting the script to students and demonstrating how to access and use the script, provide many varied opportunities for students to prepare, including sending home to practice. After sufficient practice, be sure to have students perform for an audience. To encourage oral language development, teachers should facilitate conversations with the students about the characters and their actions, as well as support them in understanding vocabulary in the text. Likewise, the teacher could model and have students practice giving respectful feedback to one another on different aspects of their reading fluency (Escamilla et al., 2014).

Classroom-based dialect awareness. Martínez (as cited in Sayer, 2013) coined the phrase *classroom-based dialect awareness* (CBDA) to refer to a method teachers can use within their classrooms to support the development and use of standard oral language within the classroom. A teacher can model expectations for standard language use, while also contrasting it with the vernacular. By helping students to differentiate between standard and vernacular ways of speech,

Martínez (as cited in Sayer, 2013) noted that the ultimate goal of CBDA is to support students in developing an "internal monitor to assist in avoiding stigmatized features under certain social conditions" (p. 83).

Reading

In order to develop biliterate reading, some critical elements can be categorized into teaching approaches, as well as teaching strategies. The teaching approaches suggested within the holistic biliteracy development framework include interactive read alouds, shared reading, collaborative reading, teacher-led small groups, and independent reading. Likewise, some of the instructional strategies for promoting reading in two languages that are presented include the language experience approach, focused reading, the *say something* strategy, and the *Lotta Lara* strategy, including a component of whole-to-parts phonics instruction.

Teaching approaches to develop biliterate reading.

Interactive read aloud. With an interactive read aloud, the teacher reads a text aloud to the students, modeling reading and comprehension strategies, as well as highlighting opportunities for cross-language connections (Escamilla et al., 2014). An intentional focus should be placed on ensuring students are actively interacting and engaging in dialogue around the text. By modeling the necessary language structures, vocabulary, and dialogue, the teacher prepares the students for opportunities to further develop their oracy, while also aiding comprehension of the text.

To select a text that lends itself to an effective interactive read aloud, the teacher should try to find books that are culturally and personally relevant to students, engaging, have visuals that will support content and vocabulary acquisition, as well as authentic language in both Spanish and English. The texts to be used for literacy-based ELD should be connected in some

way to the texts being taught through Spanish literacy, but may have language modified as necessary to ensure they are meaningful. The teacher should prepare for oracy objectives and plan on which language structures, vocabulary, dialogue, and questions will be most beneficial in supporting comprehension and literacy objectives before, during, and after reading the text. Consideration should also be taken as to which cross-language connections the text may lend itself (Escamilla et al., 2014).

When introducing the text, the teacher should work to activate students' prior knowledge, particularly encouraging them to connect what they may have learned in another language environment. Provide students with a specific purpose for reading the text, as well as expectations for when the reading is finished. Engage students in a picture walk (Beeman & Urow, 2013), briefly showing students the illustrations throughout the book and supporting them in using any language structures necessary or extending and refining vocabulary as appropriate. Beeman and Urow (2013) also suggested having students begin practicing these language structures by using sentence prompts, while they talk to a partner. The sentence prompts provide scaffolds for the students to use to speak in complete sentences focused on the objectives of the lesson. By monitoring and taking note of students' language use during these interactions, teachers can use this information to inform future instruction. When reading the text for the first time, read with fluency, inflection, intonation, and as few interruptions as possible in order to support comprehension. After the initial read, future visits to the text may focus on different reading or comprehension strategies. Encourage students to respond to the text and participate in discussions and/or writing by asking text-based and open-ended questions, as well as providing the necessary scaffolds to support any language necessary to respond in meaningful ways (Escamilla et al., 2014).

Shared reading. When using the approach of shared reading, the teacher not only reads for the children, but also with them, with students directly reading the text within the large group. Teachers facilitate opportunities to engage in dialogue, share cross-language connections, and attempt to use reading strategies and literacy skills with the teacher's support. When planning for and implementing the shared reading approach, many aspects are identical to the interactive reading approach, with a few adjustments. A text should be selected that will be visually accessible for all children, as well as slightly above their reading level. While previewing the text, the teacher may choose some key sections to practice aloud with the students. Finally, encourage students to engage in reading the text by having them read repeated refrains, act out the story, alternate reading in groups, or reading with different tones (Escamilla et al., 2014).

Collaborative reading. Collaborative reading consists of time that students are reading with their peers in order to promote a deeper understanding of the text, as well as additional opportunities to practice oracy. Escamilla et al. (2014) recommended using this approach in grades 1-5 as part of Spanish literacy and literacy-based ELD in pairs or small groups. While activities that extend from the whole group learning may be ideal for early and intermediate grades, the potential for literature, genre, or author studies is also an option for upper grades. Considerations to ensure that this approach is effectively used include establishing a structure that provides the opportunity for everyone to participate, use the proposed oracy structures, and interact respectfully.

Teacher-led small groups. As discussed earlier, Escamilla et al. (2014) recommended only using the teacher-led small group approach when students demonstrate the need for additional opportunities to meet literacy objectives related to reading skills and comprehension

strategies. Implementation of this approach is suggested only for grades K-3 during Spanish literacy instruction and 3-5 in literacy-based ELD. Specifically, when planning for teacher-led small group instruction in English, teachers should base their selection of texts based on the students' Spanish reading levels and how they correspond to English reading levels within their biliterate reading zone (see Figure 3). This consideration will ensure that students are being taught to their potential and that they have adequate opportunities to develop their oracy in English, as well as focus on cross-language connections.

Independent reading. When reading independently, students have the opportunity to enjoy reading books that they have selected from a broad selection, while applying literacy strategies and skills they have learned. Beeman and Urow (2013) suggested that teachers dedicate 15 to 30 minutes of the daily literacy block to sustained silent reading, and pairing it with readers' interviews. During readers' interviews, teachers have the opportunity to conference with students one-on-one, model reading strategies, monitor what students are reading, and encourage students to read in both Spanish and English. Due to the majority status of English in the United States, it is critical that everything possible is done to ensure that classroom and school libraries maintain a selection of books in Spanish that have at least comparable quantity and quality as those in English. This will help to provide more opportunities for students to choose to read in Spanish and ensure that they are not limited in their language choice due to a small selection or low-interest books in Spanish. While Escamilla et al. (2014) recommended including independent reading in grades 1-5 in Spanish literacy and grades 3-5 in literacy-based ELD, they also emphasized that independent reading should not take up a large portion of the daily language arts schedule. Instead, more time should be allocated to provide whole group instruction with interactive and explicit teaching and appropriate scaffolding.

Teaching strategies.

Language experience approach. With the language experience approach, toward the beginning of a unit the teacher provides a shared experience with students in the form of a highly comprehensible activity that is connected to the content (Beeman & Urow, 2013). Students then describe their experience, with the teacher scribing, or otherwise modeling writing based on students' input. During this review of their shared experience, the teacher supports students' development of standard oral language. To extend the language experience approach as a component of reading comprehension, students can be asked to write a summary of a book the teacher has read aloud to all of the students. These summaries can be used as formative assessments of both students' language use and their comprehension of a text. Beeman and Urow (2013) noted that using the language experience approach, particularly with younger learners, can take several days to complete, but can be a powerful opportunity to observe students, take anecdotal notes, and learn more about emergent bilinguals' use of language.

Focused reading. The strategy of focused reading provides students with the opportunity to read a variety of texts that have varying levels of complexity, yet are focused on the same topic of study (Beeman & Urow, 2013). By reading multiple texts around a single topic, emergent bilinguals have the opportunity to analyze and process the key concepts of a topic and gradually read more challenging texts.

Say something. When using the *say something* strategy, students read a passage of text in pairs or small groups, stopping and reacting to the text using one of the four sentence prompts:

- Summary: *Esta página/parte del capítulo trata de* _____. (This page/part of the chapter is about_____.)

- Prediction: *Predigo que* _____. (I predict that_____.); *Creo que* _____. (I think that_____.)
- Question and answer: *¿Qué quiere decir_____?* (What does ____ mean?); *¿Qué es_____?* (What is _____?); *Por qué _____?* (Why _____?); *Yo creo que_____*. (I think that_____.)
- Personal or academic connection: *La parte del texto que describe_____me recuerda_____*. (The part of the text that describes _____reminds me of _____. (Beeman & Urow, 2013, p. 95)

By listening to and observing emergent bilinguals using the say something strategy, the teacher can use any information they get out of these student-student interactions as formative assessment and continue to guide future instruction. The say something strategy also lends itself to an adaptation of this strategy, known as *write something*. Students would be invited to record what they have said throughout the conversation (Beeman & Urow, 2013).

Lotta Lara and whole-to-parts phonics instruction. As noted and described previously, the Lotta Lara strategy can be used to support reading fluency, as well as oracy and comprehension (Escamilla et al., 2014). A strategy that follows a similar procedure is Moustafa and Maldonado-Colón's (1999) procedure for whole-to-parts phonics instruction. For both strategies, the teacher chooses a text, song, or poem, with predictable language and reads it aloud to the students. The teacher could also read a dictation they have written together about a shared language experience. The teacher then guides students in reading the text as a shared reading, with students joining in as they are ready, followed by time to read with a partner, while the teacher monitors and collects data on students' oral language and comprehension. With the Lotta Lara strategy, the activities following the repeated reads involve a focus on oracy. Moustafa and

Maldonado-Colón (1999), however, suggested a slightly different activity at this point, to support students with whole-to-parts phonics instruction. The teacher requests that children name their favorite words of the text, while the teacher writes each word on a separate piece of paper. After writing about 20 words, the teacher helps the students to draw their attention toward the psychological parts of the words: rime and onset in English; syllables in Spanish. Collaboratively, the teacher and class can work on grouping words where similar letters have been highlighted. Moustafa and Maldonado-Colón (1999) suggested that, as emergent bilinguals get older, the need for whole-to-parts phonics instruction may lessen, leaving instruction time to be better spent on other learning activities, including oracy instruction, as outlined in the Lotta Lara strategy.

Writing

In addition, critical elements must be considered to develop biliterate writing, which can also be organized into teaching approaches and teaching strategies. The teaching approaches suggested within the holistic biliteracy development framework include modeled writing, shared writing, collaborative writing, and independent writing. Similarly, some of the instructional strategies for promoting writing in two languages are *theDictado strategy,* the language experience approach, dialogue journals, and content-area journals.

Teaching approaches to develop biliterate writing.

Modeled writing. Modeled writing is a method that Escamilla et al. (2014) recommended using in both language settings and across grade levels, in which the teacher demonstrates the process of writing for multiple purposes in a way that is visible to the whole class. Some of the purposes of writing that may be presented include writing to remember something, label and categorize, or communicate with others. Through modeling, the teacher can explicitly introduce

new skills connected to concepts of print, such as word separation or graphophonemic relationship, as well as emergent literacy skills, like capitalization and punctuation. When these skills are initially presented during modeled writing in Spanish literacy, a foundation will be formed and using cross-language connections will help to transfer the skills to literacy-based ELD. As students progress, modeled writing can also be used to help refine skills students have already learned and support their writing in becoming more sophisticated by focusing on aspects such as more varied or specific vocabulary, author's craft, or various features of different genres of text.

According to Escamilla et al. (2014), the general process of modeled writing includes four main steps. First of all, teachers should ensure they activate students' background knowledge by presenting the topic that will be written about and engage students in conversation around their background knowledge related to the topic and/or their personal experiences. Next, the text should be negotiated by establishing a purpose for writing and identifying the audience, as well as discussing what will be written. To work toward composing the text, students should engage in oracy activities to practice vocabulary and sentence structures relevant to the writing. As ideas are formulated, the teacher can support the development of metalanguage by thinking aloud while writing, noting how and why different concepts of print are being used. Finally, the students should read the text with the teacher to ensure it is clear and communicates the message effectively. The teacher can continue demonstrating how to revise to ensure all the key details are there, as well as model the editing process by paying attention to text features, style, mechanics, spelling, and general conventions.

Shared writing. As with modeled writing, shared writing includes all the aspects of the process of writing, including writing for a purpose, for a defined audience, writing a variety of

types of text or genres, and following the revision and editing process. The main difference between modeled and shared writing is that in shared writing, all the students must be writing as well while the teacher writes in front of the class. Escamilla et al. (2014) recommended having younger students do this with whiteboards, followed by using notebooks when developmentally ready, as is commonly practiced in classrooms in Latin America. Again, for emergent bilinguals, shared writing is recommended in both languages and across grade levels, continuing to highlight similarities and differences between English and Spanish. Pérez (2003) observed an elementary teacher using Total Physical Response to further engage students in attending to punctuation while writing, such as:

> standing tall with chest pushed out to designate the use of capitals and stooping for lowercase letters; shouting for the use of exclamation points; raising the ending pitch to designate the need for a question mark; and stomping a foot for punto or the period. Accents were also accompanied with hand signals, and the tilde (~) was accompanied with the hand and arm wave across the chest. (p. 101)

Again, Escamilla et al. (2014) described the steps involved in shared writing as similar to modeled writing, with a few exceptions. When negotiating the text, the teacher should support students in developing the organization of their ideas. During the actual construction and writing of the text, the teacher should make sure that they are sharing the pen with the students and allowing students to make oral and written contributions. The teacher should be cognizant of different skills students have mastered when selecting students to serve as models for the rest of the class. When revising the text, invite students to make revisions to ensure the message is clear, ideas are organized, and varied word choice is used. When editing is necessary, students should

edit text in their personal notebooks. Learning can also be extended by using the shared writing as a familiar text for shared reading, paired reading, or independent reading.

Collaborative writing. Collaborative writing refers to an approach used when emergent bilinguals work on writing with their peers. While collaborative writing does not have specific steps that are suggested, Escamilla et al. (2014) emphasized that, to ensure that it is an effective approach, modeled and shared writing should come before it. Students may work with a partner or in small groups to collaboratively encode, revise, and edit a writing task, while the teacher monitors and supports as needed. By working on writing together, students naturally use their oral language to try to negotiate meaning. Manyak (2001) observed first and second grade students collaboratively write about life events, when a student was chosen daily to share some personal news with two student reporters. The reporters interviewed the chosen student and created a transcript to share with the class. Escamilla et al. (2014) noted that having students report out what they wrote collaboratively is a very important component of collaborative reading, as it encourages the development of oral language, holds students accountable, and allows students to get and give feedback.

Independent writing. Having time for students to write independently allows for the opportunity to try out techniques and write across a variety of genres. Escamilla et al. (2014) again stressed that this should only be done after participating in modeled writing, shared writing, and collaborative writing. While recommended for Spanish instruction in grades K-5 for the Literacy Squared model, it is not intended to use independent writing with literacy-based ELD instruction until grades 3-5. This allows students in early elementary grades to participate for more time in the more explicit, interactive strategies of modeled, shared, and collaborative writing.

Teaching strategies.

TheDictado. TheDictado is a strategy that has been adapted by Escamilla et al. (2014) based on an approach frequently used in Mexico. The purpose of this integrative method is to support students in refining their literacy skills while developing their self-correction and metalanguage skills around spelling, conventions, grammar, and content. Students are directed to write a sentence or more based on the teachers' dictation. The teacher then talks through the text while collaboratively creating an accurate model with the students. Emergent bilinguals then have the opportunity to amend their approximations. A similar procedure with the same dictation is repeated throughout the week to provide students with more explicit instruction and opportunities to improve their writing and apply newly acquired skills.

Escamilla et al. (2014) suggested for theDictado to be used at grades K-5 in Spanish and grades 1-5 in literacy-based ELD, alternating the language weekly. Considering that theDictado should be complemented by other types of writing instruction, it should not exceed 15-20 minutes per day. To ensure that theDictado can be used efficiently and effectively in the classroom, it is critical that a routine and procedure for implementation is well-established program-wide. Each student should have a notebook specifically for theDictado, using a new page to write the date and title of theDictado each day, for at least 3 days per week. Children should skip lines between text in order to have sufficient room for correcting their errors. When talking through and creating a correct version, the teaching points should be focused on language arts and metalanguage. The program or school should develop a standard marking code that can be used across grade levels. Escamilla et al. (2014) suggested standard marking codes that can be used to capitalize letters, correct spelling, insert words, add punctuation, put words together, separate words, and indent paragraphs.

When first implementing theDictado during Spanish literacy in kindergarten, Escamilla et al. (2014) suggested waiting until January to begin to ensure students have a basic understanding of concepts of print before beginning to try to write a dictated complete thought. Scaffolds that can be used to ensure kindergarten students are as successful as possible include using shared writing in which the teacher and students work together to repeat theDictado, count the number of words, draw lines for each word, encode the words, copy the message, and introduce one standard marking code at a time. By gradually encouraging students to take on more and more responsibility with each one of these steps, kindergarten students will eventually be able to follow theDictado process without the use of these scaffolds.

In grades 1-5, if students are not familiar with theDictado method, a teacher may also use shared writing to introduce students to the procedures. However, ideally, if students learned how to do this in kindergarten, they will be ready to start early in the school year. When students are ready to follow the formal procedure, it is important that the teacher takes certain considerations into account while planning for theDictado (Beeman & Urow, 2013; Escamilla et al., 2014). First of all, students' strengths and weaknesses can be assessed in each language by analyzing writing samples. At the word-level, there may be specific spelling patterns or accent marks around which students could benefit from having explicit instruction. Likewise, theDictado can be used to build metalinguistic awareness between the Spanish and English graphemes and phonemes, drawing students' attention to similarities that more easily transfer from one language to the next, as well as differences to be aware of. TheDictado may also include more sophisticated transition words to help refine students' writing. Beyond focusing on word-level features, other teaching points may include singular or plural agreement, gender agreement, tense agreement, and formation of possessives. When trying to make a cross-language connection, the teacher may

have a similar teaching point in theDictado in each language, but care should be taken not to translate from Spanish to English or vice versa. In all cases, theDictado that is created should be comprehensible, meaningful, relevant, and connected to the content being studied.

As previously addressed, each dictation that is presented should be done at least 3 days per week and may be done daily, as time allows. For the first day and at least one additional day, the teacher should read theDictado to the students and talk through and model the corrected message, while students fix their mistakes. In their recommendations for using theDictado in a 5-day sequence, Escamilla et al. (2014) proposed the option of having students dictate and correct in pairs on days 2 and 4. Beeman and Urow (2013), however, recommended the teacher presenting a related mini-lesson or additional focus on day 2, having students dictate to one another on day 3, and students adding content to theDictado on day 4. Both Beeman and Urow (2013) and Escamilla et al. (2014) suggested using the final day of theDictado as an assessment, at which point the teacher collects and evaluates the students' writing.

Language experience approach. As discussed above, using the language experience approach provides students with a highly comprehensible shared activity from which they can use their oral language skills to describe their experience. While students are sharing their ideas, the teacher can model how oral language is connected to written language. By also modeling writing conventions and encouraging students to elaborate, the students will be exposed to more sophisticated writing that they can later transfer to their own writing. This process supports students in moving from oral language to print, as well as developing their writing to reflect the skill, genre, style, or discourse pattern being taught. The teacher can provide further support with these areas through modeling, preparing anchor charts that compare formal and informal language, as well as engaging students in contrastive analysis of language. Beeman and Urow

(2013) also proposed some writing activities that could be used to extend their writing beyond the language experience. One of these options is using all or part of the modeled writing as the text for theDictado, as described above. The writing created could also be used as a mentor text to support students in creating a related writing that may include writing from a different perspective or using the same structure, but writing about a different topic.

Dialogue journals. Beeman and Urow (2013) proposed a strategy in which students write in a journal about a topic of their choice, in the language of their choice, during a limited amount of time determined by the teacher. It is referred to as a *dialogue journal* because the teacher collects the journal and responds to what the student writes, without correcting or revising what they have written. This strategy can be used at any grade level, with the time allotted and use of pictures and/or words adjusted based on what is developmentally appropriate for students. To begin implementation, the teacher can model what it looks like to free write without a prompt. In order to maintain the use of dialogue journals, it is important to establish a feasible schedule for responding to students' writing. Beeman and Urow (2013) also recommended following a standard form with a response that includes a comment, a connection, and a question. In addition to providing students with the opportunity to write for their own purposes, this also gives the teacher some opportunities to get to know more about their students as individuals.

Content-area journals. Similarly to dialogue journals, content-area journals allow students to integrate writing throughout their day. However, the language to be used is determined by the content area (math, science, social studies, etc.) being responded to, and the teacher assigns the topic and genre to be used (Beeman & Urow, 2013). The use of content-area journals highlights the purpose of writing to learn. While the teacher does not edit or revise what students write, the content can be used as a formative assessment for the students' understanding

of the content area, as well as their proficiency with various writing skills and genres. All of these observations can be used by the teacher to help plan future instruction.

Metalanguage

Teaching strategies to develop cross-language connections. Escamilla et al. (2014) stressed the importance of providing time and strategies to explicitly guide students in transferring what they know in one language to another language. While these opportunities may be formally planned or informal conversations that come up with emergent bilinguals, the most effective strategies have certain characteristics in common. These characteristics include having "strategic integration into literacy instruction, purposeful planning and explicit teaching, explicit guidance to promote higher-order thinking, focus on group and collaborative projects, and bidirectional (Spanish to English and English to Spanish)" (p. 69.)

Bridging or translanguaging. *Bridging* is a term that was coined by Beeman and Urow (2013) to describe what is commonly described as *translanguaging.* Bridging or translanguaging in the classroom refers to any time at which teachers and/or students make connections between two languages, which they are often doing as they use all of their linguistic resources to help them learn. Translanguaging supports cross-linguistic transfer and metalinguistic awareness, both of which are critical for the development of biliteracy. García, Flores, & Chu (2011) asserted that translanguaging is focused on the communicative practices in which bilinguals engage, rather than being focused on languages themselves. When bilingual classrooms engage in effective translanguaging, students not only learn how their languages are similar and different and how what they know in one language can support the other, but they also learn to communicate with different speech communities (Axelrod & Cole, 2018). Translanguaging is not limited to distinct languages, but also to different varieties of language. Sayer (2013)

observed a teacher using a metalinguistic technique that Rickford (as cited in Sayer, 2013) referred to as "teaching the standard through the vernacular" (p. 82). While translanguaging can support students in obtaining academic language and content information, Sayer (2013) noted that it "also allows students to participate in identity performances with their classmates that socialize them into the classroom, co-constructing them as competent members of the group" (p. 70). For many reasons, the use of translanguaging is certainly something to promote within emergent bilingual classrooms.

The Bridge. While bridging refers more to the flexible, spontaneous, and informal acts of making connections between languages, *the Bridge* is a strategy involving a well-planned instructional moment during which time a teacher brings together both languages (Beeman & Urow, 2013). The Bridge is an opportunity for students to make connections focused on the similarities and differences between the two languages, as well as transfer the content knowledge and skills bidirectionally that they have acquired in one language to another language. While students may spontaneously engage in translanguaging, a study by Dressler, Carlo, Snow, August, & White (2011) showed that emergent bilinguals that receive instruction in contrastive analysis more regularly and successfully apply a skill or concept learned in one language to another language than their peers that did not receive similar instruction. Likewise, Jiménez, García, & Pearson (1996) found that students that have higher metalinguistic awareness across their two languages achieve higher levels of academic success.

As a response to this evidence, Beeman and Urow (2013) developed the Bridge as a component of units to explicitly teach these cross-linguistic connections. At the beginning of the unit and before the Bridge, content-imbedded literacy instruction is provided in one language. During the Bridge, the two languages are placed side by side while students actively engage with

the teacher in providing words or phrases around the content they have already learned in one language, as well as in the other language. Having the languages next to each other sets the stage for the class to work together to explicitly compare and contrast the phonology, morphology, syntax, grammar, and/or pragmatics of the two languages. Finally, the unit ends with an activity in which the students apply or extend their learning in the language to which students bridged.

To ensure that the Bridge is effectively planned, Beeman and Urow (2013) urged that biliteracy units focus on several key characteristics. First of all, ideally the literacy unit will be integrated with content, and rooted in a theme, with a related big idea. The teacher should provide students with a concrete activity to help build background knowledge, acquire vocabulary, and later transfer during the Bridge. Some suggested strategies include total physical response (TPR), adapted reader's theater, concept attainment, fishbowl, language experience approach, or word sort with sentence prompts.

When presenting the Bridge, all students should be actively involved in generating language and making meaning (Beeman & Urow, 2013). Due to varying levels of language development, differentiation during the Bridge will ensure all students can participate. For consideration of learners in the beginning stages of language development, the teacher should use drawings, illustrations, or other visuals to capture learning that has occurred. By using a concrete activity, such as TPR, students will be able to show they understand the new word through the movement and repeat the word after hearing it. Students in the intermediate stages of language development may be able to produce the words or use circumlocution in the other language to describe a word. The teacher should plan to support these students in broadening their vocabulary and language use by providing language supports. Beeman and Urow (2013) suggested that some of these supports might include sensory language supports (visuals, concrete

objects, TPR), interactive language supports (sentence prompts, word banks, small-group work), and graphic language supports (graphic organizers, tables, and charts). Students that are proficient in English should be expected to learn the formal language during the Bridge and use it in extension activities. While displaying the English and Spanish words side-by-side can be an effective bridging strategy for all ages, more graphic anchor charts should be considered for younger students.

Since part of the Bridge involves contrastive analysis, Beeman and Urow (2013) recommended focusing on similarities, followed by differences in phonology, morphology, syntax, grammar, and/or pragmatics. Regardless of the selected area, care should be taken to ensure that the focus is developmentally appropriate and meaningful to students. When analyzing syntax, grammar, and pragmatics, younger grades may simply notice patterns and rules, without needing to name them. These patterns and rules can be moved into Bridge anchor charts and/or Bridge notebooks.

Finally, Beeman and Urow (2013) advised teachers to keep three important considerations in mind when planning to implement the Bridge in their bilingual classrooms: time and frequency, purpose, and process. The frequency of the Bridge will be dependent upon the student population, their language development, as well as the goals and vision of the program. It should not be part of the daily schedule or done randomly, but rather intentionally planned within units of study. To protect Spanish time and elevate the status of Spanish, teachers may choose to schedule the Bridge during a part of the day to which English is allocated. The purpose of the bridge is to support students that have learned new concepts and literacy skills in one language to learn the equivalent vocabulary in the other language, analyze the similarities and differences between the two languages, and acquire the language needed to take part in

extension activities using all four modalities. Finally, in order to fully support the development of bilingualism and biliteracy, it is critical that the process of the Bridge is student-centered, with emergent bilinguals generating and analyzing the language being used.

Bilingual books. Escamilla et al. (2014) proposed using bilingual books, in which both languages are represented in one text, to help develop cross-language connections. Separate interpretations of the same story or text may also be used, taking into consideration that the most important element is that the story or concept is as similar as possible. Teachers should be careful not to use books that have literal translations, as they may contain unnatural or inferior language. Rather, bilingual books should utilize both languages in a way that supports students in deepening their vocabulary and conceptual knowledge, activating prior knowledge or cultural schema, developing an awareness of the nuances in inter- and intracultural communication, seeing themselves, and recognizing their own bilingualism (Escamilla et al., 2014).

When planning to use a bilingual book to support metalinguistic awareness, teachers should focus on developing the more cognitively-demanding literacy objectives in Spanish, while focusing the oracy objectives on English to support students in developing the language needed to interact successfully with the text and communicate their understanding. As indicated in the oracy section, the oracy objectives should include language structures, vocabulary, and dialogue (Escamilla et al., 2014).

Cognate instruction. Cognates are defined as words that are semantically and phonologically or orthographically similar in two languages (Simpson Baird, Palacios, & Kibler, 2016). According to extensive analyses of the languages performed by Bravo, Hiebert & Pearson (as cited in Simpson Baird et al., 2016), as well as Dressler et al. (2011), many frequently used Spanish words have English cognates that are considered to be academic words. Considering this

correlation, using cognates across languages provides a significant advantage for emergent bilinguals. However, research by Jiménez (1997) showed that cognate recognition does not happen automatically. Therefore, identifying cognates must be explicitly taught to emergent bilinguals for them to take full advantage of this bilingual benefit. Delbridge and Helman (2016) suggested doing this by "writing the words side-by-side and discussing them, posting bilingual word walls, or creating bilingual picture dictionaries for students to reference" (p. 310). Likewise, Beeman and Urow (2013) recommended teaching students to look for cognates during the Bridge, inviting students to search for and circle cognates and cognate patterns, followed by adding cognates to a Bridge anchor chart or cognate list.

Escamilla et al. (2014) also emphasized the importance of explicit cognate instruction in supporting emergent bilinguals in developing awareness as to how their two languages interact in patterned and predictable ways, which could broaden their ability to understand and produce text exponentially. One way to highlight these patterns is through using color-coding schemes to differentiate the spelling differences across languages. In addition, Escamilla et al. (2014) stressed that cognates should be taught in meaningful contexts, as true cognates share semantic meaning and false cognates are orthographically or phonologically similar, but do not hold the same meaning. Therefore, students can be taught to pay attention to the context to figure out whether or not a word that appears to be a cognate makes sense semantically, based on the words surrounding it. Again, the focus of literacy instruction should never lose sight of comprehension.

Strategic use of language. Escamilla et al. (2014) highlighted three formal methods that can be used to strategically and purposefully access and use a language other than the target language: the preview-review strategy, the keyword method, and using bilingual anchor charts. The preview-review strategy involves using the non-target language at the beginning of a lesson

to activate prior knowledge, as well as at the end of the lesson to summarize essential concepts. With the keyword method, students are asked to create a mnemonic device in their first language to support them in recalling a vocabulary word or concept in their second language. By potentially making visual, auditory, and semantic connections between languages, Avila and Sadoski (as cited in Escamilla et al., 2014) found that using the keyword method could support emergent bilinguals in remembering and accessing vocabulary during the long-term. Another strategy that has proved helpful in developing cross-language connections, according to Buhrow and García (as cited in Escamilla et al., 2014), is the use of anchor charts to explicitly compare features between languages. Similarly to what Beeman and Urow (2013) proposed using with the Bridge, putting keywords and concepts learned in the two languages side-by-side provides greater opportunities to engage in contrastive analysis and recognize the similarities and differences between the two languages.

In addition to these formal strategies, Escamilla et al. (2014) also pointed out more informal cross-linguistic strategies that can also prove to be effective and efficient. For example, during a literacy-based ELD lesson, a teacher may choose to use Spanish "to clarify conceptual confusions, to activate prior knowledge or cultural schema, to help children make personal connections to the material, (or) to allow children to discuss and process information heard in English" (p. 74). Ultimately, the non-targeted language may be used strategically if the purpose is to support students in having more time to practice and engage in an activity that will support them in the mastery of language objectives in the target language.

Así se dice. To substantiate translation as a useful exercise that involves complex and sophisticated awareness of language to communicate across cultures and languages, Escamilla et al. (2014) developed the cross-language strategy called *así se dice* (that's how you say it). With

this strategy, students are charged with the task of translating and interpreting texts in order to think about and discuss the intersection of culture and language. In order to accurately and efficiently interpret a text, emergent bilinguals are required to have "a deep understanding of concepts, a thorough knowledge of culture, a precise use of vocabulary and language structures, a willingness to collaborate and negotiate, and the knowledge of how and when to consult outside references" (Escamilla et al., 2014, p. 75). Due to these complexities, it is recommended to use this strategy no sooner than third grade.

When planning for implementation of the *así se dice* strategy, Escamilla et al. (2014) suggested putting students into pairs or groups and providing students with short texts that are conceptually rich, that will not necessarily translate well if done literally. It was noted that poetry and idiomatic expressions serve as catalysts for rich discussions and involved negotiations of meaning. After students have the opportunity to collaboratively interpret and translate the selected text, the translations should be shared and discussed with the entire class. Through this whole group discussion, the students will be able to further develop their metalinguistic skills, and the teacher will be able to gain insight on student thinking and potential misconceptions or nuances to highlight during future instruction.

The above approaches and strategies in the areas of oracy, reading, writing, and metalanguage provide additional elements that promote biliteracy development and, therefore, contribute to answering the question of: *What are the critical elements that need to be included in developing and implementing effective biliteracy strategies for early elementary Spanish-English emergent bilingual students?*

Current Contexts: Dual Language Program, Time Allocations and Curriculum

Now that qualities, approaches, and strategies have been identified that effectively promote the development of emergent bilinguals' bilingualism and biliteracy, it is necessary to analyze to what extent these are already in place and/or can be supported within the current context. For the components not being used, the available resources will be assessed for their capacities to support these elements, and supplementary resources will be identified to better support emergent bilinguals' biliteracy development.

One-Way 80/20 Dual Language Program

Within the current context and scope of this capstone project, the program of focus is identified as a one-way Dual Language program, where only one language group is being taught through two languages (Collier & Thomas, 2009). In this case, the language group consists of students whose families predominantly identify their home language as Spanish, while many may also speak some English at home, meaning several students in this program are likely simultaneous emergent bilinguals. The model is currently set up to accommodate about 80% of the instruction to be delivered in Spanish at the kindergarten and first grade levels, with the remaining 20% in English. Following first grade, the percentage of English gradually increases each year.

Elementary Time and Language Allocations

Within this one-way 80/20 dual language program, guidelines are outlined to ensure some consistency with time being spent in each language and promote students in meeting the mission and vision of being bilingual, biliterate, and multicultural. To provide programs and teams opportunities to creatively develop and implement biliteracy units, the language allocations can be accommodated flexibly, using a daily, weekly, or monthly format. While there is time specifically allocated for language transfer within literacy proposed to ensure a focus on

biliteracy, it is also understood that emergent bilinguals and their teachers may more informally engage in translanguaging, creating opportunities to transfer language across content areas.

The general elementary scheduling guidelines for the district in which this program belongs include 387 minutes per day, or 1935 minutes per week, of time at school. Considering the daily schedule, 50 minutes per day is recommended for lunch and recess, and 327 minutes are left in the day for instructional time and any necessary transitions. At the first grade level, the district requires 145 minutes of balanced literacy daily, 75 minutes daily of math, 20 minutes per day of social-emotional learning, and 55 minutes daily of specialist. For science, 150 minutes are required for the week, while the weekly requirement for social studies is 60 minutes, resulting in 42 minutes per day of science and/or social studies. Within these guidelines, for the one-way dual language program, at first grade, the language allocation guidelines include 35 minutes of literacy-based ELD per day, 10 minutes of cross-language transfer per day, with the remainder of the instructional time in Spanish. At this point, despite it being a district recommendation for schools with dual language programs, none of the specialists are bilingual, so the 55 minutes daily of specialists would also be in English.

While the language allocations within the one-way dual language program are comparable for kindergarten, after first grade more instructional English time is progressively added each year. In second grade, the literacy-based ELD minutes increase to 40 minutes per day, with 20 minutes of literacy time designated for cross-language transfer. Second grade is the first time in the program in which there is explicit instructional time for math in English, with an average of 10 minutes per day of transfer, and 10 minutes per day for English extension. There continues to be more English added in third grade, with 70 minutes of literacy-based ELD, 20 minutes of cross-language transfer during literacy, 30 minutes of math in English, and 15

minutes of cross-language transfer during math. In grades 4 and 5, instruction in English increases slightly more in literacy, with 100 minutes of literacy-based ELD 20 minutes of cross-language transfer during literacy. Meanwhile, the instructional time in math stays consistent with that of third grade: 30 minutes in English and 15 minutes dedicated cross-language transfer. After fifth grade, students ideally have access to bilingual middle school and high school pathways, which will continue to support the goals of being bilingual, biliterate, and multilingual (Thomas & Collier, 2012).

First Grade Curriculum

To further focus on what is needed to supplement biliteracy instruction in early elementary bilingual classrooms, it is critical to look at the current curriculum, with a focus on first grade. This curriculum includes the language arts standards, which outline what a student should know and be able to do at the end of each grade, as well as the instructional guides and materials that serve the purpose of supporting students in meeting those standards.

Language arts standards. As the research shows, emergent bilinguals are often compared to their monolingual peers using standardized norms, which results in students using minoritized languages often viewed as *subpar* (Bauer et al., 2018). While many emergent bilinguals are simultaneous bilinguals and have never spoken only English, the standards they are held to specify that they be taught and measured to only English standards, which undermines their potential for reaching mature bilingualism (Hopewell et al., 2016). Instead, Smith (2002) contended that educators need to take the students' linguistic household funds of knowledge into account, and that students should be supported in acquiring both Standard English and standard Spanish as they simultaneously expand their bidialectal, bilingual, and biliterate competencies. Taylor (2009) argued that Teachers of English to Speakers of Other

Languages (TESOL) need to move beyond encouraging students to simply learn English and shift toward supporting the view of emergent multilingualism. By complementing the Common Core State Standards (CCSS) with biliteracy, Hopewell et al. (2016) suggested that emergent bilinguals would be able to have an educational environment that promotes "universal, inclusive, and elevated literacy achievement that expands and augments opportunities rather than limiting them." While CCSS has not yet followed these recommendations, a team of bilingual educators and experts, along with the San Diego County Office of Education (SDCOE, 2019), have developed a Spanish version of the language arts CCSS language arts standards by translating and linguistically augmenting the current English language arts CCSS. With these Spanish Language Arts standards, SDCOE (2019) recognizes "biliteracy as a precious personal and national resource that should be encouraged and nurtured as students achieve their highest potential towards college and career readiness in the 21st Century" (para. 1).

Benchmark Adelante and Advance programs. As mentioned in the first chapter, the urban school district of focus adopted a new literacy curriculum for students in kindergarten through 5th grade. This curriculum included an instructional program and materials that were available in both Spanish and English, *Benchmark Adelante* (Afflerbach et al., 2018a) and *Benchmark Advance* (Afflerbach et al., 2018b), respectively, and also included a program specifically geared toward *English Language Development* (Afflerbach et al., 2018c).

Generally speaking, *Benchmark Advance* (Afflerbach et al., 2018b) was created, along with *English Language Development* (Afflerbach et al., 2018c), as a comprehensive English Language Arts/English Language Development literacy program, enabling "students to master rigorous learning goals with the support of strong differentiated instruction, focused English language development, and responsive teaching based on ongoing assessment" (Benchmark

Education Company, 2018a, p. 2). Within the core program *Benchmark Advance* (Afflerbach et al., 2018b), English learners are supported in engaging meaningfully and accessing complex texts with scaffolds involving explicit strategies at three intensity levels: light, moderate, and substantial. In addition to these integrated supports, the designated *English Language Development* (Afflerbach et al., 2018c) program provides English Learners with preview and review lessons that support core instruction, as well as shorter sections of the core text that are amplified with enhanced visual elements and organization to support comprehension, vocabulary development, text analysis, and understanding how English grammar and syntax work.

The *Benchmark Adelante* (Afflerbach et al., 2018a) program was then developed to mirror the *Benchmark Advance* (Afflerbach et al., 2018b) program and provide similar resources for classrooms teaching literacy in Spanish. While the majority of the Spanish texts are trans-adaptations of the English texts, the first grade materials of *Benchmark Adelante* (Afflerbach, 2018a) do include Spanish titles for 3 interactive read-alouds, 4 big book extended texts, 7 mentor texts, 39 shared reading texts, and the 30 decodable readers that are different all together than the English titles. *Benchmark Adelante* (Afflerbach, 2018a), however, does not include any sort of integrated Spanish language development in the core literacy program, nor does it include anything comparable to the designated *English Language Development* (Afflerbach et al., 2018c) supplemental materials. Within the students' shared reading texts in first grade, however, for each unit, *Benchmark Adelante* (Afflerbach, 2018a) does have one visually-amplified text and three pages focusing on grammar for Spanish language development. However, this support for explicit Spanish language development is very little compared to the nine visually-amplified texts, six pages focusing on grammar, and fifteen lessons on English language development provided in each first grade unit (Afflerbach et al., 2018c).

Unit topics. Regardless of the language of instruction or differentiation of support for the language(s), one core component of the *Benchmark Advance* and *Adelante* programs is its organization of ten units at each grade level K-6, which were developed in vertically-aligned content-focused strands (Benchmark Education Company, 2018a, p. 4). Each unit has a specific grade-level topic and an essential question to promote critical thinking about the topic or concept. During each unit, students have access to several texts from various genres that are connected to the topic of focus. This variety of texts can be used within the context of read-alouds, decodable texts, or differentiated leveled texts.

Unit components and materials. Regardless of the language of instruction or levels of support with language development, each first grade unit in the *Benchmark Adelante* and *Advance* (Afflerbach et al., 2018a; Afflerbach et al., 2018b) programs includes many components to support teaching and learning of the language arts standards. During each day of the three-week units, there are materials, guides, and lessons provided to implement lessons through interactive read-alouds, shared reading with big books and student consumable texts, reading mini-lessons with mentor read-aloud and extended-read big books, differentiated small-group instruction with leveled student texts and reader's theater texts, writing mini-lessons, language mini-lessons, and phonics mini-lessons with decodable texts.

Alignment with Qualities of Instruction for Holistic Biliteracy Development

Considering the broad range of materials and resources provided within the *Benchmark Adelante*, *Benchmark Advance*, and *English Language Development* programs (Afflerbach et al., 2018a; Afflerbach et al., 2018b; Afflerbach et al., 2018c), there is a significant amount of potential for these components to support emergent bilinguals in becoming bilingual, biliterate, and bicultural. In order to further assess how these materials can be used to promote biliteracy

and what may be needed to supplement them, it is critical to look at each of the qualities of instruction for holistic biliteracy development (Escamilla et al., 2014) and determine how well the materials and components of the curriculum align with these qualities.

Authentic Spanish literacy instruction. It is evident that Afflerbach et al. (2018a) were mindful of the value of authentic Spanish literacy instruction, as they replaced several texts with more authentic Spanish texts and trans-adapted, rather than translated, the remaining texts. While there is still room for improvement, there are lists of recommended trade books that correlate with the unit topics including more authentic Latinx voices by authors such as Ana Galán, Luís María Pescetti, Mario Ramos, Esteban Cabezas, Amy Costales, Alma Flor Ada, René Colato Laínez, Yanitzia Canetti, Lucía González, and Pat Mora. There is evidence that *Benchmark Adelante* (Afflerbach et al., 2018a) used the Spanish language arts CCSS (SDCOE, 2019) when developing some of their lessons that would have otherwise been inappropriately attempting to teach things like short and long vowels, as is done in the English curriculum. Furthermore, when analyzing the scope and sequence of phonics skills presented in the first grade curriculum of *Benchmark Adelante* (Afflerbach et al., 2018a), it is clear that the internal structure of Spanish was taken into consideration, as the progression begins with vowels and proceeds with syllables. While *Benchmark Adelante* (Afflerbach et al., 2018a) used the CCSS that were adapted for Spanish language arts, it does not appear that any of the SLA CCSS *added* by SDCOE (2019) were addressed in the curriculum, most significantly including any standard addressing the Spanish-specific use of the accent mark.

Literacy-based ELD instruction. Based on the language allocation recommendations of the district-wide one-way dual language program, English language development during the literacy block is fully supported for first grade. The *Benchmark Advance* and *English Language*

Development (Afflerbach et al., 2018b; Afflerbach et al., 2018c) programs have a significant amount of resources and materials in English connected to the unit topics that will support the instruction of reading, writing, speaking, listening, vocabulary, grammar, syntax, and conventions with meaning-centered methods. Most of these materials are similar in the respective English and Spanish curricula. Therefore, the curricula could be supplemented by including guidelines to ensure that literacy-based ELD instruction is not repeating the same content presented in Spanish, but rather complementing and refining the emergent bilinguals' Spanish literacy instruction.

Emphasis on explicit instruction and interactive approaches. At the first grade level, the format of instruction of mini-lessons in both the *Benchmark Adelante* and *Advance* (Afflerbach et al., 2018a; Afflerbach et al., 2018b) programs consistently follow the model of gradual release, with the teacher engaging student thinking, talking about the text, modeling, and providing opportunities for students to participate in shared and/or guided practice. It is not until after all of those approaches have been completed with the whole group, that the teacher is directed to release students to demonstrate their understanding independently. While there are often opportunities for students to engage in collaborative conversations or engage in oral rehearsal, the curriculum could benefit from more options for interactive learning.

Time allocations and teaching approaches by grade level. The one-way dual language programs have been provided with the required time and language allocations. These allocations are generally in line with the recommendations proposed by Escamilla et al. (2014), but could benefit from suggestions of pedagogical approaches within these allocations that will help to maximize biliteracy development in both Spanish and English.

Cross-language connections. While the district-recommended language allocations provide for 10 minutes per day in first grade for cross-language transfer and *Benchmark Adelante* (Afflerbach et al., 2018a) provides a resource in the teacher guide for graphophonemic contrastive analysis between Spanish and English, there are no specific lessons recommended to address cross-language connections. The designated *English Language Development Teacher's Resources System* (Afflerbach et al., 2018c), however, occasionally highlights notes to support language transfer with many world languages, including Spanish. Therefore, more clearly describing bidirectional transfer could improve the curriculum across all components of English and Spanish language, as well as providing instructional opportunities for the development of emergent bilinguals' metalinguistic awareness.

Equal attention to components of biliteracy.

Oracy. Within the *Benchmark Adelante* and *Advance* curricula (Afflerbach et al., 2018a; Afflerbach et al., 2018b), there are several opportunities for students to engage in oracy activities throughout their literacy block, including: collaborative conversations during some shared reading mini-lessons, oral rehearsal between guided writing and before independent writing, partner or whole group share after independent writing, oral language practice after lessons on building language, and oral language transitions after some shared reading. Despite these various opportunities, there are limited occurrences throughout the first grade curriculum that oracy objectives are included as one of the main objectives for a lesson. The integrated ELD components of *Benchmark Advance* (Afflerbach et al., 2018b) provide scaffolds with language structures for nearly every mini-lesson. Meanwhile, the designated *English Language Development* (Afflerbach et al., 2018c) materials provide opportunities to build vocabulary daily, scaffold language structures, and present language objectives focused on both purpose and form.

Nevertheless, the *Benchmark Adelante* curriculum rarely explicitly addresses oracy objectives for Spanish oracy development. Considering these discrepancies, it is clear that, to ensure the true development of oracy in both English and Spanish, it is important to establish potential oracy objectives with a focus on language structures, vocabulary, and dialogue in Spanish.

Of the suggested methods and strategies that support oracy and ultimately bilingualism and biliteracy, the *Benchmark Adelante* and *Advance* programs (Afflerbach et al., 2018a; Afflerbach et al., 2018b) already have reader's theater available as a tool to use during Spanish or English literacy. For each three week unit, there are two different multi-leveled texts or scripts available to use with heterogeneous groups of first grade students, with one of the scripts ranging from levels A-E and the other ranging from levels F-M. The included 5-day lesson plans are designed to support students in building fluency in the areas of rate, pausing, intonation, phrasing, and expression. There are also components of each lesson to help build comprehension, during which time teachers facilitate conversations with the students around the script, which also helps to further develop students' oracy skills. In addition to easily implementing the reader's theater provided, at any point during instruction that students are using their oral language, the teacher can support students in using standard, academic language and developing classroom-based dialect awareness.

Teaching strategies to develop biliteracy. An oracy strategy that is not used in the *Benchmark Adelante* or *Advance* programs (Afflerbach et al., 2018a; Afflerbach et al., 2018b) is the Lotta Lara strategy. Based on the recommendations of Escamilla et al. (2014), in first grade, emergent bilinguals would benefit from using this method multiple times a year, for at least three days per text. While some of the texts, particularly shared reading, within the curriculum may lend themselves to being used as a Lotta Lara or adapted, the topics of the unit serve to be

particularly helpful in ensuring that the text developed holds meaning for students and can be used to make connections within the unit of study. To support emergent bilinguals in increasing their oracy skills and fluency, it would be very beneficial to have a Lotta Lara for each unit in each language, as well as establishing clear oracy objectives rooted in language structures, vocabulary, and dialogue.

Reading. At the most basic level, the first grade *Benchmark Adelante* and *Advance* (Afflerbach et al., 2018a; Afflerbach et al., 2018b) curricula appear to have a lot of core components in place that support the suggestions of Escamilla et al. (2014). While there is not an explicit connection to the biliterate reading trajectory, the fact that teachers with access to the program also have access to all the materials in an online digital format of the curricula means that any materials needed for students that are not within their range at their grade level may be found at different grade levels. By providing teachers with the titles of texts that fall into these ideal zones for biliteracy, they may be able to more efficiently support students' biliteracy at developmentally-appropriate levels. The *Benchmark Adelante* program (Afflerbach et al., 2018a) recommends and has resources for teacher-led small group instruction that would adequately support students that are both within the ideal zones for biliteracy development, as well as those outside of it. As mentioned previously, there is an emphasis on whole group instruction that follows the model of gradual release for all areas, particularly reading.

When considering the need for a focus on comprehension (Beeman & Urow, 2013), having each unit focused on a topic with a guiding essential question definitely supports this tenet, as well as having access to texts that are both in English and Spanish, which provide connections to linguistic resources in simultaneous emergent bilinguals' lives. As Beeman and Urow (2013) cautioned against, *Benchmark Adelante* and *Advance* (Afflerbach et al., 2018a;

Afflerbach et al., 2018b) have decodable readers. Assuming these texts were, indeed, written with the purpose of teaching phonics, teachers should further evaluate these texts to determine how meaningful they will be for students and consider more context-embedded and meaningful approaches (such as the *Lotta Lara* strategy with whole-to-parts phonics instruction).

Having the support of the district with guidelines and pathways toward bilingualism, biliteracy, and multiculturalism, provides the teacher with more opportunities to create an immediate sociopolitical and cultural environment that shows students that the Spanish language is valued. Nevertheless, in the broader sociopolitical context, there are certain forces at play that can harm emergent bilinguals' progress toward the goals of bilingualism, biliteracy, and multiculturalism. These include, but are not limited to, the continued minoritization of Spanish and languages other than English, mandated high-stakes state standardized testing that is administered in English, and a current federal administration that is anti-immigrant. In this climate, it continues to be critical that students are provided access to culturally relevant texts, an area in which *Benchmark Adelante* (Afflerbach et al., 2018a) has room for improvement. Therefore, supplementing the current texts provided with some of the recommended trade books by Latinx authors, as well as providing suggestions of more texts that are more culturally relevant for students, are ways in which this curriculum could be improved to better support the development of students' comprehension, positive self-identity, and biliteracy.

Teaching approaches to develop biliteracy. In terms of teaching approaches in reading that support the development of biliteracy (Escamilla et al., 2014), the *Benchmark Adelante* and *Advance* programs (Afflerbach et al., 2018a; Afflerbach et al., 2018b) include many components that support the implementation of these approaches. While the first grade curriculum has texts focused on developing metacognitive strategies that are identified as interactive read-alouds,

according to the descriptions provided by Escamilla et al. (2014), the mentor texts and extended read texts lend themselves more to this approach. These texts, while not always culturally relevant, provide more visuals to support content and vocabulary acquisition. The mini-lessons are also better established for engaging with the text multiple times to focus on different components of reading that support comprehension. One component that, again, is not well developed in the *Benchmark Adelante* curriculum (Afflerbach et al., 2018a) is the focus on oracy objectives, supporting emergent bilinguals' development of language structures, vocabulary, and dialogue in Spanish. Therefore, to use the interactive read-aloud approach as suggested, guidelines could be provided to teachers as to which texts and mini-lessons from the curriculum best accommodate this approach, which potential trade books would be more culturally relevant, and how to develop and focus instruction on connected oracy objectives.

Implementation of the shared reading approach (Escamilla et al., 2014) is very well supported by the *Benchmark Adelante* curriculum (Afflerbach et al., 2018a). For every three week unit, there are six texts in Spanish provided that are visually accessible to students as a big book, as well as within their shared reading consumable magazines. Of all of the texts in the Spanish curriculum, the shared readings include the most authentic Spanish language and culturally relevant texts, with 39 of the 60 titles being different from the *Benchmark Advance* (Afflerbach et al., 2018a) titles. To meet the linguistic needs of students in English, the English shared reading texts may need to be adapted, but considering there is less overlap between titles in the shared reading texts, it should not be challenging to use some of the provided shared readings from each language in a complementary way. Despite the use of collaborative conversations and oral language transitions within the shared reading lessons, supplements to

support biliteracy may include explicit oracy objectives with a focus on language structures, vocabulary, and dialogue.

Collaborative reading is not an approach that is given intentional consideration through the *Benchmark Adelante* and *Advance* programs (Afflerbach et al., 2018a; Afflerbach et al., 2018b). However, many of the whole-group approaches, texts, and resources may lend themselves well to developing this approach as a regular component of the literacy block. By using the whole-group texts, mini-lessons, and the *Think, Speak, Listen bookmarks*, collaborative reading can become a natural extension of whole-group instruction. To ensure that teachers are aware of this approach and have the tools to facilitate effective collaborative reading, guidelines could be provided as to how to establish a structure and use the provided materials to engage emergent bilinguals in collaborative reading.

Although Escamilla et al. (2014) did not recommend using teacher-led small groups for students that are meeting the biliterate benchmarks for first grade, *Benchmark Adelante* (Afflerbach et al., 2018a) has a plethora of materials and resources to support students reading at all levels of text complexity. To support first grade teachers in using this approach most effectively, guidance can be provided as to how to use the biliterate reading trajectory, proposed benchmarks, and emergent bilinguals' progress to appropriately plan for small- and whole-group instruction that best meets the students' needs. Likewise, significant amounts of time of independent reading should not be prioritized, according to Escamilla et al. (2014). Meanwhile, 15 to 30 minutes are recommended by Beeman and Urow (2013). While not explicitly addressed within the *Benchmark Advance Teacher's Resource System* (Afflerbach et al., 2018b), there is a guide online to support teachers in implementing independent reading within their classrooms titled *Managing Your Independent Reading Program* (Benchmark Education Company, 2018b).

Teaching strategies to develop biliteracy. The development of the *Benchmark Adelante* and *Advance* programs (Afflerbach et al., 2018a; Afflerbach et al., 2018b) with units centered around content-based topics perfectly aligns with Beeman and Urow's (2014) strategy of *focused reading*. Students have access to a vast range of texts from multiple genres that are connected to the topic of focus, giving them many entry points to understand the content and further analyze and process the key concepts of the topic. In addition, the *Piensa habla escucha* and *Think Speak Listen* bookmarks provided in *Benchmark Adelante* and *Advance* programs (Afflerbach et al., 2018a; Afflerbach et al., 2018b) provide teachers with some materials to facilitate the *say something* strategy proposed by Beeman and Urow (2014). By directing teachers to this resource and describing how it can be used along with collaborative reading, emergent bilingual students will have access to a strategy to support their reading and comprehension in both languages.

At the beginning of each unit in the *Benchmark Adelante* and *Advance* programs (Afflerbach et al., 2018a; Afflerbach et al., 2018b), the essential question is presented and students are able to view and discuss a short video, engaging in a collaborative conversation. While this introduction to the topic may help activate some prior knowledge, emergent bilinguals would likely benefit more from a shared experience of a highly comprehensible activity that is also connected to the content. By using this *language experience approach* (Beeman & Urow, 2013), students will be more prepared to engage in conversations, further develop their oral language, provide input during modeled writing of their experience, and later read what they have written. Providing ideas for implementing the language experience approach would be another way in which the current curriculum could be improved to support the development of biliteracy for emergent bilinguals, as it would not only connect all of the modalities of literacy, but also engage students in the topic of study.

As stated previously, developing plans for implementing the *Lotta Lara* strategy (Escamilla et al., 2014) in each language, for each unit, in both English and Spanish, would support students' bilingual oracy development, as well as their biliteracy. While the shared reading texts in *Benchmark Adelante* and *Advance* (Afflerbach et al., 2018a; Afflerbach et al., 2018b) or writing developed through a language experience approach may serve as adequate texts to be adapted for use in Lotta Lara lessons, the texts should also be chosen and/or adapted taking into consideration the complexity of the text so that each align appropriately for the respective language as suggested within the biliterate reading trajectory. Also, by intentionally choosing, creating, and/or adapting texts for use as the Lotta Lara strategy with explicit oracy objectives and activities, as well as extensions with whole-to-parts phonics instruction, emergent bilinguals will have access to opportunities to improve their fluency, comprehension, oracy, and foundational phonics skills within meaningful contexts.

Writing.

Teaching approaches. Within nearly every writing mini-lesson presented in *Benchmark Adelante* and *Advance* (Afflerbach et al., 2018a; Afflerbach et al., 2018b), the model of gradual release is generally followed with the lesson beginning with modeled writing and ending with independent writing. While modeling writing, in the first grade curriculum, the teacher begins by engaging students' thinking, establishes a purpose for writing, and talks through what they are writing while writing the text in front of students. Considering modeled writing is well-established within the curriculum, but have the same lessons in both English and Spanish, recommendations could be given as to how to best use the lessons in ways that complement each language throughout the unit.

Prior to writing independently, Escamilla et al. (2014) stress the importance of using the shared writing and collaborative writing approaches to support emergent bilinguals in developing themselves as writers. Unfortunately, neither of these strategies is used within the *Benchmark Adelante* or *Advance* programs (Afflerbach et al., 2018a; Afflerbach et al., 2018b). In order to support shared writing and collaborative writing, teachers could benefit from guidelines as to how to adapt and/or transition some of the modeled writing lessons into shared and collaborative writing. In addition, suggestions could be provided as to how to best establish routines and practices related to both shared and collaborative writing within the classroom. Finally, this scaffolded instruction, along with the suggestions for oral rehearsal already in the curriculum, provides opportunities for students to be well prepared to write independently, apply the different techniques they have learned about, and practice across many genres.

Teaching strategies. Of the handful of strategies explored for supporting the development of biliteracy in early elementary emergent bilinguals, two of the strategies suggested are not necessarily intended to be used during the literacy block: dialogue journals and content-area journals. Therefore, teachers could benefit from being given some ideas as to how to implement and maintain each of these strategies, in order to further support students' biliteracy development outside of the defined literacy block.

As described above, providing opportunities for students to engage in language experience approaches will also give them greater access to the oral language used to develop writing, which will be more comprehensible due to their shared experience. Therefore, ideas for language experiences toward the beginning of each unit will benefit emergent bilinguals in all areas of literacy, but particularly in transferring oracy to meaningful writing.

A more explicit strategy that supports the development of standard language and conventions of print in both languages is theDictado method (Beeman & Urow, 2013; Escamilla et al., 2014). There is nothing available in the *Benchmark Adelante* or *Advance* (Afflerbach et al., 2018a; Afflerbach et al., 2018b) curricula that compares to this method adapted from traditional authentic Spanish instruction. However, again, the topics of the unit and the three-week framework of the units lend themselves well for developing comprehensible texts for theDictado in each language that complement the unit. Also, there is potential for some of these texts to be connected to conceivable writings developed during proposed language experience approaches, as well as proposed Lotta Lara texts. Therefore, an ideal supplement to the curriculum would be both Spanish and English texts for theDictado that align with the unit topic, complement one another, provide focus on components of written language, as well as draw students' attention to building metalinguistic awareness and appropriately applying cross-linguistic connections.

Metalanguage.

Teaching strategies. While the *Benchmark Adelante* and *Advance* curricula (Afflerbach et al., 2018a; Afflerbach et al., 2018b) do not explicitly address the instruction of metalinguistic awareness, they do contain some resources that may be helpful in planning for these cross-language connections. First of all, considering that the majority of the texts in the program have been trans-adapted from English into Spanish, this may provide the opportunity to strategically put these texts side-by-side, similarly as would happen naturally within bilingual books (Escamilla et al., 2014). To implement this strategy, teachers could benefit from guidelines and examples as to how to use a Spanish and English text from the curricula to support metalinguistic awareness, while meeting literacy and oracy objectives across the two languages.

As a resource for the *Benchmark Adelante* program (Afflerbach et al., 2018a), one of the additional resources provided includes a reference for contrastive analysis as it applies to English and Spanish phonemes and graphemes. While this resource is exceptionally comprehensive, a supplement that may benefit bilingual and/or ESL teachers for planning for instruction may be a more general visual overview of these similarities and differences. Another additional resource provided is a list of vocabulary words in English and Spanish for each unit, highlighting the cognates. While these cognates provide a starting point for cross-language transfer, it may be beneficial to provide lists of common morphemes including prefixes, roots, and suffixes between English and Spanish. This resource could influence additional vocabulary words that teachers may be able to use when supporting students in oracy development, planning for language experience approaches, or creating Lotta Lara and theDictado texts. The more common morphemes that are present in units, the easier it will be for students to identify the connections and develop more metalinguistic awareness.

The *Benchmark Advance* program (Afflerbach et al., 2018b) also includes a reference for contrastive analysis for grammar and syntax, specifically in the areas of verbs, nouns, word order, sentence structure, adverbs, adjectives, pronouns, prepositions, conjunctions, and articles. This overview analyzes the differences between English and nine world languages. To make it more accessible to bilingual and ESL teachers teaching in bilingual Spanish-English contexts, a more user-friendly contrastive analysis of just Spanish and English syntax and grammar would be beneficial as a resource for planning for instruction promoting metalinguistic awareness. Another final resource in the provided curricula is found in the designated *English Language Development* (Afflerbach et al., 2018c), which includes notes to support language transfer as applicable to the language objectives of that particular lesson. Considering that these notes also

cover nine different world languages, it would be useful if the aforementioned contrastive analysis supplements also included this information as relevant to English and Spanish transfer.

A core strategy that can be used for promoting cross-language connections is the Bridge, which is intentionally planned to bring both languages together and analyze them. Considering there is nothing like this provided within the *Benchmark Adelante* program (Afflerbach et al., 2018a), the development of some Bridge lessons within the context of the units would support teachers in facilitating this strategy effectively. Within these lessons, it will be critical that they are developed taking into account the range of linguistic repertoires the various emergent bilingual students will bring with them. To ensure that students have the opportunity to think critically about all areas of language, the different Bridge lessons should focus on developmentally appropriate similarities and differences in phonology, morphology, syntax, grammar, or pragmatics. By having some comprehensive examples of the Bridge within the context of the curricula, as well as having access to Spanish-English contrastive analysis overviews for the different components of language, teachers serving emergent bilinguals will be better prepared to support their cross-linguistic connections and biliteracy development.

In addition to this more formal strategy, teachers could benefit from guidelines and/or examples of other times to informally, yet strategically, use both languages. By developing utilitarian resources highlighting the strategies of preview-review, keywords, and bilingual anchor charts, as well as providing some samples of these; teachers will be more inclined to put them into practice throughout their days. The more teachers are aware of the benefits of this informal translanguaging and encouraged to use them to support biliteracy instruction, the more emergent bilinguals can benefit from developing awareness and pride in their biliteracy development.

By focusing on the identified qualities of holistic biliteracy development and the related approaches and strategies, the extent to which the current context and curriculum do and do not support biliteracy development has been determined. By evaluating the available resources, further analysis has been provided as to: *What are the critical elements that need to be included in developing and implementing effective biliteracy strategies for early elementary Spanish-English emergent bilingual students?* By addressing the shortcomings of the current materials, supplementary resources can be considered in order to ensure that biliteracy development is being supported.

Summary

Throughout this chapter the educational programming, qualities of holistic biliteracy development, as well as the approaches and strategies for promoting biliteracy with emergent bilinguals were explored in-depth in an effort to answer the question: *What are the critical elements that need to be included in developing and implementing effective biliteracy strategies for early elementary Spanish-English emergent bilingual students?*

While researching current educational programming for emergent bilinguals in the United States, the current demographics made it clear that populations of English learners with Spanish as a home language, Latinx students, and students that speak both Spanish and English at home are on the rise and projected to continue to increase. This significant population growth sets the stage for the necessity to adjust educational programming to ensure these students are realizing their full potential. By defining this population as emergent bilinguals and exploring their unique pathways and assets supporting them in developing biliteracy, semantically-positive language was deliberately used throughout the chapter. Likewise, the negative impact that the sociopolitical context has on both the minoritized Spanish language and the opportunity gap was

presented. From there, the connection between bilingualism and biliteracy, as well as the many theories and perspectives surrounding them, were explored. Then, the programmatic models and language allocations for developing biliteracy that are most commonly implemented with Spanish-English emerging bilinguals in the United States were described. Dual language programs, which have shown significant evidence in closing the opportunity gap, were also highlighted.

In the next section, the qualities of a holistic biliteracy development framework were explored, beginning with a brief overview of how holistic and multilingual views influence this framework. The qualities described that best supported holistic biliteracy development, according to Escamilla et al. (2014), included: authentic Spanish literacy instruction, literacy-based ELD instruction, an emphasis on explicit instruction and interactive approaches, time allocations and teaching approaches by grade level, cross-language connections, and equal attention to components of biliteracy. These components included oracy, reading, writing, and metalanguage.

Within each of these components, approaches and strategies that have been shown to be effective in promoting bilingualism and biliteracy were explained. Within the area of oracy, the importance was highlighted of planning for and supporting oracy objectives that focus on language structures, vocabulary, and dialogue. The oracy strategies presented included Lotta Lara, Readers Theater, and classroom-based dialect awareness. Reading was another core area of literacy detailed, with an emphasis on whole-group instructional approaches, such as interactive read alouds, shared reading, and collaborative reading. Meanwhile, teacher-led small groups were recommended only for students performing below the biliterate reading zone benchmarks, and independent reading was presented as most viable in short increments after students had

significant opportunities to practice reading in more interactive ways. As for strategies to promote biliteracy within the area of reading, suggestions were given to implement the language experience approach, focused reading, say something, and the Lotta Lara strategy along with whole-to-parts phonics instruction. The approaches supported for writing instruction mirrored those recommended for reading, with modeled writing, shared writing, and collaborative writing being most strongly encouraged, with independent writing being an option when students were well-prepared. Teaching strategies to support writing in a bilingual context included content-area journals, dialogue journals, the language experience approach, and theDictado. The final of the four components of literacy was identified as metalanguage, particularly focusing on bidirectional cross-language connections between Spanish and English. The more informal strategies to promote cross-language connections that were described included using language strategically in the form of previewing or reviewing content, focusing on keywords, using bilingual anchor charts, and bridging or translanguaging. Some additional, more intentional metalinguistic strategies presented were cognate instruction, bilingual books, *así se dice*, and the Bridge.

To determine to what extent the qualities of instruction for holistic biliteracy development and proposed approaches and strategies could be supported within the current context of study, the first grade language allocations of the dual language program as well as the curriculum were analyzed and evaluated. While many of the established components supported biliteracy, it was evident that there were some areas in which teachers would benefit from the development of supplemental recommendations, guidelines, resources, and specific strategies in order to more effectively promote biliteracy development in emergent bilinguals. First of all, clearer recommendations for the developmentally-appropriate pedagogical approaches to be used

within the Spanish and English literacy blocks would prove beneficial, along with how to best use the provided curriculum in both languages in complementary ways to implement these approaches. In the instances that the current curriculum does not have adequate resources to accommodate facets of these approaches, additional resources to support implementation would be helpful. In order to support teachers in planning for effective instruction to promote biliteracy more efficiently, resources for planning that would further their capacity include a description of the biliterate reading trajectory, an overview of contrastive analysis of Spanish and English, culturally relevant book lists that align to the unit topics, and guidance in developing oracy objectives and implementing various strategies that promote biliteracy. Some examples and ideas for the language experience approach for different units, as well as Bridge lessons also serve as valuable for teachers interested in using these strategies. Finally, the supplementary elements that would provide teachers with all the tools necessary to immediately implement highly effective strategies for promoting biliteracy include detailed plans for effectively using the Lotta Lara strategy and theDictado strategy in each language for each of the ten units of first grade. By having these options, first grade bilingual teachers would be able to carry out these specific strategies, while also gaining more understanding of how the strategy works and ways that they can use it to support their emergent bilinguals in the future.

In the next chapter, the project containing these supplemental elements is described in detail. An overview and description of the project are offered, specifying the framework that was used during its development. The context in which these components are addressed is outlined, as well as the intended audience of the completed project. Finally, a timeline is laid out for the completion and implementation of the finalized project. Ultimately, the purpose of this project was to develop supplemental components to support the implementation of effective strategies

for promoting biliteracy for early elementary emergent bilinguals. The resulting product includes resources to be used by 1st grade bilingual and/or ESL teachers that align to the Spanish Language Arts (SLA) and English Language Arts (ELA) Common Core State Standards (CCSS) and the Benchmark Adelante/Advance curriculum thematic units.

CHAPTER THREE

Project Description

Introduction

Through chapter three, a description is given of the project that helps contextualize an answer to the research question: *What are the critical elements that need to be included in developing and implementing effective biliteracy strategies for early elementary Spanish-English emergent bilingual students?* To provide grounding for how the various biliteracy strategies are approached, the holistic biliteracy development framework will be reviewed. Next, the context in which the project takes place is described, as well as the intended audience. An overview follows of the purpose, components to be included, as well as the planned design of the project. Finally, a proposed timeline of completion is outlined, along with potential opportunities for evaluating the effectiveness of the completed project.

Project Overview

Holistic Biliteracy Development Framework

As presented in chapter two, Escamilla et al. (2014) described *holistic* as "relating to or concerned with complete systems rather than with their analysis, treatment, or dissection into parts" (p. 7). By considering all of the funds of knowledge that emergent bilingual students bring into the classroom, educators can plan for holistic biliteracy instruction in a way that builds on these experiences and assets, while addressing all components of literacy to support students in realizing their full biliterate potential. Rather than viewing emergent bilinguals' use of two languages as a source of confusion or interference, with a holistic perspective their language development can be conceptualized as an integrated system in which all languages contribute to a comprehensive linguistic and cognitive system (Hopewell et al., 2016; Reyes, et al. 2012;

Soltero-González & Butvilofsky, 2016). Therefore, instead of implementing strategies that focus on developing isolated skills in one language, the intention will be to emphasize approaches that not only support English and Spanish, but also aid in developing multiple core components of biliteracy: oracy, reading, writing, and metalanguage.

Context

In order to set the stage for where this project will be implemented, it is important to consider the context involved. Generally speaking, the biliteracy strategies were developed to be used with early elementary emergent bilinguals who attend a large elementary school, within a sizeable urban district in the Midwest United States. According to the Minnesota Department of Education (2018), the demographics of the school include more than 90% of students qualifying for free and reduced lunch, 54% of students are Hispanic or Latino, 36% are Black or African American, 4% are White, and 3% are Native American. A total of 57% of the school's population is classified as English Learners (ELs), with their home languages predominantly identified as Spanish or Somali. Within the preschool through 5th grade classrooms there is a one-way dual language strand, meaning that two of the four to five classrooms at each grade level take part in an 80/20 one-way Spanish-English dual language program. The elements of this project are particularly geared toward supporting first grade students within this dual language program in becoming bilingual, biliterate, and multicultural. Nearly all of the students in this program are identified as ELs, with their home language as Spanish. The majority of the students' families are immigrants from Mexico, with about 20% of families having emigrated from other Central and South American countries. While some students are immigrants themselves, many were born in the U.S. All the students are emergent bilinguals, with some that have had more exposure to Spanish outside of school, some that have had more exposure to

English outside of school, but nearly every child has some exposure to both languages outside of the school setting.

As outlined in chapter two, the district has provided guidelines for time and language allocations. At the first grade level, on a daily basis, there are 100 minutes designated to Spanish literacy, 35 minutes for literacy-based ELD, and 10 minutes for cross-language connections between the two languages. The remainder of the daily instructional time is dedicated to a 55-minute specialist class in English, 75 minutes of math instruction in Spanish, and about 40 minutes of social studies or science instruction in Spanish. Within this program, the literacy-based ELD and language transfer components are co-taught in collaboration with an ESL teacher, who is also bilingual in Spanish and English.

Intended Audience

While the emergent bilingual first graders will also benefit, the intended audience for this project includes any educator that teaches within the elementary dual language setting. The specific lessons created are particularly beneficial for bilingual classroom teachers or ESL teachers of 1st grade emerging bilinguals that also teach paired literacy or use the same curriculum. That said, there are components of the project that provide guidelines as to different approaches or strategies that would benefit all emerging bilinguals, as well as examples and templates that may inspire bilingual teachers of other grade levels to create similar lessons.

Overview of Project

Purpose of the project. The purpose of this project was to develop supplemental components to support the implementation of effective strategies that promote biliteracy for early elementary emergent bilinguals. The resulting product includes resources to be used by educators of emergent bilinguals that align to the Spanish Language Arts (SLA) and English Language

Arts (ELA) Common Core State Standards (CCSS) and the Benchmark Adelante/Advance curriculum.

Included components. The most effective approaches and strategies to promote biliteracy were determined based on the extensive literature review provided. In order to best support holistic biliteracy development, these critical elements were rooted in the qualities described by Escamilla et al. (2014), including: authentic Spanish literacy instruction, literacy-based ELD instruction, an emphasis on explicit instruction and interactive approaches, time allocations and teaching approaches by grade level, cross-language connections, and equal attention to components of biliteracy. These components included the areas of oracy, reading, writing, and metalanguage. Within each of these areas, the critical elements supporting the development of biliteracy were identified in terms of approaches and strategies that have been shown to be effective in promoting bilingualism and biliteracy. A summary of these critical elements is shown in *Figure 2* below.

Critical elements identified to support holistic biliteracy development		
Qualities	● authentic Spanish literacy instruction	● literacy-based ELD instruction
	● emphasis on explicit instruction and interactive approaches	● time allocations and teaching approaches by grade level
	● cross-language connections	● equal attention to components of biliteracy
	Approaches	Strategies
Oracy	● Oracy objectives with ● language structures, vocabulary, and dialogue	● Lotta Lara ● Readers theater ● Classroom-based dialect awareness
Reading	● Interactive read alouds	● Lotta Lara (with whole to

	● Shared reading ● Collaborative reading ● Teacher-led small groups ● Independent reading	parts phonics instruction) ● Language experience approach ● Focused reading ● Say something
Writing	● Modeled writing ● Shared writing ● Collaborative writing ● Independent writing	● theDictado ● Language experience approach ● Content-area journals ● Dialogue journals
Metalanguage	● Bidirectional cross-language connections ● Use of bridging or translanguaging	● The Bridge ● Cognate instruction ● Bilingual books ● Así se dice ● Strategic use of language: ● Preview-review ● Keyword ● Bilingual anchor charts

Figure 2. Critical elements identified to support holistic biliteracy development.

Based on a thorough analysis of the context provided and the *Benchmark Adelante* and *Advance* curricula (Afflerbach et al., 2018a; Afflerbach et al., 2018b), these resources were evaluated as to how well they do and do not align with the ideal biliteracy approaches and strategies. By determining the areas in which the curricula were lacking, decisions were made as to which resources to include to best supplement the components that were already established. A more detailed language allocation plan was created, including pedagogical approaches in both English and Spanish that would complement each other and best serve emergent bilingual students. When the available curriculum accommodated these approaches, guidelines were presented as to how to make use of it. However, when the curriculum did not adequately address an approach, additional resources were provided to support implementation. Guidance was also provided to support teachers in implementing various strategies that have been shown to promote biliteracy, including a process to support developing oracy objectives. Additional references and

tools to be used for planning these strategies included a description of the biliterate reading trajectory, an overview of contrastive analysis of English and Spanish, and lists of culturally relevant books that also align with the unit topics. Ideas and examples of potential foci for Bridge lessons, as well as promising language experience approaches that connect to the unit topics, were presented to give teachers ideas for how they could craft these strategies within their own classroom context. Finally, the decision was made to create detailed plans using both the Lotta Lara and theDictado strategies in English and Spanish and aligning them to the units of the curriculum, as well as to the SLA and ELA CCSS. This decision was made due to these strategies providing a manageable entry point with explicit routines to follow, as well as them having the capacity to positively impact the instruction emergent bilinguals will receive in the four components of biliteracy: oracy, reading, writing, and metalanguage.

More specifically, when developing the Lotta Lara and theDictado lessons, planning first involved using some of the adapted resources to determine a potential scope and sequence of standards-based foundational literacy skills and oracy objectives in each language that could be embedded into the activities. Attention was focused on connections that could be made between languages in terms of phonology, morphology, syntax, grammar, and pragmatics. After setting this foundation, texts rooted in the content of each unit were developed in both languages, using the aforementioned bilingual progression, as well as the biliterate reading trajectory. These considerations ensured the inclusion of applicable oracy objectives within appropriately complex texts that could also be used to facilitate cross-language connections. While it was a multi-layered process, it ensured that the most critical elements were included in order to effectively implement strategies to promote biliteracy development.

Design plan. When planning on how to organize and share these resources, great consideration of the intended audience, fellow teachers, was taken into account. According to a survey conducted by Scholastic and the Bill and Melinda Gates Foundation (2012), teachers shared that they put in a significant amount of time and energy into their work, with an average of 10 hours and 40 minutes per day, or 53 hours per week. So, the resources needed to be organized in a way that teachers could efficiently access them. Despite classes not being in session, Kranz-Kent (2008) not only found that 25 to 30 percent of teachers were working at any given time between 2:00 pm and 10:00 pm, but also that teachers were 21% more likely to work on a Sunday than other full-time professionals. Therefore, these resources needed to be accessible from many places at many times. Scholastic and the Bill and Melinda Gates Foundation (2012) also found that many teachers noted that they would like to change the way they use their time at work, with 37% preferring to spend more time on lesson planning and classroom preparations and 44% favoring collaborating with colleagues. More recently, teachers reported that many of them used technology to help meet these needs: 57% collaborate with teachers they wouldn't otherwise know; 91% find and share lesson plans; and 65% seek professional advice (Scholastic & the Bill & Melinda Gates Foundation, 2014). It was, therefore, inferred that having the resources of the project provided in an electronic format would serve to be intuitive to teachers. It could also open the door to opportunities for bilingual teachers that may have limited grade-level peers at their school to be able to connect with, and potentially collaborate with, teachers with which they wouldn't otherwise interact. Finally, even though teachers are highly educated and skilled, on average they earn 19% less than similarly skilled and educated professionals (Allegretto & Mishel, 2018). Teachers would, therefore, benefit from having the resources provided to be free of charge.

Taking all of these points into consideration, a plan was made to provide supplemental resources to other teachers on an electronic platform that was utilitarian in design, free, could be accessed from anywhere at anytime, and carried the potential for future collaborations. It was determined that creating a folder of supplemental resources using Google Drive would be the most appropriate medium. Within the folder, there is a document that provides an outline and overview of the available resources. This document also serves as a way-finding tool, as it includes hyperlinks to the various resources, guidelines, and lesson plans available. While many of the documents do not allow for editing without permission given, the empty templates are set up to prompt users to make a copy so they can use them to plan or adapt a strategy to best meet the needs of their students. Many of the documents are also set up to allow for comments to be added, so that users can suggest any changes or ideas to add. Finally, some folders will be available for editing so that other teachers can collaborate and have a space to share examples they have found and/or lesson plans that they have developed to support their emergent bilingual students in becoming biliterate.

Timeline of Completion and Implementation

The capstone project described above was created during the summer of 2019, as can be seen in *Figure 3* below. The proposal for the project was finalized in June, while initial feedback was requested and plans for the project itself were drafted. While gathering feedback and working on the details of the capstone project, chapter 4 was also written. Throughout July and early August, feedback was taken into consideration and revisions were made to finalize the capstone project in its entirety. In mid-August, the capstone project was presented to a small group of bilingual teachers and ESL teachers, as well as submitted for degree completion. Beginning in September, the resources within the capstone project will be implemented within a

first grade one-way dual language program throughout the school year. Upon reflection of effectiveness and feedback provided from any other teachers using the resources, components will be modified for improvement as necessary.

Timeline for Completion and Implementation of Capstone Project	
Date(s)	Action
June 2019	Finalize proposal for capstone project
June-July 2019	Request feedback from capstone support committee
June-July 2019	Create folder of Capstone Project and supplementary resources in Google Drive
July 2019	Write Chapter 4
July-early August 2019	Edit and revise Capstone and Project
By August 11, 2019	Finalize Capstone and Project and turn in
By August 18, 2019	Present Capstone Project to Bilingual Teachers and ESL teachers
By August 19, 2019	Submit Capstone Project for degree completion
September 2019-June 2020 school year	Use the resources with 1st grade emergent bilinguals to promote biliteracy; collect feedback; use feedback to improve resources

Figure 3. Timeline for completion and implementation of capstone project.

Opportunities for Evaluation of Effectiveness

To determine the effectiveness of this project, it is necessary to return to the capstone question presented: *What are the critical elements that need to be included in developing and implementing effective biliteracy strategies for early elementary Spanish-English emergent bilingual students?* First of all, feedback will be requested from other bilingual teachers, as to the relevance and usefulness of the resources included, as well as the ease of use when accessing the materials within Google Drive. For any classrooms that are able to make use of these

supplemental resources, it would be beneficial to track the progress students make in all areas. This could be done with formative observations of their oracy and metalinguistic development, as well as analyzing their writing development in each language. Of course, teachers can assess their students' individual reading in each language with established reading assessments, such as the *Benchmark Assessment System* (Fountas & Pinnell, 2010) and the *Sistema de evaluación de la lectura* (Fountas & Pinnell, 2011) , *STEP Assessment Kit* (UChicago Impact, LLC, 2012a) and *STEP español Assessment Kit* (UChicago Impact, LLC, 2012b), or the *Developmental Reading Assessment* (Beaver & Carter, 2006) and *Evaluación del desarrollo de la lectura* (Ruíz & Cuesta, 2007). Comparing students' performances to the biliterate reading trajectory will be telling as to how effective these resources were in promoting biliteracy.

Summary

Through this chapter, a detailed description of the capstone project was presented. To begin, the holistic biliteracy development framework was reviewed as it was used to establish the asset-based view of emergent bilinguals, as well as the various components that are necessary to implement effective biliteracy instruction. This review was followed by a comprehensive look at the context, as well as the intended audience for the project. Next, an overview of the project was provided, with significant attention given to the components included in the development of the project, as well as the rationale for using the platform and design used to present these resources. The timeline for completion of the project was then outlined, followed by some methods that will be used to determine how effectively the project addresses the capstone question. In the final chapter, the capstone process will be reflected upon, making connections to the literature review, as well as identifying possible implications and limitations of the project. Finally,

recommendations will be made for further development in the area of teaching emergent bilinguals in order to promote bilingualism, biliteracy, and multiculturalism.

CHAPTER FOUR

Conclusion

Introduction

Throughout this final chapter, the capstone process and what was learned through it will be reviewed, particularly as it pertains to the question: *What are the critical elements that need to be included in developing and implementing effective biliteracy strategies for early elementary Spanish-English emergent bilingual students?* This is done by returning to the literature review to identify the parts that were most important and that most strongly influenced the work of the project. Following this, the project itself is summarized, with a focus on its purpose and the progress that has been made toward that purpose. To reflect on this work, both limitations and implications of the project are reviewed and addressed. Considerations for next steps and future work are discussed in the area of promoting the development of biliteracy for emergent bilinguals. Finally, a brief summary and concluding thoughts are provided, reviewing the main emphases and learning of the chapter and project.

Revisiting the Literature Review

While doing extensive research on ways to promote biliteracy development was a critical component to this project, it was very time-consuming and challenging at times. Considering the niche area of biliteracy development as it pertains to Spanish-English emergent bilinguals within the United States, a significant about of background information was necessary to bring the reader up to speed with the terminology and context, particularly the sociopolitical context. As Hornberger (2003) pointed out, there is a relatively small volume of literacy research on bilingualism and bilingualism research on literacy. Therefore, much of the preliminary research was dedicated to looking into the individual areas of literacy and bilingualism and trying to find

overlap that could provide relevant implications. The research body of this convergence proved to be scarce, with much of the research holding its own limitations, as findings would not necessarily transfer to the context of the early elementary emergent bilingual. Within the limited amounts of research that have been done around students within the given context, there were some relevant and very specific findings. However, they did not necessarily lead to implications for specific and effective strategies for promoting biliteracy.

Fortunately, there were a couple of texts that had cited much of the relevant research, detailing promising approaches and strategies to develop biliteracy for emergent bilinguals in the United States. These most influential texts were *Biliteracy from the Start: Biliteracy in Action* (Escamilla et al., 2014) and *Teaching for Biliteracy: Strengthening Bridges Between Languages* (Beeman & Urow, 2013). While both of these texts were rooted in similar theory and aimed to fill an evident gap in resources for bilingual programs and educators with a growing and dynamic group of students, they each contained valuable information that proved to complement each other well. Escamilla et al. (2014 took a broader look at bilingual programming, including their version of paired literacy and respective language allocations. In addition, they provided recommendations for developmentally- and linguistically-appropriate approaches to teaching that adhered to their identified qualities of holistic biliteracy development, including the four components of oracy, reading, writing, and metalanguage. As far as specific strategies go, Escamilla et al. (2014) presented and went into depth on two strategies: theDictado, which is rooted in writing; and Lotta Lara, which focuses on repeated reading and developing oracy. Beeman and Urow (2013), on the other hand, presented many strategies to support biliteracy development, with the most prominent being the use of the Bridge, which explicitly and methodically emphasizes cross-linguistic connections. They presented this strategy within the

context of a unit of study and highlighted viable ways to implement it, with great attention on the necessity of meaning-centered instruction. Prior to starting the research for the project, I was familiar with some of the strategies presented and imagined I would be simply creating lessons implementing these strategies. However, upon digging deeper into these texts and other research, I developed further as a researcher and recognized to a greater extent the importance of these strategies within the bigger pictures presented by both Escamilla et al. (2014) and Beeman and Urow (2013). As a scholar, I, therefore, strived to present this comprehensive information to other educators of emergent bilinguals in a manner that was as user-friendly as possible.

Revisiting the Project

The purpose of this project, again, was to develop supplemental components to support the implementation of effective strategies that promote biliteracy for early elementary emergent bilinguals. The resulting product includes resources to be used by educators of emergent bilinguals that align to the Spanish Language Arts (SLA) and English Language Arts (ELA) Common Core State Standards (CCSS) and the Benchmark Adelante/Advance curriculum thematic units. As an outline, an interactive visual of a language allocation plan was created to provide: a scope of the current K-5 program, appropriate pedagogical approaches, and a *one-stop-shop* of sorts to access relevant resources. From here, as the user clicks into hyperlinks of interest, they will find themselves choosing their own adventure in promoting biliteracy for emergent bilinguals they educate. Someone in a leadership position may stay at the surface level to understand the progression of the program as a whole and determine how to best allocate resources to support biliteracy development. A monolingual English interventionist may use the biliterate reading trajectory to determine the appropriate level of text for an emergent bilingual, as well as examine contrastive analysis references to better understand what aspects of language

may and may not positively transfer between languages. A bilingual classroom teacher trying to expand their classroom library through requesting donations may use the lists of more culturally relevant titles useful to develop their wish list. Finally, ESL teachers may find themselves using one of the available standards-based lessons to dip their toes into a new strategy, and later digging into resources to collaboratively plan similar lessons on a provided template that more specifically relates to the content of their instruction or the context of their program and population. Regardless of how these supplemental resources are used, they will result in emergent bilinguals having more opportunities to develop their bilingualism, biliteracy, and multiculturalism.

Potential Limitations

In addition to the impact this project may have on educators and emergent bilinguals when resources are implemented, this project also has several potential limitations. Notably, the context for which this project was developed is fairly specific, with the current district only having three schools with one-way dual language strands and less than a dozen first grade classrooms within these programs. Even within these specific contexts, it is important to note that this project is being presented as a resource to be used as needed by educators, and was not developed with the intention for teachers to be required to use any of the approaches or strategies. There is no *one size fits all* approach to effective teaching, and the value of teacher innovation and their familiarity with their students cannot be overlooked, especially in the relatively unexplored field of bilingual education and its ever-changing contexts. Due to developing the Lotta Lara and theDictado lessons themselves during the summer, in lieu ideally using formative assessments of students, planning was done through the use of the CCSS, proposed benchmarks, provided curriculum, and speculation based on previous experiences.

Also, it is worth mentioning that I, as a white woman, grew up speaking standard English at home and at school, and am, therefore, a late-sequential bilingual. Therefore, my identity, experiences, perspectives, implicit biases, and language proficiencies may have unintentionally influenced the content or the language of the final product. Also, considering that the scope of this project was more on instructional approaches and strategies promoting biliteracy, an area that is not covered within this range is a comprehensive plan for valid and reliable assessment in the emergent bilingual classroom. Formative assessment would have certainly been helpful throughout the development of the supplemental resources, as the findings would support teachers in planning appropriately for instruction. In addition, summative assessments that are relevant to biliteracy would have been beneficial in ensuring that implementation of the proposed approaches and strategies are actually effective. Finally, it is critical to note that the types of resources needed, including what is culturally relevant, will continue to change over time and across various contexts. So, in order for this project to continue to be a potentially useful tool for educators of emergent bilinguals, it will need to continue to evolve.

Possible Implications

While it is impossible to know the exact impact of this project on educators and emergent bilinguals until it is used, there are several possible implications that may develop from this project. Considering that I, after working in bilingual education for twelve years, even had to ask the question that initiated this project should indicate that there are some areas that have room for improvement. First of all, as noted, there are plenty of areas of bilingualism and biliteracy that have yet to be the basis for research in the field of education. Nevertheless, aspiring bilingual teachers would benefit from coursework specifically relating to the research that has been done in bilingual education. Likewise, as the field continues to develop, bilingual teachers should have

ample opportunities for relevant professional development, as well as time to collaborate within and across grade levels in order to best support emergent bilinguals throughout their program. While more and more publishers are starting to create curriculum in Spanish literacy and vast improvements have been made, there continue to be inequities in the resources that are provided as they compare to their English counterparts. Therefore, school districts that are forking out large sums of money must hold publishers accountable and demand better when they claim to have a *comprehensive* Spanish literacy curriculum. Instead, they have left out the core components of language development present in their English literacy curriculum, despite boasting that "a forward-thinking approach to English Learner instruction provides unique tools designed to scaffold students to on-level materials, which are complex, high-quality texts built for today's learner" (Benchmark Education Company, n.d.). With the awareness that publishing companies likely put their resources into their products based on demand, and that dual language programs have proved to be beneficial to all students, there is certainly good reason to advocate for more bilingual programs. While there are some states that already have policies mandating that English learners have access to additive bilingual programming, these policies have historically limited the amount of access students are allowed to have of the language other than English, ultimately resulting in subtractive bilingual programming (Gándara & Escamilla, 2016). Finally, another aspect of policy that needs to change in order to promote the development of biliteracy for emergent bilinguals is policy around the language used for high-stakes standardized testing. English standardized tests are not only unreliable in showing what an emerging bilingual knows. They also are the cause for many programs that aspire, on paper, for biliteracy to only end up, in practice, being transitional bilingual programs. This occurs due to schools, programs, and teachers quickly abandoning Spanish literacy development once they reach grade levels

where high-stakes standardized testing occurs. In sum, the implications of this project include plenty of opportunities to continue working to promote the development of biliteracy for emergent bilinguals.

Future Work

The aforementioned limitations and implications pave the way for plenty of future work for both others and myself in the field of bilingual education. Most immediately, within my first grade bilingual classroom, I plan to implement the presented approaches and strategies throughout the school year. I will also share the project with colleagues that work with emergent bilinguals and request their feedback. Any results or feedback collected will be shared with other educators, as well as used to adapt the resources to ensure they are as useful and effective as possible. If this project proves to be useful for others, I would encourage collaboration on adapting and adding resources across grade levels. Potential future materials created specific to our program could include some resources that promote the development of multiculturalism for emergent bilinguals, particularly considering that this program has the unintended disadvantage of segregating emergent bilinguals from their peers that speak languages other than Spanish at home. It would also be beneficial to research more on developing diagnostic, formative, and summative assessments that are appropriate for emergent bilinguals developing biliteracy and collaboratively creating these assessments. In addition, as a collective group of educators of emergent bilinguals, we must advocate for: continued pathways of biliteracy development, publishers that create equitable resources through comparable curricula of minoritized languages, and push for policy change that supports all our students, including emergent bilinguals.

Final Thoughts

To summarize, through the process of developing this capstone project, I have learned many things as a researcher, learner, writer, and educator. While discovering that the body of research around biliteracy development was relatively scarce, the studies and implications themselves are very complex and require a significant amount of time, focus, and background knowledge to fully understand. As I was writing the literature review, it proved to be challenging to communicate all of this information in a concise manner. When I began to develop the project itself, I found myself digging into the language arts standards, further developing my understanding of contrastive analysis of Spanish and English, and discovering components of our curricula of which I was previously unaware. Unfortunately, I typically do not have time to do any of this deeper digging as an educator during the school year, and I recognize that others experience the same time constraints. I wanted to ensure that I did not use a significant portion of my summer, time, and energy to only benefit my classroom and myself. Therefore, I was able to use all of these experiences to motivate myself in striving to make my understanding of all the information accessible to other educators in a way that is both comprehensive and also manageable. While there are several limitations of the project as presented and potential implications that are suggested with its development, the project continues on a path to future work that can continue to improve the field of bilingual education. Ideally, more research will be done in the area of biliteracy development. Conceivably, more educators will develop and have access to promising approaches and strategies. Most importantly, more emergent bilinguals will be provided with instruction that builds on their assets. As I result, I am hopeful that we can ensure our students are best prepared to positively contribute to our multilingual community, society, and world!

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