New Mexico Public Education Department Biliteracy Guidance
THE SCIENCE OF READING FOR ENGLISH LEARNERS

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Acknowledgment

In 2020, in response to Legislation: 22-13-32. Intervention for Students Displaying Characteristics of Dyslexia[1] and NMAC Rule 6.30.17[2], the New Mexico Public Education Department (NMPED) determined that the Science of Reading (SOR) would be used as the primary approach to literacy instruction to improve literacy outcomes for New Mexico students as required in statute. The initiative centers reading instruction in Structured Literacy, a SOR approach to instruction with an extensive research base.[3] The initiative is focused on identifying students who struggle to learn to read before they fail. The goal is to increase the number of students reading at or above grade level and reduce the number of students requiring reading intervention or special education services. For more information on the SOR research base, please visit https://webnew.ped.state.nm.us/wp-content/uploads/2022/01/The-Science-of-Reading-for-Emergent-Bilinguals-in-New-Mexico_Jan-2022-.pdf [4].

Since 2020, Structured Literacy guidance in English for teachers has been available through the Structured Literacy 101 course in Mr. Owl and Canvas. In addition, LETRS training has also been available for teachers since 2020. Similar guidance relevant to literacy and biliteracy instruction for teachers of English Learners (ELs) was needed.

The New Mexico Public Education Department (NMPED) in collaboration with Dr. Linda Cavazos have partnered to provide guidance for teachers of ELs on using Structured Literacy in biliteracy settings. The guidance provided aims to help teachers of ELs understand how to generalize features of effective instruction with scientific, evidence-based practices for English literacy to home language literacy and biliteracy. Since most of the dual language and bilingual education instruction for ELs in New Mexico is English/Spanish, specific guidance on how these practices and strategies converge for instruction in English and Spanish are provided with a focus on alignment and adherence to Structured Literacy. Attention is given to areas of divergence for literacy instruction in English and Spanish to support teachers who teach ELs in biliteracy settings.

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Introduction

Bilingual multicultural education is a cornerstone of academic opportunities for culturally and linguistically diverse students in the state of New Mexico. There are five state-funded Bilingual Multicultural Education Program (BMEP) models used in New Mexico: maintenance, transitional, dual language, heritage, and the enrichment model. English Learners (ELs) may be served in all but the enrichment model. The maintenance and transitional BMEP models are designed specifically for ELs. In these models, ELs are provided instruction in their home language and in English as a second language ESL/English Language Development (ELD). In the dual language immersion model, ELs receive instruction in their home language, typically Spanish, and English. The heritage model is designed to provide ELs language instruction in the home or heritage language.[5]

The purpose of this guide is to support the literacy and biliteracy instruction of ELs in the four BMEP models in which they receive their instruction. Since Spanish is the most widely used home language for ELs in New Mexico, it will be referenced in this guide and examples of instructional practices in the subskill areas of reading will be provided in Spanish. All languages share universal principles, or rules, that drive grammar and the formation of sentence structures. Due to the universal principles of language, the practices in this guide have applicability to other home languages. Oral language development is a critical component of skilled reading and will be included in this document, but the focus is on literacy and biliteracy development in the languages of instruction for ELs, home language (L1) and English (L2), aligned with Structured Literacy for ELs. As programs with other languages of instruction for ELs in New Mexico continue to grow, additional guidance will be provided.

The goal is to help New Mexico teachers provide improved instruction in the areas of oral language development and the components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) and their specific application in English and the home language. Emphasis will be given to oral language development, cross-linguistic connections, and metalinguistic awareness to improve students' language development in L1 and L2. Please note that the oral language development strategies can be used for any language, but for the purpose of providing concrete examples, Spanish is used.

Literacy Instruction for English Learners in New Mexico

Determining what components of the Science of Reading (SOR) work for ELs in different BMEP models is critical to effective literacy instruction in New Mexico. The Structured Literacy New Mexico initiative is the foundation of literacy instruction for all students and the springboard for

development of a SOR for ELs' framework. The framework must be augmented with home language (L1) and biliteracy scientific, evidence-based practices (EBPs) that are congruent with Structured Literacy. However, specific use of these practices will differ across BMEP models. The approach to early reading subskill development (i.e., phonological awareness and phonics) for L1 (e.g., Spanish) literacy is different than English literacy and instructional differences are expected. What should be constant is the use of a Structured Literacy approach to instruct ELs in all BMEPs for English (L2) literacy and for components of L1 (e.g., Spanish) literacy. For example, in the areas of oral language development, fluency, vocabulary, and decoding, the same Structured Literacy approach can be used for reading instruction in L1 and L2. Each BMEP has the goal of English literacy and therefore should align L2 reading instruction to this approach.

The SOR foundational skill instruction in English reading is the same for ELs and non-ELs, but MORE is needed for ELs including systematic English oral language development and language support for English literacy development.[6] Figure 1 illustrates the essential elements of a SOR

Figure 1. Science of Reading for English Learners Framework
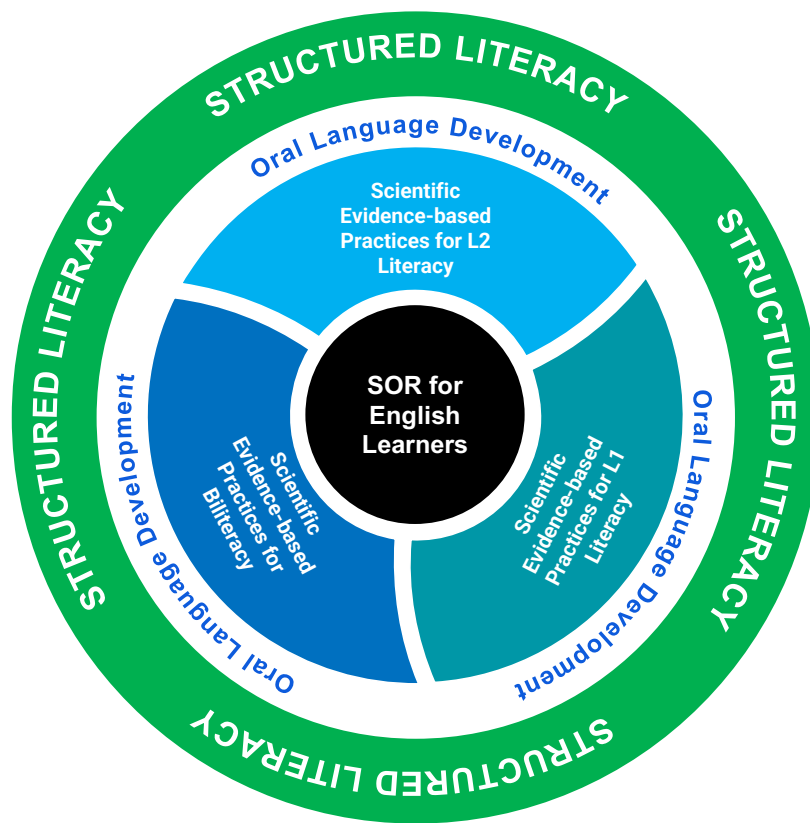
for ELs' framework[7]. Combining what we know works for L2 literacy for ELs from the expansive SOR knowledge base, with the knowledge base on L1 literacy and biliteracy instruction and weaving in oral language development instruction in L1 and L2 throughout are critical components of the framework. ELs will require more than just the SOR approach used in English settings.

The New Mexico Science of Reading for English Learners Framework will guide biliteracy instruction in BMEPs that serve ELs and will incorporate Structured Literacy principles. The SOR is effective for English literacy for all students, including ELs. There is widespread understanding about the predictive relationship between oral language development and reading comprehension and the importance of explicit and systematic use of strategies to improve oral language and vocabulary for ELs in L1 and L2. It is important to incorporate effective scientific, evidence-based literacy practices for ELs in L1 and L2 instruction. For biliteracy contexts, some English SOR practices will be implemented, in concert with best practices for biliteracy development (e.g., translanguaging, metalanguage connections, holistic assessment, and other biliteracy strategies with a proven research base) to ensure improved instruction across instructional programs.

Skilled reading requires both orthographic and phonological skills.[8] A SOR explicit approach to reading instruction supports all students, including ELs, those who struggle, and students with special needs. Given the importance of oral language development to comprehension and reading success, ways to improve oral language and vocabulary in L1 and L2 are critically important to ELs' success. Oral language development is the strongest predictor of ELs' skilled reading development and requires explicit instruction.

The National Reading Panel underscored the five essential components of proficient reading: phonological awareness (PA), phonics, fluency, vocabulary, and comprehension.[9] These components develop at different timepoints (i.e., PA and phonics first) and sometimes simultaneously depending on where the student is on the continuum of reading development.[10] The essential components of reading are applicable to both L1 and L2 literacy, although the instructional practices and time spent teaching subskills may differ. For example, English and Spanish instruction in PA and phonics differs, with English instruction typically requiring more time and different strategies for teaching these skills. In English, which has an opaque and deep orthography, some letter-sound combinations have a one-to-one correspondence, but many do not. Students must learn to decode words with a letter-sound correspondence and must be taught how to also decode words with irregular spellings that may require more time to learn.[11] The Spanish language, which has a transparent orthography, has a strong letter-sound correspondence that allows students to decode easily. Fluency issues for ELs may be due to lack

of word recognition. Therefore, broad vocabulary knowledge supports word recognition, decoding, and fluency. These differences in the languages affect reading accuracy and fluent word-reading skills as well as the time spent teaching foundational reading skills.[12]

Early phonics instruction is important to both languages and provides the gateway to more complex multisyllabic and morphophonemic skills that improve reading with automaticity. To become skilled readers, students need to develop automaticity and word recognition to allow cognitive energy for making sense of text and ultimately comprehending the text read.

To implement an effective SOR for ELs framework, it is important to incorporate elements shown in Figure 1, the essential components of reading, culturally and linguistically responsive practices and other evidence-based practices to support the language and literacy needs of ELs in different BMEPs in New Mexico.

Components of English Literacy and Biliteracy Development

Literacy instruction in English should include the five essential components of reading, structured literacy principles, and an emphasis on oral language development. Biliteracy instruction should begin with the literacy instruction in English components augmented with biliteracy strategies. Figure 2 demonstrates the essential components of English literacy and their generalizability to biliteracy instruction with subskill differences and considerations for English and Spanish and biliteracy programs.

Figure 2. Components of English Literacy and Biliteracy Development

English Literacy Development

Structured Literacy Principles
- Explicit
- Systematic and cumulative
- Hands-on and engaging
- Multimodal
- Diagnostic and responsive
- Gradual release of responsibility
- Corrective/affirming feedback

Five Components of Reading
- Phonological awareness
  - Syllables, alliteration, onset-rime
  - Phoneme segmentation, blending
  - Phoneme/syllable substitution, addition, deletion
- Phonics
  - Alphabetic principle
  - Letter-sound correspondences
  - Encoding
- Fluency
  - Automaticity
  - Accuracy
- Vocabulary
  - Word consciousness, word parts
- Comprehension

Build/Activate Background Knowledge
- Tap into students' lived experiences
- Use informational texts to build content knowledge
- Wide reading (read alouds, shared, independent)

Oral Language Development/Oracy
- Language structures and functions
  - Grammar rules
- Vocabulary
- Dialogue
  - Preplanned ample opportunities for dialogue
  - Open ended questions in different groupings
  - Increased repetition and review
  - Accountable talk
  - Structured academic discussions
  - Differentiated language scaffolds

Culturally and Linguistically Responsive Practice
- Use texts that match students' experiences/interests
- Maintain high expectations for student success
- Know your students' backgrounds and experiences
- Know students' current language proficiency levels
- Positive relationships with students and their families
- Asset-based orientation

Spanish Literacy and Biliteracy Development

Incorporate English literacy development practices with considerations as follows for Spanish literacy or biliteracy development.

Reading Subskill Differences
- Less time on phonological awareness
- Less time on alphabetic principle and spelling-sound correspondences
- Focus on syllable awareness
- More time on decoding fluency (word recognition)
- More time on vocabulary development and word recognition in L1 and L2
- Greater emphasis on oracy in L1 and L2

Additional Focus Areas
- Linguistic responsiveness
- Academic/instructional vocabulary in L1 and L2
- Language structures and functions in L1 and L2
  - Grammar usage in L1 and L2
- Number and gender in nouns/adjectives in Spanish
- Cross-linguistic connections
- Metalanguage
- Metalinguistic awareness
- Differentiated instruction for language and content

Holistic Assessment
- Assess in L1 and L2 and compare results
- Set language and achievement goals in L1 and L2 from assessment data
- Multimodal presentations to demonstrate knowledge in L1 and L2, or both
- Translanguaging as a language scaffold to develop vocabulary in L1 and L2

New Mexico's Statewide Literacy Framework provides guidance on the components of a comprehensive literacy system; one with a proven, evidence-based approach to improve literacy outcomes for New Mexico's children. The Public Education Department has chosen the accumulated Science of Reading evidence to provide "…the trusted why, what, and how of reading instruction."[13] The Simple View of Reading and Scarborough's Reading Rope in conjunction with Structured Literacy serve as the basis for reading instruction in New Mexico.

The Simple View of Reading

The Simple View of Reading (SVR) asserts that reading (R) is the product of decoding (D) and linguistic comprehension (C). Comprehension is the interpretation and understanding of lexical (i.e., word) information, sentences, and discourse.[14] According to the SVR, decoding (word recognition) translates print into language and linguistic comprehension makes sense of the written words (R = D x C).[15] Both skills are necessary components of skilled reading and predictors of reading comprehension.[16] The strong connection between fluent decoding ability and language comprehension supports skilled reading in L1 and L2.

Figure 3 shows Scarborough's Reading Rope and provides a visual representation of how word recognition and language comprehension contribute to skilled reading.[17] The strands strengthen as skilled reading develops. Linguistic comprehension becomes increasingly strategic and word recognition (decoding) increasingly automatic as reading subskills develop.

Figure 3. Scarborough's Reading Rope
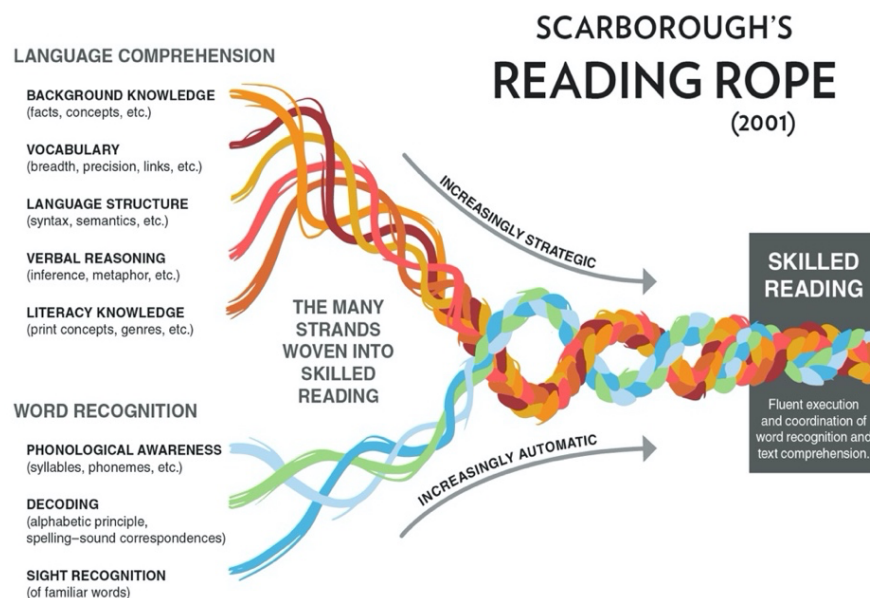
Source: Scarborough, 2001

The SVR provides a widely used framework with a strong research base for reading development across age groups and languages.[18] Decoding fluency is more predictive of reading comprehension than decoding accuracy in transparent orthographies (e.g., Spanish) likely because letter sound correspondences are highly predictable in these languages and easier to acquire.[19] The word recognition strand involves phonological awareness, decoding, and sight recognition, developed and assessed as essential components of English language literacy with related applicability to Spanish language literacy. The language comprehension strand involves background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge, also developed and assessed for the English language but fully applicable to Spanish language literacy.

The many strands that are woven into skilled reading that are reflected in Scarborough's Reading Rope serve as the foundation of New Mexico's literacy framework. English and Spanish literacy instruction can benefit from both the language comprehension and word recognition strands. Spanish literacy instruction requires additional considerations prompted by the unique features of the language itself and the scientific, evidence-based strategies that reflect those features. Metalinguistic instruction in a bilingual or dual language program exists within each language and between the two—developing cross-linguistic awareness and maximizing bilingual students' linguistic repertoire. In an English-only environment, metalinguistic awareness exists solely within the English language. Understanding these differences can help educators differentiate and provide instruction that supports students' language and literacy needs.

Decoding

The SOR emphasizes explicit instruction of both decoding and comprehension skills. Decoding involves understanding the alphabetic principle and spelling-sound correspondences and the ability to apply sound symbol relationships to read words. The SOR promotes an explicit phonics approach for teaching letters and sounds to understand how the written code and language contribute to reading development.[20] Teaching phonics well in the primary grades consistently provides students with a learning advantage.[21] Research supports the importance of explicit instruction in early reading foundational skills. Students must be explicitly taught to develop phonological awareness and phonics in English, decode words, recognize common word parts, encode, and to recognize words automatically.[22]

Knowledge of early literacy skills, print knowledge, phonological awareness, alphabetic principle, and morphophonemic awareness are needed for accurate and efficient decoding and later word recognition skills.[23] Phonics knowledge provides a critical foundation for reading, but much more than just alphabetic skills are needed to develop skilled reading (e.g., automaticity,

advanced word recognition without relying on letters and sounds, and writing development).[24] There is a progression to literacy development with phonemic awareness, phonics, alphabetic principle, and decoding skills supporting development of fluency, vocabulary, and comprehension.

Language Comprehension

A well-developed language system sets the foundation for early decoding skills and reading. The complexity of English literacy development for ELs arises from the Language Comprehension component or strand.[25] The New Mexico's Statewide Literacy Framework lists background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge as subcomponents of this strand. Language comprehension is critical to reading comprehension. Scarborough acknowledges that developing these components for ELs is key. ELs need to develop oral language skills that support reading (e.g., age-appropriate listening and speaking skills, depth of vocabulary knowledge, ability to create personal narratives and to understand the narratives of others and those encountered in text, and ability to communicate effectively in social and academic contexts). Many of the cognitive processes used for reading comprehension are aspects of language comprehension (e.g., word recognition and lexicon).[26] Language skills are important to listening comprehension, vocabulary development, word recognition, and reading comprehension.

Background Knowledge

ELs come from highly diverse cultural and linguistic backgrounds though they speak the same home language. For example, Spanish is spoken in 21 different countries with very different cultures, influences, traditions, and lifestyles. Some ELs come from rural communities, while others come from urban or suburban areas. Differences in the type and amount of background knowledge related to a particular school topic can vary. Even students with extensive background knowledge may not have the words to express what they know in English. Other ELs may have background knowledge that does not match the perspective presented in the classroom. This is important because the more extensive background knowledge students have related to a particular topic, the better they are able to use context clues to discover the meaning of unknown words, recall details, and elaborate on the topic.[27] Therefore, considerable instructional time must be spent on accessing students' background knowledge, building on it, and connecting it to the content being taught.

ELs bring valuable background knowledge to classrooms. Teachers should begin by becoming familiar with the students' funds of knowledge. They can integrate these funds into instruction and build new knowledge on what students know or fill in gaps in content knowledge; thereby, creating a bridge between what is known and new content. Understanding and tapping into

ELs' linguistic and cultural assets increases their motivation and engagement in school and helps them learn. A student's background knowledge contributes to their text comprehension, therefore, building background knowledge and an expansive vocabulary can improve comprehension of text.[28] Wide reading, independent, shared, and read alouds, with an emphasis on reading informational text contributes to knowledge building and vocabulary development.[29] Teaching ELs to read requires strategically selected high-quality instructional materials and highly qualified, culturally and linguistically responsive teachers who are trained to teach reading in the home language and in second language acquisition for students who are learning to read in a language they are simultaneously developing.

Vocabulary Development. Vocabulary breadth, precision, and the ability to link vocabulary to other content often require a deep understanding of language structures. For ELs, the inconsistencies of the English language orthography, semantic particulars (multiple meanings of certain terms, words that can be characterized as multiple parts of speech), and syntax and grammatical features of academic text (the use of nominalizations, embedded clauses in lengthy sentences, etc.) all require more focus, more instruction, more practice, and more opportunities to develop oracy. Structured Literacy principles (i.e., direct, explicit, systematic, sequential, cumulative, diagnostic, multimodal instruction) using the gradual release of responsibility with ample modeling and language practice will support the language and literacy needs of ELs.

The complexities associated with the Language Comprehension subcomponents for ELs underscores the need for an equal emphasis on both the Language Comprehension and the Word Recognition strands in Scarborough's Reading Rope. Teaching English literacy to ELs must be heavily contextualized to support the Language Comprehension component and the students' understanding of the instruction related to the Word Recognition strand.

Structured Literacy

Structured Literacy is an effective SOR approach for teaching reading with a strong research base.[30] Structured Literacy addresses both oral and written language skills in an explicit, systematic manner by incorporating phoneme awareness (understanding the individual sounds in words), sound-symbol (phoneme-grapheme) correspondences, letter patterns and conventions of print (orthography), morphology (affixes, roots, and base words), syntax (word order in sentences), and semantics (meaning of language). Structured Literacy integrates explicit, systematic, and cumulative, hands-on, engaging, multimodal, diagnostic, and responsive strategies into reading instruction.[31]

Structured Literacy also addresses components of oral language including phonology, morphology, semantics, syntax, discourse, and pragmatics at every level of reading development. [32] Pragmatic language includes the ability to use language for different purposes including understanding both the social and academic registers of the language and using language appropriately across many contexts. The language comprehension component is much more than listening comprehension. Phonology and morphology are essential aspects of phonics instruction, but they are also essential components of oral language development and instruction. Phonology involves the speech sounds in language and morphology involves the structure of words.

Structured Literacy Principles

Explicit instruction involves clearly explaining and modeling reading skills and providing examples coupled with opportunities for guided and independent practice, so students fully understand the concepts. Systematic and cumulative instruction is teaching and explaining how pieces fit into the whole using a scope and sequence for instruction moving from easier to more complex concepts. Each concept builds on the other in reading development. Early literacy instruction includes hands-on, engaging, and multimodal instruction. Manipulatives and gestures are used to teach and provide practice with reading foundational skills and builds memory through application and associations. Incorporating the four language domains through multi-modal instruction supports language learning. The teacher is continuously monitoring, diagnosing, and responding to students' learning and responses and can adjust instruction as needed.[33]

Oral Language Development

Oral language plays a central role in reading development in any language. Preschool oral language skills and linguistic backgrounds are associated with reading comprehension in the primary grades.[34] Children who enter school with, or develop, strong oral language skills during the preschool years have an important foundation for reading development[35], while those who do not have well-developed oral language skills are at-risk of reading difficulties or failure.[36]

Studies have found that a strong English oral language development component is needed to support English literacy development.[37] Enhanced literacy instruction with English oral language support improves reading for ELs and for students who come from homes where another language (heritage language) is spoken but who are not classified as ELs.[38] As ELs achieve higher English proficiency levels, they become more skilled readers.[39]

Oral language development is important for skilled reading for all students, but for ELs learning to read in English, a greater emphasis on oral language development is needed to develop word

knowledge as reading language demands increase through the grades.[40] Oral language development should be an integral part of language and literacy instruction for ELs because many are not developing English language proficiency at expected rates to succeed in school, on average six years.[41] As many as 25%-40% of ELs are considered long-term English learners, meaning they did not reach English proficiency from school entry to middle or high school, placing them at greater risk of school failure and poor academic outcomes.[42]

Bilingualism and biliteracy development involve literacy in the home language, in English, and cross-linguistic/metalinguistic awareness of both languages. By explicitly and strategically linking the planning, instruction, materials used, and assessments for these, ELs in BMEPs are guaranteed best practices developed for their unique needs.

Some language principles that serve as the foundation for one language may differ but can complement the other language. Many literacy skills transfer across languages. For example, learning that letters represent sounds, and those letters can be combined to create words is a basic reading principle that transfers from English to Spanish. Structured Literacy supports the explicit teaching of principles that transfer from English to Spanish. If taught in one language, these principles do not need to be retaught in the partner language, but rather reinforced and practiced. On the other hand, a principle such as the use of accents in Spanish to denote word pronunciation and/or meaning, is one that does not transfer between languages and should be intentionally taught during Spanish language arts lessons. It is important for teachers to intentionally plan for the explicit teaching of transferable and non-transferable principles during English and Spanish language arts instruction.

Oracy

The term oracy was coined by the British researcher Andrew Wilkinson. It refers to oral or spoken language which can be viewed along a continuum. On one side of the continuum, you will find informal or social language; the kind of spoken language overheard when students are working together on an instructional task. It is highly situation embedded, which means that comprehension is dependent on the situation in which the conversation occurs. Phrases like - *that one won't work* - are only understood by those engaged in the task alongside the speaker. On the other side of the continuum is more formal, academic spoken language that is closely aligned with written language. Comprehension of this more formal language is not dependent on being engaged in the task, rather the language itself creates the context and supports the listener or reader's understanding.[43] The spoken phrase - *our experiment was to see what kinds of things the magnet attracted* - can be understood despite the listener not being engaged in the activity and could also be appropriate in written contexts. For bilingual students, movement along this continuum requires consistent and intentional scaffolding included in the language

comprehension strand of skilled reading. In the context of biliteracy instruction, it includes a more specific subset of skills and strategies within oral language that closely relates to literacy objectives in academic settings.[44] Extensive, explicit oral language instruction facilitates literacy development for ELs.[45] For example, lessons that include preplanned ample opportunities for student dialogue and objectives that focus on academic and instructional vocabulary development and language structures in both languages, (i.e., asking and answering questions, the correct use of key prepositional phrases and grammar, and the correct use of number and gender in nouns and adjectives in Spanish) support the development of literacy objectives within and across both languages.

Oracy Development. The three components of oracy development are: language structures, vocabulary, and dialogue. Oracy objectives for both languages must be included in a holistic biliteracy framework. Oracy is a crucial component of literacy instruction in both monolingual and bilingual settings, but it is especially important for ELs who are developing biliteracy. Relying on empirically based curriculum or supplemental instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension is an effective practice,[46] but may not be sufficient to meet the increasing oral language (e.g., vocabulary) demands of students who are expected to read on grade level in both their primary language and a second language.[47]

Language Structures. Lessons must include differentiated scaffolds and supports students will need to express ideas and complete instructional tasks. This means consideration must be given to grammatical structures (verb tenses, prepositional phrases, syntax), language functions (compare/contrast, describe, define, or retell), and appropriate levels of complexity for students' proficiency levels and grade-level expectations. Classroom structures and management strategies must provide multiple opportunities for students to hear these structures and practice using them in meaningful interactions with classmates.

Vocabulary. Vocabulary is a vital component of oracy and comprehension, especially because ELs must be exposed to a variety of vocabulary contexts to increase their knowledge of words and concepts. In BMEPs, a larger focus should be placed on exposing students to high-utility words they may encounter in text. While all students must be taught key vocabulary appropriate to a topic of study, bilingual students often need more support and practice of critical words and phrases that provide text cohesion.

Dialogue. Dialogue is an essential component of oracy to ensure that students are given the opportunity to engage in meaningful discussions about the content they are studying. Dialogue is not just students answering questions, it is a conversation between students about a topic

that involves multiple exchanges. This allows for meaningful practice of the language structures and vocabulary inherent to the content. Agreeing or disagreeing with an event or person, stating an opinion, answering open-ended questions, and being able to utilize verbs such as argue, defend, justify, or debate allow students to respond to what others say and to articulate their own thinking and understanding.

Metalinguistic Awareness Analysis

Participation in the oracy components provides bilingual students an opportunity to develop metalinguistic awareness. As students practice the language structures and engage in scaffolded dialogue, they begin to develop an understanding of the way the languages work. It allows them to think about and manipulate language forms and is helpful in explaining the execution and transfer of linguistic knowledge across languages. ELs utilize what they know in one language to develop their second language. When the teacher can highlight similarities and differences between the two languages students are developing, it will positively impact students' development in writing and reading. The more ELs are exposed to and able to practice both L1 and L2, the deeper their foundational knowledge and metalinguistic awareness. This strengthens their language comprehension strand and moves them toward more skilled reading in both languages.

The development of these components of oracy is foundational to literacy and biliteracy development. When oracy development is incorporated into instruction, it builds and strengthens the foundation for reading and writing by developing students' oral language from the informal, situation-embedded language to the more formal, academic, and instructional language needed to understand written text. To develop oral language proficiency, educators must ensure that students have ample opportunity to practice and use oral language skills that promote literacy and biliteracy. The focus for teachers of ELs must be on planning for opportunities to practice and use oral language. Research conducted on effective instructional approaches for biliteracy development clearly demonstrate that the development of oracy and metalinguistic awareness in L1 and L2 positively contributes to reading within and across languages.[48]

Culturally and Linguistically Responsive Pedagogy

The literacy and biliteracy development needs of students enrolled in all programs including BMEPs requires the pedagogical alignment of a culturally and linguistically responsive (CLR) classroom in which the diversity of the students' instructional, demographic, and sociocultural realities is validated, affirmed, and celebrated. In accordance with the Structured Literacy Framework in New Mexico, CLR instruction, designed to develop cross-cultural skills[49], is critical to the academic achievement of students. Students' cultural backgrounds and linguistic

resources should be accessed and intentionally developed, with an emphasis on oral language development in the languages of instruction as a necessary component of all instruction.

Before any instructional strategies or systems can be developed to support literacy and biliteracy, it is critical that the classroom environment is one in which every student feels validated and affirmed. This environment goes beyond a cheery classroom decor or bulletin board messages welcoming students. A positive classroom culture is achieved when the teacher commits to understanding the many facets of their students' identities through an asset lens. Assets-oriented educators have developed a critical consciousness: knowledge and awareness that resist simple explanations for things like achievement disparities (e.g., "if only students were more motivated, they could achieve") and replace them with an informed understanding of the cultures and languages of the students they teach.

From this asset-oriented perspective, comes a CLR "pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills, and attitudes".[50] While this perspective is critical in any classroom serving students, its role in developing the understanding, knowledge, and skills critical to literacy and biliteracy development in ELs is paramount.

A CLR classroom is one in which students are encouraged and supported in making meaningful connections between their prior knowledge and current academic content. The teacher intentionally invests time in knowing and understanding their students: their traditions, how they self-identify, their languages, their community values and practices, their experiences in society and at school, and their prior learning and experiences. In practice, this means more attention is given to engage students in accessing and articulating their prior knowledge. Units of study are expanded to include a more multicultural approach in which big ideas are studied with an eye toward how they are manifested by people from different cultural backgrounds. Materials used and studied reflect both the students' backgrounds and a wider global context. The curriculum supports the development of sociocultural competencies that include a sense of self, cross-cultural competencies of withholding judgment of others and showing empathy, demonstrating cultural integrity, multicultural appreciation, and critical consciousness. Skills are introduced and practiced supporting students in bridging their own backgrounds and knowledge to content understanding. For additional CLR guidance, please refer to New Mexico Public Education Department's Culturally and Linguistically Responsive Guidance Handbook.[51]

Focus on Linguistic Responsiveness. Because biliteracy requires a deep understanding of two language systems, their linguistic, syntactic, phonemic, and pragmatic foundations, the linguistically responsive classroom requires a unique orientation in which program languages

are seen both as separate entities and as two systems that inform and support each other. The literacy practices of one language are not wholly the same for the other language. The components of English literacy development are largely generalizable to that of Spanish literacy with some unique adjustments to early Spanish literacy development. It is critical that building administrators and classroom teachers view the home language or language other than English as more than simply a medium to improve English proficiency. In fact, both English and the partner language are equally critical to bilingual and biliteracy development and knowing the differences in pedagogy for each will improve biliteracy development and, in turn, academic achievement. See Appendix A for instructional materials to support English literacy, Spanish literacy, and biliteracy development.

Spanish Literacy (Home Language or Language-Other-Than-English)

Teachers at all grade levels look to the Common Core State Standards for English Language Arts to determine their instructional scope and sequence and the materials needed to support their students. The Common Core en Español (CCEE) Standards provide first, a translation into Spanish of the English Language Arts Standards, and second, a linguistic augmentation that includes examples and elaborated standards for features that are unique to Spanish.[52] CCEE offers teachers a supporting document that maintains the same expectations and level of rigor for Spanish use as for English use. Its structure and design are based on a theoretical framework that is consistent with a metalinguistic approach; one that encourages and supports students' understanding of those elements and approaches that are common to both languages, and those that are unique to Spanish.

Spanish is a highly regular, consistent language that has a one-to-one correspondence between letter and sound and clearly defined syllable boundaries. The Spanish language's 27 letters produce 24 phonemes. Its five vowels produce five sounds, which are important in creating syllables. Letter names in Spanish are multisyllabic, which means they do not provide learners with a pure referent for the phoneme most represented by that letter. Spanish consonant names contain vowel sounds that distort the letter-sound correspondence (e.g., *f = efe)* while Spanish vowels say their own name. There are strong and weak vowels that help to determine how to separate words into syllables, how to apply grammar rules, and how to use accent marks appropriately. As a children develop literacy in Spanish, syllable awareness emerges well before phoneme awareness and is a strong predictor of reading ability in Spanish.[53] Like in English, being able to divide and manipulate words into syllables also helps students decode unknown words, and the consistency and regularity of syllable divisions are helpful when readers come across long or difficult words.

In Spanish, there are some phonemes that are characterized by their irregular orthography. There are five digraphs that make one sound (i.e., *ch, ll, rr, qu, gu*). The sound /b/ can be written as either a b or a v. Likewise, the sound /k/ can be written with a c when followed by the vowels a-o-u or a q when followed by a silent u, and occasionally by a k in a few borrowed words. But the c makes a /s/ sound when followed by an e or an i. The letter u is silent when following a q or a g, but is pronounced /u/ when it contains a dieresis - ü. The h is always silent. The letters g, j, and x all make a /h/ sound.

For language structure, morphology, syntax, and semantics play an important role in developing strong literacy skills in English and Spanish. Word families serve as anchors for the use and meaning of words and are therefore a focus of instruction. Understanding Latin and Greek roots and the role of suffixes and prefixes helps students broaden their vocabulary. Noticeable differences for Spanish literacy are the use of gender for nouns. Nouns are either masculine or feminine, as well as number. In addition, articles, adjectives, and pronouns must agree with the gender and number of the noun.

International Spanish literacy approaches reflect what is understood of the internal structure of the language.[54] The sequence of instruction for Spanish literacy is based on the regularities of letter-sound relationships in Spanish orthography and its syllabic boundaries. In accordance with Structured Literacy principles and using systematic and cumulative instruction that moves from the simple to complex skills, for Spanish literacy, priority is given to teaching the more frequent and regular letters and letter-sound correspondences before teaching the less regular and more complex letter-sound relationships. Instruction often begins with teaching vowels, which make only one sound, then consonants with only one phoneme-grapheme correspondence and combining them into simple syllables. This leads to the identification of words that begin with the syllables learned (masa, mano, malo). The syllable is a more important unit of phonological awareness in Spanish than it is in English.[55] Like in English literacy, teaching letter names is significantly delayed until after phoneme-grapheme relationships are mastered and spelling instruction is integrated into learning to read syllabically. Mastery of this process is generally achieved through extensive reading and vocabulary development.

A Structured Literacy approach for phonics instruction is used to support reading development in English and Spanish. Structured Literacy involves concepts and skills development that move from part to whole in an explicit, systematic, and cumulative manner. This method develops knowledge of letter-sound associations through narrative and storytelling. Developing high frequency, high utility word recognition in English and Spanish reading improves automaticity and supports more fluent decoding and comprehension.

The approach that focuses more on comprehension and communicative functions of language has a separate and explicit metalinguistic reflection component.[56] Recognizing and understanding where English and Spanish language pedagogy intersect is of critical importance to bilingual teachers. Of equal importance is recognizing and understanding the methods and approaches that respond to language-specific features of the two languages.

English Literacy

Developing an EL's English literacy has many levels of complexity, with the additional challenge of strategic use of instructional time, since time must also be spent on home language literacy development. Recommendations, or even requirements, for instructional time spent for language arts instruction and literacy development must be adjusted to allow an equal focus on BOTH program languages. It is important to remember that home language instruction is not only a path to improved English oral language proficiency in all language domains, but also a means to improve English literacy.

The Word Recognition Strand outlined in the NM Statewide Literacy Framework, along with the many strategies aligned with that approach, provide ELs the repetition and practice to become readers who are accurate, fluent, and increasingly automatic. Unlike the Spanish language, English has a deep orthography with less reliability of print-to-speech correspondence. Some examples of this include the fact that there are 14 vowel/vowel sound combinations and different pronunciations for the same spelling pattern. Teaching syllabication and morphemic analysis to students including the six syllable types can help them decode and encode multisyllabic words and become more skilled accurate and automatic readers. All students including ELs need direct instruction and extensive practice to master English orthography. Therefore, literacy instruction in both languages must balance both the word recognition components of reading and the language comprehension components, as well as strong oral language development and daily practice for students to become fluent, successful readers and writers.

Cross-linguistic Transfer

Cross-linguistic transfer refers to the use of bilingual language skills across languages as a leverage for learning the other language. Jim Cummins' linguistic interdependence hypothesis of first and second language development states that both languages are mutually dependent, and both contribute to and draw from the same common underlying proficiency.[57] ELs' second language development is dependent upon their first-language proficiency. The degree to which language transfer happens depends on students' proficiency level in their first language, as well as the context under which the children are learning the languages. Cross-linguistic transfer is

more likely to occur if children's first language continues to develop. Effective bilingual and dual language education programs support this theory.

Translanguaging

ELs can use translanguaging, or flexible language use, sometimes referred to as codeswitching, to help them derive meaning from text, contrast languages, and develop language for academic contexts. Translanguaging affords multilingual students to "use features of their unitary linguistic system that do not necessarily align with socially recognized and defined named languages.''[58] This concept includes three main ideas: (1) Translanguaging Documentation where teachers document what students know and can do when they use all of their linguistic resources; (2) Translanguaging Rings are ways of scaffolding instruction that allow teachers to use students' home languages as resources in learning the target language, and (3) Translanguaging Transformation brings the two languages together to facilitate cross-linguistic transfer, to develop creative linguistic uses, and to validate translanguaging practices of bilingual communities.[59] Translanguaging allows ELs to use all their bilingual repertoires to negotiate meaning and to strategically use two languages to communicate and support learning.[60] Capitalizing on home language skills to support English oral language and literacy development is an effective component of biliteracy instruction that leads to higher levels of social, cognitive, and literacy achievement.[61]

Metalanguage and Metalinguistic Awareness for Spanish/English ELs

Metalanguage, or making connections between two languages, enables students to leverage language to express meaning. In biliteracy contexts, metalanguage development includes intentional preplanned opportunities to compare languages through bidirectional analyses.[62] Comparing and contrasting languages through syntactical and contextual analysis helps ELs deepen language knowledge.[63] Drawing attention to language similarities and differences and making cross-linguistic connections is an important component of biliteracy instruction.[64] Teachers need expertise in "orthographic, phonemic, semantic, and alphabetic similarities and differences between L1 and L2" to support "development and transfer of skills across languages."[65] Making metalinguistic connections supports biliteracy development because one language can leverage the development of another.

Educators are charged with facilitating the development of metalinguistic awareness in their students who are learning in more than one language. Metalinguistic awareness is the ability to think and talk about language and, for bilinguals, includes the analysis of relationships between and within their languages. This includes the ability to identify, analyze, compare, and contrast the sounds, symbols, grammar, vocabulary, and language structures between and across languages. These metalinguistic skills include the development of metalanguage, or the ability

to talk about the similarities and differences in the languages they are working in, both orally and in writing. When teachers are prepared to develop metalinguistic awareness of these similarities and differences between the two languages with their students, it leverages the time spent on literacy as students transfer their knowledge of home language literacy into English literacy and vice versa. Having adequate time for instruction and making efficient use of time, is challenging for any teacher, especially for teachers who are teaching for biliteracy.[66]

When comparing the similarities and differences in languages, there are useful linguistic categories for teachers of Spanish/English bilinguals to consider, namely: phonology (the sound-symbol relationship), syntax (the structure of parts of speech within sentences), morphology (word formation), and pragmatics (how words are used in different contexts). Although English and Spanish differ in the depth of their phonology - Spanish has a shallow or transparent orthography while English has a deep or opaque orthography - there are a multitude of similarities between the structure of English and Spanish. Both languages use the Roman alphabet which helps students build a phonemic and phonological foundation. Because of the irregularities in the phonology of vowel sounds in English (English has 14 vowel/vowel combination sounds while Spanish only has 5), more time must be spent teaching English phonics than is needed when teaching Spanish literacy skills. Regarding morphology, 30% to 40% of all words in English have a related word in Spanish.[67] With similar sound, appearance, and meaning, these cognates help students transfer word knowledge from one language to the other. English and Spanish share a very similar syntax as well. "Except for a couple of word order exceptions (adjective before noun in English and noun before adjective in Spanish)"[68] and placement of indirect and direct objects, sentences in both languages have the same basic structure. Teaching the similarities and differences in the pragmatics (choice of word use in different contexts) of the two languages is an important aspect of preparing bilinguals to use their language skills in appropriate and meaningful ways. Learning to read and write uses the same basic processes (i.e., oral language development, phonemic awareness, phonics, decoding, fluency, comprehension, writing mechanics) but attention to the similarities and differences in these linguistic categories will support students in accelerating their language and literacy development.

Considerations for Instructional Frameworks that Support Biliteracy Instruction for English Learners and Alignment to Structured Literacy Principles

There are several different instructional frameworks that can be used to plan biliteracy instruction. *See Appendix B.* These frameworks provide the essential connections that are necessary for successful biliteracy development. Educators can draw from these frameworks to implement the SOR English Learner framework featured in this document. The Structured Literacy principles should be used to modify or adapt these frameworks to ensure that ELs and

students who struggle to learn receive the instructional scaffolds and needed interventions for language and literacy. Therefore, if the frameworks deviate from explicit, systematic, cumulative, sequential, diagnostic instruction, they must be modified to use these scientific, evidence-based strategies.

Scheduling Considerations

As teachers plan for instruction for English Learners with the goal of biliteracy development, the following should be taken into consideration:

- Every effort should be made to integrate content instruction with reading instruction. The planning templates included in Appendix B support this.
- Different BMEP models impact scheduling and language allocation plans. It is, therefore, critical that teachers and administrators consider the biliteracy goals of their program for ELs to determine the time available for literacy development in L1 and L2 and the time needed for cross-linguistic analysis and skills development.
    - Dual language programs should find a balance between the time allocated for L1 and L2 instruction, and time for cross-linguistic analysis.
    - In 90/10 or modified 80/20 programs, more time in the earlier grades will be devoted to developing L1 language and literacy skills. By 4th or 5th grade, the allocation of languages would allow for a more balanced approach.
    - Maintenance or late-exit programs will need to determine the number of hours available for Spanish-language instruction. Because of the time constraints, it is recommended that literacy development in both languages be integrated with content instruction.
    - For early-exit or transitional bilingual models, biliteracy development is not a primary goal, so occasional cross-linguistic connections may be enough to expose students to aspects of the Spanish language.
- All BMEP models must ensure that there is time allotted for language arts in the home language. The instructional time for home language arts must be equivalent to the time provided for English language arts, and instruction must be consecutive in nature (not fragmented throughout the day). It is further recommended that literacy development in both languages be integrated with content instruction.
- Different staffing configurations impact the scheduling of dual language instruction. Team-teaching configurations in which each teacher instructs in one program language necessitate both time for the team to plan effective, complementary dual language instruction in each language, as well as time in their schedule to bring the languages together for cross-linguistic instruction.
- Many basic concepts of print (i.e., directionality, concepts connecting letters, sounds, and words, the effect of suffixes and prefixes on root words) are transferable across

languages and do not need to be retaught in the partner language. Focus can then be placed on direct teaching and practice of those language elements that do not transfer.

- When working with published language arts curricula, teachers must determine which literacy objectives will be taught in each language, as well as which concepts will transfer and will need rehearsal and practice in the partner language. This is necessary to plan a coherent biliteracy program within the time allotted in the bilingual or dual language schedule.

Reading Subskill Activity Examples in English and Spanish

Phonological awareness (PA). Explicitly teach phonological awareness skills in each language using the gradual release approach. More time will be spent teaching PA in English at the phoneme level. Spanish PA will spend more time at the syllable level. Both require knowledge of sounds in the respective language. Allow ample opportunities for students to develop their PA skills while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 4 for sample PA activities in English and Spanish.

Figure 4. Phonological Awareness Activities in English and Spanish

Phonological Awareness	
English	Español
Phoneme blending Listen to the sounds and say the word. /l/, /a/, /s/, /t/ - last /m/, /e/, /l/, /t/ - melt /b/, /u/, /m/, /p/ - bump	**Unir sílabas** Di la palabra formada por esta sílabas. /ma/, /de/, /ra/ - madera /ul/, /ti/, /ma/ - ultima /pa/, /ya/, /so/ - payaso
Phoneme segmentation Say all the sounds in the word. bump - /b/, /u/, /m/, /p/ fast - /f/, /a/, /s/, /t/ lend - /l/, /e/, /n/, /d/	**Dividir sílabas** Di las sílabas en la palabra. canasta - /ca/, /nas/, /ta/ moneda - /mo/, /ne/, /da/ nogales - /no/, /gal/, /es/
Phoneme manipulation Say land without /l/. Say rash without /r/. Say grand without /d/.	**Manipular sílabas** Di sonidos sin /so/ - nidos Di pájaro sin /ro/ - paja Di bandeja sin /ban/ - deja
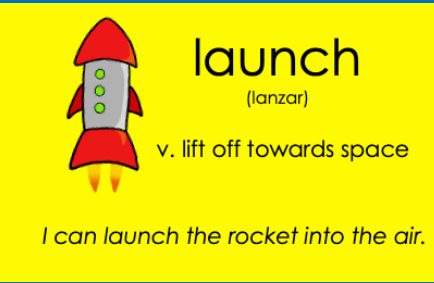
Phonics. Explicitly teach phonics skills in each language using the gradual release approach. In English, the six syllable types must be explicitly taught to support decoding and encoding. In Spanish, syllables are learned quickly and decoding focuses on multisyllabic words. Allow ample opportunities for students to develop their phonics skills while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 5 for sample phonics activities in English and Spanish.

Figure 5. Phonics Activities in English and Spanish

Phonics	
English	Español
Use letters to make words. `a` `b` `g` `t` `e` `n` `m` Example `get` `tag` `man` `bent`	Unir sílabas para hacer palabras. `da` `ma` `sa` `ra` `no` `pa` Ejemplo `mano` `rama` `parada`

Read CVC words.
 	
This word is `red`. Read these words.
 	
`bed` `fed` `led` `fled`
	Leer palabras.
	
	`mer ca do - mercado`
	
	`ex tre mo - extremo`
	
	`pe lo ta - pelota`

Read high frequency words. all am but came did to eat I get have the like must went out know	Leer palabras de alta frecuencia. soy una mas niña mama dice nunca como ir cuando mejor leer dijo hace corre
Read sentences. Ted has ten tops. Meg makes many muffins. Cam can cut corn.	Leer oraciones. Lalo lava limones para limonada. Pati puede pintar. Tere tiene tres tacos.

Vocabulary. Explicitly teach vocabulary words in each language using the gradual release approach. Allow ample opportunities for students to develop vocabulary while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 6 for an example of how to explicitly teach vocabulary in English and Spanish.

Figure 6. Explicit Vocabulary Instruction in English and Spanish

Vocabulary	
English	Español
Explicitly teach vocabulary word. • Say the vocabulary word and let students repeat it. • Provide a student-friendly definition, or known synonym, for the word. • Provide the part of speech. • Provide the cognate in Spanish. • Include a visual representation of the word. • Use the word in a sentence. • Let students practice using the word.	Enseñar vocabulario explícitamente. • Di la palabra de vocabulario y deja que los alumnos la repitan. • Usa una definición simple para los alumnos, o un sinónimo conocido, para la palabra. • Incluye el elemento gramatical. • Incluye el cognado en inglés. • Utiliza una representación visual de la palabra. • Usa la palabra en una oración. • Deja que los alumnos practiquen el uso de la palabra.
pitch (lanzar) v. throw an object through the air *I can pitch the ball hard.*	**lanzar** (throw) v. tirar un objeto a través del aire *Puedo lanzar la pelota con fuerza.*
launch (lanzar) v. lift off towards space *I can launch the rocket into the air.*	**lanzar** (launch) v. tirar hacia al espacio exterior *Puedo lanzar el cohete al aire.*

Fluency. Explicitly teach fluency strategies using the gradual release approach. The same fluency strategies can be used in English and Spanish. Teachers should be diagnostic and responsive as they listen to students read to address any fluency issues. Allow ample opportunities for students to develop fluency while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 7 for examples of fluency strategies that can be used in English and Spanish.

Figure 7. Fluency Strategies for English and Spanish Reading

Fluency
English and Spanish

Explicitly teach fluency strategies.
• Model fluent reading.
    • Read aloud to students to provide a good model of fluent reading.
• Read aloud with students.
• Fade in and out when reading aloud with a group.
• Let students take turns reading aloud.
    • Listen for fluency issues (stopping at words or hesitations, problems decoding words, incorrect reading of words, long pauses, etc.)
• Pair students and let them take turns reading or reading together.
• Encourage repeated readings.
• Use timed readings to obtain oral reading fluency scores.
• Let students time and chart the oral reading fluency scores.
• Use text sections or chunks of text to listen for fluent reading
• Use fluency phrases to improve fluency.

Comprehension. Explicitly teach comprehension strategies. Use the gradual release of responsibility approach to teach comprehension strategies. Directly explain the strategy, model its use, guide students to use the strategy, and allow students to apply the strategy independently. Allow ample opportunities for students to develop comprehension while simultaneously developing oral language/oracy. Create conditions for increased language use. See Figure 8 for examples of comprehension strategies that can be used in English and Spanish.

Figure 8. Comprehension Strategies for English and Spanish Reading

Comprehension
English and Spanish

Explicitly teach comprehension strategies.
- Use the gradual release approach - explain, model, guided application, independent application
- Activate/build background knowledge about text topic
- Make predictions about text from the title, cover, illustrations
- Ask who, what, where, why, how questions
- Help students make connections with the text
- Make inferences and draw conclusions from the text
    - Discuss what is in the text and what is not explicitly stated in the text, or what a text suggests
    - Ask inferencing questions (What likely happened? What is most likely going to happen? What will probably happen next? What is the most likely reason an event occurred? What does the paragraph suggest? What does this information tell you about __?
- Summarize text
- Synthesize text
- Compare two texts
- Make predictions about what would follow next in a section or completed text.
- Discuss what would be different if an event did not happen (narrative), or a phenomenon (informational or expository) did not exist.
- Write a reaction to, response to, or extension to a text read

Summary

The Structured Literacy in New Mexico initiative should drive literacy and biliteracy instruction for ELs. It should serve as a foundation to build upon for biliteracy instruction with the understanding that more is needed for ELs. All literacy instruction should incorporate a robust oral language development/oracy component for all students. Incorporating Structured Literacy principles in the five components of reading, oral language development strategies, and scientific, evidence-based practices for L1, L2, and biliteracy instruction provides the necessary framework for biliteracy development in the BMEP programs serving ELs in New Mexico. It is important to systematically use the framework with ongoing monitoring of student progress in both language development and literacy in both languages.

Next Steps

Concurrent and next steps in providing support for teachers of ELs include designing Structured Literacy 101 for Biliteracy for English Learners modules as companions to the Structured Literacy 101 modules in Canvas. The modules include the following topics:

Unit 1:   Teaching Reading is Life-Saving Work: the Importance of Effective Reading Instruction for English Learners
Unit 2:   An Introduction to the Science of Reading and Structured Literacy for English Learners
Unit 3:   Dyslexia and English Learners
Unit 4:   Screening of Risk for Reading Failure in English Learners
Unit 5:   Best Practices for Intervention for English Learners Demonstrating Characteristics of Dyslexia

Each of the modules include instructional videos to support learning. Bridge to practice videos of teachers of ELs providing instruction using Structured Literacy in the reading subskill areas in English and Spanish are being created to accompany the Canvas modules. The Structured Literacy 101 modules in Canvas will be available for teachers of ELs in two ways: for those who have already taken the Structured Literacy 101 English modules, a comprehensive Structured Literacy for Biliteracy module will be available; for those who have not taken the Structured Literacy 101 English course, the biliteracy modules will be embedded in the course. The information in the modules will provide guidance to all teachers including those who do not instruct ELs but who have reclassified ELs or heritage language learners in their classrooms.

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Appendix A

Disclaimer: The information provided here is for reference only. Any resources selected should be aligned with or used in conjunction with Structured Literacy principles as the primary instructional approach.

Literacy Resources and Support

Some examples include:

LETRS - LETRS® (Language Essentials for Teachers of Reading and Spelling K-5) provides teachers with the skills they need to master the fundamentals of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. LETRS® will strengthen teachers' knowledge of language structure, including phonology, syllable types, morphology, spelling generalizations, semantics and syntax and show how each correlates with the development of the reading brain to produce skilled, proficient readers. LETRS addresses the structures of the English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties, including dyslexia.

Heggerty (K-2) (*https://heggerty.org/*) Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. The Heggerty Phonemic Awareness Curriculum provides 35 weeks of daily lessons, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. Lessons are designed for a classroom setting, and only take 10-12 minutes.

Fundations® (*wilsonlanguage.com*) - Fundations is a multisensory and systematic English phonics program beginning with one-syllable words made of three letters (CVC) and is based around the onset-rime structure in these one-syllable words. Fundations activities include chanting the letter name, keyword, and sound, manipulating magnetic letter boards, and dictation.

"The*Dictado"* (Literacy Squared® Building Trajectories toward Biliteracy from *literacysquared.org)* - "The*Dictado"* is used to teach spelling, conventions, and grammar. More importantly, it is used to teach the skill of self-correction and metalanguage. This strategy also provides a natural entry point for use in the cross-linguistics (see below) to teach children how Spanish and English are similar and different, as well as being used in English literacy.

The Estrellita Beginning Spanish Reading Program® from *estrellita.com -* Estrellita is a beginning literacy program that is built around the syllable unit. In Kindergarten, Estrellita instruction starts with an introduction to all the *sonidos iniciales* using various

multimodal activities (e.g., chants, hand signals, games). Then instruction focuses on syllables and word blending made up of each *sonido inicial* and each vowel. This design provides a strong foundation and acceleration for students to decode in Spanish.

Literacy Squared® *(Building Trajectories toward Biliteracy from literacysquared.org)*
Así Se Dice. Así se dice (That's how you say it) is a cross-language strategy that validates translation as a constructive and worthwhile endeavor and engages students in a complex, sophisticated scrutiny of language that emphasizes the subtleties and nuances of communicating messages across cultures and languages. It is a strategy that is recommended in the intermediate grades.

Teaching for Biliteracy *(from www.teaching for biliteracy.com)*
"The Bridge" is the phase in a biliteracy unit where a metalinguistic analysis of two languages (in this case English and Spanish) takes place. A purposeful comparison of key vocabulary in both languages is done to study the similarities and differences between the two. The Bridge typically takes place at the end of the biliteracy unit). The Bridge has the following specific instructional parts:

> Part 1: The Bridge
> > The teacher facilitates a conversation with the students to generate a list of the most important words and ideas that they learned in one language and then add the equivalent in the other language - this is the official "Bridge". This can be done using an instructional illustration such as a Project GLAD® Pictorial Input Chart, a Side-by-Side T-Chart with words generated interactively with the students, or by using the Así Se Dice strategy from Literacy Squared®. After the partner language is generated and placed on the chart, the teacher facilitates a contrastive analysis of the similarities and differences between the two languages.
> Part 2: Metalinguistic Focus
> > Based on the metalinguistic analysis that was done in part 1, a linguistic focus is decided upon (cognates, use of articles, prefixes, word order, language use, etc.) and a metalinguistic focus chart is created to generalize the rules governing the focus area to other content. This allows the students to internalize the linguistic skill or rule they have learned and apply it when necessary.
> Part 3: Extension Activity
> > This activity tasks the students with practicing the linguistic rules they have learned in the Bridge in the partner language. For example, If the Bridge was generated from a unit of study in English, then the extension activity would be done in Spanish. The extension activity should include all four domains of language - speaking, listening, reading, and writing. The extension activity should not be a repetition of the same content learned but rather have as its focus the application in a meaningful

context of the linguistic rules that students have learned about during the metalinguistic analysis.

OCDE Project GLAD® Guided Language Acquisition Design (*ntcprojectglad.com*) - Project GLAD is an instructional model that incorporates research-based and highly effective instructional strategies for language learners to acquire academic language, literacy, and 21st century skills. Examples of Project GLAD integrated strategies include Observation Charts, Pictorial Input Charts, Learning Logs, Chants, Cooperative Strip Paragraph Writing, and Expert Reading Groups. Although Project GLAD® was developed for English learners, the strategies and their research base have been found to be effective for students learning any language. While Project GLAD strategies are not focused solely on reading development, they integrate language arts instruction with content learning (science, social studies, language arts) to intentionally develop phonemic awareness, vocabulary, oracy, reading comprehension, and writing skills (OCDE Project GLAD® Learning Guide, 2015).

Appendix B

Paired Literacy Instruction: Holistic Biliteracy Framework - Literacy Squared® *(Building Trajectories toward Biliteracy from literacysquared.org)*

Paired literacy instruction challenges the belief that teaching students to speak, read, and write in two languages simultaneously will confuse students or interrupt their literacy learning in both languages. Research over the past four decades has shown that strategically teaching ELs to read in Spanish and English simultaneously promotes biliteracy and higher levels of literacy in both languages.[69] Understanding how the development of one language leverages the development of the other allows schools and teachers to plan their instruction strategically to maximize the instructional time by connecting the two literacy environments by content, theme, or literacy objective.

Creating an instructional environment that supports the development of biliteracy by leveraging the students' knowledge of their two languages takes strategic planning. Oftentimes, Spanish literacy instruction and English literacy instruction are "disjointed and disconnected even in dual language programs where the stated aim is to achieve both Spanish and English proficiency." Biliteracy instruction demands that the instructional environments of both literacies be connected by "genre, theme, literacy objectives, or bilingual texts" to provide a meaningful context for literacy activities.[70] An example of this would be a classroom where students were involved in learning about animal interactions in their ecosystems through informational text in English while they are simultaneously studying a narrative text in Spanish that is written from the point of view of a penguin mother and father raising their penguin chick in the Antarctic. Another example might be a unit where students compare folktales from different cultural traditions, some written in Spanish and others in English. In both examples, the content and some of the language will be similar in the two instructional environments. The teacher could leverage the students' immersion in the big ideas of the unit to lead them in metalinguistic and cross-cultural analysis of the English and Spanish texts, developing the students' abilities to work within and across both languages and accelerate their biliteracy development and multicultural competencies.

Teachers need time to plan and implement instruction in a way that allows for connections between their English and Spanish literacy environments. Instructional planning for biliteracy requires that the teacher(s) plan lessons for each language in a side-by-side manner, taking into consideration the connections they will be making between the languages. Holistic assessment is a recommended practice for ELs. Assessing in the home language and English and comparing the results "provides a fuller and more robust picture of a student's achievement".[71] Formative and summative assessment of learning is done through a holistic biliteracy lens using a "side-by-side" approach to support teachers in analyzing what is happening within and between

English and Spanish. Assessments are analyzed and should be shared with the understanding that bilingual students' biliteracy development will look different, and should be assessed differently, than students who are learning in only one language.

Literacy Squared's® template for planning Paired Literacy Units allows for a gradual release of responsibility by moving from M (teacher **modeled**) to S (whole group **shared**), to C (**collaborative** work in small groups or partners), and finally to I (**independent** practice). It is important to incorporate guided practice with corrective and affirming immediate feedback in the shared component to align with the gradual release of responsibility approach used with Structured Literacy.

Common Core Language Arts Standards:			
Literacy Objectives:			
Literacy-based ELD objective/s:			
Connections between Literacy Environments:	Cross-Linguistic Strategies:		Materials:

Lectoescritura	Literacy-based ELD
Objetivos de oralidad:	Oracy Objective(s):
Estructuras lingüísticas:	Language Structures:
Vocabulario:	Vocabulary:
Evaluación: Expresión oral (hablar y escuchar): Escritura: Lectura:	Assessment: Speaking: Reading: Writing:

Lectoescritura (M = modelado, C = compartido, E = equipos/parejas, I = independiente)		ELA/ELD (M = modeled, S = shared, C = collaborative, I = independent)	
Lectura	Escritura	Reading	Writing
Enfoque pedagógico: M, C, E, I Texto:	Enfoque pedagógico: M, C, E, I Actividades:	Approach: M, S, C, I Text: Activities:	Approach: M, S, C, I Text: Activities:
Enfoque pedagógico: M, C, E, I Texto:	Enfoque pedagógico: M, C, E, I Actividades:	Approach: M, S, C, I Text: Activities:	Approach: M, S, C, I Text: Activities:
Enfoque pedagógico: M, C, E, I Texto:	Enfoque pedagógico: M, C, E, I Actividades:	Approach: M, S, C, I Text: Activities:	Approach: M, S, C, I Text: Activities:
Enfoque pedagógico: M, C, E, I Texto:	Enfoque pedagógico: M, C, E, I Actividades:	Approach: M, S, C, I Text: Activities:	Approach: M, S, C, I Text: Activities:

Biliteracy Unit Framework from Teaching for Biliteracy *(www.teachingforbiliteracy.com*)

Because of limited instructional time, the most effective way to teach for biliteracy is by integrating language arts and content area instruction.[72] This integration of content and language arts is the basis of the *Biliteracy Unit Framework* (BUF). Planning begins with a big idea that corresponds to grade-level content area standards and then integrates the language arts standards by having students read and write about the content area, while developing specific language arts and language skills. "Integrating language arts and content-area instruction allows students to learn and practice literacy skills within a highly comprehensible context and allows for more effective bridging between Spanish and English."[73] In accordance with Structured Literacy, literacy skills are introduced that follow a scope and sequence so that gaps do not occur. The sequence of instruction for a BUF includes completing a unit of instruction in one language, then implementing a structured "Bridge", followed by an extension activity in the other language that focuses on the metalinguistic feature from the bridge. Below is a BUF unit template. Examples of completed biliteracy units (BUFs) can be found at *www.teachingforbiliteracy.com*.

Grade	Theme	Language of Instruction	Time Frame
Big Ideas:			

Standards		
Content Learning Standards	Language Arts Standards (CC en Español)	Language Development Standards (WIDA)

Learning Targets	Formative Assessments		
Social Studies	Task/Product A		
Science	Task/Product B		
Language Arts	**Summative Assessments**		
Language Development	Task/Product C		
	Language Needed for the Unit		
	Word (Vocabulary) •	Sentence (Sentence Frames) •	Discourse •

Building Oracy & Background Knowledge
Reading Comprehension
Writing
Word Study and Fluency

Bridge:
Metalinguistic focus:
Extension: Language:

Dual Language Bilingual Education (DLBE) Units of Study with Translanguaging Spaces and Translanguaging Rings (*Translanguaging in Dual Language Bilingual Education: A Blueprint for Planning Units of Study,* https://tinyurl.com/znv6bkv7)

The DLBE Units of Study with Translanguaging are organized by the language of instruction (denoted by the background color - lessons in English are blue, lessons in Spanish are red, and translanguaging lessons are in purple), Lesson Objectives, Translanguaging Community Development (brings the two languages together for critical metalinguistic analyses, linguistic creativity, and learning content bilingually), Translanguaging Rings (individual or small group translanguaging with differentiated instructional materials, peer support, technology support, and other scaffolds that address the needs of individual students) and Assessments. An example of the template used for planning DLBE Units of Study is:

WEEK 1		
LESSON 1	**LESSON 2**	**LESSON 3**
Language of Instruction		
TL Space: Spanish & English	Spanish	English
Lesson Objectives		
Translanguaging Space: Translanguaging Community Development		
Translanguaging Space: Translanguaging Rings		
Assessments		

OCDE Project GLAD® Guided Language Acquisition Design (*ntcprojectglad.com*) - The integration of content and language arts is the basis of Project GLAD Units. The power of Project GLAD units is the intentional design to scaffold content and literacy learning that results in student efficacy. From a unit-design perspective, GLAD strategies can be categorized into 3 different strands - the narrative strand, the expository strand, and the sentence building strand.[74] These strands provide the natural division for a GLAD unit to be planned between two languages for biliteracy development and align with the *Teaching for Biliteracy* sequence of instruction. For example, the expository strand and sentence building strand could be taught in Spanish, then a bridge could be done, and the narrative strand could be taught in English, as an extension. The two strands could also be taught simultaneously in the two languages since they are connected by the content theme.

Endnotes

[1] https://nmonesource.com/nmos/nmsa/en/item/4368/index.do#!fragment/zoupio-_Toc103767420/BQCwhgziBcwMYgK4DsDWszIQewE4BUBTADwBdoAvbRABwEtsBaAfX2zgEYAGAZgHYAbHwAsAJi4BKADTJspQhACKiQrgCe0AOSapEQmFwJlqjdt37DIAMp5SAIQ0AlAKIAZZwDUAggDkAws5SpGAARtCk7BISQA

[2] https://www.srca.nm.gov/parts/title06/06.030.0017.pdf

[3] International Dyslexia Association, 2019

[4] NMPED, 2021. https://webnew.ped.state.nm.us/wp-content/uploads/2021/12/The-Science-of-Reading-for-Emergent-Bilinguals-in-New-Mexico.pdf

[5] NMPED, 2017 The State of New Mexico Bilingual Multicultural Education Bureau Technical Assistance Manual https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/BMEP_TAM_2016_05.11.17.pdf

[6] Goldenberg, 2020

[7] NMPED, 2021. https://webnew.ped.state.nm.us/wp-content/uploads/2021/12/The-Science-of-Reading-for-Emergent-Bilinguals-in-New-Mexico.pdf

[8] Deheane, 2011

[9] The National Reading Panel, 2000

[10] Petscher et al., 2020

[11] Caravolas et al., 2013

[12] Ellis et al., 2004; Petscher et al., 2020; Ziegler & Goswami, 2005

[13] New Mexico Public Education Department

[14] Gough & Tunmer, 1986

[15] Catts et al., 2006

[16] Foorman et al., 2015; Kershaw & Schatschneider, 2012; Lonigan et al., 2018; Sabatini et al., 2010; Vellutino, et al., 2007

[17] Scarborough's Reading Rope, 2001

[18] Catts et al., 2006; Florit & Cain, 2011; Garcia & Cain, 2014; Kendeou et al., 2009; Kim, 2017; Lonigan et al., 2018; LRRC, 2015; LRRC & Chu, 2018; Snow, 2002

[19] Ellis et al., 2004: Florit & Cain, 2011

[20] Castles et al., 2018; Moats, 2007; Petscher et al., 2020; Seidenberg, 2017

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