Overview: The Urgency of Now
• History of Failed Literacy Approaches for ELs
• Research on Biliteracy and Effective Literacy Instruction for emerging bilingual students
• Call to Action
• About the National Committee on Effective Literacy, Resources, and Campaign

History of Failed Approaches for ELs
Why This Issue?

What is the Science of Reading?

- A plan to teach beginning reading to all students based on a previous program titled Reading First (2004-2007).
- Reading First was a $1 billion program.
- Three components:
  - Reading curricula and materials that focus on the five essential components of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension).
  - Professional development and coaching for teachers on how to implement the program
  - Diagnosis and prevention of early reading difficulties through student screenings and early intervention.
- 2021 Addition - University teacher education requirements to revise syllabi to fit “Science of Reading”
The Science of Reading: Why the Bilingual Education Community Should be Concerned

• 1 in 10 students nationwide have a home language other than English and are learning English as a second language
• “English Learner”/ “Emergent Bilingual”
• School system still without capacity to address needs and assets
• Lower test scores, achievement below grade level, 2x as likely to drop out, less likely to attend 4 year college
18 States and the District of Columbia have Science of Reading Initiatives

- Alaska
- Pennsylvania
- Alabama
- Rhode Island
- Delaware
- Tennessee
- Indiana
- South Carolina
- Kansas
- Utah
- Kentucky
- Wyoming
- Missouri
- Oklahoma
- Nevada
- North Dakota
- North Carolina
- Washington DC
- North Dakota
- Louisiana

Research in the Science of Reading and Emerging Bilingual Learners: Marginalization and Homogenization

- “Despite the changing demographics in the U.S., mainstream reading research remains entrenched in Anglocentrism, Eurocentrism and another form of ethnocentrism that of Alphabetism” *(Share, 2021, p. 5391)*
- “The extreme inconsistency of English spelling–sound correspondence has confined the science of reading to an insular, Anglocentric research agenda addressing theoretical and applied issues with limited relevance for a universal science of reading” *(Share, 2021, p. 5391)*
- “The Science of Reading should attend to linguistic, cultural and individual variation, honoring and leveraging different student strengths. The SOR needs to be reimagined to make it more robust and socially just” *(Auckerman & Schuldt, 2021, p. 585)*
- “Bilingual education promotes bilingualism and biliteracy which has been mostly ignored in the debates over literacy instruction in English-only versus bilingual instruction” *(Goldenberg, 2020, pg. 2)*
Science of Reading = Monolingual English Ideologies

same \nequal
Teaching Reading to Emerging Bilingual Learners

- Is both alike and different than teaching monolingual English learners

- **Alike** - children learning to read in English need to learn the foundational skills (how to teach them is another story)

- **Different** - Emergent Bilingual Learners are learning to understand and speak English while they are learning to read and write

Monolingual English Learners

- English monolinguals are exposed to English exclusively both in and out of school

- They speak and are learning the language of status, power and prestige both in and out of school

- They have only **ONE** linguistic resource to use in communication and learning

- **They can understand teacher instructional language**

- Reading programs and assessment have been developed for them and their language (and in the case of Reading First failed them)
Emergent Bilingual Learners

- Use and hear two languages—at times English at school and another language at home or in the community
- Emerging bilingual students use both of their linguistic resources when producing and interacting with text, but English only programs instruct and assess as if the students are monolingual
- They also use translanguaging strategies, but use of these is seen as signs of confusion
- They have to learn to understand teacher instructional language as well as how to decode words
- EBs interpret the world through both of their cultures
- Cultural bias in reading materials

“Ok my friends, let’s clap the number of sounds we hear in the word sofa?”

- **Ok my friends** – teacher getting children’s attention
- **Clap** – put your hands together to make noise (let’s is not a choice)
- **Sounds** - phonemes (concept of a sound)
- **Word** - concept of a word
- **Sounds go together to make words**
- **Number** - in order to count sounds
- **Words** have meaning
- **Sofa** – what it is
- **How many are there?** - Did we do it correctly?
Beyond Foundational Skills

Emerging bilingual children in English medium programs need:

- ELD + Daily Reading Instruction (both) - (When do we do this with a 90 min. literacy block?)
- Oracy
- Writing
- Metalanguage Development
- Need to read for meaning not just decoding
- Need to see themselves in the curriculum
- Need to have their first languages valued and used in the classroom (even if English medium)
- Phonics is meant to be short-term and not extended past 3rd grade

Literacy and the Bilingual Brain: Research Considerations
The Reading for Understanding Initiative

2009: I.E.S.

$120 Million

5 years studying Reading Comprehension

National Academy of Education: 2020

Major “Headlines”

1. Knowledge shapes comprehension and comprehension shapes knowledge.
2. Language drives every facet of comprehension.
3. Reading is an inherently cultural activity.

Language Drives Every Facet of Comprehension

“Early language skills likely serve as a foundation for proficient reading comprehension in the elementary grades and that sophisticated forms of linguistic knowledge and skill are associated with reading comprehension in early adolescence” (p.48)

* Problematized theories such as the Simple View of Reading: language comprehension is much more complex than previously studied.

* RfU teams found evidence that reading comprehension was affected by many language factors beyond vocabulary including grammatical skills, orthography, morphosyntactic, register, argument, discourse, etc.

Conclusions: Research on Literacy for EB Learners

“More of our work on comprehension needs to be directed toward populations currently underserved in U.S. schools…At the top of the list should be emergent bilingual learners, a growing but still underserved population,” (p.7).

- We need to develop curriculum and assessments that are built on understandings of translanguaging and interlanguage

“We cannot afford theories, tests, or instructional tools that are based on evidence gathered from any narrow demographic category, especially mainstream language-majority learners,” (p. 243).
Bilingual brains are **LITERALLY** different from monolingual brains!
Performance on Mandarin /h/-/c/ Sounds

Taiwanese Infants
Exposed to Mandarin

American Infants
Exposed to English

Percent Correct

6-8 months
10-12 months

50
60
65
70
Neuro-cognitive Processing

“Both languages are always active when bilinguals listen to speech, read words in either language, and plan speech in each of the two languages,” (Kroll et al., 2015)

(Pierce, Klein, Chen, Delcenseried, and Genesee, 2015)

Theory & Research

What is known and understood in one language contributes to what is known and understood in the other.

(Cummins, 2000; Dworin, 2003; Grosjean, 1989; Miramontes, Nadeau, & Commins, 1997; Pavlenko & Jarvis, 2003)
Maestra: “Diga ‘rojo’ sin la /r/”

Estudiante: “ed”

Bilingual Students perform differently than Monolingual Students

Publisher’s (monolingual) End of Year Benchmark: 38

Brooke = 38 English

Pilar = 34 Spanish, 20 English
Analyzing Data through a Monolingual Lens is Limiting

Brooke: Spanish- 0; English- 38
Pilar: Spanish- 34; English- 20

The reciprocity between oral language, reading and writing is especially important in languages with transparent orthographies (Ferreiro, 1991)

Instruction

The reciprocity between oral language, reading and writing is especially important in languages with transparent orthographies (Ferreiro, 1991)

<table>
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<tr>
<th>Spanish</th>
<th>English</th>
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<td>f= f (fat), ff (cliff), ph (phone), gh (enough), lf (half), ft (often)</td>
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</table>

Children learning to read in languages with transparent orthographies often learn to decode more quickly than those learning to read in languages like English (Ziegler & Goswami, 2006)
How important is teaching phonemic awareness to children learning to read in Spanish? (Goldenberg et al., 2014)

Phonemic Awareness Pedagogy for Spanish Differs from English

Mexican children (learning to read in Spanish) n=189

EB children in U.S. (learning to read in Spanish & English) n=280

EB children in U.S. (learning to read in English) n=102

Purpose of the study: Examine relationship between phonemic awareness and Spanish reading skill acquisition

Instructional Time Spent on Phonemic Awareness

<table>
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<tr>
<th>Grade</th>
<th>Mexican Classrooms</th>
<th>U.S. Classrooms</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>85%</td>
<td>9%</td>
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<tr>
<td>Grades 1 &amp; 2</td>
<td>56%</td>
<td>56%</td>
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(Formal literacy instruction officially begins in Grade 1 in MX)
Instructional Time Spent on Comprehension

- First Grade:
  - Mexican Classrooms: 29%
  - U.S. Classrooms: 7-8%

- Second Grade:
  - Mexican Classrooms: 24%
  - U.S. Classrooms: 13-15%

Student Performance: Phonemic Awareness

- U.S. based students outperformed Mexican students on phonemic awareness.
Student Performance: Letter ID & Word Attack

Mexican students made more rapid gains on Letter ID and Word Attack during year 1 than U.S. students.

Student Performance: Passage Comprehension

Mexican students performed just as well on comprehension as U.S. based students, despite a lack of phonemic awareness instruction.

Emerging bilingual students in English-only programs performed below their counterparts in bilingual programs on all subtests.
Study Take-Aways

- A lot of time is spent teaching phonemic awareness in the US both in Spanish and English.
- Children in Mexico catch up or surpass U.S. instructed children in reading, despite a lack of phonemic awareness instruction.
- Phonemic awareness instruction might not be helpful, much less necessary, for learning to read in Spanish.
- Due to the transparency and consistency of Spanish orthography, phonemic awareness instruction is probably unnecessary.

In Summary...

- Language informs all aspects of literacy.
- The bilingual brain is different from the monolingual brain.
- The internal structure of a language should inform literacy instruction.
- It is not adequate for policies to insist on the implementation of instructional and assessment tools and guidelines that are based on monolingual research perspectives.
Effective Literacy Education for English Learners

8 Aspects of Effective Literacy Instruction for Emergent Bilingual Students
¡OJO!
Urgent Alerts From the Field

ABOUT THE NATIONAL COMMITTEE ON EFFECTIVE LITERACY

WHO?
Researchers, teacher educators, teachers, administrators, school board members and advocates from across the nation with deep expertise in literacy and the education of English learner students.

WHAT?
NCEL was formed to uplift research, policies and practices to ensure English learner/Emergent Bilingual students leave school as proficient readers and writers in English and preferably more languages, and who thrive and succeed in their schools and communities.
NCEL Panelists

Martha Hernandez, Californians Together

David Rogers
Dual Language Education
New Mexico

Cristina Sanchez-Lopez
Paridad

Socorro Herrera, PhD
Kansas State University

Shelly Spiegel-Coleman
Californians Together

Ester de Jong, PhD
University of Florida

Kansas Teacher Anecdotes

Socorro Herrera, PhD
Kansas State University
“And our principal right now, he is a very, very rule follower. And so, I mean they're coming in our classroom and he literally was like, “I want the decoding routine, you know, in your hand. I want you following the script. I want you (makes noise). And we, we've kind of had a few tiffs about it but finally I’m like, “Fine, it is what it is.”

“And they really, really want you to stick to the five-day program--stick to that so that you get, so the kids have exposure to the whole phonics skills. The problem with that is, as you know, a lot of our kids, I mean, it's so fast. You're just brushing the surface with them. And they're just not absorbing that much, like. It's like almost like a skim to them.
“I became an ESL teacher because I knew what I was doing in reading was not working. I learned about biography, contextualization and how much the native language matters. Now I am a robot. There is no time for thinking about the student. It’s just making sure I do my decoding routine and phonics. It’s the whole time. Fifty minutes. Everyday.”

Agency: Denied

NM legislation and policy

March 2019
SB398 REQUIRING EARLY SCREENING AND INTERVENTION FOR STUDENTS DISPLAYING CHARACTERISTICS OF DYSLEXIA.
- Bill established the New Mexico Structured Literacy (SOR) Department
- Launched LETRS Training for all K-2nd grade teachers
- Teachers now required to commit 40% of their literacy block to English phonics!

March 2022
- 6.64.3 NMAC, Competencies for Entry-Level Reading Teachers – Requires teachers to complete 80 hours of professional development from an org accredited by International Dyslexia Association.
- $11.5 million Allocated – Expansion of LETRS training to teachers in grades three through five.
- New Mexico PED announces that a professional development plan for biliteracy will be developed for Bilingual Teachers – launch date TBD
NM teachers speak out!

“it is impossible to meet the needs of the new dyslexia law without sacrificing our student’s native language and literacy instruction”

_Teacher Interview 2022_

“The public education department needs to understand how bilingual teachers meet the requirements of structured literacy as well as how we ensure culturally and linguistically response teaching during English and Spanish Language Arts. – targeted guidance and support is needed ASAP!”

_Bilingual Multicultural Ed Advisory Council 2022_

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Current Reality for Bilingual Ed Programs

- No way to fit it all in!! 40% of a 90 min literacy block for English phonics leaves little time for oracy, comprehension, writing, etc.
- We’re sacrificing any and all time for Indigenous Literacy and Spanish Language Arts instruction
- Our strongest 90:10 & 80:20 dual language education programs are out of compliance and forced to break the law.
- Our administrators are accountable to a mandate that doesn’t support effective literacy/biliteracy instruction.
- New reading curriculums (Structured Literacy aligned) are now replacing curriculums that support effective literacy/biliteracy development
Mississippi Literacy Program 1st-5th Grade

120-MINUTE LITERACY BLOCK

Word Work: Phonological Awareness, Phonics, and/or Word Reading
1st grade (30-40 minutes or approximately 40% of instructional time)
2nd and 3rd grade (10-20 minutes or approximately 20% of instructional time)
- Focus on RF Standards
- Teach sound-symbol correspondence, syllable patterns, and morpheme structures (Appendix C)
- Incorporate the General Phonics Lesson Plan (Appendix B)
- Use multi-sensory strategies for instruction and practice

Vocabulary Instruction
1st grade (10-15 minutes or approximately 10% of instructional time)
2nd and 3rd grade (20 minutes or approximately 25% of instructional time)
- Focus on Language Standard 4 and 6
- Use a direct and explicit routine for introducing new words
- Teach students independent word learning strategies
- Aim to teach 3-5 words per reading selection

Reading Comprehension: Guided Text Reading for Meaning
1st grade (10-15 minutes or approximately 15% of instructional time)
2nd and 3rd grade (20-25 minutes or approximately 20% of instructional time)
- Focus on RL Standards, RI Standards & Speaking and Listening Standards
- Include Read-Alouds and/or Close-Reading Strategies
- Use a variety of oral reading strategies (ex. partner reading, cloze reading, choral reading)
- Discuss and respond to text dependent questions involving increasing amounts of higher order thinking

Writing Connected to Text (30 min. daily)
- Focus on Writing Standards and Language Standards 1, 2, & 5
- Use text-dependent writing prompts that address each mode of writing
- Create mini-lessons that teach the components of the writing and language standards
- Utilize the Writing Gallery Checklist

Teacher-led Small-Group Instruction (30-45 minutes)
- Create flexible groups based on data
- Utilize decodable text and/or text at the students’ instructional level
- Include Literacy Centers aligned to the five components of reading
- Assign teacher assistants a designated center – phonics or fluency practice

Literacy Centers Ideas
- Phonics or Word Works
- Fluency
- Vocabulary
- Comprehension Center
- Independent Reading/Writing (Response to Reading)
- Technology (if applicable)
- Literature Circles
Mississippi Literacy Program Implications

1. First grade: If you add up the phonics instruction, with vocabulary from decodable books, small group instruction with decodables and learning center time with phonics, it comes to 70-90 minutes.
2. No time allotted for oral language development or English language development
3. Add 45 minutes for Math
4. No time for science, social studies, art, music or PE - a replication of the NCLB narrowing of curriculum
5. Retention in 3rd grade policy resulted in an increase in 4th grade NAEP test scores

Proposed Illinois Senate Bill 3900, *Right to Read*

Was a continuation of a *Racial Equity in Education Agenda Omnibus Bill* put forth by the Illinois Black Legislative Caucus to address learning loss prior to and during the pandemic

- Initial bill included the following elements:
  - Proposed language about teaching structured literacy per the “*Science of Reading*”
  - Required the state board of education to vet approved curricular programs and fund pilot literacy grants (Federal COVID funds)
  - Develop separate content test for Science fo Reading/ Foundational skills for all teachers
  - Required all official state Professional Development agencies to teach Structured Literacy
  - Original bill *did not* include language on English Learners

- **Proponents included**: Stand for Children (Illinois affiliate), parents of children with dyslexia, Illinois Science of Reading (school psychologists), Illinois Early Literacy Coalition (special education interest groups)
Stakeholders that showed concerned convened meetings with the senate sponsor:

- Advocacy organizations,
- Early Childhood organizations
- Teacher unions (IEA, AFT)
- Public and private universities (IHEs)
- Illinois Association Multilingual Multicultural Education (IAMME)
- Illinois Principals Association (IPA)
- Illinois State Board of Education (ISBE)
- Latino Policy Forum
- Start Early
- Illinois Action for Children
- Illinois Resource Center
- Erikson Institute

Results of larger stakeholder convening:

- Senate Bill 3900 *Right to Read* has been tabled for further consideration and refinement (for veto or next session) to address points of contention
- Spring / Summer 2022:
  - Illinois State board of Education (ISBE) will review existing content test
  - Universities agreed to allow outside audit of university reading syllabi
  - Universities will arrange for visit to campuses around the state
  - Broad stakeholder group (national and state experts) will convene over the summer to develop comprehensive literacy instruction guidance that supports all student groups across grade levels
Teacher Education

Ester de Jong, EdD
University of Florida

Teachers must be prepared to provide effective literacy to ELLs/EBs

- Practicing teachers (inservice)
- Teacher candidates (pre-service)

Administrators and support personnel (coaches, special education, school psychologists, etc.) also need to know how to create conditions for effective literacy instruction for ELLs/EBs.

Many states still do not have comprehensive requirements for ELL/EB mainstream educator preparation.
Professional learning needs to support mainstream/ESL and bilingual education teachers in their ability and efficacy to engage in effective literacy practices for ELLs/EBs

**Knowledge:** Beyond SLA
   - Bilingual development and bilingual strategies

**Skills:** Beyond comprehensible input and ability to teach discrete skills
   - Integrating language, culture, and content for meaningful communication

**Dispositions:** Beyond beliefs
   - Commitment to equity

- Learning another language (Catalano & Hamann, 2016)
- Language portraits (Lau, 2016)
- Building dynamic bilingual profiles (Escamilla et al., 2014)
- Critical linguistic autobiographies (Haddix, 2008)
- Case studies and interviews (Jimenez-Silva & Olson, 2012; Schneider, 2019)
- Using bilingual teaching strategies (de Jong & Gao, 2018; Ponzio, 2020)
Over one in four California students in the primary grades (where most literacy instruction occurs) are English learners—and 43% of the state’s school children live in homes in which languages other than English are spoken. The literacy development of these students is an urgent equity issue for our state.

Four key state documents together guide literacy instruction for English learners:

1. The California English Language Development Standards
2. The EdGE Initiative
3. The California English Learner Roadmap policy, and
4. The California English Language Arts/English Language Development Framework)

**California’s Position**

In response to the question:

*What position will California take when it comes to the tension between Balanced Literacy and Structured Literacy?*

“Both are needed. They should not be placed at odds. Structured Literacy is the pathway into decoding and developing the building blocks for reading. In successful districts, it is embedded in reading. In successful districts, it is embedded in and leads into an approach that includes reading, writing, listening and speaking in multiple contexts and ways and across subject areas. They are not at odds. They should be complementary. “

*Linda Darling-Hammond, President of the California State Board of Education*
Legislation requires the implementation of a literacy instruction performance assessment that assesses Multiple Subject and Education Specialist credential candidates for competence in instruction in literacy, including but not limited to evidence-based methods of teaching foundational reading skills.

A program resource guide identifies the teaching knowledge, skills and abilities needed to provide literacy instruction that aligns with the ELA/ELD Framework and will be available for the future Design Team advising Commission staff and its technical contractor during the development of the literacy performance assessment and to Commission-approved teacher preparation programs.

- There are 14 pages delineating essential literacy content for teacher preparation on foundational skills
- Only 13 pages are focused on the other four themes combined.

The language in the bill indicates that foundational skills “warrant high priority instructional attention in the early school years and hereafter as needed.”

California’s Common Core State Standards requires students to be critical thinkers with 21st century skills.

- Lack of a comprehensive focus on meaning making, language development, effective expression, content knowledge and foundational skills in the early grades will not prepare students to achieve these high standards in the upper grades.
A Call to Action from the National Committee on Effective Literacy

Moving Forward...

The current political, public and policy focus on increasing literacy for all children should be the invitation to invest in what we know works for English learners – a robust and informed literacy approach based upon research on second language learners - not an open door to repeating the narrow and inadequately informed one-size fits all focus on foundational skill approaches and mistakes of the past.
Overview White Paper

Towards Comprehensive Effective Literacy Policy and Instruction for Emergent Bilinguals/English Learner Students
Kathy Escamilla, Ph.D., Laurie Olsen, Ph.D., and Jody Slavick, Ph.D.

Introduction
The Context - History’s Warning
What We Know
Establishing Effective Literacy Policy Practices Aligned to the Research on Emergent Bilingual Students
Recommendations

Share the white paper on social media
Social media toolkit
Visit the website and share with others

NCEL RESOURCES

- The National Committee for Effective Literacy website. www.MultilingualLiteracy.org
- Commissioned white papers and briefs
- Webinars, podcasts and conference presentations
- Research references
Sign and Share the Petition

PETITION – LIFT UP OUR VOICES

- Invite teachers, administrators, school board members, researchers, organizations and parents to sign our petition to support an asset-based approach to literacy for English learners/emergent bilinguals
- [https://ActionNetwork.org/petitions/national-committee-for-effective-literacy](https://ActionNetwork.org/petitions/national-committee-for-effective-literacy)

Share Your Story

1. What are you being asked to do regarding the “Science of Reading?”
2. What are your concerns, if any, about the “Science of Reading?”

“We cannot afford to lose another generation to literacy programs that aren’t designed or delivered based on what we KNOW is needed for them, or to relegate them to ineffective instructional approaches that once again, will leave them behind.”
THANK YOU!

For More Information Visit:
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