

The Science of Reading in Dual Language Immersion Classrooms

Created for the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED) by Kathy Escamilla, Ph.D.

This brief defines biliteracy development within Dual Language Immersion (DLI) programs, emphasizing that biliteracy is more complex than monoliteracy. It outlines the three guiding principles of DLI: bilingualism and biliteracy, high academic achievement, and sociocultural competence. The brief differentiates between effective DLI programs and monolingual English literacy programs, highlighting essential components for DLI, including English Language Development, Metalinguistic Development, and Cross-Language Connections, in addition to foundational literacy skills and writing. It addresses the challenge of time in DLI classrooms and proposes a Comprehensive Biliteracy Framework that promotes integration and coordination across languages, rather than duplication of instruction. The brief provides examples of how to teach foundational skills and connect language environments efficiently by leveraging similarities and differences between languages, ultimately advocating for a holistic and integrated approach to biliteracy instruction.



Essential Components for Literacy Instruction for Monolingual English Literacy Programs and for DLI Programs for ELLs and MLs

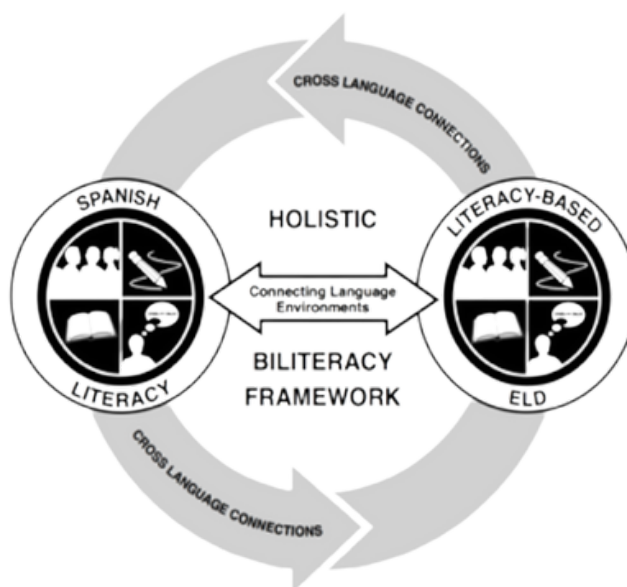
Monolingual English Components			
Oral Language / Oracy	Reading Foundational Skills*	Writing	Social Justice Teaching
Additional Components for Non-English Language and English as a New Language			
English Language Development	Metalinguistic Development	Cross-Language Connections	

*Reading Foundational Skills include phonological awareness, phonics, vocabulary, fluency, comprehension, and oral language.

Essential Components for Literacy Instruction

English Language Development	Metalinguistic Development	Cross-Language Connections
refers to instruction that emphasizes English language acquisition.	refers to the ability to understand and analyze language structure including phonology, morphology, syntax, semantics, and pragmatics. In short, metalinguistic development is the knowledge of how language works. DLI programs students need to develop metalinguistic awareness within each language and across both languages.	are the act of comparing and contrasting the similarities and differences between languages.

One model that demonstrates a **Comprehensive Biliteracy Framework** (Escamilla et.al., 2014) that illustrates how integration can occur in DLI programs is presented below. The side-by-side circles represent the Spanish and English literacy components of oracy (the talking heads), reading (the book), writing (the pencil), and metalinguistic development (the idea bubble). The Spanish and English circles are encircled by arrows representing cross-language connections and the arrows in the center represent connecting language environments. This visual represents the ways in which literacy teaching can be integrated and connected.



Comprehensive Biliteracy Framework (Escamilla et.al., 2014)

Reflect and Apply

- How is teaching literacy in a DLI classroom similar and different from the Science of Reading for monolingual English programs?
- What strategies (other than those listed above) could be employed to ensure that your comprehensive literacy biliteracy program can be implemented in the time frame allotted in your school for literacy teaching?
- Why is it important that the Science of Reading instructional practices be aligned with the pillars of effective DLI instruction?
- Identify the specific ways that your curricular approach reflects a coordinated, and integrated teaching of biliteracy. What are your areas of strength and where do you need to develop deeper connections?
- What types of professional learning opportunity sessions are needed to insure complete implementation of DLI programs and who needs to attend these sessions?