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Bringing Bilingualism to the Center of Guided Reading Instruction

Laura Ascenzi-Moreno, Rebecca Quiñones

Guided reading is ubiquitous, and teachers can support emergent bilinguals' reading while honoring their bilingualism.

As Rebecca (second author), a bilingual teacher, worked with her emergent bilinguals in guided reading, it became evident that this practice was not fully supporting them. Yesenia (all students' names are pseudonyms) is a Latinx second grader in Rebecca's dual-language bilingual (DLB) classroom. Yesenia was born in the United States, her parents are immigrants, and Spanish is spoken at home. Although she has strong inferencing skills in both languages, she is considered a striving reader in English and Spanish because she continues to work on decoding in both (Ward & Harvey, 2017). To determine how she would meet Yesenia's reading needs, Rebecca consulted Yesenia's running records in both languages and decided that she could support her through guided reading. Months passed, and Yesenia's growth was not as robust as Rebecca expected. She wondered what she could do differently and asked herself, "I've done everything I'm supposed to. I assessed her in both languages, found a starting point, rehearsed strategies, and used prompts during guided reading in English and in Spanish. What is missing from my instruction?"

One morning, during English reading instruction, Yesenia saw the word *bike* and said "bik." Knowing that emergent bilinguals select from a variety of sounds from their languages while they read, Rebecca reminded her, "Try the vowel two ways." Yesenia diligently tried again and said "bēk." Catching herself, she said, "Oops! That's Spanish! Um... bī-kē?" Trying out sounds while reading is a natural process for emergent bilinguals who, like Yesenia, navigate multiple features from all of their languages as they read (Briceño & Klein, 2018). This instance helped Rebecca think about how she could create a space where Yesenia's developing knowledge of reading and language could jointly contribute to her growth as a reader. It also surfaced questions about how Rebecca could bring Yesenia's

bilingualism, and that of all of her other students, to the center of guided reading instruction to support their reading development.

Teachers and administrators consider guided reading one of the most powerful, if not the most powerful, instructional tools in a reading teacher's arsenal (Ford, 2016; Ford & Opitz, 2011; Fountas & Pinnell, 2012; Richardson, 2016). Reading researchers have identified approaches to teaching emergent bilinguals during guided reading (Avalos, Plasencia, Chavez, & Rascón, 2007; Fountas & Pinnell, 2017), and these have been critical in addressing emergent bilinguals' needs. However, when it comes to emergent bilinguals in both monolingual English and DLB settings, guided reading and modifications for emergent bilinguals are implemented monolingually, or only in one language. Even within DLB programs, teachers often work with students on reading strategies in two languages separately, without a space to bridge students' reading abilities across languages (Ascenzi-Moreno, 2016).

As the field of reading instruction has moved toward an asset-based take on students' bilingualism, in which students' resources are recognized as an essential part of their learning (Ascenzi-Moreno, 2018; Espinosa & Lehner-Quam, 2019; García & Kleifgen, 2019; Jiménez et al., 2015; Kabuto, 2017), reading instructional practices should be examined

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and refined so that they address emergent bilinguals' dynamic language practices. A bilingual approach to guided reading is critical for classroom teachers, school literacy leaders (e.g., literacy coaches, reading specialists), school administrators, and teacher educators as their work directly affects the quality of reading instruction that emergent bilinguals receive.

What Are the Goals of Guided Reading?

When teachers hear “guided reading,” they often think of forming small groups, choosing teaching points, selecting texts, differentiating for a variety of readers, and moving students to higher reading levels. Fountas and Pinnell (2017) defined guided reading as “a context within which students engage with a rich variety of texts and are taught how to build an effective and efficient reading processing system” (p. 10), pointing to the importance of the informed relationship among the reader, the teacher, and the text. The role of educators in guided reading is to support students to become strong, thoughtful, metacognitive readers who construct meaning (Burkins & Yaris, 2019; Fountas & Pinnell, 2012, 2017; Richardson, 2016).

Because students are at the heart of this instructional context, we believe that guided reading is necessarily attuned to students' diverse learning profiles. Lenters (2019) aptly described this difference as a shift from thinking that, as educators, “we are teaching to them” to “we are invited to work with students” (p. 368). When the focus is on working with students, teachers' moves are premised on an understanding of how guided reading structures are responsive to a diversity of student profiles. Practices that are so familiar to teachers, such as forming guided reading groups and selecting texts, are moments of informed and responsive decision making based on teachers' deep and holistic knowledge of students. This point has special resonance for reading work with emergent bilinguals because it demands that teachers recognize and honor the diverse resources—across languages and experience—that emergent bilinguals bring to learning (Ascenzi-Moreno, 2016, 2018; Kabuto, 2017; Laman, 2014; Souto-Manning, 2016).

PAUSE AND PONDER

- What are your emergent bilinguals' strengths?
- What considerations do you take into mind when planning guided reading for emergent bilinguals?
- What opportunities currently exist for your students' bilingualism to have a role in their reading development?

Given that responsiveness is at the core of effective teaching in guided reading (Fountas & Pinnell, 2012), the question with regard to emergent bilinguals is, What aspect of emergent bilinguals' reading skills and identities are we responsive to? For example, teachers can design guided reading lessons to respond to these students' emerging English

and therefore insert opportunities for them to learn language while they read. Or, as we advocate and describe here, teachers can choose to respond to their bilingualism during guided reading and insert opportunities for emergent bilinguals to pull from every knowledge base so that it extends their understanding of text and, ultimately, of reading. In this way, we urge teachers to invite the whole child to

reading instruction and practice. We believe that this shift is possible not only for bilingual teachers but for all teachers who have emergent bilinguals in their classrooms. Next, we turn to the notion of responsiveness as it relates to emergent bilinguals.

Responsive Reading Instruction for Emergent Bilinguals

Although responsiveness is usually defined by the ways educators attune their teaching to individual students, responsiveness in instruction is multifaceted. When teachers are responsive to individuals or small groups of readers, they gather information from both assessments and day-to-day observations to gain a complex profile of each student as a reader to support his or her development.

Another, equally important but not frequently talked about aspect of responsiveness is teachers' understanding of the reading process as it relates to specific populations of students. This aspect of responsiveness acknowledges that the frameworks that teachers hold of particular students and how they engage in the reading process in turn shape teachers' interactions with them (Frankel & Brooks, 2018). For example, if teachers primarily view emergent bilinguals as English learners, then their instruction will emphasize language learning, such as teaching new vocabulary and phrases during reading instruction.

However, emergent bilinguals' reading profiles are dynamic and complex, and their overall development as readers is not solely dependent on their English language acquisition (Martínez, 2018). For this reason, understanding the role that students' bilingualism can play as they develop literacies is critical for teachers. When teachers hold a strengths-based vision of how emergent bilinguals develop literacies, combined with knowledge of the individual student, teachers can craft their instruction that is responsive to emergent bilinguals at multiple levels. A discussion of how bilingual reading scholars have conceptualized reading development is essential for all teachers who work with multilingual students.

The Contribution of a Bilingual Theory of Reading to Reading Instruction

It is widely accepted by reading and bilingual researchers alike that reading and language are intertwined (Kabuto, 2017). Yet, for many years, reading instruction has been associated with monolingualism or learning in one language. Generally, reading instruction has been premised on the condition that students are proficient in the language that they read. For example, from our experience in the field, teachers will often assume that a student does not understand what she has read in English, for instance, if she cannot answer questions about the text in English (Ascenzi-Moreno, 2018). Bilingual people know that understanding what you can read in a given language far exceeds your ability to speak about what you have read.

Recently, bilingual researchers have united the fields of reading and bilingual research (Espinosa & Lechner-Quam, 2019; Kabuto, 2017) and are addressing a larger audience of educators, including both bilingual and monolingual teachers who work with emergent bilinguals. Their work has not only resulted in an expanded understanding of how the reading process unfolds for emergent bilinguals but has also contributed to knowledge of how literacies are positioned and developed within a culturally and linguistically diverse society, thus "developing a democratic vision for teaching...that strives to value, leverage, and teach into students' everyday languaging practices" (Zapata & Laman, 2016, p. 366).

Current frameworks for bilingual reading have been shaped by translanguaging theory and practice (Ascenzi-Moreno, 2018; García & Kleifgen, 2019; Kabuto, 2017). Translanguaging is most often defined as a process in which bilingual people deploy their

"full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of names (and usually national and state) languages" (Otheguy, García, & Reid, 2015, p. 283). In other words, bilingual people draw from all of their language and social practices as they make meaning and develop literacies.

The following examples demonstrate how translanguaging exists within reading for emergent bilinguals. Carlos, a second grader of Latinx and Asian heritage, is reading a book in Spanish about farm animals that go to the river to sing when a wolf suddenly appears in the book; at this moment, Carlos exclaims in English, "I love when wolves howl!" and howls. While Carlos reads the book in Spanish, he simply does not translate words such as *lobo* to *wolf* to understand the text, but he brings his experience (self-talk in English and howling) to deepen both his comprehension and experience of the book. Another student, Ana, listens to a story in English about birthdays, thinks about the characters from the book in Spanish, and recalls family birthday parties that include *piñatas*, *pastel* (cake), and *primos* (cousins). In accessing her own experiences across languages, Ana is able to connect to the theme of celebrations, bringing personal nuances that enrich her connection and understanding to the text.

These anecdotes illustrate that emergent bilinguals interact with texts "dynamically across languages" and modalities (Ascenzi-Moreno, 2018, p. 357) and the reading process, as Kabuto (2017) advocated, "transcends language borders" (p. 39). Through a translanguaging perspective, reading is viewed as a unified skill, one in which students organically draw on resources across named languages (e.g., English, Spanish, Mandarin) to engage deeply and personally with texts.

Whereas literacy scholars most often describe translanguaging as selecting features across named languages, translanguaging theory, at its core, is grounded in the positioning of emergent bilinguals within a sociopolitical context (Flores & Rosa, 2015; García & Kleifgen, 2019; Seltzer, 2019). Being bilingual does not solely mean that you use two or more languages in your daily life; it is also part of your identity. It means that your life is steeped in the rich multilingual and social resources that are personally meaningful and critical to learning. When teachers focus exclusively on emergent bilinguals' language practices, even if those practices are multilingual, they fail to acknowledge the critical role that students' bilingual identities play in reading. Emergent bilinguals need a multifaceted approach

to reading—one that does not solely address their language learning needs. Rather, an approach that also recognizes and values students' bilingualism is crucial as teachers support their development as readers. When teachers adopt this complex perspective of emergent bilingual reading, they are responsive to the varied needs of emergent bilinguals.

Guided Reading: Responsive to Language Needs

Guided reading is a site for language acquisition for all learners as all students—even monolinguals—are in the process of learning language. Scholars have suggested that language development occurs throughout the various components of reading instruction: read-alouds and shared reading and writing (Fountas & Pinnell, 2017). Modifications to the guided reading structure to specifically address emergent bilinguals' new language learning have also been advanced. These include additional time to review new vocabulary and language structures and highlighting novel text structures, among others (Avalos et al., 2007; Fountas & Pinnell, 2017). Guided reading experts have also proposed that teachers choose books that offer emergent bilinguals multiple supports within the text, including familiar language and visuals. All of these teaching moves are important and have aided emergent bilinguals in acquiring both reading skills and language. Although these modifications have been instrumental in supporting emergent bilinguals, they do not incorporate students' varied linguistic resources.

When literacy teachers approach guided reading from a bilingual theory of reading, possible new instructional spaces open up when teachers reflect on two questions:

1. How are students' language practices incorporated into guided reading?
2. How are emergent bilinguals' identities as bilingual readers valued and leveraged as they develop strong reading processes?

These questions framed our work. We now turn to describing the context of the study and how we structured our collaborative research.

The Study Context

Verde Elementary School (pseudonym) is nestled in a vibrant and diverse community in a large urban

area in the Northeastern United States. Verde is the most linguistically diverse school in the district in which it is located. Although there is overlap among some of the following groups, 41% of students identify as Hispanic, 23% identify as African American, 19% identify as Asian, and 10% identify as White. Across these groups, 20% of the student population at the school are identified as English learners through an assessment given by the district.

The class in which this study took place is a second-grade DLB classroom that follows the roller coaster model, a language allocation model in which half of the day's instruction is in English and the other half is in Spanish. At the time of the study, the classroom was made up of 60% of students who came from homes where Spanish is primarily spoken and 40% of students who came from homes where English is primarily spoken. Rebecca is Latinx and bilingual; she was in her second year of teaching when we began the study.

Method

This study is multilayered in that it is both a research–practice partnership and a case study coauthored by Laura (first author), a bilingual teacher educator, and Rebecca, a bilingual former education graduate student in the program Laura coordinates. Laura approached Rebecca because she wanted to know how bilingual graduates of this program were translating coursework on translanguaging into literacy practices.

When Rebecca was a bilingual preservice teacher, she learned about the role of language in learning, particularly about how languages interact. Now, in the classroom, she wanted to explore how these ideas actually played out; specifically, she wanted to see what it meant to plan guided reading from a bilingual perspective.

This collaboration among teachers and researchers around problems stemming from practice is a research–practice partnership. The goal of such a partnership, and of other participatory research designs, is to look for a point of synergy. The practitioner finds the research meaningful and useful to her practice; at the same time, the researcher is answering larger questions that are important to advance her particular field (Bang & Vossoughi, 2016). In this case, we converged around the following questions: What does a bilingual vision for guided reading look like? How can it be implemented?

To answer these questions, we employed case study methodology (Saldaña & Omasta, 2018). We met twice monthly during the academic year from February 2018 through March 2019. Each time we met, we analyzed students' progress, planned lessons collaboratively, and discussed how a bilingual vision for reading could be infused into the lessons. Following our meetings, Laura observed the reading block and took low-inference notes documenting the two guided reading groups that Rebecca implemented during each reading period. During the observations, Laura took notes on both Rebecca's teacher moves and what her students said. On some occasions, we took pictures of relevant materials. Our conversations about bilingualism and guided reading were documented in field notes.

Data Analysis

We structured the data analysis by determining from the outset two categories to look for in the lessons that were observed: word solving and comprehension. These categories were selected because, based on our experience, they are the most frequent type of strategic lessons that teachers plan for with emergent bilinguals (Moses, 2015). After determining these two broad categories, we examined lessons with a focus on how bilingualism was included in the lesson. We selected vignettes that illustrate how bilingualism can be interwoven into guided reading (Saldaña & Omasta, 2018).

Bilingualism in Guided Reading

In this section, we present examples of how Rebecca planned for and implemented changes to include bilingualism as a critical feature in her guided reading instruction. Although we focus on "snapshots" of the lessons, we also provide the background of how the lesson was planned and how we processed the learning. This study takes place in a bilingual classroom, but these practices may be extended to emergent bilinguals in monolingual classrooms. To support both bilingual and monolingual teachers with implementing these practices in their classrooms, Table 1 gives prompts that teachers could use in incorporating these techniques into their settings.

Word-Solving Strategies: Decoding

All readers need to use multiple sources of information to solve words. However, for emergent bilinguals, solving words may pose an additional challenge: applying two or more phonological systems (sounds in a named language) to read words they are either recently familiar with or not familiar with at all.

Background on the Lesson. In this lesson excerpt, Rebecca works with Yesenia, the student introduced at the beginning of this article. Rebecca's goal is to join knowledge from both English and Spanish reading instruction to support her students' metalinguistic strategies. She wanted to

Table 1
Prompts to Support Bilingualism During Guided Reading

Strategy	Prompts for bilingual teachers (in English or other language)	Prompts for teachers in monolingual settings
Word solving: Decoding	How do you sound out words in English?	How do you sound out words in your language?
	How do you sound out words in Spanish [or other named language]?	How is it similar to or different from how you sound out words in English?
	What are some similarities and differences about these that could help you sound out words?	How can your knowledge of sounding out words help you in English?
Vocabulary and comprehension	How do you say this word in English [or Spanish, or other named language]?	How would you say this word in your language?
	How do you understand it?	What experiences have you had with [topic of text]? (Accept responses in both English and students' home language.)

support students such as Yesenia who had some word-solving strategies but either were not implementing them consistently or needed them to be strengthened.

While observing Yesenia during whole-group shared reading lessons, Rebecca noticed that Yesenia was effective at a strategy she had introduced to the class in English, reading the word part by part (identifying chunks). So, Rebecca decided to reinforce Yesenia's work in solving words that she was using in English and tie it to reading in Spanish, a strategy Yesenia was not transferring to her Spanish reading at the time.

During the Lesson. In this excerpt, Rebecca created an opportunity where students made connections between how they decode in their two named languages. Her objective was to support students to become strong bilingual readers, as opposed to being a strong reader either in English or in Spanish. In the following snapshot, we provide an annotated transcript of the moment when Rebecca makes the connection between languages.

Rebecca started this guided reading lesson (see Table 2), which was in Spanish, by asking students to read words in English “part by part.” Yesenia looked at Rebecca curiously, as if she were thinking, Isn't this Spanish reading time?

Processing the Lesson. Although reading exists for emergent bilinguals as a unified process, students' experience of reading may be splintered into reading

Figure 1
Strategy for Sounding Out Words in English and Spanish

Note. The color figure can be viewed in the online version of this article at <http://ila.onlinelibrary.wiley.com>.

in English and in Spanish because classrooms are set up to keep languages separate (Sánchez, García, & Solorza, 2018). Thus, students may not automatically make connections between what they are being taught in one language and in the other. Students implicitly receive the message that they should not draw upon their language practices when reading. Making students aware of and developing bilingual metalinguistic awareness—unifying reading strategies across named languages—can be made explicit for students (Proctor, August, Snow, & Barr, 2010; Sánchez et al., 2018).

Table 2
Making Connections Between Language Features During Guided Reading

Transcript of lesson (with translation)	Note
Rebecca: We are going to try the same thing but in Spanish. Can you think of how we can chunk words into parts in Spanish?	Rebecca, speaking in English, prompts students to recall their knowledge of reading in Spanish.
¿Qué hacemos cuando hay palabras largas? [What do we do when there are long words?]	Rebecca, speaking in Spanish, asks students to recall previous experiences in sounding out long words in Spanish.
Javier: Sound them out.	Javier answers in English.
Rebecca: ¿Cómo? [How?]	
Javier: Syllables.	Javier offers that in Spanish, you can sound out words in syllables.
Rebecca: Vamos a tratar con una palabra. [We are going to try with a word.] [She shows the chart with the word <i>canasta</i> ; see Figure 1.]	Rebecca shows a chart in English and Spanish that demonstrates how students could read words by identifying syllables in Spanish.

Rebecca prompted on two levels. First, she reminded students of a word-solving strategy in English; then, she brought awareness to students that they could use a similar strategy in Spanish. Making the connection between word-solving strategies in both English and Spanish helped them see that there are similarities between languages (in breaking up words into chunks). Developing this holistic understanding of reading between named languages is important in students' development of a complex processing system that reflects the diverse language practices of their lives.

Rebecca noticed that from lessons like these, in which students were prompted to make connections between strategies that they use in different named languages, students were more aware of how the strategy works and when to apply it. She noticed that Yesenia's ability to solve words in both languages improved, thus shedding light on Yesenia as a bilingual reader—one who not only struggles to decode but also needs strategies that support her emerging bilingualism (Martínez, 2018).

Although Rebecca teaches in a DLB class and has the advantage of observing the contours of her students' learning in both languages, the following questions may be helpful for all teachers:

- What is the strategy the student needs?
- How do they do it in English?
- How do they do it in their home language?
- How is the strategy done in other languages?
- What are the similarities or differences in using that strategy during reading?

Teachers can initiate conversations with students that help them develop a strong *bilingual* reading processing system by comparing and contrasting their knowledge about decoding, comprehending, and discussing texts across named languages (see Table 1).

Word Solving and Comprehension: Figuring Out Vocabulary

Vocabulary strategies are essential for emergent bilinguals as they navigate the meaning of words in multiple languages (Fountas & Pinnell, 2017). Although comprehension is a complex process, vocabulary is a critical piece of developing understanding of texts.

Background on the Lesson. Rebecca noticed that some of her students who were very strong at decoding in both languages were having trouble comprehending what they were reading. After an analysis of their reading assessments and texts, Rebecca realized that as text levels increase, so does the level of vocabulary, including words not used in the home. In particular, there was a group of students who spoke Spanish at home but could comprehend texts in English at higher levels than in Spanish. Rebecca wanted to strengthen their comprehension strategies, and she planned to do so by prompting them to think in both languages when they encountered new words while reading. Rebecca chose a nonfiction book in Spanish as she knew the text would have words unfamiliar to the students.

During the Lesson. In the excerpt from the lesson shown in Table 3, Rebecca models how to prompt as she uses both visual and language resources in figuring out word meanings. We present an annotated transcript of the portion of the lesson that featured a book in Spanish.

Processing the Lesson. The ultimate goal of reading instruction—guided reading included—is to support students to develop a reading processing system that enables them to understand text. For emergent bilinguals, a necessary component of this processing system is their metalinguistic awareness. In this example, Rebecca opened up a space for fluid conversation using both Spanish and English to discuss a difficult word, which is essential to students' comprehension of the text. At the beginning of the vignette, Rebecca switched from Spanish to English to model that one of the ways that she deepens her understanding of a word—in this case, *gateaba* (crawling)—is by using a range of resources such as visuals and matching the meaning to both English and Spanish. In doing this, Rebecca modeled how tapping into her bilingualism is a powerful resource as she reads and can be an important strategy for students. This type of teaching highlights that students can engage in understanding a word or a text by thinking using both language and social resources.

Rebecca also learned about her students' word knowledge by engaging them bilingually. In the exchange with Elena, she learned that Elena is aware that there can be several words for the same thing and that these may span different named languages. Rebecca made sure to communicate to students that

Table 3
Modeling and Providing Opportunities for Readers to Bring Entire Linguistic Repertoire to Guided Reading

Transcript of lesson (with translation)	Note
Rebecca: ¿Te acuerdas la semana pasada, leímos este libro? Habían palabras que yo no entendía lo que significaban. [Remember last week, we read this book? There were words that I didn't know.]	Rebecca starts the lesson in Spanish.
We are going to figure out what some of these hard words mean today. [Rebecca shows students the comprehension chart in Spanish; see Figure 2.]	She states in English the strategy that students will be working on.
[She shows the book from a previous session.] Hay esta palabra—gateaba. Miro el libro y veo que el niño está gateando. [There's this word—gateaba. I look at the book and see a child crawling.] So, crawling would make sense. [Rebecca then provides the students with a new book in Spanish.]	Rebecca models in Spanish her use of visual information <i>and</i> how she connects it to her knowledge in both English and Spanish.
Se trata de una niña que hace un experimento de ciencias. [It's about a girl who does science experiments.]	Rebecca provides a statement about the book.
Hay una palabra en este libro que no entiendo. ¿Qué crees que significa la palabra turba? [There's a word in this book that I don't understand. What do you think the word turba means?]	Rebecca highlights the word, turba (peat), that they need to figure out.
¿Qué crees que es turba? [What do you think turba is?] What do you see in the picture?	
¿Cómo se dice dirt en español? [How do you say dirt in Spanish?]	
Elena: Tierra...like world.	Elena answers in English (the guided reading session is during Spanish reading instruction). Elena connects the English word dirt to the Spanish word for dirt, tierra, which also means world.
Rebecca: It's a crazy thing...tree bark that's mushed. It looks like dirt.	Rebecca, speaking in English, provides more detail about the word turba.

we use the same strategies in English *and* Spanish to solve difficult words within texts.

As teachers tackle introducing strategies for figuring out words and comprehending text, the following questions may be helpful for all teachers:

- Is the student familiar with the concept?
- How can I help the student match the meaning of the word to their knowledge across all named languages?
- How can I support the students' understanding of the topic by engaging their linguistic and social resources?

These vignettes demonstrate how Rebecca supported her students by making bilingualism a centerpiece of reading instruction. Not only did students see how Rebecca moved fluidly across languages,

they also had opportunities to engage their linguistic resources to solve words, figure out vocabulary, and engage in meaning making. Through these actions, students actively used their bilingualism to read. They also learned that engaging solely in one language when reading is not a prerequisite to understanding and enjoying a text. Rebecca was responsive to her emergent bilinguals as students who are deeply engaged in learning language and also as bilingual people exploring the relationship between their named languages through literacy.

Supporting the Emergent Bilingual Reader in Guided Reading

The greatest instructional tool teachers have is their understanding of the reading process and

Figure 2
Comprehension Chart in Spanish

how they can contribute to students' development of a reading processing system (Fountas & Pinnell, 2017). Grounding teachers' understanding of reading instruction in a deep understanding of students is critical. Although emergent bilinguals are often positioned as struggling readers when viewed from a position of deficit (Frankel & Brooks, 2018; Martínez, 2018), their bilingualism and bilingual identities can be a critical element in the development of their reading processing systems.

Growth as a reading teacher is the result of not only becoming familiar with new practices but also engaging in broader shifts in how to engage the whole child as a reader. In centering bilingualism in guided reading, we welcome a vision of literacy in which emergent bilinguals do not have to fracture their abilities into either English or another named language, in which emergent bilinguals learn to become strong readers using all their language resources while cultivating what it means for them to take hold of their bilingual abilities as readers.

NOTES

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TAKE ACTION!

1. Plan a guided reading lesson that brings forth students' bilingualism.
2. Pinpoint a place in your guided reading to incorporate your students' resources across languages. It may be the introduction, during reading, or at the end, when students talk about the text. The goal is to ensure that students know that they can incorporate all of their language resources as they develop into strong, independent readers.
3. Think about the following:
 - What strategy am I supporting students to learn?
 - Can I connect their knowledge of this strategy to what they already know across their named languages
 - How can I invite them to use their entire linguistic repertoire to make meaning of the words and texts?
 - How can I create spaces for students to speak using all of their resources about the books they enjoy, understand, and share with others?

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MORE TO EXPLORE

- España, C., & Herrera, L.Y. (2020). En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students. Portsmouth, NH: Heinemann.
- Teaching Bilinguals (Even If You’re Not One), a video series provided by the CUNY-New York State Initiative on Emergent Bilinguals: <https://www.cuny-nysieb.org/teaching-bilinguals-webseries/>