



TEACHING TRANSLEYENDO

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ABSTRACT

Although a multilingual, translanguaging approach to teaching reading has been found to have a positive impact on literacy development of Dual Language Learners, bilingual programs continue to fail students by delivering literacy instruction in separate linguistic times and spaces. In this article, we propose an approach we call Transleyendo, based on a holistic biliteracy lens, that values and builds on students' home language and literacy assets. Using examples from our work with students, we illustrate how teachers can use an observation framework and a prompting model to leverage reading behaviors across languages. We contend that bilingual teachers must overcome limitations of monolingual literacy frameworks and provide intentionally designed holistic biliteracy instruction that encourages students to use their full literacy and linguistic repertoire.

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Teachers grew increasingly concerned when two students, Kyana and Trevonte (all names are pseudonyms), had made minimal gains in both Spanish and English reading by the middle of first grade. Classmates in a bilingual education program, both were learning literacy in two languages and were considered Dual Language Learners (DLLs). Kyana was a simultaneous bilingual who spoke both languages since birth, and a dual language education gave her the opportunity to develop her bilingualism and her cultural/linguistic identity. Trevonte came from an English-speaking family and represented a growing population of Black DLLs; for Trevonte and his family, bilingualism was a form of black excellence.

Kyana and Trevonte were labeled as “struggling.” However, the teachers realized that the issue was probably that the literacy teaching was not meeting their needs. The Dual Language program’s literacy instruction treated students as monolinguals instead of bilinguals (Grosjean, 1989). Like many readers in DL programs, their literacy learning was split into binary language categories separated by space, time, and/or teacher (Fitz, 2006; Howard et al., 2018). The parallel monolingualism of the DL program model prevented Kyana and Trevonte from accessing their repertoire of literacy and linguistic resources, and exacerbated their challenges as bilinguals learning to read.

In this article, we propose an alternative to parallel monolingualism. We demonstrate how teachers can embrace a multilingual approach we call *Transleyendo* to accelerate the literacy learning of any DLL. We use a framework of holistic biliteracy, acknowledging that bilinguals are always using both languages, even while speaking, reading or writing in one language (Escamilla et al., 2014). We begin with a review of translanguaging theory in bilingual reading and we explain four strategic



behaviors that can be observed in emergent readers. Next, we describe how Maestra Emily (first author) and her colleagues used action research to implement a Transleyendo approach that supported Kyana and Trevonte to leverage reading strengths across languages. These cases illustrate how holistic observation and teaching can shift our instruction and systems toward a multilingual paradigm. We conclude with a call to break down barriers of parallel monolingualism so that the reading potential of all students can be liberated.

HOW DO STUDENTS USE THEIR BILINGUALISM IN READING?

Because oral language is the foundation of beginning reading (Clay, 1991, 2001), young DLLs' early literacy behaviors may develop differently than those of monolingual English students (Butvilofsky et al., 2021; Briceño & Klein, 2018). Bilingualism “expands a person’s meaning-making, or comprehension, repertoire” (Hopewell, 2013, p. 62). Bilinguals are not two monolinguals in one (Grosjean, 1989), but employ their full range of bilingual linguistic resources during literacy practices (Ascenzi-Moreno & Quiñones, 2020; García & Kleifgen, 2020). Therefore, it is important to view bilinguals through a holistic biliteracy lens, which takes into account students’ knowledge and abilities in both languages (Escamilla et al., 2014). For example, students who are simultaneous bilinguals – who grew up knowing both languages – have better control over syntax in both languages and are therefore better able to self-correct using syntax when reading than students who grew up speaking one language (Briceño, 2021).

Bilinguals translanguage, or dynamically and fluidly draw from a single reservoir of linguistic knowledge to communicate and make sense of the world (García & Wei, 2014). A translanguage perspective and translanguage practices foster social justice teaching by privileging the language practices of minoritized bilinguals and honoring their identities (García & Kleifgen, 2020). Like Bauer and colleagues (2020), we expand translanguage to include Black students who may also be linguistically minoritized in dual language spaces.

Since the reading process is heavily influenced by a student’s language, translanguage pedagogy is especially important to implement during reading instruction. When applied to reading, translanguage focuses on the actions of the bilingual reader rather than on the sociopolitical language of the text, allowing bilinguals to bring the entirety of their linguistic resources to the act of reading (García, 2020). Translanguage literacy practices can include using bilingual books (Domke & Cárdenas Curiel, 2020), supporting students to deepen their comprehension by talking about texts using their full linguistic repertoire, creating and/or enacting multilingual texts, developing confidence in literacy activities, and developing metalinguistic awareness (García & Kleifgen, 2020).

A number of studies have shown the benefits that translanguage in literacy instruction has on reading development of DLLs. For instance, bilinguals exhibit more complete and sophisticated comprehension when provided opportunities to use both languages (Alvarez, 2012; Ascenzi-Moreno, 2018; Hopewell, 2011, 2013; Martínez-Roldán & Sayer, 2006). Meaning-making practices,



such as translanguaging in comprehension conversations, are applicable in both languages, while decoding skills tend to only be applicable in one language (López-Velásquez & García, 2017). This is particularly important in Spanish, as its transparent orthography can lead to word calling without comprehension. For the sake of increased specificity, we refer to translanguaging practices in reading as *Transleyendo* practices.

Transleyendo practices help students use what they know about reading in one language and apply it to the other language. Studies have demonstrated that more successful bilingual readers understand that reading is the same process in both languages (García & Godina, 2017; Jiménez, García & Pearson, 1995, 1996), while less successful bilingual readers do not (Wurr, Theurer & Kim, 2008). Therefore, students should be explicitly taught to use what they know across languages when reading (Ascenzi-Moreno & Quiñones, 2020; Escamilla et al., 2014; Garcia, 2020).

Recently, scholars have offered guidance on how teachers can design literacy instruction through a translanguaging lens, and we use this guidance to undergird the Transleyendo approach. García and Kleifgen (2020) identify five instructional design components: translanguaging affordances, co-labor, production, assessment, and reflection. We situate our examples within the areas of translanguaging assessment and reflection. The first step in Transleyendo instruction is close observation—or formative assessment—of DLLs’ strategic reading behaviors.

OBSERVING TRANSLEYENDO THROUGH STRATEGIC READING BEHAVIORS

Close observation of strategic reading behaviors is a common way to identify emergent readers’ strengths and instructional needs (Clay, 1991, 2019; Doyle, 2013; Fountas & Pinnell, 2016). A number of studies have shown how important this practice is with DLL students due to the complex nature of biliteracy learning (Ascenzi-Moreno, 2018; Briceño, 2021; Croce, 2017; Garcia & Kleifgen, 2020; Kabuto, 2017). In practice, however, reading assessment in bilingual spaces has been found to be dichotomized by language (Ascenzi-Moreno, 2018). Teachers must break the mold of these monolingual practices, and they can begin by observing reading behaviors in both languages.

Reading is multidimensional and students will bring unique understandings to becoming literate. One way to identify students’ diverse resources is by observing how the reader uses what they know to process text. To make meaning, a reader may draw upon their knowledge of *graphophonics* or sound-letter correspondence, *semantics* or meaning, and *syntax* or grammar (Clay, 2019). We adopt Clay’s (1991) strategic reading behaviors: searching, self-monitoring, cross-checking, and self-correcting due to their importance in developing early reading and to limit the scope of the article.



- *Searching* occurs when a student looks for information in the text that can help them. For example, if there is a picture of a puppy, the child might search the print to see if the word is “perro” (dog) or “puppy.”
- *Self-monitoring* occurs when a child uses information to determine whether or not they are correct. In the same example, the child might want to say puppy, but sees the word “perro” and stops. The student identified that something is wrong, and may or may not be able to fix it. When self-monitoring, the child asks themselves, “am I right?”
- *Cross-checking* occurs when a student uses two or more sources of information to solve a word. A child may see a picture of a dog (meaning), see a “p” at the beginning of the word (visual), and also consider the preceding syntax to choose among “puppy,” “puppies,” “perro,” or “perros.”
- *Self-correcting* occurs when students read a word incorrectly and then fix it. In the above example, if the child says the word “puppy,” and then fixes it by saying “perro” (dog) after looking at the print, they would have self-corrected.

The strategic behaviors described above are windows into the reading process and offer a lens through which cultural and linguistic resources in reading can be observed (Kabuto, 2017). In fact, since the reading process is universal across alphabetic language systems, scholars have used comparative miscue analysis across languages to develop a deeper, culturally relevant understanding of the bilingual reader (Kabuto, 2017). Teachers of DLLs need not reteach these strategic behaviors in both languages, but rather look for successful uses of the strategy in any language and teach the child to apply the same strategy in the other language. Knowing what DLL readers can do in each language helps us to teach more effectively and efficiently (Ascenzi-Moreno, 2018; Escamilla et al., 2014). We now turn to describe an action research project showing how close observation of Kyana and Trevonte’s reading enabled teachers to provide Transleyendo teaching.

ACTION RESEARCH: KYANA AND TREVONTE

In Maestra Emily’s role as a literacy coach, she recognized the strengths that Kyana and Trevonte brought to reading. She also recognized, however, that the school was not organized in a way that would allow the teacher team to easily build on those strengths. The Dual Language program followed a 90:10 model in which 90% of instruction in first grade was in Spanish, including initial literacy instruction. In the primary years, the school’s intervention matched the language of core literacy instruction (Spanish). However, the teachers began questioning the responsiveness of this approach to readers with diverse linguistic profiles. Simultaneous bilingual students like Kyana were constrained to one language and English-speakers like Trevonte could not access their home language. These factors set the stage for the team to take on action research.



This action research took place at an elementary school in an urban, midwestern school district over a period of 12 weeks. A teacher team consisted of a literacy coach, Maestra Emily (Zoeller, 2021), a first grade teacher, Mr. Wallace, and an interventionist, Maestra Flor. The team asked if and how a holistic bilingual approach – one that considered reading behaviors in both languages – could support the biliteracy development of two DLLs. The team used running record analysis in Spanish and English to explore how reading could develop when students were provided explicit crosslinguistic teaching per a Transleyendo approach.

TRANSLEYENDO IN ACTION

KYANA

Transleyendo observation. Kyana was a simultaneous bilingual whose world called for fluid use of Spanish and English. She spoke to her mom in Spanish and to her babysitter in English, and to her siblings in the language that matched her communicative purpose at the time. Kyana’s literacy instruction was entirely in Spanish, but as a speaker of two languages, her knowledge flowed freely across the two. The teachers’ collaboration was the first step in breaking down the structural barriers that were inhibiting her biliteracy development. They sought to carry out a side-by-side analysis of Kyana’s reading behaviors in Spanish and in English. To do so, they used the Transleyendo Observation Framework. They took running records to closely observe Kyana’s reading of a Spanish text, *El Cumpleaños de Rosie* (Dufresne, 2008) and an English text, *Bella’s Dinner* (Dufresne, 2008). Teachers’ observations and analysis are presented in Table 1

Table 1
Transleyendo Observation and Analysis Framework

Student: Kyana

	Spanish	English
Text	Page 4 of <i>El Cumpleaños de Rosie</i> (level D/6)	Page 4 of <i>Bella’s Dinner</i> (level C/4)
Text on the page	-¿Dónde está Bella con mis regalos? - -¿Dónde está Bella con mi pastel?- dijo Rosie.	Bella looked in the food bowl. “No food in here”.



Observation of Kyana's reading	-¿Dónde está Bella con mis reglas....regalos?- -¿Dónde está Bella con mi postre?- dijo Rosie.	Bella liked in the food bowl. "No food in her".	
Strategic Behaviors	Evidence while reading Spanish text	Evidence while reading English text	Implications for Transleyendo Teaching
Searching for <ul style="list-style-type: none"> ● graphophonic information ● meaning ● structure 	Kyana scanned the picture before reading, searching for meaning information. When she attempted the word <i>regalos</i> with " <i>reglas</i> ", she seemed to be searching graphophonic information	Kyana glanced at the picture before reading, searching for meaning information. When she attempted " <i>liked</i> " and " <i>her</i> ", she seemed to be searching graphophonic information at the start of each word.	In both languages, Kyana seems to be searching the beginning letters of a word. In both languages, Kyana needs to be taught how to apply phonics rules to decode beyond beginning letters, especially in English. In Spanish, this might entail breaking words by syllables. In English, this might entail development of sight words like <i>look</i> and <i>here</i> .
Self-monitoring for <ul style="list-style-type: none"> ● graphophonic information ● meaning ● structure 	At the word, <i>regalos</i> , Kyana attempted with " <i>reglas</i> ". She then paused, noticing that her attempt did not make sense.	Kyana read " <i>her</i> " for <i>here</i> . She kept on reading without noticing that her attempt did not make sense or sound right.	In Spanish, Kyana monitored her reading using meaning and structure. In English, she does not yet control this strategy.
			Possibly, Kyana was drawing upon her syntactic knowledge in Spanish and using this to monitor in English,



			as it would be syntactically correct to say “no hay comida en ella.”
Self-correcting (identify source(s) of information used)	Kyana successfully self-corrected “ <i>reglas</i> ” with “ <i>regalos</i> ”, drawing upon meaning and structure. She did not, however, notice her approximation of “ <i>postre</i> ” for <i>pastel</i> , as the substitution made sense and sounded grammatically correct.	No evidence yet.	In Spanish, Kyana can sometimes self-correct using meaning and structure. In English, there is no evidence of Kyana self-correcting. In both languages, Kyana needs to be taught to use graphophonic information to self-correct.

When the team gathered to review Kyana’s literacy behaviors across languages, they completed and discussed the Transleyendo Observation and Analysis Framework in Table 1. This analysis enabled the teachers to notice the strategic behaviors Kyana was using in both Spanish and English, or in just one of the two languages. Important insights were revealed. Kyana had some tendencies that were helpful in both languages, like searching visual information at the start of the word. She also had needs that spanned both languages, like failing to use phonics as a strategy to decode new words or self-correct errors. Notably, Kyana had a number of strengths in Spanish that were not yet evidenced in her English reading. For example, she could self-monitor in Spanish but not yet in English. This presented teachers an opportunity for explicit teaching using the Transleyendo Prompting Model.

Using the Transleyendo Prompting Model with Kyana. To leverage students’ reading behaviors across languages, the team used a teaching tool called the Transleyendo Prompting Model. The model includes five deliberate prompting moves: Honor/Honrar, Apply/Aplicar, Demonstrate/Demostrar, Identify differences/Identificar diferencias, Invite/Invitar. In this process, the teacher *honors* what the child can do when reading in one language, asks the child to *apply* that same strategic behavior to the other language, *demonstrates* doing the behavior in the other language, *identifies* any print differences or linguistic nuances, and then *invites* the child to apply the strategy. Rather than treating the reader as if they were a monolingual, this approach capitalizes on what is already known and uses it to develop a bilingual processing system.



Having observed Kyana’s reading behaviors in both languages, teachers sought to honor effective use of a strategy in one language and apply these strategies to reading in another language. They used the Transleyendo Prompting Model to plan what the teacher would do and say in each step of the mini-lesson. Maestra Flor invited Kyana to a conversation about her use of self-monitoring; Table 2 provides the transcript of the teaching that followed.

Table 2
Transleyendo Prompting Model: Kyana

Steps	Purpose	Teacher and student transcript
Honor	Honor and affirm an instance in which the student effectively used the strategic behavior in their reading. Point to the specific example in the text; tell them what they did and why it was helpful.	(Spanish text, page 4) Kyana, leíste con cuidado. Aquí (signaling line 1), leíste, -¿Dónde está Bella con mis reglas?- Notaste que no estuvo bien y lo cambiaste para que tuviera sentido. [Kyana, you read carefully. Here, you read... You noticed something wasn’t right and you changed it so it could make sense.]
Apply	Explain that the strategic behavior can be applied to a text in the other language. Make the connection explicit and direct.	Corregirse es importante también cuando leemos en inglés. [Fixing things is also important when we read in English] As we read, we think, “Is this making sense and sounding right? Am I understanding?” If I don’t understand something, I don’t just keep going. I stop to make it right.
Demonstrate (in English)	Reference the text in the other language, and have prepared a place in the text that lends itself to the desired strategic behavior. This might be a place in which the child was partially successful or not successful in their reading. Model for the child how to try	(turning to English text, page 4) Watch how I read this page, checking as I go. Reads “Bella liked the food bowl. No food in here!” I think, “If Bella were hungry, why would she like the empty food bowl?” Something’s not right. I go back and try again to make sure it all makes sense.



	out the strategy. Provide a think aloud, making transparent the in-the-head activities the reader takes on.	
Identify differences or nuances	Consider aspects of the language that might be at play as this strategy is applied in the other language (phonology, morphology, syntax, etc.) Make transparent these similarities or differences. Invite the child to engage in noticing and naming, building metalinguistic awareness.	At the sentence, “no food in here”, I might be thinking in Spanish and reading in English. How might we say that in Spanish? (Kyana responds: “no comida en ella”). Yep. In that sentence, “ella” is talking about the bowl, right? In Spanish, we can use “ella” and “él” to refer to things. In English, we only use “her” and “him” to refer to people.
Invite	Direct the child to try out this strategy in reading, right then and there. In future sessions, hold the reader accountable for utilizing the strategy.	Kyana, let’s try reading a few pages about Bella finding food. While you read, think about whether it makes sense, and stop if something’s not right.

The Transleyendo Prompting Model organized the teacher prompts to leverage application of a reading behavior from one language to the other. Maestra Flor *honored* Kyana, drawing attention to her successful use of self-monitoring in the Spanish text and *applied* the strategy to English with an explicit connection. Then, she referenced a point in the English text where Kyana neglected to self-monitor, and *demonstrated* for Kyana how self-monitoring could be used. Maestra Flor *identified a difference* between the two language structures; developing metalinguistic awareness that supported Kyana’s ability to monitor, flexibly. Finally, she *invited* Kyana to continue reading with a call to self-monitor using what makes sense and sounds right. By building on observations of Kyana’s strategic reading behaviors, the Transleyendo Prompting Model enabled the Kyana’s teachers to support her language and literacy development across languages.

The team found that explicit Transleyendo teaching led to a shift in Kyana’s processing. Kyana had made a critical discovery: a strategy she already knew how to use successfully in Spanish could also help her read in English. Over the next few weeks, her English running records revealed increased instances of pausing or problem-solving when her attempts did not make sense. Teachers found that the Transleyendo lesson, coupled with supportive book introductions that addressed new vocabulary and unfamiliar language structures, supported Kyana in more strategic processing. In



line with the research on holistic biliteracy, teachers observed Kyara’s self-monitoring improve not only in English, but in Spanish, too. They theorized that her increased awareness of the strategy and its effectiveness led her to use it more strategically.

TRANSLEYENDO AND TREVONTE

Kyara’s classmate, Trevonte (introduced earlier) self-identified as “a great reader in English.” Though his formal literacy instruction happened only in Spanish, Trevonte reported reading books in English at home and in his after school club. When talking about books, Trevonte was enthusiastic and used his broad linguistic repertoire. Trevonte had agency as a reader and a drive for meaning-making — resources that provided the foundation for strong strategic processing.

Trevonte’s identity as a reader was not the same in both languages. Compared to his reading in English, Trevonte expressed more doubt, disinterest, and frustration in Spanish. Teachers recognized that his doubts reflected his emerging development in Spanish language structures. They scaffolded his oral language development with hopes that he would become less passive in Spanish reading. Nevertheless, he often arrived at an unknown word and seemed at a loss for any action he could take to help himself. Trevonte wanted to become bilingual and biliterate, but did not yet have the tools for agency.

Like in Kyana’s case, Trevonte’s teacher team used the Transleyendo Observation Framework to take a closer look at Trevonte’s strategic behavior across languages. Tables 3 and 4 present their observation and an excerpt from the analysis that highlights potential for explicit Transleyendo teaching.

Table 3
Transleyendo Observation and Analysis Framework (Excerpt)

Student: Trevonte

	Spanish	English
Text	<i>El Cumpleaños de Rosie</i> , (level D/6) Page 2	<i>Bella’s Dinner</i> , (level C/4) Page 4
Text on the page	-Es mi cumpleaños- dijo Rosie. Rosie buscó a Bella. Buscó y buscó y buscó.	Bella looked in the little bowl. “No food in here,” she said.



Observation of Trevonte’s reading	“-Es mi cumpleaños- dijo Rosie. Rosie.....(waits for help)”	“Bella looked in the ... /l/-/i/-/t/-/t/-/l/... little! little bowl. ‘No food in here’, she said.”
Analysis Searching for	In Spanish, there is not yet evidence of Trevonte searching visual information to decode a word at difficulty.	In English, at difficulty, Trevonte knows how to slowly articulate the sounds of a new word as an approach to solving it.
<ul style="list-style-type: none"> ● graphophonic information ● meaning ● structure 		

As reflected in the teachers’ observation notes, Trevonte knew how to search for English graphophonic information by slowly articulating each part of the word. Teachers identified that he could learn to initiate unknown words in Spanish using the same tactic, so they crafted a teaching session that would explicitly teach Trevonte how to use this strategy in Spanish.

Table 4
Transleyendo Prompting Model: Trevonte

Student: Trevonte		
Strategic Behavior: Searching for graphophonic information		
Direction: English to Spanish		
Steps	Explanation	Teacher and student transcript
Honor	Honor and affirm an instance in which the student effectively used the strategic behavior in their reading. Point to the specific example in the text; tell them what they did and why it was helpful.	(English text, page 4) Trevonte, I noticed when you arrived at this tricky word (signals the word “little”), you tackled it. You looked at the word closely and said the sounds slowly.
Apply	Explain that the strategic behavior can be applied to a text in the other language. Make the	You can try new words in Spanish in the same way. Igual que en inglés, puedes fijarte y decir los sonidos que ves. [Just like in English, you can look closely and say the sounds you see.]



	connection explicit and direct.	
Demonstrate	Reference the text in the other language, and have prepared a place in the text that lends itself to the desired strategic behavior. This might be a place in which the child was partially successful or not successful in their reading. Model for the child how to try out the strategy. Provide a think aloud, making transparent the in-the-head activities the reader takes on.	(turning to Spanish text, page 2) Mira como lo hago aquí cuando llego a un truco. [Watch how I try that here when I arrive at a tricky word.] (reading out loud) “-Es mi cumpleaños- dijo Rosie. Rosie..../b/-/u/-/s/-/c/-/o/ ¡buscó!” Voy despacito y digo lo que veo. [I go slowly and I say what I see.]
Identify differences and nuances	Consider aspects of the language that might be at play as this strategy is applied in the other language (phonology, morphology, syntax, etc.) Make transparent these similarities or differences. Invite the child to engage in noticing and naming, building metalinguistic awareness.	El español tiene palabras que se pueden romper por sílaba. Puedo buscar la sílaba y decir las sílabas lentamente. Es un camino más rápido, mira, “bus-có, ¡buscó!” [Spanish has words that can be broken by syllable. I can look for the syllable and say the syllables one by one. It’s a short cut, watch, “bus-có, ¡buscó!”]
Invite	Direct the child to try out this strategy in reading, right then and there. In future sessions, hold the reader accountable for utilizing the strategy.	Vamos a seguir leyendo sobre el cumpleaños. Cuando llegas a algo difícil, fíjate bien y diga lo que ves. [Let’s keep reading about Rosie’s birthday. When you get to something difficult, look closely and say what you see.]



In Trevonte's session, the teacher *honored* his use of graphophonic information in an English text and told him he could *apply* that same strategy in Spanish. (The teacher knew that Trevonte had an excellent foundation in Spanish phonics although he was not using this strength in reading.) The teacher then demonstrated the strategy in Spanish and added the nuance that Spanish words can also be broken by syllables. Afterwards, she invited Trevonte to try it in his reading of Spanish texts.

While Trevonte would continue to benefit from Spanish oral language development, vocabulary instruction, and carefully selected texts, teachers noticed processing changes that reflected the Transleyendo teaching. At a difficult word in a Spanish text, Trevonte began to initiate instead of wait for help. He learned he could try to solve a word by decoding - a strategy he was formerly using only in English. Teachers found the Transleyendo Prompting Model was an effective technique for using Trevonte's understandings in English to accelerate his reading in Spanish, and make use of his complete linguistic repertoire. The approach honored Trevonte's linguistically complex identity; he developed pride as a reader and pride as a bilingual.

RECOMMENDATIONS, LIMITATIONS, AND CONCLUSION

In this article, we describe how a Transleyendo approach supported the biliteracy development of emergent readers. We contend that bilingualism is an asset, and bilingual learners should be taught to use their full literacy and linguistic knowledge as a strength when learning to read. Kyana and Trevonte received instruction in a model that separated literacy learning by language and postponed English literacy until third grade. As a result of this monolingual paradigm, Kyana was denied access to her bilingualism and Trevonte was denied access to his English literacy skills. These resources must be honored and built upon, not restricted. As illustrated in this article, a holistic biliteracy framework, including supports based on observations of the child, is one way to give students access to all that they know. Being allowed to use one's language when reading is a fundamental right.

We recognize the forces in dual language education that perpetuate parallel monolingualism. Until systems and structures change, teachers can leverage collaboration. For ease of implementation, we have provided blank versions of the Transleyendo Observation Framework and Prompting Models in Appendices A and B, respectively. The Transleyendo teacher team collaborated in designing a support plan for struggling learners; this is one way, but not the only way, to collaborate. Where Spanish language arts is separate from English language arts, teachers can co-plan units and lessons that are deliberately connected in both languages. Conversations about student data can be inclusive of teachers from each language, and Spanish and English assessments can be discussed in sync, not separately. A teacher can begin collaborating with the family by posing the question: "tell me about your child's literacy knowledge in their home language." These are small but critical ways that we shift mindsets, and hopefully systems, toward a holistic bilingual approach.



LIMITATIONS

While the Transleyendo model is promising and evidence-based, it is new and therefore requires additional research. Not all students will require explicit cross-linguistic instruction, and it will not apply to all aspects of literacy learning. Widespread implementation of the Transleyendo model would require significant changes to how DL programs are enacted in schools, including shifting from a monolingual to a holistic bilingual paradigm, and allocating more collaboration time for teachers. Finally, translanguaging has been critiqued, and some of the same concerns could be applied to Transleyendo. For example, translanguaging is not a language acquisition theory and should not be treated as such in DL programs (Poza, 2018). In a similar way, Transleyendo is a component of comprehensive literacy instruction, and not its replacement. Additionally, without thoughtful implementation, translanguaging can be reduced to allowances for code-switching and translation (Poza 2018), or it can enable English to dominate DL classrooms (Lyster, 2019). Like translanguaging, Transleyendo can accelerate and liberate readers, but its implementation must be strategic and not haphazard.

CONCLUSION

As bilingual teachers, it is our obligation to give readers access to their full literacy and linguistic repertoire, unbounded. Equitable teaching for multilingual readers demands that we reexamine both what counts as knowledge of literacy and language and the approach we use to uncover this knowledge (Zoeller, 2021). Until we do, we will continue to label readers like Kyana and Trevonte as “struggling.” A Transleyendo approach - one that values literacy knowledge from all languages - builds on DLLs’ strengths and sets them up for success. Disrupting a monolingual paradigm and shifting to equity-oriented reading instruction is ongoing work; Transleyendo teaching is an actionable first step in that journey.

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APPENDIX A: TRANSLEYENDO READING STRATEGIES OBSERVATION AND ANALYSIS FRAMEWORK

Student:	Teacher:	Date:
Description: To carry out this observation, I....		
Strategic Behaviors	Observations in Spanish	Observations in English
Searching for <ul style="list-style-type: none"> ● graphophonic information ● meaning ● structure 		
Self-monitoring for <ul style="list-style-type: none"> ● graphophonic information ● meaning ● structure 		



Cross-checking one source of information against another		
Self-correcting (identify source(s) of information used)		
<p>Language: Consider the child's languages. Consider language demands in the text or task. In what ways might language influence any of the above?</p>		
<p>Holistic Analysis: Look vertically. What do you notice about the child's behaviors across components? Look horizontally. What do you notice about the child's behaviors across languages?</p>		
<p>Transleyendo opportunity: Identify a strength(s) the reader exhibits in one language but not yet in the other. This might be what you teach for in the mini-lesson.</p>		

APPENDIX B: TRANSLEYENDO PROMPTING MODEL

Student:	Skill or strategy:	Direction: from ____ to ____
Steps	Purpose	Teacher script



Honor	Honor and affirm an instance in which the student effectively used a specific skill or strategy in their reading or writing. Point to the specific example in the text; tell them what they did and why it was helpful.	
Apply	Explain that the skill can be applied to a text in the other language. Make the connection explicit and direct.	
Demonstrate	Reference a text in the other language, and have prepared a place in the text that lends itself to the desired skill. This might be a place in which the child was partially successful or not successful in their reading or writing. Model for the child how to try out the skill. Provide a think aloud, making transparent the in-the-head activities the student takes on.	
Identify differences or nuances	Consider aspects of the language that might be at play as this skill is applied in the other language (phonology, morphology, syntax, etc.) Make transparent these similarities or differences. Invite the child to engage in noticing and naming, building metalinguistic awareness.	
Invite	Direct the child to try out this skill in reading or writing, right then and there. In future sessions, kindly hold them accountable for utilizing the skill.	



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