



Summer 2025

A Publication of Dual Language Education of New Mexico

# Soleado

Promising Practices from the Field

## A Message from DLeNM's Leadership Team

Every language tells a unique story that illuminates the traditions and values of a community, a place in time, and a collective hope of creating a better world for our future generations. With the unprecedented actions threatening the very seeds of knowledge that have enriched our multilingual ecosystem for generations, we must all do our part to ensure that each voice is heard and every person is honored for the assets they bring to our world.

Dual Language Education of New Mexico stands in unwavering solidarity with our multilingual communities and remains committed to being part of the solution. To our partners across the country



*DLeNM's Leadership Team: Michael Rodríguez, Executive Director, Leslie Sánchez, Director of Business and Development, Melanie Gatewood, Director of Operations, Lisa Meyer, Director of Instructional Equity, and Azul Cortés, Director of Heritage Languages*

facing funding cuts while continuing to advocate for equitable education—know that you are making a difference. To educators near and far who are feeling disconnected, disheartened, or silenced—know

that your voices matter. And to our friends, families, and neighbors who need us now more than ever— you are not alone. We walk with you.

If there is one certainty in life, it is that change is constant. However, it is our actions and how we respond when times

are difficult that shape our future. We cannot afford to stand by and simply weather the change. We must come together with purpose, conviction,

and empathy to become the change we hope to see.

On behalf of our team, we reaffirm our commitment to you and send you strength as we walk our journey together.

Michael Rodríguez  
Executive Director

### Inside this issue...

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We want to hear from you. At DLeNM we are listening. We invite you to share your concerns so we can better stand with you and respond with purpose, advocacy, and support. Please consider completing our brief survey.





# LanguageBack: Nourishing the Stalk of Diné Bizáád

by Kaylee Bahe—Eldorado High School Graduating Senior, Albuquerque, NM

Diné Bizáád is a melody of mixed hues of sunshine and charcoal. It marks where we originate from and threads a needle to the future. To me, it smells like petrichor and charred mutton. It feels like the Earth is calm and every living being can finally understand us.

Shi éí Kaylee Bahe dashíjiní. 'Ádóóné nishlínígíí éí Tótsohnii Nishkí, Dibé Łizhiné éí bashishchiin, Kin Łichíinii éí Dashícheii, adóó' Tláashchí'í éí Dashínalí.

While my introduction is fairly short, the Diné words, which dart between glottal stops and fall upon serene tones, tells an intricate story of my family's responsibilities to each other and emergence as a clan.

My name is Kaylee Bahe and I am Big Water born for the Black Sheep clan. My maternal grandfather is from the Red House clan and my paternal grandfather is from the Red Bottom clan. I originally come from the Whippoorwill Mesas near Pinon, Arizona, on the Navajo Nation, but I currently reside on unceded Tiwa lands known as Albuquerque, New Mexico. I'm graduating from Eldorado High School this year and I serve as the APS Indian Education Student Representative and work as an Indigenous Knowledge Keeper.

Tóbaąh'ha'oo'tl'ini, or the area below the Whippoorwill Mesa, is where I was raised for the first few years of my life, and it's where my maternal family has resided since our grandmother's survival from the Long Walk. Here, I was brought up with

an interesting mix of traditionalism, contemporary insights, and fierce guidance—all intertwining into a beautiful persistence of Indigeneity and language revitalization that I carry with me today.



*Kaylee celebrates her accomplishments with her parents.*

My great-grandmother, Mary Cody, wasn't required to attend boarding schools during her youth, so she spoke solely Diné Bizáád (Navajo Language) to me growing up, and her daughter, my grandmother, was a Diné language teacher at the time, so she also taught me the basics of vocabulary. I believe that my family naturally exposed the language to me because they had no need to maintain an English vocabulary in a household of Diné Bizáád speakers. Hence, my grandmother loves to reminisce that Nihízaad, our language, is the first one that I've

spoken and understood.

Along with the soft traditional hymns from KTNN, The Voice of the Navajo Nation on the radio, I grew familiar with the lullabies of hardcore feminist punk bands that my mother cherished. Within this sphere of keen nurturing, she also taught me about the ethics of Kinship and kindled a small fire of fierceness in me. As soon as I learned to tie my wrapped moccasins, my mother took me to my first protest in Flagstaff which urged for the protection of our holy mountain, the San Francisco Peaks, from environmental degradation.

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*Kaylee's upbringing provided her with a deep sense of Indigeneity and language revitalization.*

In our traditional Diné stories, we're taught about the Twin Warriors who were children of Changing Women and protected the first people from monsters that terrorized Earth. At the time, those monsters varied from hunger and disease to large animals and foes. However, at the protest, I learned about the frustrations of new monsters that continue to plague us, such as colonialism, resource extraction, and racism. In the spirit of the Twin Warriors, I believe that we Indigenous youth are living remnants of these Monster Slayers and have an obligation to protect one another out of K'é, or Kinship, in all reciprocal relationships (land, water, plants, air, animals, etc.) that our people have echoed for generations to a millennia.

The Navajo Nation Seal of Bilingual Proficiency is recognized in the states of Arizona, New Mexico, and Utah, and doesn't require specific prerequisites nor an application fee from the students. However, the students must be from the Navajo Nation and be graduating high school seniors. To apply for the seal, I spoke with my Diné Bizáád teacher, Mrs. Johnson, and let her know that I was interested in taking the Bilingual Exam for Navajo, then waited for further details about the testing location and time. Fortunately, I took the exam at the City Center in Albuquerque.

I chose to apply for the Navajo Nation Bilingual Seal to uplift Diné youth and families who are

living in urban areas such as Albuquerque. Although Albuquerque is located on Tiwa lands and holds the state's largest population of Indigenous families and children, it's unfortunate that we Indigenous youth continue to face misrepresentation and obvert alienation in our classrooms. Whether it's being given the title of "Indians" rather than our traditional names, reenacting colonial retellings of history, or seen as artifacts, these thinly veiled legacies of settler colonialism vastly impact our educational experiences and contribute to the erasure of Indigenous resilience. Being one of the first APS students to earn this seal certainly carries a sentimental weight of opposition to this active threat of Indigenous erasure in urban spaces, though we still have a long way to go.

Honestly, out of all of the exams and public speaking experiences that I've gone through, I believe that the Bilingual Exam for Navajo was the most grueling for me. Since the content of the test isn't shared with language teachers, I wasn't sure if I should've reviewed household items, farm animals, Navajo government, or traditional stories beforehand. Plus, I didn't have the chance to call my grandparents in advance and ask for assistance, so I was really shocked when I heard that I passed the test.

In terms of fluency in Diné Bizáád, I believe that there's always more to learn. I'm continuously learning from my peers, teachers, and elders in every way that I can. Even though this award honors my fluency in the language, I still struggle at times to find the right words to speak naturally. I don't plan for this award to be the last of my achievements. I hope to become an Indigenous Rights attorney and work towards supporting and representing members of Indigenous communities in times of need, similar to the work of the Water Protector Legal Collective and the Navajo Nation Human Rights Commission.

This is a large achievement thanks to the support and work from the Albuquerque Public Schools' Indian Education department. Their free Native Studies classes, Native Language

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# Number Talks: A Whole-Class Routine for Learning Language for Learning Mathematics

by Jana Dean, Ph.D.—Mathematics Education Collaborative

Number Talks invite students to verbalize mathematical ideas to themselves and to each other. While many mathematical instructional routines invite students to talk with one another, Number Talks uniquely feature a visual representation of mathematical ideas originating with the student and scribed by the teacher.

A typical Number Talk lasts between ten and fifteen minutes and opens with the teacher posing a computational problem. Students then volunteer to share solutions. The teacher collects and records those solutions, negotiating meaning with the students until the students are satisfied that she has understood them. This simultaneous oral and visual experience of numbers and operations make Number Talks an ideal vehicle for learning language for learning mathematics. Number Talks also support flexibility with numbers and computation, which are the foundation of a powerful number sense and the capacity to learn math to high levels. The Number Talk routine operates alongside and separately from the main curriculum. This helps it serve as a way to invite student-generated strategies to become the subject of a whole-class discussion.

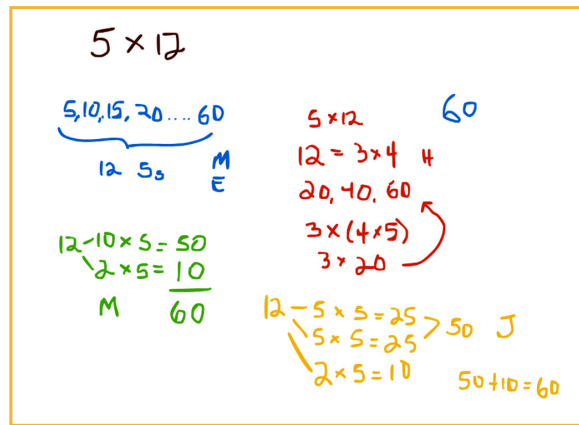
While it can be intimidating for students to share mathematical ideas in a language they are in the process of learning, Number Talks can be facilitated with the needs of language learners in mind. Such facilitation includes providing time for students to rehearse how they are going to share, supporting students to help each other verbalize their ideas, acknowledging and encouraging gestures, asking students to clarify their ideas with the visual representation as a guide, and confirming with students that their thinking has been recorded accurately. The following vignette illustrates what it can look and sound like to

facilitate a Number Talk with language acquisition in mind.

Ms. Osada is a bilingual, biliterate teacher with extensive experience with language acquisition. When she facilitated this Number Talk, she had been doing Number Talks for about a year. This class of third and fourth grade students had about one-third multilingual learners. First, Ms. Osada wrote the problem  $5 \times 12$  on the board and gave her third and fourth grade students time to think about the answer, showing with their thumb on their chest that they had a way to think about it. When most students had a thumb up, rather than having them share with the whole group right away, she invited them to choose someone to talk to about their strategy, saying, “so we can practice talking about our ideas.”

Michael and Julio, both multilingual third graders, loved to talk through their ideas with each other, and they had shared in interviews that they needed to practice with each other to “really know their ideas.” As they leaned toward one another, they described five different ways to think about the problem. They nodded to one another and found connections between one another’s ideas and affirmed to each other that their thinking made sense. The rest of the students in the class also shared ideas with one another in pairs and in threes. After a few minutes of a room full of chatter, Ms. Osada pulled the class back together.

Matthew, who hadn’t shared so far this year raised his hand to offer the answer “Sixty.” As she recorded 60 on the board, Ms. Osada asked if anyone had gotten an answer other than sixty. While this class would often offer more than one answer, this time



Number Talks feature visual representations of mathematical ideas originating with the students and scribed by the teacher.

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everyone agreed the answer was sixty.

Ms. Osada created the visual representation found on page 4 during the discussion described below:

Matthew raised his hand again to offer his strategy. “I counted by fives, five twelves” he said, and then demonstrated by gesturing with his fingers, “5, 10, 15 . . .” counting up twelve times all the way to sixty, while his friend Eli leaned in to count silently with him. Ms. Osada recorded his multiples of 5, and then asked, “How did you know when to stop?”

Matthew looked at his hands. He held up two fingers. “It’s the twelves. I only need twelve fives and then I am done.”

Next, Ms. Osada chose to affirm the value of gestures as a way of communicating. “Okay, thank you,” she said, “I really appreciate how you used your hands to help me understand your thinking. I also noticed that Eli had a part in your idea by how he was gesturing with you. Can I put your initials and Eli’s both next to this strategy?”

At this point Matthew grinned at Eli, and they both nodded and said, “Yes!” and gave each other a fist bump and a high five.

Henry shared next, offering, “I made 12 into 3 times 4. So then I do 20, 40, 60.”

As Ms. Osada recorded, she was only able to write  $3 \times 4$  and Henry’s skip counting by twenty. “Where did you get the twenty?” she asked.

Henry repeated “20, 40, 60” and pointed but couldn’t find the words to say how he’d figured out that he needed to count by twenty three times. Ms. Osada asked if a friend could help.

Amy offered, “I see that  $4 \times 5$  is 20 and that leaves 3. So, we need three twenties.”

After recording  $3 \times (4 \times 5)$  Ms. Osada asked, “Is this your thinking Henry?” He confirmed with a big smile, “Yes, that’s it!”

Michael shared next. In keeping with his desire to practice what he wanted to say with a friend first, he repeated what he had rehearsed with Julio, while Annika nodded along. “I started out with ten times five which is fifty. Then two more fives makes sixty.”

At this point, Ms. Osada wasn’t sure how Michael was thinking of the two additional fives, so she asked him to explain again. He said, “It’s two groups of five.”

“Oh, so groups of five. That sounds like multiplication.”

“Yes,” Michael replied, “Two times five.”

“And you said that equals ten.”

“Yes, 2 times 5 equals 10 and 10 plus 50 equals 60.”

When she finished recording, Ms. Osada checked with Michael, “Is that how you saw it?”

“Yes, that’s right.”

Ms. Osada asked, “Did you come up with this on your own?”

“Well yes, but me and Julio kind of thought the same thing.”

Julio offered to share next. He started, “12 is 5 and 5 and 2,” showing with a sharp downward gesture than he had broken the number up.

Ms. Osada affirmed his gesture. “Thank you Julio for showing me with your hand that you split up the twelve.” Just to be sure that she had it right, she checked in with him, “Is it okay that I wrote 5, 5 and 2 here next to the 12?”

Julio nodded and continued, “I did five times

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### Teacher Moves to Invite Multilingual Voices into the Number Talks Routine

Do not use Number Talk time to introduce new ideas or to reinforce the core curriculum; a Number Talk is a time for students to make their own meaning of numbers.

- Be genuinely curious about students’ ideas and negotiate meaning until you understand them.
- Scaffold communication so that students can express their ideas without inserting your own.
- Acknowledge and encourage gestures.
- Intentionally connect everyday language and academic language.
- Provide time for rehearsals in student pairs or with a teacher outside the routine.
- Acknowledge, invite, and affirm collective contributions.
- Use the visual representation to check that you have understood students’ ideas.
- Allow time for students to “read” the visual representation and notice connections between one another’s ideas.





# Strengthening the Science of Reading with OCDE Project GLAD®: A Language-Rich Approach for Multilingual Learners

by Diana Pinkston-Stewart—Professional Development Coordinator and OCDE Project GLAD® Field Consultant, Dual Language Education of New Mexico

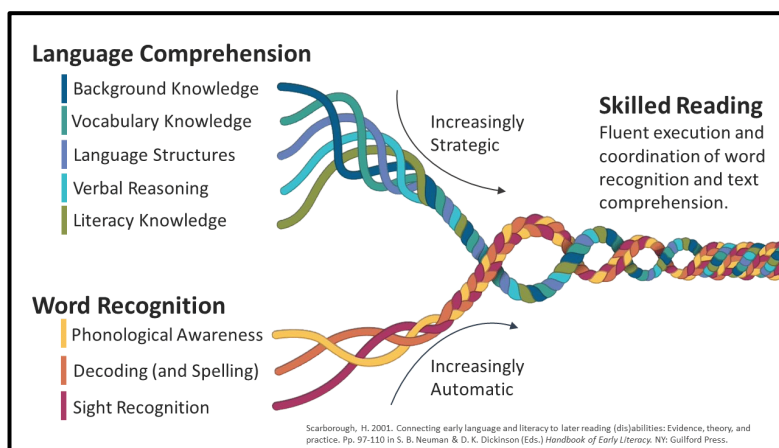
Since 2000, when the National Reading Panel published the report: “Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction”, English reading instruction has undergone a transformative shift informed by the Science of Reading (SoR). The Science of Reading emphasizes the importance of teaching phonemic awareness, decoding, vocabulary, fluency, and comprehension. The emphasis on the explicit teaching of phonics for students learning to read in English has been welcomed by many teachers who may have never received explicit guidance in how to teach these skills during their teacher preparation courses. There is, however, a growing body of educators and researchers who are calling for adaptations in the use of SoR to meet the unique needs of multilingual learners (MLs), whose language development pathways differ from those of monolingual students.

A concern for teachers of MLs charged with implementing SoR via a scripted curriculum is the tendency to devote more time to the development of decoding skills, with an emphasis on phonics, than time devoted to language comprehension skills. Research suggests that “English learners” (ELs) who are learning the language as they are learning to decode English, are just as likely as native English speakers to develop word recognition skills (Droop & Verhoeven, 2003; Geva & Yaghoub Zadeh, 2006; Lesaux et al., 2006; Lovett et al., 2008). In contrast, ELs are more likely to fall behind in reading comprehension beginning in second grade and continuing on

through the school years (Lesaux et al., 2006). Research by Cho et al. (2021) shows that while both ELs and non-ELs may struggle with word reading, ELs are more likely to face challenges with language comprehension. Thus, the most urgent instructional priority for ELs is building the linguistic comprehension skills necessary for long-term reading success (Mancilla-Martínez & Lesaux, 2017).

OCDE Project GLAD® (Guided Language Acquisition Design) provides a bridge between the structured literacy framework of SoR and language-rich, culturally responsive instruction that especially benefits multilingual learners.

With its emphasis on oral academic language development (oracy), student engagement, and content-based literacy instruction, Project GLAD® aligns with SoR while expanding its relevance and accessibility. This article explores how GLAD® strategies support foundational reading skills, foster oracy, validate students’ cultural and linguistic identities, and promote academic achievement for multilingual learners.



*Scarborough's Reading Rope illustrates skilled reading as the intertwining of word recognition and language comprehension skills.*

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## Foundations of the Science of Reading (SoR)

The Science of Reading is built on evidence from cognitive science, linguistics, and educational psychology. It outlines how children learn to read, emphasizing the integration of decoding and language comprehension. Scarborough's Reading Rope is a frequently used model that illustrates skilled reading as the intertwining of word recognition (e.g., phonological awareness, decoding, sight recognition) and language comprehension (e.g., background knowledge, vocabulary, syntax, discourse).

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While the SoR framework is robust, it has been critiqued by educators of multilingual students for its lack of attention to the linguistic assets and learning trajectories of emergent bilinguals. There is a need to adapt the SoR framework to incorporate an understanding of multilingual learners' home languages, cultural experiences, and oracy development as integral components of literacy instruction.

### *How Project GLAD® Aligns with SoR Principles*

#### *Phonological Awareness and Word Recognition*

Project GLAD® strategies do not supplant but rather support the Word Recognition skills of SoR through structured, engaging, and repetitive language practice during content-area instruction. Chants and songs promote phonemic awareness by emphasizing sound patterns, rhythm, and prosody. Shared readings of Big Books and Input Charts, like the Pictorial Input Chart, can reinforce decoding strategies in context and allow for orthographic mapping—the mental process of connecting sounds, letters, and meaning to store words in long-term memory for automatic word recognition.

#### *Language Comprehension*

GLAD® strategies are designed to build background knowledge and academic vocabulary of content through multimodal instruction. Pictorial Input Charts and Narrative Input Charts use illustrated informational “texts” and narrative oral storytelling to introduce complex content in a comprehensible, engaging manner. Students rehearse, retell, reread, and discuss the content material using intentional academic language supports, reinforcing listening comprehension and expressive academic language. The Learning Log and Cooperative Strip Paragraph strategies are used to move the students from work with reading and oracy to academic genre writing, supporting the literacy knowledge skill of the Language Comprehension strand of Scarborough’s Rope.

The Sentence Patterning Chart provides visual and oral practice with parts of speech, syntax, and sentence structure with meaningful content. It also reinforces the connection between academic oral and written language. These activities support the development of vocabulary, syntax, and discourse—skills that are key elements of Language Comprehension strand of Scarborough’s

Reading Rope. The Process Grid and the Cooperative Strip Paragraph allow students to synthesize information, engage in academic discourse, and apply new vocabulary in context—all of which directly support the language comprehension strand of the Reading Rope.

#### *Oracy as a Bridge Between Language and Literacy*

Oracy—the ability to express oneself fluently in academic speech—is central to the development of literacy. While the SoR has traditionally focused on print-based skills, there is increasing recognition that oral language is the foundation of reading comprehension.

GLAD® strategies embed oracy through structured routines such as the 10/2 (intentional question prompts for peer-to-peer processing of content and language with sentence frames or stems), whole and small group prompted discussions and team tasks. These practices develop listening skills, oral fluency, academic vocabulary, and sentence construction. In doing so, they create a strong oral language base that supports reading and writing development for multilingual learners.

#### *Student Engagement*

Project GLAD® is inherently student-centered, offering frequent opportunities for movement, collaboration, and visual learning. Strategies like Picture File Cards, Observation Charts, and Chants make content accessible and engaging. Students interact with content language through peer discussions, chanting, dramatizing, and writing, appealing to multiple learning modalities. These active learning structures lower the affective filter and increase student motivation and ownership for multilingual learners. By connecting content to students’ lived experiences and encouraging peer interaction, GLAD® fosters a dynamic classroom environment where multilingual learners thrive.

#### *Cultural and Linguistic Relevance*

One of GLAD®’s greatest strengths is its affirmation of students’ cultural and linguistic identities. Because teacher-created curriculum is a tenant of the Project GLAD® model, educators of multilingual students can integrate students’ home languages, cultural identities, and lived

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# Observations, Analyses, and Instructional Considerations of Preservice Teachers in Clinical Placement

by Julissa Hernández, Kaitlyn Ortiz, and Esther Romero—  
Lewis University, Romeoville, IL

Standardized assessments are often normed on a monolingual, English-speaking student population. They are rarely used to assess emergent bilingual students and ascertain their language practices. This paper examines the assessment practices we observed as preservice bilingual educators during our clinical placement in classrooms with emergent bilingual students. We analyzed how each school approached standardized assessments. The assessment tools observed included the computer-adapted MAP Growth Assessment for math, language use, reading, and science, IXL Diagnostic for math and science, i-Ready for reading and math, and WIDA's ACCESS for ELLs for English language proficiency. We also completed a Curriculum Audit in which we evaluated the ways that students' language and culture were addressed in classroom instruction and planned and implemented lessons that addressed students' academic, language, and cultural profiles.

The three central questions that we addressed during our clinical placement were:

1. How are bilingual assessment practices observed in field placements?
2. How can we plan for bilingual assessment and instruction?
3. How do instruction and assessment impact the daily languaging of emergent bilingual students?

## Field Study Placements

Our field placements offered a window into diverse multilingual classrooms, representing varied approaches to bilingual program instruction and assessment:



✿ Julissa was placed in a classroom with four emergent bilingual students, including a newcomer whose home language was Spanish.

✿ Kaitlyn was placed in an EL sheltered classroom with 14 emergent bilingual students (13 Spanish speaking, 1 French speaking).

✿ Esther was placed in a classroom with 10

emergent bilingual students, including one Polish and nine Spanish-speaking students.

In each of our classrooms we were able to observe how the ACCESS for ELLs, i-Ready, MAP, and IXL Diagnostic tests were used, the different protocols regarding how and when they were taken, and what the resulting test scores meant for both the teachers and their students. At Julissa and Esther's sites, MAP was given three times a year; at Kaitlyn's site MAP was not used at all—i-Ready was used three times a year. ACCESS for ELs is scheduled in January across all field sites. Some newcomer students were able to take MAP in Spanish; those students who were not considered to be newcomers were tested in English. At one school site, MAP in Spanish was unavailable because the school district had not purchased the Spanish assessments. While Julissa's mentor teacher advocated for the use of assessments in both English and Spanish for over a year, most bilingual students were only tested in English.

Schools' use of assessment results varied across our placement sites. At Julissa and Esther's sites, MAP was used to group students for intervention. At Kaitlyn's site, i-Ready was used to see how students were progressing, but teachers placed their students into groups for targeted intervention according to their own criteria. Students across all three sites used their personal assessment scores to keep track of their growth in English language proficiency, focusing on the numbers going up or down but little else. Students were aware that scores were used for small-group instruction and interventions but did not voice their opinions or ask questions regarding their placement.

In general, we found that schools rely heavily on digital tools, limiting interaction between teacher and students and removing students' opportunity to share what they know and are able to do by using their full linguistic repertoire. We believe that taking a more multimodal approach for assessments would support learners to be more

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successful and allow for language interaction. Many of the tests were used to identify student needs for both enrichment and intervention opportunities. However, we believe that any test that fails to reflect the students' linguistic repertoire is not valid.



### Curriculum Design

There are a variety of ways in which curriculum design and instruction can help develop student language. Integrating WIDA's "Can Do" descriptors and rubrics to align curriculum with students' linguistic and academic needs allows teachers to have clear language goals and objectives based on how students are already using language in the classroom (Gottlieb, 2020). Teachers can use the Can-Do descriptors to create their own rubrics. They help teachers work with students to co-create goals that align with the content.

By focusing on the language that students are required to use, we can intentionally teach language structures and features. Highlighting culturally relevant content gives students the opportunity to see themselves and their communities in the curriculum, particularly when using multilingual and multicultural texts, and incorporating the linguistic diversity of the classroom using methods like reading *en comunidad* (España & Herrera, 2020) and *Así se dice* (Escamilla et al, 2014).

Promoting opportunities for translanguaging during instruction in which students are encouraged to use their entire linguistic repertoire to understand, discuss, and convey their learning is another shift we can make to our instructional and assessment practices. By prioritizing relationships, teachers can see how their students are learning and provide feedback to them. In turn, students can provide feedback on their learning and changes made to the curriculum. Validating students' home languages and creating a welcoming and effective learning environment encourages students to use their entire linguistic repertoire and to ask questions about what they are learning. It is important that the curriculum reflects the students in the classroom; this means adapting the curriculum, the unit, and the materials to fit the students. Students should be able to use their prior knowledge and experiences to understand the

materials. Our students are the curriculum!

### Assessment



Assessments can better fit emergent bilingual students by focusing on their linguistic strengths. Educators can achieve a more nuanced view of student learning with greater focus on formative assessments. It is also important to recognize that assessment given only in English or only in Spanish may fail to capture all that our multilingual students know. Challenges, such as the limited scope of standardized tests, a narrow view of literacy, literacy assessments that focus on decontextualized phonics and skills, and the overuse of technology persist. Assessments such as MAP for reading and math and ACCESS for ELLs focus primarily on the English language but miss the opportunity to assess students' content knowledge and linguistic diversity. Both assessments are heavy on the use of academic language and would benefit from linguistic simplification to ensure the testing of content over language (Mahoney, 2017). As we move towards becoming more technologically advanced, there can be an overreliance on technology. Most of the assessments in our schools were computer driven. Although helpful at times, it can limit face-to-face interaction, not allowing for an instruction and feedback loop. This limits the interaction with students and does not allow teachers to provide timely face-to-face feedback, taking away the conversational part of acquiring a language which is how many people learn one. Also, online assignments and assessments should be monitored to ensure that the tests themselves are valid, the results are used to make instructional decisions, and time students spend on them is worthwhile.

We all became aware of a lack of program coherence. Often, EL programs focus on English proficiency rather than focusing on the goal of bilingualism and biliteracy, which are important skills for our students to have and maintain. Even in dual language programs, the assessments used were mostly in English or were Spanish translations of the English test. English assessments were used for decisions concerning intervention services and gifted programs; Spanish assessments were rarely used for student placement. Through discussions

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Join us for La Cosecha 2025 as we come together to celebrate 30 years of the best of our multilingual multicultural community!



# NOV 11-15 2025



La Cosecha is presented by



## Rooted in Solidarity: Celebrando treinta

### FEATURED SPEAKERS



Sonia Soltero  
DePaul University



Margarita Machado-Casas  
San Diego State University



José Medina  
Educational Solutions



Mariana Castro  
Deputy Director WCER

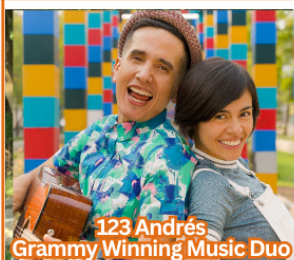
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SUGGESTED FUNDING SOURCES:  
Title I \* Title IIa \* Title III  
Migrant Education  
Professional Development  
Federal School Improvement  
Funding



Margarita Calderón  
Researcher & Author



123 Andrés  
Grammy Winning Music Duo



Ester de Jong  
University of Colorado



Socorro Herrera  
Kansas State University

### CONFERENCE TOPIC STRANDS

DLE Program Development and Design—  
PreK 20 Implementation  
Special Education for Multilingual Students  
Indigenous Language Revitalization  
Academic Language Development  
Through Content Instruction  
Effective Literacy: Biliteracy, Oracy, and  
Oral Language Development (including ELD)  
Integrating Technology  
Leadership: Research, Policy, and Advocacy  
Sociocultural Responsiveness, Social Justice,  
CRT, Educational Equity and Access  
Family/Community Partnerships

**EARLY REGISTRATION DEADLINE  
JULY 15, 2025**

La Cosecha will bring together over 3,000 educators, parents, researchers, and practitioners supporting dual language enrichment programs from across the U.S. Join us as we share best practices and resources, current theory and practice, build networks, and fuel our community's efforts to build a better future for our children as we "harvest" the best of our multilingual and multicultural communities!

[www.LaCosechaConference.org](http://www.LaCosechaConference.org)



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# años de comunidad, lenguaje y cultura

## SCHEDULE-AT-A-GLANCE

All times listed below are Mountain Standard Times.

**Tuesday, November 11 - Wednesday, November 12<sup>th</sup>**  
8:00 am – 4:00 pm Pre-Conference Institute\*

**Wednesday, November 12<sup>th</sup>**  
6:30 am – 3:00 pm School Visits\*  
8:00 am – 4:00 pm Pre-Conference Institutes\*  
8:30 am – 3:30 pm Student Leadership Institute  
12:00 pm – 5:00 pm Check-in  
1:00 pm – 5:00 pm Exhibits Open  
5:30 pm – 7:00 pm Opening Session  
7:00 pm – 8:30 pm Opening Reception and Night at the Exhibits

**Thursday, November 13<sup>th</sup>**  
7:30 am – 3:30 pm Check-in  
8:00 am – 4:30 pm Exhibits Open  
9:10 am – 12:15 pm Concurrent Sessions  
12:15 pm – 1:15 pm Networking Lunch  
1:30 pm – 2:50 pm Concurrent Sessions  
3:15 pm – 4:30 pm General Sessions  
7:00 p.m – 10:30 pm Conference Fundraiser\*

**Friday, November 14<sup>th</sup>**  
8:00 am – 12:30 pm Check-in  
1:00 pm – 4:00 pm Exhibits Open  
9:10 am – 12:15 pm Concurrent Sessions  
12:15 pm – 1:15 pm Networking Lunch  
1:30 pm – 2:50 pm Concurrent Sessions  
3:15 pm – 4:30 pm General Sessions  
3:30 pm – 11:00 pm Powwow  
8:00 am – 3:30 pm Exhibits & Career Fair

**Saturday, November 15<sup>th</sup>**  
7:45 am – 9:00 am Breakfast with an Expert  
9:10 am – 12:15 pm Concurrent Sessions

\*Not included in registration fee.

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## PRE-CONFERENCE ACTIVITIES

**Tuesday & Wednesday, November 11 - 12**  
**Project GLAD Bilingual Training**

**Wednesday, November**  
**School Visits**

**Wednesday, November**  
**Pre-Conference Institutes**

- Dual Language Education Foundations for State, District, and School Leadership
- Empowering Secondary Educators: Navigating Dual Language Programming and Advocacy
- Leveraging Students' Whole Linguistic Repertoires to Enhance their Bilingualism and Biliteracy Development
- Bilingual Brilliance: Uniting Educators to Unlock Multilingual Learners' Potential!
- Biliteracy Mapping Through the 4-Step Cross Linguistic\ Co-Planning Process
- Empowering Young Minds: Crafting Dynamic Spaces for Dual Language Growth and Joyful Learning
- Stronger Connections, Stronger Biliteracy: Effective Biliteracy Instruction with Literacy Squared
- Translanguaging Energies: Juntos, Corriente, and Wonder

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classes, and summer programs offered unique perspectives that further fueled my interests in Native American rights and Indigenous history. Moreover, my experience in these classes was nothing short of revolutionary and strengthening. As it was the first time that I was taught in a classroom about the resiliency of our Native peoples and the importance of cultural teachings. Without our Diné Language Teachers, Indigenous community members, organizers, and educators, I truly wouldn't have felt compelled to explore the plethora of beauty that lies within APS and so-called, "Albuquerque."

To our Diné students working towards earning this Bilingual seal or relearning nihízaad— you've got this! You have your ancestors, family members, educators, friends, and me cheering you on all the way. Even if you greet them in Diné, the plants, dirt, air, and stars will cheer you on.

**Y4ego shik'4 ! Nihídzii[ h0l= doolee[ —T'11  
'1hw0j7t'44g0 .**

—continued from page 5—

five and then five times five again. And I put the twenty-fives together and that makes fifty. And we still have two more groups of five left and that's ten so add that to make 60."

Again, Ms. Osada checked with Julio to ensure that she had recorded correctly. He nodded. Ms. Osada closed the Number Talk by asking students to notice similarities and differences in their thinking.

Three students commented on their classmates' ideas. Laura observed that everyone defended the answer of sixty. Geana offered that Michael and Julio had both split the twelve apart. And Angel noticed the similarity between Henry's and Matthew's strategies in that they both skip counted.

Attention to language acquisition during this Number Talk enabled these language-learning students to speak about, hear, and see mathematical ideas in a meaningful way. Rehearsing with a friend first made it easier to share with the class. Acknowledging, encouraging, and attending



to gestures opened the door to nonverbal communication that could be translated into symbols students could read. The prompt to help each other in the process of sharing made the Number Talk a more collective rather than individual experience. Using the visual as a way to confirm with students they have been understood reinforces understanding of symbolic representations and also assures students that they have conveyed their own meaning through their words. Most importantly, Number Talks make student ideas the focus of a whole-class discussion. And when students use language to make meaning of mathematics, they learn more math and more language at the same time.

### Resources

- Humphreys, C., & Parker, R. E. (2015). *Making number talks matter: Developing mathematical practices and deepening understanding, Grades 4-10*. Stenhouse Publishers.
- Parker, R. E. (2018). *Digging deeper: Making number talks matter even more, Grades 3-10*. Stenhouse Publishers.
- Mathematics Education Collaborative offers professional development designed to increase teachers mathematical agency, informed by language acquisition expertise. [www.mec-math.org](http://www.mec-math.org)



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experiences into the instruction. This approach aligns with research on culturally sustaining pedagogy, which suggests that students learn best when their cultural identities are reflected in the curriculum. By lifting up students' languages and cultural backgrounds, GLAD® not only enhances comprehension but also fosters validation and belonging—integral components of creating both student and community engagement in the literacy development process.

### **GLAD® and Teaching for Cross-linguistic Transfer**

Although OCDE Project GLAD® was originally designed to support students learning English as a second language, in recent years GLAD® strategies have been used in DLBE classrooms as tools for “bridging” English and the partner language of the classroom. Cross-linguistic transfer plays a crucial role in literacy development for multilingual learners. Highly visual GLAD® strategies such as the Pictorial Input Chart, provide a perfect opportunity to create a “Bridge” (Urow and Beeman, 2012) from one language to the other to analyze the similarities and differences in both spelling (supporting the decoding skill of the Word Recognition strand of Scarborough’s Rope), and the morphemic structure of academic words and phrases (supporting the vocabulary skills of the Language Comprehension strand). By leveraging students’ existing knowledge in their native language, educators can accelerate English reading instruction and outcomes for multilingual learners.

### **Conclusion and Implications for Practice**

Project GLAD® and the Science of Reading are not mutually exclusive. In fact, when integrated thoughtfully, they create a powerful framework for advancing literacy among multilingual learners. While SoR provides the foundational blueprint for how reading develops, GLAD® brings that blueprint to life in linguistically rich, student-centered, and culturally sustaining classrooms.

Educators should utilize the knowledge that the Science of Reading has provided while honoring the language practices, identities, and strengths that multilingual learners bring to school. By strengthening the Science of Reading with GLAD® strategies, teachers can cultivate inclusive learning environments where all students have the tools and confidence to succeed in literacy and beyond.

### **Resources**

- Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Brookes Publishing.
- Cho, Y., Kim, D., & Jeong, S. (2021). Evidence-based reading interventions for English language learners: A multilevel meta-analysis. *Heliyon*, 7(9), <https://doi.org/10.1016/j.heliyon.2021.e07985>
- Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly*, 38(1), 78–103. <https://doi.org/10.1598/RRQ.38.1.4>
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- Lovett, M. W., De Palma, M., Frijters, J., Steinbach, K., Temple, M., Benson, N., & Lacerenza, L. (2008). Interventions for reading difficulties: A comparison of response to intervention by ELL and EFL struggling readers. *Journal of Learning Disabilities*, 41(4), 333–352. <https://doi.org/10.1177/0022219408317859>
- Mancilla-Martínez, J., & Lesaux, N. K. (2017). Early indicators of later English reading comprehension outcomes among children from Spanish-speaking homes. *Scientific Studies of Reading*, 21(5), 428–448. <https://doi.org/10.1080/10888438.2017.1320402>

**For more information about OCDE Project GLAD®, please visit <https://dlenm.org/ocde-project-glad/>.**





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with our mentor teachers, we learned that the assessment results focused on progress in English.

As Illinois continues to implement dual language programs, it is important that we identify and define how we use assessments bilingually, understanding that there are limitations when using assessments that are only in English and only in Spanish. These assessments may fail to capture the ways that students use language flexibly and bilingually.

Translanguaging in assessment represents a critical step toward educational equity for emergent bilingual students. By integrating multimodal and culturally responsive strategies, educators can create more inclusive learning environments that validate and leverage students' linguistic identities. Achieving this vision requires systemic shifts that

include seeing language as a continuum instead of distinctions between academic language and home language, ensuring that teachers understand that biliteracy is different from English literacy and should therefore be assessed and taught differently. The focus must be on how students are languaging and incorporating translanguaging spaces in instruction. Instructional leaders can facilitate these shifts by adopting a bilingualism-as-an-asset stance in curriculum design, facilitating professional development that focuses on biliteracy and bilingualism, and addressing how teachers think about and teach language. Finally, assessment practices must ensure that all students' academic and linguistic assets are recognized and valued.

Below, is an example of a detailed lesson plan we developed from a case study that includes some of the suggestions stated above:

<b>Description of Proposed Intervention with Rationale</b>	<p><b>Choose a CCSS curricular objective for this student which will be an area of focus. Justify why you chose this standard. Assume that you are providing 1 to 1 or small-group instruction.</b></p> <p><b>Comprehension: Using Evidence:</b> Students use ideas from text to support claims, presentations, and arguments. Students in this small group struggle to comprehend what they have read within the text and to support claims with evidence. Ensure that students use complete sentences to express their thoughts.</p> <p><b>Focusing Question:</b> Who are our characters?</p>
<b>Statement of Learning Goals</b>	<p><b>Expand on your ideas for small group by describing how the student can be supported in a specific content area with an example lesson that YOU create.</b></p> <p><b>Common Core Standard of Learning:</b> RL.3.1 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>Content objective:</b> Students will be able to describe a character within <i>Tea with Milk</i> (Say, 2009) or <i>Family Pictures</i> (Lomas Garza, 2005) and use textual evidence to explain why they described the character in that way.</p> <p><b>Language Objective: (academic language)</b> Students will be able to write a description of a character and use textual evidence to support their description.</p> <p><b>How will this lesson include reading, writing, listening, speaking scaffolds or products?</b></p> <ul style="list-style-type: none"> <li>• Students will be working on reading, writing, listening, and speaking skills throughout the lesson and related activities.</li> <li>• Students will echo read <i>Family Pictures</i> and choral read <i>Tea with Milk</i>.</li> <li>• Students will discuss and work together to find similarities and differences between <i>Family Pictures</i> and <i>Tea with Milk</i>.</li> <li>• Students will write differences and similarities on a Google Jamboard.</li> <li>• Students will then work independently by choosing either May or Carmen to describe the character using descriptive words. They will justify their description using textual evidence from the book.</li> </ul>

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	The lesson is culturally relevant because it brings in a variety of cultures to explain why different groups of people have emigrated to different parts of the world and have made those places their home. Students will learn that people immigrate to countries other than just the United States.
<b>Lesson Description</b>	<p><b>Language Function: what language will be explicitly taught in order to meet the objectives? Use the WIDA standards.</b></p> <ul style="list-style-type: none"> <li>Students will construct a narrative through writing. They will identify how character attributes and actions contribute to event sequences by connectors and words that convey attitudes, develop suspense, share excitement. (my amazing, super interesting)</li> </ul> <p><b>Instructional Steps: Include grouping, materials, and scaffolds.</b></p> <ol style="list-style-type: none"> <li>Begin by recapping <i>Family Pictures</i> from the previous day and what we learned about Carmen.</li> <li>Introduce <i>Tea with Milk</i> and begin to choral read as a class.</li> <li>Stop and define certain vocabulary throughout the book. Have students ask clarifying questions if needed.</li> <li>After reading, have students partner up and talk about the differences and similarities between <i>Tea with Milk</i> and <i>Family Pictures</i>.</li> <li>On a Google Jamboard, students will write and post similarities and differences they noticed about the book, cultures, May, or Carmen. When finding similarities, they will point out where in the books the textual evidence is found.</li> </ol> <ul style="list-style-type: none"> <li>Students will then work independently by choosing either <i>Tea with Milk</i> or <i>Family Pictures</i> to describe the main character from the story using descriptive words. Once they have described the character, they will find textual evidence that supports the description. Students can turn to past assignments of learning for descriptive words. Finally, students will draw a picture from the book.</li> </ul>

### Future Research



Future research should explore how translanguaging practices can be scaled across diverse educational contexts and supported through policy changes. Also, more thought should be devoted to the ways that preservice educators collaborate with their mentor teachers. Preservice educators are in a unique position to advocate for students, because we are exposed to up-to-date research that shows that traditional assessments, assessment, and instructional practices may fail to capture the linguistic complexity of our multilingual students. By centering multilingual students' experiences and strengths, we can work together to foster a more just and effective educational system for all learners.

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