



Meeting the Moment: Literacy Development for Young Emergent Multilingual Students in the Age of the Science of Reading

New York State Association for Bilingual Education (NYSABE) White Paper, 2026

Drs. Laura Ascenzi-Moreno and Cecilia M. Espinosa

As waves of Science of Reading (SoR) reforms have swept the country, emergent multilingual students are at the center of literacy reforms that were not designed to meet their varied needs. These reforms tend to promote “one size fits all” approaches, rooted in monolingual perspectives to literacy. As a result, emergent multilingual students are viewed from a deficit lens - as lacking the experiences or knowledge deemed necessary to become literate. It is from this context that this white paper draws on research from the field of bilingualism to illuminate how young emergent multilingual children develop literacy.

We aim to provide NYSABE membership with an overview of research evidence that is critical for designing foundational reading instruction for young emergent multilingual students in early childhood. We describe the processes through which emergent bilinguals develop literacy competencies in both formal (school) and informal (family, communities) educational settings. We also explain how a translanguaging perspective on literacy embraces emergent multilingual children's identities and resources, shaping foundational literacy instruction and beyond. Grounding our discussion in a broad understanding of emergent multilingual students' development across time and contexts, equips bilingual educators to *meet the moment* - to respond thoughtfully and powerfully to current changes to policy and practices in the literacy landscape.

A Note on the Science of Reading (SoR):

It is important to be precise when referring to the SoR. The SoR, as defined by the Reading League (RL) is a “vast, interdisciplinary body of scientifically based research about reading and the issues related to reading and writing” (Reading League, 2021, p, 6). Yet, colloquially, when educators refer to the SoR they refer both to the body of research *and* the curriculum that is “aligned” to SoR findings. We maintain that these - the body of research and the curricula - are different and that this white paper offers a response to each differently.

While in most states, the needs of multilingual students are ignored with the rollout of the SoR, New York State Education Department (NYSED) unveiled The Science of Reading for Multilingual Learners Toolkit on the SoR that attends to emergent multilinguals' needs (Herrera, Escamilla, & Cabral, 2025). While a very positive step, this white paper recommends that NYSED add guidance that centers students' translanguaging capacities and poses questions about the appropriateness of one size fits all scripted curricula.

I. Funds of Knowledge: The Role of Family & Community

Our analysis of funds of knowledge represents a positive (and, we argue, realistic) view of households as containing ample cultural and cognitive resources with great potential

utility for classroom instruction. This view of households, we should mention, contrasts sharply with prevailing and accepted perceptions of working-class families as somehow disorganized socially and deficient intellectually; perceptions that are well accepted and rarely challenged in the field of education. Moll, Amanti, Neff, and Gonzalez (1992, p. 134)

Similarly to the past, young emergent multilingual readers in the twenty-first century do not come to school as empty vessels (Freire, 1970). The multilingual child learns about literacies within the rich context of the family and community (Herrera, 2025a). When we refer to literacies, we stress both the importance of what is traditionally thought of as literacy - reading, writing, speaking, and listening - but also include digital and multimodal literacies. Holding this broader definition of literacies opens up space for the experiences of children whose families are multilingual and have a multiplicity of identities and literacy practices.

What can we learn from the field of bilingual education?

The child witnesses family members composing emails, texts, paying bills, making lists, writing notes, reading news, books, etc., in and across languages. These literacy practices have purpose and function within the families' lived experiences. There is ample evidence that literacy begins before the schooling years for all students, including emergent multilingual students (Espinosa & Ascenzi-Moreno, 2021; España & Herrera, 2020; Espinosa, 2025; Morell & Lopez, 2021; García, 2020).

The practices that honor and leverage students' family, cultural, and community practices described all fall under the umbrella of funds of knowledge (González, Moll, & Amanti, 2005). The concept of funds of knowledge was groundbreaking when it was first introduced and continues to be critical to understanding the value of students' cultural practices and knowledge that are embedded in the daily practices of families (González, Moll, & Amanti, 2005; López-Robertson and Wells, 2023). Teachers' understanding and value of students' funds of knowledge is central to their literacy development; more recent research continues to highlight the importance of families' cultural wealth in emergent bilinguals' literacy development (López-Robertson & Wells, 2023; Morales-Alexander, 2020).

Response to the SoR:

The gold standard for research that grounds the SoR is defined as scientifically based reading research favoring experimental or quasi-experimental design, random assignment and quantitative methods. However, studies like these have either narrowly positioned multilingual students as English learners or excluded them entirely. The bias inherent in SoR research has been recently acknowledged (NCEL, 2022a; Seidenberg, 2026). Seidenberg (2026) acknowledges that the SoR has been premised on the assumption that what works for dyslexic students works for all. In doing so, the SoR has "overshot" its target and has an, "overemphasis on explicit instruction and the under recognition of learning and language differences in reading development." Furthermore, research about bilingual literacy, which centers on multilingual students in complex ways, falls outside of the SoR's pool of scientifically based research. Thus, we identify the problem that SoR research bases both exclude or misframes the needs of

multilingual students while publicizing SoR research and curriculum as neutral and foundational for all children. Furthermore, SoR research rarely incorporates emergent multilingual students' funds of knowledge, leaving its curricula disconnected from emergent multilingual students' rich resources.

II. Biliteracy in Early Childhood

Biliteracy is a multilayered and interactive process in which multilingual people acquire literacy skills. Emergent multilingual students can attend a range of programs, from monolingual, English as a new language to early exit bilingual programs and dual language bilingual programs. Regardless of the program type, emergent multilingual students are engaged in multilingual practices either at home or in school, or both. We maintain that teachers, regardless of the program type, should be aware of their students' multilingual literacy practices.

Biliteracy for the very young emergent multilingual child begins with play and exploration (Morell, 2018). When children are engaged in rich play, either that is initiated by themselves or facilitated by teachers and caretakers, children are interacting with the world and each other and, in the process, developing language through meaningful relationships. Play and multimodal learning experiences are an anchor to literacy development for all young children, but are particularly important for young emergent multilingual students. As young multilingual students become ready to engage in the building blocks of reading and writing, it is critical that these experiences continue to hold spaces for multimodal explorations, interest-based opportunities to discover what literacy is for. These experiences should also offer sustained opportunities to develop language and literacy through social interaction with peers, scaffolded support from adults, and, when relevant, purposeful direct instruction. The importance of oracy is clear for all multilingual students, but especially so for young multilinguals (Cheung & Slavin, 2012; Velasco & Espinosa, 2021; Escamilla et al., 2014 ; Kittle et al, 2024). Young children need to develop language in relation to others, and one of the primary ways to do that is through talking and expressing themselves. These experiences and language pave the way for print-based literacies (Brown & Hao, 2022).

It is also of essence that when multilingual students enter school, regardless of their age, that they experience a learning environment where their languaging practices are welcome and is recognized as an important part of their identities. Unfortunately, when emergent bilinguals enter school, they are often expected to interact solely in English, and too often even within bilingual classrooms they experience rigid separation of named languages (Espinosa and Ascenzi-Moreno, 2021; García, Alfaro & Freire, 2024)

Bilingual teachers take account of the experiences that children may have of sounds and letters in languages other than English in their approach to foundational literacy (Herrera, 2025b). Therefore, as young multilingual students get ready to tackle phonemic and phonological awareness, it is critical for teachers to strike a balance between playful experiences with song, stories, and information - steeped in cultural traditions - as well as provide students with ample and diverse means to learn about letter shapes, sounds, and words, across multiple languages.

While it is common for schools to mandate a phonics curriculum, it is important to acknowledge that these curricula were designed for the monolingual child in mind. These curricula do not account for student meaning making (often, students are not familiar with the words that they are working with), multilingualism (students do not have opportunities to talk about their language resources), or language development (students may not be developing language through these curricula) (Herrera & Cabral, 2025). Afterall, it is important for educators to always keep in mind that children are learning to decode so that they can understand and enjoy text! Foundational reading skills - such as phonics and phonemic awareness - cannot not be the end goal, but a means to an end, which is the development of strong, joyful, and critical readers.

What the research says:

The process of learning to read integrates neurological, social, and cultural dimensions. Therefore, approaches to teaching reading must address and bridge all of these elements (Duke & Cartwright, 2020). As MacPhee and Paugh write, “learning to be literate is more than a single story (2023, p. 135).” Taken together, teachers must cultivate a range of approaches that recognize and nurture the multiple pathways through which multilingual students make meaning and become literate.

Bilingual teachers can support young emergent multilingual readers in all components of reading - including foundational skills and comprehension by engaging students’ full linguistic and cultural repertoires and leveraging multilingualism as central to literacy development and identity formation (Ascenzi-Moreno, 2024; Ascenzi-Moreno, 2025; Espinosa & Ascenzi-Moreno, 2021; Compton-Lilly, Spence, Thomas, & Decker, 2023; Proctor et. al, 2010; Zoeller & Castro, 2025). At the core of bilingual teachers’ pedagogical practice is navigating the interplay of explicit instruction and children’s agency. Burkins & Yates (2021) write, “all children ... need access to the secrets of the alphabetic code and relevant experiences with texts. They need both explicit information about how reading works and immersive experiences that show them how to leverage reading and writing to change the world (p. 2).” While emergent multilingual students need both explicit instruction and meaningful, engaging reading experiences, the ways they are invited into these learning processes differs from those of monolingual students. In fact, it is clear that the reading development of multilingual students is not identical to that of monolingual readers (Escamilla et al, 2014, 2021).

Briefly, multilingual readers differ from monolingual readers in a variety of ways. First, multilingual students may be acquiring literacy skills in both English and a language other than English. Therefore, for emergent multilingual students, oracy (oral language skills alongside word comprehension) is foundational (August & Shanahan, 2016). Multilingual students need ample time to develop their oral language through purposeful interaction with others (Herrera, Escamilla, & Cabral, 2025; Velasco & Espinosa, 2021).

The process of how readers develop, and in particular young multilingual students, is not simple, and is distinctive. Rather than tuck the description of how young multilingual students learn to read into existing prominent theories of reading, such as the Simple View of Reading (SVR) or Scarborough's Reading Rope (Gough & Tunmer, 1986; Scarborough, 2001), researchers have demonstrated that multilingual readers’ development sits outside these models. Toboada Barber

et al. (2021) argue that for young multilingual students' language comprehension and word recognition interact across time, rather than being sequential. Thus, the idea that decoding precedes language comprehension is not the whole story for how young multilingual students learn to read. Biliteracy scholars have pointed to the importance of integration or bridging word knowledge with language comprehension (Lesaux & Russ Harris, 2015). Silverman et. al. (2020) also found an early emphasis on decoding should be accompanied by language comprehension, so that students develop these skills in tandem and cumulatively.

Bilingual researchers have also described the importance of multilingual students' knowledge of letters and sounds across languages and advocate that teachers explore with students the ways that letters are named and sound using all of their linguistic repertoire (Cárdenas-Hagan, 2020; Razar & Rumenapp, 2014). Metacognition and metalanguage - the ability to think and talk about the relationship between their languages - is fundamental to students' literacy development and integrate to their development as readers (Bühler et al., 2018; Escamilla et al. 2021).

The role of teachers of reading also includes the creation of joyful reading spaces (Aukerman, 2024; Espinosa & Bachman, 2023). For young multilingual students to experience that joy, they need to be brought into reading instruction as valuable members of the classroom community. Some ways that this may happen is by having their socio-cultural and linguistic identities affirmed and ensuring that they are knowledgeable participants in instruction. The bilingual teacher knows that emergent multilingual children need particular supports that center on their bilingualism when developing all aspects of literacy - including their oral language, vocabulary, phonemic awareness, phonics, concepts of print, genre knowledge, meaning making and inferences (comprehension), fluency (read with intonation), complex discussions, and integration of computer & digital literacies and multimodal literacies. Support, which needs to include oral language development, language acquisition with culturally and linguistically relevant texts as both essential for literacy development and also as critical spaces to cultivate joy because children see their languages, cultures, and experiences reclaimed, affirmed, reflected and valued in the act of reading, challenging notions of deficit (Espinosa and Thomas, in press; Herrera, 2025a).

At its heart, reading is about making meaning, of making sense not just of the written word, but of the world. Paulo Freire (1983) wrote, "reading the world precedes reading the word." Reading researchers have since continued to emphasize this point: learning to read involves much more than decoding text; it is also social and relational. More recently, bilingual literacy researchers and scholars have expanded this view, showing how emergent multilinguals engage with texts with their full repertoires, position reading as an interaction between texts and bilingual personhood (España & Herrera, 2020; Espinosa & Ascenzi-Moreno, 2021; García, 2020; García, & Cervantes-Soon, 2023).

Response to the SoR:

While SoR research offers valuable insights into how explicit and systematic instruction - particularly in phonics - can support students' development of foundational skills, SoR curricula have fallen short of addressing the needs of multilingual learners.

Since SoR-aligned curricula are monolingual in nature, they do not provide teachers with the opportunities to engage in the type of interwoven language and literacy development that multilingual students need. For example, students are often engaged in phonics and phonemic awareness activities on words they do not understand, and these curricula actively discourage teaching of vocabulary (Ascenzi-Moreno, 2025). Opportunities for students to engage in explorations about how letters and sounds are similar or different across languages do not exist (Cárdenas-Hagan, 2020). Furthermore, the context for the teaching of phonics and phonemic awareness is removed from cultural resources such as songs, stories, and chats, which would provide a meaningful context for multilingual students (Escamilla, Olsen, Slavick, 2022; Wise and Hacking, 2024; Hudelson, 2008). Bilingual teachers who are introduced to the SoR curricula are also often trained by professional development staff of specific companies, who do not have the knowledge or perspective of how these curricula can center on multilingual students' assets. Thus, teachers who work with multilingual students are often provided with "misguidance," and told not to emphasize language development through the methods that bilingual researchers have identified as effective (oral language, translanguaging, multimodality) alongside the implementation of foundational reading curriculum.

We argue that fidelity to scripted curricula that has been designed for monolingual students de-professionalizes bilingual educators. Bilingual teachers need opportunities to study their own practice with colleagues, as well as to examine critically scripted reading curricula within the context of asset-based, culturally and linguistically relevant and sustainable pedagogies (Escamilla & Strong, 2024). Furthermore, it is critical that bilingual educators integrate multiple frameworks and knowledge from various fields - bilingualism, early childhood, and literacy - to understand and develop approaches for language and literacy development of young multilingual students that are in their classrooms (Ascenzi-Moreno, 2025; Zoeller & Castro, 2025).

Throughout reading instruction, bilingual teachers should provide children with access to texts that represent full, complex characters from marginalized groups, as well as opportunities to examine texts critically from a multiplicity of perspectives and question dominant [official] narratives (Rudine Bishop, 1990). Through these experiences, teachers can help children imagine a more just society where a broader range of humanity is represented, while advocating for reading policies that advance this inclusive vision of literacy (Khan, Peoples, and Foster, 2022; Espinosa, 2023).

III. Translanguaging in Early Childhood Classrooms

A translanguaging literacies approach "holds much promise to provide those who are emergent bilinguals with ways to deepen understandings of texts, generate more diverse texts, enjoy more confianza as literate beings, and experience a deeper critical multilingual awareness." García and Kleifgen, (2020, p. 568)

Translanguaging theory and pedagogy have opened up for educators and students the possibility to integrate both linguistic and other resources, otherwise unwelcome, into literacy learning. Translanguaging theory refers to the idea that people hold unitary repertoires for communication. Translanguaging pedagogy is the intentional crafting of teaching moves based on translanguaging theory. For example, teachers may intentionally encourage students' dialogue in

languages other than English when they are playing at centers, or introduce multilingual books into the library, or place play foods that their students typically encounter at home in a kitchen center (Seltzer, Ascenzi-Moreno & Aponte, 2020).

Translanguaging literacy scholars have pointed to the critical role and interwoven nature of diverse language resources along with identity in the development of literacy competencies and in the development as literate selves. Translanguaging goes beyond a singular linguistic repertoire, but also encompasses people's diverse meaning making practices as well, such as digital literacies and their multimodality (Vogel et al., 2018).

When teachers hold a translanguaging stance in literacy, they acknowledge that translanguaging is the norm and an asset for multilingual families and communities. Bilingual educators who design instruction based on translanguaging practices leverage the language and other practices the children and their families bring to the classroom. A translanguaging stance transforms the pedagogical approach; it begins by leveraging the students' entire linguistic repertoire moment-by-moment, giving students agency to draw on their own meaning-making resources to more fully participate, regardless of the language of instruction (García, & Cervantes-Soon, 2023).

What the research says:

Translanguaging pedagogy holds much promise for multilingual students' literacy development. A translanguaging perspective on literacy, centers on the multilingual student as they make meaning of texts, including their available repertoire, language, emotions, bodies, lived experience (Ascenzi-Moreno, Espinosa, & Lehner Quam, 2022; García, 2020; Espinosa and Lehner Quam, 2019). A translanguaging perspective challenges monolingual approaches to literacy instruction and instead focuses on centering the multilingual students' resources in literacy instructional design (Ascenzi-Moreno, 2024).

Translanguaging pedagogy has the potential to reshape all aspects of literacy pedagogy. The perspective that students' literacy assets are crucial to their literacy development centers the multilingual student meaning-making as critical. When a translanguaging lens is applied to foundational literacy instruction for example, it demands that teachers inquire about students' resources and think about how these can be leveraged to enhance foundational reading instruction. This approach can include cross-linguistic comparisons between letters and sounds (Cárdenas-Hagan, 2020), but also includes understanding students' broad resources, including oracy, metalanguage and culturally and linguistically responsive texts, as fundamental to their acquisition of phonics and phonemic awareness skills (Ascenzi-Moreno, 2025; Makar, personal communication, 9/24/25). Translanguaging pedagogy can also be transformative for small group instruction, read-alouds, writing instruction and assessment (Ascenzi-Moreno, 2018, 2020, 2025; Beauchemin & Qin, 2023; Budde et al. 2026; Espinosa & Ascenzi-Moreno, 2021; López-Robertson, 2020; Nogerón-Liu et al. 2020; Souto-Manning et. al. 2021; Zapata & Laman, 2023).

Ossa Parra & Proctor (2021)'s work has shown how translanguaging enabled students to engage

in rigorous metalinguistic analyses while they discovered connections between English and Spanish morphemes and also compared morphology and syntax between the languages. Beauchemin & Qin (2023) examined how early childhood teachers and students co-constructed meaning through play and translanguaging during read-alouds. They argue that translanguaging can enhance literacy experiences by increasing students' feelings of belonging and identity while being culturally and linguistically responsive.

In the early childhood classroom purposeful play allows for translanguaging to become a critical tool to facilitate children's full participation where opportunities to develop literacy are offered in authentic and multimodal ways (Seltzer, Ascenzi-Moreno & Aponte, 2020; Ascenzi-Moreno, Espinosa & Lehner-Quam, 2022). Bilingual teachers support the development of strong oral language by "*playing with language* songs, chants, stories, rhymes" (Morell and Lopez, 2021, p. 156.).

The bilingual teacher knows that in addition to attending to instruction, the language ecology of the school and the classroom sends a powerful message to families and children that their languages are valued and serves as an important resource that supports and extends multilingual children's learning (Cárdenas-Curiel, 2023; Espinosa & Ascenzi-Moreno, 2021; García & Menken, 2015). Thus, early childhood teachers are policy makers: they design instruction to incorporate their students' full linguistic repertoires, through translanguaging pedagogy, to construct and express meaning. When viewed in this way, both children and teachers are positioned agentive participants who "use language and symbols to learn, make meaning and express their ideas" in the literacy journey (Morell and Lopez, 2021, p. 149; Ridley & Rowe, 2024).

Response to the SoR:

While SoR research has contributed to an understanding of the elements of foundational reading instruction in early childhood (Lindsey, 2022), these insights provide a partial picture of how young children, and particularly young emergent multilingual students become readers (Goldenberg, 2020). As noted, SoR research is limited in its ability to fully describe the learning of young emergent multilingual students because of gaps in understanding the interplay of language, culture, and funds of knowledge in reading development. However, we find SoR curricula even more flawed because students' home language development is generally ignored in these resources. If students are exposed to SoR curricula in two languages, these curricula do not offer opportunities for multilingual students to develop metalinguistic awareness of the similarities and differences between their languages, nor to process their learning through translanguaging. In fact, translanguaging pedagogy is not reflected in the design of SoR curricula nor its implementation.

Concluding Statement:

New policies on reading throughout the United States present the teaching of reading with SoR-aligned curriculum, favoring phonics as a cure-all. Reading from this stance overlooks developmentally and culturally appropriate practices and knowledge of how multilingual

children develop as language learners (Tierney, & Pearson, 2024). Bilingual educators pose questions at the core of the knowledge in the field toward a teaching of reading that is designed with the monolingual child in mind (Ascenzi-Moreno, 2018, 2024).

Young emergent multilingual children learn best in multimodal ways, with engaging age-appropriate texts that serve as mirrors and windows (Aukerman, 2024; Espinosa & Ascenzi-Moreno, 2021), and through participation in developmentally appropriate, integrated, relevant thematic studies (Alvarez, 2018). SoR research advocates for quick, age-appropriate, and culturally responsive instruction in phonics and phonemic awareness (Lindsey, 2022). Yet, the SoR curriculum, at times, does just the opposite. Therefore, sitting for long periods of time learning isolated letters, letter sounds and completing fill-in-the-blank pages is not congruent with how young emergent bilingual children learn best, even though many schools and districts have imposed supposedly SoR curricula which take up significant amounts of instructional time.

For young multilingual students, not only are they engaged with long periods of foundational reading instruction, but also much of this instruction is devoid of meaning because of the lack of attention to language development (Ascenzi-Moreno, 2025). Phonics and phonemic awareness need to be taught in context and leveraging the full emergent multilingual linguistic repertoire and their sociocultural and linguistic realities (NCEL, 2022a). Young emergent bilingual children benefit from connections across languages, which enhances their metalinguistic awareness (Velasco & Espinosa, 2021).

Recommendations:

Given that multilingual students should receive instruction that is asset-based and responsive to their linguistic and cultural resources, we advocate that:

Multilingual students ...

- Are provided with reading instruction that values, affirms, and builds on their funds of knowledge, linguistic repertoires, and community resources.
- Are given a rich, diverse repertoire of literacy experiences, including exposure to a variety of genres, songs, and foundational reading instruction that is developmentally appropriate, linguistically and culturally relevant and is representative of a range of intersectional identities.
- Are provided with current, culturally relevant children's literature, that serve both as mirrors and windows, and that expose students to a variety of identities and language practices.
- Receive ample opportunities to participate in critical literature-based discussions which help develop understanding of diverse perspectives, identities, and language practices.

- Are given opportunities to develop and deepen interests through text selection within literacy and content area instruction.
- Are provided with concise, developmentally appropriate, culturally-relevant and linguistically responsive foundational reading instruction, with sufficient time dedicated to all aspects of literacy development, including their language

Blanket approaches to literacy assume, without any research findings, that multilingual students will benefit, although they may in fact be harmful. NYSABE thus offers the following recommendations for educators, policy makers, and state organizations:

State, district and school leaders...

- Support teachers in their work to integrate all aspects of language (writing, reading, listening, speaking) and multimodal learning opportunities that leverage the children's full linguistic repertoire (translanguaging) and that are culturally and linguistically sustaining.
- Regularly provide coaching, professional learning communities, professional development and other learning opportunities for classroom teachers, reading specialists, and all educators who work with multilingual learners to gain nuanced understandings of biliteracy as a process interwoven with language, culture, race and identity.
- Engage bilingual educators in analyzing literacy policies and curricula to ensure that they incorporate bilingual students' vast resources and those in their families and communities.
- Ensure bilingual educators have learning opportunities that prepare them to provide innovative foundational literacy instruction that focuses on multilingualism as an asset. This professional development should be independent of curriculum companies (Aydarova, 2024).
- Provide parents of multilingual learners with information about literacy development and instruction in languages and modes that are accessible to them.
- Must only adopt curricula that were designed for multilingual learners; no amount of adaptation can make curricula suitable for multilingual students if they were not centered from the outset in curricular development.
- Provide SoR guidance documents that integrate findings about multilingual students and their literacies and biliteracies as an integral part of their recommendations. See, for example, New York State Department of Education Office of Bilingual Education and World Languages (Herrera, Escamilla & Cabral, 2025).
- Collect information from schools and programs to understand how the curriculum is being rolled out and how it affects multilingual students across program types.

- Ensure that progress in home language literacy and language, as well as bilingual trajectories, are part of the local and state assessment practices and accountability measures.

References

- Alvarez, A. (2018). Experiential knowledge and project-based learning in bilingual classrooms. *Bank Street Occasional Paper Series*, 18(39). p. 1-19.
- Ascenzi-Moreno, L. (2018). Translanguaging and responsive assessment adaptations: Emergent bilingual readers through the lens of possibility. *Language Arts*, 95(6), 355-369.
- Ascenzi-Moreno, L. (2024). Toward a Multilingual Perspective on Reading: Aligning Emergent Bilinguals' Resources with Theories of Reading and Implications for Instruction. *The Reading Teacher*, 77(6), 918-926, <https://doi.org/10.1002/trtr.2324>
- Ascenzi-Moreno, L. (2025). Beyond the Science of Reading: How Bilingual Teachers Mediate Foundational Reading Pedagogies. *Language Arts*, 102(6), 293–304.
- Ascenzi-Moreno, L., Espinosa, C., & Lehner-Quam, A. (2022). “Move, play, language: A translanguaged multimodal approach to literacies with young emergent bilinguals.” In S. Brown and Hao, S. (Eds), *Multimodal literacies in young emergent bilinguals: Speaking back to print-centric practices*. Multilingual Matters, pp. 117-130.
- Ascenzi-Moreno, L., & Seltzer, K. (2021). Always at the Bottom: Ideologies in Assessment of Emergent Bilinguals. *Journal of Literacy Research*, 53(4), 468–490. <https://doi.org/10.1177/1086296X211052255>
- Ascenzi-Moreno, L. & Quinones, R. (2022). "Those books are not mirror books to me:" Learning from children about how to do identity through reading in a dual language bilingual classroom. *Journal of Children's Literature*, 48(1), 64-76.
- Ascenzi-Moreno, L. & Quinones, R. (2020). Bringing Bilingualism to the Center of Guided Reading. *The Reading Teacher*, 74(2), 137–146. <https://doi.org/10.1002/trtr.1922>
- August, D. & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth*. Erlbaum.
- Aukerman, M. (2024). *Toward Comprehensive, Research-Informed Literacy Instruction: Thinking With, Against, and Beyond the Science of Reading*. Spring Educational Freedom Lecture. Ithaca College.
- Aydarova, E. (2024). What you see is not what you get: Science of reading reforms as a guise for standardization, centralization, and privatization. *American Journal of Education*. <https://www.journals.uchicago.edu/doi/10.1086/730991>
- Bauer, E. B., Colomer, S. E., & Wiemelt, J. (2020). Biliteracy of African American and Latinx kindergarten students in a dual-language program: Understanding students' translanguaging practices across informal assessments. *Urban Education*, 55(3), 331–361. <https://doi.org/10.1177/0042085918789743>

- Beauchemin, F. & Qin, K. (2023). Bilingual paraprofessional teachers and young children co-constructing affect and play in translangual read-alouds. *English Teaching: Practice and Critique*, 22(2), 191-207. <https://doi.org/10.1108/ETPC-08-2022-0113>
- Bishop, R. S. (1990). "Mirrors, windows, and sliding glass doors." *Perspectives*, 6, pp. ix-xi.
- Budde, C. M., Amendum, S. J., & Kittle, J. M. (2026). An enhanced science of reading for multilingual learners: The importance of leveraging multilingualism. *The Reading Teacher*, 79(4), 1–10. <https://doi.org/10.1002/trtr.70041>
- Burkins, J. M. & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse.
- Cárdenas Curiel, L. (2023). A multiliteracies classroom ecology for elementary bilingual language learners. *The Reading Teacher*, 77 (1), pp. 104–112.
- Cárdenas-Hagan, E. (2020). *Literacy foundations for English learners: A comprehensive guide to evidence-based instruction*. Brookes.
- Cheung, A. C. K., & Slavin, R. E. (2012). Effective reading programs for Spanish-dominant English language learners (ELLs) in the elementary grades: A synthesis of research. *Review of Educational Research*, 82(4), 351–395. <https://doi.org/10.3102/0034654312465472>
- Compton-Lilly, C., Spence, L., Thomas, P., & Decker, S.. (2023). Stories Grounded in Decades of Research: What We Truly Know about the Teaching of Reading. *The Reading Teacher*, 77 10.1002/trtr.2258.
- Duke, N. & Cartwright, K. (2020). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly* S25– S44. <https://doi.org/10.1002/rrq.411>
- Escamilla, K., Hopewell, S., Butvilosfsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action*. Caslon.
- Escamilla, K., Hopewell, S., & Slavick, J. (2021). Teaching (Bi)Multilingual Learners: Connecting Languages. *The Reading Teacher*, 75(3), 363– 371. <https://doi.org/10.1002/trtr.2044>
- Escamilla, K. & Strong, K. (2024). *Voices from the Field: Impact of the Implementation of the Science of Reading Instruction and Policy on Emergent Bilingual/English Learner Literacy Programs and Teachers*. National Committee for Effective Literacy.
- España, C., & Herrera, L. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

Espinosa, C. & Thomas, C. A. (in press). Ideologies of Multilingualism in Classroom Literature. (In P. Enciso, S. Park Dhalen, E. E. Thomas, Eds.) *Handbook of Research on Diversity in Children's and Young Adult Literature*. Routledge.

Espinosa, C. (2025). On biliteracy and theory(ies). A bilingual teacher's journey. In V. Fialais and R. Streb (Eds). *Guiding teachers into bilingual education: A bridge between theory and practice*. CALEC, TBR Books.

Espinosa, C. (2023). Reading Invitations for the Whole Bilingual Child: Why It Matters. *Planning for Success Literacy and the Instructional Cycle* (Edited by N. Qaarooni). International Literacy Association (ILA) Magazine, July/August/September issue.

Espinosa, C. & Bachman, R. (2023). Becoming Maestras: Learning to Attend with Care. Symposium Continuing the Legacy of Patricia Carini (Part 3). *Schools: Studies in Education Journal*, pp. 52-84.

Espinosa, C. & Ascenzi-Moreno, L. (2021). *Rooted in strength: Using translanguageing to grow multilingual readers and writers*. Scholastic.

Espinosa, C. & Lehner-Quam, A. (2019). Sustaining bilingualism: Multimodal arts experiences for young readers and writers. *Language Arts*, 96(4), 265–268.

Flores, B.M. & Diaz, E. (2023). Teaching foundational skills to K-2 EBLs/ELs in English during beginning reading: Why? What? How? When? and Where? In *Multilingual Educator*, (pp. 7-10). <https://www.gocabe.org/wp-content/uploads/2023/03/2023onlineME.pdf>

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press.

Freire, P. (1983). The importance of the act of reading. *Literacy and Ideology*, pp. 5–11.

García, O., Alfaro, C., & Freire, J. (2024). Theoretical foundations of dual language-bilingual education. *The Handbook of Dual Language Bilingual Education*, ed. by J. Freire, C. Alfaro and E. de Jong (pp. 13-32). Routledge.

García, O., & Cervantes-Soon, C. (2023). Best practices to support the literacy development of bilingual learners. In Morrow, L., Morrell, E. & Casey, H. (eds.). *Best Practices in Literacy Instruction* (7th ed.), pp. 335-353. Guilford Press.

García, O. (2020). Translanguageing and Latinx bilingual readers. *The Reading Teacher*, 73(5), 557–562. doi:10.1002/trtr.1883

García, O. & Kleifgen, J. A. (2020). Translanguageing and Literacies. *Reading Research Quarterly*, 55, 553-571. <https://doi.org/10.1002/rrq.286>

García, O., & Menken, K. (2015). Cultivating an ecology of multilingualism in schools. In B. Spolsky, O. Inbar-Lourie, & M. Tannenbaum (eds.), *Challenges for Language Education and Policy: Making Space for People*. New York: Routledge.

González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Lawrence Erlbaum Associates Publishers.

Goldenberg, C. (2020). Reading wars, reading science, and English learners. *Reading Research Quarterly*, 55(S1), S131–S144. <https://doi.org/10.1002/rrq.340>

Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, 7(1), 6–10. <https://doi.org/10.1177/074193258600700104>

Herrera, S. G. (2025a). *Teaching Reading in Multilingual Classrooms: Moving Beyond a Deficit Perspective*. Brief 2. Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department. https://www.nysed.gov/sites/default/files/programs/bilingual-ed/final-2-2025.10.31-teaching-reading-in-multilingual-classrooms_-moving-beyond-a-deficit-perspective-a.pdf

Herrera, S. (2025b). *Literacy Development Emergent Multilingual Learners in the Early Childhood Classroom*, Brief 3. Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department. <https://www.nysed.gov/sites/default/files/programs/bilingual-ed/final-3-2025.10.31-literacy-development-of-multilingual-learners-in-the-early-childhood-classrooms-a.pdf>

Herrera, S. G. & Cabral, R. M. (2025). *The Science of Reading in Multilingual K-12 Classrooms*. Brief 5. Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department. <https://www.nysed.gov/sites/default/files/programs/bilingual-ed/final-5-2025.10.31-sor-in-multilingual-k-12-classroom-a.pdf>

Herrera, S.; Escamilla, K.; Cabral, R. (2025). *The Science of Reading for Multilingual Learners Toolkit*. Office of Bilingual Education and World Languages (OBEWL), New York State Department of Education. <https://www.nysed.gov/bilingual-ed/science-reading-ells-and-mls>

Hudelson, S. (2008). Phonics in bilingual education. In J. M. González (Ed.) *Encyclopedia of bilingual education*, Vol 2, pp. 655-658. SAGE Publications, Inc., <https://doi.org/10.4135/9781412963985.n250>

Khan, F. Peoples, L. Q. and Foster, L. (2022). Lessons in (In)Equity: An Evaluation of Cultural Responsiveness in Elementary ELA Curriculum The Education Justice Research and Organizing Collaborative, NYU Metro Center. <https://steinhardt.nyu.edu/metrocenter/ejroc/lessons-inequity-evaluation-cultural-responsiveness-elementary-ela-curriculum>

Kittle, J. M., Amendum, S. J., & Budde, C. M. (2024). What does research say about the science of reading for K-5 multilingual learners? A systematic review of systematic reviews. *Educational Psychology Review*, 36(3), Article 108. <https://doi.org/10.1007/s10648-024-09942-6>

Lesaux, N & Russ Harris, J. (2015). *Cultivating knowledge, building language: Literacy instruction for English learners in elementary school*. Heinemann.

López-Robertson, J. and Wells, M. (2023) *Re-envisioning Family Engagement and Literacy in Early Childhood Classrooms: "Porque así ya conocemos."* Routledge.

MacPhee, D. & Paugh, P. (2023). *Learning to Be Literate: More Than a Single Story*. W. W. Norton & Company.

Makar, C. (9/24/2025). Personal Communication.

Moll, L. C., Cathy, A., Neff, D., & Gonzalez, N. (1992). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory Into Practice*, 31(2), 132-141. <https://doi.org/10.1080/00405849209543534>

Morales-Alexander, Y. (2020). "School is the child's second home": family engagement from a Latino sociocultural perspective. *Journal of Early Childhood Teacher Education*, 42(4), 455–473. <https://doi.org/10.1080/10901027.2020.1799118>

Morell, Z. (2018). *Introduction to the NYS Next Generation Early Learning Standards*. New York State Education Department.
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/introduction-to-the-nys-early-learning-standards.pdf>

Morell, Z. & López D. (2020). Translanguaging and Emergent Literacy in Early Childhood Education. In City University of New York-New York State Initiative on Emergent Bilinguals (Eds.) *Translanguaging and Transformative Teaching for Emergent Bilingual Students Lessons from the CUNY-NYSIEB Project*. Eds City University of New York-New York State Initiative on Emergent Bilinguals. Routledge.

National Committee for Effective Literacy (NCEL) (2022a). *Early Literacy Development and Instruction for Dual Language Learners in Early Childhood Education*. Herrera, S., Martinez, M., and Olsen, L.
https://multilingualliteracy.org/wp-content/uploads/2023/01/NCEL_ECE_White_Paper.pdf

National Committee for Effective Literacy (NCEL) (2022b). Toward Comprehensive Effective Literacy Policy and Instruction for English Language Learner/Emergent Bilingual Students.
https://multilingualliteracy.org/wp-content/uploads/2022/04/21018-NCEL-Effective-Literacy-White-Paper-FINAL_v2.0.pdf

Noguerón-Liu, S. (2020). Expanding the knowledge base in literacy instruction and assessment: Biliteracy and translanguaging perspectives from families, communities, and classrooms. *Reading Research Quarterly*, 55(S1), S307—S318. <https://doi.org/10.1002/rrq.354>

Ossa Parra, M. and Proctor, C.P. (2021), Translanguaging to Understand Language. *TESOL*

Quarterly, 55: 766-794. <https://doi.org/10.1002/tesq.3011>

Proctor, C. P., August, D., Snow, C., & Barr, C. D. (2010). The interdependence continuum: A perspective on the nature of Spanish-English bilingual reading comprehension. *Bilingual Research Journal*, 33(1), 5–20. <https://doi.org/10.1080/15235881003733209>

Ridley, J., & Rowe, L. W. (2024). Translanguaging and early childhood literacy: Themes and possibilities for theory, pedagogy, and policy. *Journal of Early Childhood Literacy*, 24(3), 511-522. <https://doi.org/10.1177/14687984241276305>

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). Guilford Press.

Seidenberg, M. (01/20/2026). That New Yorker Article. *Seidenblog*. <https://www.seidenbergreading.net/blog/oexqqvuvpmotni4qb9f30dvrfbwj05>

Seltzer, K., Ascenzi-Moreno, L., & Aponte, G.Y. (2020). Translanguaging and Early Childhood Education in the USA: Insights from the CUNY- NYSIEB Project. In J. A. Panagiotopoulou, L. Rosen, & J. Strzykala (Eds.), *Inclusion, education and translanguaging: How to promote social justice in (teacher) education?* (pp. 23-39). Wiesbaden, VS: Springer. https://doi.org/10.1007/978-3-658-28128-1_3

Souto-Manning, M., Martell, J., Pérez, A. Y., & Pión, P. (2021). Translanguaging as Norm: Rejecting Narrow and Restrictive Notions of Reading. *The Reading Teacher*, 75(3) 339-350 <https://doi.org/10.1002/trtr.2022>

The Reading League. (March 2023). Understanding the difference: The science of reading and implementation for English learners/emergent bilinguals (ELs/EBs). https://www.thereadingleague.org/wp-content/uploads/2023/10/Joint-Statement-on-the-Science-of-Reading-and-English-Learners_Emergent-Bilinguals-20.pdf

Tierney, R. J., & Pearson, P. D. (2024). *Fact-checking the Science of Reading: Opening up the Conversation*. Literacy Research Commons.

Velasco, P. & Espinosa, C. (2021). Introduction to Classroom Practices for Multilingual Learners and the Next Generation English Language Arts Learning Standards <https://tinyurl.com/2p84yrza> New York State Department of Education (NYS ED).

Wyse, D., & Hacking, C. (2024). *The balancing act: An evidence-based approach to teaching phonics, reading and writing*. Routledge. <https://doi.org/10.4324/9781003442134>

Zapata, A., & Laman, T. (2023). Reconditioning a new linguistic normal for children's classrooms through critical translanguing literacies. *Language Arts*. 100(3), 245-253.

Zoeller, E. & Briceño, A. (2022). An asset-based practice for teaching bilingual readers. *The Reading Teacher*, 76(1), 92-96.

Zoeller, E. & Castro, M. (2025). "If we could look at kids as a whole": Teachers Negotiating Science of Reading Approaches with Multilingual Learners. *NABE Journal of Research and Practice*.