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K-3 Literacy

EDITOR'S NOTE

Building foundational literacy skills in children can be challenging. This Spotlight will help you explore research on how television programs can help build students' literary abilities; understand the reading gaps accentuated by the pandemic; learn how to build better small-group reading instruction; examine the effect of evidence-based reading instruction on English learners; and more.

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Can a TV Show Really Help Kids Develop Reading Skills? What a New Study Says

By Sarah Schwartz

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For decades, television shows have helped young children practice their ABCs and 1-2-3s. From "The Electric Company" to "Sesame Street" to "Between the Lions," research has shown that educational programs can effectively teach kids the foundations of literacy and numeracy, like recognizing letters and sounds and how numbers represent quantity.

Now, a new study finds that educational television can teach young children more complex reading skills, too—skills that could help set them up for greater success in a school setting.

The paper, from researchers at SRI Education and the Education Development Center, examines one TV program's effectiveness at teaching children about informational text. The term refers to nonfiction books and articles, but also a host of other sources with distinct purposes and text features—like reference books, recipes, or lectures.

The particular show studied in the paper, a program on PBS called "Molly of Denali," was designed to teach children how to understand and use these kinds of informational texts.

And the researchers found that it was effective: 1st graders who were assigned to watch the show and play related digital games were better able to use informational text to answer questions and solve what the researchers call "real-world problems" than students in a control group.

Building information literacy early can help lay the foundation for work that students do in school—but also, for skills they'll eventually use throughout their life, said Shelley Pasnik, a senior vice president at the Education Development Center, and a co-author on the study.

"When students do not have a good foundation in informational text, they are less likely to succeed academically and also to be able to engage in these very practical ways—to know how a caption conveys information, or map reading," she said. "Just all the ways that one might navigate in life—that's missed."

The study also suggests the potential for educational media to teach beyond foundational skills, as many school systems have turned to shows, games, and apps as lifelines during COVID-related school disruptions.

Why reading informational text requires different skills than fiction

Over the past decade, schools faced pressure to ramp up the amount of informational text included in the curriculum—a trend that can be traced back to the introduction of the Common Core State Standards in 2010.

The shared standards, at one point adopted by 46 states and the District of Columbia, called for elementary students to read an even mix of fiction and informational texts across subjects, and for high schoolers to read 70 percent nonfiction. As Education Week reported in 2012, the Common Core's authors shaped this recommendation in response to concerns from employers and universities that students didn't have the skills or knowledge to analyze arguments or parse complex information.

More recently, informational text has become a key component of what has come to be known as the "science of reading." In response to research showing that students can understand text better when they have background knowledge about the subject, some advocates have pushed for knowledge-building curricula: English/language arts programs that aim to help students develop a deep understanding of certain topics—like ancient cultures, the systems of the body, or the Civil Rights Movement—while also teaching literacy skills.

But reading a nonfiction book, or looking up information in reference material, is different from reading a narrative story. Informational text has different features, like topic headings, indices, and graphs. The language can also be more technical and subject-specific. Students have to be taught how to navigate these features and how to gain information from them, said Pasnik.

That's what the TV show in the study, "Molly of Denali," aims to do. The program is about Molly, a 10-year-old Alaskan Native girl, who goes on adventures and tries to solve problems in her community. Along the way, she uses different kinds of informational text, like field guides, maps, and informational websites.

The show, developed under a federal Ready to Learn grant, is designed to meet learning goals that are aligned to the Common Core State Standards.

In the two studies described in this paper, 263 1st grade children from low-income families were randomly assigned to one of two groups. In the treatment group, parents were given a tablet loaded with "Molly of Denali" episodes and educational games. They were

told to have their children use these materials at least one hour per week.

Parents in the control group were also given an internet-enabled tablet, but instead were told to have their children use it for "educational purposes" for at least one hour per week. (On these tablets, access to "Molly of Denali" was blocked.)

After nine weeks, students were assessed on their ability to use informational text to answer questions or solve problems. Students in the group that watched "Molly of Denali" outperformed students in the control group. The difference was equivalent to the amount of reading skill a typical 1st grade student develops over three months, said Pasnik.

These effects held regardless of students' gender, parent income, parent education, or ethnicity, though older 1st graders benefitted less from the intervention than younger 1st graders. The second study replicated these same conditions with a broader geographic sample, and saw the same findings.

Children varied in how much they used the tablets at home, and how often they watched the show and played the games. The researchers found a correlation between time spent on the videos, specifically, and achievement scores on the assessment: Students in the treatment group that spent more time watching the show had higher post-test scores.

Districts should develop a 'curatorial list' of educational media, expert says

The study doesn't examine what, exactly, made "Molly of Denali" effective. But there are general best practices for educational media, Pasnik said.

To start with, a show needs to have characters and a plot that are actually engaging for children—a story built on "imagination and authenticity," Pasnik said. In the case of "Molly of Denali," the story is also culturally rich: Molly is Native Alaskan, and her heritage and traditions are woven throughout the show. (More than 60 Alaska Native, First Nations, and Indigenous consultants worked on its production.)

Then, the learning needs to be integrated into that story. It shouldn't feel like the action stops for a lesson. Educational media producers call this "learning on the plot line," said Pasnik.

Schools and districts can use this kind of high-quality educational media to support classwork, Pasnik said—something that many school systems attempted as they searched for solutions during remote learning.

In spring 2020 and into the 2020-21 school year, many states and some school districts partnered with local public media stations to expand children's programming time slots throughout the day. A few created their own shows: New York City schools developed Let's Learn NYC!—supplemental lessons in math, literacy, science, and social studies for kids in grades pre-K-2 that air on public television. The state of Tennessee did something similar with Teaching Tennessee, its video series for students in grades pre-K-3.

Going forward, districts that want to encourage teachers or parents to continue using public television or other educational media would benefit from providing a "curatorial list" or investing in curators, Pasnik said.

"There are highly regarded programs, many with research backing," she said. "Who has the time to review them, vet them, figure out what's possible?

"It's not unlike what media specialists and librarians have done," she added. "But it could happen on a bigger scale." ■

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—Kitty Clark Fritz for Education Week

Published February 16, 2022

More Than 1 in 3 Children Who Started School in the Pandemic Need 'Intensive' Reading Help

By Sarah D. Sparks

More than 1 in 3 children in kindergarten through grade 3 have little chance of reading on grade level by the end of the school year without major and systemic interventions.

That's according to a new study by the curriculum and assessment group Amplify, based on data from more than 400,000 students in kindergarten through 5th grades who participated in the Dynamic Indicators of Basic Early Literacy Skills, which Amplify administers. The research, released late Wednesday, shows that though students have begun to recover lost academic ground in the last year, big holes remain in students' fundamental reading skills.

Researchers compared students' reading achievement from 2019 through 2022 on DIBELS, one of the most commonly used diagnostic assessments for reading. Teachers administer the DIBELS to students in person and one-on-one, and the researchers matched midyear test data from more than 1,300 schools in 37 states who participated in the test each year from 2019-20 through 2021-22.

Across each elementary grade, fewer students are on track for grade-level reading instruction now than before the pandemic, and the earliest grades have the fewest students prepared. For example, from 2019 to 2022, the share of students who are on track in reading by the middle of the school year has fallen from 55 percent to 47 percent in kindergarten, 58 percent to 48 percent in 1st grade, and 59 percent to 51 percent in 2nd grade. By contrast, 57 percent of 5th graders are on track in reading, only a single percentage point lower than the on-track share pre-pandemic.

"We're seeing some rebound now, which is good," said Paul Gazzerro, Amplify's director of data science. However, Black and Hispanic students, who had lower average reading scores compared to white students before the pandemic, fell even further behind on average during school disruptions, he said.

Black and Hispanic students have been particularly hard hit by education disruptions, having stayed in remote classrooms longer on average than their white peers according to federal data. Since the pandemic, the share of 1st graders on track in reading by midyear fell from 51 percent to 37 percent of Black students, 54 percent to 42 percent of Hispanic students, and from 65 percent to 58 percent of white students.

"When students start getting to grades 3 and 4 and 5, those compounding effects will really be prevalent, and it takes more time and more resources to actually close the gap," said Susan Lambert, the chief academic officer for elementary humanities for Amplify. "We really want to focus hard and heavy on those early grades now, so that in the future those students aren't feeling the impacts over time."

And a growing group of students across the elementary grades fell severely behind, not just by a little, Gazzerro said. "There's one group [reading] below benchmark—think of them as ... 'bubble kids,' you know, the ones who probably need strategic support that could be offered within the classroom, but don't need to be pulled out for something more intensive," he said. "And then [there are] kids who are least likely to be successful at the end of the year, these kids we're identifying as at risk."

These at-risk students have only about a 20 percent chance of reading on grade level by the end of the school year without intensive reading interventions, according to the researchers. There are more of them today across every grade and student group than there were in 2019. They account for more than a third of K-3 students and more than a quarter of students in grades 4 and 5.

The sheer number of students in need of intense reading support strains the capacity of schools that often rely on tiered systems like response to intervention, Lambert said, in which the vast majority of students progress with only core classroom instruction and just a small percentage receive small-group or more intensive interventions.

Systemic interventions needed

At least 17 states require districts to hold students back if they are not reading on grade level by the end of 3rd grade, and another dozen allow school districts to mandate retention. In the last year, several states put their existing grade retention policies on hold in light of widespread classroom disruptions and protests by parents and teachers.

As that flexibility wanes in the states that had it, some experts argue effective retention policies should be coupled with additional, intensive reading instruction and individualized learning plans.

Yet, Lambert noted, "the kids with dys-

lexia, kids that need to be on IEPs, have been harder to find because they haven't been in school," making it more difficult to determine whether a reading difficulty comes from learning differences or interrupted schooling.

"We need to make sure that as districts and schools, we're creating a system—not individual student interventions—but a system whereby we're monitoring the data," she said, and that "we're providing the intervention in multiple ways and getting creative about that so that we can close those gaps for kids as quickly as possible."

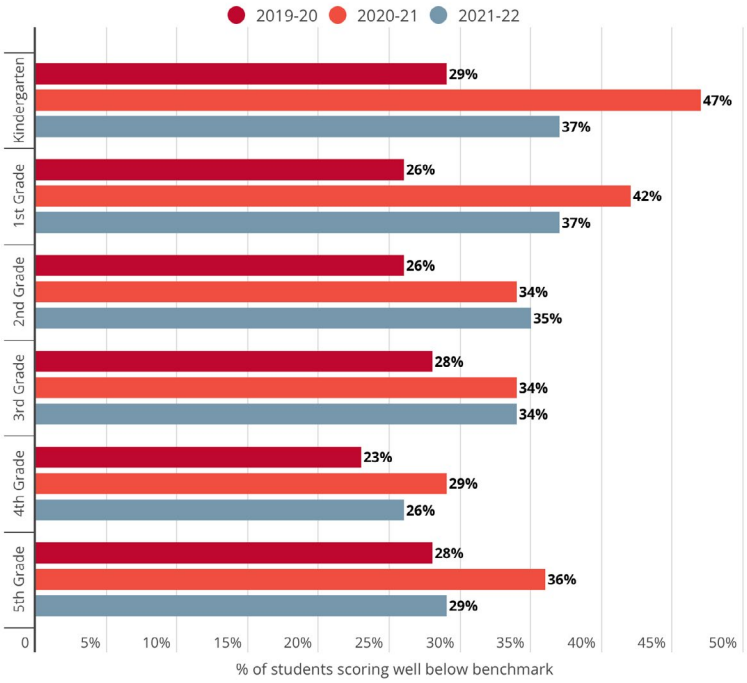
Deborah Wheeler, an assistant education professor at St. Cloud State University in Minnesota, was not part of the DIBELS study, but she has tracked changes in reading behaviors for children and families during the pandemic. She said schools must work to rebuild literacy habits at home, too.

During the pandemic, Wheeler found that parents of young children reported they continued to read with their children, but were much more distracted. "So [parents] would read a little bit and then have to walk away; something distracted them, work, whatever," she said. "In the typical reading they reported that they did prior to COVID, they spent that quality time with their children. They would talk about what they read prior to reading it during the time they were reading with their child and afterwards."

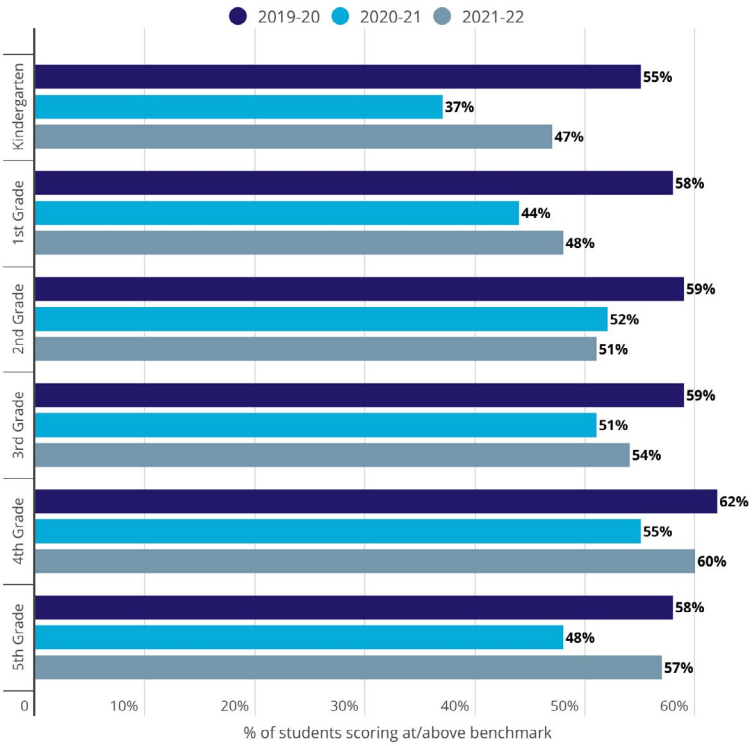
Schools need to restart discussions of literacy between teachers and parents, she said. "They need to reduce the distractions and think about the impact of those distractions. Students have not met the standards but children are very resilient. With the right environment, language and literacy rich, I feel confident that they will recover." ■

Students Recover Some Ground, But Gaps Remain

The study finds more children are now "at-risk readers," those who have only a 20 percent change of reading on grade level by the end of the school year.



The Ranks of the Most Struggling Readers Swell



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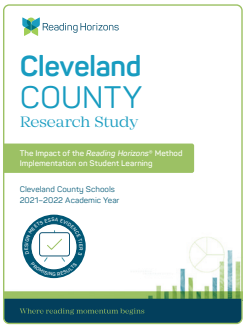
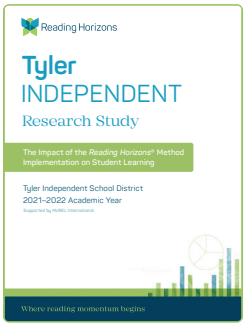


Cleveland County Schools

SHELBY, NORTH CAROLINA

Design Meets ESSA Evidence Tier 3 Promising Results

This year-long study during the 2021-2022 academic year covered 49 classrooms across 16 elementary schools in grades K–3, Both implementation integrity and student outcomes were measured by the *Reading Horizons Implementation Integrity Rubric* and the DIBELS 8 assessment, respectively. **In all analyses, student performance outcomes increased from pre- to post-test.**[1]



Tyler Independent School District

TYLER, TEXAS

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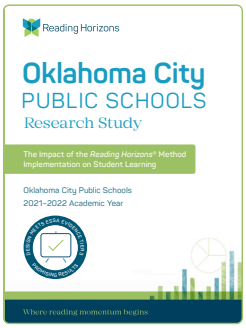

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Design Meets ESSA Evidence Tier 3 Promising Results

During the 2021-2022 academic year, this school district implemented the *Reading Horizons Discovery®* curriculum in 115 classrooms across eight elementary schools in grades K-4. Data show that student outcomes increased for all grade levels as measured by the *Reading Horizons Implementation Integrity Rubric* and the *iStation* assessment. **Student composite scores across all grade levels increased from pre- to post-test**. Scores also increased for reading comprehension, spelling, fluency vocabulary, decoding, letter knowledge, listening comprehension, and phonemic awareness. Results demonstrate that the Reading Horizons® K–3 literacy solutions meet the What Works Clearinghouse ESSA Tier 3 requirements – *Promising Evidence*.[3]

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[2] Third Party Research Firm: McREL International
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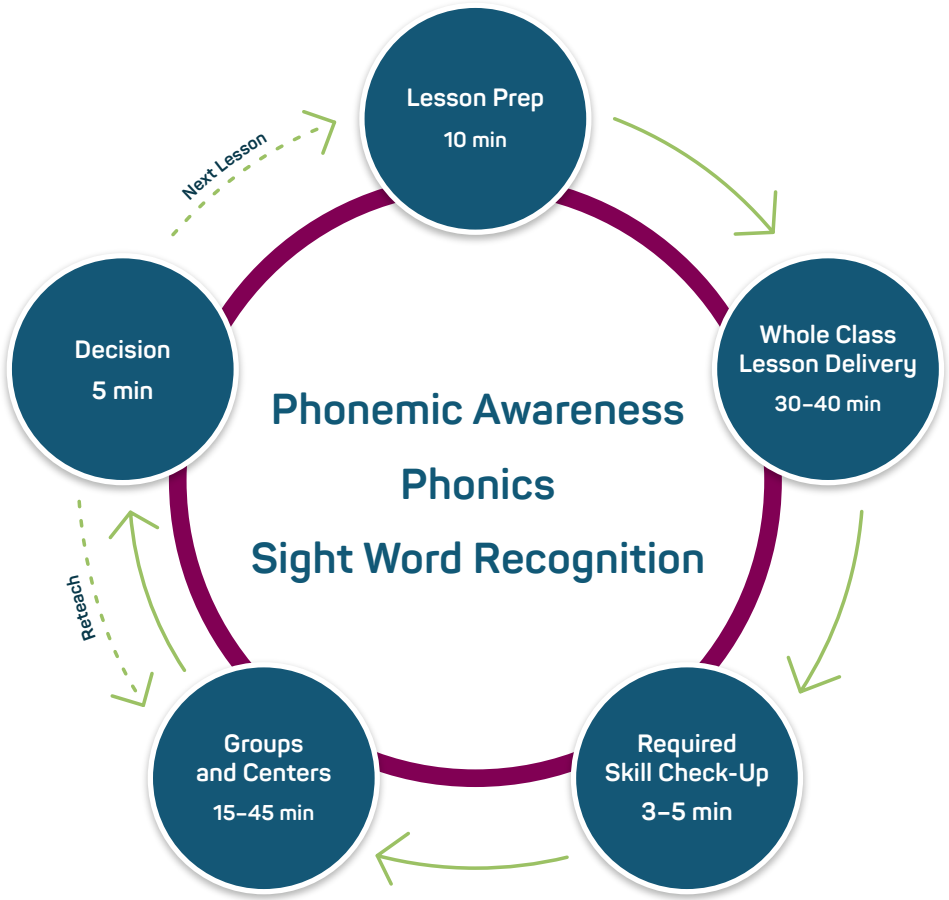

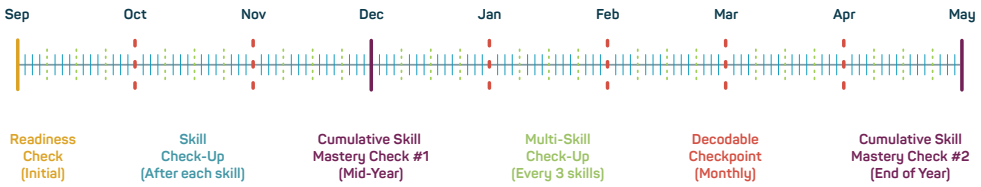

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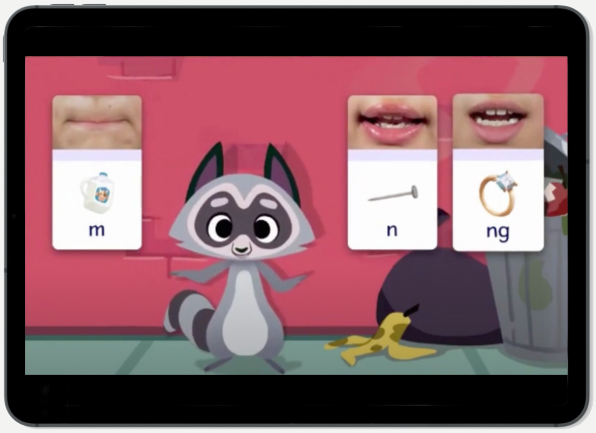

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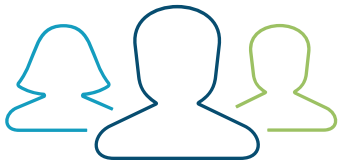

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Published September 16, 2022

How to Build Better Small-Group Reading Instruction

By Sarah D. Sparks

Reading teachers have started the school year already in a crunch, with students' reading skills at a 20-year low.

As educators look for ways to help students gain ground academically, research suggests refining traditional classroom reading groups could help.

As part of an Education Week webinar with educators Thursday, special education professor Matthew Burns talked about how to improve the effectiveness of small-group instruction. Burns, the director of the University of Missouri Center for Collaborative Solutions for Kids, Practice, and Policy, said effective small-group reading instruction can cut across different grades and subject areas, but students should be arranged based on the specific skills they need to hone in comprehension, fluency, phonics, and phonemic awareness—rather than overall reading levels.

It's a small but critical distinction: It's not that reading groups are inherently a bad practice, but the way they've traditionally been set up by ability groups has the potential to do academic damage.

—Kitty Clark Fritz for Education Week

How should teachers approach using same-ability versus different-ability groups?

When you're doing homogeneous (same-ability grouping), it's getting down to grouping kids with like skills, you can differentiate instruction. I do heterogeneous grouping when I'm applying skills. So when we do partner reading, for example, we do heterogeneous grouping. We don't take the lowest of the low kids and put them with the highest of the high. We sort of slide it this way so that the skills are not crazy different, but there are certainly stronger and lower readers. We've seen that both kids grow really well and we have data that show the higher kids grow really quite a bit, too.

How should teachers decide on skills for grouping?

So one teacher could say, wow, my in my class, I have two kids struggling with phonemic awareness and seven are struggling with phonics and one [kid who needs help with] fluency. The other teacher says, well, I've got three fluency kids, three phonics, and one phonemic awareness. So we'll group those kids, and we'll do another inventory and say, these four kids are struggling with this aspect of decoding, and two of those kids are from your class, and two are from my class. So we can juggle kids around, across classrooms to get more precise groupings for intervention, but we use big buckets skill grouping as part of instruction.

What role should student choice and interest play in creating reading groups?

I have some concerns about using interest as a driving force for grouping. We did a study where we looked at how well a child could read a book [controlling for] several factors, and interest in the book consistently didn't lead to particular outcomes. All things being equal, and if you group by skill and the kids want to pick between two or three different things to read, sure, go with that, but it's got to be something that they're capable of reading.

Is there consensus on the optimal structure for using reading groups—for example, the best size for a group or how long students should spend in groups?

Yes and no. We did a meta-analysis in 2018 and looked at 26 studies of small-group reading intervention. The correlation between effectiveness and group size wasn't zero, but it was fairly small.

Smaller [groups], generally speaking, are more effective, so we have recommendations of roughly three to five. The older the kids, the larger groups can be, for middle and high school groups.

Recommendations on the number of minutes [to spend in groups] are 15 to 20 minutes, but that's based more on how much time it takes to do the intervention and the attention span of the kids. The only compelling study I've seen around this is a recently published the study on frequency. [Researchers found] if you held the instructional minutes constant but broke them up into more sessions throughout the week, you saw stronger effects.

How often should students be assessed to change up reading groups?

That depends on the intensity of the need. We need to have growth data to make good decisions. And I hear people say, "Well, yeah, but if we keep a kid in an intervention group for eight to 10 weeks, is that too long?" Well, really no. If I'm collecting data every week, I will

have 10 data points to make a reliable decision.

As a classroom teacher, I'm going to assess my struggling readers once a week, every other week, and the higher readers once a month or so. And you can flexibly group within that as often as you think you need towithin the parameters.

During the last few years, reading teachers have had to do a lot more online reading instruction. What have we learned about how to use virtual reading groups?

What we learned during the pandemic creates some opportunity for different types of work. I can have a kid in this classroom and a kid in the classroom down the hall engaged in reading with each other because they can use a Google document to share a form, and they can use Zoom to talk to each other. But there still needs to be some aspect of modeling that I think needs to happen.

If you've gotten back to face to face, I would encourage [teachers] to use your creativity in application of technology, more on the practice and application side of it than the actual modeling and initial instruction.

How should English-language learners be incorporated into reading groups?

We assess them the same way we do English speakers and where they shake out, they shake out. But sometimes we may need to do a little more depth. Like, for example, if we think a child doesn't have phonemic awareness, we should assess their phonemic awareness in their native language, because phonemic awareness transfers.

But there's one difference with children who are emerging bilinguals: Always, always, always infuse vocabulary into the instruction. So if I'm doing a small group on phonics, and I'm gonna teach today the "-ch" [sound], I will maybe show the kid before I start three pictures that start with the "-ch," like chair, chip, whatever. And I'll explain, OK, this is a picture of a chair. Chair starts with "ch" in English. What's this in your language? ■

Published April 21, 2022

The 'Science of Reading' and English-Language Learners: What the Research Says

By Sarah Schwartz

—Roger Nomer/The Joplin Globe via AP

As more states and districts are embracing the "science of reading," some educators and advocates have raised the question: Will these methods work for English-language learners?

The "science of reading" has become shorthand in some literacy circles for approaches to early reading instruction that emphasize explicit, systematic teaching.

Its proponents favor structured, sequential instruction in foundational reading skills for beginning readers, such as learning letter sounds and sounding out words. Most also oppose the use of leveled reading systems, which aim to match students with a "just-right" text—an approach that many researchers say can trap struggling readers in simplistic books, preventing them from developing the vocabulary and content knowledge that would support them in tackling grade-level work.

Over the past five years, at least 17 states have passed legislation enshrining the "science of reading" into law, in hopes that policy changes will move instructional practice in the classroom. These laws have and will continue to shape instruction for millions of students—including English-language learners, who represent one in 10 students in the United States.

Some researchers and ELL experts say that's a problem. The National Committee for Effective Literacy, a new advocacy organization formed this year, has argued that states that have taken up these initiatives have narrowed literacy instruction to "a few foundational reading skills" that fail to meet the needs of English learners.

The group's aim, said Martha Hernandez, an NCEL member and the executive director of Californians Together, is to "ensure that the research and policies and practices that address English learner and emergent bilinguals were spotlighted, and are part of the national literacy conversation."

Other early literacy researchers, though, have said that NCEL is misrepresenting some of the changes that states and districts are making to their reading teaching methods—and that a lot of the strategies that work for native English speakers can be effective for English learners, too.

So what are these areas of overlap, and where do English learners need something different?

Education Week spoke with researchers who study early literacy development in ELLs to compile this short overview of the research. For more on this issue, and how it's shaping reading teaching for English learners, see this story.

What do school systems mean when they say the "science of reading"?

Written English is a code. For students to be able to understand words on the page, they need to crack that code: They need to know which letters make which sounds. Decades of research has shown that explicitly teaching students to recognize the sounds in words and to match those sounds to letters—teaching phonemic awareness and phonics—is the most effective way to ensure that kids are able to read words.

But as Education Week and other outlets have reported, many schools underemphasize these skills in reading lessons, and some teach other, disproven methods for identifying words.

States that have recently passed laws aiming to improve reading instruction have mandated that teachers be trained in delivering this kind of foundational skills instruction, or that schools use materials and assessments that support it.

Some ban other methods for word identification, like cueing, an approach that encourages students to rely on multiple sources of information, like pictures and sentence structure, to predict what words say, rather than just relying on the letters. Some research has shown that this strategy can take students' focus away from the letters on the page, lowering the chances that they apply their phonics knowledge.

Systematic, explicit instruction in letters and sounds is crucial for beginning readers, especially those with dyslexia or phonological processing problems, said Elsa Cárdenas-Hagan, a bilingual speech-language pathologist and an associate research professor at the University of Houston.

Still, she said, "phonology and phonics are one piece of the puzzle. It's not everything that literacy is about."

Teachers need to help students develop a host of early literacy skills, like their ability to express themselves through spoken language, their ability to understand what others are saying to them, and their vocabulary, Cárdenas-Hagan said. Students should have opportunities for practice that integrates listening, speaking, reading, and writing, she added.

While these new state laws mandate certain approaches to foundational skills instruction, they direct schools to prioritize other reading skills, too. Many cite the five components of reading studied in the National Reading Panel in 2000—instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Even so, critics of these laws worry that a more comprehensive focus will be lost in their implementation, and that school systems will be incentivized to double down on foundational skills instruction at the expense of all else.

"When it hits the classroom, when it hits district administration, that's what they look for, that's what they assess," said Laurie Olsen, an NCEL member and the board president of Californians Together.

This is a reasonable concern, said Claude

Goldenberg, a professor emeritus at Stanford University who studies early literacy development in English-language learners. Goldenberg and several co-contributors, including Cárdenas-Hagan, wrote a response to a recent paper and webinar from NCEL, refuting their claim that "science of reading" advocates are pushing a phonics-only approach to reading instruction.

Still, he said, new state laws often don't specify how much time to spend on different reading skills or how to teach them—nor should they, Goldenberg said: "You can't expect legislation to be curriculum guides." That means, though, that these laws' success or failure lies in implementation, he said.

Does this research apply to English-language learners, too?

In 2002, the U.S. Department of Education convened the National Literacy Panel on Language-Minority Children and Youth, tasking it with reviewing the research on best practices for literacy development among ELLs.

The panel's report, published in 2006, found that a lot of what works for kids whose first language is English is also effective for kids who speak a different language at home. Instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension—the five components of reading studied in the National Reading Panel a few years earlier—all had "clear benefits" for ELLs.

But the literature also showed that instruction was most effective when it was tailored to ELLs' specific needs and unique founts of knowledge. And crucially, kids learning English needed more instruction in oral English proficiency than their peers: things like vocabulary knowledge, listening comprehension, and syntax.

The panel found that schools weren't supporting students enough in these areas, and more recent research finds that schools still aren't doing enough to help ELLs develop academic language in English.

With these students, teachers need to discuss the meaning of words constantly—even shorter, simpler words that teachers might not treat as vocabulary words with native English speakers, said Cárdenas-Hagan. In working with students who are learning how to speak a new language, teachers need to be purposeful about developing vocabulary and oral language skills in every lesson.

In part, this is so that students can understand that the words they're sounding out have meaning, said Kathy Escamilla, a professor at the University of Colorado at Boulder and an NCEL member. She gave the example of a 1st grade class, where a teacher might ask students to clap out how many sounds are in the word "sofa."

Native English speakers would know that word, but other students might not. If the teacher doesn't help English learners understand the meaning, then it's harder for students to make the connection that these sounds represent word parts, Escamilla said.

And there are other reasons why English learners might need teachers to pay more attention to vocabulary instruction. A word like "run," for example, has multiple meanings in English: You can run a race, but you can also run your finger down a list, or run a computer program. Discussing those multiple meanings as students encounter these words in phonics lessons is a key part of vocabulary instruction for English learners, Cárdenas-Hagan said.

Teachers need to build students' oral vocabulary beyond these words, too, so that they're prepared for the more challenging texts they'll encounter after the earliest grades, said Goldenberg. This is important for all students, but especially so for English learners.

"If the only English-language development that kids are getting in K, 1, 2 are the words they're learning to read, that is an impoverished ELD curriculum," he said.

Research on interventions for Spanish-speaking students who are at risk of reading difficulties has found that successful approaches combine both instruction in the five components of reading identified in the National Reading Panel report, and additional support in developing spoken language skills in English from trained bilingual intervention teachers.

What if students are in bilingual programs and learning to read in two languages?

English learners aren't blank slates. They come into schools with language—and often literacy—skills from the language they speak at home. These skills can support them in developing proficiency in English.

Many research reviews have found that teaching students to read in their first language helped kids become better readers in English, too. It can also be beneficial for students' social and cultural development.

Bilingual education is evidence-based. But it's also politically controversial in many places. Until recently, 40 percent of the nation's ELLs lived in states under English-only laws, which prohibited English learners from being taught in their home language as well as English; only one state, Arizona, still has this type of law on the books.

The number of dual-language programs in the United States is growing, but there's still a shortage of certified bilingual teachers—and, as Education Week has reported, English learners often face competition for spots in these programs from affluent, native English-speaking parents who are increasingly seeking out bilingual education for their children.

In its position paper, NCEL outlined best practices for English learners in dual-language programs. Good teaching in a bilingual setting isn't just "repeating the same thing in two languages," they write.

It requires "coordinated and aligned" literacy teaching, with a scope and sequence that makes sense in each language. Students should have access to high-quality materials and assessments in both languages, as well as opportunities to write, have conversations, and deliver presentations in both.

And importantly, they write, dual language programs should celebrate diversity, "including learning about the benefits of bilingualism and explicit efforts to equalize the status of 'minoritized' languages."

Despite this evidence base, the majority of English learners are not served in bilingual settings, said Cárdenas-Hagan. She said it's important for educators to get training in instructional strategies that can support ELLs in English as a second language programs.

But Escamilla says the two goals aren't mutually exclusive. "While it is true that most of the kids who are labeled as English learners are in English programs, that does not mean that we shouldn't advocate or push for the development of bilingual programs." ■

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