

Teaching (Bi)Multilingual Learners: Connecting Languages

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Current Conundrums

Ms. Rubio is a fifth-grade bilingual teacher. She values biliteracy and knows how her students benefit from making cross-language connections. She is concerned because she has been told to scale back on the amount of time she spends teaching literacy in Spanish because her students have to take their state exams in English this year.

Ms. Barraza is a fourth-grade teacher in a diverse school with an English Language Development (ELD) program and no native language instruction. She values bilingualism and often tells her children that it is beautiful to be bilingual. However, she frequently wonders how she might more concretely include two languages in her classroom and put her beliefs into practice.

Introduction

Since the 1960s, debates have raged about how best to serve the large and growing numbers of students in the United States who come to school with some knowledge of two languages, but who ultimately are determined to not have sufficient English proficiency to succeed in school without linguistic support (Wright, 2010). Two language children now constitute 10% of the total population of US public schools, they reside in every state, and the overwhelming majority are US born (National Center for Education Statistics, 2020). Furthermore, 30% of students age 8 and under have a significant influence of a language other than English in the home (Carey, 2021). Over the years, these students have been assigned various labels in federal law and in state and federal policies, all with deficit connotations. These include Non- or Limited English Proficient (NEP/LEP), English language learners (ELLs), and English learners (ELs). Because of these negative connotations, there has been a concerted effort to identify more positive labels for these students including emerging and emergent bilingual learner (EB), multilingual learner or bilingual learner. For the purposes of this article, and acknowledging that there is no perfect

label, we will use the term emerging bilingual when we discuss the population of children who are targeted to be served through either English Language Development (ELD) programs or Bilingual/Dual Language Education programs. We prefer this term as it reduces the emphasis on English, acknowledges that these students come to school with a bilingual advantage, and expresses an ongoing life-long fluidity in language acquisition.

For the past 50 years, debates about how to educate emerging bilingual learners have typically been focused on what role (if any) a non-English language should play in school, especially in the teaching of literacy and language arts. Current program options fall into two broad categories: (1) those that use English only as a medium of instruction and (2) those that offer some form of bilingual instruction utilizing a language other than English (LOTE) for some part of the school's educational program. Although the research is clear that utilization of students' non-English languages in bilingual education programs is beneficial to academic achievement (Umansky & Reardon, 2014; Valentino & Reardon, 2015), these programs have been highly politicized over time to the point that few EB students have access to bilingual programs and sadly, English medium programs rarely make use of children's non-English languages. While dual language bilingual programs have been growing in number and stature over the past decade, going from about 300 in 2000 to over 3,000 in 2020 (Lan & Richards, 2020), because of the growth of the population of emerging bilingual learners, in general, and the growth

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of monolingual English speakers wanting to participate in dual language programs, the number of emerging bilingual children with access to bilingual programs continues to stagnate (National Center for Education Statistics, 2020). Furthermore, it is important to note that bilingual education programs promote bilingualism and biliteracy which has mostly been ignored in the debates over English-only versus bilingual instruction.

We start this paper by reaffirming that the research overwhelmingly establishes that emerging bilingual children are best served in school when both of their languages are used for instruction (Goldenberg & Wagner, 2015; Umansky & Reardon, 2014; Valentino & Reardon, 2015). However, the purpose of this paper is not to relitigate whether bilingual/dual language programs are superior to English medium (English only) approaches to the education of emerging bilinguals. We rue the fact that our field has become increasingly dichotomized over the years and that English medium programs have become synonymous with English only. Instead of further division, the purpose of this paper is to discuss how languages other than English (LOTEs) can be used to help emerging bilingual children, whether they are in English medium or bilingual programs. In this article, we propose that all programs educating emerging bilingual learners be guided by a holistic biliteracy framework that encourages the recognition and use of a student's entire linguistic repertoire in service to language and literacy acquisition with a particular focus on helping students make cross-language connections. Because bilingual learning environments and English medium learning environments have quite distinct learning conditions and contexts, we have chosen to separate our suggestions according to each specific learning model.

Every teacher of emerging bilingual students can implement strategies that help children engage in cross-language connections, thereby overtly valuing all of the languages represented in a classroom.

Valuing Two Languages: A Holistic Biliteracy Framework

Regardless of program model, bilingual learners always have all of their linguistic resources available to them. These resources form a unified and inseparable whole that is the foundation of a powerful form of cultural capital that can, and should, be leveraged

to accelerate and enhance learning (Bourdieu, 1991). Instructionally, this means that educators must understand the range of languages, cultures, and experiences that students contribute to the learning environment and strive to develop classroom lessons and routines that honor and include these whenever possible. Within language arts, this means that the process of constructing and extracting meaning from text should never be relegated exclusively to one language in isolation. Foregrounding students' access to multiple codes is a student-centered approach which places the learner at the heart of lesson development. It invites a student's entire language and literacy repertoire into the classroom. Centering students and their linguistic, cultural, and experiential assets as the foundation for lesson development and classroom language policies is in direct contrast to the common practice of allowing the language of instruction to dictate the instructional approach. We argue that the presence of bilingual learners in the classroom, regardless of the mandated language(s) of instruction, requires the adoption and application of a holistic biliteracy lens. As such, we offer the following framework as a means to ground language and literacy development.

Our Holistic Biliteracy Framework was originally conceptualized to guide biliteracy instruction in bilingual settings; however, we reiterate that students do not leave their bilingualism at the door when they enter monolingual learning environments (Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González, Ruiz-Figueroa & Escamilla, 2014). Bilingualism can be developed and nurtured in all environments in ways that enhance and accelerate language and content knowledge learning. The figure below illustrates the foundational components of the framework. It emphasizes the role of connecting languages and balancing approaches. This framework is both research-based and research tested. Our research indicates that adherence to these guidelines in Spanish-English bilingual education settings results in significant language and literacy achievement for Spanish-English bilingual learners (Hopewell & Escamilla, 2013; Soltero-González et al., 2012, 2016; Sparrow et al., 2014). And, while we have not analyzed data from monolingual educational settings, we have worked with teachers and administrators in such settings and have sufficient anecdotal evidence to convince us that there is value in using these principles in those settings as well. The framework is presented below and includes an explanation for how it might be adapted

for biliteracy contexts as well as English medium programs.

Figure 1 (below) presents a graphic of the Holistic Biliteracy Framework. It was developed for an ongoing research and instructional program known as Literacy Squared. This framework was designed to align to the new demographic reality in the United States in which the majority of emerging bilingual learners are Spanish-speaking simultaneous bilinguals. The biliteracy framework encourages direct and explicit instruction that capitalizes on the totality of a student's languages beginning in kindergarten.

Regardless of the linguistic model (bilingual or monolingual), the framework is specific in that it requires that daily literacy instruction includes oracy, reading, writing, and the explicit teaching of metalinguistic skills (each icon in the framework represents one of these four domains). Each of these comprises one-fourth of the language arts block. This is true whether the instruction is in one language or two. The framework also asks teachers to intentionally and explicitly make cross-language connections and to consider how material selection honors all students' cultures and languages. Finally, within all of this, the framework invites teachers to use meaningful contexts to attend to the structural aspects of literacy. In this regard, we consider this framework not to be contradictory to the current movements toward more phonics-centered literacy teaching (e.g., structured literacy), but rather complementary and enhancing (Spear-Swerling, 2019). We concur with others who advocate that the holistic and dynamic literacy and language practices of emerging bilingual learners must be centered when determining how best to incorporate evidence-based practices into literacy instruction (Noguerón-Liu, 2020). While all of this is critically important to the design and delivery of a well-rounded, holistic, and culturally sustaining language arts environment, for this particular article, we focus our suggestions to teachers on oracy and cross-language connections as these are critically important in all types of instructional programs.

When operationalized in a bilingual learning environment, the framework supports a paired literacy model in which the literacy block consists of time in Spanish language literacy and literacy-based ELD with texts and lessons that extend across the two environments connecting them in explicit and predictable ways. Individual lessons

are not duplicative, but coordinated. The framework ensures that teachers design and deliver lessons that communicate an expectation for bilingualism beginning in kindergarten. There is no artificial delay in extending students' abilities in all of their languages beginning at the point of entry, typically kindergarten.

When operationalized in a monolingual learning environment, the framework reminds educators to make connections within and among students' cultural and linguistic repertoires. Furthermore, it highlights the importance of spending about one-quarter of the language arts time engaged in oracy work and another quarter developing students' metalinguistic awareness. Developing metalinguistic awareness entails not only deconstructing how the English language works but also providing opportunities for students to consider it in relation to any other known languages. The ability to identify and articulate similarities and differences among languages strengthens students' entire language and literacy repertoire.

The Holistic Biliteracy Framework in Action

The holistic biliteracy framework can be applied to varying contexts and used with diverse curriculum, thereby benefiting bilingual learners in any classroom context. We provide three examples of how the holistic biliteracy framework might look when used for planning paired literacy instruction in bilingual settings and include considerations for English medium contexts. We suggest that teachers begin planning paired literacy by examining their focal standards and conducting a thorough search of corresponding texts in the languages of their students. Texts should provide rich content and language exposure and affirm students' cultural and linguistic realities. Teachers then proceed by determining the end goals and performance tasks for each language, and use backwards planning to develop individual lessons that support students in reaching these final goals. It is crucial that teachers engage in the final performance tasks themselves—prior to backwards planning—in order to identify target language and skills that need to be built into the unit's lessons. In the following four examples, we illustrate how instruction might be organized across language environments and guided by the holistic biliteracy framework.

Cross-language connections are not duplicative across languages and they are not a bridge. They are designed to reinforce and extend conceptual and linguistic knowledge across language.

Primary Grades: Playing Lotería/El juego de la lotería

Playing Lotería/El juego de la lotería (2005) by René Colato Laínez and illustrated by Jill Arena is a bilingual book that tells the story of a little boy who is nervous to go visit his *abuela* (grandmother) in Mexico because she does not speak English and he does not speak Spanish. Through the Mexican bingo game of Lotería, they each learn more about each other's languages and how to communicate their love for one another.

In the Spanish environment, the students read the Spanish version of the text, focusing on the standards of asking and answering questions to understand text and recounting stories while determining how the central message is conveyed through details. The teacher and students collaboratively formulate questions about the text, which the students then practice by asking and answering orally with one another. The teacher models language she wants students to use in their dialogues that specifically addresses sequencing, such as *Al principio, luego, después de eso*, etc. For example, "Persona A: *Al principio de la historia, el muchacho no quería quedarse con su abuela. ¿Por qué?*" Persona B: *Al principio de la historia, el muchacho no quería quedarse con su abuela porque no hablaba mucho español y tenía miedo que no se entenderían.*" After this comprehension work, the class transforms the story events into a reader's theater version of the story through shared writing. The reader's theater script includes sequencing and dialogue, and the students build fluency while reading the script with one another. Next, the students apply the language of questioning, sequence, and dialogue to their own writing when they write a personal narrative about a memorable experience they had with a family member or a time they felt nervous about their language skills. They can apply their questioning skills to ask their family member more about the experience (i.e., "What did we do next?" "What did you say when ____?"). The student writes the narrative in sequential order and includes details and dialogue.

In the English environment, the focus is on reading informative texts and explanatory writing. The students begin by reading the rules of the Lotería game, which are listed on the last page of the book. Next, the students and teacher play the game of Lotería as a class, following the written rules. After all students

have experienced the game and understand the rules, they engage in oracy where they ask each other the steps to the game, using language structures such as "Partner A: *What do you do first when you play Lotería?*" Partner B: *"First, you pick a game board..."* Partner B: *"How do you win?"* Partner A: *"You win if you cover all the pictures on your game board and yell, 'Lotería!'"* Or you can just cover one row or column across or up and down," etc. After oracy practice, the teacher tells the students that a guest is going to join them who does not know how to play the game. Through shared writing, the students and teacher decide how they want to elaborate on the simple rules shared in the book, in order to fully explain the game to their guest. After these activities, the students are familiar with the language of sequencing and language related to games. They are then asked to choose a game that is commonly played on the playground, like tag, and the students work in collaborative groups to write an explanatory text where they describe the steps of the game, using the language structures they have already practiced throughout the lessons.

When looking at these lessons through the lens of the holistic biliteracy framework, we see how the language environments are connected by the bilingual book *Playing Lotería/El juego de la lotería*. Students are involved in closely aligned reading and writing activities in both languages, and the teacher develops oracy that is explicitly aligned with these objectives. For example, students ask and answer questions about the Lotería game using language structures around sequencing and commands (i.e., Partner A: "After you choose a game board, what do you do next?" Partner B: "After you choose a game board, you get a pile of beans"). After the students have multiple opportunities to practice this oral language, they apply it to their explanatory writing assignment where they write the rules of the game. Specific metalanguage is developed in these lessons with students; for example, they examine the way the author uses code-switching in the text, cognates and false cognates (i.e., banana, mango, repollo/rechicken, etc.), suffixes that change the meaning of words (i.e., *abuela, abuelita*), and the themes in the book related to learning another language.

Considerations for English Medium Classrooms

Prior to engaging with this text, the teacher can connect to children's prior knowledge by engaging in dialogue about things they like to do with their

grandparents, games they like to play at home, and any experiences they have had in situations where they did not know the language. Students can create a survey where they ask classmates what they call their grandparents in their languages and about any games they play with their families. From this survey information, students' names for their grandmothers can be incorporated into the reader's theater. Additionally, students can be invited to teach the class a game from their background. This demonstration can then become the basis for the shared writing exercise that explains the rules of the game.

For Spanish-speaking children, teachers can invite a parent to perform a read-aloud of the Spanish version of the book, play an audio-recording from the library, or show an online video of a Spanish read-aloud as a means of previewing the book before the unit. There are many Spanish words embedded in the English version of this text, which Spanish-speaking students (if comfortable) can teach the class how to pronounce, or teachers can use an online application with a native speaker pronouncing these words. Teachers should include oracy exercises where students can discuss their own experiences playing *Lotería*, or times they have felt nervous about their Spanish proficiency.

For words that appear in Spanish in the English version of the text, teachers can investigate the translation for the other languages represented in their classroom and include them in their reading of the text and in the reader's theater. Finally, teachers should elevate their students' family members, cultures, and languages in the personal narrative exercise. The teacher and students can study the ways that René Colato Lainez has included code-switching in his book, and then students should be encouraged to add code-switching to their personal narratives.

Intermediate Grades: Biographies and Autobiographies

Let us consider a bilingual classroom where students are tasked with understanding text structure; writing informative texts; determining the main idea; and conducting short research projects. In the Spanish language environment, the focal text is *Tito Puente: Rey del Mambo* (2013) by Mónica Brown and illustrated by Rafael López. This text is used to teach students the chronological structure of a biographical text. Students use a graphic organizer organized chronologically to take notes on Tito Puente's life. Students then use the graphic organizer while

engaging in oracy to retell the main events of Tito's life (i.e., sequencing words and phrases, adverbial phrases of time). From here, students develop interview questions to ask a family member about their life. As the student interviews their family member, they write notes on the same graphic organizer that they used when reading *Tito Puente*. They transform their notes into a written biography of their family member, written in chronological structure and using the targeted language that they practiced throughout the lessons.

In the English environment, the focus is on autobiographies. The teacher uses the focal text, *My Name is Celia: The Life of Celia Cruz* written by Mónica Brown and illustrated by Rafael López, to teach students about point of view; primarily how first person language (used to write autobiographies) differs from third person language (used to write biographies). Next, the students engage in research on a notable historical figure, taking notes on the same chronologically structured graphic organizer that was used in Spanish. They then transform their notes into first person and perform their autobiographical writing in the form of a living wax museum.

When considering the holistic biliteracy framework, we see how the two language environments are connected by the genres of biography and autobiography. The graphic organizer that the teacher uses in the Spanish environment to synthesize information on Tito Puente and to write the biography of students' family members is used again in the English environment to help students transfer their knowledge of the chronological structure to autobiographies. In each language environment, students apply their learning from reading when engaging in their writing tasks. In each language environment, students engage in oracy activities throughout the unit to develop language around sequence; first and third person point of view; adverbial phrases; and verb tense, which they then use in their writing. Specific metalanguage is developed around the differences and similarities in Spanish and English for dates, commas in a series, word order, adverbial phrases, pronouns, and verb tense. By the end of the unit, utilization of cross-language connection strategies enables students not only have a solid understanding of chronological text structure, determining the main idea from text, and ways to organize these ideas in the form of biographies and autobiographies, but they also have developed sophisticated language skills in both Spanish and English to be able to communicate their ideas effectively.

Considerations for English Medium Classrooms

Both of the texts used in this unit are bilingual books, and thus, the standards and text used in the Spanish environment with the book, *Tito Puente: Rey del Mambo*, could be used in English. For Spanish-speaking children in English medium classrooms, recordings of the Spanish version of the text are readily found online and could be played for children prior to the unit as a means to preview the text. For speakers of other languages, teachers should find bilingual individuals who can provide a summary of the book in the home language of the children, prior to reading the story with the class. These bilingual individuals may also be willing to share biographies of other notable figures from their culture. In this unit, students are asked to interview a family member and to write a biography of that person. Encouraging students to conduct the interview in their home language may require a bit of support from a bilingual individual from the community (e.g., helping children formulate questions in their home language), but would provide a powerful connection between home and school. Their family member's language becomes a focal text for that child, elevating both the experiences and language of their home and culture. Oracy is developed throughout the unit for all children including the language of sequence, adverbial phrases, pronouns, verb tense, etc. By having numerous opportunities to orally rehearse this language, students from all language groups have sufficient scaffolding to transfer this language to writing.

These strategies can be used no matter what curriculum you may be using. However, it is critical that you analyze the language of the text in order to teach cross-language connections strategically through oracy and help students be successful with literacy objectives.

Upper Intermediate Grades: The Circuit

The Circuit: Stories From the Life of a Migrant Child/Cajas de cartón: relatos de la vida peregrina de un niño campesino (2000) by Francisco Jiménez is a collection of 12 short stories that share memorable experiences of Jiménez and family as they worked in the fields in California. The stories are intertwined but can also be read independently.

Selected chapters of the Spanish version of the book are read in the Spanish environment, with a focus on the standards related to making inferences, point of view, and the ways characters respond to challenges and their environment. Students carefully examine the ways the author uses dialogue and figurative language to paint a picture of the main character, Francisco. Through the gradual release of responsibility, the teacher and students use a graphic organizer to list settings or events presented in the chapter, and the ways the character feels and responds, citing specific evidence from the text. The teacher provides opportunities for students to develop oracy around cause and effect language to show how characters respond to challenges, as well as language for citing evidence. For example:

Reto/Desafío	¿Cómo respondió el protagonista?	Ejemplos y citas (con página)
Francisco no entendía a la maestra	Empezaba a escapar a través de su imaginación	"Cuando me empezaba a doler la cabeza por tratar de entender a la maestra, dejaba volar mi imaginación. Algunas veces me convertía en mariposa o pajarito y salía volando fuera de la clase." p. 18

- Pareja A: ¿Cuál es un reto que enfrentó Francisco?
- Pareja B: Un reto que enfrentó Francisco fue que no entendía a su maestra.
- Pareja B: ¿Qué hizo Francisco para enfrentar este reto?
- Pareja B: Debido a que no entendía a la maestra, Francisco empezaba a soñar despierto.
- Pareja A: ¿Cuál es un ejemplo de eso?
- Pareja B: Por ejemplo, en la página 18, describió como dejaba volar (suelta en vez de volar) su imaginación. Dijo, "Algunas veces me convertía en mariposa o pajarito y salía volando fuera de la clase."

The students continue to use this language, along with other language structures to describe cause and effect, when describing Francisco in subsequent chapters. After the students become comfortable with these language structures, they begin to apply them to their writing assignment. They choose a family member or a public figure who has overcome

challenges themselves and takes notes using the same graphic organizer as before. Then, they write about the way this person overcame challenges and cite examples, using the language they practiced while reading *Cajas de cartón*.

In the English environment, students discuss the ways the character evolves throughout the book, using some of the character information they gleaned in Spanish. Again, the teacher sets up opportunities for oracy where students practice language structures, such as Partner A: “What’s one change you identified in Francisco in the book? Partner B: “*Whereas* in the beginning of the book, Francisco doesn’t speak English, he later becomes more proficient. *However*, he says on page 92 that he’s behind in English and that he never earns a star. Partner A: “What do you think he meant by this?” Partner B: “*This indicates that* Francisco still isn’t confident in his English skills.” After students have ample opportunities to practice this language comparing Francisco in different parts of the book, they then apply these language structures when responding to a short-constructed response where they compare the ways two characters in the book confronted a similar challenge in different ways.

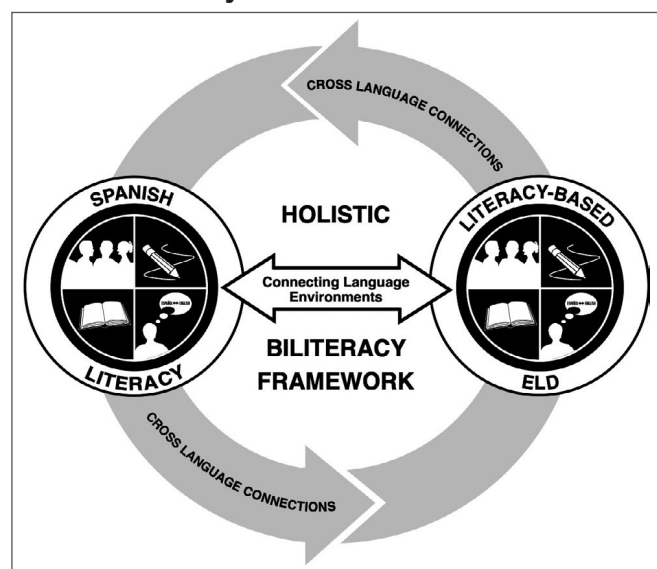
When considering the holistic biliteracy framework, the language environments are connected through the book, *The Circuit/Cajas de cartón*. In both environments, students are looking closely at the characters in the book, but the foci are slightly different: In the Spanish environment,

students identify Francisco’s responses to challenges throughout the book; in the English environment, students extend this character analysis by examining how Francisco evolves over time and then by comparing two characters. Oracy in the Spanish environment includes language structures for cause and effect language to help students describe and later write about how people respond to challenges. Oracy in the English environment includes language structures on comparisons to help students compare the ways Francisco evolved over time and then to write a short-constructed response comparing the ways two characters in the book responded differently to the same challenge.

Considerations for English Medium Classrooms

The ways that language has been thoughtfully planned throughout the unit, with oracy tied to both the reading and writing objectives, ensures that all language learners have ample opportunities to engage with the language before being asked to produce the language independently in writing. Using a book that was translated into Spanish by the author himself ensures a quality translation that can be used for Spanish dominant children in the classroom. The book is available in audio format, or there are read-alouds available online, which could be played for students prior to reading the English chapter during the lesson. Pairing students with others who speak the same language and providing multiple opportunities to stop and allow children to process chunks of the text in their primary language, allows them the opportunity to engage fully with the book using the entirety of their linguistic repertoires. When describing characters and the influential people in their lives, invite students to share how they might describe someone in their home language. Compare syntax and other aspects of the language. Are there any similarities? Considering other ways to engage multiple modalities will also allow students to engage with the text, including acting out portions of the book or showing ready-made videos that have pictures and music to bring the story to life. Additionally, the Circuit centers challenges about learning English, moving homes, changing schools, and family health struggles, which are universal themes for most children. The teacher should invite opportunities for students to connect Francisco’s experiences with their own in order to honor their students’ lived experiences.

Figure 1
Holistic Biliteracy Framework



Conclusion

We conclude this article by reiterating that the most effective programs for emerging bilingual learners are bilingual and/or dual language programs that provide the maximum opportunities for children to develop bilingualism and biliteracy. We also argue that children in English medium programs can be encouraged in explicit and formal instruction to maintain their LOTE and that English medium programs should be encouraged to utilize children's non-English languages for a variety of purposes. For far too long, teachers in English medium schools have been discouraged from incorporating LOTES into daily classroom routines and instruction.

One of the most important attributes of emerging bilingual learners is that they come to school with two languages. Using LOTES in instructional contexts enhances opportunities to learn and exhibits concretely that two languages are cognitive

TAKE ACTION

With or without additional material resources, teachers can incorporate strategies that encourage students to engage in cross-language connections. In bilingual/dual language or English medium programs, teachers can group students who share a common LOTE together and in these groups children can discuss what they read and understood in English using their LOTE. They can then work together to create a summary of their discussions in the LOTE into English to share back with the teacher. This opportunity to use both languages to process information helps students to deepen their understandings of classroom instruction.

It is never advisable to censure children's non-English languages. Encourage children to play with children who share their non-English languages as well as with children who may be English monolinguals. This includes other non-instructional spaces such as lunch time and other social activities. Encouragement of the use of LOTES is important for children's identity and socioemotional development.

Make sure that the environmental print in your classroom explicitly shows cross-language connections and that all of the languages represented in your classroom are visible. This can include bulletin board, class norms, student jobs etc. etc. These messages represent concrete ways that teachers encourage children to see cross-language connections and are a strong message to all children that all languages are valued.

advantages not problems to be remedied. We cannot and should not teach them as if they were monolingual English speakers and/or if the LOTE is irrelevant to literacy acquisition.

Our challenge moving forward is to create and implement additional strategies to maximize cross-language connections and oracy for our emerging bilingual learners. Through this article, we offer some ideas in hopes of inspiring other ideas from the many talented teachers in the field. Through enhanced utilization of cross-language strategies and oracy, we hope to encourage the development of bilingualism/biliteracy, and more importantly strive to halt the decades-old tragedy of language loss that has been so characteristic of educational outcomes for emerging bilingual learners. We close with the following admonition, "The roots of the term education imply drawing out children's potential, making them more than they were, however, when children come to school fluent in their primary language and they leave school essentially monolingual in English, then our schools have negated the meaning of the term education, because they have made children less than they were" (Ashworth as cited in Cummins, 1986).

Conflict of Interest

None

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MORE TO EXPLORE

- www.ColorinColorado.org - Bilingual Resources for Emerging Bilingual Children, Their Teachers and Their Families.
- www.Literacysquared.org - Bilingual Spanish/English Children's Books.
- www.Languagelizard.com - Bilingual Books for Kids in 50 Languages.
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