Factors to Keep in Mind When Transitioning a Bilingual Student to English Reading

Children who successfully complete the bilingual program should be literate in both languages, Spanish and English. In order to accomplish this goal, the child must receive instruction in his/her dominant language first, thereby building on his/her strengths while acquiring reading skills in his/her first language. The student must also receive oral instruction in his/her second language to build understanding of and ability to use the second language. This must precede reading instruction in order to provide a basis for comprehension in second language reading. The child must have a good foundation in reading in the first language before beginning to read in the second language.

The recommended levels for making the transition to second language reading are as follows:

- Spanish reader would be eligible to begin reading in English after successful completion and acquisition of reading skills in the 2.1 level.
- Successful completion of unit 3 theme: ¡ A Crear! In the second grade Tesoros reading program.
- The student must also be a Lau level 2.
- Students that entered the program after first grade should be given the Reading verification/assessment to guide the time for transition and to identify an instructional reading level for the child.
- All transitions to English reading must be agreed upon by the school’s Transitional Team

Besides the four important factors mentioned above, the teacher should consider oral reading in the student’s heritage language and maturation level of the child to determine exactly when the child begins to read in English. The teacher should also, based on these factors and personal observations, consider the appropriateness of the transition.

Marking the report card for English reading:

- The student should be marked in accordance to the requirements of the Common Core State Standards (CCSS) in reading.

If you have any questions or further concerns regarding this matter, please feel free to contact Lorena Gueny at your earliest convenience at 475-8565. I look forward to continuing to collaborate with you and your school.

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