



National Committee for Effective Literacy Research Support

Compiled by Dr. Kathy Escamilla

Research Cited in Presentation

- August, D. and Shanahan, T., (eds.) (2006). *Developing Literacy in Second- Language Learners: Report of the National Literacy Panel on Language- Minority Children and Youth*. Mahwah, Nj: Lawrence Erlbaum.
- National Academy of Sciences, Engineering and Medicine. (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington DC: The National Academies Press.
- Escamilla, K., Olsen, L., & Slavick, J. *Toward comprehensive literacy policy and instruction for English Learner/Emergent Bilingual students*. www.MultiLingualLearner.org
- Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O. & Escamilla, M. (2014). *Biliteracy from the start: Literacy Squared in action*. Philadelphia: Caslon.
- SEAL Teaching and Learning Outcomes in 12 School Districts: Summary of a multiyear Evaluation Studying the Replication of the Sobrato Early Academic Language (SEAL) Model. <https://seal.org/resources-items/seal-teaching-and-learning-outcomes-in-12-school-districts/?portfolioCats=13>
- Collier, V. & Thomas, W. (2017). Validating the Power of Bilingual Schooling: Thirty-two Years of Large-scale, Longitudinal Research. *Annual Review of Applied Linguistics*, 37,203-217, DOI: <https://doi.org/10.1017/S0267190517000034>
- Genesee, F., Lindholm-Leary, K., Saunders, W., and Christian, D. (2006). *Educating English Language Learners*. New York: Cambridge University Press.
- Lindholm-Leary, K. (2020).Dual Language Education Models and Research in Early Childhood Education in the USA. *Handbook of Early Language Education*. New York: Springer, 1-23.
- Rolstad, K., Mahoney, K., & Glass, G. V. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy*, 19(4), 572-594.
- Slavin, R. & Cheung, A. (2005). A synthesis of research on language of reading instruction for English Language Learners. *Review of Educational Research*, 75(2), 247-284.
- Steele, J. L., Slater, R. O., & Zamarro, G., Miller, T., Li, J., Burkhouser, S., & Bacon, M. 2017). Effects of Dual-Language Immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(1S), 282s-306s.
- Umansky, I. & Reardon, S. (2014). Reclassification patterns among Latino English learner students in bilingual, dual immersion and English immersion classrooms. *American Education Research Journal*, 51(5), 879-912.
- Valentino, R. & Reardon, S. (2015). Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency. *Educational Evaluation and Policy Analysis*, 37(4), 612-637.

Additional Research Supporting Bilingual Education/Biliteracy/Dual Language

Note: While far from exhaustive, this list is representative of recent research regarding the efficacy of bilingual/dual language programs including large scale, longitudinal studies, meta-analyses, and research syntheses. Collectively, it establishes the impressive and comprehensive nature of the knowledge base that undergirds our work with schools, teachers, and children.