

Research in Bilingual Education

Translanguaging Perspectives on Writing Development and Pedagogy

Learning from Findings Across Teaching and Learning Contexts



Edited by

Mileidis Gort
Angie Zapata
Kate Seltzer
Margarita Gómez

Translanguaging Perspectives on Writing Development and Pedagogy

Praise for *Translanguaging Perspectives on Writing Development and Pedagogy*

This well curated selection of papers presents writing development and pedagogy from a translanguaging perspectives, giving a well-rounded picture of what educators (teachers, coaches, researchers) experience while using and reflecting on translanguaging practices. The experiences of students in schools are further enriched by descriptions of programs outside school, where writers encounter greater flexibility in language use and a variety of programs, such as family literacy where mothers and children write and share their work. Each chapter starts with a vignette, bringing the reality of practices to the fore and drawing the interest of both practitioners and researchers. Collectively the chapters in the book provide a comprehensive literature review on translanguaging research and rich and varied data on writing, adding invaluable scholarship to the field of biliteracy and flexibility of language practices.

—*María Estela Brisk, PhD,*
Professor Emerita, Boston College, USA

¡Enhorabuena! (Congratulations!) A book that explores translanguaging as pedagogy with a focus on writing! So many teachers say, “Translanguaging is what I do, it is what bilinguals do. It is part and parcel of the bilingual identity and language repertoire, it is good theory, pero no sé aplicar las ideas en mi escuela (but I don’t know how to apply the ideas in my school). How do I create a pedagogy about translanguaging in my teaching especially in writing?” Teachers need and want information on approaches to include translanguaging in thoughtful and meaningful ways into a variety of educational settings and, until now, have had few resources to guide them in the creation of translanguaging pedagogies particularly in the teaching of writing.

Unique to this book is

- the discussion of translanguaging pedagogies in writing in three distinct but vital educational contexts including classroom settings, beyond school settings, and teacher education.
- a plethora of much needed examples of applications of theory to practice.
- the avoidance of dichotomous discourse about languaging in bilingual contexts. For example, translanguaging pedagogy does not have to be mutually exclusive from more traditional policies in dual language programs such a strict separation of named languages. Further, translanguaging is beneficial in monolingual English settings as well as bilingual settings.

The book is a confirmation of what we know, but don't necessarily know how to use, in service to teaching and learning.

—*Kathy Escamilla, PhD,*
Professor Emerita, University of Colorado,
Boulder, USA

Research in Bilingual Education

Series Editor: Mileidis Gort

The *Research in Bilingual Education* series provides a platform for established and emerging scholars to explore key issues and new directions in the field through theoretical and empirical scholarship with implications for research, policy, and practice. The series aims to transform research and practice by challenging the inequitable status quo and illustrating the value and possibilities of bilingual education. We invite scholarly contributions with strong interdisciplinary perspectives on all areas of teaching and learning in bilingual education, including but not limited to language education policy and politics, bilingualism and biliteracy, curriculum, classroom practice, pedagogy, and teacher education and development. The series is committed to promoting equity, access, and social justice in bilingual education and to offering accessible research that engages researchers, graduate students, teacher educators, preK-12 practitioners, and policy makers with new and emerging theoretical and pedagogical approaches to bilingual education scholarship and practice in all of their complexities, challenges, and possibilities.

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**Learning from Findings Across
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University of Colorado Boulder, USA

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And

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Loyola University Maryland, USA



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This book is written with much love and commitment to the children, youth, and families who live in the joy, power, and alegría of their languages. In the face of linguistic bias in schools and society, may you always have spaces to make claims as writers and celebrate your linguistic inheritances.

This book is also written for teachers of writing who seek pathways to grow their perspectives and practices for a better world. May this book become a core component of your toolkit for invigorating a translanguaging writing pedagogy and nurturing the translanguaging corriente already flowing in your classrooms.

Con respeto y cariño (with respect and affection)

Mileidis Gort, Angie Zapata, Kate Seltzer, and Margarita Gómez

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FOREWORD: RE-IMAGINING A NEW PARADIGM FOR WRITING INSTRUCTION AND PEDAGOGY THROUGH THE TRANSLANGUAGING CORRIENTE

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When the translanguaging corriente flows through writing, how does it transform writing instruction and pedagogy? How do writers inhabit and change within the dynamic processes where languaging intersects with writing? What new possibilities emerge for multilingual writers when translanguaging perspectives are at the center of writing pedagogy and instruction?

At the heart of this book is an exploration of how the translanguaging corriente permeates the writing process and its potential for catalyzing learning. This volume delves into the complexity of the writing process and how educators can continually explore what writing is and *can be* for multilingual students. In this book, the editors—Gort, Zapata, Seltzer, and Gómez—along with the authors of each chapter invite readers to re-imagine a new paradigm for the teaching of writing. The book offers rich portraits of the ways educators create environments where multilingual learners can meaningfully engage in the writing process. This volume is an invitation to engage in critical questions about writing pedagogy and instruction for multilingual learners, to challenge how deficit-oriented

language ideologies have shaped writing, and to forge a practical path in which teachers can envision expansive and equitable forms of writing pedagogy and instruction.

Gort, Zapata, Seltzer, and Gómez have convened a group of researchers to assemble a much-needed text that investigates the complex dimensions of writing and multilingual learners. They offer us a vision of what normalizing the languaging practices of multilingual writers could look like and why it matters. The researchers present a broad range of studies where multilingual learners' diverse writerly voices, and their ways of knowing, making, and negotiating meaning are the norm. In these studies, meaning-making is multimodal as well as culturally and linguistically sustaining. Each study invites the reader to envision the multidimensional nature of multilingual writers, writing, and writing instruction. When the translanguaging corriente flows through writing, the lives of students and teachers in classrooms, among families, and communities are centered. The work presented in this book helps us understand the complexities of engaging in-service and prospective teachers to learn about teaching writing to multilingual students. In each chapter, researchers provide full descriptions of learning environments (within and beyond classrooms) where powerful writing takes place. Educators are reminded that intergenerational and family-centered spaces for composition can offer joyful spaces for storytelling and storymaking.

The translanguaging corriente as it flows through writing creates spaces for students to draw on their languaging practices to think, imagine, question, argue, feel, create, re-mix, and learn, as well as draw and write. This volume asks teachers to take a research stance toward understanding writing pedagogy and instruction. The process of teaching children how to write and become writers is intertwined and begins with understanding what writing is and what it is for. The scholars in this volume uplift a comprehensive view of writing that goes beyond traditional Euro-centric perspectives on writing, offering readers the opportunity to question the universality and normalization of Western knowledge. It invites teachers to center pedagogy on the wealth of their families and communities' funds of knowledge. This is the space where racialized communities create counter-narratives filled with agency and voice to dismantle deficit-oriented perspectives that position their languaging practices as insufficient and lacking. This is a perspective that acknowledges, sustains, and builds on the multilingual students' languaging practices as filled with brilliance and possibility.

Writing and writing pedagogy is reflective of worldviews and identity. For example, as Idalia Nuñez's chapter reminds us, what we may dub "art-based writing" is conceived simply as "writing" for Indigenous communities. When we center alternative perspectives, what becomes clear is that writing, as traditionally conceived of in schools, has been stripped of experiences, bodies, and identities that have been shaped by people's history, context,

and culture. Throughout each chapter, readers will find a strong thread of encouragement to interrogate and unlearn the deficit perspectives of multilingual learners in general, and as they engage in writing.

As the literacy landscape narrows through the isolation of discrete skills and competencies, there is a danger that writing instruction may be seen as a piecemeal endeavor, particularly for multilingual learners. Far too often, educators see writing instruction for these students, across a variety of contexts, simply as teaching chunks of language or consisting of writing exercises. These practices are grounded in deficit orientations to the teaching of multilingual learners. Narratives of “not having enough language,” or not having enough of the “right experiences with text,” often operate as barriers to both educators and students to seeing the possibilities of what writing can be. In this book, the researchers’ findings contest and dismantle deficit views that say “bilinguals can’t write,” “they have too many writing problems,” and “we must start with skills rather than meaning.” Instead, the chapters in this volume highlight how teachers create spaces to design experiences where learners draw on the ever-present translinguaging *corriente* to compose texts in new ways as they learn to write by drawing on their strengths.

This book offers a vision of writing that liberates the full potential of multilingual students as thinkers, writers, composers, and creators. There is no doubt that each one of these studies will be extremely useful to teachers interested in reimagining how writing for multilingual learners can be conceived in their classroom and to teacher educators working with teachers who are learning to teach writing to multilingual learners. Through these chapters, we see educators and students in action, bringing their vast and diverse resources to the forefront of writing, and in the process, changing notions of how writing can be conceptualized and conducted in classrooms. These changes are only possible when educators also engage in self-reflection, including a re-examination of their language ideologies, and see themselves as learners alongside their students.

This book challenges the notion that there is one single way to teach writing and that this is a process built on sequential skills. Rather it is dynamic, fluid, and filled with possibilities to construct meaning. It is a perspective that assumes writing is broad and as such it is always evolving as the writers develop new ways to express meaning. These researchers know that writing is human and therefore filled with complexity.

Across the chapters, translinguaging is at the nexus of change. When teachers adopt a curious stance towards understanding the translinguaging *corriente*, it provides them with a lens through which they can view students’ resources and a platform to envision multilingual learners engaging in broad, multimodal, and multilingual activities as writers. To center the resources and writing potential of racialized multilingual students, a

different lens is necessary, one in which not only their resources are front and center, but also the way in which spacious forms of writing can be both acknowledged and further developed. We know that readers will appreciate the work of the researchers who took the time to listen deeply to the broad and diverse practices of multilingual learners as they studied each one of these settings. As readers delve into this book, we also hope they will be inspired by the expansive visions of writing, the powerful and diverse resources of multilingual students, and the imaginative efforts of teachers in creating possibilities for writing and multilingual writers.

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Mileidis Gort

It is with much gratitude that I extend my appreciation to the beautiful and brilliant teachers, children, and families from whom I have learned. Thank you for revealing to me the intellectual, creative, and justice-oriented forces and flows that thrive in your lives. Gracias a mis colegas (thank you to my colleagues) Millie, Kate, and Margarita who made this a simultaneously focused and playful publishing process. Y para mi mamá (and for my mother) who taught me how to live and love across our languages.

Angie Zapata

Thank you to the many dedicated, critical, and thoughtful teachers, including the three featured in my chapter, from and with whom I am always learning. Thank you also to my thought partners, Drs Ofelia García and Susana Ibarra Johnson, for deepening my understanding of la corriente. Lastly, thank you to my co-editors for a generative, translanguaging/creating experience.

Kate Seltzer

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Margarita Gómez

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INTRODUCTION: LISTENING TO AND LIFTING UP BILINGUAL VOICES THROUGH LA CORRIENTE IN WRITING DEVELOPMENT AND PEDAGOGIES

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It was April of 2023 at the Chicago Marriott Downtown in the Indiana Room, where we gathered at the American Education Research Association (AERA) annual conference to present a symposium that Millie (Gort) had organized on translanguaging perspectives on writing. The presentations

vividly captured the voices of children, youth, and adults who used multilingual/multimodal methods to engage in writing and meaning making. Among the familiar faces in the room was Angie (Zapata), who, as the discussant, delivered her remarks after the presentations. Angie's words not only beautifully captured the essence of each paper presentation, but also provided insights on links across papers, clarifying and highlighting multiple points about the themes that emerged across the presentations. She also challenged each presenter, as well as the audience, to think deeply about how we support bilingual writers and the importance of the symposium's contribution to the field. The audience offered poignant questions and remarks about the research, engaging the presenters in further reflection. We didn't know it then, but that was how our book project began to take shape: exploring the ways we, the future editors and chapter authors, could enrich and move forward the scholarship on translanguaging in the area of writing. After the conference ended, Millie, Margarita (Gómez), Kate (Seltzer), and Angie continued to meet and share our thoughts, questions, and reflections over texts and emails. We pondered how we could honor the young writers and teachers we learned about through the symposium papers, and how we could expand the collection of work to better reflect the range of contexts where bilingual youth are writing, and where their current and future teachers are learning to support them in that process. We considered how we might engage a broader audience in the conversation to disseminate more widely the translanguaging dexterity and potential of the bilingual students from the studies. We also wondered how we might facilitate teachers' efforts to support bilingual students to express themselves fully and authentically through their writing. As we met over the next several months to puzzle through these questions and build on what we had started in that conference symposium, we thought more specifically about how we could draw attention to the translanguaging corriente that was ever-present across multiple settings—in classrooms, community spaces, and after-school writing clubs, as well as teacher education and professional learning spaces. These conversations not only coalesced into an exciting project; they galvanized us as scholars and teacher educators, and learning into a thought partnership about translanguaging and its connections to the practices of bilingual writers/composers and approaches to teaching them.

PURPOSE AND GOALS OF THE VOLUME

The above vignette captures the genesis of this project and we are thrilled to present the results of our explorations of the translanguaging corriente in/through writing in the following chapters. Each of these chapters illuminates

how researchers and teacher educators have designed and implemented translanguaging perspectives on writing development and pedagogies—and/or developed their own understandings of such perspectives—across a variety of contexts. These perspectives are informed by translanguaging theory, a lens that undergirds our understanding of language and bilingualism. This theory asserts that bilinguals, and indeed all language users, select and deploy particular language features from a unitary repertoire to make meaning in specific communicative contexts (García, 2009). Translanguaging also offers a potentially transformative approach to language pedagogy that affirms and leverages students' diverse and dynamic language practices in teaching and learning. Translanguaging pedagogy creates learning spaces that disrupt language borders and are empowering, relevant, and reflective of bilingual students' own and community language practices.

We have curated this volume to honor the voices and practices of bilingual children, youth, and their teachers, and to support educators interested in exploring the possibilities and potential of translanguaging pedagogies. The book contributes new research on translanguaging perspectives on writing and writing pedagogies, highlights meaningful collaborations with teachers, students, families, and community members, and offers innovative methodologies and approaches to research relationships in language- and literacy-learning spaces. Overall, our goal for this book is to center—and help educators center—the ways that bilingual youth of diverse backgrounds and experiences language, and to facilitate their learning, interaction, and meaning making about and through writing.

EXPLORING EXISTING RESEARCH: BILINGUAL WRITING DEVELOPMENT AND PEDAGOGIES

Much has been written on the writing development of bilingual children, both in and beyond school contexts, and on pedagogies that support bilingual youth's writing. Research has illuminated the various ways bilingual children and youth demonstrate their knowledge and understandings of written language, including the differences between pictures and print, as well as between orthographies. For example, bilingual children apply language-specific writing conventions, evidence their understanding of letter-sound relationships in their respective languages, and know that print carries meaning (Gort, 2006, 2012; Reyes, 2006). Bilingual children use a variety of strategies to support their writing as they acquire knowledge and understandings about the phonological, orthographic, and semiotic principles of each writing system; this knowledge is distributed and applied cross-linguistically. Specifically, bilingual children use oral language to plan their texts before and during writing (Bauer et al., 2017; Gort, 2012) and

to scaffold the process of encoding; they do this by segmenting the sounds in words or saying aloud the phonemic components of the words they are trying to write (Bauer et al., 2017; Yaden & Tardibuono, 2004). Bilingual children also use oral language to monitor and regulate the writing process, employing their bilingual repertoire as they solve rhetorical problems (Gort, 2012; Soltero-González, 2009). Further, they use oral language to give meaning to their visual texts (Soltero-González, 2009), and to reflect on and evaluate their writing (Gort, 2012). They discuss, define, and translate vocabulary bilingually to expand or contextualize their intended meaning (Gort, 2012; Soltero-González, 2009). Bilingual writers also engage in cross-language metalinguistic conversations about particular language forms and practices (Gort, 2012; Seltzer, 2019), and demonstrate their emerging sociolinguistic competence and audience awareness by preserving linguistic and cultural references in their writing (Durán, 2017; Reyes, 2006). They talk with peers to negotiate the spelling or meaning of a word, and to compose collaboratively (Durán, 2017; Gort, 2008; Kenner et al., 2004; Manyak, 2006; Soltero-González, 2009). Young bilingual use of oral language to support their composing and encoding reflects the influence of vocabulary and morphosyntax on writing, especially after the emergence of phonological analysis skills. Adolescent bilingual writers similarly use their developing linguistic repertoires strategically, applying their vast linguistic and experiential knowledge to encode and make meaning as they write for different purposes and consider different audiences for their writing (Gómez & Lewis, 2022; Seltzer, 2019). Thus, bilingual children and youth display a broad capacity to exploit their linguistic repertoire to make sense of print and to compose multilingual and multimodal texts, illuminating their resourcefulness as developing writers. Their strategic use of a range of composing and encoding strategies demonstrates bilingual youth's intention to engage in the writing process as competent, agentive, and knowledgeable emerging writers.

A range of pedagogical strategies and practices have been used to support writing development in bilingual children and youth. Studies have examined the use of curricula and texts, specific approaches to instruction, and the language used for instruction and interaction. Taken together, the findings suggest that pedagogies most supportive of young bilingual students' growth as writers are meaning-based and contextualize skills instruction within the context of authentic activities (Barone, 2003; Flynn, 2007; Genishi et al., 2001; Martínez et al., 2010; Matera & Gerber, 2008). Meaningful writing pedagogies for bilingual children also provide explicit instruction on fundamental concepts about print and letter-sound relationships across their languages (Matera & Gerber, 2008; Reynolds et al., 2013), integrate multimodal forms of literacy (Falchi et al., 2014; Genishi et al., 2001; Ramos & Musanti, 2021), and tap into and expand bilingual

children’s translingual repertoires (Bauer et al., 2017; Durán, 2017; Seltzer, 2020; Taylor et al., 2008; Zapata & Laman, 2023). Genre-based writing instruction, language-focused content area literacy instruction, and technology-mediated composing also support bilingual youth’s writing (Durán, 2017; Gebhard et al., 2014; Lee et al., 2009; Shin, 2014).

A FOCUS ON THE WRITER, NOT THE LANGUAGE: A TRANSLANGUAGING VIEW ON WRITING

Despite this large body of research on bilingual writing development and writing pedagogies, fewer studies have delved into how a translanguaging lens might shift conceptualizations of writing, of writers, and of the teaching of writing. To further develop this area of translanguaging research, this book roots itself in several important understandings:

- bilingual writers bring their full linguistic and semiotic repertoire to the writing/creating process, even if the product is rendered in one named language or another;
- bilingual writers have unique perspectives and voices and can use their dynamic languaging to reach a variety of audiences for a variety of purposes through writing;
- in order to hone their craft, bilingual writers need exposure to mentor texts and writing instruction that normalize, center, and celebrate translanguaging.

These understandings align with a central concept in our book: that of the *translanguaging corriente*. This metaphor, originally developed by García et al. (2017) in their book *The Translanguaging Classroom*, describes “the current or flow of students’ dynamic bilingualism that runs through our classrooms and schools” (p. 21). This corriente is always present; even if classrooms or other spaces seem “monolingual,” students’ translanguaging is always flowing beneath the surface as they learn. Translanguaging classrooms and spaces are those that actively invite students’ translanguaging, bringing it closer to the surface and then leveraging it for students’ academic success as well as for their social-emotional well-being and development of their critical consciousness. This corriente most certainly flows through writing and composition processes; thus, any text created by bilingual writers/composers/creators is a translingual text.

We believe that integral to the creation of a translanguaging perspective on writing is bringing writers’ translingual voices, sensibilities (Seltzer, 2020), and composing practices to the surface of the writing/composing process. And in those spaces where such voices, sensibilities, and practices

are centered, what also tends to rise to the surface are the ideologies that so often lead to deficit-oriented perspectives on writing and writers that do not meet normalized monoglossic expectations. As Seltzer writes (this volume), these ideological corrientes are also ever-present, and manifest in a variety of ways, particularly in schools and particularly for racialized bilingual students—from “calls for more ‘academic language’ in students’ writing, dictating which writing practices (and which writers) are granted the status of ‘standard’ and ‘intellectual’” to “the ways teachers talk about racialized multilingual students as writers, casting them as deficient, not-quite-there, or even incapable of writing until they acquire more language.”

For these reasons, we assert that navigating these ideological corrientes is part of the role of teachers of writing. Of course it is highly important that teachers and other facilitators who take up translanguaging perspectives on writing provide bilingual writers with, for example, translingual mentor texts and expansive invitations to writing. But at the same time, they must grow their awareness of and ability to disrupt the discourses and practices around writing that continue to marginalize bilingual students. We see this pedagogical and ideological work as complementary and essential to new directions for teaching writing for *all* students, but particularly for those whose ways of writing and languaging have been persistently misperceived and erased.

The research presented in this book offers a perspective on bilingual writing that does not separate writing products from their processes, but instead provides a big picture look at the constellation of actors shaping writing and the translanguaging corriente among children, youth, their families, communities, and their teachers. When we separate writing from its processes and context, when we hold bilingual writing still and freeze it for analysis without a deep respect for the conditions that produced these texts, we fail to better understand the material, the familial, the ideological, the historical, the affectual resources (and so much more) that compose the processes and spaces that produce bilingual writing. For example, for those of us who have learned alongside young, emergent writers, we have experienced how being with a child composing with paper-art-print-language is a much more generative research and teaching event than examining and interpreting the final product later without any context. It is very difficult—if not unethical—to make claims into meanings and intentions of writing products without having witnessed the writing process as well. We can better experience and sustain a fidelity to authentic bilingual writing when we take time to understand the conditions and relationships that produce the writing and writing contexts. As writing researchers, teachers, and teacher educators, we must experience for ourselves how these translanguaging corrientes emerge and flow in order to best inform our methods and practices.

The collection of research presented in this volume provides insight into this exciting phenomenon across an arc of bilingual writing settings from which we can all learn. The chapters illustrate clearly how animating bilingual writing with/through the translanguaging corriente is possible from within and beyond the classroom, as well as across out-of-school and teacher education settings. They also feature writers and writing that nudge us to attend to unique writing and teaching demands that exist across these spaces and beyond.

THE BOOK'S ORGANIZATION

The present volume responds to a recent surge of interest in pedagogical applications of translanguaging in writing instruction. The chapters are based on rich, descriptive studies that take translanguaging lenses on writing, the writing process, and/or the teaching of writing across three contexts: K-12 classrooms, beyond classrooms/schools (i.e., after-school programs and community settings), and pre- and in-service teacher education/professional learning. Overall, the volume advances a comprehensive view of translanguaging perspectives on writing and how such perspectives can shift traditional approaches to the research on and teaching of writing.

The three chapters featured within Part I focus on translanguaging practices in K-12 writing instruction. The teachers featured in these chapters find themselves limited by common language binaries, monoglossic ideologies, and policies that set needless boundaries on bilingual writing possibilities for children and youth alike. And like many teachers today, including those in an English dominant setting, these teachers negotiate incredible tensions as they support their students navigating these boundaries. The writing pedagogies that emerge in their classrooms are fluid and contextualized practices and, thus, not presented to be replicated precisely. Instead, these approaches to instruction that leverage the translanguaging corriente can offer important principles that enhance the teaching of writing in K-12 classroom settings.

In Chapter 1, Devon Hedrick-Shaw, Molly Hamm-Rodríguez, Mary Beth Snow Balderas, Elizabeth Tetu, Nelia Peña, and Mileidis Gort explore how the translanguaging corriente flows through the process of learning to write bilingually through genre-based pedagogy in a fourth grade English Language Arts one-way bilingual education classroom. They highlight how the teacher centers students' bilingual meaning-making resources through multimodal opportunities to develop content and genre knowledge, modeling how students' linguistic repertoires become navigational tools as they make choices in their writing about content (what to say), organizational

structure (how to organize what to say), and language (how to talk about the topic).

Lucía Cárdenas Curiel and Heather Reichmuth (Chapter 2) illustrate how a third grade bilingual teacher built on her students' familial, community, and linguistic knowledge to support their writing process and mediate their learning through a thematic social studies and language arts unit on the Day of the Dead. Cárdenas Curiel and Reichmuth found that in writing literary *calaveras*—poems that celebrate the life of the deceased—the teacher tapped into the translanguaging corriente for students' meaning making and healing as they celebrated and grieved the loss of loved ones. She shifted her pedagogy by introducing familial and cultural knowledge in poetry writing, and by leveraging the corriente, she prompted bilingual learners' socioemotional learning about grief in their community.

Thea Williamson in Chapter 3 focuses on Maya, a writer in a ninth grade sheltered ESOL writing workshop. Maya's experiences illustrate the affordances of translanguaging pedagogy for adolescents as well as the ideological complexities of cultivating biliteracy in secondary contexts. Leveraging the translanguaging corriente in this writers' workshop opened opportunities for Maya to craft an original narrative centered around immigration—a social issue that mattered to both Maya and her classmates. Maya wrote and talked about her narrative bilingually, through characters she invented. Maya's development as a writer across time provides an example of how the translanguaging corriente might play out in a classroom of bilingual writers across a writing cycle.

Part II examines translanguaging corrientes that flow through writing experiences in after- and out-of-school settings. The chapter analyses and pedagogical implications offer us an array of important data sources in conversation with theory to help us appreciate the nuances of bilingual students' composition in relationship to family and community. These analyses decenter the notion of writing as an individual literacy event that exclusively happens within one's mind and instead develop the significance of community linguistic resources that intersect with the translanguaging corriente and mentor bilingual students as writers.

In Chapter 4, Idalia Nuñez illuminates how art-based writing supports the transnational experiences and knowledge of three Indigenous Latine/x children who participated in an afterschool program called *Nuestras Historias*. Nuñez details how Zoey, Hilda, and Carolina moved fluidly across national, cultural, familial, and linguistic boundaries in this space and how their stories, identities, and practices became the norm. Rooted in theories of Critical Latinx Indigeneity and translanguaging, as well as the concept of translanguaging corriente, the study illuminates how art-based writing through a translanguaging lens can help center Indigenous knowledge, identities, and stories.