What are the benefits of building oral language, vocabulary, and background knowledge in a student's home language?

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The Reading League Summit: March 25, 2023

Scarborough's Reading Rope

Language Comprehension

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)
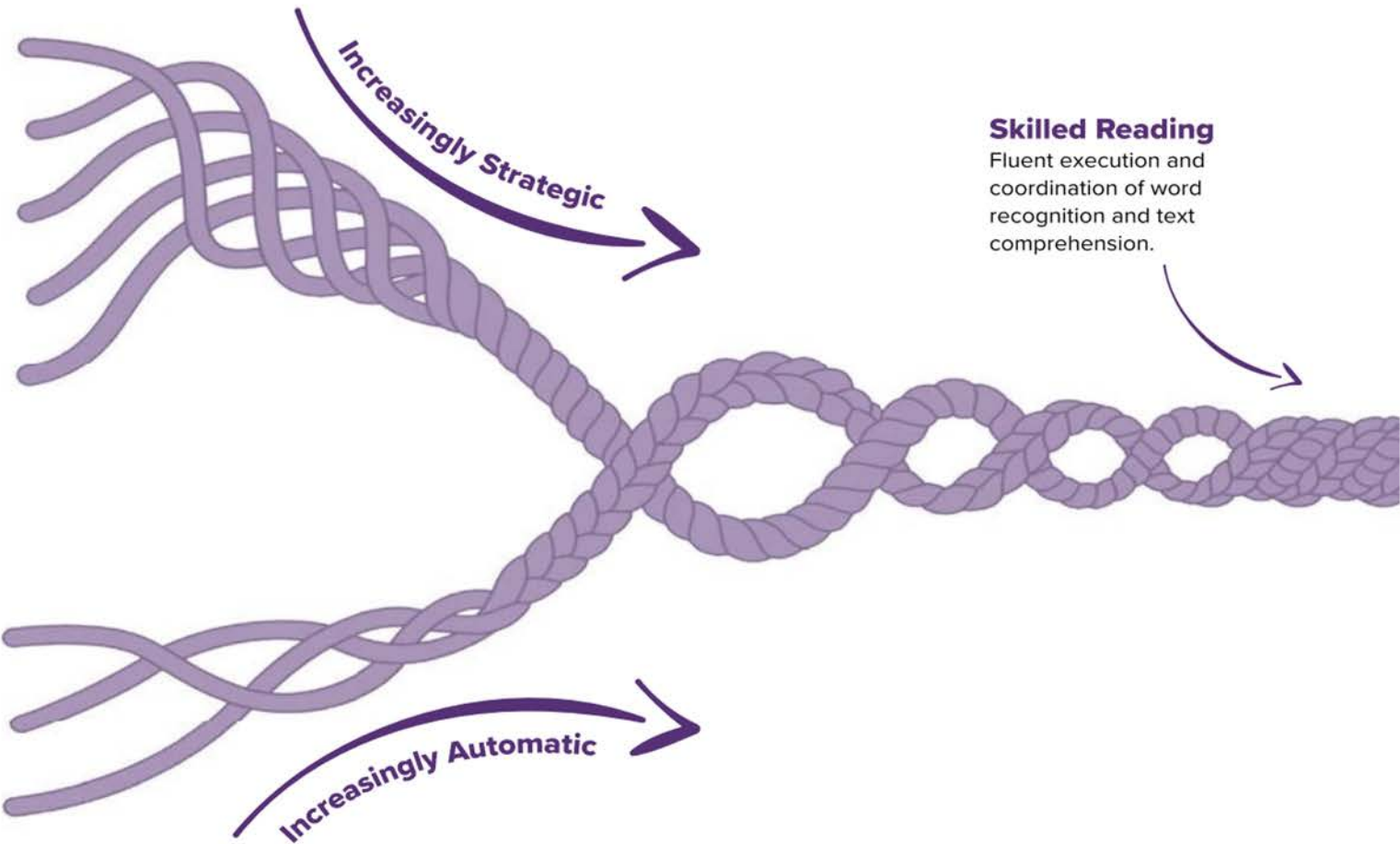
Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

Increasingly Strategic

Word Recognition

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(of familiar words)

Increasingly Automatic

Skilled Reading
Fluent execution and
coordination of word
recognition and text
comprehension.

The Reading Rope (Scarborough, 2001)

Scarborough's Reading Rope

A Case History of a Twisty Metaphor - Dr. Hollis Scarborough

AIM Academy

Understood

Many Factors that Influence Reading Are Not in the Rope

The rope is intended to illustrate the knowledge and skills that the reader brings to the situation, and that are specific to reading (rather than, say, to math).
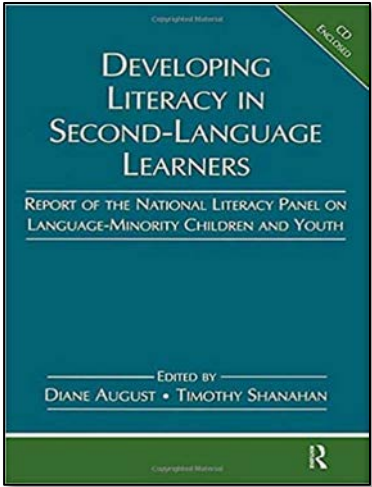
So one must always think of the rope as being "woven" in a particular context that could affect the growth of some or all of the strands. Potential influences:

▷ preschool experiences
▷ SLI, ESL, ADD, other EF weaknesses
▷ family history
▷ adequacy of prior instruction
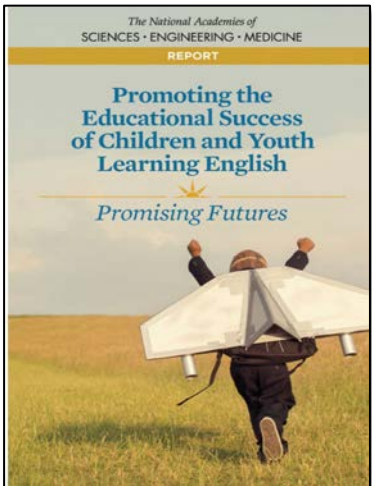▷ socioeconomic (SES) differences

Did you know...?
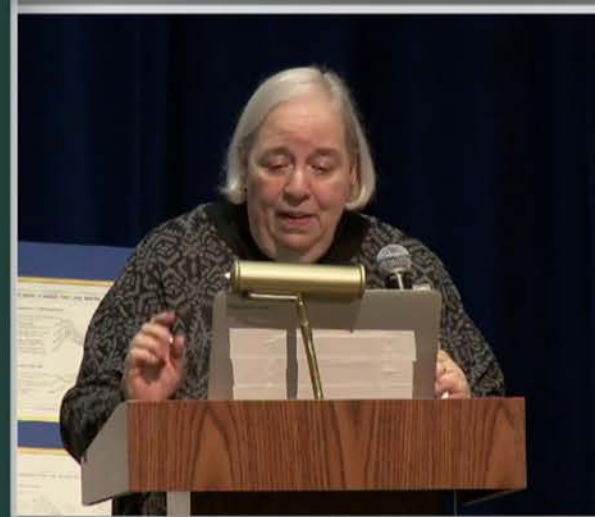
Research on English Language Learners

Oral language is the foundation for literacy

Building oral language needs to be an essential aspect of literacy instruction – *in both home language & in English*

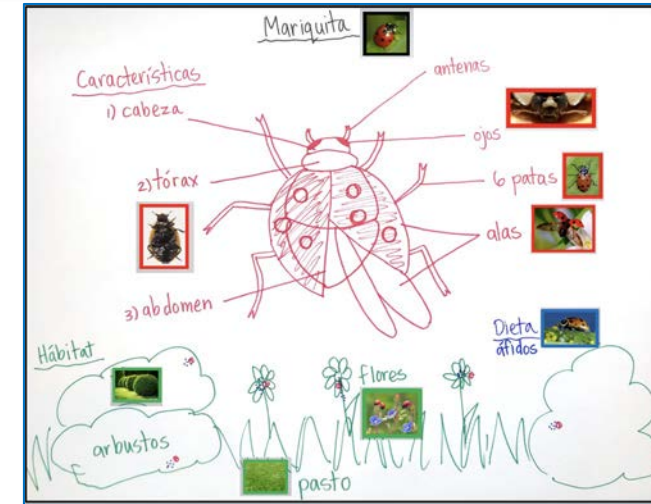Literacy is best developed initially in the **strongest language**

Literacy in the home language **benefits literacy in English**

[VIDEO – visit our SEAL YouTube @SEALedEquity](https://youtu.be/QonwJ7tqCiU)
https://youtu.be/QonwJ7tqCiU
(1 minute & 14 seconds)

Example of developing language & content knowledge in L1 in an early learning classroom

Cross Language Connections

Content knowledge

Primero → Despúes → Luego → Finalmente

Mariquita
Características
1) cabeza
2) tórax
3) abdomen
antenas
ojos
6 patas
alas
Hábitat
Dieta áfidos
flores
arbustos
pasto
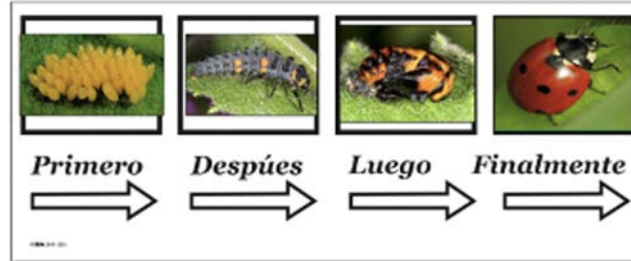
Vocabulary

Español	English
insecto	insect
entomólogo	entomologist
características color, tórax, abdomen, antenas	characteristics color, thorax, abdomen, antennae
ciclo pupa, larva, adulto, metamorfosis	cycle pupa, larva, adult, metamorphosis

El ciclo de la vida-Insectos
Por Jaylene Shelby
Melodía: Wheels on the Bus

El ciclo de la vida va paso a paso (3x).
El ciclo de la vida va paso a paso, cada vez.

La primera etapa es el huevo. (3x)
La primera etapa, es el huevo, cada vez.

La segunda etapa se convierte en larva. (3x)
La segunda etapa se convierte en larva, cada vez.

La tercera etapa es una pupa. (3x)
La tercera etapa es una pupa cada vez.

La cuarta etapa, ya es adulto. (3x)
La cuarta etapa ya es adulto cada vez.

El ciclo de la vida va en orden. (3x)
El ciclo de la vida va en orden, cada vez

National Committee for Effective Literacy

Comprehensive Literacy Instruction for English Language Learners
By Laurie Olsen, PhD

Teaching children to read and write – to become literate – is a major task of primary and elementary schooling.

This paper describes a comprehensive, integrated, multidimensional and scientifically based approach to literacy instruction that draws from the research literature on English learners, dual language development, and second language pedagogy. The approach integrates the four domains of language (reading, writing, listening and speaking) and connects literacy development to language development overall and to content knowledge. Literacy (reading and writing) develops within a larger frame of language. It builds the capacity to engage with and use language (productive and receptive) for learning, interaction, discourse, voice and expression, as well as for social and academic purposes in and for all of a child's linguistic and cultural worlds.

For English language learners/Emergent Bilinguals, language and literacy education occur within the context of the presence and development of two (or more) languages. The cross-language implications, the available linguistic resources to draw upon, and the potential of proficient bilingualism and biliteracy have to be addressed and incorporated as essential defining elements of an effective model of literacy instruction for these students. Therefore, effective literacy development for ELs embraces a second language development pedagogy, and recognizes their dual language brains and identities through affirmation and activation of the home language and building of cross-language connections. In these ways, it is different than literacy development for monolingual English speakers. ELLs need the invitation and support to leverage and develop the resource of their home language, and require supports for overcoming the challenges of learning English and the potential barriers to participation, comprehension, and engagement they face as second language learners.

For more information, email us at: info@MultilingualLiteracy.org · MultilingualLiteracy.org

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PRECURSOR Skills and Conditions

(For 3 - 5 year olds, in both home language and English)

- Oral language and vocabulary development
- Print access and active engagement with books and text
- Early concepts of print and purposes of print (written and read)
- Phonological awareness
- Memory and visual recall
- Early attentiveness to print, beginning letter knowledge

Essential ELEMENTS of Literacy Instruction (K+)

Foundational Skills
- Phonemic Awareness
- Letter knowledge and alphabet
- Phonics and Decoding (word recognition)
- Concepts of print
- Fluency

Essential Literacy Components
- Oral language development
- Vocabulary (and background knowledge) across content areas
- Comprehension and meaning-making
- Cross language connections & Metalinguistic Development
- Writing
- Print immersion/access and Active Engagement with Text
- English language development (ESL/ELD): How English works (for ELs)

Essential CONTEXTS for Effective Literacy Development

- Integrated Content knowledge and Language/Literacy through thematic instruction
- Language-rich, print-immersive and content-rich learning environment
- High quality and culturally inclusive relevant materials
- Safe and affirming assets-based relationships and classroom/school cultures
- Embrace of home language and affirmation of bilingualism (for ELs)
- Differentiated instruction based on formative assessments

In a DUAL LANGUAGE/BILITERACY PROGRAM Context

- Explicit goal of biliteracy
- Native language foundational skills
- Strategic and aligned literacy instruction across two languages
- Cross-language, transfer, metalinguistic skills
- Dual language assessments
- Use of literacy for and in academic study in both languages


Benefits of Multilingualism

Cognitive – greater control over executive functioning of the brain, stronger working memories & attention spans, higher multitasking abilities, increased intellectual flexibility

Educational – strong academic outcomes, higher metalinguistic abilities & abstract thinking skills, more likely to attend college

Economic – greater job opportunities & earning potential

Sociocultural – understanding of other world cultures, increased empathy development, strong sense of identity & connection to family & culture
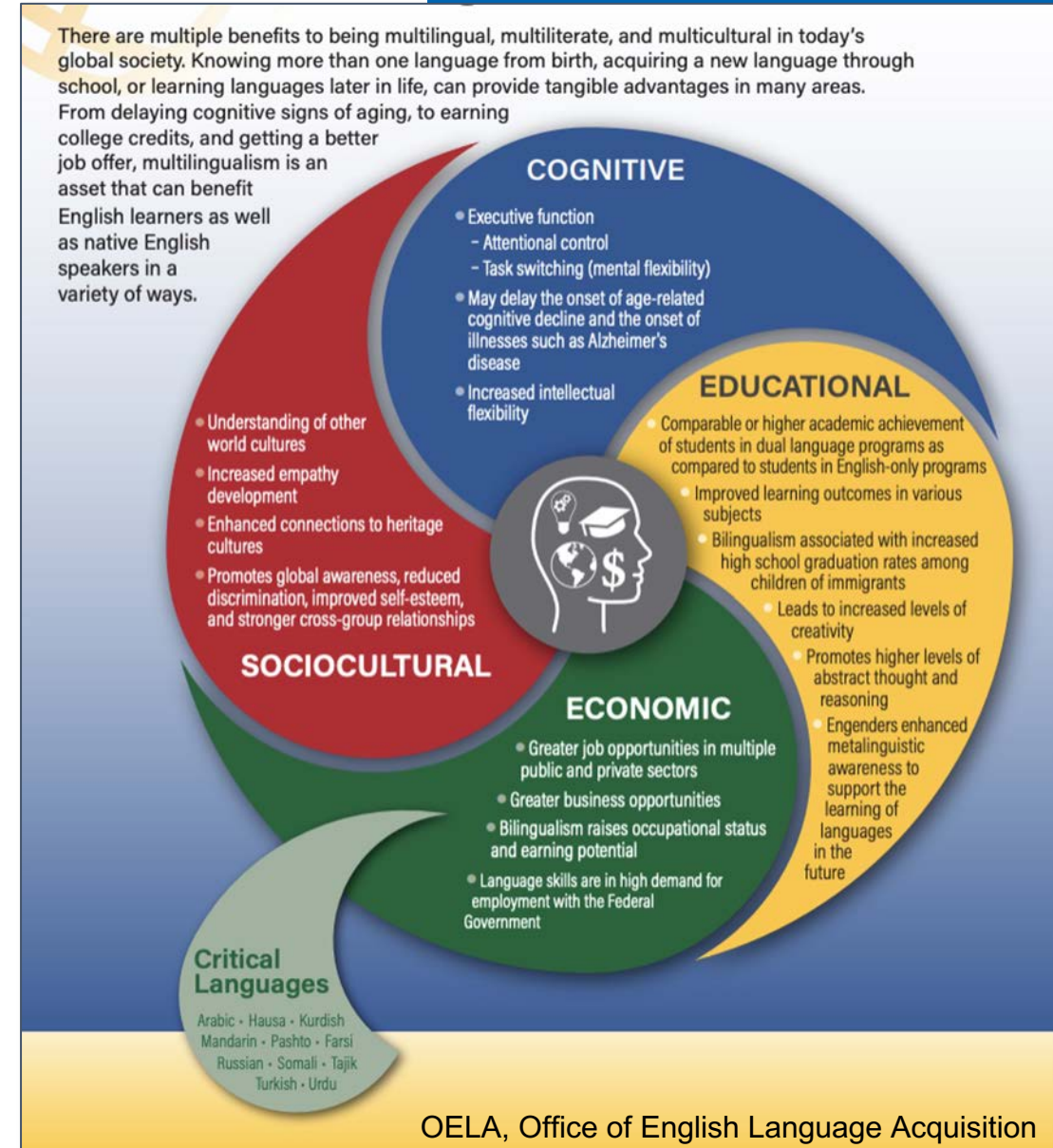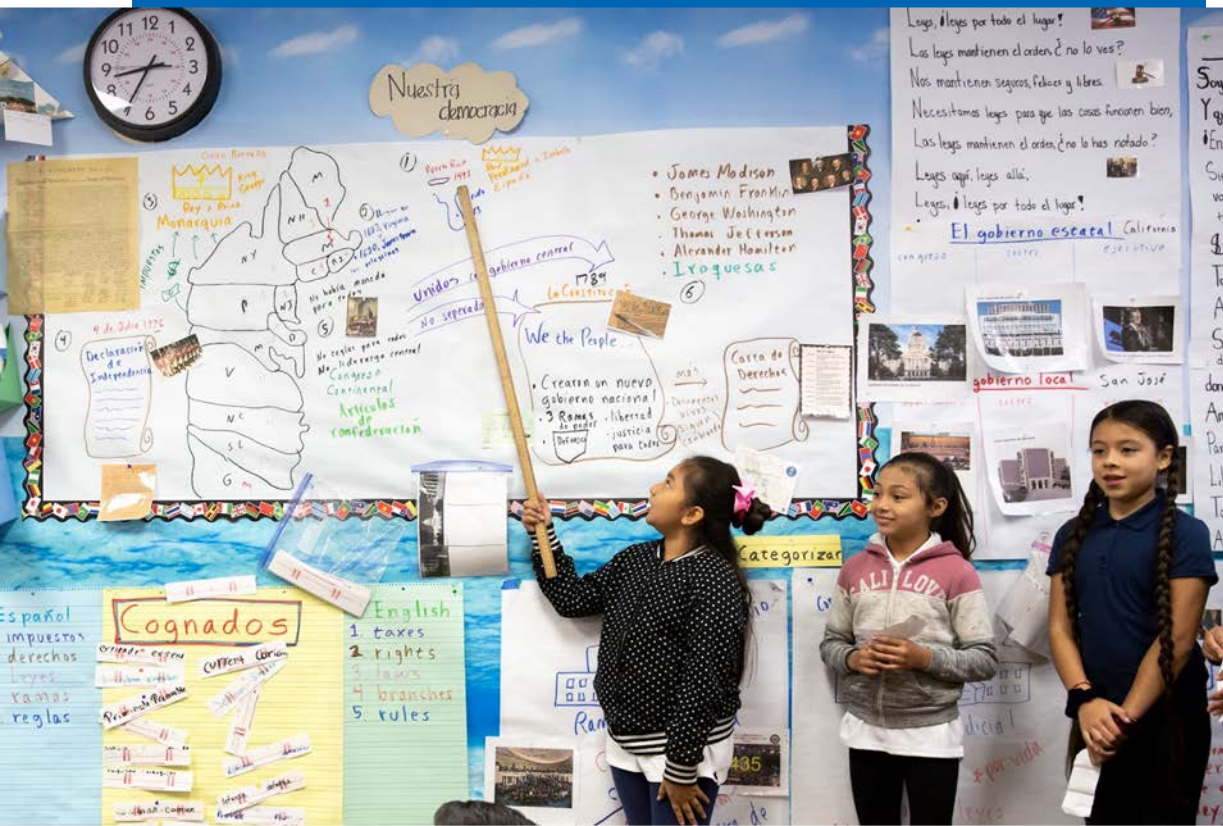
"Why have we normalized that we are primarily a monolingual country – even though our nation has only become more multicultural, more interdependent with the rest of the world?...It makes no sense! It defies what other multilingual countries already understand. It defies our historical reality as a nation born of immigrants. **So today, reconozcamos que: bilingualism and biculturalism is a superpower.**"

Dr. Miguel Cardona
U.S. Secretary of Education

National Association for Bilingual Education Conference, 2/23/23

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