



What are Some Primary Considerations for Teaching Foundational Skills to Emergent Bilinguals/English Learners?

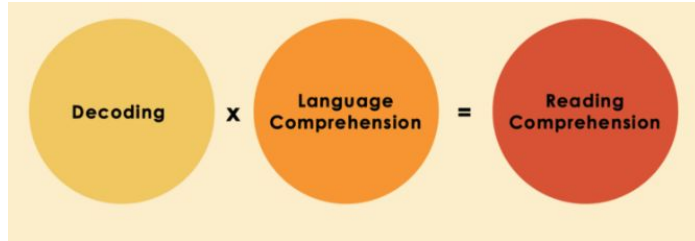
Martha I Martinez

Sr. Director of Research & Evaluation, SEAL

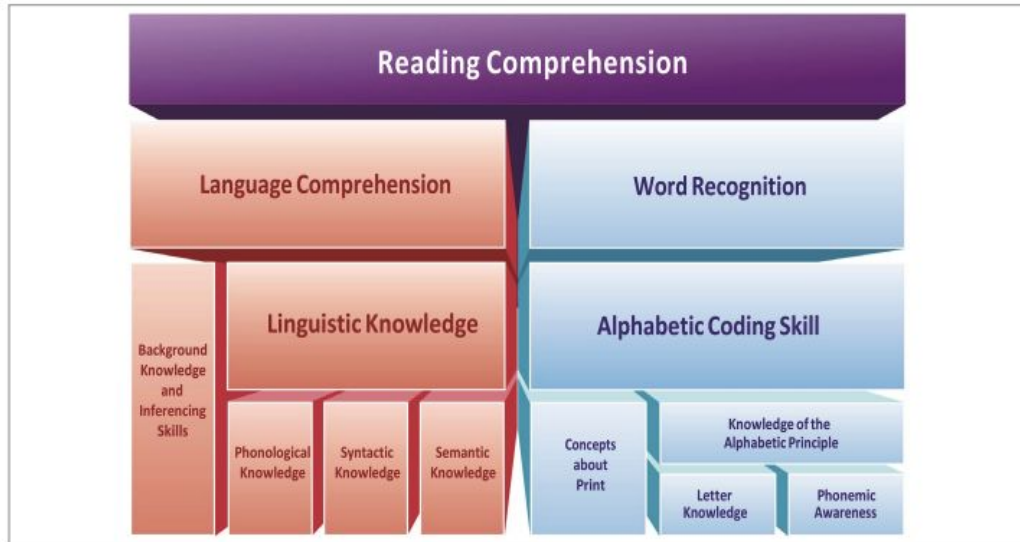
The Reading League Summit: March 25, 2023



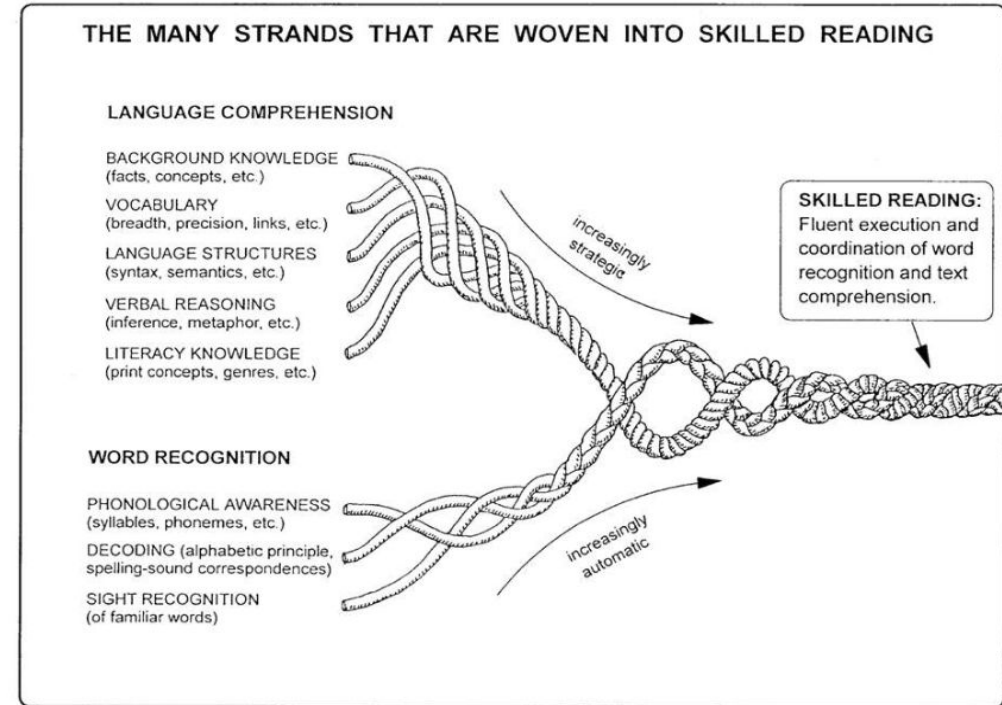
Science of Reading Models and Advancements



The Simple View of Reading (Gough & Tunmer, 1986)



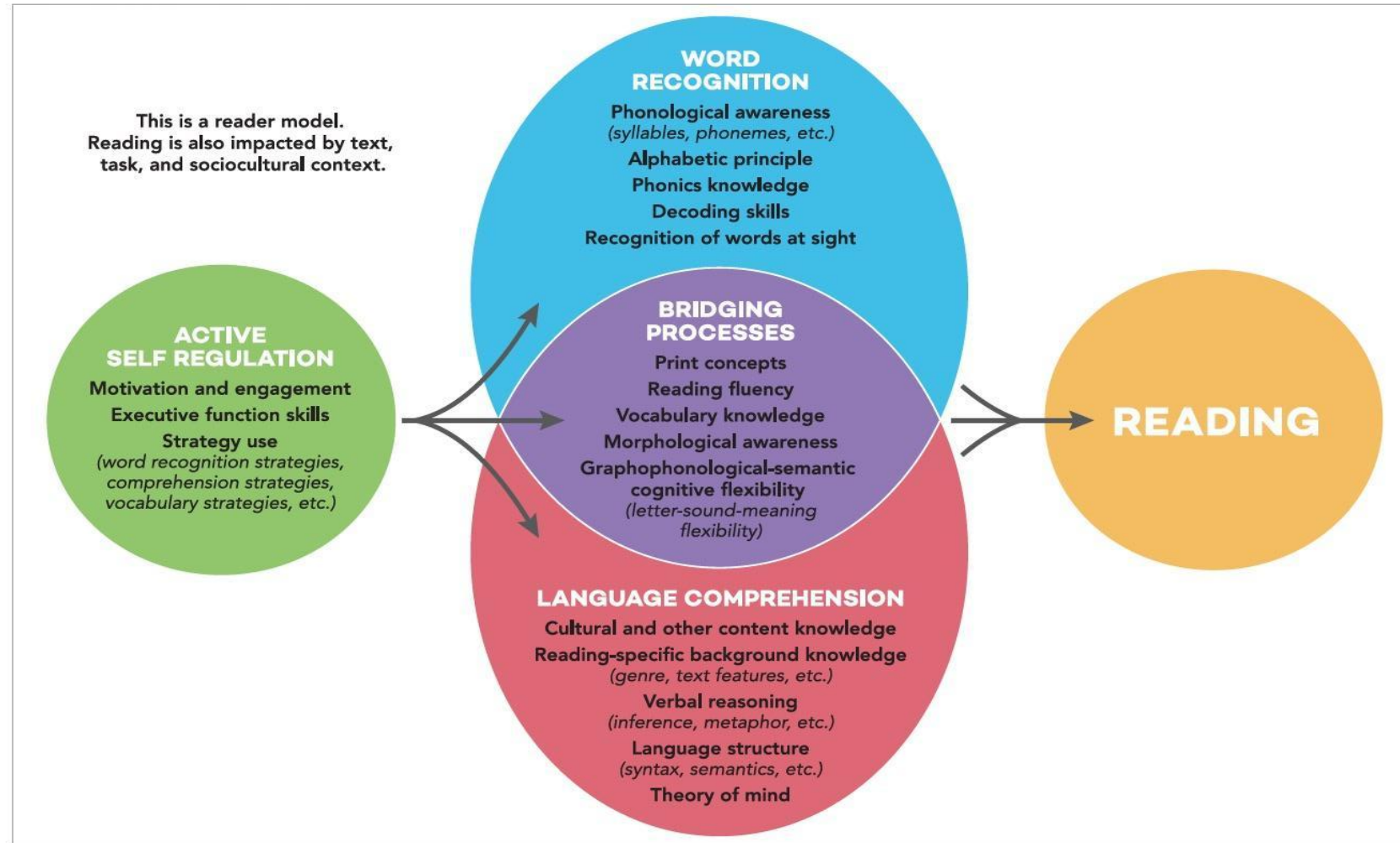
Cognitive Foundations of Reading (Hoover & Tunmer, 2020)



Scarborough's Reading Rope (2001)

Bringing the Reader Into the SoR Model

The Active View of Reading model (Duke & Cartwright, 2021)



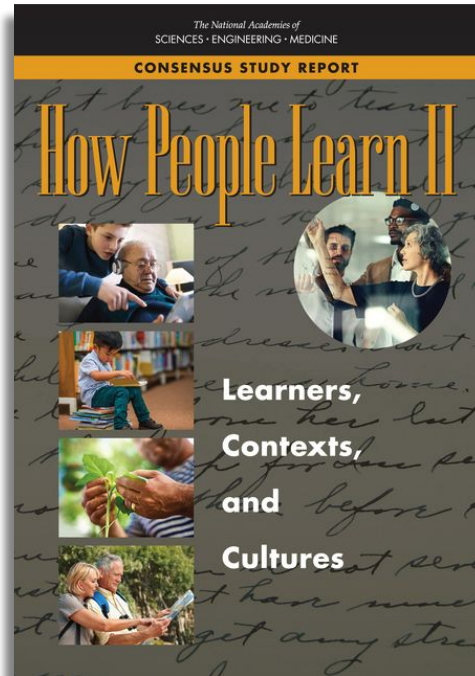
Note. Several wordings in this model are adapted from Scarborough (2001).






Additional Scientific Advances Related to Learning and the Bilingual Brain

Effective instruction depends on an understanding of the complex interplay among:

- learners' prior knowledge, experiences, motivations, interests, and language and cognitive skills;
- educators' own experiences and cultural influences;
- and the cultural, social, cognitive, and emotional characteristics of the learning environment.

(NASEM, 2018)



COGNITIVE AND BRAIN EFFECTS ACROSS THE LIFESPAN				
				
Behavioral				
	1. Visual Language 2. Facial Scanning 3. Visual Attention	1. Conflict & other EC tasks RT/Acc 2. Response inhibition 3. Flexibility/ shifting 4. Nonverbal working memory	1. Conflict & other EC tasks RT/Acc	1. Conflict & other EC tasks RT/Acc 2. Dementia symptoms 3. Dementia incidence
Imaging	5. ERP in EC tasks 6. Structural MRI grey and white	2. ERP for EC tasks 3. fMRI for EC tasks 4. Structural MRI	4. ERP for EC tasks 5. fMRI for EC tasks 6. Structural MRI	

“[B]oth languages in a bilingual’s repertoire are always active to some extent, even if one of them is not required for the current context.” Bialystok, 2017

Foundational Skills to Support Reading for Understanding in K-3 (IES Practice Guide, 2016)

Recommendations

1. Teach academic language skills, including inferential and narrative language use and vocabulary knowledge
2. Develop awareness of the segments of speech sounds and how they link to letters
3. Teach students to decode words, analyze word parts, write and recognize words
4. Ensure that students read connected text daily to support reading accuracy, fluency and comprehension



Foundational Skills Considerations for ELs/EBs



*A meta-analysis ... found that **differences in phonological awareness and decoding** were very small between L1 and L2 students (effect sizes of ~0.1). **Differences in reading and language comprehension and vocabulary** were much larger, with effect sizes of 0.6 and 1.1, respectively (Melby-Lervåg & Lervåg, 2014). - Goldenberg, 2020*



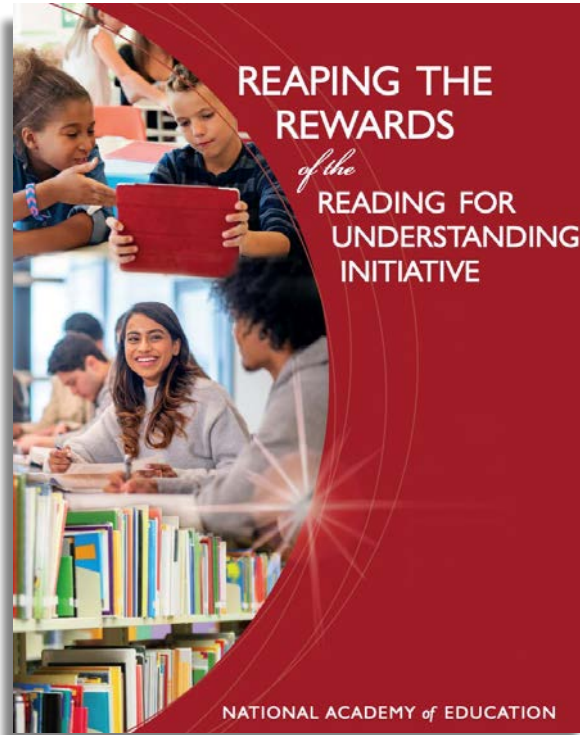
For All ELs/EBs:

- Provide opportunities and appropriate scaffolds for oral language practice.
- Explicitly teach academic language and **build students' background knowledge** of key topics/concepts.
- Explicitly teach **English language development**.
- Explicitly teach **morphological awareness**.
- Leverage the **home language**. Encourage the families' continued use of this at home.

For ELs/EBs in dual language/bilingual classrooms (in addition to above):

- Explicitly teach **metalinguage awareness** and cross-language similarities/differences.
- Strategically teach foundational skills across both languages. **No need to reteach learned transferable skills**, but be sure to explicitly **teach language irregularities** within and across both languages.

Key Takeaways of the Reading for Understanding (RfU) Initiative



RfU Initiative Report Headlines:

1. **Knowledge** is cause, consequence, and covariate of reading comprehension.
2. **Language** drives every facet of reading comprehension.
3. Reading is an inherently **cultural** activity.

Pearson, P. D., Palincsar, A. S.,
Biancarosa, G., & Berman, A. I.
(Eds.), (2020)