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

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Science of Reading Models and Advancements

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

Cognitive Foundations of Reading (Hoover & Tunmer, 2020)

SCARBOUGH'S READING ROPE (2001)

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION
- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breath, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION
- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondence)
- SIGHT RECOGNITION (of familiar words)
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).
Additioonal 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)

“Both languages in a bilingual’s repertoire are always active to some extent, even if one of them is not required for the current context.” Bialystock, 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

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 metalanguage 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)