



INDIANA  
DEPARTMENT of  
EDUCATION



# Science of Reading for English Learners

*Bridging Language and Literacy: A Guide to  
Science of Reading for Teachers of English Learners*



**Indiana Department of Education**  
Office of English Learning & Migrant Education



Learn More  
[www.in.gov/doe](http://www.in.gov/doe)

## Table of Contents

<b>Executive Summary</b>	<b>2</b>
<b>Section 1: Introduction and Overview</b>	<b>2</b>
Indiana's Definition of SOR	2
Models of Reading	2
Simple View of Reading	2
The Four-Part Processing Model	4
<b>Section 2: Implementing SOR with ELs</b>	<b>6</b>
The Importance of Collaboration	6
Strategies for Supporting ELs with SOR-based Practices	6
Explicit, Systematic Instruction	6
Oral Language at the Core	7
Phonemic Awareness	9
Phonics	10
Fluency	11
Vocabulary & Comprehension	12
Strategies for Supporting ELs with Reading Difficulties	13
Dyslexia	13
Executive Function	14
Assessing ELs for Reading Difficulties	15
<b>Section 3: Resources for Continued Learning</b>	<b>17</b>
General SOR Resources	17
SOR Resources with an EL Focus	17
<b>References</b>	<b>19</b>

## Executive Summary

This Companion Guide outlines helpful information regarding science of reading (SOR) practices for English learner (EL) staff. It is a reference to complement current guidance from the Indiana Department of Education (IDOE). It also contains links to documents and websites that provide guidance for EL leaders to reference, apply, and leverage in service of their students. For more detailed information about reading development as well as evidence-based reading instruction and intervention, including approaches for dyslexia intervention, please refer to the [Science of Reading and Dyslexia Toolkit](#) in the [Indiana Learning Lab](#).

## Section 1: Introduction and Overview

This section provides general context to navigate serving ELs with research-based practices, including the Indiana definition of SOR and two commonly-referenced reading models: the Simple View of Reading and the Four-Part Processing Model.

### Indiana's Definition of SOR

Indiana has adopted the following definition per [Indiana Code \(IC\) 20-18-2-17.5](#): 'science of reading' means a vast, interdisciplinary body of scientifically based research that: requires the explicit, systematic inclusion of the following five essential components: phonemic awareness, phonics, fluency, vocabulary, and comprehension; is supported by evidence that informs: how proficient reading and writing develop; why some students have difficulty with reading and writing; and how to effectively assess and teach reading and writing to improve outcomes for all students; and has a demonstrated record of success, and when implemented, leads to increased student competency in the areas of: phonemic awareness, phonics, reading fluency, vocabulary development, oral language skills, reading comprehension; and writing and spelling.

## Models of Reading

The models detailed below are widely used in the field of PK-12 education to help understand the complex process of reading. These models offer valuable insights into the multifaceted nature of reading and can help educators better support all students, including ELs, in developing literacy skills.

### *Simple View of Reading*

The Simple View of Reading is based on the widely accepted view that reading has two key components: word recognition (or decoding) and comprehension. The Simple View formula, presented by Gough and Tunmer in 1986, shows that reading comprehension

is not the sum, but the product of the two components as evidenced below (Relay/GSE, 2023). To better understand the model, the following should be noted:

**Language comprehension** has been referred to as linguistic comprehension, listening comprehension, and comprehension. All of these terms describe the ability to derive meaning from spoken words when they are part of sentences or discourse.

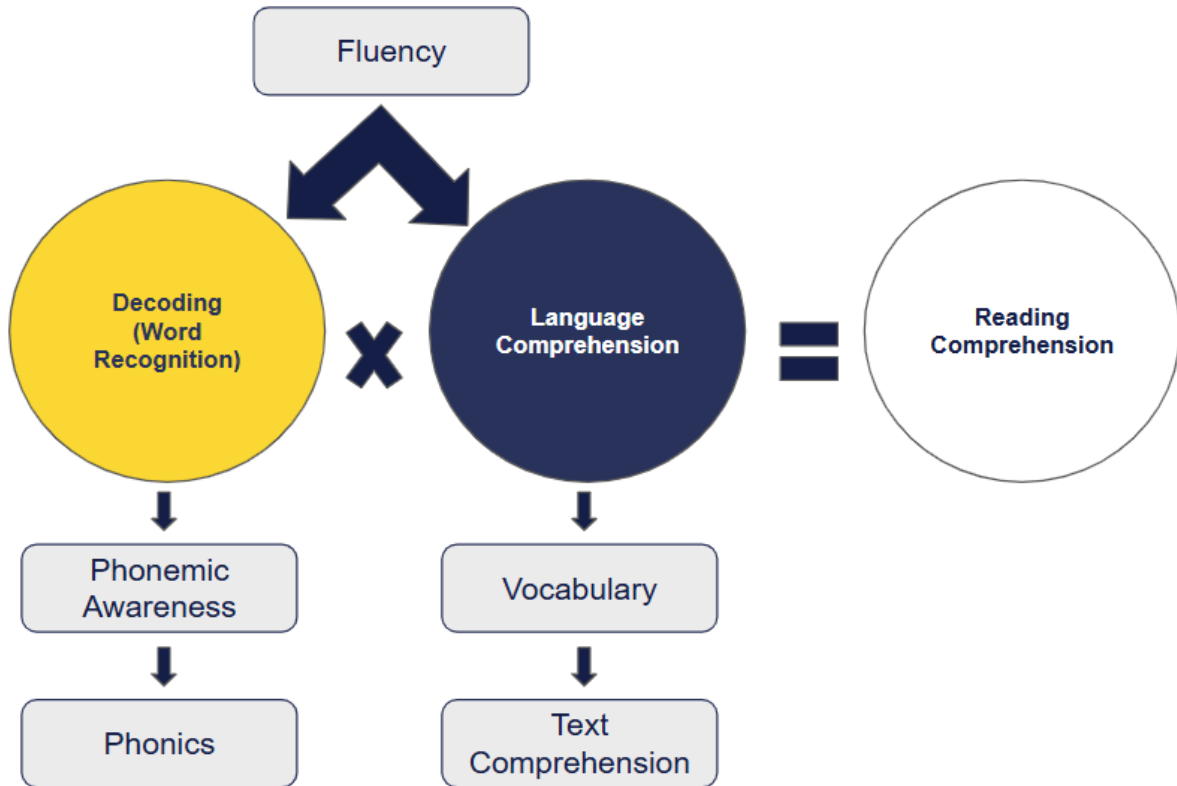
**Reading comprehension** focuses on print, as opposed to oral language, in order to derive the meaning of words. In other words, language comprehension becomes reading comprehension when word meaning is derived from print. It is possible to have strong language comprehension and still be a poor reader if there is difficulty with decoding.



This makes it clear that if either side of the equation is weak, reading comprehension is also weak. As stated in The Reading League’s *Science of Reading: Defining Guide*, “No amount of skill in one component can compensate for a lack of skill in the other. While it is a simple view of a developmental process, skilled reading development is NOT simplistic” (The Reading League, 2022).

Another helpful overlay of this model includes the five essential components of an effective reading instruction program with which teachers may be more familiar: Phonemic awareness and phonics connect directly to decoding or word recognition; vocabulary and text comprehension relate to language comprehension; and fluency spans both areas. All are needed to obtain the goal of reading comprehension.





## The Four-Part Processing Model

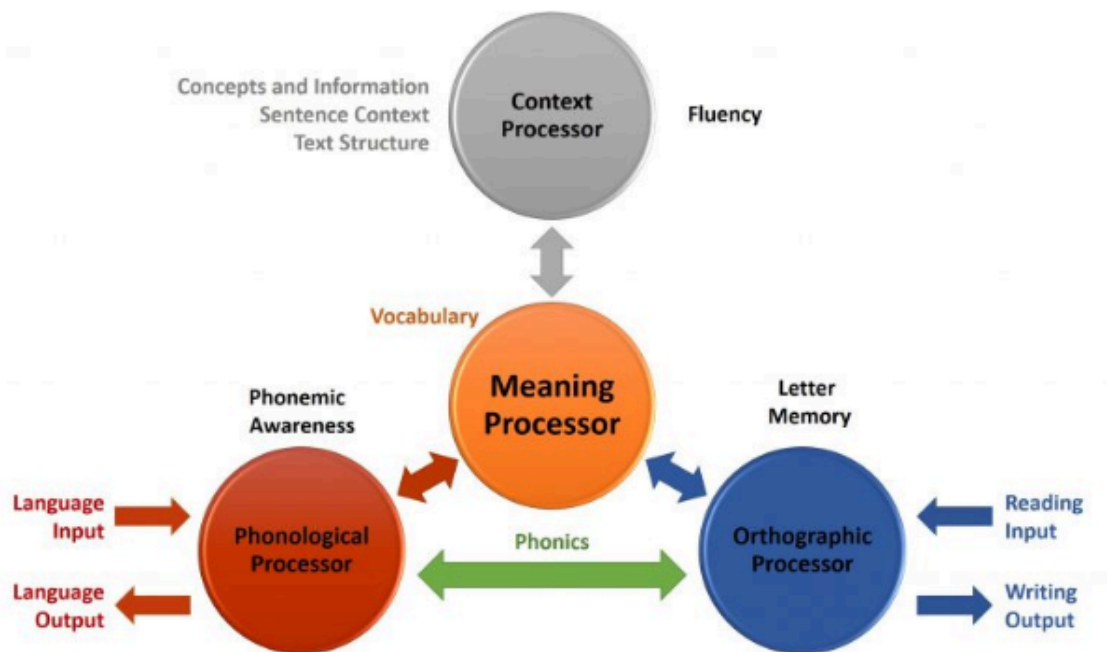
The reading brain can also be understood through the **Four-Part Processing Model** (Seidenberg & McClelland, 1989). This model is a simplified representation of the cognitive processing work our brains do to result in fluent reading. According to Seidenberg and McClelland, these four parts are the: phonological, orthographic, meaning or semantic, and context processing systems. Below is an explanation of each of the four parts.

1. The **phonological processing system** enables individuals to work with the speech-sound system of their own language *and* other languages. This system is responsible for our ability to:
  - Identify and categorize the phonemes in a given language system
  - Produce speech sounds and syllables
  - Compare and contrast words that sound similar
  - Segment a word into its phonemes and hold those individual phonemes in memory so that the word can be translated into print
2. The **orthographic processing system** enables us to recognize and recall written language symbols. This system stores information about print and increases the efficiency and automaticity of word decoding and encoding

(spelling). For example, even though letters are abstract visual symbols that can vary in size, font, case, and style (consider, for example, the differences between printed text and handwritten text or two fonts on your computer), we have little difficulty recognizing and interpreting these symbols once we've learned them. That's the orthographic processing system at work.

3. The **meaning processing system**, or **semantic processing system**, interprets words' meanings in and out of context. Consider this our mental dictionary. According to Marilyn Adams, a single word activates a web of connected knowledge—this knowledge is stored in our meaning-processing system. As an example, consider all of the different meanings that come to mind when you consider the word "bug" (Adams, 2011).
4. The **context processing system** interacts with and supports the meaning processing system to help us comprehend text. This system helps us establish a word's meaning based on its context: where the word is located in a given sentence in addition to the ideas, concepts, and events present across a text. Because a single word activates a web of connected knowledge, this system helps us identify and prioritize the most applicable knowledge given context to make meaning.

The visual below illustrates how the brain decodes words to enable fluent reading as described by the Four-Part Processing Model.



(Ramoo, 2021)

## **Section 2: Implementing SOR with ELs**

This section will provide information on implementing science-based reading practices when working with ELs, beginning with the importance of collaboration and including strategies for general English language development and ELs with reading difficulties.

### **The Importance of Collaboration**

Collaboration is essential when serving ELs as it allows educators to share expertise and resources to best support students. Collaboration surrounding SOR practices is no exception. Collaboration between general educators responsible for implementing SOR and English language development (ELD) teachers allows for a comprehensive and holistic approach to supporting ELs in developing their reading skills. English/language arts (ELA) teachers focus on evidence-based practices for teaching reading, while ELD teachers specialize in language development and supporting students who are learning English. By working together, these educators can combine their expertise to address the unique needs of ELs, ensuring that students receive targeted instruction in reading skills and language development with linguistic and academic scaffolds when ELs need them. Collaboration also allows for identifying ELs' strengths and needs and the sharing of resources, strategies, and best practices. This ultimately leads to more effective support for ELs in developing their literacy skills and achieving academic success.

### **Strategies for Supporting ELs with SOR-based Practices**

ELs bring with them prior knowledge, experiences, and strengths related to language and learning that educators must identify and build upon. Similarly, ELs enter school with a range of literacy skills. Some may be able to read and write in their home language. Likewise, some ELs enter school with basic reading and writing skills in English, whereas others will need strong support to increase their English proficiency skills. In this subsection, you will find information regarding strategies to support ELs using practices grounded in reading science.

#### ***Explicit, Systematic Instruction***

Explicit, systematic instruction refers to a structured and sequential approach to teaching that breaks down concepts and skills into small, manageable steps (Archer & Hughes, 2010). This method of instruction is particularly beneficial for ELs because it provides clear and direct instruction on the rules and patterns of the English language, which can be complex and confusing for non-native speakers, just as learning to read is for all students.

One of the key benefits of this type of instruction for ELs is that it helps to build a strong foundation of language skills. By breaking down language concepts into smaller components and systematically teaching them, students can develop a solid understanding of the structure and rules of English. This helps improve their vocabulary, grammar, and comprehension skills, which are essential for academic success and skilled reading.

Another important aspect of explicit, systematic instruction is that it allows students to practice and apply their language skills in various contexts. Through repeated practice and reinforcement, students can internalize the rules and patterns of the English language, which leads to improved fluency and proficiency. The skills learned can then transfer to content areas, creating a path to reading comprehension and content literacy.

Overall, explicit, systematic instruction is essential for supporting ELs in developing the language skills they need to succeed in school and beyond. By providing clear, structured, and sequential instruction, educators can help build a strong foundation of language skills, improve students' fluency and proficiency, and boost their confidence and motivation. Schools and educators must prioritize explicit, systematic instruction for ELs during ELD and throughout the content areas, especially ELA, to ensure they receive the support they need to thrive in the classroom.

### ***Oral Language at the Core***

Incorporating oral language instruction into ELA for ELs is crucial for their overall language development and academic success. By developing speaking and listening skills, ELs can improve their understanding of language structures and build confidence in expressing themselves in English. Oral language instruction helps ELs to actively engage with texts, participate in classroom discussions, and collaborate with peers. Educators can provide a supportive environment that empowers ELs to effectively communicate, comprehend, and succeed academically by integrating oral language instruction into ELA.

Some ELs will need to develop oral proficiency in English while simultaneously learning to read. Educators need to bridge ELs' home language to the English language to support their acquisition of literacy skills. Oral language plays a role across all reading skills, yet it often does not receive as much attention as a critical part of language and literacy development for ELs.

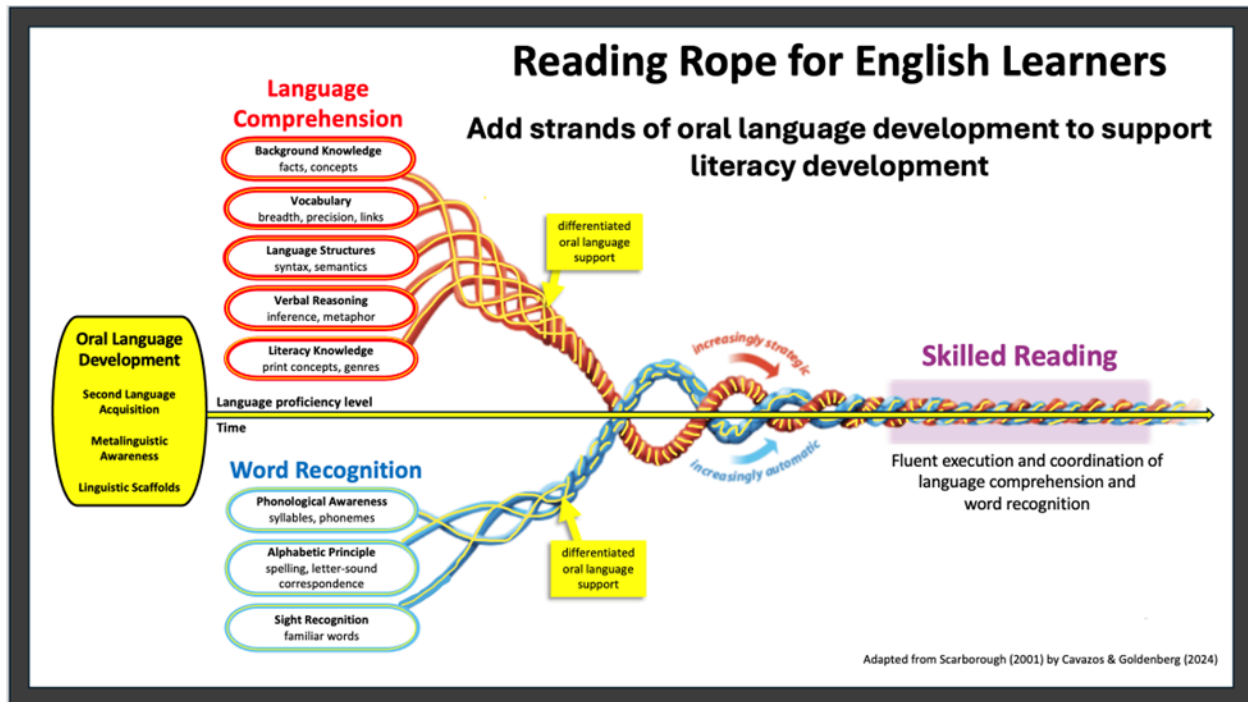
Strengthening oral language supports students' ability to participate in peer groups and their proficiency in speaking and writing using academic language. Students need



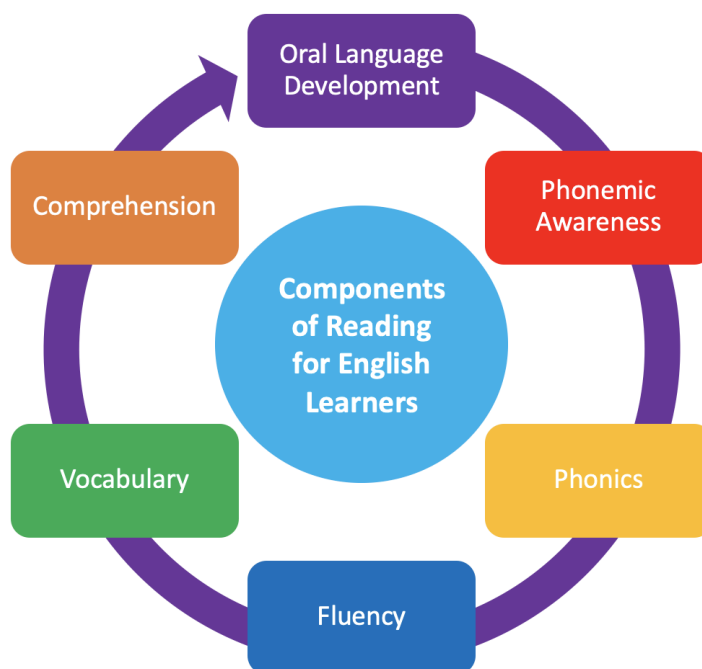
opportunities to practice applying their emerging oral language skills through partner talk and peer work (using linguistic scaffolds such as sentence frames), activities such as partner reading, and responding to comprehension questions using academic language.

### *Incorporating Oral Language with Scarborough's Reading Rope*

Scarborough's Reading Rope is a conceptual model that aligns with and expands upon the Simple View of Reading. Dr. Hollis Scarborough invented the concept of the Reading Rope in the early 1990s, and in 2001, the model was published in the Handbook of Early Literacy Research. The model is an impactful visual representation of the development of skills over time that lead to skilled reading. Like Gough & Tunmer's Simple View of Reading, Scarborough replicates the interconnectedness between decoding and language comprehension in order to establish proficient reading. Scarborough's Reading Rope contains two main sections: Word Recognition and Language Comprehension. Each of these comprises several smaller strands. Woven together, these strands become the rope that represents complete skilled reading. All the smaller components are interconnected and interdependent. If just one strand is weak, it affects the rope (and the reader) as a whole. Dr. Linda Cavazos, in collaboration with Dr. Claude Goldenberg, has proposed the following visual that incorporates oral language into Scarborough's original reading rope highlighting it as a critical component for ELs developing into skilled readers.



Additionally, Dr. Cavaos posits that, for ELs, SIX components for teaching reading should be used. That is, Oral Language Development is seen as a critical addition to the original five that is interwoven into instruction in each area as illustrated by the visual below. Consider this implication as you read the subsequent sections detailing challenges and considerations for ELs in each of the five components.



(Cavaos 2024)

### ***Approaching Phonemic Awareness Instruction for ELs***

ELs may not have experience distinguishing English sounds that differ from their home language. Students with no or limited spoken English proficiency will need instruction in recognizing and distinguishing the sounds of English as they relate to sounds in their home language. Determine which English sounds are different from the sounds in students' specific language and teach those sounds. Students at the emerging level may struggle with phonological awareness and may have difficulty distinguishing the separation between words and syllables. Recognition of English phonemes is necessary to learn phonics. Students with oral English proficiency need instruction in applying their knowledge of the English sound system to foundational literacy learning. Both the sounds and the syllable structures of students' home languages may differ from those in English, making it more difficult to hear and produce the sounds of English. Phonological awareness developed in one language has been shown to translate into English, enabling children who have developed awareness in their first language to utilize those skills in English (International Literacy Association, 2020). Students who can read in their first language need direct and explicit instruction

addressing phonemes that differ in English. It is important to note that students who come from a first-language background without an alphabetic writing system may not understand the concept of segmenting words or syllables into sounds.

Considerations for Instructing ELs in Phonemic Awareness	
<b>Meaningful Instruction</b>	ELs need instruction with meaningful words and sounds. Familiarity with English vocabulary is crucial. Teachers can teach phonemic awareness alongside vocabulary words, their meanings, and pronunciations.
<b>Effective Activities</b>	ELs respond well to consistent, meaningful activities like language games and word walls that target specific sounds and letters.
<b>Songs, Poems, and Cultural Relevance</b>	Songs and poems, easily memorized, can teach phonemic awareness and print concepts. Teachers can incorporate culturally relevant rhymes shared by students or their parents to build phonemic awareness activities.

### *Approaching Phonics Instruction for ELs*

The English language has a complicated written system. Students with limited or no home language literacy likely have minimal experience with print. They need explicit instruction in print concepts and alphabetic principles. Students with foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Russian) need instruction in the Latin alphabet, alphabetic principle, and word analysis for English, compared to their home language writing system. Students need direct and explicit instruction in the alphabetic principle and phonics. This includes providing multiple models, guided practice, and independent skills practice.

Students with foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish) need instruction in applying their prior knowledge to the English writing system, and alphabetic principle and word analysis for English. Phonics instruction should follow a standard progression (from easier to more difficult skills) from decoding Consonant-Vowel-Consonant (CVC) words to decoding words with multiple syllables. Letter-sound correspondences in English may differ from the student's home language. Students may be most accurate with those that are the same and least accurate with those that don't exist or that are similar but not the same.

Considerations for Instructing ELs in Phonics	
<b>Print Concepts &amp; Home Language Proficiency</b>	ELs who are not proficient in reading and writing in their home language, or whose language lacks a written form, may require instruction on basic print concepts to develop foundational literacy skills.
<b>Differences in Writing Systems</b>	Some ELs learn to read and write in a home language where letters correspond to different sounds than in English, or in a language with

	characters representing words or parts of words. Teachers must account for these differences when instructing phonics.
<b>Consonant Sound Transfer from Other Languages</b>	In Latin-based languages, many consonants represent sounds similar to those in English, allowing for easier transfer of phonics knowledge for many students. These students may need minimal instruction for these consonants in English.
<b>Challenges with Vowels</b>	Vowel letters in other languages may look the same but have differing pronunciations. For example, Spanish-literate students may struggle with English vowel sounds because English lacks the one-to-one correspondence between vowel letters and sounds present in Spanish.

### *Approaching Fluency Instruction for ELs*

Fluency is the ability to read quickly and accurately with ease and expression. It is *not* speed reading, but rather a bridge between word recognition and comprehension. ELs may need additional instruction in English phonics knowledge and vocabulary, which slows the ability to decode words in text accurately and fluently. Students must develop accuracy before building fluency. Phonics skills should be explicitly reinforced within connected text reading to build fluency with decoding and reading fluency overall. Provide a “print-rich” environment where ELs practice decoding meaningful texts. Fluency can be practiced on phonics elements a student has mastered while learning additional phonics skills later in the continuum. Build fluency through multiple readings of texts that students can understand. Fluent readers can focus on comprehending text rather than decoding words. Because decoding, fluency, vocabulary, and comprehension are all related, try to integrate skills practice of all four in the same lesson.

Considerations for Instructing ELs in Fluency	
<b>First Language Reading Development</b>	ELs may have learned to read in their first language. If not, exposure to a variety of English books can model fluency. Activities such as read-alouds, reading along with proficient readers, and listening to books read aloud support fluency.
<b>Oral Proficiency as a Foundation</b>	Developing oral English proficiency is essential for fluency and lays the foundation for successful reading. However, this can be challenging for ELs as they may be learning oral English while simultaneously learning to read in English.
<b>Fluency and Accent</b>	Fluency should not be equated with accent. Many ELs may retain an accent when reading and speaking English, which is normal and does not hinder fluency. Accents are common among all speakers, including those proficient in English, and often reflect regional or linguistic heritage.

### ***Approaching Vocabulary & Comprehension Instruction for ELs***

ELs at the beginning stages of vocabulary acquisition and familiarity of English grammar may need additional support in order to comprehend text that is read or during read-alouds. ELs need direct and explicit instruction in all components of comprehension instruction. The level of instructional scaffolding should be aligned with the student's linguistic development. Students must intentionally and purposefully use everyday, general, and domain-specific vocabulary related to familiar and new topics. ELs benefit from “rich, contextual” vocabulary instruction that includes multiple opportunities to hear, say, read, and write new words.

Teachers can engage students in academic conversations around text language analysis and deconstruct sentences to analyze their structure, or linguistic features, to make meaning. They should also involve ELs in constructive discussions to develop language and learn to extend discourse in various ways in a range of conversations. Students need to develop an awareness of self-monitoring to adjust their use of language and be aware of the similarities and differences in grammatical structures between primary language and English. Students must also learn how sentences are constructed in particular ways to convey meaning effectively in different contexts. To facilitate this, teachers should provide appropriate linguistic support to develop discourse skills; use prompts that promote extended student discourse; and consider the use of semantic maps, graphic organizers, charts, and diagrams to illustrate relationships among concepts and related terms. Students need time to engage in constructive conversations to activate prior knowledge and to explain a concept, structure, etc. Additionally, teachers can provide nonverbal support for reading comprehension such as pictures, visuals, gestures, acting, and graphic organizers, and they should explicitly teach and practice comprehension strategies using text accessible to a student's level of language proficiency. Finally, teachers can plan collaborative, interactive opportunities for students to discuss and use the language of the text.

<b>Considerations for Instructing ELs in Vocabulary</b>	
<b>Indirect Vocabulary Learning</b>	Children typically acquire vocabulary indirectly through conversations, listening to adults read, and extensive independent reading. ELs may face challenges if adults in their lives are not fluent in English, requiring direct vocabulary instruction in school.
<b>Direct Vocabulary Learning</b>	Teachers should explicitly teach vocabulary words before reading, instruct students on dictionary use, and help them learn to use word parts (e.g., prefixes, suffixes, and roots) to determine word meanings.
<b>Everyday Language vs. Academic</b>	Teachers should be mindful that ELs often develop Basic Interpersonal Communicative Skills (BICS) quickly for everyday conversations but may still lack the Cognitive Academic Language Proficiency (CALP)



<b>Language</b>	needed to comprehend and manipulate academic texts.
-----------------	---

<b>Considerations for Instructing ELs in Comprehension</b>	
<b>Home Language Literacy</b>	When possible, ELs should develop literacy skills in their home language alongside English. Skills can transfer between languages, aiding comprehension in English.
<b>Challenges with Figurative Language</b>	ELs may struggle with figurative language such as idioms or expressions. Teachers should preview texts, identify challenging phrases, and engage students in discussions about their literal and figurative meanings.
<b>Access to Quality Literature</b>	ELs should not only focus on isolated skills. Teachers must provide access to authentic texts and challenge students with higher-order thinking activities, such as inferencing.
<b>Effective Comprehension Strategies</b>	Strategies like graphic organizers, modeling “thinking aloud,” and pausing during reading to ask questions, summarize, and discuss key ideas can significantly support comprehension development in ELs.

## Strategies for Supporting ELs with Reading Difficulties

Reading difficulties can present unique challenges for ELs, particularly in cases where dyslexia may be a factor. Additionally, educators must consider the role of executive functions as ELs may struggle with skills such as working memory and attention which are essential for understanding complex texts. Furthermore, assessing ELs for reading difficulties requires a comprehensive approach that considers their language proficiency and cultural background.

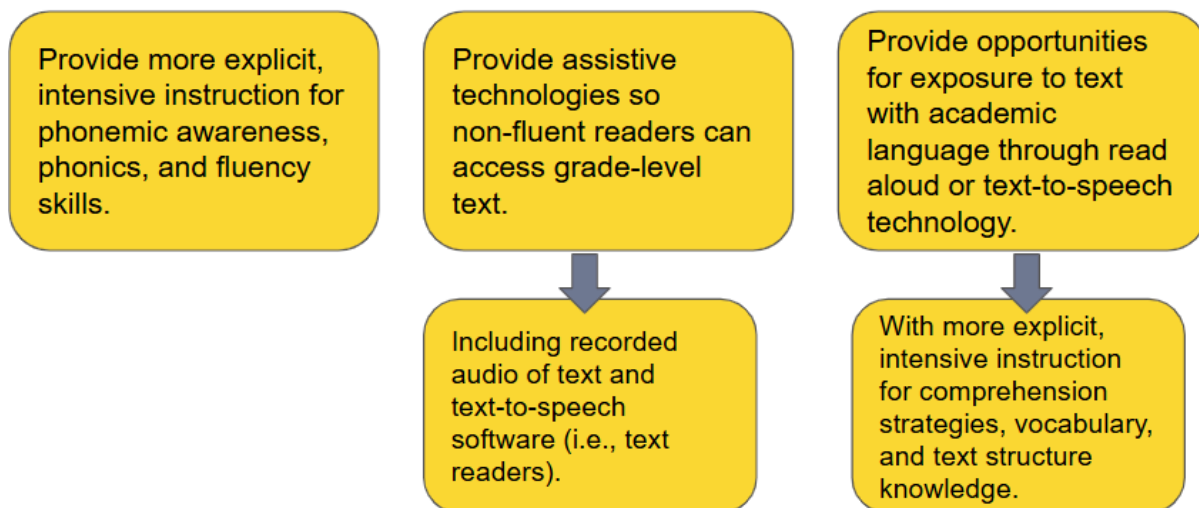
### *Dyslexia*

The International Dyslexia Association defines dyslexia as “a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate or fluent word recognition and poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge” (Dyslexia 2024).

Dyslexia usually impacts phonological processing which can cause difficulty with the sounds and rhythms of speech, and the ability to identify, blend, segment, and manipulate the sounds in words. It in turn makes it difficult to learn decoding skills,

spelling, and fluency. These word-reading and spelling challenges make it difficult to learn letter-sound correspondences, to “sound out” words, and to become fluent in reading.

If a student is suspected of having or diagnosed with dyslexia, the following may be beneficial:



Additional information about dyslexia can be found on IDOE’s [Dyslexia webpage](#).

### ***Executive Function***

Reading comprehension is often affected by executive function deficits. Intervention instruction should focus on equipping students with the cognitive skills and strategies that will help them regulate their learning while reading, including using comprehension strategies. For students with executive function difficulties, explicit instruction and guided practice should be provided for the following comprehension strategies: Metacognitive Awareness, Organization of Information, Making Connections with Background Knowledge, Making Predictions, Text Structure Awareness, Asking Questions, Visualizing, and Summarizing (Keys to Literacy, 2024). ELs can be further impacted by language differences in addition to executive function deficits. To support ELs effectively, instruction should not only build on cognitive skills and strategies but also provide language scaffolds that enhance understanding. Explicit instruction and guided practice should include visual supports, sentence stems, and modeling to help ELs develop key comprehension strategies. They should be taught with a focus on both language development and cognitive regulation.

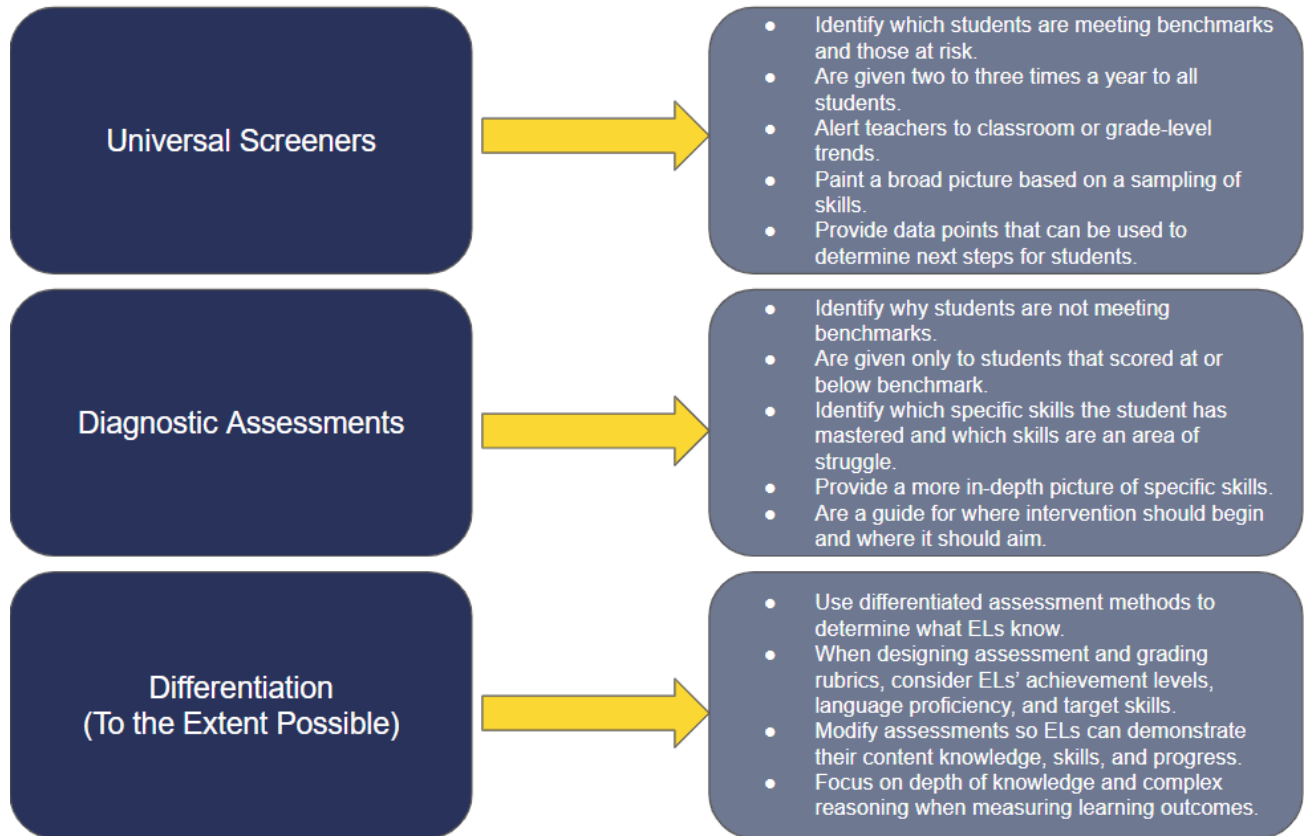
### ***Assessing ELs for Reading Difficulties***

Assessing ELs for reading difficulties can be a complex process, as language barriers and cultural differences can impact their ability to communicate their reading abilities effectively. However, it is crucial to identify and address any reading difficulties early on to ensure that ELs receive the support they need to succeed academically.

A critical aspect of assessing ELs for reading difficulties is recognizing that they may have limited English proficiency, affecting their reading comprehension skills. It is essential to use assessments that are culturally and linguistically appropriate for ELs, as well as to provide support in their home language if necessary. It is also important to consider their background knowledge and experiences, which can influence their reading comprehension abilities. For example, ELs with limited exposure to academic language or who come from a non-literary background may struggle with reading comprehension tasks requiring higher-order thinking skills. Another vital factor to consider is an EL's literacy level in their home language. Research has shown that a strong foundation in a student's first language can support the development of reading skills in a second language. Therefore, it is essential to assess ELs' literacy skills in their home language to better understand their reading abilities and to provide appropriate interventions.

In addition to standardized assessments, it is important to use informal assessments and observations to gain a more comprehensive understanding of ELs' reading abilities. This can include observing their reading behaviors, asking them to retell a story or passage, and conducting informal reading assessments to gauge their fluency and comprehension skills.

Once reading difficulties are identified, it is essential to provide targeted interventions and support to help ELs improve their reading skills. This can include additional instruction in phonics, vocabulary development, comprehension strategies, and fluency practice. It is also important to involve parents and families in the intervention process to ensure that support is provided at school and at home.



See Appendix D of the [Dyslexia Programming Guidance for Schools](#) for post-screening considerations for ELs regarding universal screeners.

## Section 3: Resources for Continued Learning

This section includes tools and resources for continued learning regarding the science of reading in general and with a specific focus on ELs. While not an exhaustive list, the links below provide a starting point for additional learning.

### General SOR Resources

- [IDOE's Early Literacy Endorsement Professional Development](#) - IDOE's Early Literacy Endorsement professional development is available to Indiana educators who hold a valid professional educator license. **Multiple training options** are offered including shorter or longer timeframes for completing the course to meet different scheduling needs and learning styles. Please see this [memo](#) for details.
- [Science of Reading Modules Parts 1 & 2](#) - This course accessible through Learning Lab contains content regarding the science of reading and how it informs the application of evidence-aligned instructional practices using a structured literacy approach through teaching and assessing foundational reading skills.
- [Science of Reading Defining Guide](#) - Defines what the science of reading is, what it is not, and how all stakeholders can understand its potential to transform reading instruction. It can be used as a standalone resource or in tandem with the [Experts Explain Video Series](#).
- [The Reading League Compass](#) - This site provides reliable and understandable guidance for various stakeholders, one of which is for teachers of [ELs/Emergent Bilinguals](#).
- [Science of Reading and Dyslexia Toolkit](#) - This collection is intended to provide detailed information about reading development and acquisition, evidence-based reading instruction and intervention, including recommended approaches for dyslexia intervention, and the areas of literacy.

### SOR Resources with an EL Focus

- [Reading 101 for English Language Learners | Colorín Colorado](#) - This article highlights ELL instructional strategies based on the five components of reading as outlined in Teaching Children to Read by the National Reading Panel (2000). This report highlights research-based best practices in reading instruction and it focuses on the following five instructional areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension. In addition, the article includes information related to two additional important areas of instruction for ELs: oral language and the role of the home language.



- [Literacy Foundations for English Learners](#) - This book prepares current and future educators to teach ELs the key components of language and literacy. For each component, teachers will receive a dedicated chapter with research-based insights on how to teach ELs, guidance on making connections across languages when teaching that component, and ready-to-use principles and strategies for instruction. Book study materials can be found [here](#).
- [English Learner Oral Narrative Scale](#) - This is an informal rating scale for evaluating students' personal narrative skills (i.e., recounts of experiences or events in their lives) in L1 and L2. Using the scale, educators rate students' listening comprehension, fluency, vocabulary, pronunciation, and grammar skills with this [rubric](#). Results can help teachers support ELs who are not making expected progress toward mastery of oral language standards and can identify skill areas for differentiated instruction or supplemental intervention.
- [Linguistic Accommodations and Scaffolds Checklist](#) - This useful tool from Dr. Linda Cavazos provides suggestions on effective instructional practices, accommodations at the classroom, teacher, and student levels, and scaffolds for support.
- [New Mexico Public Education Department \(NMPED\) Biliteracy Guidance](#) - A collaboration between the New Mexico Public Education Department and Dr. Cavazos, this guidance highlights the use of the science of reading evidence-based practices for multilingual students for both English literacy and biliteracy development.
- [Classroom Assessment in Multiple Languages: A Handbook for Teachers](#) - This text by Margo Gottlieb provides actionable guidance on how to create assessment systems. Readers gain a better understanding of the rationale for and evidence of the advantages of classroom assessment in multiple languages as well as a toolkit of classroom assessment practices in one or multiple languages by embedding assessment as, for, and of learning into their instructional repertoire.
- [Assessment for English Language Learners | Colorín Colorado](#) - This selection of resources addresses questions of how to assess and place English language learners (ELLs) at the school-wide and classroom level.

## References

- Adams, Marilyn J. "Advancing Our Students' Language and Literacy: The Challenge of Complex Texts." *Advancing Our Students' Language and Literacy: The Challenge of Complex Texts*, American Educator, 2011
- Anita L. Archer and Charles A. Hughes. *Explicit Instruction: Effective and Efficient Teaching (What Works for Special-Needs Learners)* 2010
- Antunez, B. (2024). *English language learners and the five essential components of reading instruction*. Reading Rockets.
- Cárdenas Hagan, E. (2020). *Literacy Foundations for English Learners: A comprehensive guide to evidence-based instruction*. Paul H. Brookes Publishing
- Cavazos, L. (2021, November). *The Science of Reading for emergent bilinguals in New Mexico*. [https://webnew.ped.state.nm.us/wp-content/uploads/2022/01/The-Science-of-Reading-for-Emergent-Bilinguals-in-New-Mexico\\_Jan-2022-.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2022/01/The-Science-of-Reading-for-Emergent-Bilinguals-in-New-Mexico_Jan-2022-.pdf)
- Gough, P. and Tunmer, W. (1986). *Decoding, reading, and reading disability*. *Remedial and Special Education*, 7, 6–10.
- International Dyslexia Association <https://dyslexiaida.org/definition-of-dyslexia/>
- Keys to Literacy. (2024). *Keys to Beginning Reading*.  
<https://keystoliteracy.teachable.com/courses/2522043/lectures/53641310>
- Ramoo, D. (2021, October 29). 8.1 Reading Models. *Psychology of Language*.  
<https://opentextbc.ca/psyclanguage/chapter/reading-models/>
- Relay/GSE. (2023). *Libguides: Science of teaching reading resource guide: The Simple View of Reading - Science of Teaching Reading Resource Guide*.  
<https://relay.libguides.com/science-of-teaching-reading-resource-guide/simple-view-of-reading>
- Scarborough, H. S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice*. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.
- The Reading League. (2022). *Science of Reading: Defining Guide*