



The Science of Reading and English Learners: Instruction that Makes a Difference Viewing Guide

Presenters:

- Dr. Elsa Cárdenas Hagan
- Dr. Claude Goldenberg

Intended Use

This viewing guide is intended to be used by educators when viewing the 2022 Literacy Academy keynote conversations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgements

This viewing guide was produced by the Ohio Department of Education. We are grateful to Dr. Cárdenas Hagan and Dr. Goldenberg for sharing their expertise with Ohio educators.

Reproducing the Viewing Guide

If you would like to make copies of any portion of this viewing guide, please credit the Ohio Department of Education.

Before Viewing: Discussion Questions

1. What needs or trends have you observed as it relates to literacy instruction for English learners in your setting?
2. How is literacy instruction provided for English learners in your setting? How do educators plan for this instruction? How is this instruction similar or different to instruction provided to native English speakers being taught to read?

During Viewing: Discussion Questions

Pause the recording at the times indicated below to discuss each question.

1. What does brain science and the research tell us about the instructional needs of English learners? What specifically is needed in terms of foundational skills instruction? (13:25)
2. What is similar and different about the literacy instruction that English learners should receive? (27:00)
3. What is the role of well-trained educators in supporting literacy development for English learners? (37:45)

After Viewing: Discussion Questions

1. What language supports might be needed by English learners? How can you or educators in your setting plan for this instruction?
2. What changes or enhancements need to occur in your setting to provide effective literacy instruction for English learners?
3. Consider who provides literacy instruction in your setting. Is additional training or support needed for those who provide this instruction to English learners? What are some of these next steps?

Conversation Notes

- [Multitiered System of Supports for English Learners Literacy Briefs](#) (Website)
- Literacy Foundations for English Learners: A Comprehensive Guide to Evidence-Based instruction by Hagan (Book)
- [MyLanguages](#) (Website)
- [Colorin Colorado](#) (Website)
- Goldenberg, C. (2020). Reading wars, reading science, and English Learners. Reading Research Quarterly, 55, S131-S144. doi:10.1002/rrq.340 (Article)
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. Psychological Science in the Public Interest, 19, 5–51. doi:10.1177/1529100618772271 (Article)