



Teaching Reading to ELL Students: Information and Resources

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Summary of Research on Teaching Reading to ELLs

- Instruction that provides substantial coverage in the five components of reading has clear benefits for language-minority students (August, 2006).
- Literacy programs that provide instructional support of oral language development in English, along with high-quality instruction in literacy skills and strategies, are the most successful (August, 2006).
- English language skills instruction, in addition to the reading block, leads to significant growth in student reading skills (Saunders, W., Foorman, B., & Carlson, C., in press).
- Strong phonological awareness skills are good predictors of reading in first and second languages (Durgunoglu, A., Nagy, W.E., and Hancin-Bhatt, B.J., 1993; Lindsey, K. A., Manis, F. R., & Bailey, C. E., 2003).
- The basic sequencing of teaching is likely to be the same for language-minority students and native English speakers — with greater attention to word-level skills early in the process and more direct and ambitious attention to reading comprehension later on. Vocabulary and background knowledge should be targeted throughout the entire sequence (August, 2006).
- Even though first-language instruction confers valuable learning benefits, such instruction is not absolutely necessary for language-minority students to become strong readers in English. Language-minority students can acquire English literacy skills in English-only classrooms as well (August, 2006).
- The predictive validity of oral language proficiency in English upon entry into school with learning how to read in the first couple of years of schooling is close to zero. It is not necessary to wait until students are language proficient before they are taught to read (Gerston, R.).

References

- August, Diane (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth-- Executive Summary*
- Durgunoglu, A., Nagy, W. E., & Hancin-Bhatt, B. J. (1993). Cross-language transfer of phonological awareness. *Journal of Educational Psychology*, 85, 453-465.
- Gersten, R. English Language Learners: Needs for Reading Instruction: Notes from Conference Call. Available at: <http://www.readingfirst.virginia.edu/pdfs/ELLSummary.pdf>
- Lindsey, K. A., Manis, F. R., & Bailey, C. E. (2003). Prediction of first-grade reading in Spanish-speaking English-language learners. *Journal of Educational Psychology*, 95, 482-494.
- Saunders, W., Foorman, B., & Carlson, C. (in press). Do we need a separate block of time for oral English language development in programs for English learners? *Elementary School Journal*.



ELL Trends in Colorado

- Currently 1 of every 5 school-aged children in America comes from a home where a language other than English is spoken (CDE, 2002).
- 1 of every 3 Colorado teachers has an English Language Learner in his/her classroom (CDE, 2002).
- In Colorado: From 1980 to 2000, the Hispanic population has doubled: 81,567 to 159,000 and the Asian population has tripled: 8,799 to 20,932 (CDE, 2002).
- 114 languages are spoken in Colorado, but 80% of non-English speakers speak Spanish (CDE, 2002).

Speakers of Foreign Languages (at home in Colorado in the 2000 Census)	
Language	Numbers
Spanish	421,670
German	30,815
French	17,940
Vietnamese	12,500
Korean	12,045
Russian	10,735
Chinese	9,660
Japanese	6,605
Italian	5,705
Polish	5,065
(Source: Census Bureau report: Language Spoken at Home for the Population 5 Years and Over, April 2004)	

Colorado Department of Education. (2002). *Borders and Bridges: Meeting the Needs of English Language Learners*.

Available at: <http://www.cde.state.co.us/cdesped/download/pdf/BBPg1-29.pdf>



Colorado State Guidelines for CSAP and ELL Students

Colorado Revised Statutes 22-7-409(1)

Any student who has participated for three school years in an English language proficiency program MUST be assessed with the English version of the CSAP.

- A student must be served in an English language proficiency program continuously for three school years before this rule takes effect.
- Kindergarten does not count as part of the three school years.
- FEP students MUST be assessed with the English version of the CSAP (with or without accommodations).
- NEP and LEP students MUST have a CSAP test booklet and attempt the assessment (with or without accommodations).

SB 02-109; CO Statute 22-7-409 (1)(d)(I)(C); 22-24-106 (1)(f)

- All grade level students who are ELL must count in the academic performance and improvement ratings either after three years of enrollment in CO public school or after a proficient score is achieved on the ELA assessment.
- CDE must disaggregate testing data to track students identified as having a dominant language other than English who enroll in a public school in CO for 3 years or longer or are subsequently assessed as proficient in English.

NCLB sec 1111

- Academic assessment in English in reading or language arts is required of any student who has attended school in the US for 3 or more consecutive school years (except Puerto Rico)



Additional Resources

- CDE English Language Acquisition Home page
http://www.cde.state.co.us/cde_english/index.htm
- The English Language Development Standards for the state of Colorado
http://www.cde.state.co.us/cde_english/download/ELDStandardsApril2005.pdf.
- Center for Applied Linguistics
<http://www.cal.org/>
- Executive Summary of the Report of the National Literacy Panel on Language-Minority Children and Youth: Developing Literacy in Second-Language Learners
http://www.cal.org/natl-lit-panel/reports/executive_summary.pdf
- Recent Research on English Learners: Implications for Instructional Policy: Presentation by Russell Gersten
<http://www.boardofed.idaho.gov/lep/ELLstrategies4Teachers.pdf>
- National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs
<http://www.ncela.gwu.edu/>
- Vaughn Gross Center for Reading and Language Arts
<http://www.texasreading.org/utcrla/>