



National Committee
for Effective Literacy

Effective Literacy Education for English Learners: Beyond Foundational Skills

CABE Conference
March 30, 2022

PRESENTERS



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Californians Together



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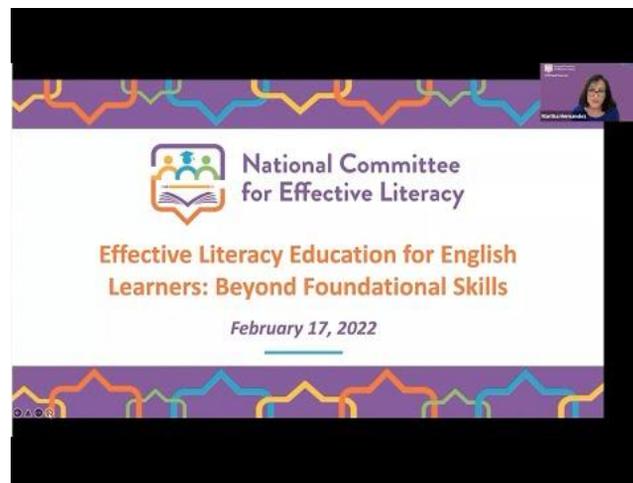


AGENDA

- Overview: The Urgency of Now
- History of Failed Literacy Approaches for ELs
- Research on Biliteracy and Effective Literacy Instruction for emerging bilingual students
- Call to Action
- About the National Committee on Effective Literacy, Resources, and Campaign



History of Failed Approaches for ELs



THE URGENCY OF NOW

Why This Issue?



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What is the Science of Reading?



- A plan to teach beginning reading to **all** students based on a previous program titled Reading First (2004-2007).
- Reading First was a **\$1 billion** program.
- **Three components:**
 - **Reading curricula** and materials that focus on the five essential components of reading instruction (**phonemic awareness, phonics, vocabulary, fluency, and comprehension**).
 - **Professional development** and coaching for teachers on how to implement the program
 - **Diagnosis and prevention of early reading difficulties** through student screenings and early intervention.
- **2021 Addition** - University teacher education requirements to revise syllabi to fit “Science of Reading”

The Science of Reading: Why the Bilingual Education Community Should be Concerned



- 1 in 10 students nationwide have a home language other than English and are learning English as a second language
- “English Learner”/ “Emergent Bilingual”
- School system still without capacity to address needs and assets
- Lower test scores, achievement below grade level, 2x as likely to drop out, less likely to attend 4 year college



18 States and the District of Columbia have Science of Reading Initiatives

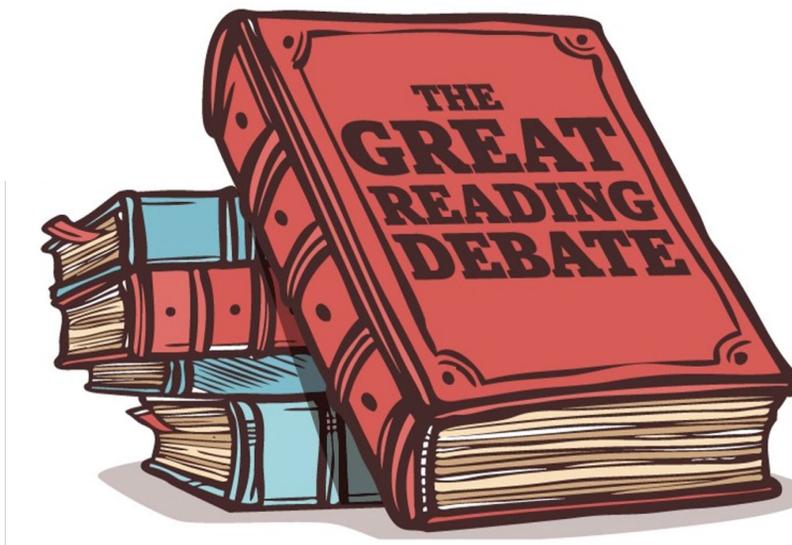
Alaska	Pennsylvania
Alabama	Rhode Island
Delaware	Tennessee
Indiana	South Carolina
Kansas	Utah
Kentucky	Wyoming
Missouri	Oklahoma
Nevada	North Dakota
North Carolina	Washington DC
North Dakota	Louisiana



Research in the Science of Reading and Emerging Bilingual Learners: Marginalization and Homogenization

- “Despite the changing demographics in the U.S., mainstream reading research remains entrenched in Anglocentrism, Eurocentrism and another form of ethnocentrism that of Alphabetism” (Share, 2021, p. 5391)
- “The extreme inconsistency of English spelling–sound correspondence has confined the science of reading to an insular, Anglocentric research agenda addressing theoretical and applied issues with limited relevance for a universal science of reading” (Share, 2021, p. 5391)
- “The Science of Reading should attend to linguistic, cultural and individual variation, honoring and leveraging different student strengths. The SOR needs to be reimagined to make it more robust and socially just” (Auckerman & Schuldt, 2021, p. 585)
- “Bilingual education promotes bilingualism and biliteracy which has been mostly ignored in the debates over literacy instruction in English-only versus bilingual instruction” (Goldenberg, 2020, pg. 2)

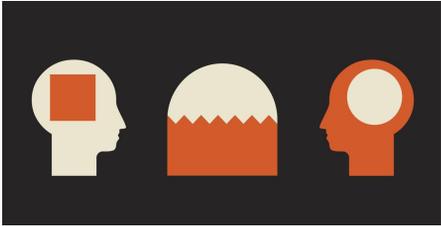
Science of Reading = Monolingual English Ideologies



12

same
≠
equal

Teaching Reading to Emerging Bilingual Learners



- Is both **alike** and **different** than teaching monolingual English learners
- **Alike** - children learning to read in English need to learn the foundational skills (how to teach them is another story)
- **Different** - Emergent Bilingual Learners are learning to understand and speak English while they are learning to read and write

Monolingual English Learners

- English monolinguals are exposed to English exclusively both in and out of school
- They speak and are learning the language of status, power and prestige both in and out of school
- They have only **ONE** linguistic resource to use in communication and learning
- **They can understand teacher instructional language**
- Reading programs and assessment have been developed for them and their language (and in the case of Reading First failed them)

Emergent Bilingual Learners

- Use and hear two languages –at times English at school and another language at home or in the community
- Emerging bilingual students use **both** of their linguistic resources when producing and interacting with text, but English only programs instruct and assess as if the students are monolingual
- They also use translanguaging strategies, but use of these is seen as signs of confusion
- They have to learn to understand teacher instructional language as well as how to decode words
- EBs interpret the world through both of their cultures
- Cultural bias in reading materials

“Ok my friends, let’s clap the number of sounds we hear in the word *sofa*?”

- **Ok my friends** – teacher getting children’s attention
- **Clap** – put your hands together to make noise (let’s is not a choice)
- **Sounds** - phonemes (concept of a sound)
- **Word** - concept of a word
- **Sounds go together to make words**
- **Number** - in order to count sounds
- **Words** have meaning
- **Sofa** – what it is
- **How many are there?** - Did we do it correctly?



Beyond Foundational Skills

Emerging bilingual children in English medium programs need:

- ELD + Daily Reading Instruction (**both**) - (**When do we do this with a 90 min. literacy block?**)
- Oracy
- Writing
- Metalanguage Development
- Need to read for **meaning** not just decoding
- Need to see themselves in the curriculum
- Need to have their first languages valued and used in the classroom (even if English medium)
- Phonics is meant to be **short-term** and not extended past 3rd grade



Literacy and the Bilingual Brain: Research Considerations



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The Reading for Understanding Initiative

2009: I.E.S.



5 years studying
**Reading
Comprehension**

National Academy of
Education: 2020



Pearson, P. D., Palincsar, A. S., Biancarosa, G., & Berman, A. I. (Eds.). (2020). *Reaping the Rewards of the Reading for Understanding Initiative*. Washington, DC: National Academy of Education.

Major “Headlines”

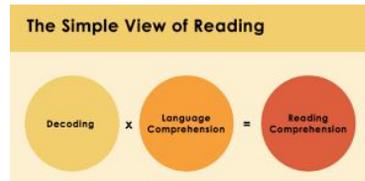
1. Knowledge shapes comprehension and comprehension shapes knowledge.
2. Language drives every facet of comprehension.
3. Reading is an inherently cultural activity.



Pearson, P. D., Palincsar, A. S., Biancarosa, G., & Berman, A. I. (Eds.). (2020). *Reaping the Rewards of the Reading for Understanding Initiative*. Washington, DC: National Academy of Education.

Language Drives Every Facet of Comprehension

“Early **language** skills likely serve as a foundation for proficient reading comprehension in the elementary grades and that **sophisticated forms of linguistic knowledge and skill** are associated with reading comprehension in early adolescence” (p.48)



- * Problematized theories such as the Simple View of Reading: language comprehension is **much more complex** than previously studied.
- * RfU teams found evidence that reading comprehension was affected by many language factors beyond vocabulary including grammatical skills, orthography, morphosyntactic, register, argument, discourse, etc.

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Conclusions: Research on Literacy for EB Learners

“More of our work on comprehension needs to be directed toward populations currently underserved in U.S. schools... **At the top of the list should be emergent bilingual learners**, a growing but still **underserved** population,” (p.7).

- We need to develop curriculum and assessments that are built on understandings of **translanguaging** and **interlanguage**

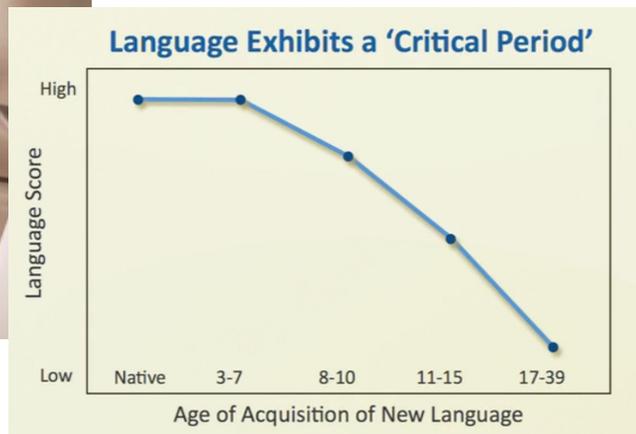
“We **cannot** afford theories, tests, or instructional tools that are based on evidence gathered from any narrow demographic category, especially **mainstream language-majority learners**,” (p. 243).

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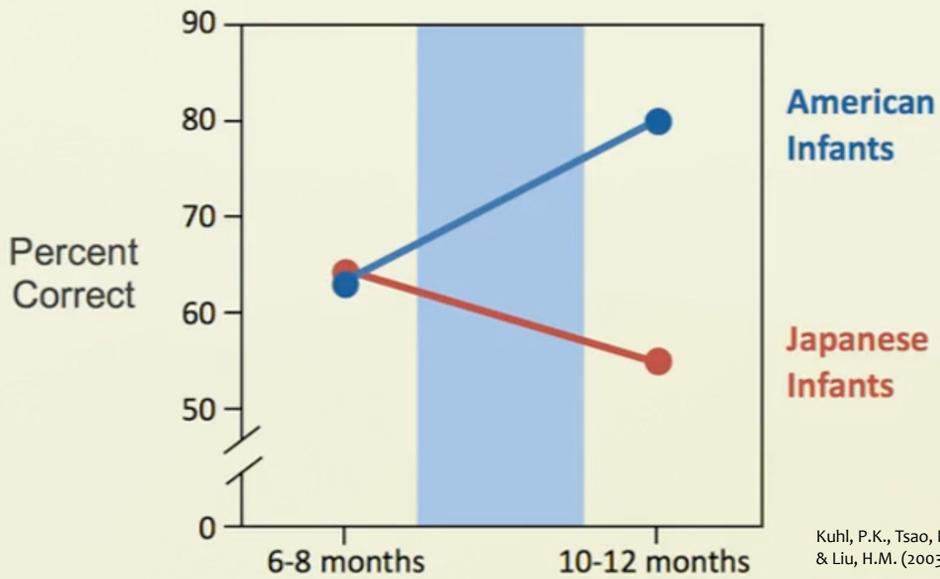


Bilingual brains are **LITERALLY** different from monolingual brains!

Neurocognitive Research on Phonemic Perception

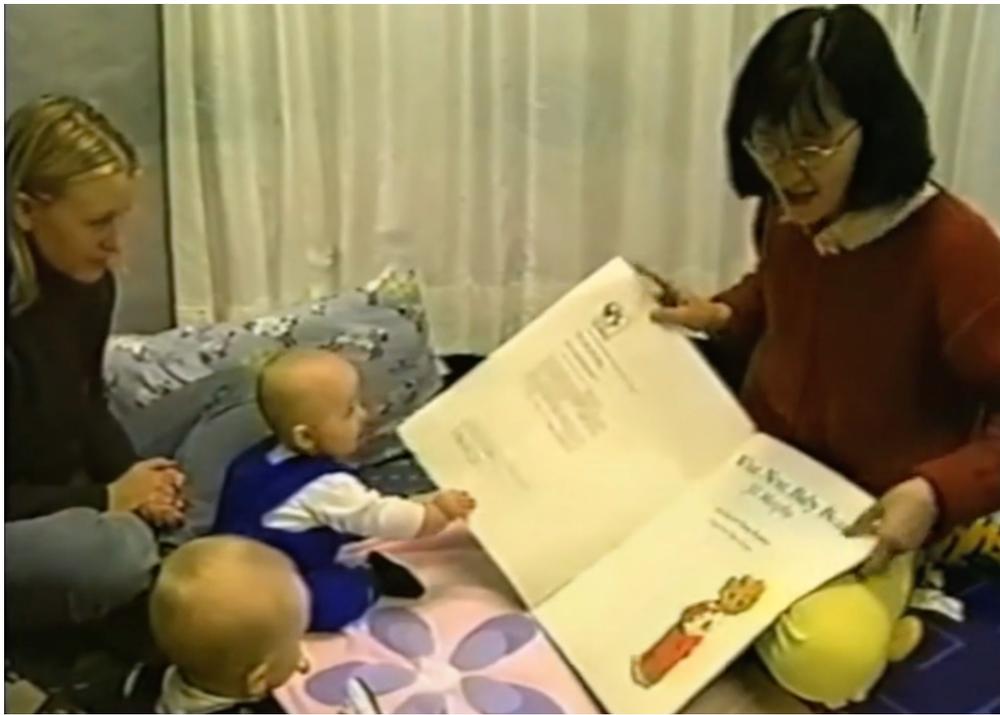


Performance on English r-l Sounds



Performance on Mandarin t^h - t Sounds



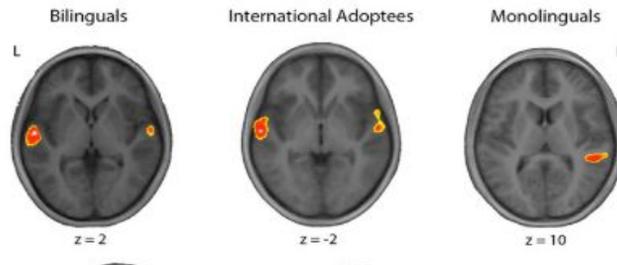


Performance on Mandarin t^h-ç Sounds



Neuro-cognitive Processing

“Both languages are always active when bilinguals listen to speech, read words in either language, and plan speech in each of the two languages,” (Kroll et al., 2015)



(Pierce, Klein, Chen, Delcenserié, and Genesee, 2015)

Theory & Research

What is known and understood in one language contributes to what is known and understood in the other.

(Cummins, 2000; Dworin, 2003; Grosjean, 1989; Miramontes, Nadeau, & Commins, 1997; Pavlenko & Jarvis, 2003)



Maestra: “Diga ‘rojo’
sin la /r/”

Estudiante: “ed”



Bilingual Students perform differently than Monolingual Students

Publisher's
(monolingual)
End of Year
Benchmark: 38

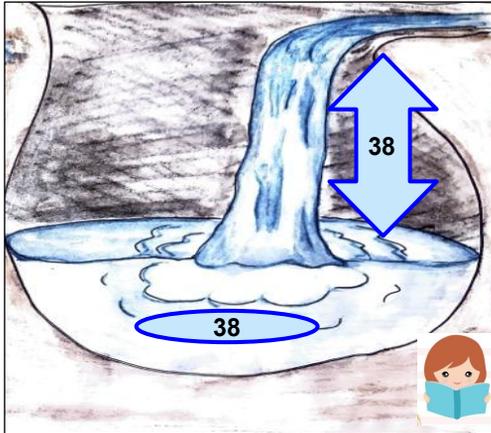


Brooke = 38 English

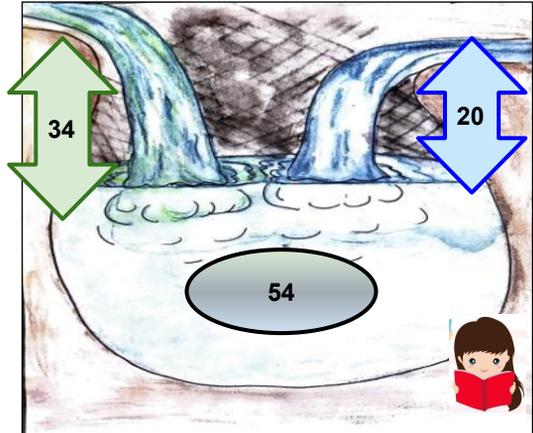


Pilar = 34 Spanish, 20 English

Analyzing Data through a Monolingual Lens is Limiting



Brooke: Spanish- 0; English- 38



Pilar: Spanish- 34; English- 20

Instruction

The reciprocity between oral language, reading and writing is especially important in languages with transparent orthographies

(Ferreiro, 1991)

Spanish

a	e	i	o	u
Ana	ese	mí	oso	tus

f= f (foco)

f= f (fat), ff (cliff), ph (phone), gh (enough), lf (half), ft (often)

English

6 Short Vowels					
a cat	e leg	i sit	o top	u ryb	oo u bqk pqt
5 Long Vowels					
ai ay paid tray	ee ea bee beat	ie igh pie hiab	oe ow toe flow	oo ue mgon cub	
3 R-Controlled Vowels					
ar car	er ir ur Pier bird hurt	or cork			
5 Other Vowels					
ow ou cow out	oy oi boy void	eer ear dear near	air ere hair there	our tour	
1 Unstressed Vowel					
SCHWA trumpet across suppose					

Children learning to read in languages with transparent orthographies often learn to decode more quickly than those learning to read in languages like English (Ziegler & Goswami, 2006)

Phonemic Awareness Pedagogy for Spanish Differs from English

How important is teaching phonemic awareness to children learning to read in Spanish? *(Goldenberg et al., 2014)*



Mexican children (learning to read in Spanish)
n=189



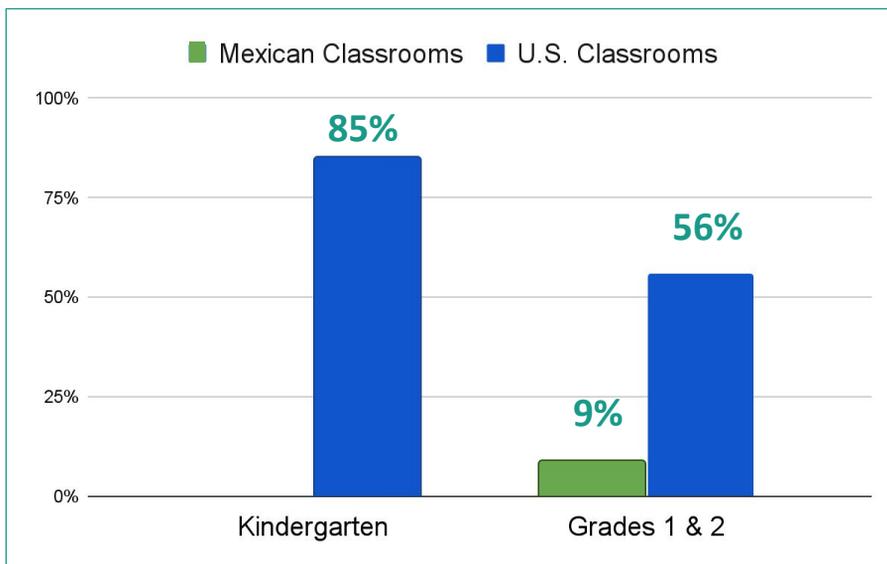
EB children in U.S.
(learning to read in Spanish & English)
n=280



EB children in U.S.
(learning to read in English)
n=102

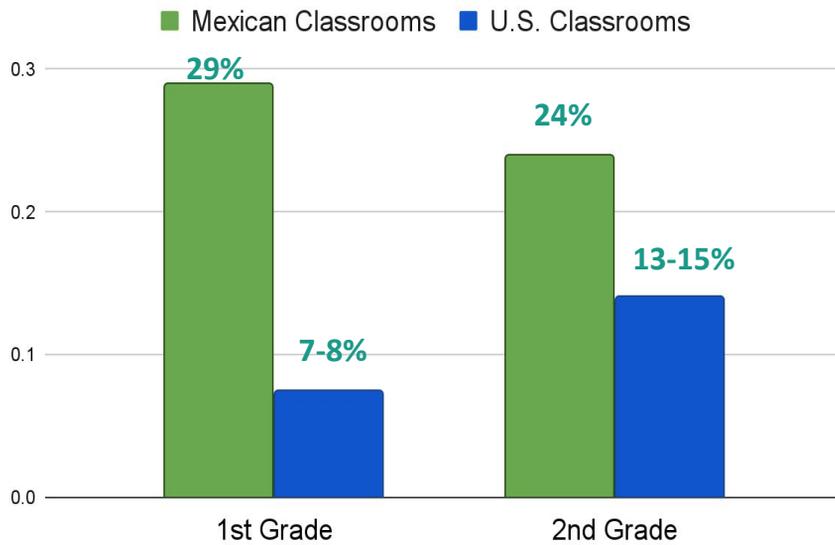
Purpose of the study: Examine relationship between phonemic awareness and Spanish reading skill acquisition

Instructional Time Spent on Phonemic Awareness

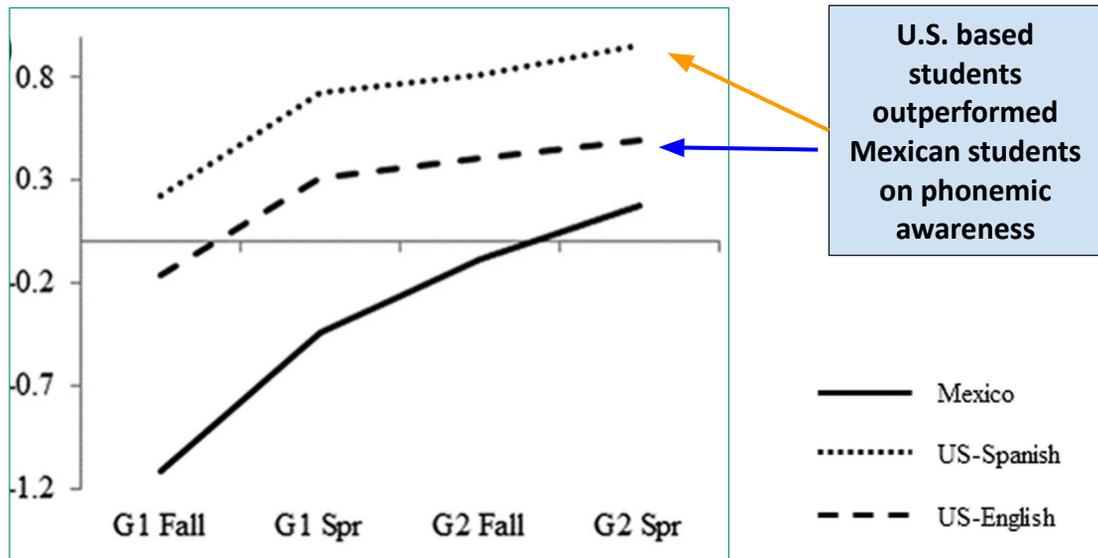


(Formal literacy instruction officially begins in Grade 1 in MX)

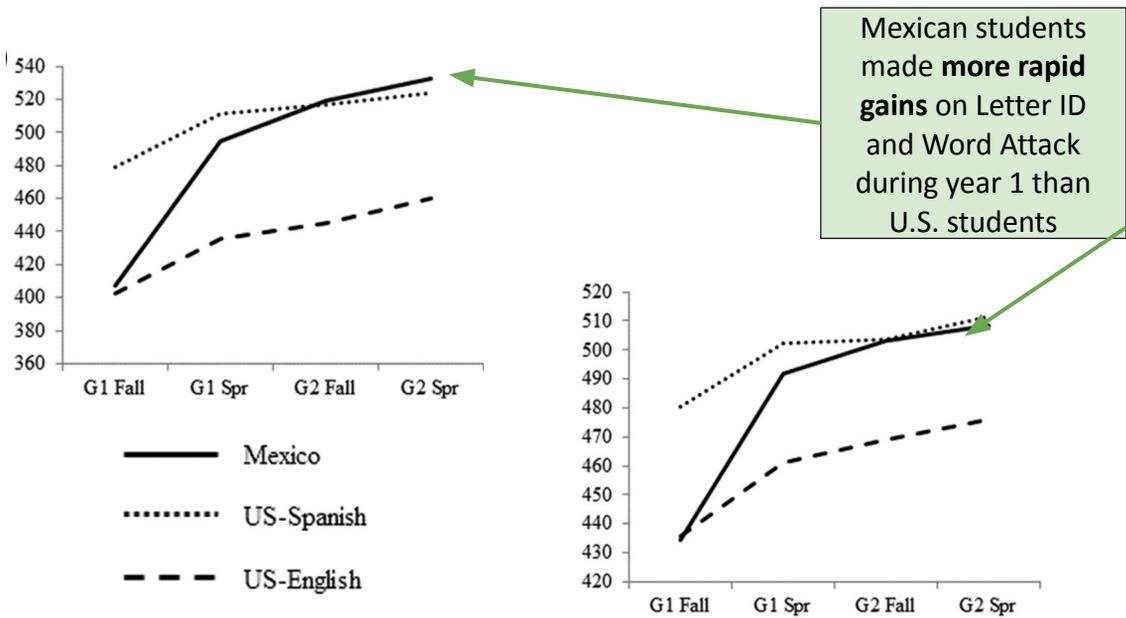
Instructional Time Spent on Comprehension



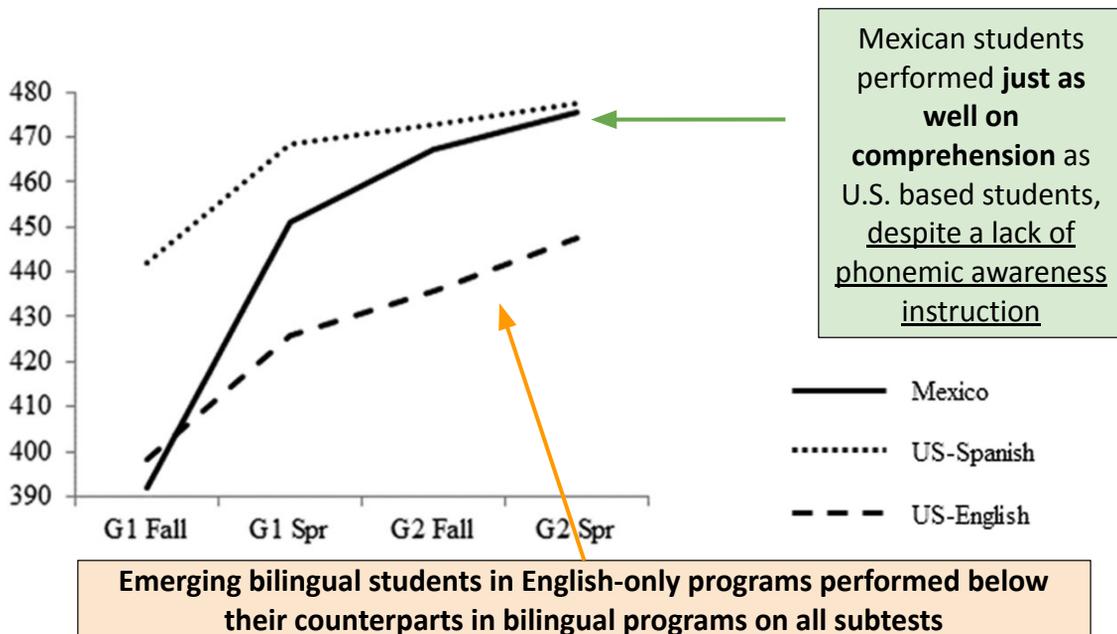
Student Performance: Phonemic Awareness



Student Performance: Letter ID & Word Attack



Student Performance: Passage Comprehension



Study Take-Aways

- A lot of time is spent teaching phonemic awareness in the US both in Spanish and English.
- Children in Mexico catch up or surpass U.S. instructed children in reading, despite a lack of phonemic awareness instruction.
- Phonemic awareness instruction might not be helpful, much less necessary, for learning to read in Spanish.
- Due to the transparency and consistency of Spanish orthography, phonemic awareness instruction is probably unnecessary.

In Summary...

- Language informs all aspects of literacy.
- The bilingual brain is different from the monolingual brain.
- The internal structure of a language should inform literacy instruction.
- It is not adequate for policies to insist on the implementation of instructional and assessment tools and guidelines that are based on monolingual research perspectives.



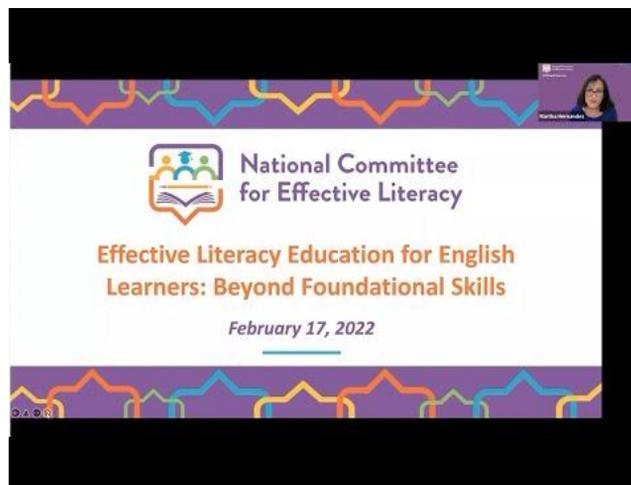


Effective Literacy Education for English Learners



National Committee
for Effective Literacy

8 Aspects of Effective Literacy Instruction for Emergent Bilingual Students





¡OJO! Urgent Alerts From the Field



National Committee
for Effective Literacy

ABOUT THE NATIONAL COMMITTEE ON EFFECTIVE LITERACY

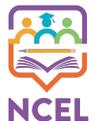
WHO?

Researchers, teacher educators, teachers, administrators, school board members and advocates from across the nation with deep expertise in literacy and the education of English learner students.



WHAT?

NCEL was formed to uplift research, policies and practices to ensure English learner/Emergent Bilingual students leave school as proficient readers and writers in English and preferably more languages, and who thrive and succeed in their schools and communities.



NCEL Panelists



Martha Hernandez,
Californians Together



David Rogers
Dual Language Education
New Mexico



**Cristina Sanchez-Lopez
Paridad**



Ester de Jong, PhD
University of Florida



Socorro Herrera, PhD
Kansas State University



Shelly Spiegel-Coleman
Californians Together



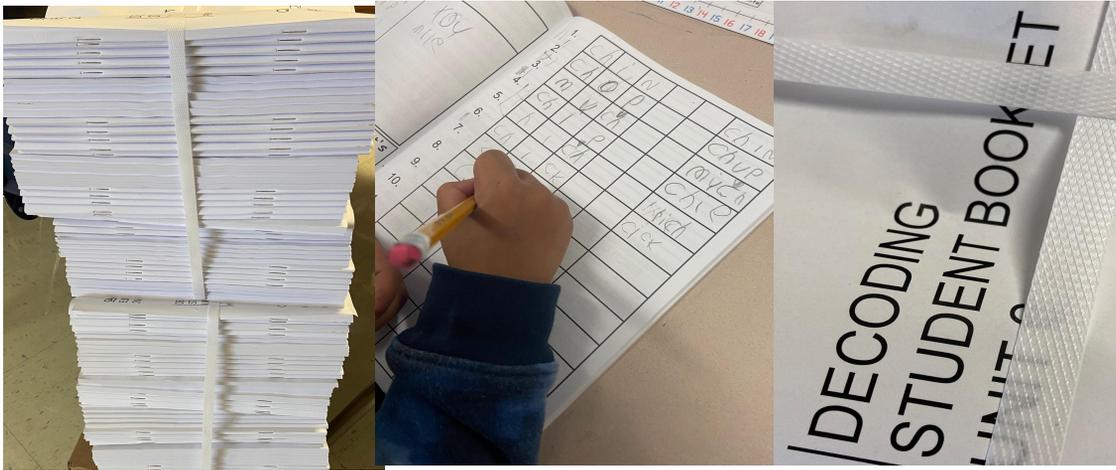
Kansas Teacher Anecdotes



Socorro Herrera, PhD
Kansas State University



Access: Denied



Agency: Denied

“And our principal right now, he is a very, very rule follower. And so, I mean they're coming in our classroom and he literally was like, “I want the decoding routine, you know, in your hand. I want you following the script. I want you (makes noise). And we, we've kind of had a few tiffs about it but finally I'm like, “Fine, it is what it is.”

“And they really, really want you to stick to the five-day program--stick to that so that you get, so the kids have exposure to the whole phonics skills. The problem with that is, as you know, a lot of our kids, I mean, it's so fast. You're just brushing the surface with them. And they're just not absorbing that much, like. It's like almost like a skim to them.”



Agency: Denied

“I became an ESL teacher because I knew what I was doing in reading was not working. I learned about biography, contextualization and how much the native language matters. Now I am a robot. There is no time for thinking about the student. It’s just making sure I do my decoding routine and phonics. It’s the whole time. Fifty minutes. Everyday.”



NM legislation and policy



David Rogers
Dual Language
Education
New Mexico

March 2019

SB398 REQUIRING EARLY SCREENING AND INTERVENTION FOR STUDENTS DISPLAYING CHARACTERISTICS OF DYSLEXIA.

- Bill established the New Mexico Structured Literacy (SOR) Department
- Launched LETRS Training for all K-2nd grade teachers
- Teachers now required to commit 40% of their literacy block to English phonics!

March 2022

- **6.64.3 NMAC, Competencies for Entry-Level Reading Teachers** – Requires teachers to complete 80 hours of professional development from an org accredited by International Dyslexia Association.
- **\$11.5 million Allocated** – Expansion of LETRS training to teachers in grades three through five.
- **New Mexico PED announces that a professional development plan for biliteracy will be developed for Bilingual Teachers – launch date TBD**



NM teachers speak out!

“it is impossible to meet the needs of the new dyslexia law without sacrificing our student’s native language and literacy instruction”

Teacher Interview 2022

“The public education department needs to understand how bilingual teachers meet the requirements of structured literacy as well as how we ensure culturally and linguistically response teaching during English and Spanish Language Arts. – targeted guidance and support is needed ASAP!”

Bilingual Multicultural Ed Advisory Council 2022



Current Reality for Bilingual Ed Programs

- No way to fit it all in!! 40% of a 90 min literacy block for English phonics leaves little time for oracy, comprehension, writing, etc.
- We’re sacrificing any and all time for Indigenous Literacy and Spanish Language Arts instruction
- Our strongest 90:10 & 80:20 dual language education programs are out of compliance and forced to break the law.
- Our administrators are accountable to a mandate that doesn’t support effective literacy/biliteracy instruction.
- New reading curriculums (Structured Literacy aligned) are now replacing curriculums that support effective literacy/biliteracy development



Mississippi Literacy Program 1st-5th Grade



Shelly Spiegel-Coleman
Californians Together

120- MINUTE LITERACY BLOCK

1ST- 5TH GRADE

WHOLE-GROUP INSTRUCTION

Build fluency throughout the lesson.

Word Work: Phonological Awareness, Phonics, and/or Word Reading

1st grade (30-40 minutes or approximately 40% of instructional time)
2nd and 3rd grade (10-20 minutes or approximately 20% of instructional time)

- Focus on **RF Standards**
- Teach sound-symbol correspondence, syllable patterns, and morpheme structures (**Appendix C**)
- Incorporate the General Phonics Lesson Plan (**Appendix B**)
- Use multi-sensory strategies for instruction and practice

Vocabulary Instruction

1st grade (10-15 minutes or approximately 10% of instructional time)
2nd and 3rd grade (20 minutes or approximately 25% of instructional time)

- Focus on **Language Standard 4 and 6**
- Use a direct and explicit routine for introducing new words
- Teach students independent word learning strategies
- Aim to teach 3-5 words per reading selection

Reading Comprehension: Guided Text Reading for Meaning

1st grade (10-15 minutes or approximately 10% of instructional time)
2nd and 3rd grade (20-25 minutes or approximately 20% of instructional time)

- Focus on **RL Standards, RI Standards & Speaking and Listening Standards**
- Include Read-Alouds and/or Close-Reading Strategies
- Use a variety of oral reading strategies (ex. partner reading, cloze reading, choral reading)
- Discuss and respond to text dependent questions involving increasing amounts of higher order thinking

Mississippi Literacy Program 1st-5th Grade

120- MINUTE LITERACY BLOCK

1ST- 5TH GRADE

SMALL-GROUP INSTRUCTION

Build fluency throughout the lesson.

Writing Connected to Text (30 min. daily)

- Focus on **Writing Standards and Language Standards 1, 2, & 5**
- Use text-dependent writing prompts that address each mode of writing
- Create mini-lessons that teach the components of the writing and language standards
- Utilize the Writing Gallery Checklist

Teacher-led Small-Group Instruction (30-45 minutes)

- Create flexible groups based on data
- Utilize decodable text and/or text at the students' instructional level
- Include **Literacy Centers** aligned to the five components of reading
- Assign teacher assistants a designated center – phonics or fluency practice

Literacy Centers Ideas

- Phonics or Word Works
- Fluency
- Vocabulary
- Comprehension Center
- Independent Reading/Writing (Response to Reading)
- Technology (if applicable)
- Literature Circles



Mississippi Literacy Program Implications

1. First grade: If you add up the phonics instruction, with vocabulary from decodable books, small group instruction with decodables and learning center time with phonics, it comes to 70-90 minutes.
2. No time allotted for oral language development or English language development
3. Add 45 minutes for Math
4. No time for science, social studies, art, music or PE - a replication of the NCLB narrowing of curriculum
5. Retention in 3rd grade policy resulted in an increase in 4th grade NAEP test scores



Cristina
Sanchez-Lopez
PARIDAD

Proposed Illinois Senate Bill 3900, *Right to Read*

Was a continuation of a *Racial Equity in Education Agenda Omnibus Bill* put forth by the Illinois Black Legislative Caucus to address learning loss prior to and during the pandemic

- Initial bill included the following elements:
 - Proposed language about teaching structured literacy per the “*Science of Reading*”
 - Required the state board of education to vet approved curricular programs and fund pilot literacy grants (Federal COVID funds)
 - Develop separate content test for Science of Reading/ Foundational skills for all teachers
 - Required all official state Professional Development agencies to teach Structured Literacy
 - Original bill **did not** include language on English Learners



- **Proponents included:** Stand for Children (Illinois affiliate), parents of children with dyslexia, Illinois Science of Reading (school psychologists), Illinois Early Literacy Coalition (special education interest groups)

Stakeholders that showed concerned convened meetings with the senate sponsor:

- Advocacy organizations,
- Early Childhood organizations
- Teacher unions (IEA, AFT)
- Public and private universities (IHEs)
- Illinois Association Multilingual Multicultural Education (IAMME)
- Illinois Principals Association (IPA)
- Illinois State Board of Education (ISBE)
- Latino Policy Forum
- Start Early
- Illinois Action for Children
- Illinois Resource Center
- Erikson Institute



Results of larger stakeholder convening:

- Senate Bill 3900 *Right to Read* has been tabled for further consideration and refinement (for veto or next session) to address points of contention
- Spring / Summer 2022:
 - Illinois State board of Education (ISBE) will review existing content test
 - Universities agreed to allow outside audit of university reading syllabi
 - Universities will arrange for visit to campuses around the state
 - Broad stakeholder group (national and state experts) will convene over the summer to develop comprehensive literacy instruction guidance that supports all student groups across grade levels



Teacher Education



Ester de Jong, EdD
University of Florida



Teachers must be prepared to provide effective literacy to ELLs/EBs

Practicing teachers (inservice)

Teacher candidates (pre-service)

Administrators and support personnel (coaches, special education, school psychologists, etc.) also need to know how to create conditions for effective literacy instruction for ELLs/EBs.

Many states still do not have comprehensive requirements for ELL/EB mainstream educator preparation.



Professional learning needs to support mainstream/ESL and bilingual education teachers in their ability and efficacy to engage in effective literacy practices for ELLs/EBs

Knowledge: Beyond SLA

Bilingual development and bilingual strategies

Skills: Beyond comprehensible input and ability to teach discrete skills

Integrating language, culture, and content for meaningful communication

Dispositions: Beyond beliefs

Commitment to equity



- Learning another language (Catalano & Hamann, 2016)
- Language portraits (Lau, 2016)
- Building dynamic bilingual profiles (Escamilla et al., 2014)
- Critical linguistic autobiographies (Haddix, 2008)
- Case studies and interviews (Jimenez-Silva & Olson, 2012; Schneider, 2019)
- Using bilingual teaching strategies (de Jong & Gao, 2018; Ponzio, 2020)



California's Policy and Guidance Documents



Martha Hernandez
Californians Together

Over one in four California students in the primary grades (where most literacy instruction occurs) are English learners—and 43% of the state's school children live in homes in which languages other than English are spoken. The literacy development of these students is an urgent equity issue for our state.

Four key state documents together guide literacy instruction for English learners:

- 1 The California English Language Development Standards
- 2 The EdGE Initiative
- 3 The California English Learner Roadmap policy, and
- 4 The California English Language Arts/English Language Development Framework)



California's Position

In response to the question:

What position will California take when it comes to the tension between Balanced Literacy and Structured Literacy?

“Both are needed. They should not be placed at odds. Structured Literacy is the pathway into decoding and developing the building blocks for reading. In successful districts, it is embedded in reading. In successful districts, it is embedded in and leads into an approach that includes reading, writing, listening and speaking in multiple contexts and ways and across subject areas. They are not at odds. They should be complementary. “

Linda Darling-Hammond, President of the California State Board of Education



Assessing Literacy Instruction: Implementation of SB 488

- Legislation requires the implementation of a literacy instruction performance assessment that assesses Multiple Subject and Education Specialist credential candidates for competence in instruction in literacy, including but not limited to evidence-based methods of teaching foundational reading skills.
- A program resource guide identifies the teaching knowledge, skills and abilities needed to provide literacy instruction that aligns with the ELA/ELD Framework and will be available for the future Design Team advising Commission staff and its technical contractor during the development of the literacy performance assessment and to Commission-approved teacher preparation programs.
 - There are 14 pages delineating essential literacy content for teacher preparation on foundational skills
 - Only 13 pages are focused on the other four themes combined.



Assessing Literacy Instruction: Implementation of SB 488

- The language in the bill indicates that foundational skills “warrant high priority instructional attention in the early school years and hereafter as needed.”
- California's Common Core State Standards requires students to be critical thinkers with 21st century skills.
 - Lack of a comprehensive focus on meaning making, language development, effective expression, content knowledge and foundational skills in the early grades will not prepare students to achieve these high standards in the upper grades.





A Call to Action from the National Committee on Effective Literacy



National Committee
for Effective Literacy

Moving Forward...

The current political, public and policy focus on increasing literacy for all children should be the invitation to invest in what we know works for English learners – a robust and informed literacy approach based upon research on second language learners - not an open door to repeating the narrow and inadequately informed one-size fits all focus on foundational skill approaches and mistakes of the past.

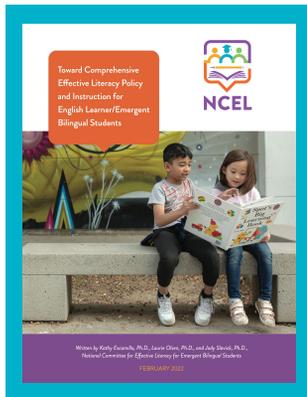


Partner Organizations

PARTNER ORGANIZATIONS



Overview White Paper



Towards Comprehensive Effective Literacy Policy and Instruction for Emergent Bilinguals/English Learner Students

Kathy Escamilla, Ph.D., Laurie Olsen, Ph.D., and Jody Slavick, Ph.D.

Introduction

The Context - History's Warning

What We Know

Establishing Effective Literacy Policy Practices Aligned to the Research on Emergent Bilingual Students

Recommendations



Share the white paper on social media
Social media toolkit

www.MultilingualLiteracy.org

Read the
Research

Download white
paper

View the
webinar

Sign the Petition

National Committee
for Effective Literacy

HOME ABOUT VISION JOIN OUR MOVEMENT RESEARCH RESOURCES CONTACT

LITERACY FOR MULTILINGUAL LEARNERS

The National Committee for Effective Literacy uplifts research, policies, and practices to ensure that English learners/emergent bilinguals leave school as proficient readers and writers in English – and preferably more languages – and who thrive and succeed in school and their communities.

WHITE PAPER

Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students

A one-size-fits-all approach to reading instruction will not work for English learners and other multilingual children. Download our White Paper to find out why.

Listen Here to the White Paper Webinar by Dr. Kathy Escamilla and Dr. Laurie Olsen.

Authors: Dr. Kathy Escamilla, Dr. Laurie Olsen, Dr. Joey Stanek

SIGN OUR PETITION



Visit the website and share with others

NCEL RESOURCES

- The National Committee for Effective Literacy website. www.MultilingualLiteracy.org
- Commissioned white papers and briefs
- Webinars, podcasts and conference presentations
- Research references



PETITION – LIFT UP OUR VOICES

- Invite teachers, administrators, school board members, researchers, organizations and parents to sign our petition to support an asset-based approach to literacy for English learners/emergent bilinguals

- <https://ActionNetwork.org/petitions/national-committee-for-effective-literacy>

To: National, State and Local Education Leaders
From: [Your Name]

We, the undersigned, affirm the robust understanding of literacy as embracing all of the five essential components described in the National Reading Panel as crucial and inter-related, and avoid the dangerous narrowing of literacy instruction to a few foundational skills. We know this robust approach is important for all students. Build upon that understanding by heeding the National Literacy Panel on Language Minority Children and Youth and subsequent research on literacy development for emerging bilinguals by embracing the dual language brain, scaffolding and targeting English instruction for English learner/emergent bilinguals, and emphasizing the development of strong biliteracy.

We are committed to effective literacy instruction for emergent bilinguals in English and other languages. We call for federal, state and local leadership and investment in professional development for all educators, as well as curriculum and resources to support the instruction that emergent bilingual students deserve but have never been sufficiently prioritized.

We encourage parents, educators, researchers, organizations and community members to support a comprehensive, integrated approach to literacy. We urge all stakeholders who want to send a powerful message to influence policy and practice for effective literacy instruction for emergent bilinguals to sign this petition and share with others.



Sign and Share the Petition

Share Your Story

1. What are you being asked to do regarding the “Science of Reading?”
2. What are your concerns, if any, about the “Science of Reading?”

<https://bit.ly/NCELSurvey>





QUESTIONS? Comments



National Committee
for Effective Literacy

“We cannot afford to lose another generation to literacy programs that aren’t designed or delivered based on what we KNOW is needed for them, or to relegate them to ineffective instructional approaches that once again, will leave them behind.”



National Committee
for Effective Literacy



National Committee
for Effective Literacy

THANK YOU!

For More Information Visit:
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WEBSITE
www.MultilingualLiteracy.com