Emergent Bilingual Support Guide

for Dual Language Programs

Aligned to the Science of Reading and TEKS

JUST RIGHT READER

TEXAS

Just Right Reader Decodables

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Introduction

Purpose of the Guide:

This guide provides practical strategies and resources for supporting emergent bilingual students and English proficient students using Just Right Reader decodables aligned with the Science of Reading and the TEKS for Kindergarten to Second Grade. It includes sections tailored to each grade level, ensuring developmentally appropriate instruction and support.

Importance of Supporting Emergent Bilingual Students

Emergent bilingual students bring unique linguistic and cultural strengths to the classroom. Supporting their language development is crucial for their academic success and literacy development.

As English Language Learners (ELLs) improve their knowledge of English, the types of linguistic support they need will change. Linguistic accommodations decrease the language barrier students experience when learning academic content in a new language. Teachers should monitor their students' English language proficiency levels and adjust accommodations as they progress.

This guide provides four levels of accommodations: beginner, intermediate, advanced, and advanced high.

Beginner Level: Students at this level are beginning to learn English. They may have little or no ability to understand, speak, or use the English language to build foundational writing and reading skills. They have limited vocabulary and understanding of basic language structures.

Intermediate Level: Students at this level have a basic understanding of English and can communicate in simple sentences and high-frequency spoken English in routine academic and social settings. They may have limited ability to understand, speak, or use the English language to build foundational reading and writing skills. They begin to use more complex language structures but still need support.

Advanced Level: Students at this level communicate more in English in grade-appropriate academic and social settings but may still need second language acquisition support with academic language and complex structures. They can understand, speak, or use English to build foundational reading and writing skills.

Advanced High Level: Students at this level can understand grade-appropriate spoken and written English in academic and social settings with minimal second language acquisition support.

Supports for English Proficient Students in Dual Language Programs

Just as important as supporting emergent bilingual students acquire social and academic proficiency skills in English, the Texas Effective Dual Language Immersion Framework emphasizes the development of a second language proficiency, in most cases Spanish, for English proficient students or non-emergent bilingual students. "The research on the benefits of programs is compelling and deep. Overwhelming evidence shows that DLI programs are the only instructional programs that close the academic achievement gap between emergent bilingual students and non-emergent bilingual students." (TX EDLIF, 2021).

In response to the growing research on the benefits of dual language instruction, Just Right Reader's evidenced-based decodables, lesson plans, videos, and resources are offered both in English and Spanish to support the systematic and explicit development of Spanish for non-emergent bilingual students.

Overview of Science of Reading and TEKS Alignment

The Science of Reading provides a research-based framework for how students learn to read and effective reading instruction, emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension. TEKS standards outline the essential knowledge and skills students need at each grade level.

Kindergarten

Linguistic Accommodations

Beginner Level
- Respect the student's silent period of language development.
- Provide sufficient wait time so students can process and communicate their responses.
- Visual Supports: Utilize Just Right Reader Lesson Plans and Teacher Resources to introduce new vocabulary with pictures.
- Sentence Frames/Stems: Incorporate sentence frames/stems to practice academic language.
- Bilingual Glossaries: Create bilingual glossaries that include translations of key terms.
- Simplified Language: Use simplified language in Lesson Plans to ensure clarity.
- Frequently model intonation and correct pronunciation in different settings.
- Provide multiple opportunities for the students to hear and read aloud grade-appropriate English in various academic and social settings.

Intermediate Level
- Provide sufficient wait time so students can process and communicate their responses.
- Sentence Frames/Stems: Incorporate sentence frames/stems to practice academic language.
- Cooperative Learning: Utilize Reading Bingo to encourage peer support through interactive activities.
- Scaffolded Tasks: Gradually increase task complexity with Elkonin Boxes to support understanding phonemic structures.
- Focus on the content of the student's response and not on the pronunciation or grammatical errors.
- Provide multiple opportunities for the students to hear and read aloud grade-appropriate English in various academic and social settings.

Advanced Level
- Provide sufficient wait time so students can process and communicate their responses.
- Sentence Frames/Stems: Incorporate sentence frames/stems to practice academic language.
- Academic Discussions: Use Just Right Reader decodable readers to facilitate discussions using academic language.
- Assign oral presentations to practice using content-based terms and common abstract vocabulary.
- Independent Research: Assign independent exploration of topics.
- Higher-Order Thinking: Challenge students with complex questions during Reading Review sessions in Lesson Plans.
- Provide multiple opportunities for the students to hear and read aloud grade-appropriate English in various academic and social settings.

Advanced High Level
- Sentence Frames/Stems: Incorporate sentence frames/stems to practice academic language.
- Occasionally use visuals and verbal cues during longer, elaborated academic instructional discussions.
- Ask students to narrate and describe problem-solving strategies using complex sentences.
- Introduce, model, practice, and review the use of idioms and colloquialisms in a variety of social and academic settings.
- Assign independent reading of grade-appropriate English text.
- Provide multiple opportunities for the students to hear and read aloud grade-appropriate English in various academic and social settings.

Differentiated Guidance for Academic Language Development

Oral Language Development

Think-Pair-Share: Set up A/B partnerships for students to share their thinking/learning using the sentence frames/stems provided.

Paraphrasing Pairs: During A/B partnerships, one student talks while the other listens. The student who listens paraphrases what the other said using the sentence frames/stems provided.

Oral Summaries: Encourage oral summaries during the Reading Review part of Lesson Plans using the sentence frames/stems provided.

Sentence Frames/Stems: Incorporate sentence frames/stems to practice academic language. Every question should include a sentence frame/stem to answer it. The question should be restated as a statement:

> *Ex. How do you think the characters felt at the end of the story?*
> *I think the characters felt _____ at the end of the story because _____.*
>
> *Ej. ¿Cómo crees que los personajes se sentían al final de esta historia?*
> *Yo pienso que los personajes se sentían _____ al final de esta historia porque ____.*

Talk Long, Write Long: Before writing, one student shares their ideas/thinking about their writing piece. The other student listens and asks questions/clarifications and may also suggest adding more details. They take turns, and once both partners have completed this conversation, they move on to writing. Remember, the more they talk, the better their writing skills become.

Cross-Linguistic Connection Lessons: Bilingual education research (Durgunoglu, 2002) shows that the use of the native language facilitates the learning of a second language. Thus, providing students with a lesson where you are comparing and contrasting the English language with their native language helps students develop their second language much faster and with improved cognitive abilities. Make sure to incorporate anchor charts with visuals and focus only on one of the language components: phonology, morphology, syntax, or grammar during these lessons. After the lesson, you can assess their understanding with a writing activity.

Writing Prompts: Provide familiar writing prompts to encourage using new vocabulary.

Shared Writing Activities: Implement shared writing activities to develop students' awareness of English print conventions.

Sketching/Dictating Before Writing: Emergent writers should draw or sketch their ideas before writing. Make sure to allow students to use pictures or scribbling to dictate or write their ideas.

Word Banks (preferably with visuals): Emergent bilingual students may not possess enough vocabulary to communicate their intended message. Provide word banks with visual aids to support them.

Labeled Pictures and Illustrations: Provide these to develop basic and content academic vocabulary.

Sentence Frames/Stems: Implement sentence frames to support writing tasks.

Paragraph Frames: These are similar to sentence frames but in paragraph format. They can be done individually or in partnerships where one student starts the first sentence, and the other partner adds the second sentence and so on.

Sharing the Pen: One student reads their partner's writing and adds questions or details to the writing with a different color pen/pencil.

Expect First Language Interference: Students might use native language words, spelling patterns, word order, and literal translation of words.

Embedded Guidance for Teachers

Developing Academic Vocabulary
- Contextualized Instruction: Teach vocabulary within the context of the Lesson Plans.
- Repetition and Practice: Read the decodables multiple times for repeated exposure to new words.
- Visual Supports: Incorporate visual supports to reinforce vocabulary.

Increasing Comprehension
- Questioning Techniques: Use open-ended questions provided in Lesson Plans. Make sure to provide sentence stems/frames for responses.
- Graphic Organizers: Utilize graphic organizers to help students organize information.
- Summarization: Teach summarization skills using sentence stems and Reading Review activities from the Lesson Plans.

Using Just Right Reader QR Phonics Videos
- Introduction of Phonics Concepts: Use QR Phonics Videos to introduce phonics concepts visually and engagingly.
- Reinforcement of Learning: Play videos to reinforce phonics skills after the initial instruction.
- Engagement and Motivation: Integrate videos into a daily phonics routine to keep students engaged.

Family Engagement
- Bilingual Communication: Regularly communicate in English and other native languages about upcoming topics, skills taught, students' academic progress, and tips for supporting reading at home. This ensures all families are informed and involved in their child's literacy journey.
- Parent Resources: Host in-person workshops and provide video tutorials to demonstrate the effective use of Just Right Reader decodables and phonics lessons at home. Offer practical tips and resources to empower parents to support their child's literacy development confidently. Refer to Just Right Reader's Science of Reading website for more strategies and support around family engagement.