

## Alphabets Instruction for English Language Learners

### Key Principles

- Evidence-based practices for teaching monolingual students are also best practices for teaching ELs.
- Leverage the strengths and capacity in L1 to support L2 development in language and literacy.
- While teachers need not speak a child's L1, they must learn about its phonology, orthography, and morphology.

### Sample Instructional Routines

(Nieser & Cárdenas-Hagan, 2020)

Phonemic Awareness	Phonics	Morphological Awareness
<ol style="list-style-type: none"> <li>1. Purposefully select words with phonemes not in a child's L1</li> <li>2. Model each phoneme, highlighting articulatory features when necessary</li> <li>3. Model blending the sounds into a whole word</li> <li>4. Ask students to repeat the word</li> <li>5. Define the word</li> <li>6. Ask students to provide the L1 word</li> <li>7. Repeat with additional words, gradually releasing responsibility</li> </ol>	<ol style="list-style-type: none"> <li>1. Say three words with the same initial sound</li> <li>2. Have the student repeat the words</li> <li>3. The student determines the common sound</li> <li>4. Teacher reviews the sound, articulatory features, and letter formation pathway</li> <li>5. Teacher leads a discussion comparing and contrasting the phoneme-grapheme correspondence to the sounds in L1 and L2</li> </ol>	<ol style="list-style-type: none"> <li>1. Say three words with the same morpheme</li> <li>2. Have the student repeat the words</li> <li>3. Write the words on the board</li> <li>4. Ask which letters spell the target morpheme</li> <li>5. Where do we find the letter(s) in these words</li> <li>6. State the morpheme and how it changes the word</li> <li>7. State the job of the morpheme</li> <li>8. Determine if the morpheme exists in the student's L1 and describe</li> <li>9. Read the base, read the suffix, read together</li> <li>10. Review the meaning of the morpheme</li> <li>11. Share example words</li> </ol>

## Resources and Extensions

### General English Learner Resources



<https://www.colorincolorado.org/>



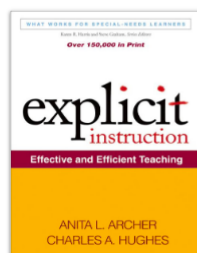
<https://www.mtss4els.org/>

### Linguistic Resources



<https://www.asha.org/Practice/multicultural/Phono/> <http://spanishcognates.org/cognate-ending>

### Books



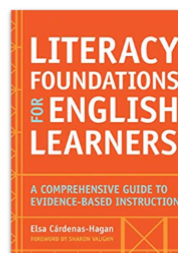
Archer & Hughes



Geva & Ramirez



Stubbie Kester



Cárdenas-Hagan

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