HELP 2025 Summer Book Clubs

**Discussion Guide**

Cardenas-Hagan, E. (Ed.). (2020). *Literacy Foundations for English Learners: A Comprehensive Guide to Evidence-Based Instruction.* Baltimore, Maryland: Paul H. Brookes Publishing Company.

**BEFORE THE FIRST DISCUSSION GROUP MEETING:** Ask the participants to read chapters 1-6.

**TIPS FOR DISCUSSION LEADERS:**

1. Use the questions from the discussion guide, from the book, or create your own questions. You do not need to use every question provided. **Please select questions that are relevant to your group.** Also, if your group would like to meet for more than two hours, please feel free to do so!
2. This should be a **discussion** with the group members doing most of the talking.
3. The goal of the discussion should focus on the application of research to practice.
4. If your group members don’t know each other, you may want to plan a brief introduction activity for your first meeting.

**DISCUSSION QUESTIONS FOR CHAPTERS 1-6:**

1. Please describe your experience with multilingual learners or supporting teachers or teacher candidates to meet the needs of multilingual learners?
2. What are some of the strengths that multilingual learners bring to Minnesota classrooms?
3. What Multi-Tiered Systems of Support are in place to support multilingual learners in your setting?
4. Chapter 2 describes the stages of native language acquisition, second language acquisition, and reading development. Compare and contrast the stages. What impact do these developmental progressions have on teaching and learning?
5. Chapter 3 summarizes the findings of the National Reading Panel Report and the National Literacy Report for Language-Minority Children and Youth. What alignment do you see between these two bodies of research? What are some specific considerations necessary for literacy instruction with multilingual learners?
6. Discuss the strategies presented in chapter 4 designed to build on students’ knowledge of phonological awareness in their home language (cross-linguistic transfer).
7. **Table 5.3** provides examples of common morphemes across languages. How can explicit instruction in morphological awareness enhance students’ ability to decode unfamiliar words and understand word meanings?
8. When designing fluency instruction for multilingual learners, what are some important things to consider about their accuracy, rate, and prosody?
9. What else from **chapters 1-6** resonated with you? Why?
10. What questions do you hope to address in our next discussion?

**DISCUSSION QUESTIONS FOR CHAPTERS 7-10:**

1. In chapter 7, the author describes three instructional design principles for teaching vocabulary to multilingual students. How are these principles evident in the instruction in your setting? What else might be done to enable students to become independent learners?
2. How does vocabulary knowledge affect students’ comprehension of text?
3. Why is it important to embed language development in content-enriched learning? What does this look like in your setting?
4. Chapter 8 presents two case studies (pp. 164-166). Select one of these to analyze and discuss.
5. How does spelling development vary among English Learners?
6. What challenges might multilingual students experience when learning to write in a new language? What strengths do they bring?
7. How is technology being used in your setting to support multilingual learners?
8. What resonated with you in these chapters? Why?
9. What other questions do you have about teaching foundational skills to multilingual learners?