

Meet Marco

Marco is in the 2nd grade and recently moved to the United States from Mexico. He loves soccer, music and speaks fluent Spanish. Marco has had little education in the English language. He knows some basic, functional words and phrases and can follow simple instructions in English. Marco has had little instruction in phonics and has trouble reading and spelling. He is better at speaking than reading and writing. It is clear to his teachers that Marco is bright. He is very interested in mathematics and science and when his books are translated he clearly understands and applies the content.

1. Consider the sociocultural, linguistic, academic and cognitive dimensions of ELL. What should teachers keep in mind when working with Marco?
2. What stage of English learning do you think best represents Marco's current skills?
3. What evidence-based practices would you suggest to ensure you are supporting Marco's ability to decode words?
4. What evidence-based practices would you suggest to ensure you are supporting Marco's vocabulary development?
5. What evidence-based practices would you suggest to ensure you are supporting Marco's comprehension?