

I. Syntheses and resources that support all of the recommendations:**Books**

Lesaux, N.K., Phillips Galloway, E., & Marietta, S.H. (2016). *Teaching Advanced Literacy Skills: A Guide for Leaders in Linguistically Diverse Schools*. New York, NY: Guilford Press.

Lesaux, N.K. & Russ Harris, J. (2015). *Cultivating Knowledge, Building Language: Literacy Instruction for English Learners in Elementary Schools*.

Articles

Hall, C., Roberts, G. J., Cho, E., McCulley, L. V., Carroll, M., & Vaughn, S. (2017). Reading instruction for English learners in the middle grades: A meta-analysis. *Educational Psychology Review*, 29(4), 763-794.

Richards-Tutor, C., Baker, D. L., Gersten, R., Baker, S. K., & Smith, J. M. (2015). The effectiveness of reading interventions for English learners: a research synthesis. *Exceptional Children*. Advance online publication. doi:10.1177/0014402915585483.

II. Language learners working with on-grade level text in the context of appropriate supports (and, also, provided opportunities to read texts that are accessible when reading independently)

Northrop, L., & Kelly, S. (2019). Who gets to read what? Tracking, instructional practices, and text complexity for middle school struggling readers. *Reading Research Quarterly*, 54(3), 339-361.

Hiebert, E., Mesmer, H. A. (2013). Upping the ante of text complexity in the Common Core State Standards: Examining its potential impact on young readers. *Educational Researcher*, 42, 44-51. doi:10.3102/0013189X12459802

Lupo, S. M., Strong, J. Z., Lewis, W., Walpole, S., & McKenna, M. C. (2018). Building background knowledge through reading: Rethinking text sets. *Journal of Adolescent & Adult Literacy*, 61(4), 433-444.

III. Presenting a diverse range of content

Lara-Alecio, R., Tong, F., Irby, B. J., Guerrero, C., Huerta, M., & Fan, Y. (2012). The effect of an instructional intervention on middle school English learners' science and English reading achievement. *Journal of Research in Science Teaching*, 49(8), 987-1011. doi:10.1002/tea.2103.

Vaughn, S., Swanson, E. A., Roberts, G., Wanzek, J., Stillman-Spisak, S. J., Solis, M., Simmons, D. (2013). Improving reading comprehension and social studies knowledge in middle school. *Reading Research Quarterly*, 48, 77-93. doi:10.1002/rrq.039

Hwang, H., & Duke, N. K. (2020). Content counts and motivation matters: Reading comprehension in third-grade students who are English learners. *AERA Open*, 6(1), 2332858419899075.

Cabell, S. Q., & Hwang, H. (2020). Building content knowledge to boost comprehension in the primary grades. *Reading Research Quarterly*, 55, S99-S107.

Kim, J. S., Burkhauser, M. A., Mesite, L. M., Asher, C. A., Relyea, J. E., Fitzgerald, J., & Elmore, J. (2021). Improving reading comprehension, science domain knowledge, and reading engagement through a first-grade content literacy intervention. *Journal of Educational Psychology*, 113(1), 3.

IV. The new role of language and literacy skills

Levy, F. & Murnane, R.J. (2013). *Dancing with Robots: Human Skills for Computerized Work*. Washington, DC: Third Way, Next Series.

Autor, D., Mindell, D. & Reynolds, E. (2020). *The Work of the Future: Building Better Jobs in an Age of Intelligent Machines*. Cambridge, MA: MIT Task Force on the Work of the Future.

Phillips Galloway, E., Uccelli, P., Aguilar, G., & Barr, C. D. (2020). Exploring the cross-linguistic contribution of Spanish and English academic language skills to English text comprehension for middle-grade dual language learners. *AERA Open*, 6(1), 2332858419892575.

Phillips Galloway, E., & Uccelli, P. (2019). Examining developmental relations between core academic language skills and reading comprehension for English learners and their peers. *Journal of Educational Psychology*, 111(1), 15.

Mancilla-Martinez, J., Hwang, J. K., Oh, M. H., & McClain, J. B. (2020). Early elementary grade dual language learners from Spanish-speaking homes struggling with English reading comprehension: The dormant role of language skills. *Journal of Educational Psychology*, 112(5), 880.

V. Combining cognitive and social skills

Hwang, H., & Duke, N. K. (2020). Content counts and motivation matters: Reading comprehension in third-grade students who are English learners. *AERA Open*, 6(1), 2332858419899075.

Child, S., Oakhill, J., & Garnham, A. (2018). You're the emotional one: The role of perspective for emotion processing in reading comprehension. *Language, cognition and neuroscience*, 33(7), 878-889.

VI. Teaching grammar in a design that builds content knowledge and process

Symons, C., Palincsar, A. S., & Schleppegrell, M. J. (2017). Fourth-grade emergent bilinguals' uses of functional grammar analysis to talk about text. *Learning and Instruction*, 52, 102-111.

Schwarz, V. S., & Hamman-Ortiz, L. (2020). Systemic functional linguistics, teacher education, and writing outcomes for US elementary English learners: A review of the literature. *Journal of Second Language Writing*, 49, 100727.