This longitudinal study analyzed growth in English vocabulary and tense marking during preschool to predict later reading achievement in Spanish-English dual language learners with typical development.

The participants’ mean age in preschool was 51.1 months, and their dual language skills were tracked for 2 consecutive academic years.

This presentation will outline the following topics:

Describe typical English vocabulary growth trajectories for preschool-age, Spanish-English dual language learners.

Describe typical English tense marking growth trajectories for preschool-age, Spanish-English dual language learners.

Discuss the impact of growth in English vocabulary and tense marking during the preschool period on later reading achievement.

Selected References

