

PLAIN TALK ABOUT LITERACY AND LEARNING[®]

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Power Of Reciprocity In Literacy And Content Learning For Emergent Bilinguals

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DISCLOSURE(S):

- I have no financial disclosures to report

A man in a green sweater is seen from the back, raising his right hand. In the background, a woman in a yellow jacket is also raising her hand. The scene is set in a meeting room with whiteboards and blue chairs.

Who is in the room?

A bit about me...





Current Research

- Improving Reading Outcomes for **Emergent Bilinguals** in Multitiered Systems of Support
 - Enhancing Narrative Language and Reading Comprehension Among EBs (IES; PI: Capin)
 - Center for Success of English Learners: Enhancing Social Studies Instruction (IES; PI: Francis)
- Enhancing Reading and Related Factors Influencing Through **Intensive Interventions**
 - Supporting Attention and Reading for Kids (SPARK; NIH; PI: Capin)
 - Enhancing Reading and Reducing Anxiety (PI: Vaughn)



Our Plan

1. Discuss the **strengths and opportunities** that emergent bilinguals present
2. The critical role of **integrating literacy and content learning for EBs**
 - Preview an evidence-based instructional approach that is freely available
3. Designing Learning Environments **where EBs Thrive**

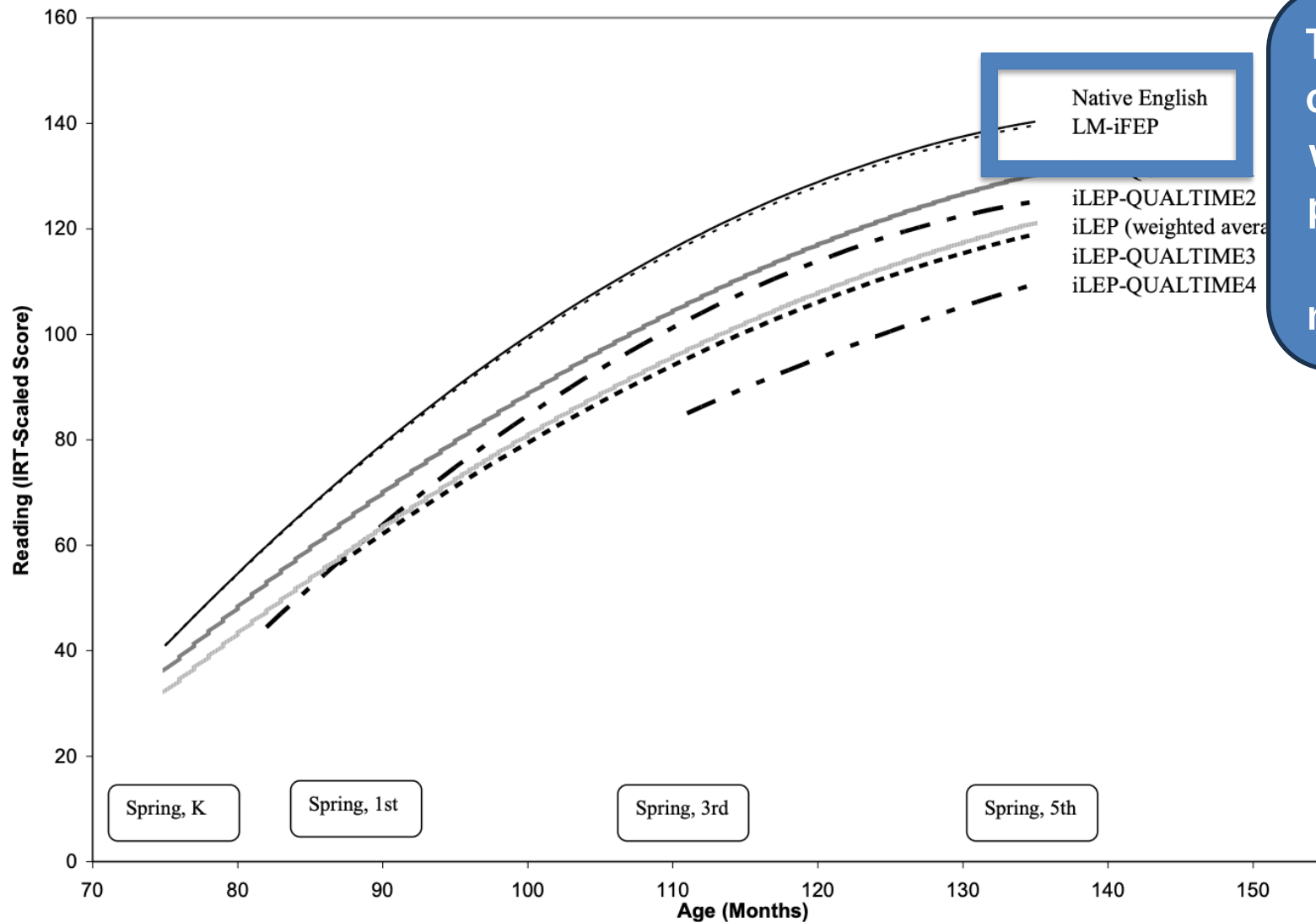


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What do we know about multilingual students?



The reading trajectories of multilingual students who enter kindergarten proficient in English are indistinguishable from native English speakers

Kieffer, 2008



In this presentation, I am going to focus on **emergent bilingual students** because these are the students who could really benefit from additional supports



Even within this subgroup, there is a lot of heterogeneity

EBs represent a heterogeneous population of students with a broad variety of strengths and needs, including varying degrees of academic skills, subject matter knowledge, and proficiency in their native language and in English

Genesee et al., 2006

What are the Strengths of Emergent Bilinguals?



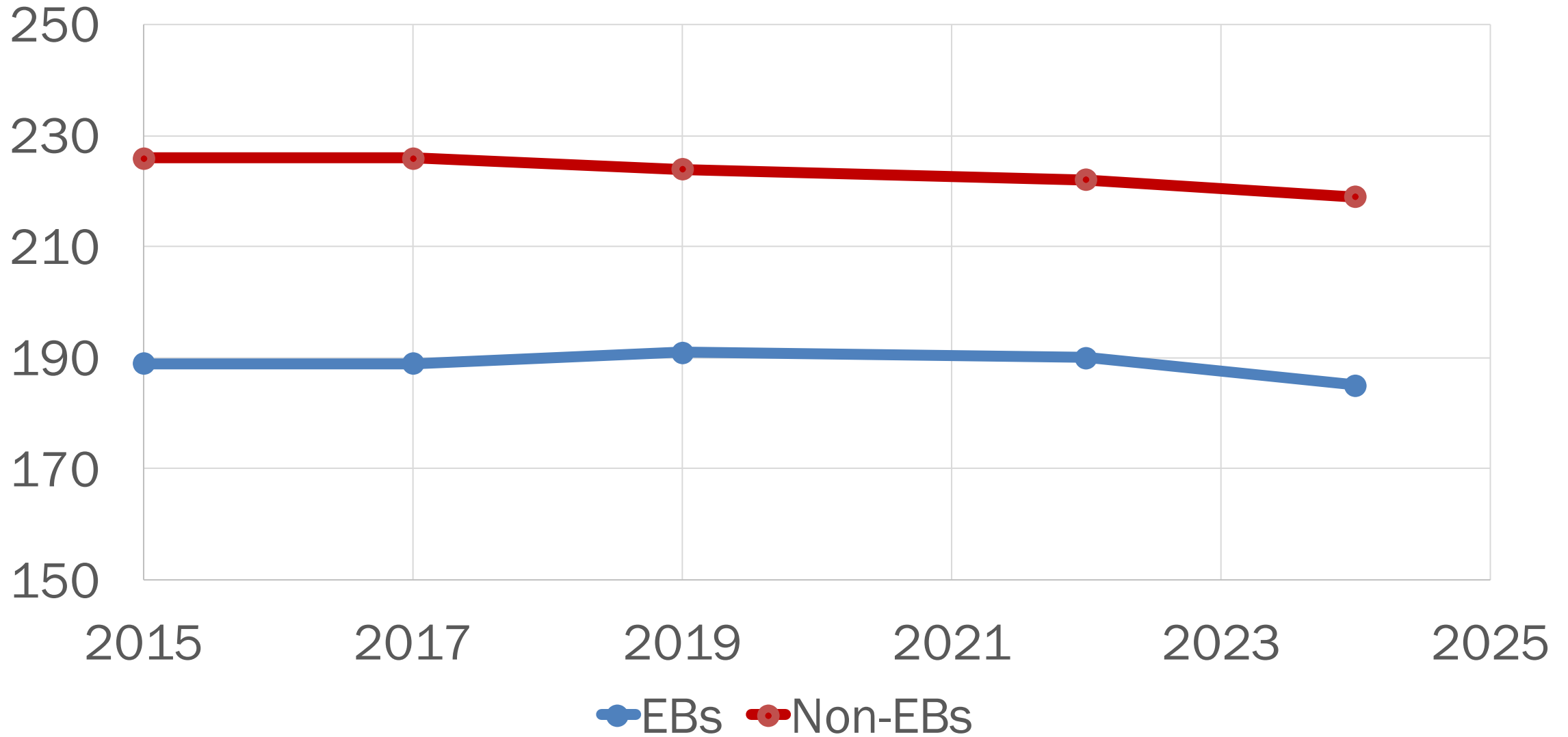


What Are The Strengths of Emergent Bilinguals?

- Knowledge in their primary language
- Cultural knowledge
- Intelligence
- Curiosity
- Work ethic
- Problem solving
- Dedicated

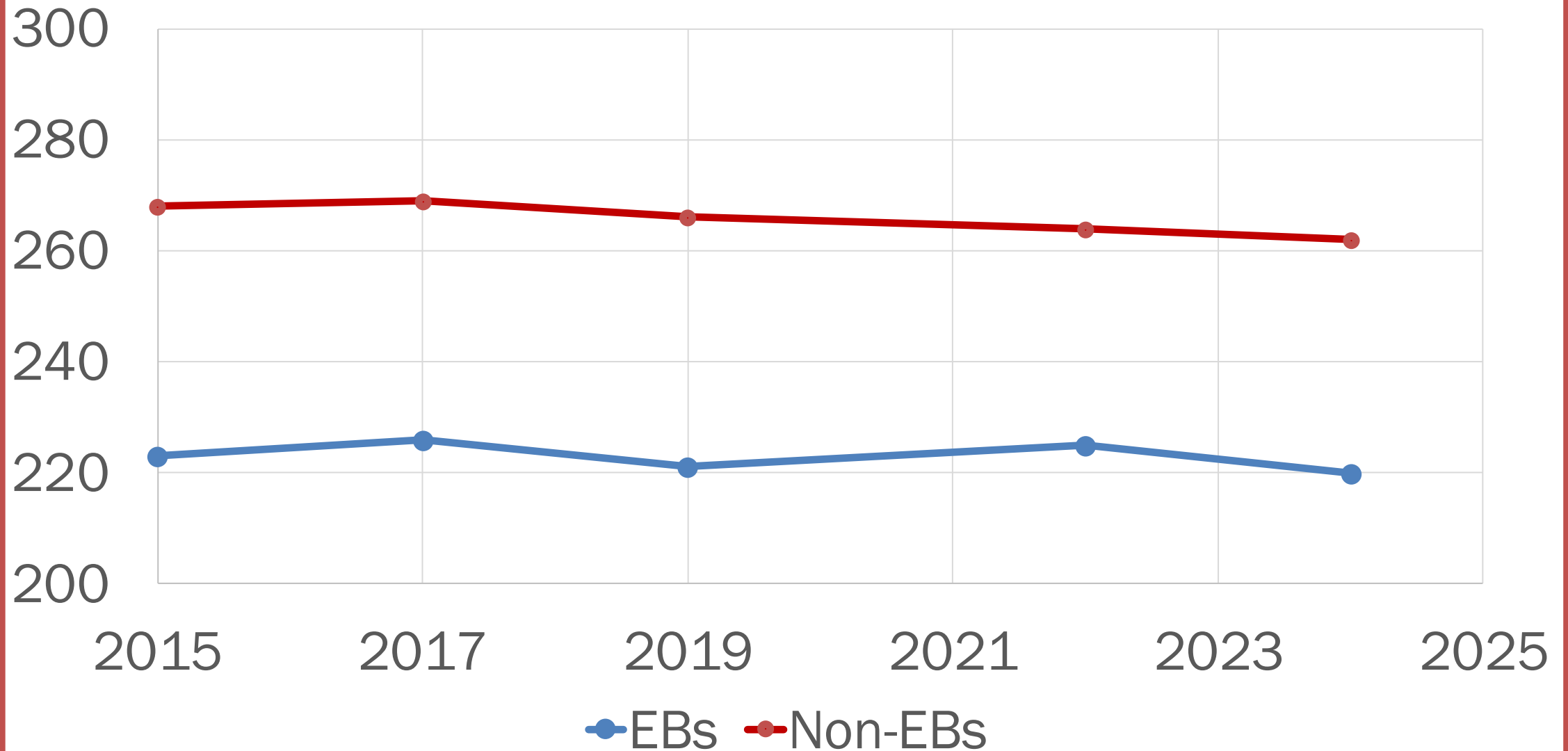


Grade 4 NAEP Reading Scores





8th Grade Reading Scores



What Beliefs and Practices May Contribute to the Current Reading Performance of Emergent Bilinguals?



“I’m not sure how to best help him”

Classroom teachers often do not feel prepared to support a student population that grew more diverse over the past (Banilower et al., 2013; Llosa et al., 2016)

EBs often do not receive the linguistic supports needed to access grade-level course content, which make it difficult for them to successfully engage in instruction (August & Shanahan, 2006; Lesaux et al., 2014)



“Oh, he is an English Learner. He’ll catch on eventually”



Some may believe that if they wait long enough, EBs will “catch on” and develop foundational literacy skills

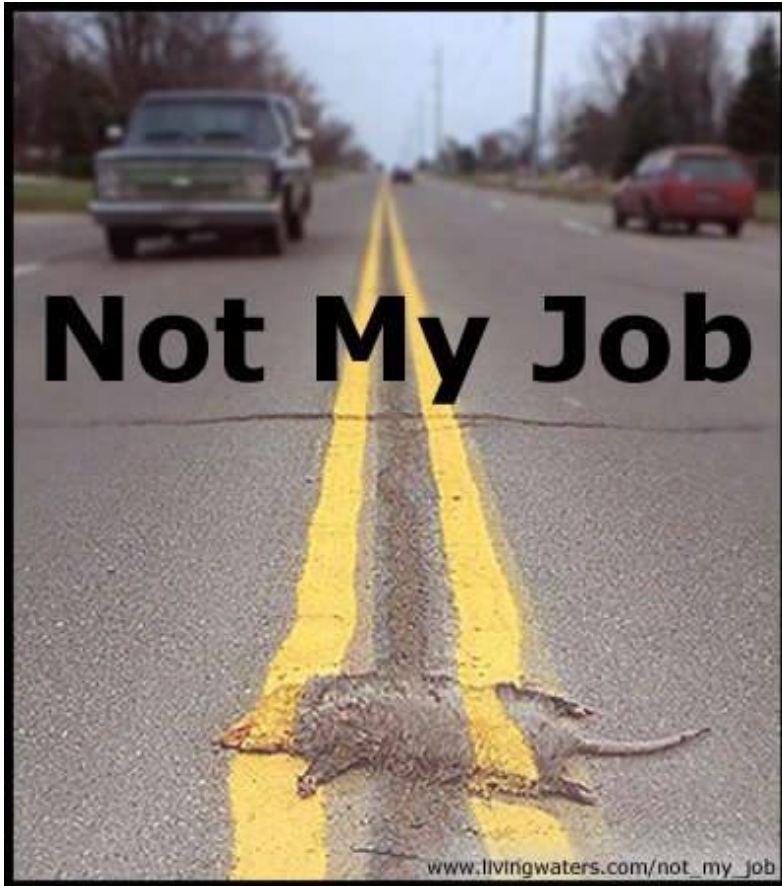
Some may think that EBs difficulties will always reside with developing oral language and vocabulary



This thinking may prevent some emergent bilinguals from receiving intervention or special education services



“I’m a history teacher, not an ESL teacher”



Some content-area teachers do not see the development of language or literacy skills as integral to their instruction (Bunch et al., 2009)

Some teachers who see value in integration have difficulty putting this it into action (Patchen & Cox-Petersen, 2008)



**“He would probably have more success
in this class.”**

EBs in the middle school and high school grades are often **clustered and tracked into non-college preparatory classes and classes with simplified curricula** (e.g., Callahan, 2005)

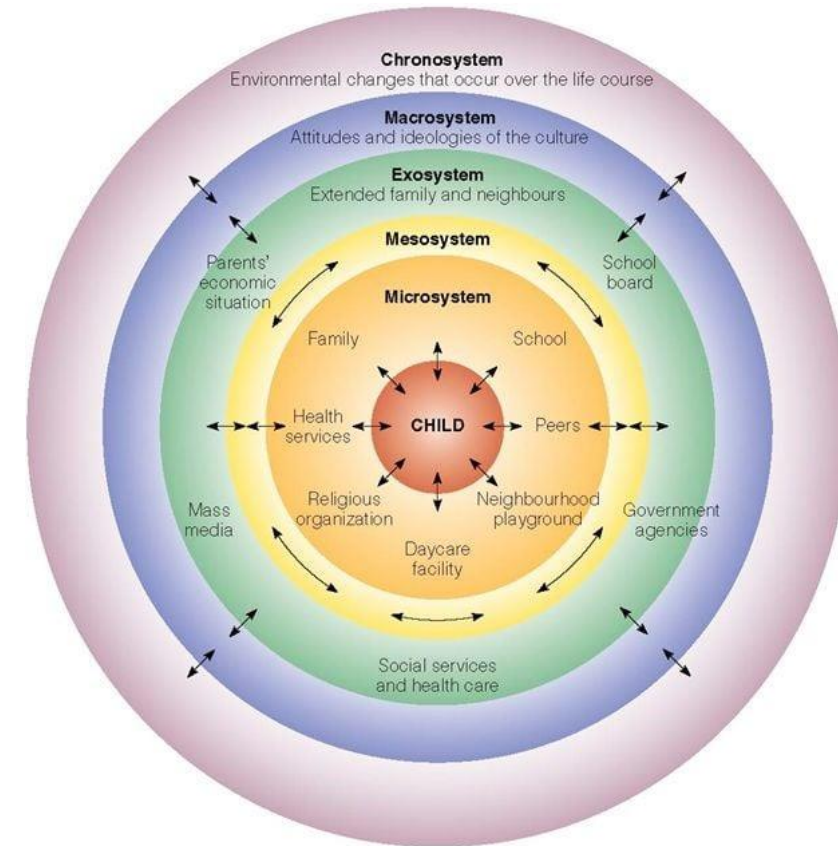
EBs in these classes have **fewer opportunities to learn complex content and vocabulary and fewer opportunities to engage with peers whose academic language and vocabulary is more developed**



Other Challenges In and Outside of School

Due to policies that lead to inequities in school funding, **EBs are more likely to be enrolled in under-resourced schools** (Cosentino de Cohen et al., 2005).

EBs in the U.S. experience **elevated levels of poverty and other socio-cultural factors** that influence their development.



Reasons EBs May Perform Lower than Their Potential



Misconceptions about EBs

Teachers do not feel prepared to support EBs

Some teachers don't see supporting EBs' language and literacy as central to their role

Tracking EBs in less rigorous classes

Often attend lower-resourced schools

EBs are more likely to experience poverty

**Factors that
May Affect
the Literacy
Opportunities
and
Achievement
of EBs**



Reasons EBs May Perform Lower than Expected

Misconceptions about EBs

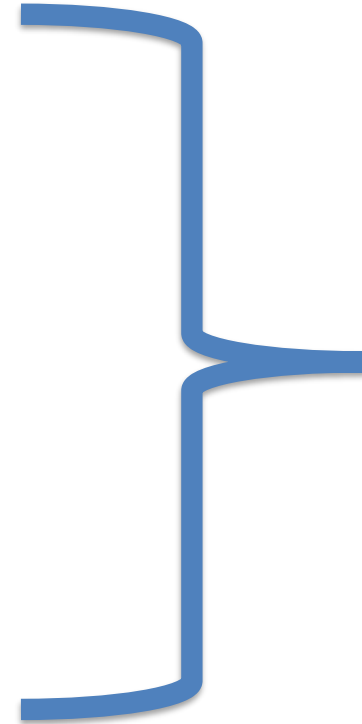
Some teachers do not feel prepared to support EBs

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**We Have the
Opportunity
to Impact
Many of
these Factors**



Our Plan

1. Discuss the **strengths and opportunities** that emergent bilinguals present

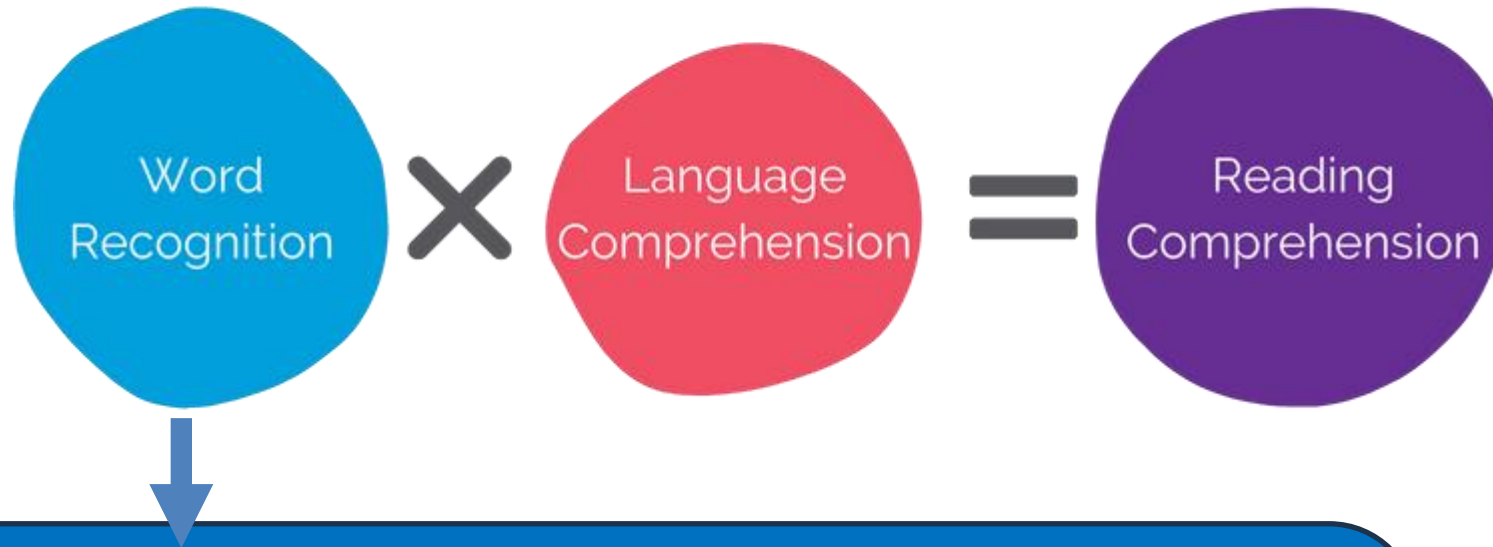
2. The critical role of **integrating literacy and content learning for EBs**

- Preview an evidence-based instructional approach that is freely available

3. Designing Learning Environments where EBs Thrive

Simple View of Reading

Gough & Tunmer, 1986



EB students develop code-based skills (e.g., word reading) comparable to their monolingual peers; however, some EBs will also demonstrate difficulties in word reading (e.g., Capin et al., 2023; Cho et al., 2019; Miciak et al., 2022)."



Good News: Evidence-Based Practices for Supporting Foundational Reading Skills are Efficacious for EBs

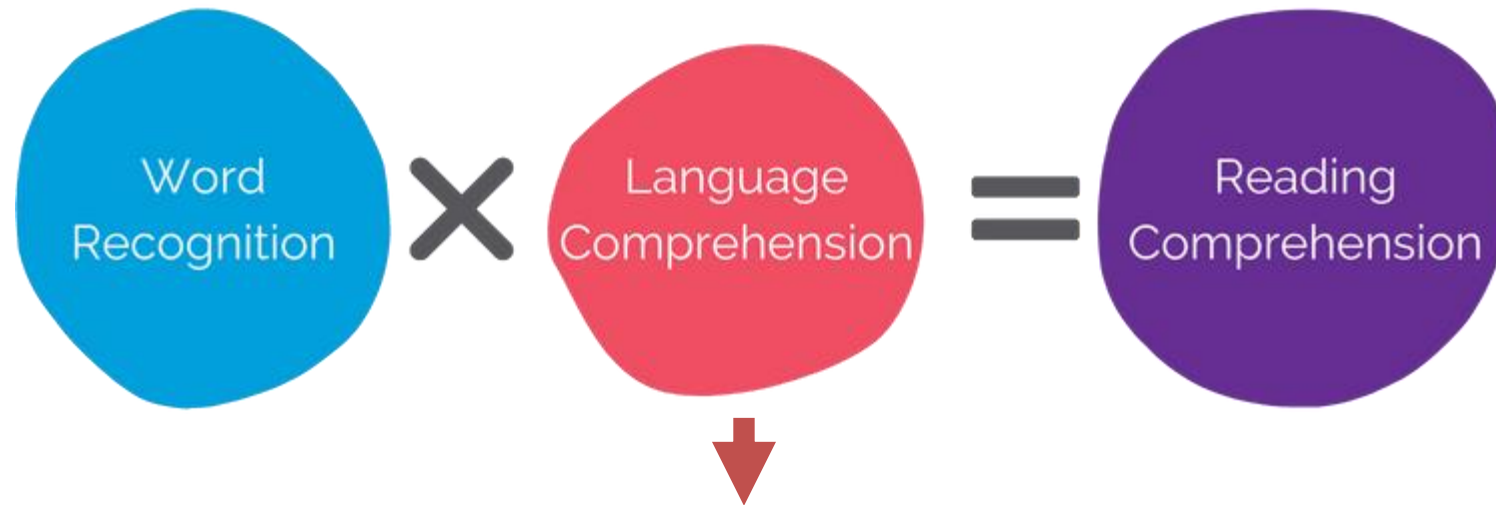
Evidence-based practices for teaching foundational reading skills grounded in reading science appear to be similarly effective for EBs with or at risk for reading difficulties (Capin et al., 2021; Richards-Tutor et al., 2016; Roberts et al., 2023; Solari et al., 2022).

Of course, it is prudent to leverage students' **primary language and cultural knowledge** and incorporate **academic language** instruction when teaching EBs, throughout their development



Simple View of Reading

Gough & Tunmer, 1986



EBs, by definition, are developing in their English language proficiency

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

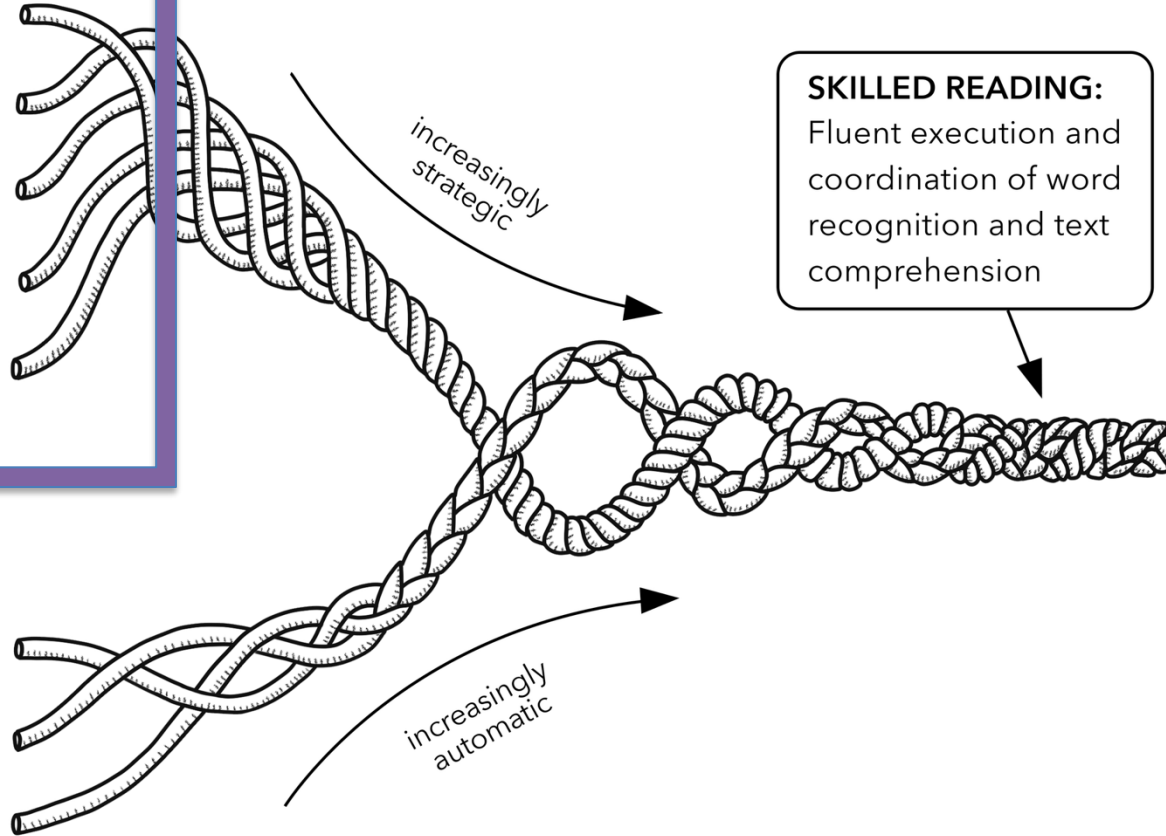
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

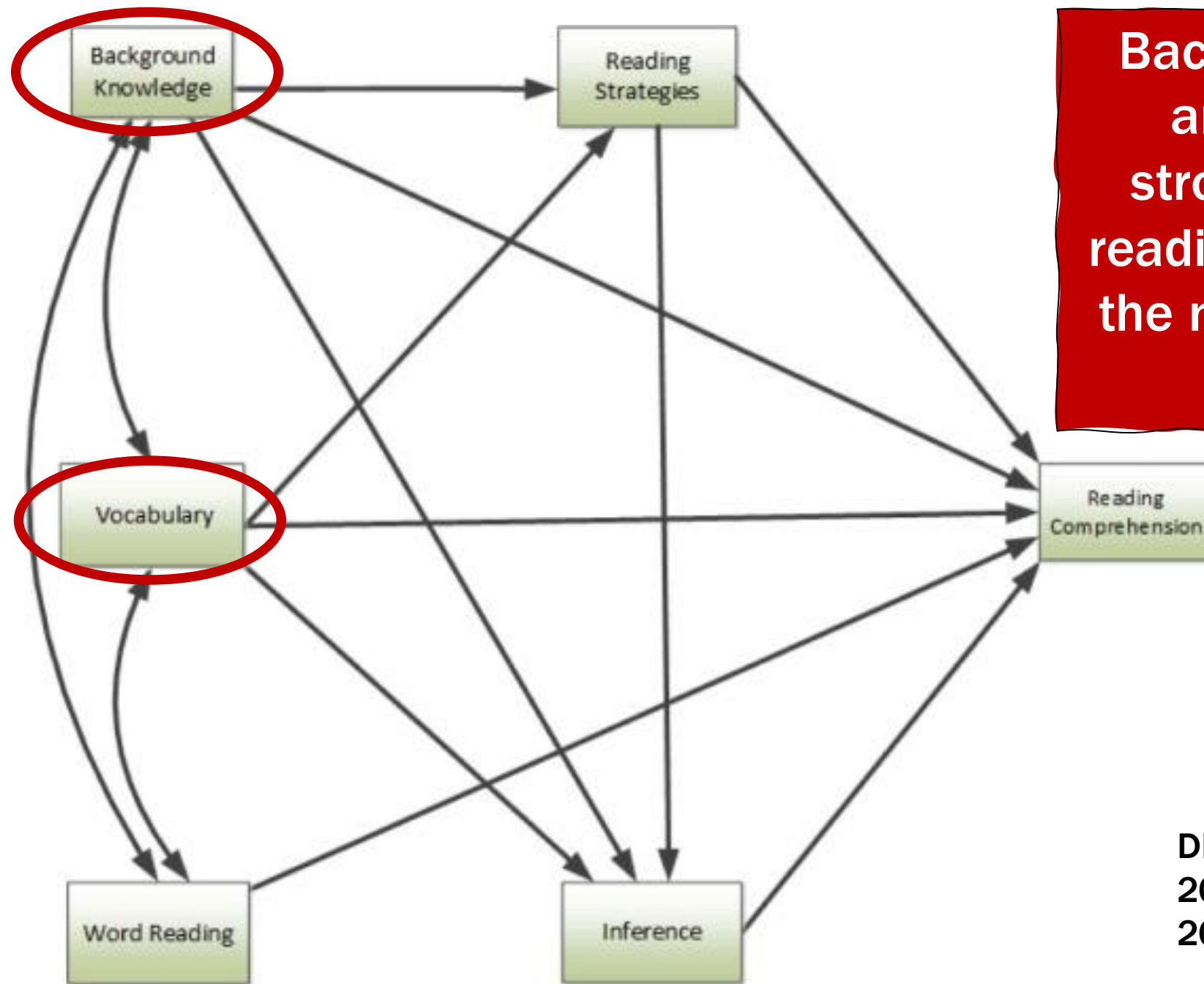
PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Scarborough, 2001



Background knowledge and vocabulary are strongest predictors of reading comprehension in the middle school grades and beyond

DIME Model (Ahmed et al., 2016; Cromley & Acevado, 2007; Cromley et al., 2010)

Knowledge Building as a Driver of Reading Comprehension

- Correlational data showed content knowledge is moderately correlated with reading comprehension ($r = .41$)
- Causal data shows that content knowledge instruction improved content knowledge ($g = 1.36$) and reading comprehension ($g = 0.44$)



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Psychological Bulletin

2025, Vol. 151, No. 10, 1219–1244
<https://doi.org/10.1037/bul0000502>

Content Knowledge and Comprehension: A Meta-Analytic Review of Correlational and Causal Associations

Young-Suk Grace Kim¹ and Yucheng Cao²
¹ School of Education, University of California, Irvine
² College of Education, Middle Tennessee State University

We examined (a) the relation between content knowledge and comprehension (both reading and listening comprehension) using correlational data and (b) the impact of content knowledge instruction on content knowledge and comprehension using causal data. Moderation by assessment, person, instruction, and study quality characteristics was systematically examined. For causal data, listening comprehension was excluded from moderation analysis due to insufficient studies. Correlational data from 108 studies, 441 correlation coefficients, and $N = 68,301$ participants showed that content knowledge was moderately related to comprehension with an identical magnitude for listening comprehension and reading comprehension ($r = .41$). The relation with reading comprehension was stronger when content knowledge was assessed using norm-referenced tasks ($r = .50$) than when it was assessed using researcher-developed tasks ($r = .39$). Causal data from 55 studies, 304 treatment effect sizes, and $N = 18,540$ participants showed that content knowledge instruction improved content knowledge ($g = 1.36$) and reading comprehension ($g = 0.44$), but not listening comprehension ($g = 0.13$). Effects on reading comprehension differed: research-developed tasks ($g = 0.51$) compared to norm-referenced comprehension assessments ($g = 0.21$); knowledge activation ($g = 0.66$) compared to knowledge building ($g = 0.19$); and studies with an N of 1 design ($g = 0.67$) compared to those that did not ($g = 0.18$). The findings highlight the importance of content knowledge in comprehension while highlighting the need to consider variation in the relation and impact by assessment, instruction, and study quality features. Future directions are discussed.

Public Significance Statement

This study finds that content knowledge is related to reading and listening comprehension, and content knowledge instruction improves both knowledge and reading comprehension. These findings indicate that building and activating students' knowledge across subject areas like science, history, and literature is crucial for improving reading skills and that effective literacy instruction should teach both content knowledge and language and reading skills. These findings have immediate implications for how schools structure their curricular activities—suggesting that students benefit more from learning rich content alongside reading instruction. For parents, this research underscores the value of exposing children to diverse topics through conversations, documentaries, museum visits, and varied reading materials. The more children know about the world, the better equipped they become to understand what they read.

Keywords: content knowledge, prior knowledge, background knowledge, comprehension

Supplemental materials: <https://doi.org/10.1037/bul0000502.supp>



Integrating Literacy and Content-Area Instruction is Particularly Valuable

- Causal data examining literacy and content-area instruction improves reading comprehension (ES = .40), including on standardized comprehension outcomes (ES = .25)



Scientific Studies of Reading



ISSN: (Print) (Online) Journal homepage: www.tandfonline.com/journals/hssr20

Effects of Integrated Literacy and Content-area Instruction on Vocabulary and Comprehension in the Elementary Years: A Meta-analysis

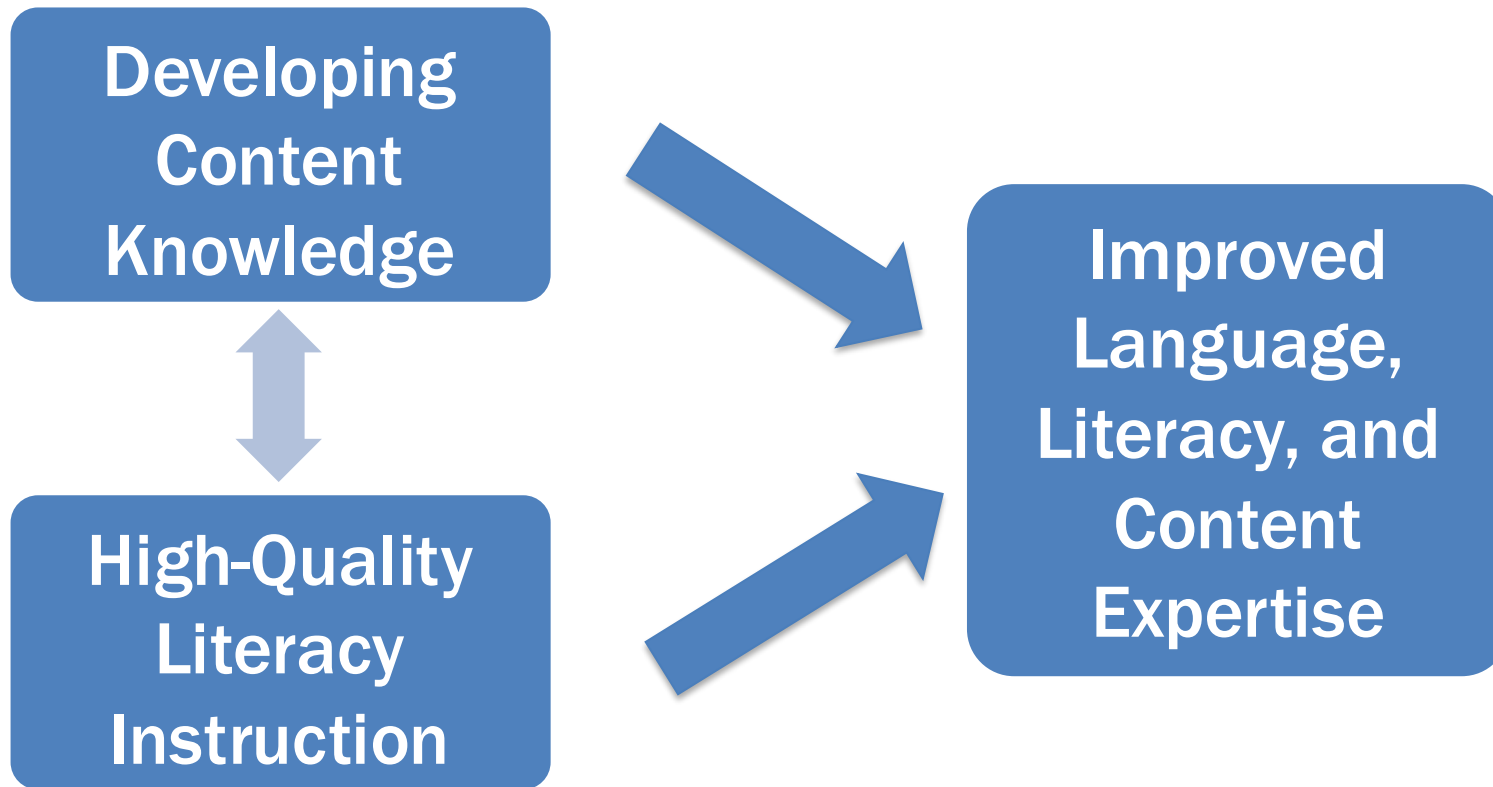
Hyejin Hwang, Sonia Q. Cabell & Rachel E. Joyner

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To link to this article: <https://doi.org/10.1080/10888438.2021.1954005>



The integration of literacy and content-area learning is particularly critical for EBs



These findings help resolve the tension for content-area teachers who feel, “I’m not a language or reading teacher,” by showing that teaching content necessarily involves teaching the language of that discipline.

**What Specific
Instructional
Practices Support
Language,
Literacy, and
Content-Area
learning for EBs?**





Let's Look at an Evidence-based Curriculum for Improving Social Studies Knowledge and Literacy Together Among Middle School EBs and Their Peers



World Generation

Unit 1

The Egyptian
Pharaohs: Wise
Investors or
Wasteful Spenders?



Unit 2

Was is Better to be
an Athenian or a
Spartan?



Unit 3

Ancient Roman
Government: Whose
Voice Counts?



Unit 4

Pompeii: An
Irresponsible
Decision or an
Unexpected
Disaster?



World Generation was
the byproduct of
integrating additional
supports for EBs in
SoGen (SERP, 2015)



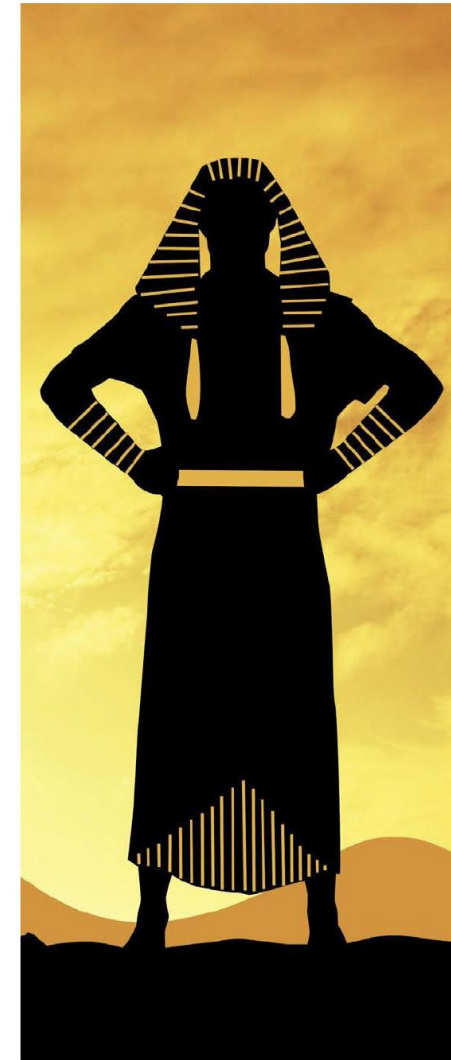
World Generation



World History Instructional Units with Integrated Language and Literacy Supports

Originally developed by Strategic Education Research Partnership in collaboration with researchers and teachers in Massachusetts (Social Studies Generation)

Our team—the Center for the Success of English Learners—collaborated with educators to make the units even stronger for EBs



The Egyptian Pharaohs:

Wise Investors or Wasteful Spenders?



Evidence of Reciprocal Growth: Content & Literacy Improvements

Robust Effects Across Domains: WorldGen led to improvements across vocabulary, social studies knowledge, and disciplinary literacy

Universal Benefits: The effects were not different for EBs and non-EBs, suggesting everyone benefited

Still Work to Do: The impact was statistically significant, but we should still wonder how we can increase the magnitude of effects



Key WorldGen Practices

1. Make content relevant to students lives and provide a purpose for learning

2. Use explicit and systematic instruction to build language, literacy, and social studies expertise

3. Provide daily opportunities for purposeful language use within the discipline of social studies

4. Incorporate Frequent Opportunities for Structured Peer Interactions with individual and shared accountability

5. Scaffold learning to promote access to appropriately challenging texts & tasks.



1. Making Content Relevant to Students Lives and Provide a Purpose for Learning

1. Introduce students to the unit's dilemma



The Egyptian Pharaohs:

Wise Investors or Wasteful Spenders?

In this social studies unit, students will explore ancient Egypt by learning about the Egyptian social structure and why and how the pyramids were built.

Throughout the unit students will engage in collaborative discussions within teacher-arranged heterogeneous groups and within various grouping structures. A set of social studies disciplinary literacy practices will be targeted. Students will engage with new academic vocabulary, read informational text, identify different perspectives, and produce evidence-based arguments and counterarguments in debate and essay writing. All unit activities relate and build to answer the central question of the unit: Were the Egyptian Pharaohs wise investors or wasteful spenders?

Unit Question:
**Were the
Pharaohs Wise
Investors or
Wasteful
Spenders?**



1. Make Content Relevant to Students Lives and Provide a Purpose for Learning

1. Introduce students to the unit's dilemma
2. Build knowledge through Springboard Activity

Just got to Egypt after traveling for over 10 hours!! I'm exhausted, but can't wait to be near some of the greatest wonders of the world! #jetlag #adventure





1. Make Content Relevant to Students Lives and Provide a Purpose for Learning

1. Introduce students to the unit's dilemma
2. Build knowledge through Springboard Activity
3. Make content relevant through Reader's Theater

Reader's Theater

Amazing Investment or Money Down the Drain?



Note: You are going to read about an example of spending that some consider an investment and others consider wasteful. Also, think of yourself as a word detective- when you encounter the words in bold or any words you would bold because they are difficult, consider ways to detect their meaning.

Before you begin reading, discuss with a partner a time when you (or your family) spent money wisely. Next, tell about a time when you wasted money.

2. Use explicit and systematic instruction to build language, literacy, and social studies expertise

- Teach High-Leverage Academic Vocabulary

Before we start, let's review our focus word, **hierarchy**, and discuss how much power the artisans had. Also note that the police chief was a government official.

Hierarchy: a system of organization in which people or things

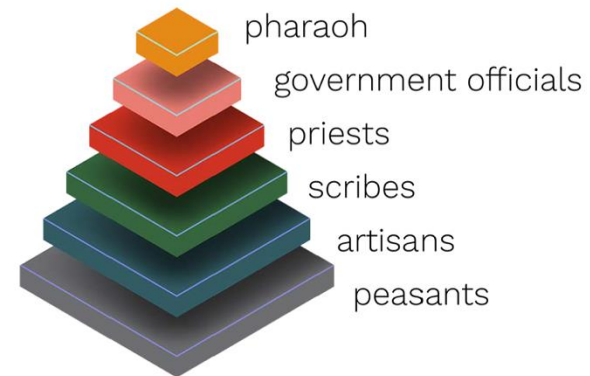


Turn and Talk:
What is the typical *hierarchy* in a family?

Infrastructure: the basic facilities that serve an organization,



Turn and Talk:
What kind of *infrastructure* does a school need?



What does **hierarchy** mean?

Who had the most power in Egypt?

Who had the least?

How much power did the artisans have?

3. Provide daily opportunities for purposeful language use within the discipline of social studies

- Develop specialized reading, writing, speaking, and listening skills in social studies

Identifying Different Perspectives

Warm-up:

Reading the statements to the right. Can you tell which supports building a swimming pool and which opposes?

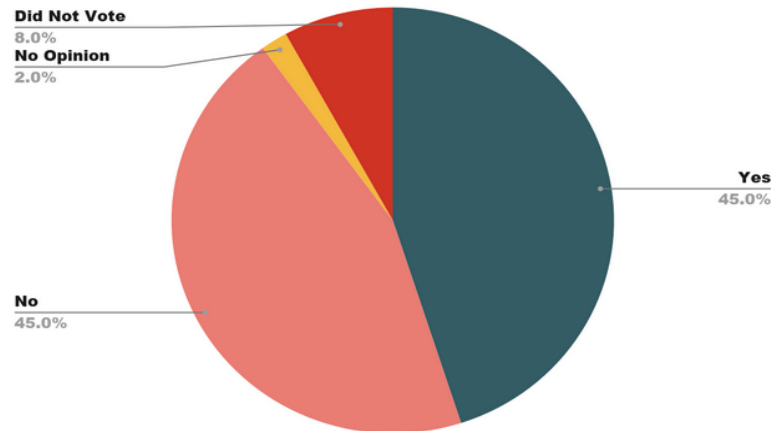
*"This pool is easy to **justify**. If we don't build it, the athletes and families will be disappointed!"*

*"Make a fuss! A swimming pool is not the way to spend our **surplus!**"*

Directions:

During this activity, refer to the Reader's Theater script and work with your partner.

The student body at Horace Mann Middle School voted on whether or not to build a swimming pool. The results are below. Examine the data and answer the questions that follow.



Identifying Different Perspectives

Who would say such a thing?

Read these quotations, then match the quotation to the person most likely to have said it. The first one has been done for you.

"Your strike is not justified because you must work hard in order to be rewarded when the pharaohs and priests are happy in their afterlives and watching over you."

"I'll tell you my opinion. Go up, gather your gear, close your doors, fetch your wives and your children, and I'll lead you to the temple of Menmaatre and let you settle down there right away." (actual translation from ancient text!)



Peasant working near Deir el-Medina



The **police chief** in Deir-Medina (Speaking to the crafts workers)



A **crafts worker** in Deir-Medina: (Speaking to the officials)



Priest of Thebes

"Allowing the artisans to strike is a bad idea because the artisans are already well enough off. We work hard every day and give a portion of our crops to the tax collectors. If anyone deserves a better quality of life, it is us."

"The prospect of hunger and thirst has driven us to this; there is no clothing, there is no ointment, there is no fish, there are no vegetables." (actual translation from ancient text!)

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Generating Arguments and Counterarguments

To be a good debater, you not only need to come up with good arguments (reasons to persuade others), but you also need to come up with counterarguments (reasons to oppose other arguments). Furthermore, you need to be able to respond to the counterarguments against your argument! The first column in the chart below lists arguments to support the idea that Horace Mann Middle School should build a pool. The second column lists the counterarguments to the arguments in the first column. The third column lists the reasons to oppose the counterarguments.



Directions:

We will work through this table as a class.

ARGUMENTS	COUNTERARGUMENTS	OPPOSING THE COUNTERARGUMENTS
		
<p>The extra money should not be spent on building a pool because there are so many items at our school that need to be fixed first. For example, the bathrooms and desks!</p>	<p>Actually the argument you just gave is not that strong because the bathrooms and the desks are OK being in a bit of a messy state. It is not hurting anyone or affecting anyone's learning. It seems it would be way more beneficial to have a new pool.</p>	<p>I don't think so! Maybe it is not hurting anyone to have old desks and messy bathrooms, but not too many students will benefit from the pool. EVERYONE would benefit from fixing the bathrooms and desks.</p>

3. Provide daily opportunities for purposeful language use within the discipline of social studies

- Develop specialized reading, writing, speaking, and listening skills in social studies

Debate

Here is a rundown of today's debate. There are four rounds with short breaks in between for teams to strategize.

ROUND 1



Team Representatives present **opening statements**.

Other team members **listen carefully to the other team's opening statement and write ideas for counterarguments**. Use your Thoughtbook to jot down ideas.

→ STRATEGY SESSION:

Each team discusses how to counter the argument presented in opening statements



ROUND 2



Team Representatives present a **counterargument** to the other team's position.

Other team members listen carefully to their representative and the other team's representative. **As they hear counterarguments against their team's position, they write down ideas about how to respond**. Use your Thoughtbook to jot down ideas.

→ STRATEGY SESSION:

Each team discusses how to respond to the counterargument the other team presented.



ROUND 3



Team Representatives **defend against the counterargument** made by the other team.

Other team members hear responses to counterarguments and **write down ideas the team might want to add to the closing statement**. Use your Thoughtbook to jot down ideas.

→ STRATEGY SESSION:

Each team discusses what to include in the closing statement.



ROUND 4



Team Representatives make **closing statements**.

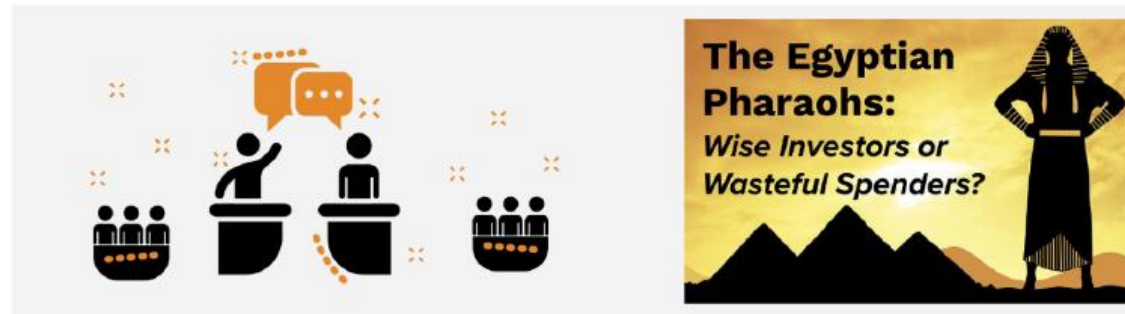
Other team members stand in support of the representative and applaud when they finish. Thank the opposing team for the opportunity to debate them.

3. Provide daily opportunities for purposeful language use within the discipline of social studies

- Develop specialized reading, writing, speaking, and listening skills in social studies

Session 7: Debate Day

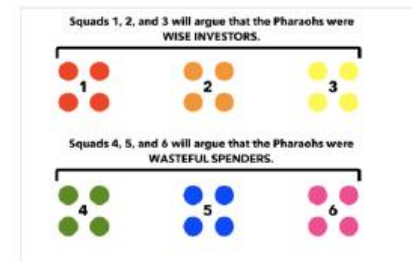
Session Introduction



How to debate effectively:

1. Speak clearly and with confidence
2. Maintain proper body language
3. Maintain eye contact with your opponents and the audience
4. Stay on topic.

You can see how the debate will run by [reviewing the animation](#):



4. Incorporate Frequent Opportunities for Structured Peer Interactions

- Lots of opportunities to read, write, and discuss with peers!



Turn, Talk and Write:

Why did the artisans strike? What was the cause of the strike? Was it *justified* or not? Explain your answer...

5. Scaffold learning to promote access to appropriately challenging texts & tasks

- Develop specialized reading, writing, speaking, and listening skills in social studies



**Today you will write a brief essay
answering the unit question:**



5. Scaffold learning to promote access to appropriately challenging texts & tasks

- Develop specialized reading, writing, speaking, and listening skills in social studies

Drafting Your Essay



You have the option of taking the same position as you did in the debate, OR you can switch sides and write your essay from the other perspective!

Use your Thoughtbook notes and debate statements to help you with your essay.

Here are two examples of ways to structure your essay:

Model #1

Introduction Paragraph

Introduce the topic:	"The Pharaohs of Ancient Egypt used..."
Claim:	"This use of resources was wise/wasteful..."
Introduce your 2-3 reasons to support your claim:	[Reason 1] [Reason 2]

Body Paragraph 1

Reason 1	"One reason..."
Evidence	"For example..."
Explain	"This shows that..." "This proves that..."

Body Paragraph 2

Reason 2	"Another reason..."
Evidence	"For example..."
Explain	"This shows that..." "This proves that..."

Body Paragraph 3 (optional)

Counterargument	"One counterargument might be..."
Evidence against	This argument concerns me because...
Explain	"This does not show that..." "This does not prove that..."

Conclusion Paragraph

Restate your claim and reasons	
End with a final thought	

What is one feature of World Generation that you think may help the emergent bilinguals you serve?



Link to an
Instructional Unit



<https://shorturl.at/6kAzL>

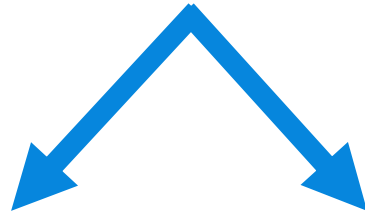
**What Evidence is there to
Support World Generation?**

Study Design

World History Classes of 13
Teachers from Massachusetts and
Texas

WorldGen Treatment (31
classes; 494 students)

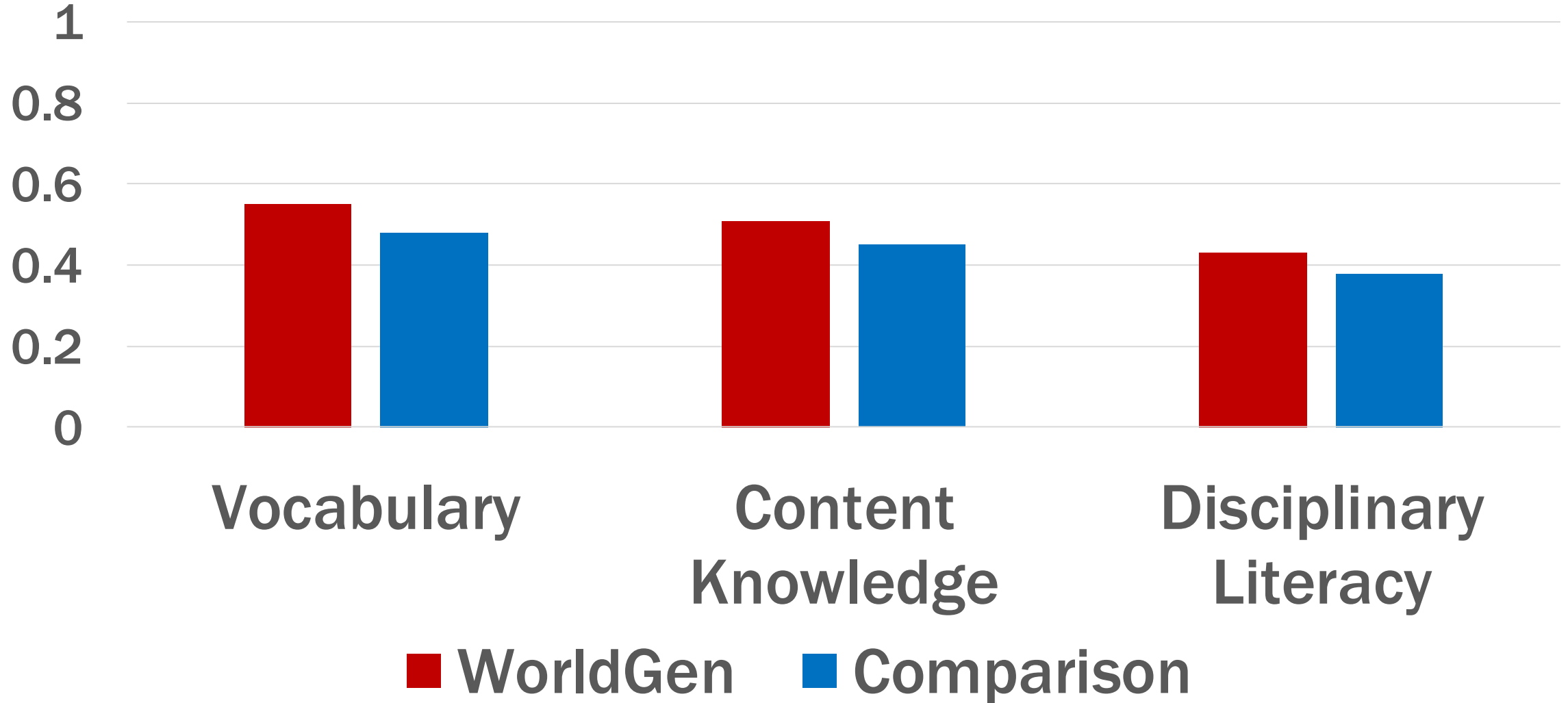
Business-as-Usual
Instruction focused on
same historical topics (30
classes; 515 students)



Study Design

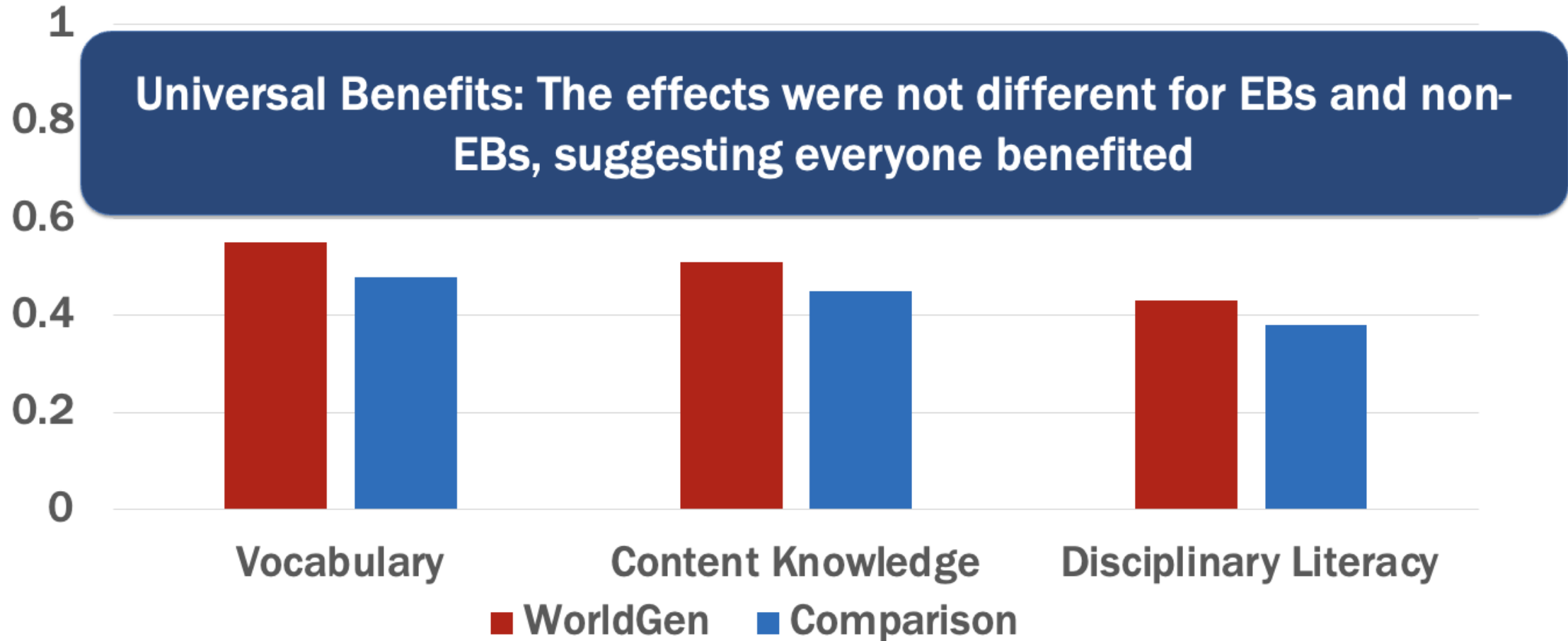
- 48% female
- 82% Hispanic
- 33% were currently classified by schools as EB
- 69% receive free or reduced lunch
- No differences between conditions in pretest scores or demographic variables

Impact of World Generation Across Outcomes for All Learners

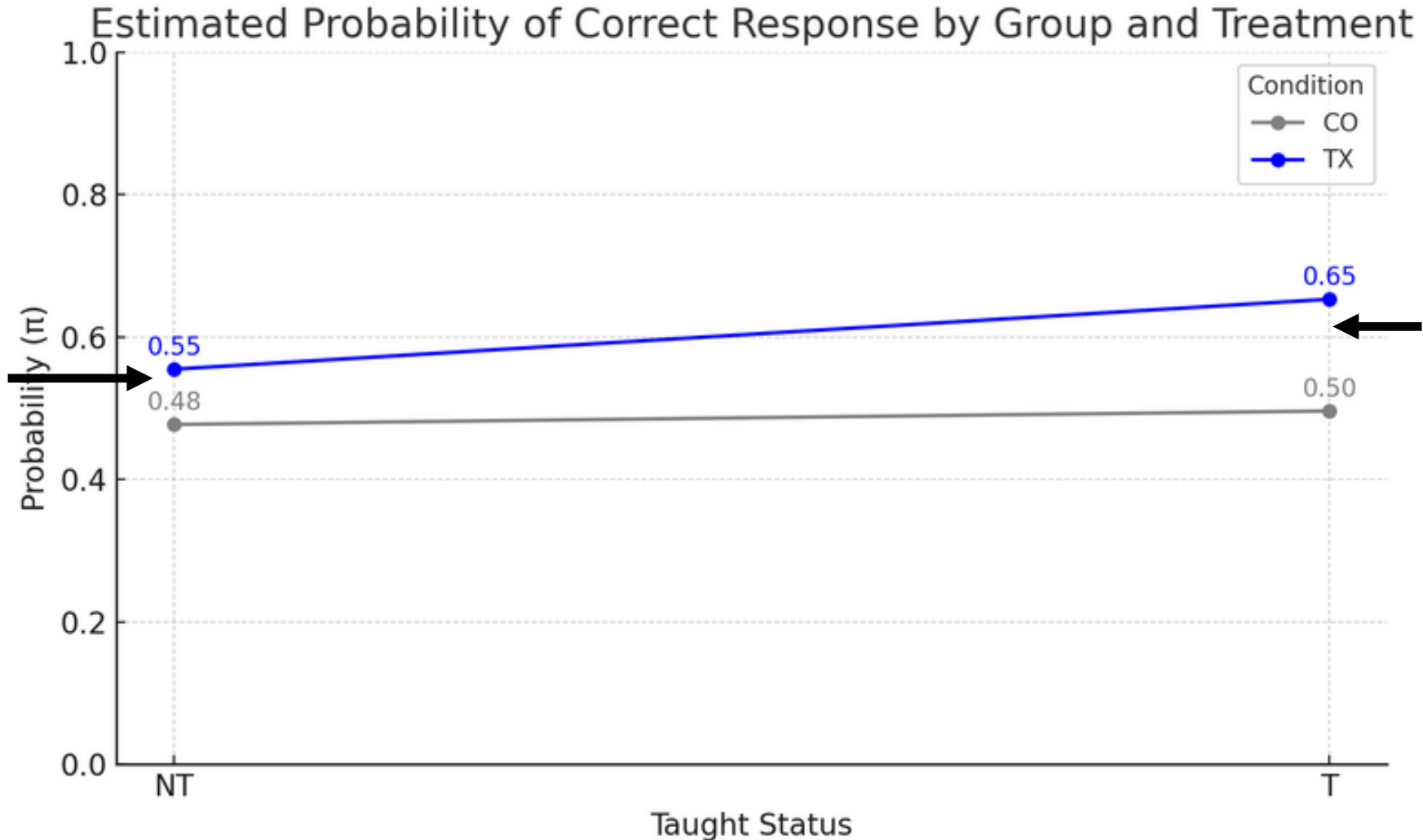




Impact of World Generation Across Outcomes for All Learners



Impact on Vocabulary Extended to Untaught Vocabulary



Statistically significant difference between treatment and control on non-taught words ($p = .004$)

Statistically significant difference between treatment and control on taught words ($p < .001$)

Our Plan

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Designing Learning Environments Where Emergent Bilinguals Thrive



1. Develop a School Culture That Values Both Excellence and Equity Through High-Quality Literacy Instruction with Grade-Level Texts



We are all reading teachers! We are all ESL Teachers! Yet, how we support language and literacy will vary across disciplines

2. Consider a Few High-Impact Practices for Supporting Academic Language Development Schoolwide or Within Departments

<p>Cognate or translation for English learners →</p> <p>Student-friendly definition →</p>	<p>compassion (<i>compasión</i>)</p>		<p>Visual representation to make the word vivid ←</p>
<p>Synonyms or related words →</p>	<p>Showing great care or concern</p> <p>Synonyms: tenderness, sympathy</p>		<p>First question relates to students' prior knowledge or experience ←</p> <p>Second question relates to your course content ←</p>
<p>First example relates to students' everyday lives →</p> <p>Second example relates to the unit of study or passage →</p>	<p>Example Sentences</p>	<p>Turn and Talk</p>	
	<p>1. The Red Cross workers showed great compassion toward the people of Haiti after the earthquake struck by providing food and shelter to many homeless people.</p> <p>2. Mahatma Gandhi is known throughout the world for his compassion, dedication to peace, and commitment to nonviolence.</p>	<p>1. Tell your partner about a time you showed compassion toward others.</p> <p>2. Why do you think that Gandhi is known for his compassion?</p>	



3. Consider Designing All Instruction to Assure it is Successful for EBs and Watch All Kids Reap the Benefits



This is an area where we can think less about differentiation and more about universal design

4. Create a Learning Environment that Values and Leverages EL Home Language, Knowledge, and Cultural Assets





5. Engage EBs in Complex Tasks Knowing Language and Literacy Development is a Product of Interaction and Learning, not a Prerequisite



**What is one way
you are going to
support emergent
bilinguals to build
deep knowledge
and literacy in the
next month?**



Our Plan

1. Discuss the **strengths and opportunities** that emergent bilinguals present
2. **Preview an instructional approach** that integrates literacy and content so each strengthens the other
3. Present Recommendations for **moving the needle with EBs**

Research-Practice Partnerships Opportunities

STORIES:

SYSTEMATIC TEACHING OF ORAL LANGUAGE AND READING INTEGRATED FOR ELEMENTARY STUDENTS

Researchers at the Harvard Graduate School of Education and Utah State University invite elementary school educators to partner with them in developing and piloting an intervention called STORIES aimed at promoting narrative language and literacy among students at risk for language and literacy difficulties in Grades 2 - 4.



Teachers and researchers will learn about evidence-based practices for improving language and literacy skills and co-develop a new narrative language and literacy program.

Students will gain access to high-quality instructional practices and materials

Participating teachers will receive a stipend for work completed outside of their regular hours.



INTERESTED IN LEARNING MORE?

Contact Assistant Professor
Phil Capin, Ph.D.

phil_capin@gse.harvard.edu

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Join Us!

SPARK:

SUPPORTING ATTENTION AND READING FOR KIDS



Researchers at the Harvard Graduate School of Education are inviting elementary school educators to join them in understanding the impact of scaling up an evidence-based intervention designed to improve reading and attention for elementary students with difficulties in these areas.

BENEFITS:

HIGH QUALITY INTERVENTION

Research team will provide small-group, evidence-based reading intervention at participating schools at no cost

PROFESSIONAL LEARNING

Free professional development for teaching staff

Learn More:

Assistant Professor
Phil Capin, Ph.D.
phil_capin@gse.harvard.edu

Interested in Partnering?



PLAIN TALK ABOUT LITERACY AND LEARNING[®]

YOUR FEEDBACK IS IMPORTANT TO THE PLANNING OF FUTURE INSTITUTE. PLEASE TAKE TIME TO COMPLETE THE **SESSION SURVEYS** IN THE APP.

HANDOUTS

Visit mycli.org/2026-handouts to view the **available** handouts.

Password is **2026PTHandouts**

