



**Doing What Works**  
ED.gov

# **U.S. Dept of Education Website Highlighting Effective Practices**

**Reading First Conference—Part I  
July 2008**

# http://dww.ed.gov

The screenshot displays the ED.gov Doing What Works website. At the top, it features the ED.gov logo and the slogan 'No Child Left Behind'. A search bar and a 'Subscribe for Updates' link are also present. The main navigation menu includes categories like 'English Language Learners', 'SEE WHAT'S COMING!', 'Digital & Learning', 'Early Childhood Education', 'High School Reform', 'Literacy', 'Math & Science', and 'School Restructuring'. Below the menu, there are links for 'DWW Overview', 'ED Partner Office', 'Criteria & Methodology', 'FAQ', 'Glossary', 'Links', 'Technical Requirements', 'Site Map', and 'Contact Us'.

The central focus is a video player showing a lesson titled 'Vocabulary Teaching in Action' from Warfield Elementary. The video content includes:

- A title card: 'Jennifer grew up speaking English at Warfield Elementary' with a cartoon character.
- A lesson titled '3 Parts of Words' with the text: 'This teacher is working with her class on adding -er and -est suffixes to adjectives and related spelling rules. Good vocabulary instruction isn't just the meaning of words. It also focuses on parts of words like prefixes, roots, and suffixes, as seen in this lesson, and how words change when used in different ways in sentences.'
- A photograph of a teacher sitting on a stool, pointing to a whiteboard. The whiteboard lists words and their suffixes: 'quiet', 'quieter', 'quietest'; 'silly', 'sillier', ' silliest'; 'crazy', 'crazier', 'craziest'; 'strong', 'stronger', 'strongest'.

At the bottom of the video player, there is a 'START' button and a series of thumbnail images representing different lessons or topics.



# DWW Goal

Translate research-based practices into practical tools that support & improve classroom instruction.



# Overview

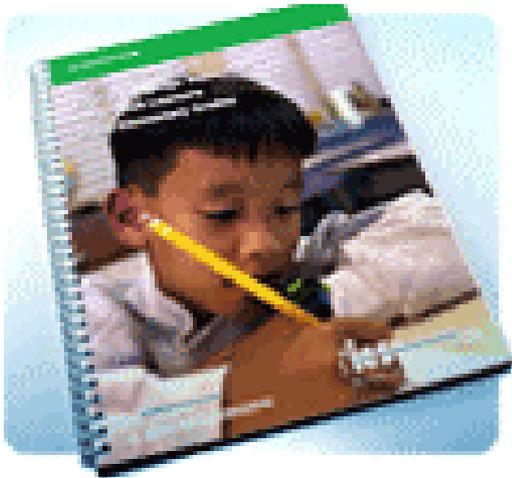
- Major initiative from the US Dept of Education
- Directly addresses the needs of practitioners
- Web-based resources on a wide range of topics
  - **Teaching Reading to English Learners in Elementary School**
  - Preschool Language & Literacy
  - Encouraging Girls in Math & Science
  - Cognition
  - National Math Panel: Critical Foundations in PreK-8
  - Turnaround Schools, Adolescent Literacy

# Website Tour—Part I

## Teaching Reading to English Learners in Elementary School

1. Research base
2. Two of five practices
  - Develop Academic English
  - Teach Vocabulary
3. Multimedia pieces
  - expert interviews
  - instructional presentations
  - interviews & sample materials from schools
4. Tools & templates to implement practices

# Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide



Expert Panel

Research Review

Five Recommendations

Level of Evidence Ratings

[Download Research Review](#) | PDF | 1.4 MB

# Multiple Ways to Explore the Research



**Multimedia Overview**



**Visual Diagram**  
(Picture of a flow chart.)



**Expert Interview**  
(Video clip of a gray haired man.)

# Visual Diagram Discussion: What are the Big Ideas?





# Teaching Literacy to K-5 Learners



- **Russell Gersten, Ph.D.**

Instructional Research Group and University of Oregon

This interview features Russell Gersten, chair of the expert panel that produced the Practice Guide. Dr. Gersten describes some of the new understandings that have recently emerged in teaching literacy to English learners in grades K-5. He overviews the five practices that are described in the Practice Guide, discusses how they might be used in schools, and provides implications for professional development. (5:17 min)

[Download Extended Video](#) | Quicktime | 59 MB | 14:24 min

[Download Transcript & Details](#) | PDF | 124 KB

**What questions do you have about teaching Academic English and Vocabulary to English learners?**



## Recommended Practices

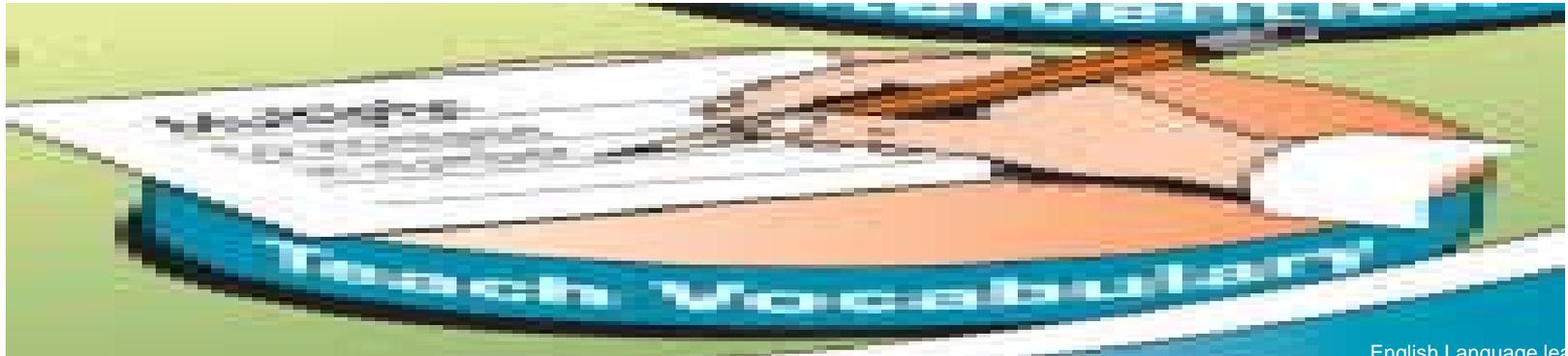
**Provide extensive and varied vocabulary instruction throughout the day.** Students must be taught vocabulary through formal instruction and also have opportunities to acquire vocabulary through use in language-rich settings in and out of the classroom. A variety of explicit strategies can help English learners master essential content words. Teachers should go beyond the words in reading texts to also address the meaning of Common words, phrases and expressions that English learners have not yet learned.

**Develop academic English competence beginning in the primary grades.** Academic English is the language of school-based learning and entails understanding the structure of language and the precise way in which words and phrases are used, including content specific vocabulary. Schools should ensure that the development of formal or academic English is a key instructional goal for English learners, beginning in the primary grades. Strategies include daily instruction, supplemental curricula to accompany core reading and mathematics series, and professional development.

**Conduct formative assessments to screen for reading problems and monitor progress.**

**Provide intensive, small-group reading interventions for English learners at risk for reading problems.**

**Schedule regular peer-assisted learning opportunities, including structured language practice.**



English Language Learners

# Teaching Vocabulary





## **Teaching Vocabulary: Key Actions**

1. Identify and use research-based instructional strategies for teaching both academic and everyday words.
2. Develop a framework for teaching vocabulary that includes lists of essential words.
3. Provide teachers professional development in vocabulary instruction.



# Teaching Common and Academic Vocabulary



- **Teaching Vocabulary to English Learners**

Learn about teaching strategies for developing vocabulary. (13:28 min)

[Start Presentation](#)

[Download Transcript & Details](#)

PDF | 109 KB





# Vocabulary Teaching in Action

## [Warfield Elementary \(FL\)](#)

This slideshow describes eight strategies that Warfield's teachers use to increase students' vocabularies. Take a look at the next slideshow, Teaching Word Meaning in First Grade, to follow a lesson in depth. You can also hear an interview on how one teacher modifies the strategies for third grade English learners and see a list of science content words.

[Start Slideshow](#)





# Teaching a Third Grade Vocabulary Unit



## [Warfield Elementary \(FL\)](#)

A third-grade teacher describes activities for teaching seven focus words over the course of a week, including how she modifies instruction for English learners. (6:35 min)

[Download Audio](#)

MP3 | 4 MB | 6:35 min

[Download Transcript & Details](#)

PDF | 156 KB

See How  
It Works!



3<sup>rd</sup> Grade  
Vocabulary Words  
for Unit 2  
Theme: City Wildlife

## Unit 2 - City Wildlife

Story 6: City Superheroes -  
pp. 186-192

Genre: Informational Text

### Vocabulary Words

1. ENCOUNTER - meet face to face, meet suddenly (p. 186)
2. NOCTURNAL - sleeping in the day time and active at night (p. 187)
3. OBSERVANT - paying attention to details, watchful (p. 186)
4. OMNIVOROUS - feeds on both plants and animals (p. 187)



SAMPLE MATERIAL

## List of Science Content Words

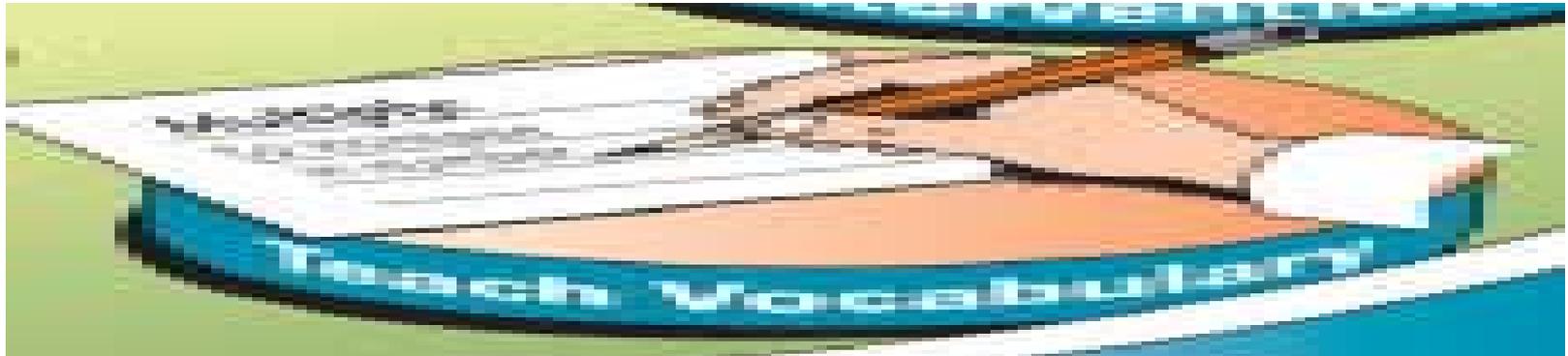
Warfield Elementary, Florida

### List of Science Content Words—Warfield Elementary, Florida

#### Kindergarten Science Calendar 2006-07

**\*\*Fast Track to FCAT Test Prep are resources for classroom teachers.**

Rotation	Day	Vocabulary	Guided Reading
<b>One</b> Aug. 9 – 24 Glass	1 -- Science Safety 2 -- Science Tools		
Hubbard Chapter 1	1-Nonliving things 2-Living things	nonliving object living plant	Needs of Plants and Animals
<b>Two</b> Aug. 25 – Sept. 12 Glass Chapter 6	1 – Kinds of Objects 2 - Shapes	Size Color Shape Weight	Matter
Hubbard Chapter 1	1- How does air help plants and animals? 2-Plants and animals need water	Need Air Water Animal	



## Developing Academic English



Learn  
What Works



# Classroom Applications of Academic English

Robin Scarcella, Ph.D.  
University of California at Irvine  
Dr. Scarcella, the developer of  
a framework for  
understanding multiple  
dimensions of academic  
language, defines and  
discusses the importance of  
academic English. (5:13  
min)

[Download Extended Video](#)

Quicktime | 40 MB | 14:01 min

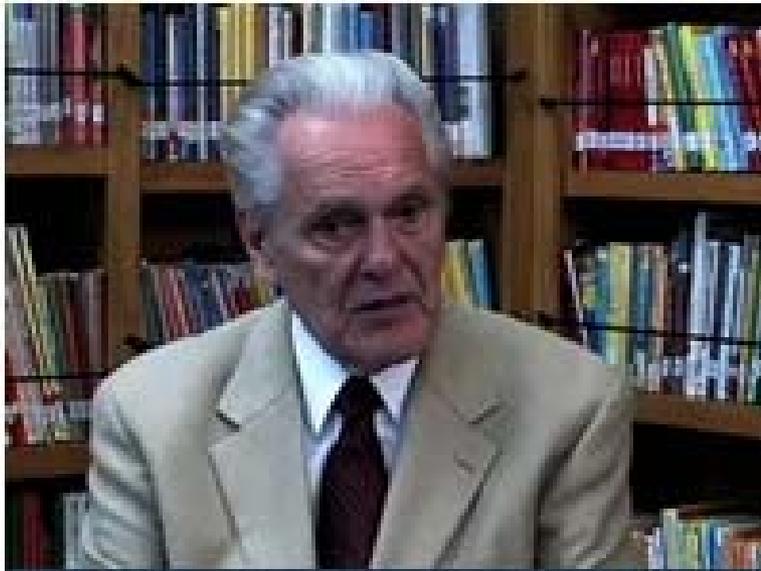
[Download Transcript &  
Details](#)

PDF | 172 KB





# Working as a Team on Standards



## [Cahuenga Elementary \(CA\)](#)

Cahuenga's principal talks about how he and the staff have learned to work together on standards and translate them into daily instruction using simple tools. Review examples from their professional development activities (found below) as you listen. (6:15 min)

### [Download Video](#)

Quicktime | 50 MB | 6:15 min

### [Download Transcript & Details](#)

PDF | 144 KB

(Picture of a man talking in a library.)



# Elementary Mathematics: Item Analysis Worksheet

Assessment Item	Academic English Challenge Words			
	<b>Special Content Terminology</b>	<b>Common Words with Particular Meaning in Mathematics</b>	<b>Words Used to Convey Directions/ Transitions</b>	<b>Word Structures Common to Mathematics</b>
	<i>Examples:</i>  <i>Symbol</i> <i>Fraction</i> <i>Variable</i> <i>Place Value</i>	<i>Examples:</i>  <i>Area</i> <i>Plot</i> <i>Equal</i>	<i>Examples:</i>  <i>Display</i> <i>Estimate</i> <i>Confirm</i> <i>Besides</i>	<i>Examples:</i>  <i>Comparison,</i> <i>--er</i> <i>--est</i>

# When is Academic English Taught?



- In content area instruction
- In ESL classes
- Through the core reading program



## **Key Actions in Academic English**

1. Work from standards to organize a framework and materials for teaching academic English.
2. Teach academic English throughout the day.
3. Address academic English development needs of students at all levels of English proficiency.
4. Provide teachers with professional development in teaching academic English.



## WRAP UP

- Think back to the questions you defined earlier in this presentation. Have they been answered?
- What ideas do you have on how you can help in your schools and districts to teach vocabulary and academic English well?

## **Planning Templates**

- Regional Comprehensive Center staff and others who work directly with State Education Agencies.
- State-level School Support Team members and other state-level staff who work directly with Local Education Agencies (districts).
- School district staff who work with school administrators and school-level staff in their districts.

# Planning Template: Schools

## Areas of School Responsibility

- A. School Leadership
- B. Setting Standards and Expectations for Achievement
- C. Providing Research-Based and Effective Instruction in Support of State and District Standards
- D. Supporting Instruction in the Classroom
- E. Recruiting, Retaining, Supporting High- Quality Staff
- F. Supervision and Monitoring of Instruction
- G. Use Data for Planning and Accountability
- H. Engaging Families and Community.
- I. Ensuring Safe and Supportive Learning Environments for All Students

## Current Status:

Already in Place; Not Feasible; Potential Area for Development

## Next Steps and DWW Resources

# Planning Template: Schools Excerpts

## **C. Providing Research-Based and Effective Instruction in Support of State and District Standards**

- School implements core reading program(s) consistently in all classrooms
- All teachers receive training/orientation to core reading series
- All teachers provide instruction to all students in vocabulary and Academic English

## **D. Supporting Instruction in the Classroom**

- Principal and teachers organize daily schedule to ensure that English learners have specific block of instructional time each day where Academic English is focus
- Principal schedules weekly planning time for grade-level teachers and specialists to work together on planning vocabulary and Academic English lessons



## **RATE YOUR PRACTICES!**

**What else might your school consider?**

**<http://dww.ed.gov>**

## Getting the Most from DWW

How can this help you?

Will you be able to use for staff development?

Will you let us know what components you find useful?

# Website Tour—Part II

## Teaching Reading to English Learners in Elementary School

Three of five practices

- Screen and Monitor Progress
- Provide Reading Interventions
- Schedule Peer Learning

### 3. Multimedia pieces

- expert interviews
- instructional presentations
- interviews & sample materials from schools

### 4. Tools & templates to implement practices