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.
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
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
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
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 daytime 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)
Kindergarten Science Calendar 2006-07

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

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Day</th>
<th>Vocabulary</th>
<th>Guided Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. 9 – 24</td>
<td>1 – Science Safety</td>
<td>nonliving object</td>
<td>Needs of Plants and Animals</td>
</tr>
<tr>
<td>Glass</td>
<td>2 – Science Tools</td>
<td>living plant</td>
<td></td>
</tr>
<tr>
<td>Hubbard</td>
<td>1 – Nonliving things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1</td>
<td>2 – Living things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glass</td>
<td>2 – Shapes</td>
<td>Color</td>
<td></td>
</tr>
<tr>
<td>Chapter 5</td>
<td></td>
<td>Shape</td>
<td></td>
</tr>
<tr>
<td>Hubbard</td>
<td>1 – How does air help plants and animals?</td>
<td>Need</td>
<td></td>
</tr>
<tr>
<td>Chapter 1</td>
<td>2 – Water</td>
<td>Air</td>
<td></td>
</tr>
<tr>
<td>Hubbard</td>
<td>3 – Plants and animals need water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 1</td>
<td></td>
<td>Water</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Animal</td>
<td></td>
</tr>
</tbody>
</table>
Developing 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
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

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Academic English Challenge Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Content Terminology</td>
<td>Common Words with Particular Meaning in Mathematics</td>
</tr>
<tr>
<td>Examples: Symbol Fraction Variable Place Value</td>
<td>Examples: Area Plot Equal</td>
</tr>
</tbody>
</table>
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
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?
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