

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

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

# Doing What Works

ED.gov

<http://dww.ed.gov>

<http://dww.ed.gov>

The screenshot displays the Doing What Works website interface. On the left is a sidebar with navigation links such as "English Language Learners", "SEE WHAT'S COMING!", "Cognition & Learning", "Early Childhood Education", "High School Reform", "Literacy", "Math & Science", and "School Restructuring". Below these are sections for "DWW Overview", "ED Partner Offices", "Criteria & Methodology", "FAQ", "Glossary", "Links", "Technical Requirements", "Site Map", and "Contact Us".

The main content area features a video player with a blue play button. The video title is "Vocabulary Teaching in Action" from "Warfield Elementary". The video content shows a teacher sitting on a stool pointing to a whiteboard. The whiteboard has a table of words with their parts:

renew	er	-est
adobe	-er	-est
quiet	quiesc	quietest
silky	silic	siliciest
crazy	crazier	craziest
strong	stron	

Below the video is a navigation bar with a "START" button and a series of small thumbnail images representing different lessons.



# DWW Goal

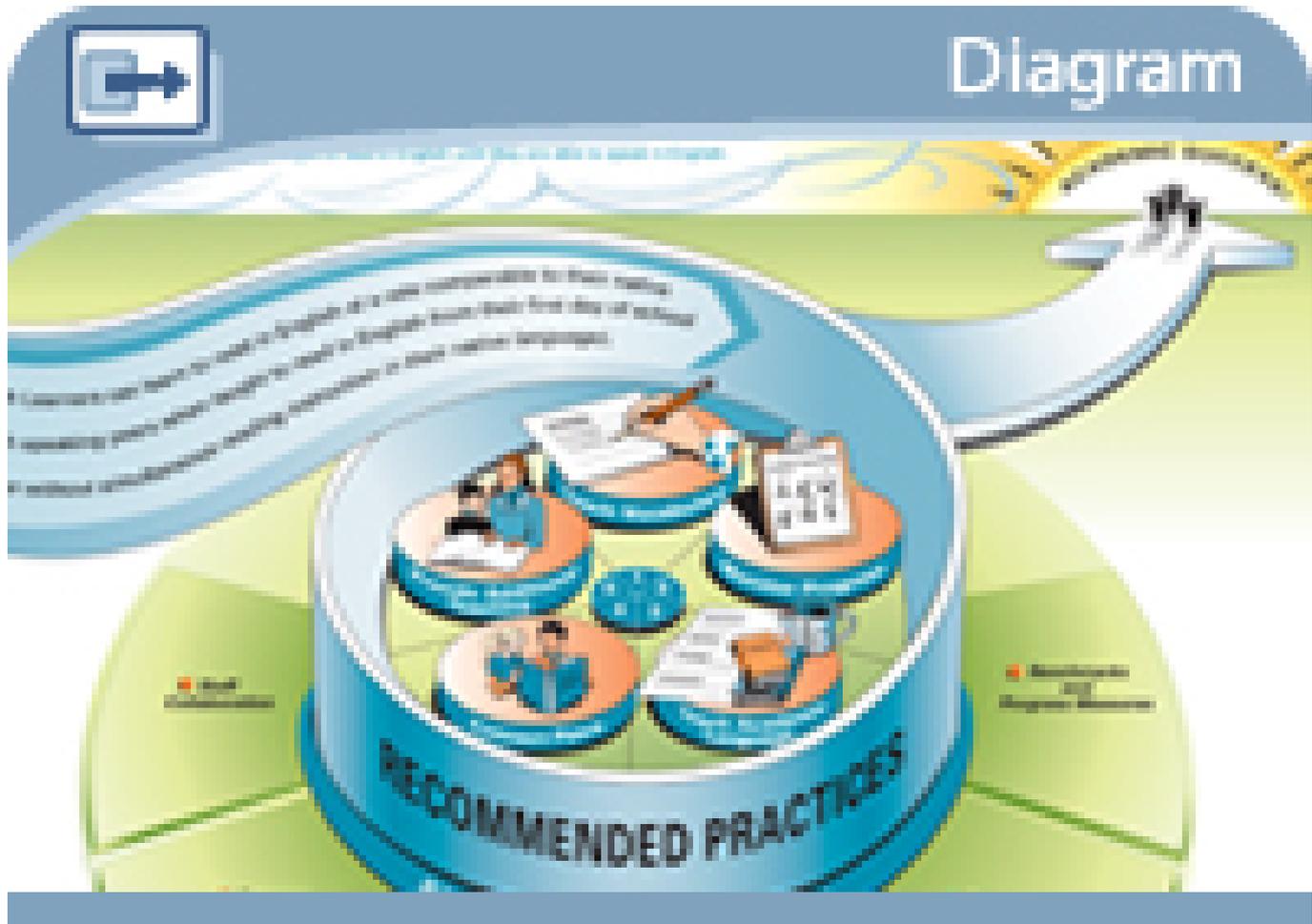
Translate research-based practices into practical tools that support & improve classroom instruction.

# Website Tour—Part II

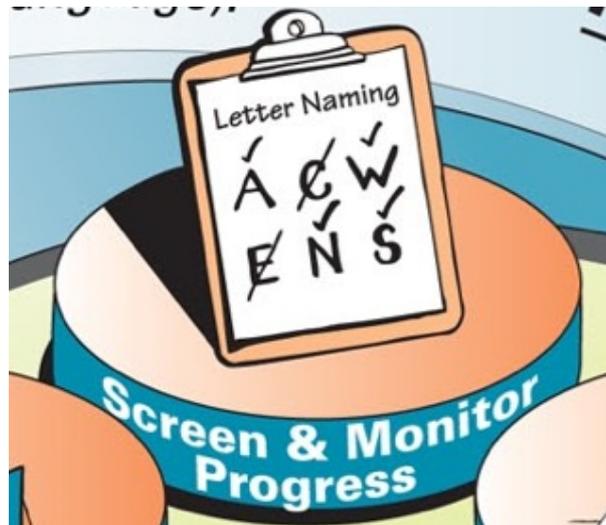
## Teaching Reading to English Learners in Elementary School

1. Research base
2. 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

# Visual Diagram Discussion: What are the Big Ideas?



## Screen and Monitor Progress



# Screen and Monitor Progress



Use the icons above to navigate within each practice



## **Learn What Works**

Understand the research-based recommendation to screen and monitor progress.

- ▶ Read an explanation
- ▶ Review the research evidence
- ▶ View an overview presentation
- ▶ Watch an interview with Scott Baker
- ▶ Read three key actions for implementation
- ▶ Visit related web links



## **See How It Works**

Explore how actual schools are implementing assessment systems.

- ▶ See ways to organize data
- ▶ See how to set up a progress monitoring system
- ▶ Follow a kindergartener's progress in writing
- ▶ View profiles of two school sites



## **Do What Works**

Use a collection of tools and ideas to help you improve your practice.

- ▶ Find ideas for taking action
- ▶ Access three downloadable tools
- ▶ Access three planning templates
- ▶ Select next steps based on your role
- ▶ Read considerations for maximum impact



# Screen and Monitor Progress

1. Identify or develop valid assessments and develop an assessment administration plan.
2. Use data from assessments to make decisions about extra support and interventions.
  1. Provide teachers professional development and other support to help interpret and take action on assessment results.



# Introduction to Reading Assessment

Formative:

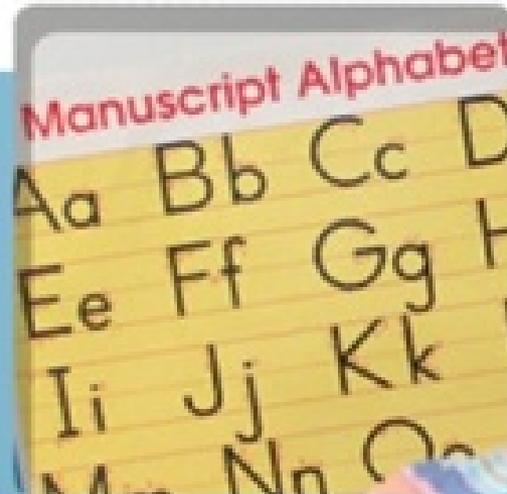
Summative:



Phonemic  
Awareness



Letter  
Knowledge



Reading  
Words



Key Skills to Master in  
Kindergarten and First Grade

### Screen & Monitor Progress Doing What Works U.S. Dept. of Education

Outline	Thumb	Script	Search
Slide Title		Duration	
Getting Started		00:25	
River Elementary		00:17	
Leadership Team		00:17	
Meet Indiv. Needs		00:31	
Separate Groups		00:30	
On Track		00:18	
Early Diagnosis		00:23	
Key Skills		00:33	
▶ Phonemic Awareness		00:23	

8 Minutes 30 Seconds Remaining

Phonemic Awareness   Letter Knowledge   Reading Words



Slide 10 / 34 | Playing   00:15 / 00:23

1

### Use formative assessments

- blending sounds
- repeating non-words
- segmenting word
- matching like sounds
- distinguishing unlike sounds



# Phonemic Awareness



# Alphabetic Principle



1

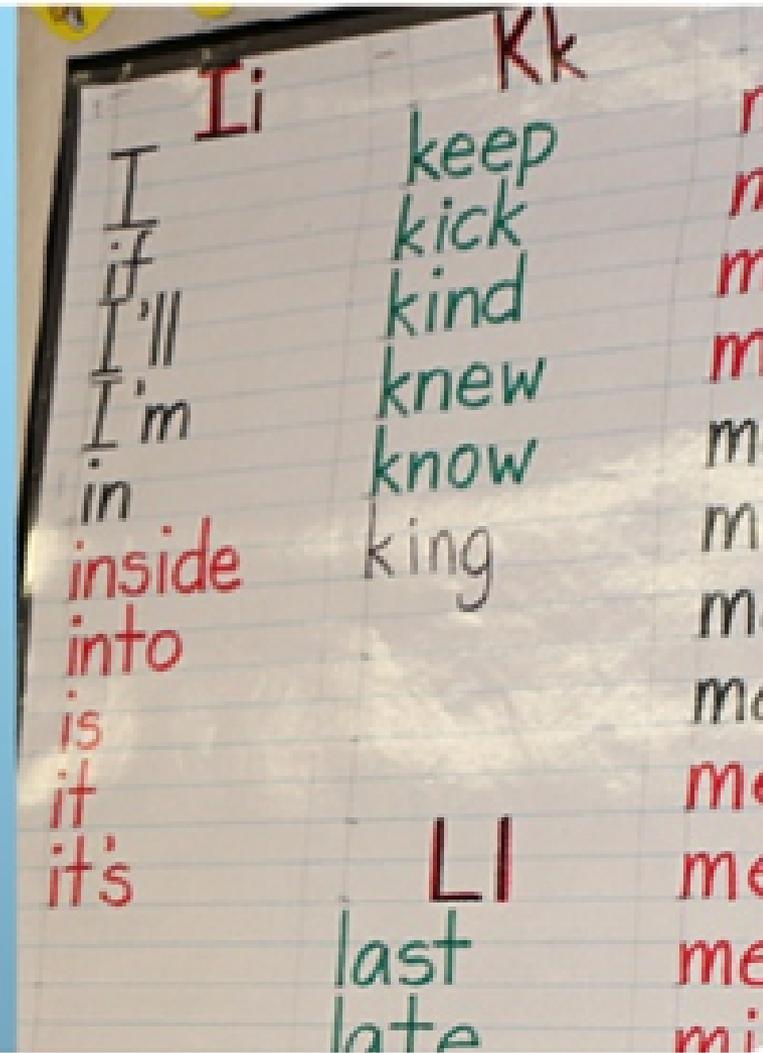
Use formative assessments

- name upper and lower cases
- recognize letters & sounds

Use formative assessments

- Name upper and lower cases
- Recognize letters & sounds

(Picture of a board with simple words written on it.)



Screen & Monitor Progress  
Doing What Works  
U.S. Dept. of Education

Outline   Thumb   Script   Search

Slide Title	Duration
Alphabetic Principles	00:27
▶ Reading Words	00:10
Sound-Letter Patte...	00:17
Letter Combinations	00:24
Single Combos	00:12
Monitoring New Skills	00:16
Assess Right Skills	00:38
Oral Fluency	00:14
Defined	00:15

6 Minutes 5 Seconds Remaining

Phonemic Awareness   Letter Knowledge   **Reading Words**

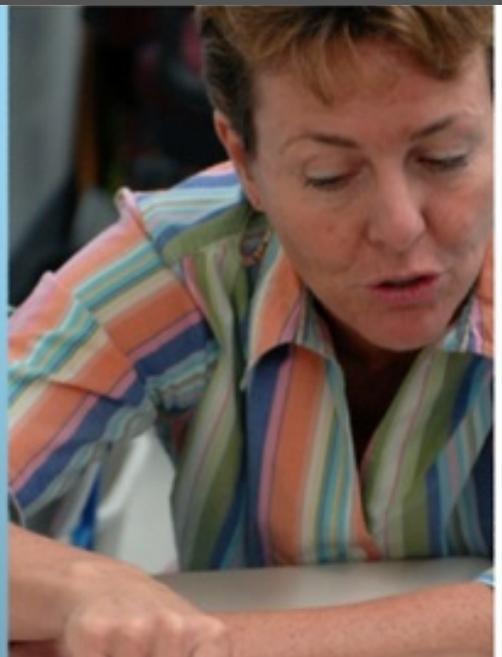


Slide 18 / 34 | Stopped   00:02 / 00:10

1. Recognizing and producing patterns of sound-letter correspondence.
  2. Letter combinations can be confusing.
  3. Begin with single letter sound combinations.
- (Pictures of a classroom.)

# Reading Words

1. Recognizing and producing patterns of sound-letter correspondence.
2. Letter combinations can be confusing
3. Begin with single letter sound combinations





# Tips on Formative Assessment

## Teaching Tips

- 1 Begin with the core reading program
- 2 Assess on a schedule based on student needs
- 3 Explain directions in the child's native language





# Examples from Warfield Elementary

## Audio/Slideshow:

- An Assessment System that Works for Teachers
- How to Use Data Profiles

## Sample Materials:

- Assessment Schedule
- Reading Calendar
- Classroom and Student Data Profiles



Teacher:

Grade: 1

## Literacy First Process Classroom Assessment and Instructional Profile PHONOLOGICAL AWARENESS

Subtest #	Indicate mastery by writing mastery date to the right of student's name and under feature mastered (80%)																	
	Word	Rhyme				Syllable			Phoneme						Phoneme Manipulation			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
<b>P.A.S.T Assessment</b>	Spoken Word – Sentence Segmentation	Rhyme Recognition	Rhyme Completion	Rhyme Production	Syllable Blending	Syllable Segmentation	Syllable Deletion	Phoneme Isolation – Initial Sound	Phoneme Isolation – Final Sound	Phoneme Blending – Onset and Rhyme	Phoneme Blending – All Phonemes	Phoneme Segmentation	Phoneme Deletion – Initial Sound	Phoneme Deletion—Final Sound	Adding Phonemes	Phoneme Deletion – First Sound in Blend	Phoneme Substitution – Initial and Final	
	Grade Level For Mastery	PreK	PreK	K	K	K	K	K	K	1	1	1	1	1	1	2	2	
	Students:																	
		8/06*	8/06*	8/06*	8/06*	8/06*	8/06	8/06*	8/06*	8/06*	8/06*	8/06*	8/06*	8/06*				
		10/05*	11/05*	12/05*	4/07*	10/05*	4/07*	11/06	12/05*	11/06	3/06*	4/07*	11/06*	4/07	4/07			
		1/06*	10/05*	2/06*	2/06*	1/06*	1/06*	2/06*	2/06*	2/06*	8/06*	8/06*	8/06*	4/07*	4/07*	4/07*		
		8/06*	4/07*	11/06		4/07*	4/07	4/07*	4/07*	4/07	4/07*	4/07*	4/07*	4/07				
		11/05*	11/05*	2/06*	4/07*	11/06*	2/06*	11/06*	8/06*	4/07*	11/06*	11/06*	11/06*	4/07*	4/07	4/07		
		4/07*	4/07*	4/07*	4/07*	4/07*		4/07*	4/07*	4/07*	4/07*	4/07*	4/07*	4/07	4/07	4/07		
		10/05*	10/05*	1/06*	1/06*	1/06*	1/06*	2/06*	1/06*	5/06*	8/06*	8/06*	12/06*	12/06*	4/07*	4/07		
		11/06*	11/06*	4/06	11/06*	11/06*	3/06*		4/07*	4/07*	4/07*	4/07						
		10/05*	10/05*	12/05*	12/05*	1/06*	2/06*	1/06*	2/06*	2/06*	2/06*	8/06*	8/06*	8/06	4/07*	4/07		
		10/05*	10/05*	12/05*	10/05*	10/05*	1/06*	1/06-*	1/06*	4/06*	4/06*	4/06*	12/06*	12/06*				
		10/05*	10/05*	10/05*	10/05*	10/05*	10/05*	12/05*	11/06*	11/06*	2/06*	8/06*	11/06*	11/06*	4/07*			
		8/06*	8/06*	8/06*	8/06*	8/06*	8/06*	4/07*	12/06*	12/06*	12/06*	12/06*	4/07*	4/07*				
		11/06	11/06	5/06*	11/06	9/05*	12/05	4/07	12/05*	3/06	9/05*	8/06	4/07					
		1/06*	1/06*	1/06*	12/05*	1/06*	1/06*	11/06*	12/05*	4/06*	8/06*	8/06*	8/06*	8/06*	4/07*	4/07*		
		11/05*	11/05*	12/05*	1/06*	1/06*	1/06*	4/07	8/06	4/07	4/06*	4/07	4/07	4/07				
		2/06*	2/06*	4/06*	4/07*	2/06*	2/06*	11/06*	8/06*	4/06*	8/06*	11/06*	11/06*	4/07*	4/07	4/07		
		1/06*	5/06*	4/07*	5/06*	1/06*	5/06*	5/06*	3/06*	5/06*	8/06*	8/06*	8/06*					
	<b>Percent Mastered</b>	94%	94%	88%	88%	100%	76%	76%	94%	76%	100%	82%	82%	53%	29%	12%		

Date -- Indicates Instructional Level

Date \* -- indicates 100% mastery



# Informal Formative Assessment

## Kindergarten Writing Journal

## Progress in Literacy Development

### 1 First Journal Entry

« Previous | Next »

Here is the student's first journal entry—the description was written for her based on her oral description.



Listen



# Writing Journal

START





# Practice Tools

- Learning Together About Screening And Monitoring Progress
- Organizing Progress Monitoring Data
- Conducting a Self-Assessment of Screening and Monitoring Progress



**Do What  
Works**

# Self-Assessment



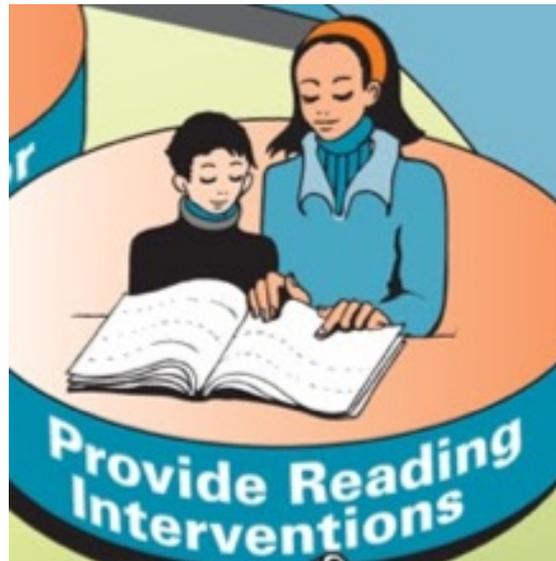
**Doing What Works**  
ED.gov

## CONDUCTING A SELF-ASSESSMENT OF SCREENING AND MONITORING PROGRESS

The school team can use the template below to summarize discussions about potential improvements needed in your school's progress monitoring system

Progress Monitoring Component	Rating for Our School:			Next Steps
	Yes	Partly	No	
1. Building administrators set expectations for all staff about using data to improve reading outcomes for all students in our school, including English learners.				
2. We have identified assessments for screening and progress monitoring that cover the five components of reading.				

## Provide Reading Intervention



# Provide Reading Interventions



Sylvia Linan-Thompson, Ph.D.  
University of Texas at Austin

## Provide Reading Interventions



Use the icons above to navigate within each practice

Click here to  
learn more  
about the  
learning cycle



### Learn What Works

Understand the research-based recommendation to provide reading interventions.

- ▶ Read an explanation
- ▶ Review the research evidence
- ▶ View an overview presentation
- ▶ Watch an interview with Sylvia Linan-Thompson
- ▶ Read three key actions for implementation
- ▶ Visit related web links



### See How it Works

Explore how actual schools are implementing reading interventions.

- ▶ See a portfolio of interventions
- ▶ Hear from reading coaches
- ▶ View profiles of two school sites



### Do What Works

Use a collection of tools and ideas to help you improve your practice.

- ▶ Find ideas for taking action
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- ▶ Read considerations for maximum impact



# Reading Intervention Planning



Don't forget that the What Works Clearinghouse has identified reading interventions that are effective with English Learners. Check out this resource if you are considering additions to the reading interventions you currently use.

**<http://ies.ed.gov/ncee/wwc/reports/>**



# Effective Intervention Practices

- Daily small-group instruction of 30-50 minutes
- Direct, explicit instruction that is fast-paced and engaging and ***offers frequent opportunities*** for students to respond and participate in short practice activities
- Frequent review of skills
- Clear, corrective feedback to student errors
- ***Adequate wait time for student response***
- Attention to the five core reading elements (phonological awareness, decoding, vocabulary, comprehension, and fluency)



# Intervention Groups Based on Student Skills

Teachers can include both English learners and native speakers in instructional groups as long as the groups share the same skill level.



# Key Actions

- Select or develop an intervention program(s).
- Use techniques and strategies that are supported by research.
- Provide teachers professional development and other support to help them implement interventions.

The logo features three interlocking gears in shades of purple and blue. To the left of the gears, the text "See How It Works!" is written in a bold, blue, sans-serif font. The background is a light blue gradient.

See How  
It Works!

# An Example



A specialist teacher works with a group of five first grade children, including three English learners, for about 45 minutes after lunch each day. Students participate in the regular core reading program each morning with their peers; the afternoon session provides review and lots of practice, currently focusing on decoding and fluency. Two of the five children are now ready for a more advanced group based on last week's assessment results

grams, a lot of additional reading teaching is provided in small teacher-directed groups or at centers, where students hear models of reading and expression and they can follow along.

# Examples from Warfield Elementary

## Portfolio of Reading Interventions

## Warfield Elementary

### 7 Small Groups & Centers

« Previous | Next »

In addition to these intervention programs, a lot of additional reading teaching is provided in small teacher-directed groups or at centers in the classrooms. For example, classrooms have listening centers, where students hear models of reading with appropriate pacing and expression and they can follow along.





Do What  
Works

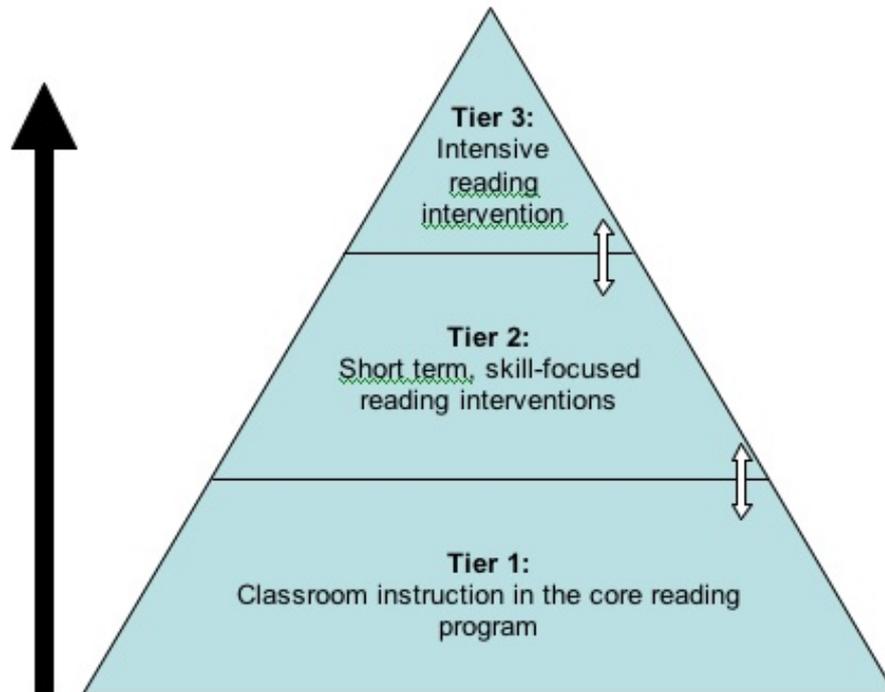
# Practice Tools

- Learning Together About Providing Reading Interventions
- Mapping Your Practice in a Three Tiered System
- Conducting a Self-Assessment of Reading Intervention



## MAPPING YOUR PRACTICE IN A THREE-TIERED SYSTEM

Here is a graphic organizer that is sometimes referred to as an “instructional triangle” or a “three-tiered system.” Use the organizer to analyze your current interventions and identify gaps.

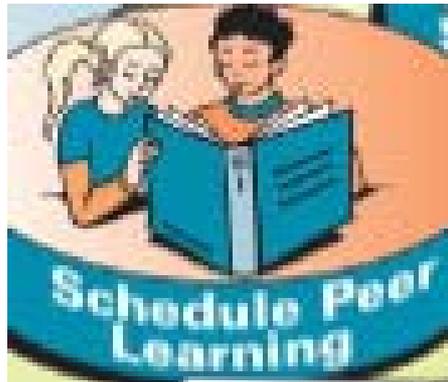


# Discuss Your Current Practices



1. Tier 1: Do teachers differentiate instruction in the core reading block? What data tell whether the strategy is effective for all students?
2. Tier 2: What data are used to identify the students who need additional instruction through interventions? What interventions are available for these students and who provides them?
3. Tier 3: How do you identify students who need more intensive reading assistance? How are intensive interventions provided?
4. Now summarize by listing any gaps in the current system of reading interventions. Brainstorm next steps to address the gaps.

## Schedule Peer Learning





# Peer Assisted Learning

- Pairs students who differ in reading ability or English proficiency to work
- Yields benefits if 90 minutes per week in structured activity following planned routines

## 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 I

Two more practices:

- Develop Academic English**
- Teach Vocabulary**