U.S. Dept of Education Website Highlighting Effective Practices

Reading First Conference—Part II
July 2008
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
**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 kindergartner'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:
Key Skills to Master in Kindergarten and First Grade

- Phonemic Awareness
- Letter Knowledge
- Reading Words
Phonemic Awareness

1. Use formative assessments
   - blending sounds
   - repeating non-words
   - segmenting word
   - matching like sounds
   - distinguishing unalike sounds
Alphabetic Principle

1. Use formative assessments
   - name upper and lower cases
   - recognize letters & sounds

(Picture of a board with simple words written on it.)
1. Recognizing and producing patterns of sound-letter correspondence.
2. Letter combinations can be confusing.

(Pictures of a classroom.)
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
# Literacy First Process Classroom Assessment and Instructional Profile
## PHONOLOGICAL AWARENESS

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**Percent Mastered**
- 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

1. First Journal Entry

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

Writing Journal
Practice Tools

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

**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.

<table>
<thead>
<tr>
<th>Progress Monitoring Component</th>
<th>Rating for Our School:</th>
<th>Next Steps</th>
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<tr>
<td></td>
<td>Yes</td>
<td>Partly</td>
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<tr>
<td>1. Building administrators set expectations for all staff about using data to improve reading outcomes for all students in our school, including English learners.</td>
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<td>2. We have identified assessments for screening and progress monitoring that cover the five components of reading.</td>
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Provide Reading Intervention
Provide Reading Interventions

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
- Access three downloadable tools
- Access three planning templates
- Select next steps based on your role
- Read considerations for maximum impact
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.
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.
Examples from Warfield Elementary

7 Small Groups & Centers

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.
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