Implementing Effective Literacy Practices for Instructing English Language Learners Within the Response to Intervention (RTI) Framework

National Center on Response to Intervention
Session Agenda

- Introduction to IES Practice Guides (20 minutes)
- Recommendations from the IES Practice Guide, *Effective literacy and English language instruction for English learners in the elementary grades* (Gersten et al., 2007) (2 hours)
- Professional development for implementing best practices in literacy instruction for ELLs (15 minutes)
- Additional resources (15 minutes)
After Completing This Training, Participants Will Be Able to Do the Following:

1. Identify and understand the five recommendations for literacy instruction for ELLs
2. Identify ways to carry out each recommendation
3. Use online resources to select formative assessments and instructional interventions appropriate for ELLs
4. Understand ways in which instruction for ELLs and instruction for all students align and how they differ
5. Make plans for professional development in your school or school district
Essential Components of RTI

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multi-Level Prevention System
WHAT ARE IES PRACTICE GUIDES?
What Is an IES Practice Guide?

- Produced by the What Works Clearinghouse of the Institute of Education Sciences (IES), U.S. Department of Education
- Provides specific and coherent evidence-based recommendations specific to various topics
- Intended for use by educators, particularly district-level administrators
- Addresses a multi-faceted challenge that lacks developed or evaluated packaged approaches (i.e., specific curriculum programs or materials)

(See page v of the Practice Guide by Gersten et al., 2007.)
Practice Guide Topics

- Students struggling with mathematics
- Students struggling with reading
- Fractions instruction
- Dropout prevention
- Encouraging girls in mathematics and science
- College access
- Adolescent literacy
- Reading comprehension
- Use of instruction and study time
- Reducing behavior problems
- Out-of-school time (OST)
- School turnaround
- Using achievement data
The Authors

- Nationally recognized experts on literacy and English language instruction for ELLs
- Experts in research methodology
- Brief biographies of the authors can be found on pages vii–viii of the Practice Guide.
How Did the Authors Develop the Recommendations?

- Considered a wide range of evidence (e.g., peer reviewed journals, National Assessment of Educational Progress (NAEP) data, and analysis of program data)
- Preference for high-quality experimental and quasi-experimental studies
- Used information about specific programs to make broader points about practice
- Using a hierarchy suggested by IES, categorized the strength of the evidence behind each recommendation as strong, moderate, or low
Validity Considerations

- **Validity.** Extent to which a procedure measures what it is intended to measure.

- **Internal validity.** Based on the research design, extent to which conclusions about causal relationships can be made.

- **External validity.** Extent to which results generated on a sample are pertinent to a larger population.
High-Quality Research Designs

- **Randomized controlled trials.** Students are randomly assigned to either a treatment or a control group; only design that can attribute outcomes to treatment (high internal validity).

- **Quasi-experimental designs.** Treatment and control groups are matched on similar characteristics; next best design when random assignment is not possible.

- **Single-case design.** A single case (individual or group) serves as its own control.
# IES Levels of Evidence

<table>
<thead>
<tr>
<th></th>
<th>Moderate External Validity</th>
<th>High External Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Internal Validity</td>
<td>Moderate</td>
<td>Strong</td>
</tr>
<tr>
<td>Moderate Internal Validity</td>
<td>Low</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

(See pages 1–3 of the Practice Guide.)
RECOMMENDATIONS FROM THE PRACTICE GUIDE
Summary of Recommendations From the Practice Guide

1. Screen for reading problems and monitor progress (strong).
2. Provide intensive small-group reading interventions for those at risk for reading problems (strong).
3. Provide extensive and varied vocabulary instruction (strong).
4. Develop academic English (low).
5. Schedule regular peer-assisted learning opportunities (strong).

(See summary table on page 6 of the Practice Guide.)
IES Practice Guide

RECOMMENDATION 1 (STRONG): SCREEN FOR READING PROBLEMS AND MONITOR PROGRESS.

(See pages 9–14 of the Practice Guide.)
Recommendation 1

Conduct formative assessments with ELLs using English language measures of phonological processing, letter knowledge, and word and text reading. Use these data to identify ELLs who require additional instructional support and to monitor their reading progress over time.
Relevance of Recommendation to RTI: Essential Components of RTI
Screening ELLs

- Establish procedures and provide training.
- Screen all ELLs for reading problems.
- Assess phonological processing, alphabet knowledge, phonics, and word reading skills.

(See pages 10–11 of the Practice Guide.)
Myths About ELLs That Create Roadblocks to Implementation

- Reading problems among ELLs will resolve themselves once they develop proficiency in oral English.
- It is unfair to test children in a language that they do not understand.
- Native language assessments are more valid than English language measures.

(See pages 12–14 of the Practice Guide.)
## Identifying Screening Tools Using the NCRTI Screening Tools Chart


### Screening Tools Chart

<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Classification Accuracy</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated Reliability, Validity, and Classification Data for Diverse Populations</th>
<th>Administration</th>
<th>Administration &amp; Scoring Time</th>
<th>Scoring Key</th>
<th>Benchmarks / Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acuity</td>
<td>English Language Arts</td>
<td></td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td>Group</td>
<td>50 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Reading Curriculum-Based Measurement</td>
<td></td>
<td>Moderate Low</td>
<td></td>
<td></td>
<td></td>
<td>Individual</td>
<td>1-5 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Letter Naming Fluency</td>
<td></td>
<td>Moderate Low</td>
<td></td>
<td></td>
<td></td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Classworks Universal Screener</td>
<td>Reading</td>
<td></td>
<td>Moderate High</td>
<td></td>
<td></td>
<td></td>
<td>Group</td>
<td>30 Minutes</td>
<td>Computer Scored</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer-Based Assessment System for Reading (C-BAS-R)</td>
<td>Reading</td>
<td></td>
<td>Moderate Low</td>
<td></td>
<td></td>
<td></td>
<td>Individual Group</td>
<td>6-20 Minutes</td>
<td>Computer Scored</td>
<td>Yes</td>
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<tr>
<td>Discovery Education Predictive Assessment</td>
<td>Reading</td>
<td></td>
<td>Moderate High</td>
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<td></td>
<td></td>
<td>Group</td>
<td>40 Minutes</td>
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<td>Yes</td>
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<tr>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
<td>Letter Naming Fluency</td>
<td></td>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### NCRTI Tools Chart Ratings


#### Screening Tools Chart

<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Classification Accuracy</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated Reliability, Validity, and Classification Data for Diverse Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acuity</td>
<td>* English Language Arts</td>
<td>![Unconvincing]</td>
<td>![Moderate Low]</td>
<td>![Unconvincing]</td>
<td>![No evidence submitted]</td>
<td></td>
</tr>
<tr>
<td>AIMSweb</td>
<td>* Reading Curriculum-Based Measurement</td>
<td>![Unconvincing]</td>
<td>![Moderate High]</td>
<td>![Convincing]</td>
<td>![Partially convincing]</td>
<td></td>
</tr>
<tr>
<td>AIMSweb</td>
<td>* Test of Early Literacy - Letter Naming Fluency</td>
<td>![No evidence submitted]</td>
<td>![Moderate Low]</td>
<td>![Unconvincing]</td>
<td>![No evidence submitted]</td>
<td></td>
</tr>
<tr>
<td>Classworks Universal Screener</td>
<td>* Reading</td>
<td>![Unconvincing]</td>
<td>![Moderate High]</td>
<td>![No evidence submitted]</td>
<td>![No evidence submitted]</td>
<td></td>
</tr>
</tbody>
</table>
Disaggregated Data in the NCRTI Screening Tools Chart (www.rti4success.org/screeningTools)

Disaggregated Reliability, Validity, and Classification Data for Diverse Populations

Data are disaggregated when they are calculated and reported separately for specific sub-groups.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full bubble: Convincing evidence</td>
<td>At least two of the three types of data (classification, reliability, and validity) are disaggregated for at least 1 group AND meet the criteria for convincing or partially convincing.</td>
</tr>
<tr>
<td>Half Bubble: Partially convincing evidence</td>
<td>One of the three types of data is disaggregated for at least 1 group AND meets the criteria for convincing or partially convincing.</td>
</tr>
<tr>
<td>Empty bubble: Unconvincing evidence</td>
<td>One or more of the three types of data are disaggregated for at least 1 group, but all of the disaggregated data meet the criteria for unconvincing.</td>
</tr>
<tr>
<td>Dash: No evidence provided</td>
<td>None of the data are disaggregated for diverse groups.</td>
</tr>
</tbody>
</table>
Practice Guide Suggestions for Progress Monitoring With ELLs

- Collect progress monitoring data more often than screening data, which is recommended to occur three times a year.

- The severity of the problem should dictate how often progress is monitored.

- Students at high risk should be monitored more often.

(See page 11 of the Practice Guide.)
Purpose of Progress Monitoring

Allows practitioners to

- Estimate rates of improvement.
- Identify students who are not demonstrating adequate progress.
- Compare the efficacy of different forms of instruction to design more effective, individualized instruction.

(from NCRTI webinar titled *The Essential Components of RTI: Progress Monitoring*)
# Identifying Progress Monitoring Tools Using the NCRTI Progress Monitoring Tools Chart


## Progress Monitoring Tools

View the Progress Monitoring Mastery Measures Tools Chart

<table>
<thead>
<tr>
<th>Subject: Reading</th>
<th>Grade: Elementary</th>
<th>Filter</th>
<th>Reset</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Reliability of the Performance Level Score</th>
<th>Reliability of the Slope</th>
<th>Validity of the Performance Level Score</th>
<th>Predictive Validity of the Slope of Improvement</th>
<th>Alternate Forms</th>
<th>Sensitive to Student Improvement</th>
<th>End-of-Year Benchmarks</th>
<th>Rates of Improvement Specified</th>
<th>Norms Disaggregated for Diverse Populations</th>
<th>Disaggregated Reliability and Validity Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSweb</td>
<td>Oral Reading</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>No</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Letter Naming Fluency</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
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<td>⬤</td>
<td>⬤</td>
<td>No</td>
<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Letter Sound Fluency</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
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<td>⬤</td>
<td>No</td>
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<td>⬤</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Nonsense Word Fluency</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
<td>⬤</td>
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<tr>
<td>AIMSweb</td>
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<td>⬤</td>
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<td>⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>Curriculum Based Measurement in Reading (CBM-R)</td>
<td>Letter Sound Fluency</td>
<td>⬤</td>
<td>⬤</td>
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<td>No</td>
<td>⬤</td>
<td>⬤</td>
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</tbody>
</table>
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<table>
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<th>Reliability of the Performance Level Score</th>
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<th>Norms Disaggregated for Diverse Populations</th>
<th>Disaggregated Reliability and Validity Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSweb</td>
<td>Oral Reading</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>No</td>
<td>★</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Letter Naming Fluency</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
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<td>★</td>
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<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Letter Sound Fluency</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
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<td>★</td>
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<tr>
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<td>★</td>
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<tr>
<td>AIMSweb</td>
<td>Test of Early Literacy - Phonemic Segmentation Fluency</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
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<td>★</td>
<td>★</td>
<td>No</td>
<td>★</td>
</tr>
<tr>
<td>Curriculum Based Measurement in Reading</td>
<td>Letter Sound Fluency</td>
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<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
<td>No</td>
<td>★</td>
</tr>
</tbody>
</table>

**Subject:** Reading  
**Grade:** Elementary
Think-Pair-Share

- What types of assessments do you use in your school district for screening and progress monitoring?
- Are they standardized?
- Do they have evidence of reliability or validity?
Examples of Progress Monitoring

- Estimate rates of improvement.
- Identify students not making adequate progress.
- Compare efficacy of interventions.
Estimate Rates of Improvement

(from NCRTI What Is Progress Monitoring? Module)
Identify Students Not Making Adequate Progress

**Increasing Scores:**

![Graph showing increasing scores with trend line and goal line.]

**Flat Scores:**

![Graph showing flat scores with trend line and goal line.]

(from NCRTI What Is Progress Monitoring? Module)
“True Peers” (Brown & Doolittle, 2008)

- “True peers” are students with similar characteristics, including the following:
  - Language proficiency
  - Cultural and experiential backgrounds
- Tracking progress compared with “true peers” can be used to examine the instructional program.
Compare Progress Among “True Peers”

Growth With Intervention A

Week 1  Week 2  Week 3  Week 4

Words Read Correctly

- Student 1
- True Peers
Compare Efficacy of Interventions

Growth by Intervention Type

Score

Week 1 Week 2 Week 3 Week 4

Intervention A

Intervention B

(from NCRTI What Is Progress Monitoring? Module)
Compare Efficacy of an Intervention Between ELLs and Non-ELLs

Growth With Intervention A

<table>
<thead>
<tr>
<th>Score</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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</tr>
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</tr>
<tr>
<td>50</td>
<td></td>
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</tr>
</tbody>
</table>

ELLs
Non-ELLS
Data From Screening and Progress Monitoring Should Be Used to Make Instructional Support Decisions for All Students, Including ELLs

3 levels of intensity:
- Primary
- Secondary
- Tertiary

- Primary Level of Prevention (~80% of students)
- Secondary Level of Prevention (~15% of students)
- Tertiary Level of Prevention (~5% of students)
Create Explicit Decision Rules for Progress Monitoring

Articulate in writing what happens when:

- More than 80% of students are above target
- Less than 80% are below target
- Lack of progress is evident
- Student progress varies by target group (e.g., special education, low SES, and ELL)
Think-Pair-Share

- Does your district/school have procedures for screening, progress monitoring, and placing ELLs into levels of prevention? If so, what are they?
- How are they similar or different from those used for non-ELLs?
RECOMMENDATION 2 (STRONG): PROVIDE INTENSIVE SMALL-GROUP READING INTERVENTIONS FOR THOSE AT RISK FOR READING PROBLEMS.

(See pages 15–18 of the Practice Guide.)
Characteristics of High-Quality Reading Interventions Used With ELLs

- Multiple opportunities for students to respond to questions
- Multiple opportunities for students to practice reading both words and connected text out loud (either in a small group or with a peer)
- Clear feedback and immediate correction from the teacher when students make errors
- Explicit instruction in all areas of reading: phonological awareness, phonics, reading fluency, vocabulary, and comprehension
- Collaborative techniques (more about this on later slides)

(See page 16 of the Practice Guide.)
Recommended Intensity and Groupings for Reading Interventions

- Daily
- At least 30 minutes per day
- Small groups of 3–6 students
- Students grouped by skill level
- Groups can include both ELLs and non-ELLs

(See page 16 of the Practice Guide.)
Identifying Effective Interventions

- Best Evidence Encyclopedia (Johns Hopkins University): www.bestevidence.org
## Identifying Interventions on the NCRTI Instructional Intervention Tools Chart


<table>
<thead>
<tr>
<th>Program</th>
<th>Study</th>
<th>Participants</th>
<th>Design</th>
<th>Fidelity of Implementation</th>
<th>Proximal</th>
<th>Distal</th>
<th># of Outcome Measures</th>
<th>Mean based on adjusted posttests</th>
<th>Mean based on unadjusted posttests</th>
<th>Disaggregated Data Available</th>
</tr>
</thead>
</table>
| Academy of READING     | Fiedorowicz, & Trites (1987)                                          | ●            | ●      | ○                            | ●        | ●     | 24 Reading            | P = 0.19  
D = 0.36                           | No                                |                |
| Access Code            | * McMurty, Brown, & Zimmermann (2010)                                 | ●            | ●      | ●                            | ●        | ●     | 5 Reading             | P = 0.23  
D = 0.29                           | P = 0.04  
D = 0.04                           | No                                |                |
| AWARD Reading          | Block, & Mangieri (Tech. Rep.)                                       | ○            | ●      | ○                            | ●        |       | 5 Reading             |                                  | No                                |                |
| Corrective Reading     | Benner, Kinder, Beaudoin, Stein, & Hirschmann (2005)                  | ○            | ○      | ●                            | ●        |       | 4 Reading             |                                  | No                                |                |
Identifying Interventions on What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/)

Accelerated Reader™ (Reviewed using the English Language Learners Evidence Review Protocol)

Intervention Report | December 2009
Accelerated Reader™ is a guided reading intervention used to supplement regular reading instruction in K–12 classrooms. Its aim is to improve students’ reading skills through reading practice and quizzes on the books students read.

Arthur (Reviewed using the English Language Learners Evidence Review Protocol)

Intervention Report | September 2006
Arthur, a book-based educational television program designed for children ages 4–8, is popular among preschool and kindergarten students. The program is based on the storybooks, by Marc Brown, about Arthur, an 8-year-old aardvark....
Examples Are for Illustrative Purposes Only

Throughout this presentation, we may look at specific products to practice using the Web-based tools. These examples are for illustrative purposes only; we are not endorsing any specific products.
Identifying Interventions on What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/)

Enhanced Proactive Reading

**Download Full Report**

**Report Summary**

**Effectiveness**

*Enhanced Proactive Reading* was found to have potentially positive effects on reading achievement and no discernible effects on English language development.

**Program Information**

*Enhanced Proactive Reading*, a comprehensive, integrated reading, language arts, and English language development curriculum, is targeted to first-grade English language learners experiencing problems with learning to read through conventional instruction. The curriculum is implemented as small group daily reading instruction, during which English Language Learners instructors provide opportunities for participation from all students and give feedback for student responses.

**Research**

One randomized controlled trial of *Enhanced Proactive Reading* met the What Works Clearinghouse (WWC) evidence standards and a second randomized controlled trial study met WWC standards with reservations. The two studies included a total of more than 130 students from four schools in Texas. The studies examined results on reading achievement and English language development.
## What Works Clearinghouse Effectiveness Ratings

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Improvement Index</th>
<th>Effectiveness Rating</th>
<th>Extent Of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading achievement</td>
<td>+19</td>
<td>Potentially Positive Effects</td>
<td>Small</td>
</tr>
<tr>
<td>English language</td>
<td>-1</td>
<td>No Discernible Effects</td>
<td>Small</td>
</tr>
<tr>
<td>development</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# What Works Clearinghouse Effectiveness Rating Categories

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence for Positive Effect?</th>
<th>Evidence for Negative Effect?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive effects</td>
<td>Strong evidence</td>
<td>No evidence</td>
</tr>
<tr>
<td>Potentially positive effects</td>
<td>Evidence</td>
<td>No evidence</td>
</tr>
<tr>
<td>No discernable effects</td>
<td>No evidence</td>
<td>No evidence</td>
</tr>
<tr>
<td>Mixed effects</td>
<td>Evidence</td>
<td>Evidence</td>
</tr>
<tr>
<td>Potentially negative effects</td>
<td>No evidence</td>
<td>Evidence</td>
</tr>
<tr>
<td>Negative effects</td>
<td>No evidence</td>
<td>Strong evidence</td>
</tr>
</tbody>
</table>
Identifying Interventions on Best Evidence Encyclopedia (www.bestevideence.org)

What reading programs have been proven to help English language learners succeed in reading? To find out, this review summarizes evidence on achievement effects of reading programs for English language learners and other language minority students in the elementary grades.

Full Report
Best Evidence Encyclopedia
Evidence Ratings

- Strong evidence of effectiveness
- Moderate evidence of effectiveness
- Limited evidence of effectiveness: strong evidence of modest effects
- Limited evidence of effectiveness: weak evidence with notable effects
- No qualifying studies
Identifying Interventions on Best Evidence Encyclopedia (www.bestevidence.org)

### Top-Rated Programs

**Beginning Reading Programs for English Language Learners**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Program</th>
<th>Description</th>
<th>Contact / Website</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Small group tutoring using Direct Instruction- English</td>
<td>Tutoring for struggling students, grades K-3, using Direct Instruction materials.</td>
<td>E-mail: <a href="mailto:info@nifdi.org">info@nifdi.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Website: <a href="http://www.nifdi.org">www.nifdi.org</a></td>
</tr>
<tr>
<td></td>
<td>Success for All: Bilingual and English</td>
<td>Comprehensive school reform model for grades K-8 emphasizing cooperative learning, phonics, frequent assessment, tutoring, and parent involvement. Versions available for English language development, transitional bilingual education, and two-way bilingual.</td>
<td>E-mail: <a href="mailto:nmadden@successforall.org">nmadden@successforall.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Website: <a href="http://www.successforall.org">www.successforall.org</a></td>
</tr>
</tbody>
</table>
Activity

With your table groups, review the websites and choose 1–3 reading instruction or intervention programs that you think may be helpful for supporting ELLs in your school district.
Linguistic and Cultural Considerations

- Instruction should be linguistically and culturally appropriate at each prevention level.
- Child’s language and culture should be viewed as strengths, not as liabilities.
- Students should not be moved to secondary prevention unless it is determined that the core curriculum was linguistically and culturally appropriate.

(Brown & Doolittle, 2008)
Linguistic and Cultural Factors

- Native language
- Current levels of proficiency in first language and in English
- Early exposure to first language and English
- Country of origin
- Educational and cultural experiences

(Brown & Sanford, 2011)
Sounds in English That May Differ or Do Not Exist in Spanish

- Initial consonants: g, h, j, r, v, and z
- Letter combinations: ck, ght, nd, ng, nk, nt, tch, thr, and more
- Short vowel sounds: a, e, i, o, and u
- Diphthongs: au, aw, ew, oi, ow, oy, and ue
- Silent letters: gn, kn, mb, and wr

(August & Vockley, 2003)
Use Supplementary Materials

- Hands-on manipulatives (e.g., counting chips and globes)
- Real-life objects (e.g., coins, bills, and models)
- Pictures, visuals, and multimedia (e.g., illustrations, graphs, timelines, maps, and videos)
- High-low readers
- Adapted text
- Graphic organizers and outlines
- Highlighted and audiotaped text

(Echevarría & Vogt, 2011; Echevarría, Vogt, & Short, 2007)
Social and Emotional Challenges for ELLs

- Must adapt to the challenges of a new culture
- May endure separation from family and loved ones
- May experience trauma of leaving their home country
- May enter school in the secondary years with disrupted schooling and little or no English
- Often struggle with poverty (60 percent)

(Echevarría & Vogt, 2011)
RECOMMENDATION 3 (STRONG): PROVIDE EXTENSIVE AND VARIED VOCABULARY INSTRUCTION.

(See pages 19–22 of the Practice Guide.)
Adopt an Evidence-Based Approach to Vocabulary Instruction

- Daily and explicit
- Emphasized in all parts of the curriculum (reading, writing, science, and social studies)
- Multiple exposure to target words over several days
- Reading, writing, and speaking opportunities
- Student-friendly definitions
- Regular review of words

(See pages 19–20 of the Practice Guide.)
Develop District-Wide Lists of Essential Words for Vocabulary Instruction

- Choose words carefully. Rich vocabulary instruction is time intensive, and only a handful of words should be taught at a time.
- Teachers should have the lists as they plan reading, social studies, science, and mathematics units.
- Teachers may choose to add to lists when problem words arise in the classroom.

(See page 20 of the Practice Guide.)
New Approaches to Vocabulary Instruction

- Use of visuals, including illustrations of vocabulary concepts and graphic organizers
- Use of videos
- Paired activities between ELLs and English-proficient students
- Purposeful group discussion
- Use of writing activities

(August et al., 2009; Vaughn et al., 2009)
Integrating Vocabulary Instruction Into the RTI Framework

**Primary level.** Vocabulary instruction is integrated into a research-based core curriculum for all students.

**Secondary level.** Vocabulary instruction is included in intensive small-group, evidence-based interventions (~15%).

**Tertiary level.** Vocabulary instruction is included in intensive individualized interventions (~5%).
Emphasize the Acquisition of Everyday Words That Native Speakers Know

- Provide brief instruction during lessons.
- Emphasize the meanings of common phrases and expressions as well as single words.
- Draw attention to potentially confusing words and phrases.

(See page 21 of the Practice Guide.)
## Early Vocabulary Connections Implementation Table

<table>
<thead>
<tr>
<th>Early Vocabulary Connections</th>
<th>Descriptive Information</th>
<th>Usage</th>
<th>Acquisition and Cost</th>
</tr>
</thead>
</table>
|                              | Early Vocabulary Connections is a supplemental reading vocabulary program designed to simultaneously promote the reading, vocabulary and decoding skills of kindergarten through third grade students who are learning the English language or who have significant literacy deficits. The program comprises two primary components:                                                                 | Early Vocabulary Connections is intended for use in Kindergarten through third grade. It is designed for use with students with disabilities (including learning disabilities), English language learners and any student at risk of academic failure. The academic area of focus is reading (phonics/word study, comprehension, fluency, vocabulary, and spelling). | Where to obtain: Cambium Learning Sopris 4185 Salazar Way Frederick, CO 80504  
Phone: 800-547-6747  
Web Site: [www.cambiumlearninggroup.com](http://www.cambiumlearninggroup.com)  
Cost:  
• 25 Students/1 Teacher: $4.74/student (Cost includes all student and teacher materials)  
• 5 Students/1 Teacher: $23.60/student (Cost includes all student and teacher materials)  
Replacement cost per student for subsequent use: $0  
Additional Cost Information:                                                                                                       |
|                              | • Early Vocabulary Connections: First Words to Know and Decode (Level 1): Designed for students who are just learning to read, this component pairs explicit instruction in both decoding and vocabulary. The vocabulary words in this part of the program are arranged based on letter sounds.  
• Early Vocabulary Connections: Important Words to Know and Spell (Level 2): Designed for students with significant vocabulary deficits, this component builds directly on Level 1. This is designed for students who are                                                                 |                                                                                           |                                                                                                                                                    |
| Failure Free Reading         | Torgesen, Schirm, Stuart, Vartian, et al. (2011)                                                                                                                                                                       |                                                                                           |                                                                                                                                                    |
| Corrective Reading Decoding  | Gunn, Bill, Smokoff & An (2012)                                                                                                                                                                                        |                                                                                           |                                                                                                                                                    |
| Reading Decoding             | Stein, & Hirschm (2005)                                                                                                                                                                                              |                                                                                           |                                                                                                                                                    |
Finding Evidence-Based Vocabulary Programs: What Works Clearinghouse

Literacy Publications and Resources

Vocabulary Improvement Program for English Language Learners and Their Classmates (VIP) (Reviewed using the English Language Learners Evidence Review Protocol)

Intervention Report | October 2006

The Vocabulary Improvement Program for English Language Learners and Their Classmates (VIP) is a vocabulary development curriculum for English language learners and native English speakers (grades 4–6). The 15-week program includes...
RECOMMENDATION 4 (LOW): DEVELOP ACADEMIC ENGLISH.

(See pages 23–27 of the Practice Guide.)
What Is Academic English?

- Classroom language
- Language used in academic disciplines (e.g., science, history, and literary analysis)
- Language of texts and literature
- Language of extended, reasoned discourse
- More abstract than conversational English

(See pages 23–25 of the Practice Guide.)
Integrate Daily Academic English Instruction Into the Core Curriculum

- Teach academic English consistently and simultaneously across all content areas.
- Teach academic English explicitly.
- Academic English can make a difference in the ability of ELLs to understand the core curriculum and to perform on assessments.
- Academic English is even more crucial in the upper grades.

(See pages 23–25 of the Practice Guide.)
Teach Academic English in the Earliest Grades

Instruction should include the following

- Morphology (e.g., proper use of adjectives and adverbs, singular versus plural, and verb tense)
- Syntax
- Vocabulary
- Both oral and written communication

(See page 25 of the Practice Guide.)
Advantages of Devoting a Specific Block (or Blocks) of Time Each Day to Building Academic English

- Increases the time ELLs have to learn English
- Provides better opportunities for deep processing and retention
- Ensures that teachers devote time to developing academic English (which may not happen when focusing on other lesson objectives)

(See pages 25–26 of the Practice Guide.)
Text-Based Approach to Academic English

- Start with an engaging, grade-level text
- Select target words (such as those on the AWL)
- Provide activities over a 5–8-day cycle to promote deep processing
  - Whole-group, small-group, and individual activities
  - Listening, speaking, reading, and writing opportunities
  - Across all subjects

(Lesaux, Kieffer, Faller, & Kelley, 2010; Snow, Lawrence, & White, 2009)
Activity

Begin to develop a list of important vocabulary words that you would want to include on a school-wide or a district-wide list.
RECOMMENDATION 5 (HIGH): SCHEDULE REGULAR PEER-ASSISTED LEARNING OPPORTUNITIES.

(See pages 28–30 of the Practice Guide.)
Schedule 90 Minutes per Week for Paired Reading and Language Arts Activities

- Pairs of students should be at different ability levels or English language proficiencies.
- Activities should practice and extend material already taught.
- Tie activities to areas that emerge as key targets from district’s evaluation data.

(See page 29 of the Practice Guide.)
Use Partnering for English Language Development Instruction

Peers can read connected text or short passages and do the following:

- Discuss the text in a structured way.
- Practice summarizing the text using specific strategies.
- Answer questions about the text.
- Use another comprehension procedure, such as having students predict what will happen next.

(See page 29 of the Practice Guide.)
Finding Peer-Assisted Learning Programs: What Works Clearinghouse
(http://ies.ed.gov/ncee/wwc/)

Peer-Assisted Learning Strategies (Reviewed using the English Language Learners Evidence Review Protocol)

Intervention Report | September 2010

Peer-Assisted Learning Strategies is a peer-tutoring program for use in elementary school classrooms to improve student proficiency in reading. Its purpose is to supplement students’ existing reading curriculum. Peer-Assisted LearningPage 1. 1 WWC Intervention Report Peer-Assisted Learning Strategies August 2010 Program Description2 Peer-Assisted Learning Strategies ...
### Finding Peer-Assisted Learning Programs: Best Evidence Encyclopedia (www.bestevidence.org)

#### Top-Rated Programs
Listed below are currently available programs, listed alphabetically.

#### Program Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>Program</th>
<th>Type</th>
<th>Description</th>
<th>Contact / Website</th>
</tr>
</thead>
</table>
| Peer-Assisted Learning Strategies (PALS) | IP | A technique in which children work in pairs, taking turns as teacher and learner, to learn a structured sequence of literacy skills, such as phonemic awareness, phonics, sound blending, passage reading, and story retelling. | E-mail: pals@vanderbilt.edu  
Website: kc.vanderbilt.edu/pals |
| Reading Reels | IP | A form of multimedia used within the Success for All program (see above), in which video content is embedded within teachers' lessons. Brief animation, puppet skits, and live-action segments, about five minutes daily in total, model beginning reading strategies for children and teachers. | E-mail: sfainfo@successforall.org  
Website: www.successforall.org |
WHERE TO GO FROM HERE: PLANNING, RESOURCES, AND PROFESSIONAL DEVELOPMENT
Recommendation 1:

- Train school-based teams of teachers to examine formative assessment data to identify ELLs at risk and determine what instructional adjustments will increase progress.
- Teams can be by grade or across grade levels.
- Reading coach should play a key role on teams.

(See page 12 of the Practice Guide.)
Recommendation 2:

- Provide training and ongoing support for teachers and interventionists who provide small-group instruction.
- All personnel who work with ELLs should participate together in the same professional development activities.
- Training should train teachers on appropriate pacing of interventions.

(See pages 16–17 of the Practice Guide.)
What Professional Development Will My School or District Need?

Recommendation 3:

- Engage teachers in planning effective vocabulary instruction through teacher study groups.
- Use available texts that provide evidence-based approaches to vocabulary instruction to guide groups.

(See pages 20–21 of the Practice Guide.)
What Professional Development Will My School or District Need?

Sample activities for teacher study groups:

- Transform textbook definitions into student-friendly definitions.
- Identify crucial words in students’ texts.
- Develop daily lesson plans for intensive vocabulary instruction.

(See pages 20–21 of the Practice Guide.)
What Professional Development Will My School or District Need?

Recommendation 4:

- Provide teachers with ongoing professional development to help them learn how to teach academic English.
  - Should address English morphology, syntax, and discourse.
  - Should include practical activities, such as analyzing texts used by students.

(See page 25 of the Practice Guide.)
What Professional Development Will My School or District Need?

Recommendation 5:

- Provide professional development for teachers setting up peer-assisted learning systems.
- Schedule professional development during the early part of the school year.
- Provide training to reading coaches.

(See page 29 of the Practice Guide.)
Checklist for Carrying Out the Recommendations

Checklist for carrying out the recommendations

Recommendation 1. Screen for reading problems and monitor progress

- Districts should establish procedures for—and provide training for—schools to screen English learners for reading problems. The same measures and assessment approaches can be used with English learners and native English speakers.

- Depending on resources, districts should consider collecting progress monitoring data more than three times a year for English learners at risk for reading problems. The severity of the problem should dictate how often progress is monitored—weekly or bi-weekly for students at high risk of reading problems.

- Ensure that the program is implemented daily for at least 30 minutes in small, homogeneous groups of three to six students.

- Provide training and ongoing support for the teachers and interventionists (reading coaches, Title I personnel, or paraeducators) who provide the small-group instruction.

- Training for teachers and other school personnel who provide the small-group interventions should also focus on how to deliver instruction effectively, independent of the particular program emphasized. It is important that this training include the use of the specific program materials the teachers will use during the school year. But the training should also explicitly emphasize that these instructional techniques can be used in other programs and across other subject areas.

See the full checklist on pages 7–8 of the Practice Guide.
Where Can I Find More Information?

- Best Evidence Encyclopedia: [www.bestevidence.org](http://www.bestevidence.org)
- Center on Instruction: [www.centeroninstruction.org](http://www.centeroninstruction.org)
- Colorín Colorado: [www.colorincolorado.org](http://www.colorincolorado.org)
- Center for Applied Linguistics: [www.cal.org](http://www.cal.org)
Search for State Resources at http://state.rti4success.org/

Select “English language learners” from the dropdown menu.


References


References


References


CLOSING
3-2-1 Activity

- Three things you learned
- Two things confirmed
- One thing you plan to do
Questions?

National Center on Response to Intervention

www.rti4success.org