

DRAFT

School Resource Map

DRAFT

	Social/Emotional/Behavioral	Reading	Math	Writing
Universal				
Progress Monitoring - Data for Movement between Tiers				
Selected				
Progress Monitoring - Data for Movement between Tiers				
Targeted				

Arthur

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. Each show is 30 minutes in length and includes two stories involving characters dealing with moral issues. The show has been used as a listening comprehension and language development intervention for English language learning students.

For use with students
Age 4-8

STEPS FOR IMPLEMENTATION

Students watch a 30 minute episode of *Arthur* about 3 times a week. Each story in the episode contains the following literary elements:

- ✓ Plot
- ✓ Conflict
- ✓ Resolution

Repeated exposure to these elements aids in the development of narrative abilities.

The following intervention supplements are found online:

- Teacher and Parent Resources
- Lesson Plans
- Activities
- Links to acquiring printed materials

RESEARCH

Participants: 108 kindergarten Spanish-speaking English language learners from six schools in a large urban school district on the East Coast.

- ✓ **54** students watched the television show *Arthur*
- ✓ **54** students were in the control group and watched a comparable show, *Between The Lions*

This randomized study, looked at the effects of watching *Arthur* and English language development. It assessed students based on narrative skill in English—the ability to talk about events in a coherent fashion. The study found that children who viewed *Arthur* had steeper growth trajectories than the control group.

References

- Uchikoshi, Y. (2005). Narrative Development in Bilingual Kindergarteners: Can *Arthur* Help?. *Developmental Psychology*, 41(3), 464-478.
- US Department of Education, Institute of Education Sciences. (2010). *WWC intervention report: Arthur*. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Arthur_091406.pdf

Bilingual Cooperative Integrated Reading and Composition (BCIRC)

Bilingual Cooperative Integrated Reading and Composition (BCIRC) is an adaptation of the *Cooperative Integrated Reading and Composition (CIRC)* program, which was designed to help Spanish-speaking students succeed in reading Spanish and then making a successful transition to English reading. In the adaptation, students complete tasks that focus on reading, writing, and language activities in Spanish and English, while working in small cooperative learning groups.

For use with students in
Grades 2-5

STEPS FOR IMPLEMENTATION

Paramount to this particular intervention is the use of cooperative learning for ELLs. Students are assigned to heterogeneous teams, made up of 4 students. After a reading activity, students work together to complete related activities.

Activities include the following:

- ✓ Comprehension questions
- ✓ Vocabulary activities
- ✓ Story retell
- ✓ Prediction guidelines
- ✓ Story-related writing prompts

In order to enhance the effectiveness of this intervention, some core components need to be integrated:

- Teacher and Staff development:
- First language development theories:
- Needs relating to second-language acquisition
- Integration techniques for Spanish to English

Participants: 85 third grade ELL's in bilingual programs. The students were transitioning into English language instruction.

- ✓ **52** students received BCIRC
- ✓ **33** students were in the control group

A comparison of standardized test scores in matched BCIRC (N = 3) and comparison (N = 4) schools generally supported these expectations. On the Spanish Texas Assessment of Academic Skills, second graders who received the intervention scored significantly better than control group students in writing and marginally better ($p < .06$) in reading. On the English Norm-Referenced Assessment Program for Texas, third graders who received the intervention scored significantly better than control students in reading but not in language. Third graders who were in BCIRC for 2 years scored much better than control students on both scales. Also, BCIRC third graders met criteria for exit from bilingual education at a significantly higher rate than did comparison students.

References

- Saunders, W. M. (1999). Improving literacy achievement for English learners in transitional bilingual programs. *Educational Research and Evaluation, 5*(4), 345–381.
- Saunders, W. M., & Goldenberg, C. (1999). Effects of instructional conversations and literature logs on limited- and fluent-English-proficient students' story comprehension and thematic understanding. *Elementary School Journal, 99*(4), 277–301.
- US Department of Education, Institute of Education Sciences. (2007). *WWC intervention report: Bilingual Cooperative Integrated Reading and Composition*. Retrieved from <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=47>

Developing ELLs' Reading Skills in the Content Areas

An instructional model for teaching ELLs/Bilingual students reading skills in content areas with research-based methods (SIOP and CALLA). This intervention focuses exclusively on the skill of reading by giving clear ideas on how to organize intensive reading instruction, in which teachers provide skill-based instruction to learners at different levels of proficiency.

STEPS FOR IMPLEMENTATION

Phases of reading lesson scaffolding techniques are:

Pre-Reading

- ✓ Building on students' background knowledge (pictures, discussion, demonstrations, and hands-on inquiry).
- ✓ Preloading academic and content vocabulary.
- ✓ Developing vocabulary skills (prefixes and suffixes, word origins, etc.).
- ✓ Developing reading comprehension skills (e.g., making inferences, drawing conclusions, distinguishing fact and opinion, etc.).

Reading

- ✓ Developing students' graphic literacy skills.
- ✓ Developing reading fluency.

Post Reading

- ✓ Using read-alongs (questions inserted the text to check comprehension).
- ✓ Checking comprehension (verbal and nonverbal).
- ✓ Extension activities and projects

RESEARCH

Several studies offer specific advice to teachers on teaching content matter to language learners. These studies address content matter instruction comprehensively and focus on all four language skills.

- Echevarria, J., Vogt, M., & Short, D. (2004). Making content comprehensible for English learners: The SIOP model. Boston: Pearson Allyn & Bacon
- Reiss, J. (2005). Teaching content to English language learners. White Plains, New York: Longman.

Models such as Sheltered Instructional Observation Protocol (SIOP)¹ and Cognitive Academic Language Learning Approach (CALLA)² outline research-based methods for teaching content to language learners.

For use with students
at all school-level ages

References

Collins, T. (2009). Developing ELLs reading skills in the content areas. *AccELLerate!*, 1(4), 8-10. Retrieved from http://www.ncela.gwu.edu/files/uploads/17/Accellerate_1_4.pdf

Enhanced Proactive Reading

Enhanced Proactive Reading is a comprehensive, integrated reading, language arts, and English language development curriculum, that 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.

For use with students
In Grade 1

STEPS FOR IMPLEMENTATION

The curriculum provides 120 daily lessons, each composed of 6–10 short activities, to be delivered throughout the school year. Daily activities typically include:

- ✓ Playing word games designed to promote phonemic awareness
- ✓ Practicing letter-sound correspondence for letters or letter combinations
- ✓ Practicing writing letters
- ✓ Learning the sound of a new letter or letter combination.

Each lesson is delivered to small groups of students, lasts approximately 50 minutes. To clarify meaning while teaching vocabulary, Teachers' instructional practices may include:

- Visual aids
- Gestures
- Facial expressions
- Connected text fluency
- Comprehension strategies.

Student responses are largely choral, with some individual work. Teachers model new content and monitor students' responses to and progress in the fast-paced lessons.

RESEARCH

Two studies with a total of more than 130 students from four schools in Texas.

The first study included 91 first grade ELLs that were below basic in reading, as determined by the Woodcock Language Battery. They received supplemental reading support to their regular reading instruction.

The second study included 41 ELL that were randomly assigned to control and intervention groups. Students were chosen to participate based on low English and Spanish achievement.

Both studies found positive effects in reading achievement after the use of Enhanced Proactive Reading.

References

US Department of Education, Institute of Education Sciences. (2010). *WWC intervention report: Enhanced Proactive Reading*. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Proactive_Reading092806.pdf

Instructional Conversations and Literature Logs

The goal of *Instructional Conversations and Literature Logs* is to help English language learners develop reading comprehension ability along with English language proficiency. *Instructional Conversations* are small-group discussions. Acting as facilitators, teachers engage English language learners in discussions about stories, key concepts, and related personal experiences, which allow them to appreciate and build on each others' experiences, knowledge, and understanding. *Literature Logs* require English language learners to write in a log in response to writing prompts or questions related to sections of stories. These responses are then shared in small groups or with a partner.

STEPS FOR IMPLEMENTATION

The *Literature Log* component:

- Teachers assign entries for different segments of readings.
- English language learners are asked to independently write about personal experiences relevant to a character in the story, provide a detailed description of an event that occurred in the story, and evaluate a theme from the story.
- Learners participate in a discussion led by the teacher comparing their own personal experiences to those of the character in the story.

Instructional Conversation component:

- The teacher facilitates discussions with English language learners in small groups about the content of the story.
- Discussions last approximately 45 minutes per week.
- The discussions provide an opportunity for teachers to assess story comprehension and assist in broadening English language learners' understanding of the story content and themes.

RESEARCH

Two studies investigated the effects of *Instructional Conversations and Literature Logs*. One was a randomized controlled trial that focused on the short-term use of the intervention over a few days. The other study was a quasi-experimental design that focused on the long-term use of the intervention delivered as key components in a broader language arts program over a few years.

Participants: 200 Hispanic English language learners from grades 2–5

In both studies, the intervention had statistically significant positive effects on reading achievement. *Instructional Conversations and Literature Logs* had statistically significant positive effects on measures of factual comprehension and interpretive comprehension.

For use with students in
Grades 2-5

References

- Saunders, W. M. (1999). Improving literacy achievement for English learners in transitional bilingual programs. *Educational Research and Evaluation, 5*(4), 345–381.
- Saunders, W. M., & Goldenberg, C. (1999). Effects of instructional conversations and literature logs on limited- and fluent-English-proficient students' story comprehension and thematic understanding. *Elementary School Journal, 99*(4), 277–301.
- US Department of Education, Institute of Education Sciences. (2006). *WWC intervention report: Instructional Conversations and Literature Logs*. Retrieved from <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=236>

Peer Assisted Learning Strategies

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 Learning Strategies* was developed for use with students with diverse academic needs and has been used with English language learners.

For use with students
Grades K-6

STEPS FOR IMPLEMENTATION

The program uses peer-mediated instruction, a process whereby students work in pairs or small groups to provide tutoring in three reading strategies:

- ✓ Retelling
(i.e., sequencing information)
- ✓ Paragraph shrinking
(i.e., generating main idea statements)
- ✓ Prediction relay
(i.e., generating and evaluating predictions)

In addition to being trained in each of the reading strategies, students are taught to correct their partner's reading errors, award points for correct responses, and provide consistent encouragement and feedback.

The intervention should be conducted 3-4 times a week for 35 minutes per session.

RESEARCH

Participants: 99 English language learners from 3rd to 6th grade in Texas.

Experimental group: 49 English language learners, in classrooms that used *Peer-Assisted Learning Strategies* for reading instruction.

- ✓ 15 were in the low-achieving subgroup
- ✓ 17 in the average-achieving subgroup
- ✓ 17 in the high-achieving subgroup.

Control Group: 50 ELLs, in classrooms that used "business-as-usual" reading instruction.

- ✓ 18 were in the low-achieving subgroup
- ✓ 18 in the average-achieving subgroup
- ✓ 14 in the high-achieving subgroup.

12 teachers were randomly assigned to a PALS group and contrast group. PALS sessions were conducted 3 times a week for 15 weeks. Students were tested before and after the intervention. The study found that PALS students outgrew contrast students on reading comprehension, and those effects were not mediated by student type.

References

- Sáenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-Assisted Learning Strategies for English Language Learners With Learning Disabilities. *Exceptional Children*, 71 (3), 231-247.
- US Department of Education, Institute of Education Sciences. (2010). *WWC intervention report: Peer assisted learning strategies*. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_pals_092910.pdf

Read Well

Read Well® is a reading curriculum for kindergarten and first-grade students whose goal is to increase students' literacy abilities. Students are given opportunities to discuss the vocabulary concepts that are presented in each story. The program is based on the tenets of scaffold instruction, in which teachers begin by presenting models and gradually decreasing their support by providing guided practice before students are asked to complete the skill or strategy independently. The program combines daily whole class activities with small group lessons.

STEPS FOR IMPLEMENTATION

The *Read Well*® program involves:

- ✓ explicit, systematic instruction in English language decoding
- ✓ sustained practice of skills in decodable text
- ✓ frequent opportunities to discuss vocabulary and concepts presented in text

Reading and writing skills include

- ✓ story maps
- ✓ story retells
- ✓ guided reports

A key feature of *Read Well*® is the use of scaffolded instruction, in which teachers begin by presenting models and gradually decreasing their support by providing guided practice before students are asked to complete the skill or strategy independently. As student skills (and motivation) increase, the amount of teacher-read text decreases and the student is given greater independence.

RESEARCH

Participants: One study included 34 English language learner students in first grade.

- The intervention group included 17 students assigned to receive *Read Well*® as their core reading program.
- The control group included 17 students assigned to receive *Macmillan/McGraw-Hill 2003* as their core reading program.

The study determined a statistically significant difference in phonemic awareness and vocabulary skills between the 2 groups; however, there were no significant differences in phonics, fluency, or comprehension skills.

For use with
Grades K-1

References

- Frasco, R. D. (2008). Effectiveness of reading first for English language learners: Comparison of two programs. *Dissertation Abstracts International Section A*, 69, Retrieved from EBSCOhost..
- US Department of Education, Institute of Education Sciences. (2010). *WWC intervention report: Read Well*. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_readwell_060810.pdf

Reading Mastery

Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in English language reading. *Reading Mastery* is available in two versions, *Reading Mastery Classic* levels I and II (for use in grades K–3) and *Reading Mastery Plus*, an integrated reading-language program for grades K–6.

STEPS FOR IMPLEMENTATION

Reading Mastery uses 30- to 45-minute lessons designed to facilitate teacher-student interactions and active student participation.

A typical lesson includes seven to nine short activities that encompass multiple strands of content such as:

- ✓ Phonemic awareness
- ✓ letter-sound correspondence
- ✓ sounding out words,
- ✓ word recognition
- ✓ vocabulary
- ✓ oral reading fluency
- ✓ comprehension

The overarching teaching routine repeated throughout the curriculum is composed of the following steps:

- modeling new content
- providing guided practice
- Implementing individual practice and application.

Lesson scripts act as a guide for teachers. Signals and group responses are used to keep students involved and on task—and to control lesson pacing.

RESEARCH

Participants: Two hundred ninety-nine Hispanic students from kindergarten to grade 3.

Participants were randomly assigned to the supplemental instruction or to a no-treatment control group.

Participants' reading ability was assessed in the fall, before the first year of the intervention, and again in the spring of Years 1, 2, 3, and 4.

At the end of the 2-year intervention, students who received the supplemental instruction performed significantly better than their matched controls on measures of entry-level reading skills

The benefits of the instruction were still clear 2 years after instruction had ended, with students in the supplemental-instruction condition still showing significantly greater growth on the measure of oral reading fluency.

For use with
Grades K-6

References

- Gunn, B., Smolkowski, K., Biglan, A., Black, C., & Blair, J. (2005). Fostering the Development of Reading Skill Through Supplemental Instruction: Results for Hispanic and Non-Hispanic Students. *Journal of Special Education, 39*(2), 66-85.
- US Department of Education, Institute of Education Sciences. (2010). *WWC intervention report: Arthur*. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Reading_Mastery_092806.pdf

Research-Based Intervention Recommendations

Supporting and promoting reading development of ELLs is a challenge and a necessity for educators across the nation. Rivera et al. (2006) provides research based recommendations to guide the planning and implementation of any instructional approach or academic intervention targeted to promote ELLs abilities.

RECOMMENDATIONS FOR PROMOTING READING ABILITY

1. ELLs need early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.
2. K-12 classrooms across the nation must increase opportunities for ELLs to develop sophisticated vocabulary knowledge.
3. Reading instruction in K-12 classrooms must equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository texts.
4. Instruction and intervention to promote ELLs' reading fluency must focus on vocabulary and increased exposure to print.
5. In all K-12 classrooms across the U.S., ELLs need significant opportunities to engage in structured, academic talk.
6. Independent reading is only beneficial when it is structured and purposeful, and there is a good reader-text match.

RECOMMENDATIONS FOR PROMOTING MATHEMATICS ABILITY

1. ELLs need early explicit and intensive instruction and intervention in basic mathematics concepts and skill.
2. Academic language is as central to mathematics as it is to other academic areas. It is a significant source of difficulty for many ELLs who struggle with mathematics.
3. ELLs need academic language support to understand and solve the word problems that are often used for mathematics assessment and instruction.

References

Rivera, F.D., Lesaux, M., Kieffer, N.M., Rivera, H. (2006). Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available online at <http://www.centeroninstruction.org/files/ELL1-interventions.pdf>

Success for All (SFA®)

SFA® is a whole-school reform model that includes a reading, writing, and oral language development program. Classroom reading instruction is delivered in daily 90-minute blocks to students grouped by reading ability. Immediate intervention with tutors who are certified teachers is given each day to those students who are having difficulty reading at the same level as their classmates.

STEPS FOR IMPLEMENTATION

- Students are grouped into reading classes of 15–20 students who are all performing at the same reading level.
- Reading teachers at every grade level begin the period by reading literature to students.
- Teachers discuss the story with students to enhance the students' understanding of the story and the story structure and to increase their listening and speaking vocabulary
- Teachers in their first year of teaching SFA® receive a three-day summer training and 12 additional on-site support days during the school year.

In kindergarten and first grade, teachers:

- ✓ Emphasize the development of language skills.
- ✓ Use phonetically regular storybooks and instruction.
- ✓ Focus on phonemic awareness, auditory discrimination, and sound blending.

In second through fifth grades, teachers:

- ✓ Use school- or district-provided reading materials, either basal or trade books, in a structured set of interactive activities in which students read, discuss, and write about the books.
- ✓ Emphasize cooperative learning activities built around partner reading.
- ✓ Students work on identifying characters, settings, and problem solutions in narratives.
- ✓ Students receive direct instruction in reading comprehension skills.

RESEARCH

Seven studies focused on students in grades K–3 who received the SFA® intervention for varying amounts of time.

Participants: Combined, the studies included nearly 4,000 students attending more than 70 elementary schools across the United States.

- ✓ In the alphabetic domain, two studies showed statistically significant positive effects. Three studies showed substantively important positive effects, and two studies showed indeterminate effects.
- ✓ For the comprehension domain, one study reported a statistically significant positive effect and had a strong design. One study showed substantively important positive effects, and four studies showed indeterminate effects.
- ✓ In the general reading domain, three studies reported substantively important positive effects and three studies showed indeterminate effects. No study had a strong design.

For use with students in
Pre-K through 8th Grade

References

US Department of Education, Institute of Education Sciences. (2009). *WWC intervention report: Success for All*. Retrieved from <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=496#>