

Response to Instruction and English language learners

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Agenda

- Overview
- Assessment
- Instruction

Objectives

- Participants will learn effective instructional and assessment practices.
- Participants will learn how the RtI and ESL are linked.
- Participants will explain the importance of language knowledge in ESL / Special Ed. Instruction

RtI

School-Wide Systems for Student Success: A **Response to Intervention (RTI)** Model

Academic Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- High intensity

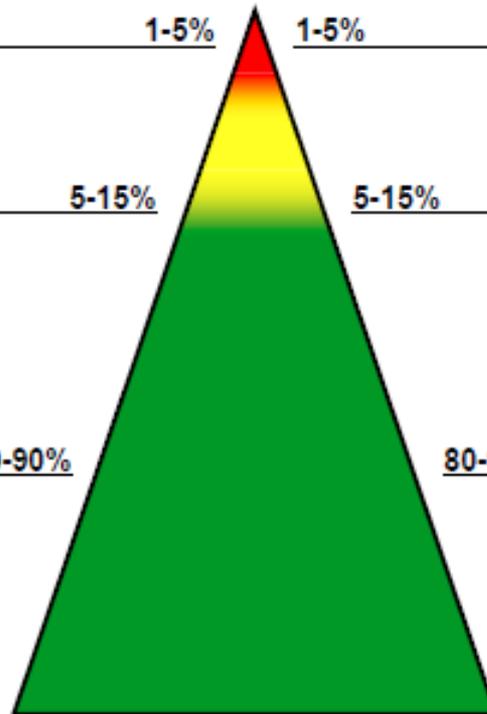
Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

1-5%



1-5%

5-15%

80-90%

Behavioral Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

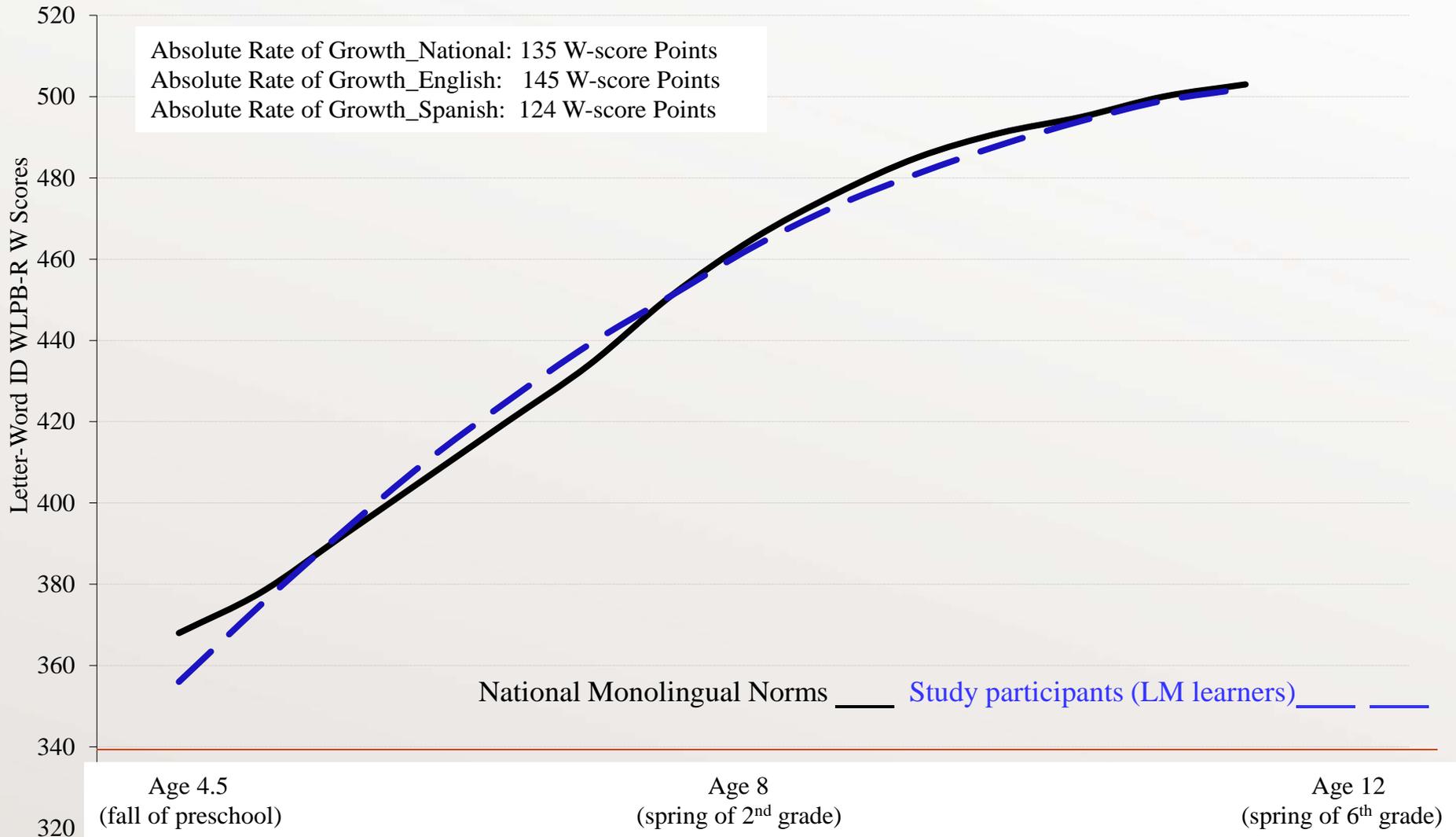
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

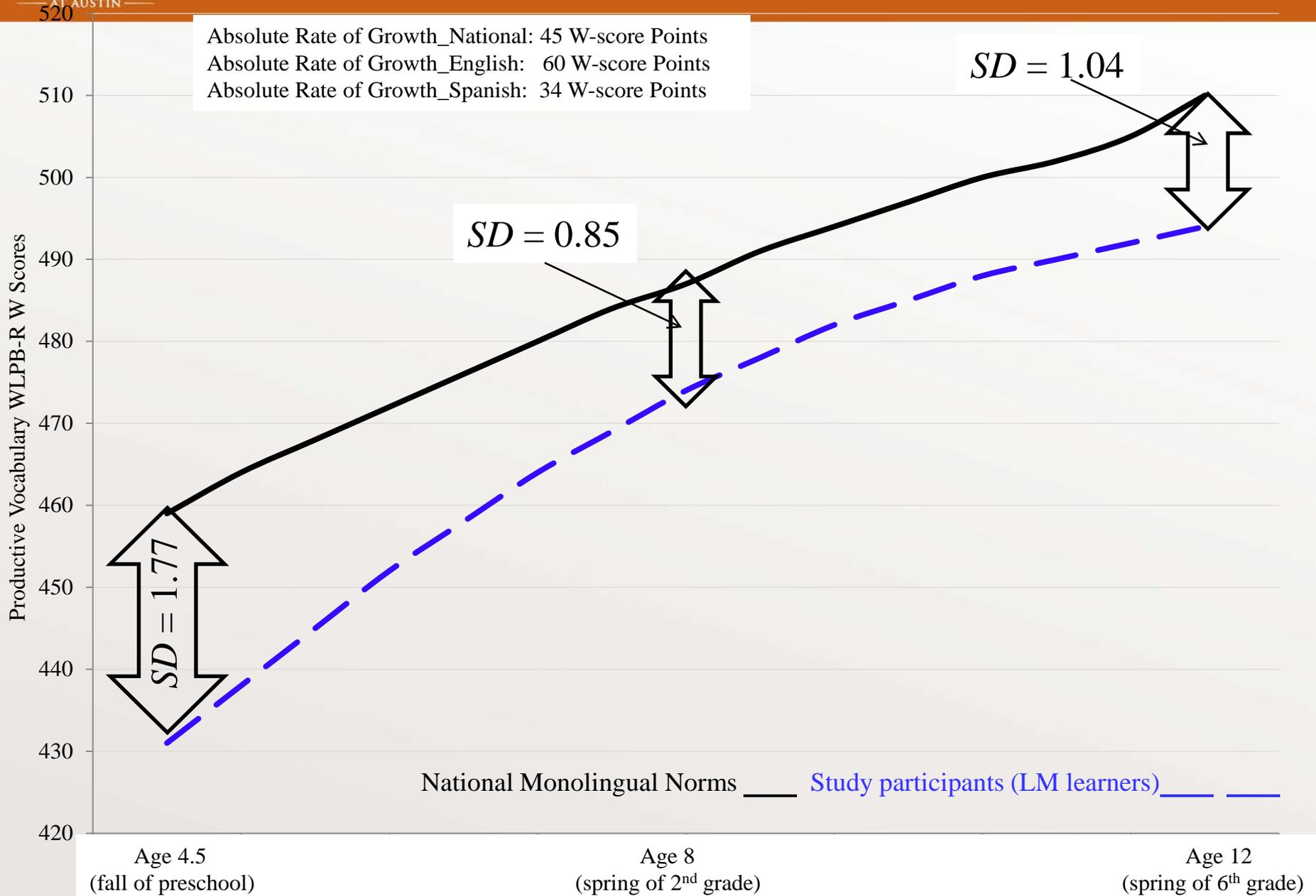
Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

RTI AND ELLS

Word Reading Skills





A recent study showed that students who could read

- 130 cwpm at 3rd grade
 - Non-ELL 90%
 - Non-ELL and low SES 75%
 - High English proficiency 68%
 - Low English proficiency 29%
- 130 cwpm at 5th grade
 - Non-ELL 82%
 - Non-ELL and low SES 62%
 - High English proficiency 58%
 - Low English proficiency 19%

Why?

- No *one* literacy assessment is sufficient to screen for early difficulties or monitor progress.
- Oral reading fluency does not predict comprehension for ELLs like it does for fluent English speakers (Kung, 2010).

Why?

- Adequate reading comprehension depends on a person already knowing 90-95% of the words in a text (Nagy & Scott, 2000).
- Vocabulary difficulty strongly influences the readability of text (Chall & Dale, 1995; Klare, 1984).
- Content knowledge is linked to language.

Reading Programs

- Most programs focus on building reading skills, they assume a certain level of English language skills.
- Thus, there is not enough emphasis on building language proficiency, in particular academic language.
- Further, students need access to expository text to build disciplinary knowledge.

Across all tiers...

- apply higher order thinking to key disciplinary areas,
- deliberately structure productive collaboration,
- develop rigorous and coherent content, knowledge and applications,
- develop academic language, and
- develop disciplinary literacy

Rtl and ESL Programs

English as a Second Language

- For students who have limited English proficiency.

Response to Instruction

- For students who are experiencing learning difficulties.

Parallel Programs

ESL

- Qualification criteria, Prescriptive instruction
- Exit criteria

RtI

- Qualification criteria, Prescriptive instruction
- Exit criteria

RTI and ESL

- How would you describe the relationship between these two processes in your school.
- What percentage of students in your school participate in both programs?
- How does this affect how these two programs are implemented in your school?

How do you build an integrated program?

- What do you integrate?
- What do you keep separate?

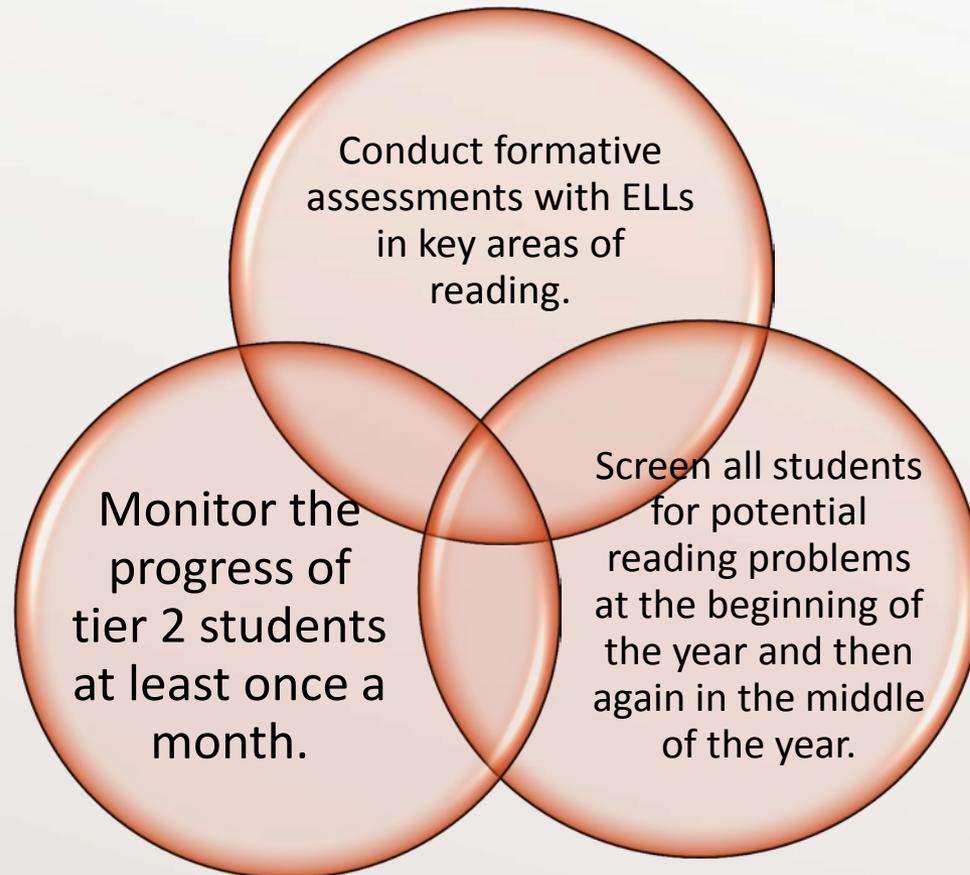
It's a balancing act



- Assessment
- Instruction

ASSESSMENT

RtI and ELL Practice Guide Recommendations: Assessment



Common Issues

- *More than half of the English language learners in a given grade are not reaching benchmarks on screening and progress monitoring measures.*
- *Screening and progress monitoring assessment batteries do not provide a comprehensive view of literacy skills or identify ELLs who are at-risk for later reading difficulties.*

Think about it

- Identify which skills are important to measure.
- Identify assessments in your current assessment battery.

Assessment Use

- In the classroom:
 - Determine instructional priorities
 - Monitor student progress
 - Identify children who need extra instructional support
- For the school:
 - Determine priorities for support and intervention
 - Focus professional development

Screening and Progress monitoring

- Make sure that RTI assessments have been validated with ELLs, with disaggregated results
http://www.rti4success.org/tools_charts/supplementalContent/screening/ScreeningToolsChart.pdf.
- Use progress monitoring to ensure that instruction is adjusted to meet the needs of individual students *and* classrooms of learners.



National Center on Response to Intervention
www.rti4success.org

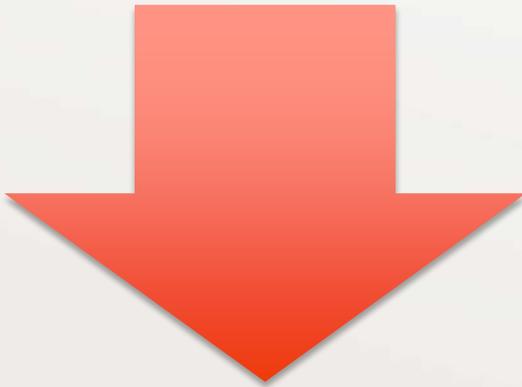


Tools	Area	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration & Scoring Time	Scoring Key	Benchmark/ Norms
A+ Learning Link: Progress in Math	* Math	●	Moderate Low	●	●	—	Group	35-40 minutes	Computer Scored	Yes
AIMSweb	Math - CBM	●	Moderate High	●	○	—	Group	2 minutes	Yes	Yes
	R-CBM Oral Reading	●	Moderate High	●	●	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy - Missing Number	●	Broad	●	●	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy - Number Identification	●	Broad	●	○	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy - Oral Counting	●	Broad	●	○	—	Individual	2 minutes	Yes	Yes
	Test of Early Numeracy - Quantity Discrimination	●	Broad	●	●	—	Individual	2 minutes	Yes	Yes
Discovery Education Predictive Assessment	! Math	●	Moderate High	●	●	●	Group	40 minutes	Yes	Yes
	! Reading	●	Moderate High	●	●	●	Group	40 minutes	Yes	Yes

Chart Legend: ● Convincing Evidence | ● Partially Convincing Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

* Added in the 2010 review | ! Information updated during the 2010 review

Assessment



Meaning

- Language
- Vocabulary
- Concepts
- Comprehension



Code

- Alphabet Knowledge
- Phonological Awareness
- Decoding
- Fluency



Assessments

- Are you measuring code-related and meaning-related skills?
- Is one area taking priority over another?
- Is language assessed?
- What are your challenges, problem areas, & gaps?

Different Levels of Use

- State level
- District level
- School level
- Classroom level
- Individual student level

Decision-making

- “Which students do we really have to watch this quarter?”
- “How far behind are these students?”
- “What has been their slope since the last assessment?”
- “How do the reading scores compare with scores on other assessments?”

Classroom Level

- Screening
- Progress Monitoring

Screening

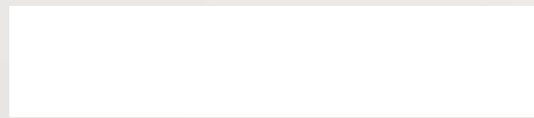
- Conduct screening assessments 3 times per year in first grade and above (beginning, middle, and end of the year)
- Conduct screening assessments 2 times per year in kindergarten (middle and end of the year)
- Assess all students on appropriate measures
- Examine students' scores in relationship to established goals
- Use to help inform both whole group and small group instruction

Using Data to Inform Instruction

- Examine class as a whole to inform whole group instruction
- Examine groups of students to inform small group instruction

Initial Screening: DIBELS™ Goals

Measure	Goal	When?
Initial Sounds Fluency	25 or more	Middle of K
Letter Naming Fluency	27 or more 37 or more	Middle of K Beginning of 1 st
Phonemic Segmentation Fluency	18 or more 35 or more	Middle of K Beginning of 1 st
Nonsense Word Fluency	13 or more 24 or more	Middle of K Beginning of 1 st



Screening: Kindergarten Example

LNF Goal NWF Goal ISF Goal PSF Goal
27 or more 13 or more 25 or more 18 or more

Date: 1/15/04

Student Name	Letter Naming Fluency	Nonsense Word Fluency	Initial Sounds Fluency	Phoneme Segmentation Fluency	Comments/Error Patterns
Tashaun	57	33	48	17	d/b mix up; u/n mix up; good w/sounds/names; good initial sounds
Olivia	51	22	38.2	39	
Leta	51	5	9.7	2	Rhymes words not segment; slow w/letter sounds
Delia	50	29	26.7	21	
Edna	47	16	22.9	6	Can only segment initial sounds in PA
Tyson	47	25	10.3	5	Only segments initial sounds in PA SLOWLY
Naomi	46	19	40.9	63	
Anya	45	25	33.6	46	d/b mix up; fairly fluent names/sounds/good PA skills
Essence	42	22	30	11	Only segments initial sounds in PA; slow but accurate letter names
William	40	17	20.8	3	Only segments initial sounds in PA
Destiny	37	3	12.7	30	Fairly high PA; slow w/letter names/sounds; vowel sound problems
David	33	25	30	56	
Matt	26	10	18	9	Only segments initial sounds in PA; getting lots of letters mixed up
Edwin	18	2	0	2	No response during PA; knows letters in his name and a few others
Chris	17	12	9.7	0	No response during PA; problems w/h,n,x,z,v; fair w/sounds

Whole Class Instruction: Kindergarten Example

- 80% of the students in this class met the goal of naming 27 letters or more in one minute
- Tier 1 (core) instruction in this area is meeting its goal
- 40% of the students met the goal of segmenting 18 sounds or more in one minute
- Tier 1 instruction in this area is NOT meeting its goal

Small Group Instruction: Kindergarten Example

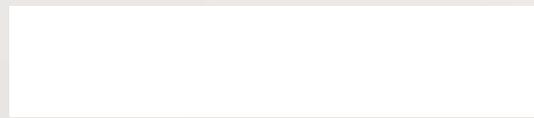
- Small group to help the 20% in letter naming:
 - Chris, Edwin, Matt
- Small groups to help the 60% in phonological awareness:
 - Chris, Edwin, Leta
 - William, Tyson, Edna, Matt
 - Essence, Tashaun, Delia

Progress Monitoring

- Conduct progress monitoring assessments every 2-3 weeks
- Assess only students who do not meet goals on appropriate screening measures
- Examine students' scores to look for progress in meeting established goals
- Use to help inform both whole group and small group instruction

Next Screening: DIBELS™ Goals

Measure	Goal	When?
Letter Naming Fluency	40 or more	End of K
Phonemic Segmentation Fluency	35 or more	End of K Middle of First
Nonsense Word Fluency	25 or more 50 or more	End of K Middle of First
Oral Reading Fluency	20 or more	Middle of First



Individual Level

- Screening
- Progress Monitoring
- Error Analysis

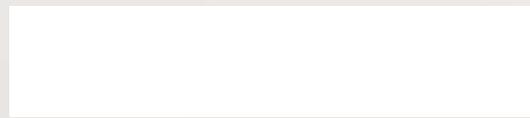
Initial Screening: Kindergarten Example

Student: Willi am

Middle of the Year Administration Date: 1/15/04

Middle of the Year						
Assessment	Concept Assessed	Score	Decision Criteria	Established (√)	Emerging (√)	Deficit (√)
Screening 1	Letter Naming Fluency	40	$\geq 27 = \text{Established}$ $27 > \text{LNF} < 21 = \text{Emerging}$ $\leq 21 = \text{Deficit}$	√		
Screening 2	Nonsense Word Fluency	17	$\geq 13 = \text{Established}$ $13 > \text{NWF} < 4 = \text{Emerging}$ $\leq 4 = \text{Deficit}$	√		
Screening 3	Initial Sounds Fluency	20.8	$\geq 25 = \text{Established}$ $25 > \text{ISF} < 9 = \text{Emerging}$ $\leq 9 = \text{Deficit}$		√	
Screening 4	Phoneme Segmentation Fluency	3	$\geq 18 = \text{Established}$ $18 > \text{PSF} < 7 = \text{Emerging}$ $\leq 7 = \text{Deficit}$			√

Comments/Error Patterns: Only segments initial sounds in PA



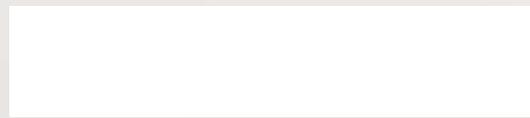
Initial Screening: Kindergarten Example

Student: Anya

Middle of the Year Administration Date: 1/15/04

Middle of the Year						
Assessment	Concept Assessed	Score	Decision Criteria	Established (√)	Emerging (√)	Deficit (√)
Screening 1	Letter Naming Fluency	45	$\geq 27 = \text{Established}$ $27 > \text{LNF} < 21 = \text{Emerging}$ $\leq 21 = \text{Deficit}$	√		
Screening 2	Nonsense Word Fluency	25	$\geq 13 = \text{Established}$ $13 > \text{NWF} < 4 = \text{Emerging}$ $\leq 4 = \text{Deficit}$	√		
Screening 3	Initial Sounds Fluency	33.6	$\geq 25 = \text{Established}$ $25 > \text{ISF} < 9 = \text{Emerging}$ $\leq 9 = \text{Deficit}$	√		
Screening 4	Phoneme Segmentation Fluency	46	$\geq 18 = \text{Established}$ $18 > \text{PSF} < 7 = \text{Emerging}$ $\leq 7 = \text{Deficit}$	√		

Comments/Error Patterns: d/b mix up; fairly fluent names/sounds; good PA skills



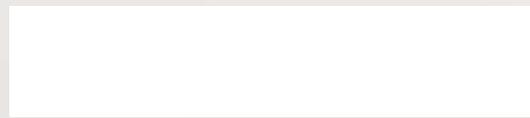
Initial Screening: Kindergarten Example

Student: Edna

Middle of the Year Administration Date: 1/15/04

Middle of the Year						
Assessment	Concept Assessed	Score	Decision Criteria	Established (√)	Emerging (√)	Deficit (√)
Screening 1	Letter Naming Fluency	47	$\geq 27 = \text{Established}$ $27 > \text{LNF} < 21 = \text{Emerging}$ $\leq 21 = \text{Deficit}$	√		
Screening 2	Nonsense Word Fluency	16	$\geq 13 = \text{Established}$ $13 > \text{NWF} < 4 = \text{Emerging}$ $\leq 4 = \text{Deficit}$		√	
Screening 3	Initial Sounds Fluency	22.9	$\geq 25 = \text{Established}$ $25 > \text{ISF} < 9 = \text{Emerging}$ $\leq 9 = \text{Deficit}$		√	
Screening 4	Phoneme Segmentation Fluency	6	$\geq 18 = \text{Established}$ $18 > \text{PSF} < 7 = \text{Emerging}$ $\leq 7 = \text{Deficit}$			√

Comments/Error Patterns: Can only segment initial sounds in PA



FIRST GRADE EXAMPLE

Screening: First Grade

LNF Goal NWF Goal PSF Goal
37 or more 24 or more 35 or more

Date: 9/5/03

Student Name	Letter Naming Fluency	Nonsense Word Fluency	Phoneme Segmentation Fluency	Oral Reading Fluency	Comments/Error Patterns
Natalia	72	50	56		
Felicia	54	37	59		Mix up on b/d
Clarissa	42	36	31		Slow but accurate PA
Jade	54	33	39		Mix up on b/d
Aaron	39	32	38		
Rey	24	25	0		No response on PA; accurate sound id on NWF
Larah	37	23	38		Mix up in e/i and o/u and b/d sounds on NWF
Gerry	35	23	11		Only initial sounds on PA; accurate but not fluent on NWF
Chris	33	21	52		Accurate but not fluent on NWF
Jay	36	18	36		Mixes up all vowel sounds on NWF
Tina	38	18	44		Mix up on e/i and g/j and z/v and b/d on NWF
Alex	31	12	8		Only initial sounds on PA; mixes up o/u and c/s and v/z; does not know sounds for f,t,r
Angela	25	12	29		Problems w/vowel sounds on PA; mixes up all vowel sounds on NWF
Antwon	18	7	6		Only responds to hard sounds on PA; knows sounds for a, m, s, t
Delia	10	4	8		
Dora	27	3	8		
Daniel	5	2	22		Problems with vowel sounds on PA
Eliza	1	1	1		
Rodney	0	0	0		

*Fluency rate is optional and not typically calculated

Whole Class Instruction: First Grade Example

- 35% of the students in this class met the goal of reading 24 sounds or more in one minute
- 40% of the students met the goal of segmenting 35 sounds in one minute
- Tier 1 instruction will need to be as good as it possibly can be to catch these students up
- Tier 2 instruction (intervention) may be necessary for some students who do not make adequate progress in Tier 1

Small Group Instruction: First Grade Example

- Small groups to help the 65% in letter-sound correspondences:
 - Rodney, Eliza, Daniel
 - Dora, Delia, Antwon
 - Angela, Alex, Tina, Jay
 - Chris, Gerry, Larah, Rey
- Small groups to help the 60% in phonological awareness:
 - Rodney, Eliza, Rey
 - Antwon, Alex, Dora, Delia
 - Gerry, Daniel, Angela, Clarissa

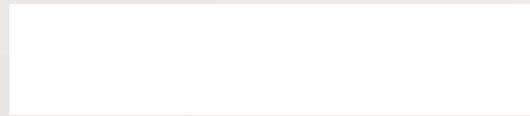
Initial Screening: First Grade Example

Student: Tina

Beginning of the Year Administration Date: 9/5/03

Beginning of the Year						
Assessment	Concept Assessed	Score	Decision Criteria	Established (√)	Emerging (√)	Deficit (√)
Screening 1	Letter Naming Fluency	38	$\geq 37 = \text{Established}$ $37 > \text{LNF} < 24 = \text{Emerging}$ $\leq 24 = \text{Deficit}$	√		
Screening 2	Nonsense Word Fluency	18	$\geq 24 = \text{Established}$ $24 > \text{NWF} < 12 = \text{Emerging}$ $\leq 12 = \text{Deficit}$		√	
Screening 3	Phoneme Segmentation Fluency	44	$\geq 35 = \text{Established}$ $35 > \text{PSF} < 9 = \text{Emerging}$ $\leq 9 = \text{Deficit}$	√		

Comments/Error Patterns: Mix up on e/i and g/j and z/v and b/d on NWF



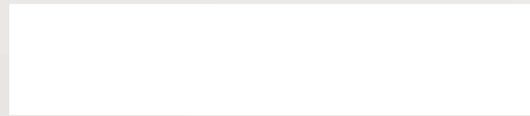
Initial Screening: First Grade Example

Student: Angela

Beginning of the Year Administration Date: 9/5/03

Beginning of the Year						
Assessment	Concept Assessed	Score	Decision Criteria	Established (√)	Emerging (√)	Deficit (√)
Screening 1	Letter Naming Fluency	25	$\geq 37 = \text{Established}$ $37 > \text{LNF} < 24 = \text{Emerging}$ $\leq 24 = \text{Deficit}$		√	
Screening 2	Nonsense Word Fluency	12	$\geq 24 = \text{Established}$ $24 > \text{NWF} < 12 = \text{Emerging}$ $\leq 12 = \text{Deficit}$			√
Screening 3	Phoneme Segmentation Fluency	29	$\geq 35 = \text{Established}$ $35 > \text{PSF} < 9 = \text{Emerging}$ $\leq 9 = \text{Deficit}$		√	

Comments/Error Patterns: Problems w/vowel sounds on PA; mix up vowel sounds on NWF



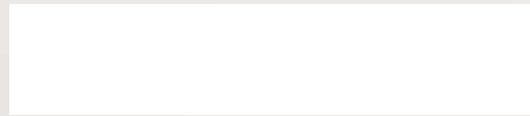
Initial Screening: First Grade Example

Student: Antwon

Beginning of the Year Administration Date: 9/5/03

Beginning of the Year						
Assessment	Concept Assessed	Score	Decision Criteria	Established (√)	Emerging (√)	Deficit (√)
Screening 1	Letter Naming Fluency	18	≥ 37 = Established $37 > \text{LNF} < 24$ = Emerging ≤ 24 = Deficit			√
Screening 2	Nonsense Word Fluency	7	≥ 24 = Established $24 > \text{NWF} < 12$ = Emerging ≤ 12 = Deficit			√
Screening 3	Phoneme Segmentation Fluency	6	≥ 35 = Established $35 > \text{PSF} < 9$ = Emerging ≤ 9 = Deficit			√

Comments/Error Patterns: Only responds to hard sounds on PA; knows sounds for a, m, s, t



Decision-making

- “Which students do we think will get to benchmark without extra supports?”
- “Which students will need Tier 2 supports this quarter?”
- “Which students need language support?”

Progress Monitoring: First Grade NWF Example

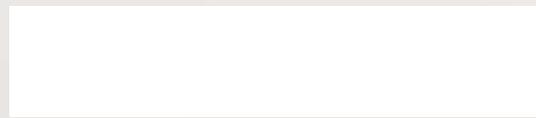
Student	24-Sep	17-Oct	31-Oct	14-Nov	21-Nov	5-Dec	12-Dec	14-Jan	27-Jan
Eliza	1	0	0						0
Jade	33		53						43
Alex	12	9	38			35	48	50	
Aaron	32		47						38
Daniel	2			0	1				3
Rey	25		38				37	32	47
Rodney	0	2	0	0				0	0
Felicia	37		42			59			46
Jay	18	43	37		52				49
Chris	21	29	32		36	25	38	18	36
Delia	4	11		18	18	13	8	9	15
Dora	3	17	14		36	28	33	37	32
Angela	12	24	20	22	23	19	28	40	40
Tina	18	12			26	25	37	31	44
Larah	23	34	34		42	31	39		46
Antwon	7		20		33	35	38		52
Clarissa	36		54						54
Natalia	50		56						65
Gerry	23	26			49	46			45
Kelly						29		26	

Increase Intensity

1. Increase time
2. Change the format: group size of composition
3. Change the emphasis of the content
4. Delivery of instruction: language use, amount of practice or review

Progress Monitoring: First Grade NWF Examples

Student	24-Sep	17-Oct	31-Oct	14-Nov	21-Nov	5-Dec	12-Dec	14-Jan	27-Jan
Tina	18	12			26	25	37	31	44
Angela	12	24	20	22	23	19	28	40	40
Antwon	7		20		33	35	38		52



Assessment

Is there a formal mechanism to link assessment data to instructional design and supports?

**QUESTIONS?
COMMENTS?**

Tier 1

INSTRUCTION

Tier 1

- Critical components of reading instruction
- Features of effective instruction
- Benchmark Testing

Instruction: Tier 1

- Instruction encompasses all areas of language and literacy as part of a coherent curriculum that is developmentally appropriate for preK–12 students.
- Base instruction on rich content to simultaneously build up content and conceptual knowledge and language
- Infuse language and literacy into daily instruction
 - Children are exposed to language, largely through teacher talk and text
 - Do not separate big ideas and critical thinking from language

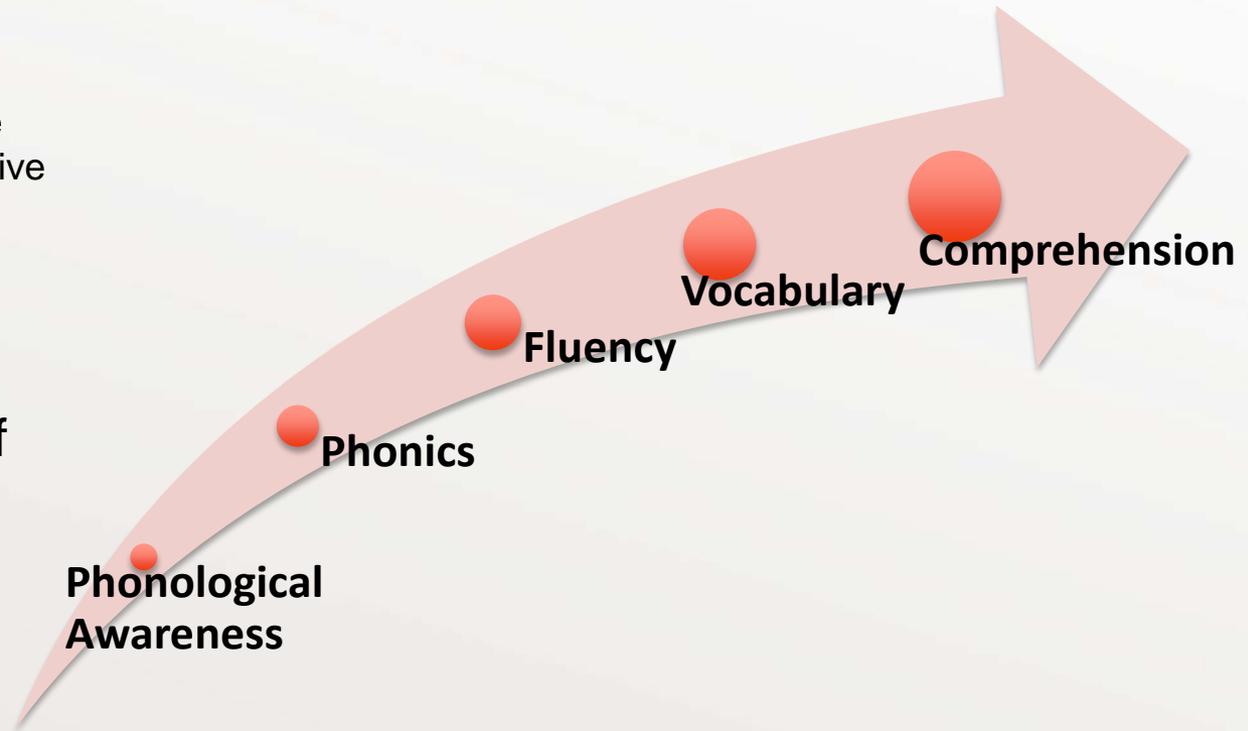
Balanced Literacy Each Day

Each daily lesson addresses the five critical components of effective reading instruction

And

Critical Components of Language

Academic Vocabulary
Content Vocabulary



P. A. and fluency activities are derived from the phonics focus.

- Phonological awareness activities are focused on building familiarity with targeted sounds, e.g. if *m*, *s*, *l*, *t* and *short a*. P. A. words could include *Sam*, *sat*, *mat*, *last*, *mast*, etc.
- Fluency activities include reading sentences or text that feature words with phonics focus spellings, e.g. “Sam sat on the mat last.”

Phonemic Awareness & Phonics Instruction

- English letter sounds and names are introduced and reviewed with an emphasis on
 - common sounds in both languages
 - unique English sounds not present in Spanish
 - content-specific academic vocabulary (reading vocabulary)
 - meaning (words meanings are explained)
 - blending sounds to read words and encoding sounds to read words

Fluency Instruction

- Fluent reading is modeled and practiced every day through choral and echo reading
- Decodable text is carefully selected to include phonics focus
- Rapid letter naming, rapid word reading, and rapid sentence naming are included every week

Effective Reading Instruction

- Systematic instruction that breaks activities into small, sequential steps
- Explicit modeling of reading process – from blending sounds to read words to think-alouds to demonstrate comprehension skills
- Error correction through effective feedback
- Multiple and varied opportunities for practice

Screening: First Grade

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37 or more 24 or more 35 or more

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Gerry	35	23	11		Only initial sounds on PA; accurate but not fluent on NWF
Chris	33	21	52		Accurate but not fluent on NWF
Jay	36	18	36		Mixes up all vowel sounds on NWF
Tina	38	18	44		Mix up on e/i and g/j and z/v and b/d on NWF
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Delia	10	4	8		
Dora	27	3	8		
Daniel	5	2	22		Problems with vowel sounds on PA
Eliza	1	1	1		
Rodney	0	0	0		

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Whole Class Instruction: First Grade Example

- 35% of the students in this class met the goal of reading 24 sounds or more in one minute
- 40% of the students met the goal of segmenting 35 sounds in one minute
- Tier 1 instruction will need to be as good as it possibly can be to catch these students up
- Tier 2 instruction (intervention) may be necessary for some students who do not make adequate progress in Tier 1

Instructional Balance

- Foundational and complex skills
- Use of time
 - Critical thinking about complex topics takes time and practice to develop
- Depth over breadth

Focus

- Language
- Vocabulary
- Comprehension

Where students begin

- Look, it's making them move. Those don't stick.

If we focus on basic language..

- We found out the pins stuck on the magnet.

If we build academic language..

- Our experiments showed that magnets **attract** some metals.
- Magnetic **attraction** occurs only **between** ferrous metals.

From Gibbons, 2002

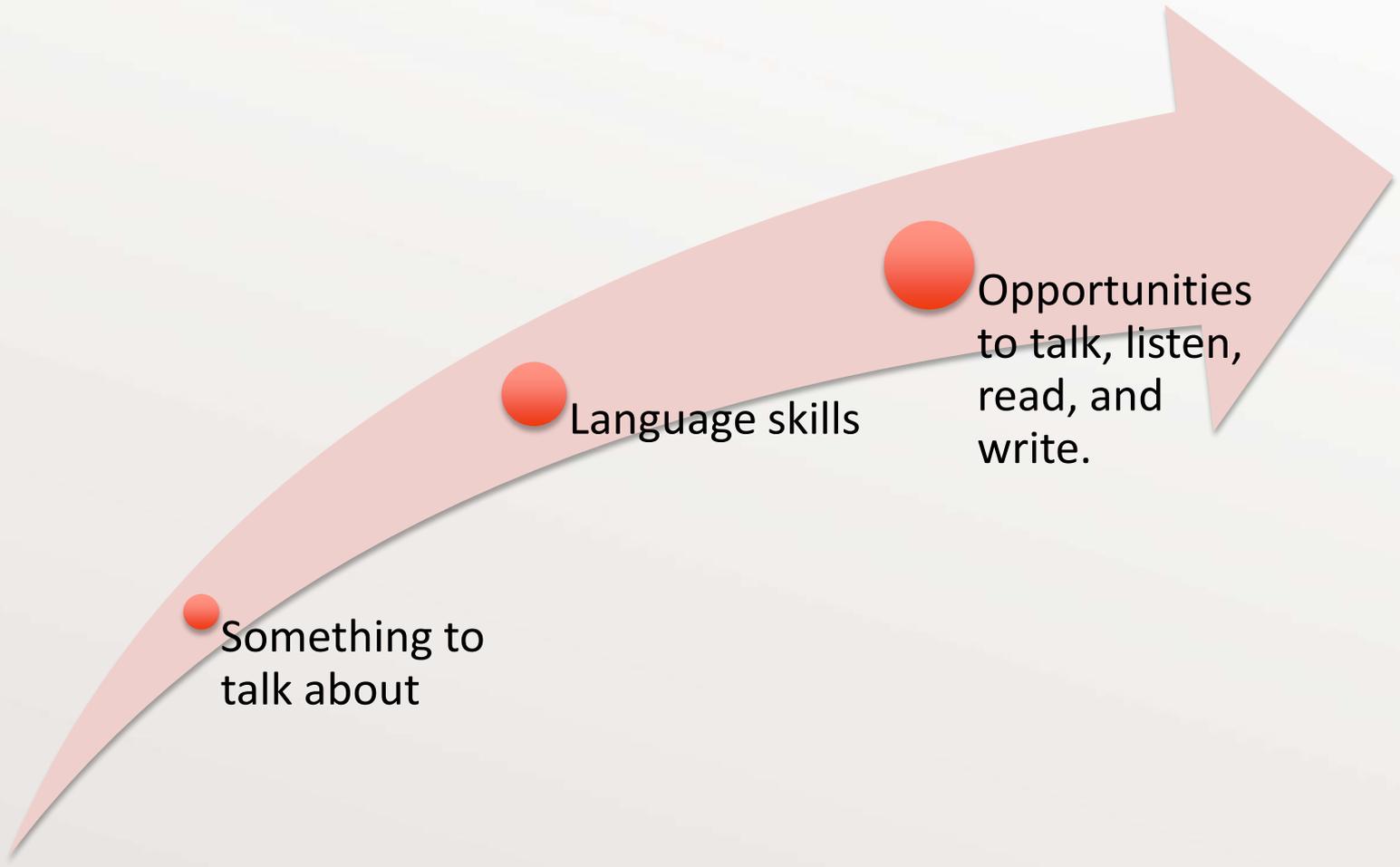
Importance of Language

- Language is a tool for learning:
 - It aids in understanding
 - Is important the acquisition of knowledge
(Vygotsky, 1978).
- It is through language that school subjects are taught and through language that students' understanding of concepts is displayed and evaluated in school contexts (Schleppegrell, 2004, p.1).

Yet, in the average classroom,
only about 10% of instructional time in
classrooms is spent on explicit
support for:

- reading comprehension development
- vocabulary & oral language development
- writing development

Students need...



Something to
talk about

Language skills

Opportunities
to talk, listen,
read, and
write.

Instruction components

1. Start with a “Big idea”
2. Teach pre-selected vocabulary and phrases
3. Provide opportunities to listen, speak, read, and write

Give them something to talk about.

- Big ideas are concepts or principles that facilitate the most efficient and broadest acquisition of knowledge.
- How do animals change as they grow?
- How do we get what we need?
- What's worth protecting?

Build Language

- Explicit vocabulary instruction:
 - Students need to build their academic vocabulary
 - Words central to the big idea

Explicit vocabulary instruction:

1. Pronounce the word
2. Word consciousness
3. Student friendly definition
4. Give examples and non-examples.
5. Give students opportunities to encounter the word throughout the lesson.

Discipline and General Academic Words

Words, phrases,
terms, and concepts
associated with a
particular topic or
content area being
taught

Represents the words
used to acquire
new knowledge and
skills, discuss
information, describe
abstract ideas, and
develop conceptual
understandings

Animal Camouflage

- Big Idea: What does it take to survive?
 - When is it good to blend in?
 - When is it better to stand out?

Sentence Frames

- Provide **sentence frames to help students:**
 - Process information and demonstrate cognitive skills
 - Discuss new content being learned
- **Sentence frames are parts of sentences** that students can use to create their own
- **Sentence frames can help students feel confident** when using academic language

Animal Camouflage

- **Concepts to pre-teach:**
 - camouflage
 - patterns
 - enemies

- **Language structures to pre-teach:**
 - ... can hide by ...
 - ... changes ... to hide from other animals

Example: Animal Camouflage

camouflage change to other animals noun

Description:
A way of hiding something by making it look like its surroundings.

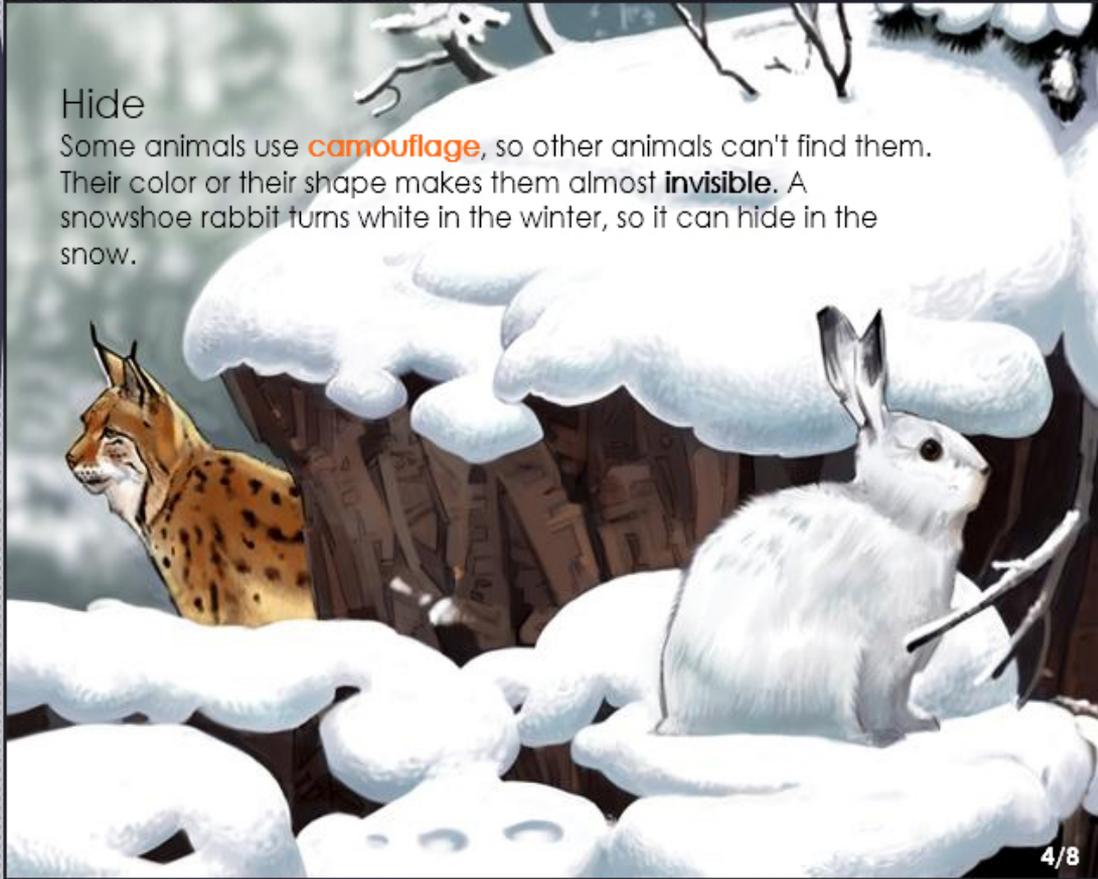


The image shows a digital interface for a word definition. The word 'camouflage' is displayed in a light blue font, with a small grey tooltip containing the text 'change to other animals' positioned above it. To the right of the word, the word 'noun' is written in a light blue font. A blue 'X' button is located in the top right corner of the interface. Below the word, a 'Description:' is provided in orange text, followed by the definition: 'A way of hiding something by making it look like its surroundings.' To the right of the text is a white rectangular frame containing a drawing of a brown stick insect on a piece of wood, demonstrating camouflage. At the bottom left of the interface, there is a circular icon with two smiling faces and a hand gesture. The entire interface is set against a dark background with some faint, stylized elements.

Example: Animal Camouflage

Hide

Some animals use **camouflage**, so other animals can't find them. Their color or their shape makes them almost **invisible**. A snowshoe rabbit turns white in the winter, so it can hide in the snow.



Animal Camouflage

Content Words

Habitat

Shape

Size

Color

Academic Words

Adaptation

Defend

Survive

Safe

ANOTHER EXAMPLE

Big Idea

- What forces can change the earth?

Activate or build content and world knowledge

- Implementing a **systematic approach to building and activating prior world knowledge will:**
 - Help students understand the text and process information more effectively.
 - Teach them that reflecting on their prior knowledge can help them understand a new text

Practice: to build content and world knowledge

- Strategic use of media:
 - Brief video clips
 - Related to the big idea or target concept
 - Provide additional background information on topics that are unfamiliar to students

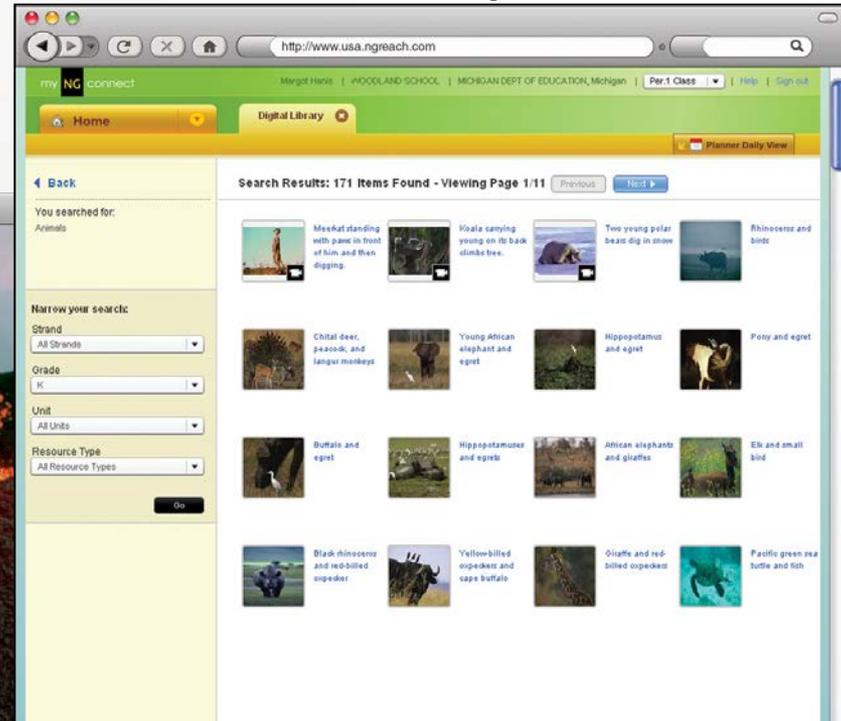
Practice: To develop comprehension

- Questions related to the readings or video
 - Questions are posed prior to reading or watching a video clip.
 - Students work in pairs to answer

Questions

- How do volcanoes change the Earth?

Build Background Visually



Teach Academic Vocabulary

Academic Vocabulary

More Key Words

Use these words to talk about "An Island Grows" and "Volcano Views."

core

(kor) *noun*



The **core** is the middle part of something. An apple **core** is the center part of an apple.

create

(krē-īt) *verb*



To **create** means to make something new. She **creates** a picture.

develop

(di-vel-up) *verb*



When something **develops**, it grows over time. The small plant will **develop** into a large tree.

force

(fors) *noun*



Force means power or strength. The **force** of the wind bends this tree.

pressure

(pre-shur) *noun*



When one thing pushes against another, it makes **pressure**.

Talk Together

Write a sentence for each **Key Word**. Include clues. Copy each sentence with a blank for the **Key Word**. A partner fills in the word.

The center of Earth
is the _____.

Add words to My Vocabulary Notebook.

NGReach.com

Teach Science Vocabulary

Science Vocabulary

Key Words	
erupt	magma
flow	ocean
island	rock
lava	volcano

Key Words

Look at this diagram. Use **Key Words** and other words to talk about what happens when a **volcano erupts**.

1. **Magma**, or liquid **rock**, pushes up.
2. **Lava flows** out.
3. Lava cools in the **ocean**. Over time, this can form **islands**.

Talk Together

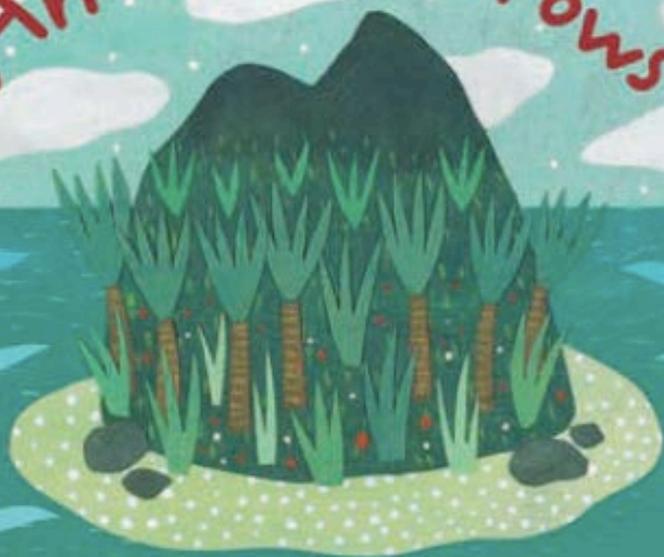
With a partner, tell an original story about forces that change something on Earth. Who is the story about? Where does it happen? Use **Language Frames** from page 414 and **Key Words**.

Illustrations

Student-friendly sentences

Language Practice

An Island Grows



by Lola M. Schaefer • illustrated by Cathie Felstead

 Comprehension Coach



Connect Across Texts Read a photo-essay to see just how dangerous **volcanoes** can be.

Genre A photo-essay is nonfiction. It uses photographs and text to give information.

Volcano Views

with photographs by Carsten Peter
and text by Chris Beem

Carsten Peter is an award-winning photographer who takes pictures in some of the most dangerous places on Earth. Look at these amazing photographs. To take the pictures, Peter had to get very close to **active volcanoes!**



Carsten Peter by an active volcano

In Other Words

Volcano Views Pictures of **Volcanoes**
active erupting

Before You Move On

1. **Draw Conclusions** What kind of person is Carsten Peter? How do you know?
2. **Use Text Features** What can you learn about an active **volcano** from the photograph?

Discussions

- Discussions are characterized by student dominated talk and interactions that are a mix of statements and questions by students and teachers.

Discussions

- Exploratory talk involves students talking for learning and thinking and includes
 - predicting outcomes or hypothesising,
 - clarifying ideas,
 - offering suggestions or
 - challenging other children's ideas (Sharpe, 1998).

Discussions

- When starting out, allow ELLs to discuss new ideas in pairs or small groups.
- Allow ELLs to use their first language to process new information
- Ensure that students understand key words and have access to key language needed to discuss content.

Oral Language Partner Practice

Partner A: Sentence Frames

- I think volcanoes are _____
- In the past, people believed that volcanoes _____

Use one of the sentence frames above and complete one sentence.

Oral Partner Practice: Accountable Talk

Partner B: Sentence Frames

- I agree with you but _____
- I agree with you and _____
- I disagree with you because _____
- I hadn't thought of that. It makes me think of _____

Discussions

- Start with engaging, rich text that features academic vocabulary and complex ideas.
- Structured opportunities to use vocabulary words taught, to use vocabulary associated with content, and to compare information from various formats.
- Increases students' opportunities for both comprehensible input and output

Writing

- Thoughtful language production (e.g., writing, discussing debating) demonstrates and consolidates:
 - vocabulary knowledge
 - conceptual knowledge
- Plus, vocabulary instruction and writing instruction, together, can improve overall writing quality

Scaffolds for Writing Instruction

- Sentence frames, sentence starters, story continuers
- Models of text
- Write with new vocabulary + respond to essential question
- Unpack and write to a prompt

Write a Poem

- Think about what you read about volcanoes
- Brainstorm 10-15 words related to volcanoes
- Include some adjectives, nouns, verbs
- Organize words into lines for a poem

Write a Poem

Differentiation through Flexible Grouping

Flexible grouping

- Increases opportunities for engagement in structured, academic talk.
- Provides independent reading opportunities that is purposeful.
- Provides peer-assisted learning opportunities.

Flexible Grouping

- **Peer assisted learning**
- ELLs should get at least 90 minutes a week of instructional activities in which pairs of students work together on academic tasks. The focus of these activities should be practice and extension of material already taught.
- Scientific evidence base: Strong

Flexible Grouping

- Peer-assisted learning activities should be planned and organized carefully. Instruction should address both the social and academic aspects of working with a peer.
- Activities can begin as early as kindergarten, focusing on simple routines.
- Older students can learn routines targeting reading practice, vocabulary, and comprehension skills.

Tier 1 and ESL

- English second-language oral proficiency and English second-language reading have a reciprocal relationship, particularly at higher grade levels.
- There may be a threshold level of oral proficiency in the second language that must be achieved before reading in that language is strongly correlated.
- Optimal programs for ELLs include a focus on oral English language development as well as on reading.

**QUESTIONS?
COMMENTS?**

Tier 2

- Preventing reading difficulties requires explicit, systematic, and planned instruction focused on building both foundational skills and meaning-based skills (comprehension, conceptual knowledge and vocabulary)

RtI and ELL Practice Guide Recommendations: Instruction

2. Provide intense small-group reading interventions for ELs at risk for reading problems. .

5. Provide intensive instruction on a daily basis of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening..

Tier 2

- “What type of intervention shall we provide this student?”
- “When and how often will the intervention be delivered?”
- “What do we need to do as a team to make this really happen for our students?”
- “What do we have to do to make sure we all use this strategy as planned?”
- “How will we know that we are on track?”

Tier II

- Increased intensity on critical areas using research-based programs
- Explicit and systematic instruction
- Features of effective instruction
- Increased opportunities
- Responsive intervention

Components of Tier 2 Intervention for English Learners: Think **FIRST!**

- **F**ocused
- **I**ntensive
- **R**esponsive
- **S**ystematic **T**eaching

(Created by Aceves, T., 2011)

Think **FIRST!**

Focused

- *Small homogenous groups (3-5 students)*
 - Group students in homogeneous groups (similar skills in need of support)
 - Cluster similar functioning students across classrooms if classrooms contain diverse levels in a single room
 - Smaller groupings allow for greater opportunities for participation, essential for English learners
 - One-to-one instruction is effective, but not necessary in producing results

Think **FIRST!**

Focused

Curricula addresses major components of reading
(phonemic awareness, phonics, vocabulary, fluency, comprehension)

- Content of intervention should be based on data obtained from students
- Schools may choose commercially available curricula, or supplemental curricula that are compatible with school's core reading program that provide intensive small group instruction in 3-4 essential skill areas
- More complex skills, such as inferential comprehension, and vocabulary development might be better developed during heterogeneous groups during the core reading block
- Intervention curricula may not align with core reading program

Differentiation Across Grade Levels

- How will the focus of instruction change across grade levels?
- How does it change when we consider
 - reading ability,
 - language proficiency?

Think **F**IRST!

Intensive

- *Provide intervention 3-5 times per week, 20-40 minutes*
 - Time in intervention depends on the age/grade, needs of child
 - (e.g., perhaps 2, 10-15 minute blocks for kindergarten students, 40-50 minutes for a 2nd grader)
 - Modify percentage of time in a particular skill area according to the needs of the student
 - Time in intervention should supplement rather than supplant core Tier I instruction
- *Provide frequent opportunities for students to respond & practice successfully (academic skills including language & vocabulary)*
 - Allow for students to have multiple opportunities for success through individual, partner, & group responses
 - Provide extended guided, independent, & cumulative practice

Think **FIRST!**

Responsive

- *Frequent opportunities for specific feedback*
 - Provide clear explanations & models ongoing & when needed
 - Provide clear, ongoing corrective feedback & cumulative review
 - Provide ongoing ‘praise’ for correct responses & participation
 - Make thinking process public, ‘think aloud’ when extending or validating students’ responses
 - Respond according to language needs of individual students including modeling English & using native language as needed

Think **FIRST!**

Systematic Teaching

- Builds skills gradually, in isolation, then integrating them with other skills (carefully sequenced)
- Provides clear objectives, explanations & models
- Uses routines & visuals to support learning
- Embeds redundancy in lessons
- Provides practice to build mastery & generalization
- Integrates preteaching, reteaching of vocabulary as needed.

Small Group Instruction: First Grade Example

- Small groups to help the 65% in letter-sound correspondences:
 - Rodney, Eliza, Daniel
 - Dora, Delia, Antwon
 - Angela, Alex, Tina, Jay
 - Chris, Gerry, Larah, Rey
- Small groups to help the 60% in phonological awareness:
 - Rodney, Eliza, Rey
 - Antwon, Alex, Dora, Delia
 - Gerry, Daniel, Angela, Clarissa

What kind of instruction will these students be provided?

Do your current interventions meet
these criteria?

STUDENTS WHO DO NOT MAKE PROGRESS

Progress Monitoring: First Grade NWF Example

Student	24-Sep	17-Oct	31-Oct	14-Nov	21-Nov	5-Dec	12-Dec	14-Jan	27-Jan
Eliza	1	0	0						0
Jade	33		53						43
Alex	12	9	38			35	48	50	
Aaron	32		47						38
Daniel	2			0	1				3
Rey	25		38				37	32	47
Rodney	0	2	0	0				0	0
Felicia	37		42			59			46
Jay	18	43	37		52				49
Chris	21	29	32		36	25	38	18	36
Delia	4	11		18	18	13	8	9	15
Dora	3	17	14		36	28	33	37	32
Angela	12	24	20	22	23	19	28	40	40
Tina	18	12			26	25	37	31	44
Larah	23	34	34		42	31	39		46
Antwon	7		20		33	35	38		52
Clarissa	36		54						54
Natalia	50		56						65
Gerry	23	26			49	46			45
Kelly						29		26	

Students who do not make progress

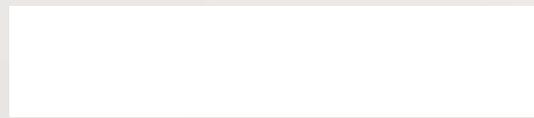
- Who is not making progress?
- What else may be contributing to the lack of progress?
- At what point do you change instruction?
- How do you change instruction?

Increase Intensity

1. Increase time
2. Change the format: group size of composition
3. Change the emphasis of the content
4. Delivery of instruction: language use, amount of practice or review

Progress Monitoring: First Grade NWF Examples

Student	24-Sep	17-Oct	31-Oct	14-Nov	21-Nov	5-Dec	12-Dec	14-Jan	27-Jan
Delia	4	11		18	18	13	8	9	15
Dora	3	17	14		36	28	33	37	32



Instruction

- Tier 3
 - Comprehensive
 - Systematic
 - Explicit
 - Very small, homogeneous groups

Students who are not making progress

- What type of intervention do we provide now?
- What else may be contributing to the lack of progress?
- When do we start the referral process?

**QUESTIONS?
COMMENTS?**

Thank You!!

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