U.S. Department of Education
Research-Based Practices Online

Title II-A Conference
March 13, 2008

Jennifer Ballen Riccards
DWW Goal

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

- Major initiative from the U.S. Dept of Education
- Directly addresses the needs of practitioners
- Web-based resources on a wide range of topics
  - Teaching Reading to English Learners in Elementary School
  - Preschool Language & Literacy
  - Encouraging Girls in Math & Science
  - Cognition, Adolescent Literacy, Math & more
Putting It Together

- Institute of Ed. Sciences (IES) research base
  - Practice Guides, What Works Clearinghouse, national panels
- Office of Planning, Evaluation, and Policy Development (OPEPD) manages the project
- Other ED offices support & disseminate
- WestEd, RMC, AIR produce original content & tools to show practices in action
- Little Planet Learning is the web developer
- Focus groups & experts provide feedback
Website Tour

• 5 separate practices on EL
• Practice guides & research base
• 30 + multimedia pieces on EL
  – expert interviews
  – instructional presentations
  – interviews & sample materials from schools
• Tools & templates to implement practices

 Educators across the nation are helping students be proficient in math, reading and science by 2014.

We can help. Learn how.

**Featured Content**

**English Language Learners**
More than 10% of U.S. students are limited English proficient. There are a number of research-based practices to help teach primary grade English learners how to read effectively.

See how Teaching Literacy in English to K-5 English Learners can make a difference for your EL learners.

**Take a look**
Watch this guided tour of features found on this site!

**Inside Classrooms**
Selected Highlights

- **English Language Learners**
  See eight strategies that teachers at one school use to teach vocabulary.

- **English Language Learners**
  See graphic organizers and other strategies for teaching academic English.
In the last two decades, the population of students who are limited English proficient has grown by 169%, while the general school population has grown only 12%.

Teaching Literacy in English to K-5 English Learners

English learners can learn to read in English at the same rate as their peers in the primary grades, if schools provide intensive and systematic instruction for all children, supplementary instruction for those falling behind, and language practice in both peer and teacher-student interactions.

Select this topic:
- Review the research base
- Understand the essentials
- Find recommended practices
- Access planning templates

Printable view  Share this page
Teaching Literacy in English to K-5 English Learners

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide
This Practice Guide was developed by an expert panel convened by the Institute of Education Sciences. It offers a set of five research-based recommendations that together constitute a coherent approach to a multifaceted problem. A summary of the research evidence and a level of evidence rating are provided for each recommendation. This Practice Guide is the foundation for all the Doing What Works content on teaching literacy to K-5 English learners.

Essential Concepts  Recommended Practices  Planning Templates

Multimedia Overview: Teaching Reading in English to K-5 English Learners
Use this multimedia overview to learn how the practices for Teaching Reading in English to K-5 English Learners fit together to create a full research-based solution for schools, teachers and students. (6:05 min)

Start Presentation

Visual Diagram: K-5 Literacy for EL's: The Big Picture
Teaching K-5 English learners to read in English requires a set of interrelated practices. Success builds from a strong core reading program for all students and depends upon thoughtful implementation and integration of many factors. This diagram illustrates the "big picture."

Download Diagram | PDF | 2.2 MB
Teaching Literacy in English to K–5 English Learners

THE CASE FOR CHANGE

- English learners lag behind their native English-speaking peers in reading achievement.
- Without strong reading skills, English learners will not be able to reach challenging standards.
- Many English learners are not being taught to read in English until they are able to speak in English.

DOING WHAT WORKS
U.S. Department of Education
Multimedia Overview: Teaching Reading in English to K-5 English Learners
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Visual Diagram: K-5 Literacy for EL’s: The Big Picture
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Expert Interview: Teaching Literacy to K-5 English Learners
Russell Gersten, Ph.D.
Instructional Research Group and University of Oregon
This interview features Russell Gersten, chair of the expert panel that produced the Practice Guide. Dr. Gersten describes some of the new understandings that have recently emerged in teaching literacy to English learners in grades K-5. He overviews the five practices that are described in the Practice Guide, discusses how they might be used in schools, and provides implications for professional development. (5:17 min)

Download Transcript & Details | PDF | 124 KB
**Conduct formative assessments to screen for reading problems and monitor progress.**

Screen and Monitor Progress

A comprehensive core reading program includes well-developed assessment systems for identifying student needs. The field of beginning reading has a well-known set of instruments to assess phonological processing, letter knowledge, and word and text reading which give teachers solid information about their students’ reading development. The same English language instruments that are used with native English speakers can also be used with English learners.

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**Provide intensive, small-group reading interventions for students with reading problems.**

Provide Reading Interventions

It is critical to respond in a timely fashion to potential reading difficulties. Reading interventions should occur on a daily basis in a small-group program, cover all five core components of reading (i.e., phonological processing, letter knowledge, word recognition, comprehension), and utilize fast-paced, engaging instruction. Expect intensive, small-group instruction for instructional delivery.

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**Provide extensive and varied vocabulary instruction for English Language Learners.**

Teach Vocabulary

Students must be taught vocabulary through formal instruction and through use in language-rich settings in and out of the classroom. All students must master essential content words. Teachers should go beyond the use of common words, phrases and expressions that English learners have acquired during their lives in order to close achievement gaps.

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**Develop academic English competence beginning in the early grades.**

Develop Academic English

Academic English is the language of school-based learning and entails understanding the structure of language and the precise way in which words and phrases are used, including content-specific vocabulary. Schools should ensure that the development of formal or academic English is a key instructional goal for English learners, beginning in the primary grades. Strategies include daily instruction, supplemental curricula to accompany core reading and mathematics series, and professional development.
Teach Vocabulary

Learn What Works
Understand the research-based recommendation to teach vocabulary.
- Review the research evidence
- View an overview presentation
- Read three key actions for implementation
- Visit related web links

See How it Works
Explore how actual schools are teaching vocabulary.
- Listen to a principal talk about professional development

Do What Works
Use a collection of tools and ideas to help you improve your practice.
- Access three planning templates
Teach Vocabulary

Practice Overview

Provide extensive and varied vocabulary instruction throughout the day.

To learn the words necessary to read English well, students must be taught vocabulary through formal instruction and language-rich settings in and out of the classroom.

What the research has shown

The expert panel based this recommendation on three studies that were conducted with English learners as well as a large body of research on vocabulary development in English speakers.
Research Evidence

Level of Evidence: Strong

The expert panel based the recommended practice on three studies (including two randomized controlled trials) of the direct impact of vocabulary instruction on reading that were conducted with English learners as well as a large body of research associated with vocabulary development in native English speakers. One of the randomized controlled studies demonstrated potentially positive effects for English learners on reading comprehension and vocabulary met the What Works Clearinghouse standards with reservations (because of differential attrition).

The panel noted that additional studies of effective reading interventions included explicit teaching of vocabulary, but were not designed to permit determination of the specific effects of vocabulary instruction. These include studies of reading interventions reported by the What Works Clearinghouse as producing potentially positive effects.

Key Research


The study examined the effects of the Vocabulary Improvement Program (VIP) on fifth grade students, both English learners and English-only students, in a randomized controlled study. The meanings of academically useful words were taught together with strategies for using information from context, from morphology, from knowledge about multiple meanings, and from cognates to infer word meaning. The What Works Clearinghouse reviewed the study and found the program had a potentially positive impact on both reading learners, although gains were greater for English learners than for English-only students.

Links

What Works Clearinghouse English Language Learner Intervention Report: Vocabulary Improvement Program for English Language Learners and Their Classmates. The What Works Clearinghouse summary of its review related to the VIP program, including a discussion of the research.

Expert Interviews

Techniques for Teaching Vocabulary

Diane August, Ph.D.
Center for Applied Linguistics

Dr. Diane August of the Center for Applied Linguistics describes the characteristics of research-based vocabulary instruction. (5:05 min)

Download Extended Video
Quicktime | 94 MB | 19:02 min

Download Transcript & Details
PDF | 160 KB
Teach Vocabulary

Instructional Strategies
See several instructional approaches, including an in-depth look at teaching the meaning of "chuckle" and "complain" to first graders. Listen to a third grade teacher describe how she modifies strategies for English learners. Review lists of vocabulary words that several schools use.

Vocabulary Teaching in Action
Warfield Elementary (FL)
This slideshow describes eight strategies that Warfield's teachers use to increase students' vocabularies. Take a look at the next slideshow, Teaching Word Meaning in First Grade, to follow a lesson in depth. You can also hear an interview on how one teacher modifies the strategies for third grade English learners and see a list of science content words.

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PDF | 164 KB

Vocabulary Teaching in Action
Warfield Elementary
Parts of Words
This teacher is working with her class on adding -er and -est suffixes to adjectives and related spelling rules. Good vocabulary instruction isn't just the meaning of words. It also focuses on parts of words like prefixes, roots, and suffixes, as seen in this lesson, and how words change when used in different ways in sentences.

Download Transcript & Details
PDF | 164 KB
Sample Materials

List of Science Content Words
Warfield Elementary (FL)
Review the high-priority science content words that guide Warfield teachers to appear on grade-level science calendars.

Download Sample | PDF | 208 KB

Core Reading Vocabulary List
Cahuenga Elementary (CA)
See how Cahuenga re-packages key vocabulary words from the core reading for quick reference by teachers and parents.

Download Sample | PDF | 212 KB

Using These Materials

Educators at all levels of the system can use the information and tools on this website to improve practice. Below are some practical tips to help educators get the most from the resources in this section of the website.

Classroom Teacher:
Incorporate some new vocabulary teaching strategies into your instructional repertoire for working with English learners. Have you used word wheels, four-square exercises, photo cards, word lists, physical responses, and graphic organizers?

- Teaching a Third Grade Vocabulary Unit
- Vocabulary Teaching in Action

ESL/ELD Teacher:
Meet with subject area teachers at the beginning of the year to identify the specialty words—science words for example—that are important for you to emphasize in your work with English learners. Prepare a calendar of science, math, and social studies words to guide your instruction.

- List of Science Content Words
### Vocabulary Strategy Worksheet: Academic Content Vocabulary

Beyond the common words of everyday conversation, there are words, phrases, and structures that are more typically used in academic contexts. English learners, and other students as well, will benefit from direct, explicit instruction in these words, along with lots of opportunities for practice and review. Rate your current practice in teaching academic words using the tool below. Then think about next steps to enhance instruction.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Yes</th>
<th>Sometimes</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>My lesson plans focus on a few academic vocabulary words each week—these may be words most critical to understanding meaning from the core reading program and/or words from the content lessons I am teaching in math, science, or social studies.</td>
<td></td>
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<tr>
<td>I teach the concept represented by the focus word and the English word at the same time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I teach vocabulary in whole group and small group instruction.</td>
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<tr>
<td>I use pictures, graphic organizers, and physical response to clarify word meanings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use the internet as a source for pictures, video clips or other resources that will clarify meaning of focus words.</td>
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<td></td>
</tr>
<tr>
<td>I encourage students to write “student friendly definitions” of focus words that apply their life experience and background knowledge to new words they are learning.</td>
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<tr>
<td>My lessons include opportunities for students to work in pairs or groups to practice academic words and to use them in carrying out meaningful academic tasks.</td>
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<td></td>
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<tr>
<td>I externally assess student understanding of targeted words during instruction and re-teach if needed.</td>
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</tr>
<tr>
<td>My classroom environment contains displays of the cumulative target words we have learned—and we frequently review and incorporate these words into on-going activities.</td>
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</tr>
<tr>
<td>As appropriate to my grade level, I include word study topics such as word roots, prefixes, and suffixes.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I teach students strategies for identifying words that are critical to meaning and strategies for finding their meaning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My students and I celebrate their success in learning targeted words and enjoy vocabulary work.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Uses by Role

Educators at all levels of the system can use the information and tools on this site to ensure that English learners are being taught conversational and academic vocabulary.

Classroom Teacher:
Plan in advance how you will strengthen the conversational vocabulary of your English learners. Use this planning tool to organize your lesson plans for teaching conversational vocabulary words.

- Vocabulary Strategy Worksheet: Conversational Vocabulary

Classroom Teacher:
Incorporate some new vocabulary teaching strategies into your instructional repertoire when working with English learners. Have you used word wheels, four-square exercises, word cards, word chats, physical response, and graphic organizers?

- Teaching a Third Grade Vocabulary Unit
- Vocabulary Teaching in Action

Curriculum Coordinator:
To familiarize princiapls and teachers with teaching vocabulary to English learners, convene a short professional development session and show them the presentation on Teaching Vocabulary to English Learners (13 minutes) and the short interview with August (5 minutes).As a follow-up reading assignment, provide copies of the teaching vocabulary recommendation in the Practice Guide.

- Effective Literacy and English Language Instruction for English Learners in Elementary Grades: A Practice Guide
- Teaching Vocabulary to English Learners
- Techniques for Teaching Vocabulary

ESL/ELD Teacher:
Work with classroom teachers to systematically plan academic content vocabulary lessons. Find new research-based strategies and try out new strategies. Use this planning tool to organize the discussion.

- Vocabulary Strategy Worksheet: Academic Content Vocabulary

Planning Templates

Teaching Vocabulary is included in each of the comprehensive planning templates that include all five practices for Teaching Literacy to K-5 English Learners. An overview describes how these planning templates can be used by a technical assistance provider or other support provider working with schools on comprehensive needs assessment and planning.

Overview of Planning Templates

- [Download Overview] | Word | 107 KB

Planning Template #1: Working with State Education Agencies

- [Download Template] | Word | 135 KB

Planning Template #2: Working with Districts

- [Download Template] | Word | 131 KB

Planning Template #3: Working with Schools

- [Download Template] | Word | 134 KB
These three comprehensive planning templates include all five practices for Teaching Literacy to K-5 English Learners. An overview describes how these planning templates can be used by a technical assistance provider or other support provider working with a state, a district, or a school on comprehensive needs assessment and planning.

Overview of Planning Templates

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Planning Template #1: Working with State Education Agency

[Download Template | WORD | 135 KB]

Planning Template #2: Working with Districts

[Download Template | WORD | 131 KB]

Planning Template #3: Working with School Leaders

[Download Template | WORD | 134 KB]

**Teaching Literacy to K-5 English Learners**

**Planning Template for Working with Districts**

<table>
<thead>
<tr>
<th>AREA OF LEA RESPONSIBILITY</th>
<th>CURRENT STATUS</th>
<th>NEXT STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Already In Place</td>
<td>Not Feasible/Inappropriate</td>
</tr>
<tr>
<td>A. District Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. LEA develops and communicates district policy about teaching reading to English learners to all administrators, specialists, and teaching staff, including Title I, Reading First</td>
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<tr>
<td>2. LEA has EL expertise on staff related to teaching EL students or access to EL expert</td>
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<tr>
<td>3. LEA has identified potential resources, including state and federal grant money, to support recommended practices (e.g., professional development interventions)</td>
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</tbody>
</table>
Initial Feedback

- “Fantastic!” -- Secretary Spellings
- “Very useful and accessible”
- “I can use this in a presentation tomorrow”
- “Extremely well done and useful”
- “What a great use of tax dollars!”
- “I love this site!”
- “THANK YOU for this support!”
Let’s Go!

Getting the Most from DWW

- How can this help you?
- How can you help disseminate this information?
- Suggestions for us?
- Improvements/additions?
Feedback & Questions

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