



# **New Mexico Reads to Lead! Evidence-based Strategies to Support ELL Student Learning Webinar**

October 3, 2012

# Professional Development

Registration Access: <http://www.rec9nm.org>

- New Mexico Reads to Lead! K-3 Reading Coach Seminars (available for all coaches regardless of funding source)
  - October 3, 2012 (webinar)
  - November 7-8, 2012 (Albuquerque)
  - January 10, 2013 (Albuquerque)
  - February 13, 2013 (webinar)
  - March 5, 2013 (Albuquerque)
  - April 17, 2013 (webinar)
- New Mexico Reads to Lead! K-3 Reading Institute for Teachers
  - June 11-12, 2013 (Albuquerque)



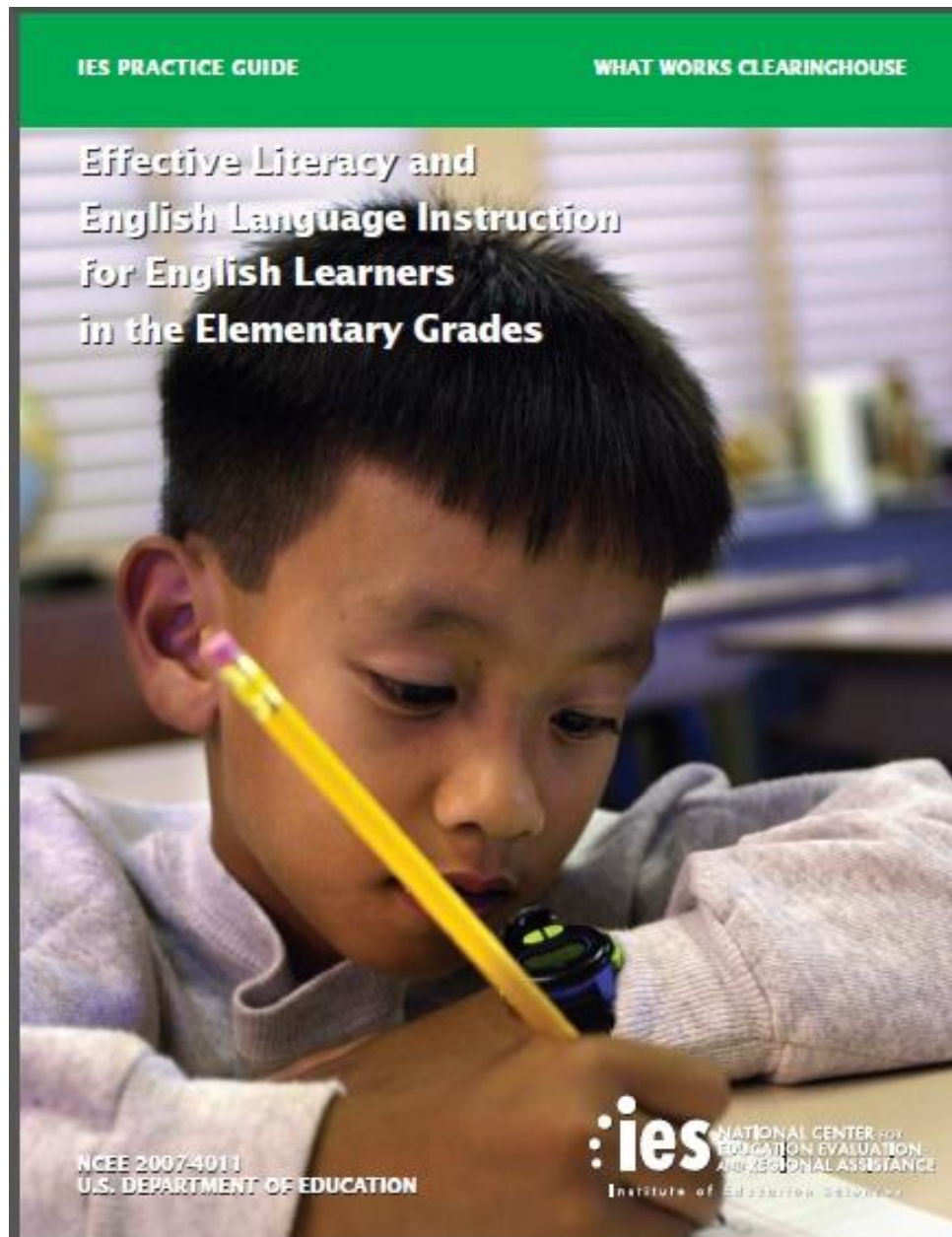
# Webinar Topics

- Instructional Best Practices for English Language Learners (ELL)
- ELL resources for reading coaches and teachers
- Common Core State Standards (CCSS) Professional Development Modules
- Reading Coach Log

# Reading Priorities. . .

Six Components	4 Types of Assessment	High-Quality Initial Instruction	Intensive Intervention
Oral Language	Screening	Background Knowledge	Extended Time
Phonological Awareness	Progress Monitoring	Explicit, Systematic	Flexible Grouping
Phonics	Diagnosis	Differentiated, Scaffolded	Accommodations
Fluency	Outcome	Reading/Writing Connection	More frequent Progress Monitoring
Vocabulary		Print-rich	Aligned with Response to Intervention (RtI)
Comprehension		Motivation	

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/20074011.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf)



# ELL Recommended Practices

## 1. Screen and Monitor Progress

Conduct formative assessments to screen for reading problems and monitor progress.

## 2. Provide Reading Interventions

Provide intensive, small group reading interventions for English learners at risk for reading problems.

## 3. Teach Vocabulary

Provide extensive and varied vocabulary instruction throughout the day.

## 4. Develop Academic English

Develop academic English competence beginning in the primary grades.

## 5. Schedule Peer Learning

Schedule regular peer-assisted learning opportunities, including structured language practice.

## 6. Provide a print-rich environment

# ELL Accommodations

- targeting language and content skills
- making tasks very clear
- providing redundant information through gestures, visual cues, pictures, demonstrations, “realia”
- using graphic organizers (tables, webs, Venn diagrams)
- providing material with familiar content since cultural or background knowledge can influence comprehension
- providing extra practice and time
- seeking student responses commensurate with their language proficiency (August & Shanahan, 2006)

# Screen and Monitor Progress

- Data
  - Formative assessment: screening, progress monitoring, diagnostic
  - Observation
  - Student work
- Data should be used to make instructional decisions



# Provide Reading Interventions

- Small group differentiated instruction
- Flexible grouping
- Explicit instruction
- Print-rich environment

# Grouping students with similar needs for small group instruction

- Provides more exposure and more focus on essential skills;
- Can precisely target skill instruction needed;
- Provides more opportunities for guided practice;
- Can provide a structure to closely monitor student performance; and
- Provides more opportunities for immediate feedback.

University of Oregon (2012)

# Effective Instruction

- Includes **explicit and systematic** instructional strategies
- Requires a coordinated instructional sequence, aligned with instructional materials, and allows ample practice opportunities

# Explicit, Systematic Instruction

- Inform the students of **WHAT** is going to be learned
- Inform the students of **WHY** it is being learned
- Relate to what students already know, building on background knowledge
- Consider linguistic and cognitive demands for students
- **EXPLAIN/MODEL** the skill/strategy
- Provide specific **INSTRUCTIONAL SUPPORT/FEEDBACK**

# What are the essential elements of good reading instruction for all students?

- **Oral language** - involves both speaking and listening, or expressive and receptive language, and the construction of meaning
- **Phonemic Awareness** – the ability to hear, identify, and play with individual sounds (or phonemes) in spoken words
- **Phonics** – an understanding that there is a relationship between the letters of written language and the sounds of spoken language
- **Fluency** – the capacity to read text accurately and quickly
- **Vocabulary** – the knowledge of words students must have to communicate effectively
- **Comprehension** – the ability to understand and gain meaning from what has been read
- **Reading/Writing Connection** – embedded throughout instruction

# Effective Instruction

(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

Characteristics	Guiding Questions
Goals and Objectives	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?
Instructional Routine	Are the instructional formats consistent from lesson to lesson?

# Teach Vocabulary

- Focus on a limited number (8-10) of target words each week
- Engage children in daily interactions that promote using new vocabulary in both oral and written language.
- Provide multiple exposures in varied contexts
- Use student-friendly definitions
- Review regularly
- Provide many opportunities for students to read in and out of school.

# Academic Vocabulary

## Three Tiers of words

- **Tier 1:** Words of everyday speech
- **Tier 2: Academic Vocabulary:**
  - **informational texts;** *analyze, relative, vary, formulate, specify, and accumulate*
  - **technical texts;** *calibrate, itemize, periphery*
  - **literary texts;** *misfortune, dignified, faltered, unabashedly*
- **Tier 3:** Domain Specific
  - **circumference, lava, aorta, autocratic**



# Common Core State Standards

## Text Complexity

### Qualitative

- Levels of meaning or purpose
- Structure
- Language conventionality and clarity
- Knowledge demands

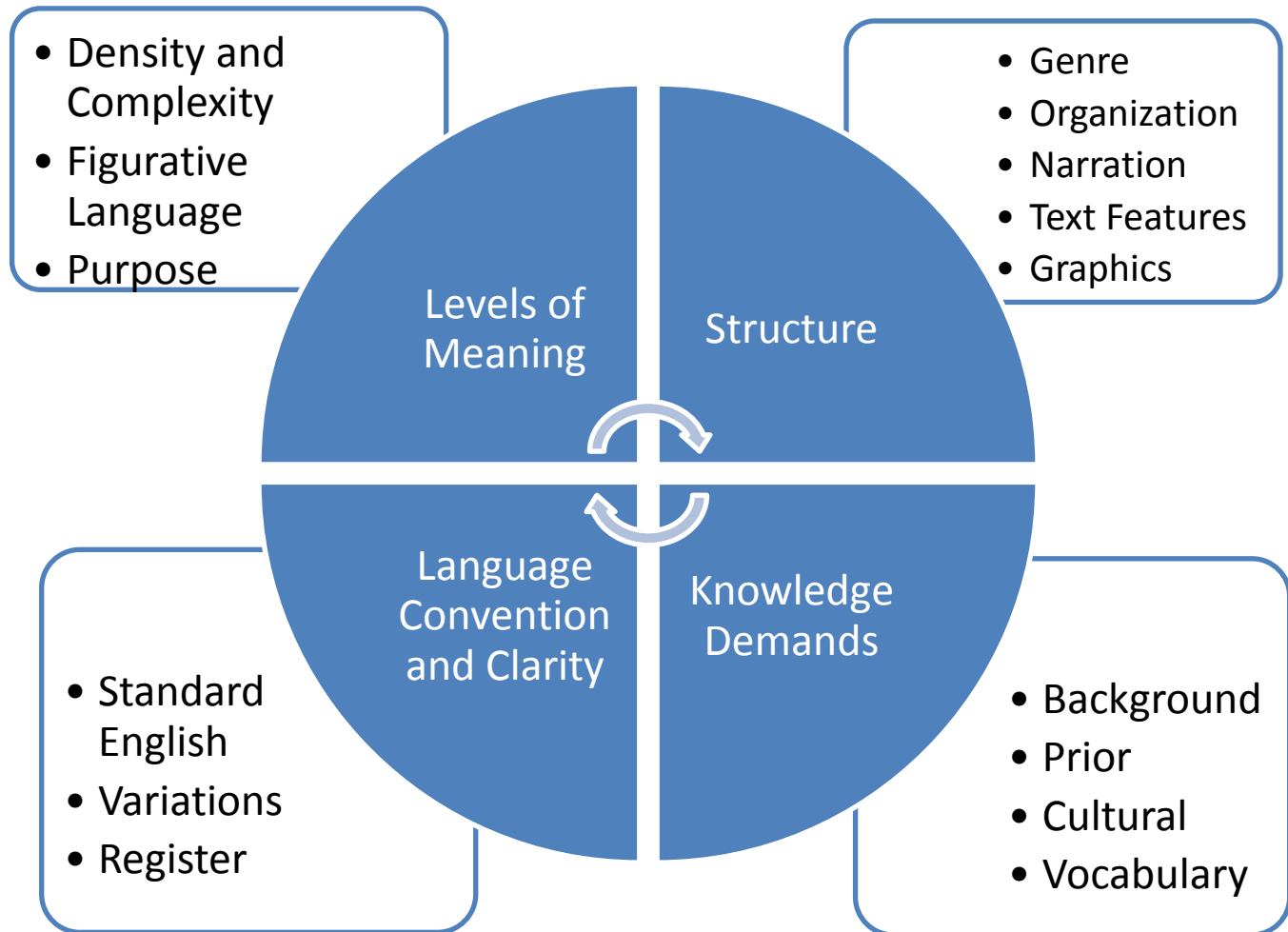
### Quantitative

- Word length or frequency
- Sentence length
- Text cohesion

### Reader and Task Considerations

- Variables specific to particular readers such as motivation, knowledge, and experiences
- Variables specific to particular tasks such as purpose and complexity of the task assigned and questions posed

# Common Core Considerations: Qualitative Measures of Text Complexity



# Help students read complex text

- Explicit vocabulary instruction
- Speak/read words in connected text & explore connection between words
- Create text with new words, Working Word Walls
- Read text that matches independent capability when not working with teacher
- Encourage motivation & persistence
- Create successive successes

(Shanahan, Fisher & Frey, 2012, *Educational Leadership*)

# A Language - Centered Classroom

## Teachers

- Engage children in extended conversations and model use of language
- Encourage children to tell and retell stories and events
- Discuss a wide range of topics and word meanings
- Use new and unusual words, discuss their meanings, and encourage students to use the words
- Ask open-ended questions
- Give explicit guidance in vocabulary, grammar, and pronunciation
- Foster language play

## Children

- Explore and experiment with language
- Name and describe objects in the classroom
- Ask and answer wh- and how questions
- Hear good models of language use
- Discuss topics of interest to them

# Common Core State Standards Professional Development Resources

- Achieve the Core:  
Flexible, **ready-to-use modules** intended to support educators in the understanding and effective implementation of the Common Core State Standards

## 1. Text-Dependent Questions

## 2. ELA/Literacy Shifts

## 3. Instructional Leadership

## 4. Math Shifts

<http://www.achievethecore.org/steal-these-tools/professional-development-modules>

# Common Core State Standards Professional Development Resources

- Council of Chief State School Officers (CSSO)  
[http://www.ccsso.org/documents/2012/common\\_core\\_resources.pdf](http://www.ccsso.org/documents/2012/common_core_resources.pdf)
- National Association of Elementary School Principals (NAESP)  
<http://www.naesp.org/common-core-state-standards-resources>

# Resources

- **New!** New Mexico Reads to Lead! Literacy Website: [www.literacynewmexico.org](http://www.literacynewmexico.org)
- **Doing What Works:** Research-Based Education Practices Online  
<http://dww.ed.gov/>
- **¡Colorín Colorado!**  
<http://www.colorincolorado.org/>
- **Reading Rockets**  
<http://www.readingrockets.org/>

# Public Education Department Literacy Contacts

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# Reading Coach Log

- Required for regional reading coaches and district/school reading coaches funded through New Mexico Reads to Lead!
- Logs due the first of each month
- Submitted through WebEPPS accessed through the NMPED A-Z Directory site
- Direct WebEPPS link:

<http://web-epss.ped.state.nm.us/Security/Login.aspx?ReturnUrl=%2fDefault.aspx>

# Reading Coach Log

Training LEA 9 at a Glance - Mozilla Firefox


central\_campus\_map.pdf (application/pdf) Training LEA 9 at a Glance

web-epss.ped.state.nm.us/SEA/DistrictGlance.aspx?EntityContext=085d55a7-8a45-4970-be38-c2b62a01baf3&SchoolYearContext=36be7217-6t

Mozilla Firefox Start P... Most Visited Mozilla Firefox Start P... Latest Headlines


*Today, September 7, 2012 the system will be taken offline from 1:30 pm until 4:00 pm in order to upgrade to version 2.9. Thanks for your patience and cooperation. Once the system has been upgraded you will see the school level Transformation Goal. Please refer to the attached Transformation Goal Resource named "Guidance for Transformation Goal" in order to successfully meet the requirements.*

Hi Shafeeq! [Logout](#) [Help](#)





## Web EPSS & Monitoring



LEAs List **Current LEA: Training LEA 9** Setup & Maintenance

LEA  Monitoring Plan LEA File Cabinet Plan Tags

Home > [Training LEA 9](#)

 **LEA OVERVIEW**  Training LEA 9

Select School Year: 2012-2013

 Instruments (1)  LEA Plan Goals (5)

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Name	Status	Items not in Compliance	Due Date
<a href="#">New Mexico Reads to Lead! Reading Coach Log (Coach Log)</a>	In Progress	0	10/01/2012

Page size: 25 1 to 1 of 1 items

### ONSITES

[Schedule Onsite](#)

Thank you for all that you do for New Mexico students!

