

Overview



**LITERACY**
ACHIEVEMENT ACADEMIES

First Grade



First Grade Literacy Achievement Academy

- **The goal of this Academy is to enhance your knowledge of effective instructional practices that promote early reading and writing success.**
- **We will examine research-based practices for teaching all children to read, including English language learners and those who have difficulty learning to read.**



Learning to Read

Children can have problems doing the following:

- **Understanding vocabulary**
- **Recognizing the sound structure or phonological properties of words**
- **Developing letter-sound knowledge**
- **Understanding the alphabetic principle**
- **Decoding words**
- **Relating content to background knowledge**
- **Reading words and text with fluency (or quickly and accurately)**
- **Using comprehension strategies to help them remember and understand what is read**



2015 Scores for Fourth-Grade Reading

- **National Assessment of Educational Progress (NAEP): 66 percent below or at basic**
- **State of Texas Assessments of Academic Readiness (STAAR): 26 percent unsatisfactory (Level 1)**

We can do better!



Agenda

First Grade Literacy Achievement Academy

DAY 1	DAY 2	DAY 3
MORNING		
Academy Overview English Language Learners Features of Effective Instruction	Phonological Awareness Phonics and Spelling	Vocabulary Reading Comprehension Writing
AFTERNOON		
Differentiating Instruction Oral Language Development Listening Comprehension	Phonics and Spelling (cont.) Fluency	Using Assessment Data Putting It All Together



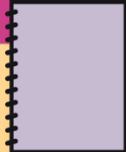
Warm-Up Activity



- **Introduce yourself.**
- **Partner up: A and B.**
- **Make name tents using blue card stock.**
- **Introduce challenging student.**
- **Complete a dueling chart.**



Participant Materials

- 
- **Notes versions of slides**
 - **Handouts, including references**
 - **Folder**
 - **Resources**



Participant Materials (cont.)

- **Publications**
- **Supplies and activity materials**
- **Teacher's editions of reading programs**
- **Children's books**



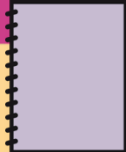
Academy Resources: Classics



- ***Preventing Reading Difficulties in Young Children*** (National Research Council)
- ***Starting Out Right: A Guide to Promoting Children's Reading Success*** (National Research Council)
- ***Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*** (National Reading Panel)
- ***Put Reading First: The Research Building Blocks for Teaching Children to Read*** (National Institute for Literacy)



Academy Resources

- 
- ***Learning to Read and Write: Developmentally Appropriate Practices for Young Children*** (International Reading Association and National Association for the Education of Young Children)
 - ***Improving Schooling for Language-Minority Children: A Research Agenda*** (National Research Council)
 - ***English and Spanish Language Arts and Reading Texas Essential Knowledge and Skills Handbook***
 - ***Revised Texas Prekindergarten Guidelines*** (updated 2015)
 - ***Beginning Reading Instruction: Components of a Research-Based Reading Program***
 - ***The Dyslexia Handbook—Revised 2014***



Texas Essential Knowledge and Skills



Organization:

- **Strands**
- **Taglines**
- **Student expectations**



Prekindergarten Guidelines



Organization:

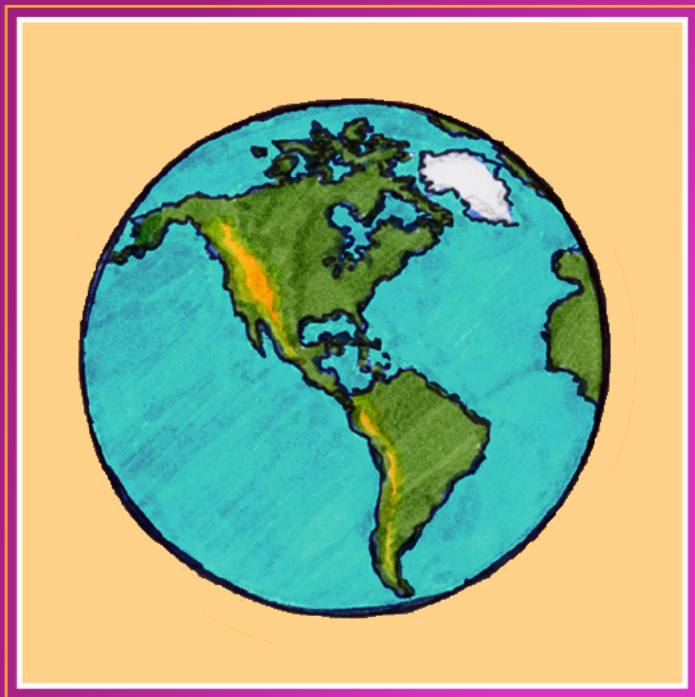
- Domains
- Skill areas

Use the Prekindergarten Guidelines and Handout 1 to compare TEKS student expectations and prekindergarten skill areas.

Beginning Reading Instruction



- ***Skim **Beginning Reading Instruction: Components and Features of a Research-Based Reading Program.*****
- **Match its components to the ELAR TEKS taglines on Handout 1 (also found in the TEKS Handbook). Write your answers on Handout 3.**



English Language Learners

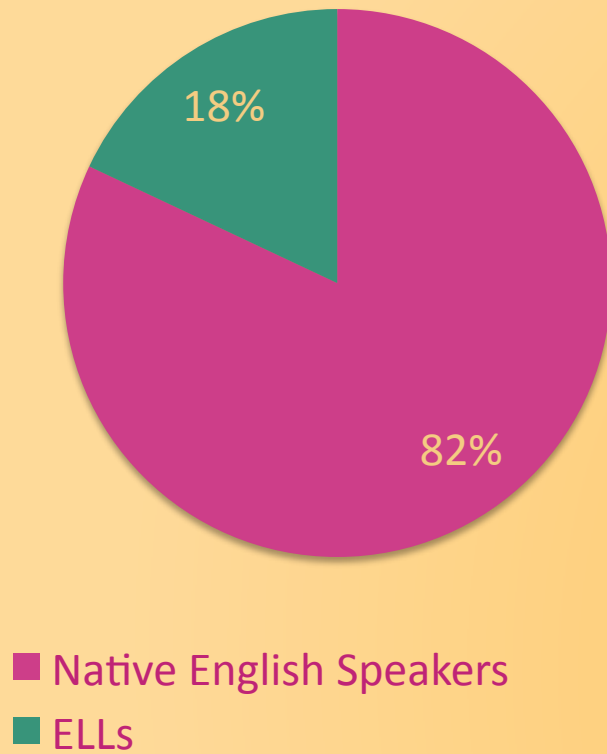


Language Diversity

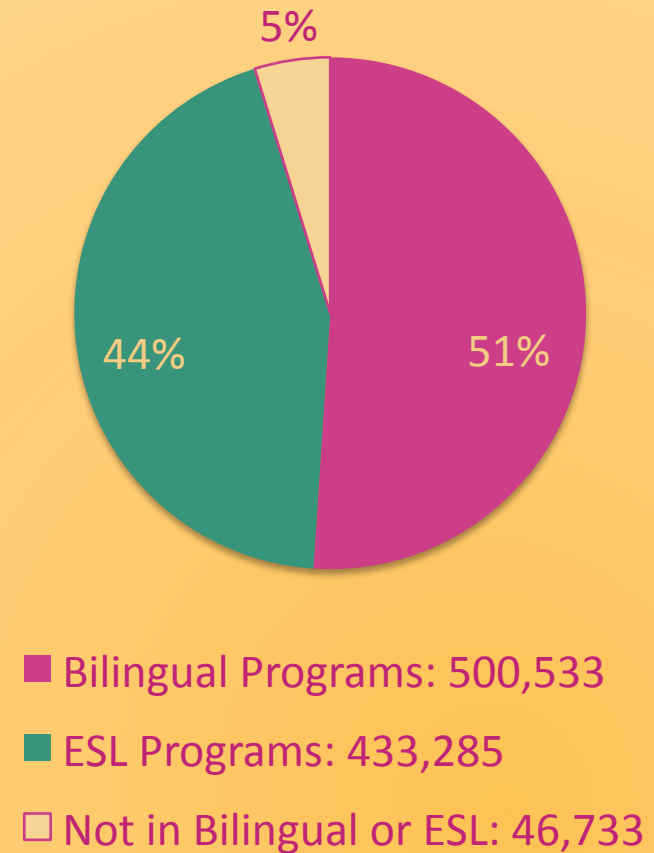
Children acquire language within a variety of cultural and linguistic settings and in the context of their homes and communities.

Texas ELLs: Demographics

**Texas Student
Population
2015–2016**



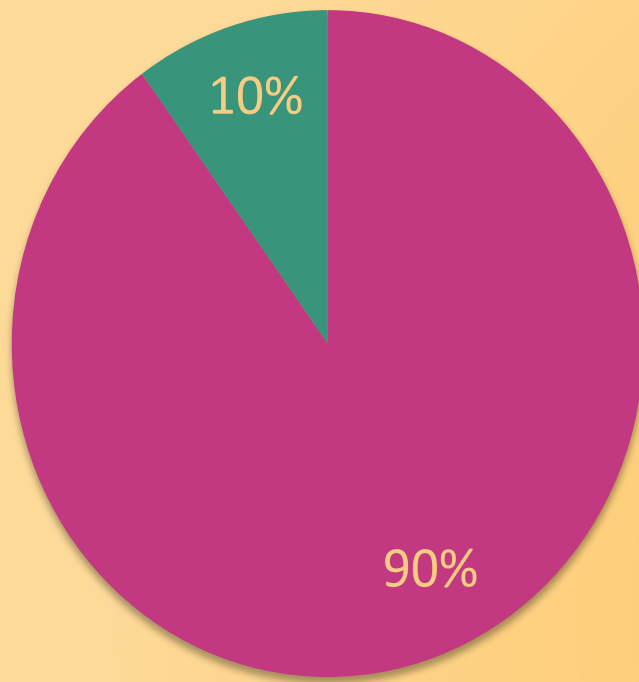
**980,591
ELLs in Texas schools**



Texas ELLs: Demographics (cont.)

Languages ELLs Speak

■ Spanish ■ 120 other languages



Other languages:

- **1.69% Vietnamese**
- **.98% Arabic**
- **.45% Urdu**
- **.42% Mandarin Chinese**
- **.34% Burmese**



Who Are Our ELLs?

- **ELLs are language-minority students who are exposed to or use a language at home other than English and have limited English skills.**
- **Membership is expected to be temporary.**
- **ELLs are a diverse group who come from many different socioeconomic, cultural, and language backgrounds.**



Three Distinct Groups of ELLs



Classification as an ELL Does Not Tell the Whole Story

Early Immigrants	Recent Immigrants	U.S.-Born Language-Minority Students
<ul style="list-style-type: none">• Arrive before age 7• No prior schooling• May need up to five years to fully develop academic English	<ul style="list-style-type: none">• Arrive at school age• May have had prior schooling• May have literacy skills in their native language	<ul style="list-style-type: none">• Born in the United States• May have little literacy in their native language• Little or some exposure to English



Different Needs



ELLs have different needs based on the following:

- **The extent and type of literacy practices at home**
- **The development of literacy skills and prior formal schooling in their native language**
- **The instruction or formal schooling in English they have received**

ELLs have strengths and proficiencies in their native language that may be invisible to teachers.



Second-Language Development

- **Second-language development is a gradual and complex process.**
- **ELLs of all language groups develop their second language similarly.**
- **ELLs vary in how quickly they become proficient in English.**

The *route* of acquisition is consistent for ELLs with different native languages, but the *rate* of progress can vary considerably.



Four Language Domains

Receptive skills

Listening

Reading

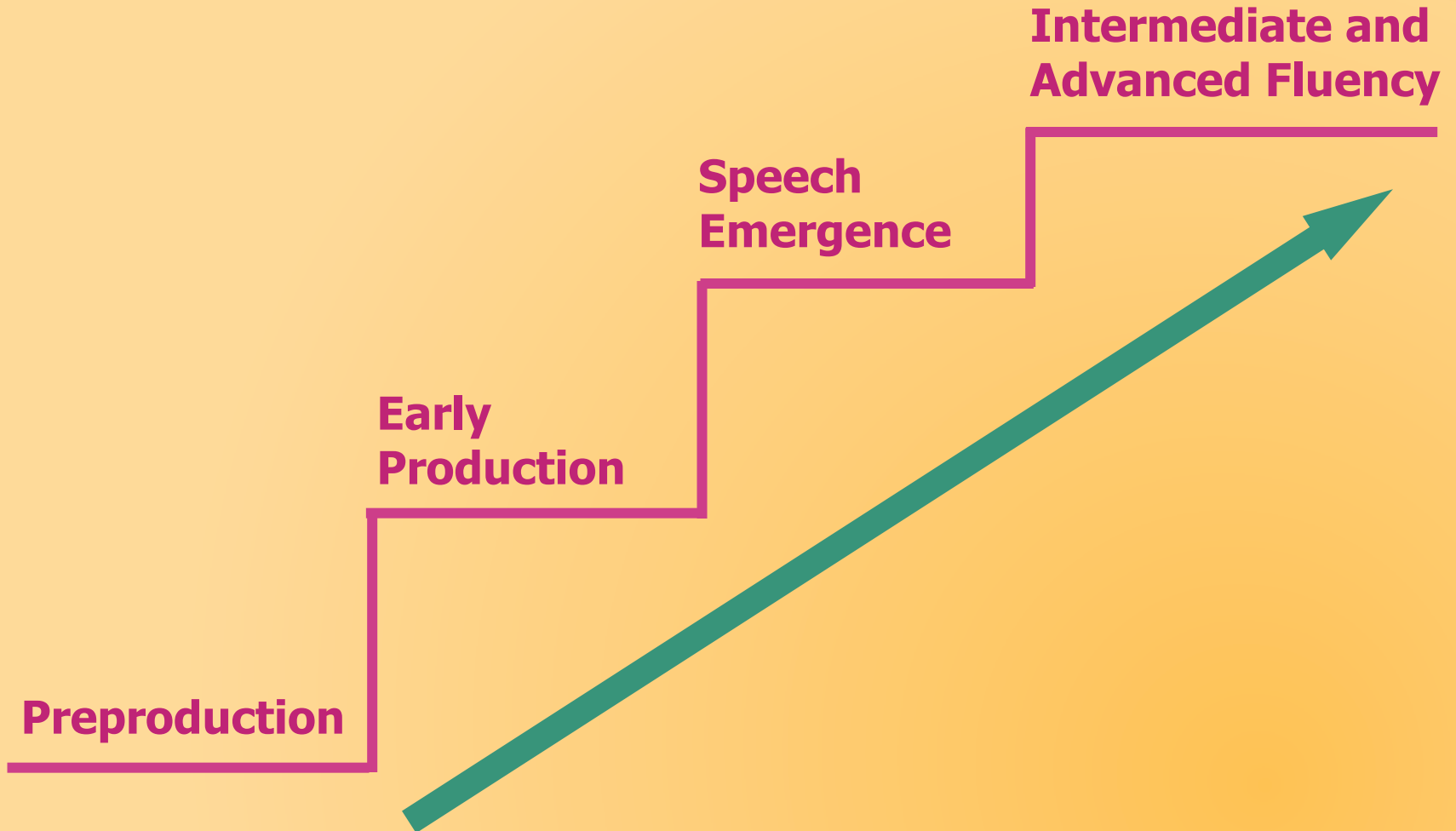
Expressive skills

Speaking

Writing

Receptive language tends to develop more quickly than expressive language.

Stages of Second-Language Development



Development of Second-Language Speech Production

Simple grammatical structures

- Plural errors: "many book," "some book"
- Inconsistent verb forms: "I walk home" (past tense) instead of "I walked home."

Overgeneralizations

- Misuse of irregular verbs: "goed," "readed"
- Misunderstanding of negation: "I no have paper."

Closer approximations of second language

- Input internalized and adjustments made in second language use
- More elaborate sentence structures
- Increase in vocabulary use



Developing Academic English

- **Social register vs. academic register**
- **Proficiency in academic English is important in predicting the academic success of ELLs.**

	At Home	Beginning of School	Later in School
English-Only Speakers	First register: Casual English	Second register: Academic English Refined academic English	
ELLs	First register: Casual native language	Second register: Casual English	Third register: Academic English



ELLs and English Literacy



- **English literacy development is an important and concurrent element of second-language acquisition.**
- **Effective literacy instruction for ELLs:**
 - **Academically sound**
 - **Culturally responsive**
 - **Linguistically accommodated**



Analyzing ELL Instruction



- **Turn to Handout 3: English Language Learner Instruction Scenarios.**
- **Read the scenario that was assigned to your group.**
- **Decide whether the instruction depicted needs to be improved and how.**
- **Prepare to share.**



Spanish Language Arts and Reading TEKS

- **A strong native language foundation has a positive impact on future English literacy.**
- **The Spanish Language Arts and Reading TEKS help teachers provide high-quality Spanish literacy instruction.**



English Language Proficiency Standards

- **The ELPS are language development standards that must be implemented as an integral part of instruction in the TEKS.**
- **Student expectations are grouped under the four domains of language development: listening, speaking, reading, and writing.**
- **Planning linguistically accommodated instruction that addresses the ELPS allows ELLs to develop English while meeting the TEKS.**



ELPS and TEKS



- **Locate the ELPS Academy booklet and the 12 components and TEKS form.**
- **With a partner, find one student expectation and its corresponding domain for each of the components of beginning reading instruction.**





Remember

- **Learning a second language—and learning in a second language—is mentally exhausting.**
- **ELLs do twice the cognitive work of native English speakers. ELLs acquire new conceptual knowledge while attending to the sounds, meanings, and structures of a new language.**



Features of Effective Instruction



Features of Effective Instruction

- **Explicit instruction with modeling**
- **Systematic instruction with scaffolding**
- **Multiple opportunities to practice and respond**
- **Immediate and corrective feedback**



Explicit Instruction



Involves modeling and explaining concepts and skills in ways that are concrete and visible, include clear language, and use many examples



Explicit Instruction (cont.)

Consists of the following:

- **Predictable, clear, and consistent instructions**
- **Known expectations**
- **Familiar routines**



Explicit Instruction With Modeling

- **Thoughtfully and deliberately model how to solve reading challenges.**
- **Make your thinking visible.**



Modeling: I Do



The teacher does the following:

- **Demonstrates the task aloud**
- **Follows a step-by-step procedure**
- **Uses language specific to the skill**
- **Speaks clearly while modeling**
- **Checks for understanding during modeling**



Guided Practice: We Do

- **Students practice what the teacher modeled.**
- **The teacher provides feedback.**
- **Peers provide feedback.**



Checking for Understanding



- **Discuss the list on Handout 1 with your table group.**
- **Add other ideas to this list.**



Independent Practice: You Do

Students practice the skill independently:

- **In centers**
- **With partners**
- **With accountability**



What to Look for

- **Clear instructional focus**
- **Teacher modeling**
- **Consistent language**
- **Active participation**
- **Student talk and engagement**
- **Multiple examples**
- **Concrete examples**
- **Multiple grouping formats**
- **Manipulatives**
- **Visual aids and cues**



Systematic Instruction With Scaffolding



- **Select appropriate objectives and tasks:**
 - **Regulate task complexity.**
 - **Anticipate potential difficulties.**
- **Carefully sequence instruction:**
 - **Move from easier to more difficult skills.**
 - **Begin with higher-utility skills.**
 - **Begin with what students already know.**



Hallmarks of Systematic Instruction With Scaffolding



- **Systematic instruction:**
 - Knowledge and skills presented in a logical order
 - Higher-utility skills presented before more difficult, less frequently used skills
- **Scaffolding:**
 - Complex tasks broken down into simpler, smaller steps
 - Support extended and gradually removed as students become proficient



Multiple Opportunities to Practice and Respond

**It may be true that “practice makes perfect.”
However, in education we know that
practice makes permanent.
Therefore, practice must be perfect.**



Ways to Practice and Respond



Maximize student engagement

- Practice in a variety of ways and at various times.
- Practice related skills.
- Actively engage students.
- Use distributed practice.

Increase opportunities to respond

- Provide more items to practice.
- Prompt choral responses.
- Use “think-pair-share.”
- Have students work in pairs.
- Prompt physical responses.
- Use quick writes.





Immediate and Corrective Feedback

Two types of feedback:

- **Evaluative feedback = Judgmental**
- **Formative feedback = Descriptive**



Evaluative Feedback

- **Giving rewards and punishments**
- **Expressing approval and disapproval**



Formative Feedback

- **Telling students they are right or wrong and describing why**
- **Telling students what they have and have not achieved**
- **Specifying or implying a better way**
- **Helping students develop ways to improve**



Positive Feedback

- **Varied forms of feedback:**
 - **Verbal**
 - **Nonverbal**
 - **Written**
- **Varied ways to share feedback:**
 - **Whole group**
 - **Small groups**
 - **Pairs**
 - **Individuals**



Growth Mindset



Fixed Mindset (What not to say)

- “Not everybody is good at reading. Just do your best.”
- “That’s OK. Reading may not be your strength.”
- “Don’t worry. You’ll get it if you just try harder.”
- “Good try!”

Growth Mindset (What to say)

- “When you learn how to read new words, it grows your reading brain!”
- “If you tell yourself ‘I’m not a good reader,’ just add the word *yet* to the end of the sentence.”
- “The point isn’t to get it all right away. The point is to grow your understanding step by step. What can you try next?”



Feedback Transforms Learning

Feedback
helps students:

- **Take responsibility for their learning**
- **Believe that they can learn**
- **Understand what they need to do differently to achieve**
- **Realize that the hard work of using strategies improves their learning**



Checklist for Effective Instruction



- **Can be used as a self-assessment, lesson planning aid, or teacher observation**
- **Can be used for reflection and to set goals to improve lessons**