

Effective Interventions for English Language Learners K-5

Elementary ESOL

Objective: Participants will understand the role of second language acquisition and English Language Proficiency levels in selecting effective intervention strategies for individual English Language Learners (ELLs).

Essential Question: What are the linguistic, cultural, academic, and instructional factors that must be considered when designing effective interventions for ELLs?

Home Learning: Develop effective interventions by considering factors that affect the academic challenges that may be encountered by ELLs. Build capacity in your professional learning community for implementing effective interventions for ELLs.

Agenda

- Explore common beliefs about English Language Learners (ELLs)
- Understand RtI for ELLs
- Identify observable behaviors typical of academic difficulties encountered by ELLs
- Analyze the integral factors (WIDA) influencing the academic difficulties
- Select the appropriate instructional interventions to address the specific language needs of ELLs

Learning challenges

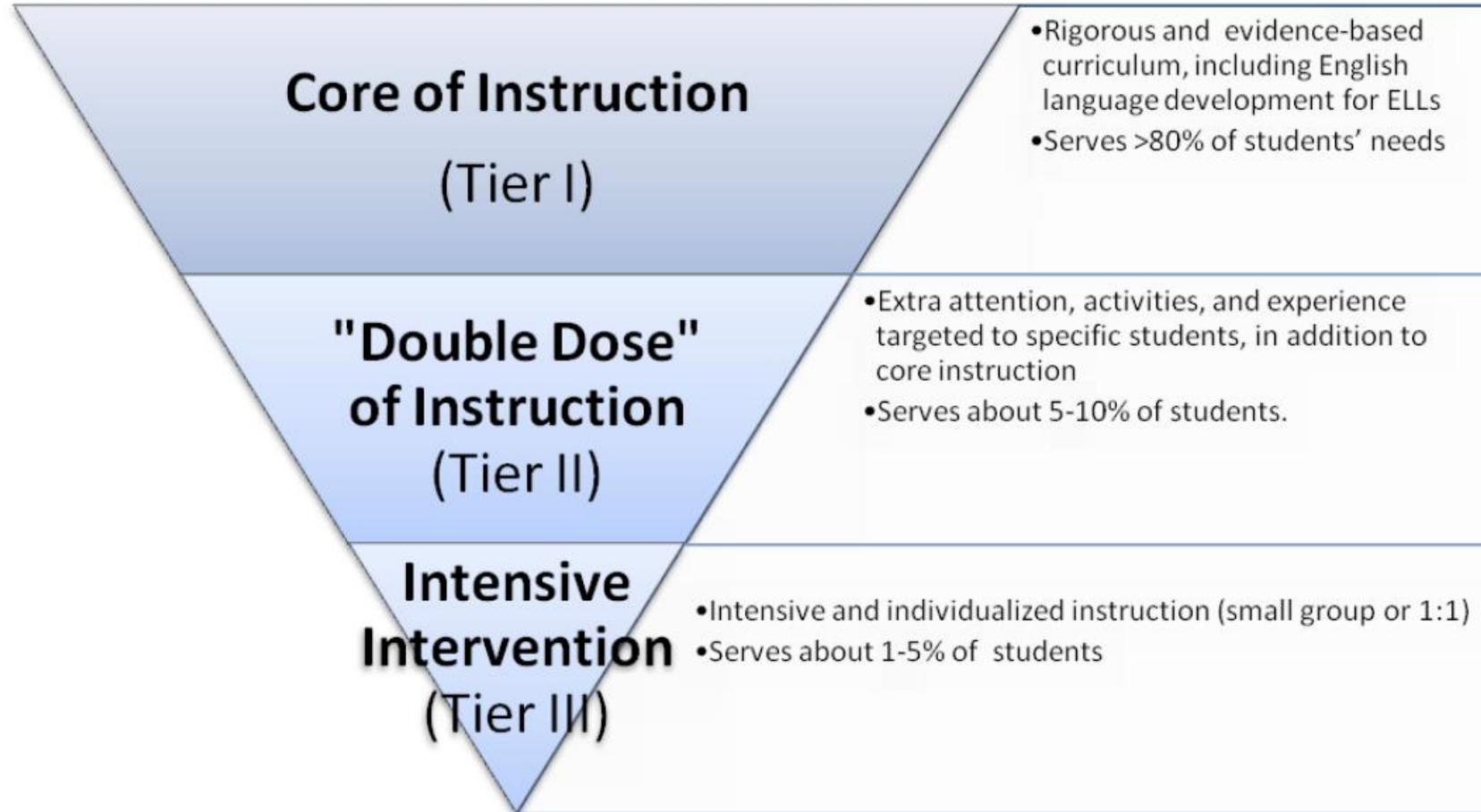


ELLs face unique learning challenges:

- to develop the content-related knowledge and skills defined by state standards;
 - while simultaneously *acquiring a second (or third) language*;
 - at a time when their *first language is not fully developed* (e.g., young children);
- to demonstrate their learning on assessments in English, their second language.

General Features of RtI

Three Tiers of Instructional Support



Rtl is effective for most general education students

Less research on the effectiveness of Rtl approaches with ELLs

Even less information exists about the types of interventions that are effective for ELLs

Effective Instruction for ELLs using an RtI Approach

Tier I: Strong Core Instruction

What constitutes strong core instruction for ELLs?

Tier II: Intensive Targeted Instruction

What should the problem-solving team consider for an ELL?

What strategies should the interventions utilize?

Dr. Janette Klingner, University of Colorado
Approaches to RtI for ELLs

Seven Integral Factors

Seven factors that may influence ELLs' linguistic and academic development

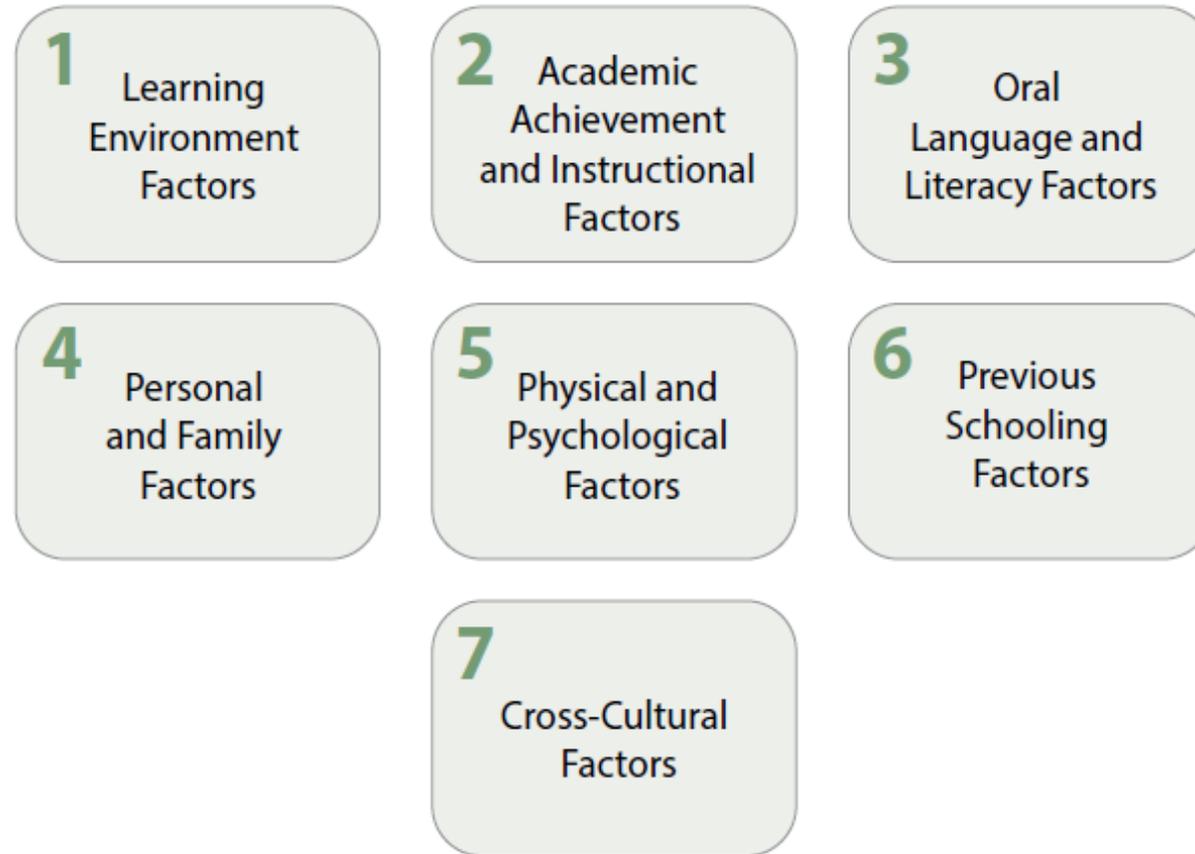


Figure 2. Adapted from: Hamayan, Marler, Sanchez-Lopez, & Damico (2013)

A Struggling ELL video

- What Integral Factors were raised in the video?
- What other factors need to be considered?
- What data does the teacher need to design an effective intervention?

What data does the teacher need to design an effective intervention?

- English Language Proficiency Levels (ELPs)
- WIDA Performance Descriptors:
Listening/Reading Speaking/Writing
- WIDA Can Do Descriptors

Necessary Conditions for ELLs to Experience the Benefits of a Responsive RtI² System

- Use innovative practices and reforms in all tiers with a focus on enrichment, increased comprehensibility, and meaningfulness rather than remediation.
- Customize RtI² systems according to a school or district's individual needs, and select multiple and different practices for the multiple tiers of support. Implement these practices in a cohesive, contextualized, and comprehensible way from a sociocultural perspective.
- Make certain that all educators are aware of the research on what practices, strategies, approaches, and interventions work with whom, by whom, and in what contexts (Klingner & Edwards, 2006).
- Ensure that students receive culturally responsive, appropriate, quality content and language instruction that is evidence-based at all levels.
- Provide **linguistic supports** when assessing students' content knowledge.
- Provide time for team members to plan for students' instruction, resulting in instruction and intervention strategies that are cohesive, authentic and meaningful, and connected to the core curriculum.
- Include approaches that focus on complex sociocultural phenomena and better address students' unique educational contexts.
- Look not only at classrooms, but also at languages and outside social/educational settings for insights into students' performance.
- Recognize the need for both appropriate ELL literacy instruction as well as academic language instruction across content areas.
- Differentiate at all tiers of support according to students' academic language proficiency levels.

Table 1. Adapted from: Damico (2009)

Recommendations for Interventions

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.

[video](#)

Recommendations for Interventions

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.

Typical Academic Difficulties of ELLs

Commonly used broad terms to describe ELL's difficulties:

- Poor comprehension
- Unmotivated
- Can't read
- Can't remember from one day to the next

Broad Term	Observable Behavior
Poor Comprehension	<p>Can't retell stories read to them.</p> <p>Can not put a story in sequence.</p> <p>Can't answer "wh" questions about a text.</p> <p>Can not use vocabulary words in context.</p> <p>Student does not complete work related to a text.</p> <p>Can not find evidence in the text.</p> <p>Can not paraphrase or summarize.</p>
Not Motivated	<p>Student does not complete any class work.</p>

Broad Term	Observable Behavior

How should we target Instructional support for ELLs?

- Screening
- Progress Monitoring
 - Tier I
 - Tier II

Broad Term	Observable Behavior	Strategy/Intervention
Poor comprehension.	Can't retell stories read to them.	Beginner: Pictures to sequence the story with oral support from the teacher.
Poor comprehension	Can't answer "wh" questions about a text.	Beginner: Scaffolding and rephrasing questions allowing students to respond with non-linguistic representations. Language goals asking and answering "wh" questions about content.

For each of the following vignettes, teachers discuss the following questions in small groups:

- What are the outside issues facing this student?
- What factors are affecting this student's acquisition of English?
- What additional information would you like to know about this student?
- With whom would you collaborate to gather more information about this student?
- What would you do in your role as teacher or administrator to support this student?
- What additional help do you need?
- What do you need to learn so that you can help this student?
- What do you already know that can help this student?

Whole Group Practice:

Scenario: Data shows a Spanish-speaking student is low in phonics and phonemic awareness as well as vocabulary, fluency, and comprehension. The student's academic history and family interview indicates the student has literacy in her first language at grade level.

Ahmed, an 8-year-old Arabic-speaking student, was born in the United States to Jordanian parents. He was educated from kindergarten through first grade in an English-only academic environment in an affluent suburb in the United States. He transferred to your school district at the beginning of the present academic year as a second grader; it is now the spring of his second-grade year. Although he sounds like a native speaker when he speaks English, Ahmed's comprehension of written text places him at a beginning kindergarten reading level. His English decoding skills are weak as well. He makes frequent spelling errors of common words, and his errors in writing often interfere with the meaning of his written texts. He is not literate in Arabic, because he has never received academic instruction in that language. However, his parents speak Arabic at home. He has recently begun acting out in class.

[Scenarios](#)

Meena, a 12-year-old fifth-grade student from Pakistan, has been in a beginning-level pullout ESL class for 1 year. She came to the United States as a fourth grader 1 year ago, speaking only Urdu. Upon arrival, her math skills, assessed in Urdu, were found to be 2 years below grade level. She is generally reserved and quiet and does not frequently contribute to whole-class discussions. She has made some progress in her reading and writing in English during the year, but has not progressed as quickly as her ELL classmates. She remains in the beginning-level ESL class this academic year. Her oral skills have increased more quickly than her reading and writing skills. Her fifth-grade teacher is concerned about her English literacy skills and low rate of participation in class.

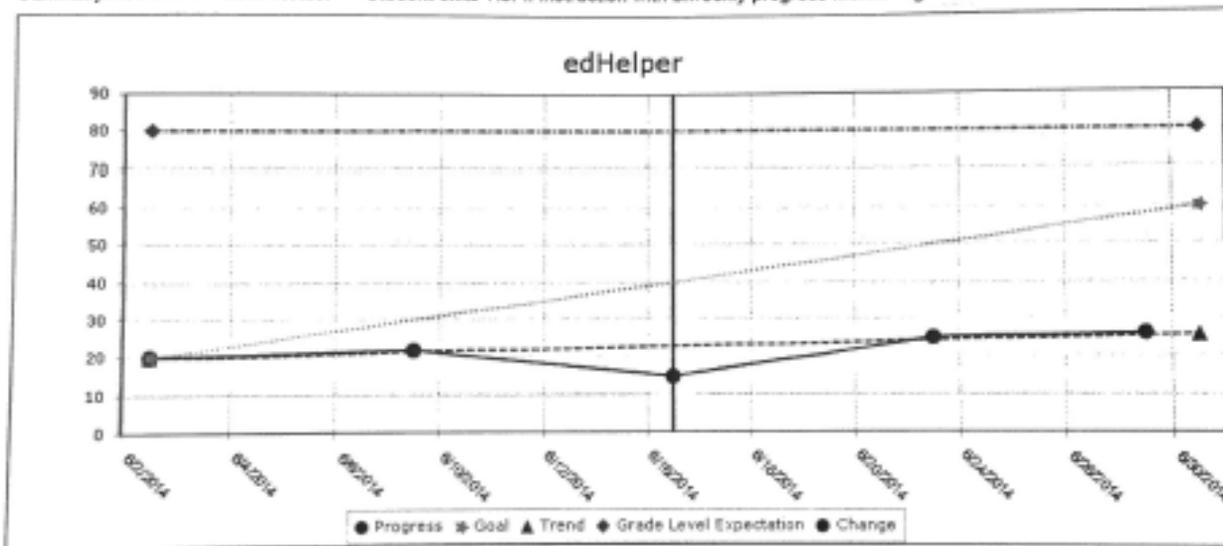
Jorge, a 16-year-old Spanish-speaking student, was born in El Salvador and came to the United States when he was 15. He lived with his grandparents in El Salvador for 9 years while his mother lived in the United States, arranging for him to join her. During that time, she remarried and had two more children. Jorge was educated from kindergarten through second grade in a public school in a remote area of El Salvador. Due to a natural disaster, that school was closed and did not reopen. He was subsequently unable to attend more schooling until he moved to the United States and enrolled in your school district at the beginning of the present academic year as a ninth grader. He has been in your class for a full academic year. He has made little progress in his acquisition of English in reading, writing, speaking, or listening.

RTI Plan

Name: Test1041 Kid1041 DOB: 1/1/2000 Grade: 05 ID#: 01041
 Attending School: ORTEGA ELEMENTARY SCHOOL Case Manager:

Target Area: Reading – Comprehension Tier 2 Tier: 2 Date: 6/27/2014
 Reason(s) For Concern: Academic performance - low or failing grades

Intervention: edHelper Begin Date: 6/2/2014 End Date: 6/30/2014
 Person Implementing: Baez, Ariene Review Date: 6/30/2014
 Intervention Schedule/Min/Day: 30 Frequency: 3 days per week Duration: 4 weeks
 Progress Monitoring Schedule: 01x per week Setting: Regular Classroom
 Goal: Student will increase reading comprehension score on grade level assessment 10% by June 30th.
 Summary/Recommendation: Successful
 Summary/Recommendation Notes: Student exits Tier II instruction with biweekly progress monitoring.



Progress Details:

Date	Notes
6/2/2014	20.00 Baseline Administration
6/9/2014	22.00 Didn't eat breakfast
6/16/2014	15.00 Change Line, Student had great focus
6/23/2014	25.00
6/27/2014	28.00

Where should you target the intervention?

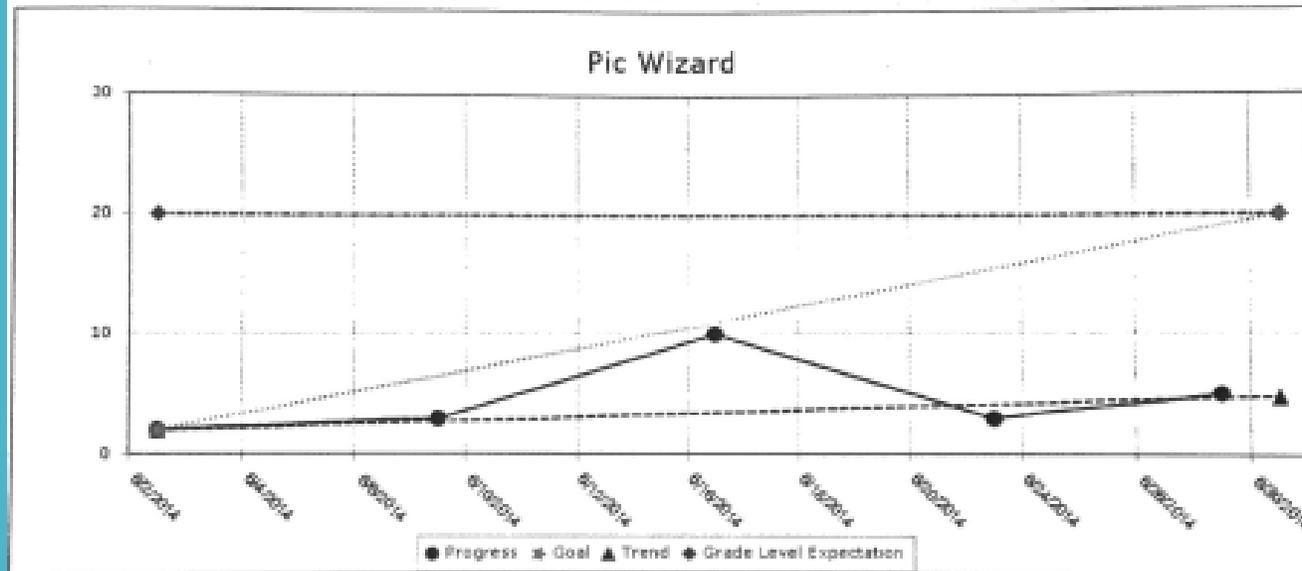
What other data could you collect?

RTI Plan

Name: Test1041 Kid1041 DOB: 1/1/2000 Grade: 05 ID#: 01041
Attending School: ORTEGA ELEMENTARY SCHOOL Case Manager:

Target Area: Reading – Vocabulary Tier 2 Tier: 2 Date: 6/27/2014
Reason(s) For Concern: Not proficient in benchmark

Intervention: Pic Wizard Begin Date: 6/2/2014 End Date: 6/30/2014
Person Implementing: Baez, Ariene Review Date: 6/30/2014
Intervention Schedule: Min/Day: 15 Frequency: 3 days per week Duration: 4 weeks
Progress Monitoring Schedule: 01x per week Setting: Regular Classroom
Goal: Student will be able to find synonyms and antonyms for 20 words.



Progress Details:

Date	Notes
6/2/2014	2.00
6/9/2014	3.00
6/16/2014	10.00
6/23/2014	3.00
6/27/2014	5.00

Where should you target the intervention?

What other data could you collect?

Duval County Public Schools
123 School Lane
Mtn Home, AR 72653

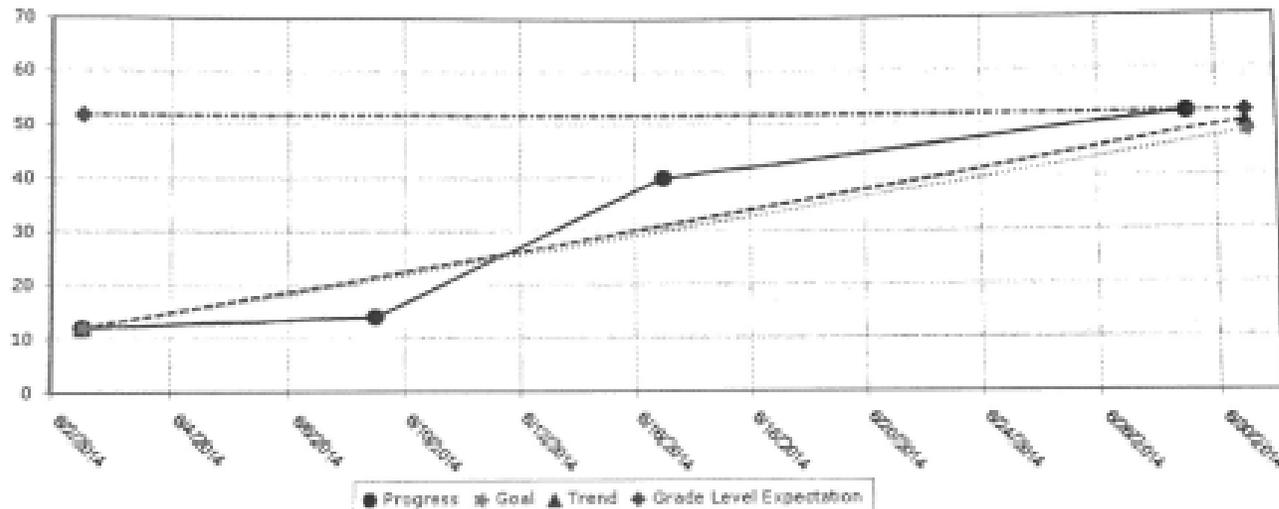
RTI Plan

Name: Test1041 Kid1041 DOB: 1/1/2000 Grade: 05 ID#: 01041
Attending School: ORTEGA ELEMENTARY SCHOOL Case Manager:

Target Area: Reading – Phonics Tier 2 Tier: 2 Date: 6/27/2014
Reason(s) For Concern: Low universal screening results

Intervention: Letterville Phonics Begin Date: 6/2/2014 End Date: 6/30/2014
Person Implementing: Baez, Arlene Review Date: 6/30/2014
Intervention Schedule: Min/Day: 15 Frequency: 3 days per week Duration: 4 weeks
Progress Monitoring Schedule: 01x per week Setting: Regular Classroom
Goal: Student will name 48/52 letters by June 30th.

Letterville Phonics



Progress Details:

Date	Notes
6/2/2014	12.00
6/9/2014	14.00
6/16/2014	40.00
6/27/2014	52.00

Where should you target the intervention?
What other data could you collect?

Response to Intervention Training Project at
Lehigh University, a U.S. Department of
Education funded personnel preparation
grant