



Reading Achievement of English Language Learners: The Conditions for Success

A Presentation of the National Reading Technical Assistance Center (NRTAC)



2010 U.S. DEPARTMENT OF EDUCATION
READING INSTITUTE

Anaheim, California

Presenter: Nina G. Gonzalez
nngonzalez@rmcres.com

Purpose of Study



What are the conditions necessary to ensure success in reading achievement for English language learners?



2

Participating States



Study based on selected Reading First states

- Arizona
- California
- Florida
- Nebraska
- New Mexico
- Texas



3

Source of Information



- External evaluation reports
 - ♦ 2006-2007 SY
 - ♦ 2007-2008 SY
- Annual Performance Reporting (APR) data
- Interviews



4

Defining the Students



- U.S. Department of Education defines ELLs as national-origin-minority students who are limited-English-proficient
- ELLs represent one of the fastest-growing groups among the school-aged population in this nation
 - ♦ Between 1996 and 2006, the nation's K-12 ELL population rose by over 60 percent (Batalova, Fix & Murray, 2006).



5

ELL Program Options



- No Child Left Behind (NCLB) Act of 2001 lead to increased accountability
- NCLB legislation offers parents more educational options
- Common goal of improving the academic accomplishments of ELLs



6

ELL Program Options: California



California Law Proposition 227



This law mandates that instruction for all students be conducted in English. The reading instruction in the state of California is delivered in two distinct types of classrooms

- ♦ Non-waivered
- ♦ Waivered



7

ELL Program Options:
Florida





ELL instructional delivery models

- Sheltered English
- General education
- Bilingual developmental
 - ♦ One-way
 - ♦ Two-way

8

ELL Program Options:
New Mexico





ELL language instructional models

- Bilingual
- Dual language
- Second Language

9


Perceptions





- Obtained from teachers, reading coaches, and principals
- Used to gain a general understanding of the key conditions that are essential for the achievement of ELLs

10


Perceptions





- Professional Development
- Curriculum & Instructional Materials
- Instruction
- Assessing Reading Problems & Monitoring Progress


Perceptions:
Professional Development



- The need and importance of high quality professional development is valued and welcomed
- Augments the teaching and learning of English language learners and provides them with quality instruction






Perceptions:
Professional Development
(continued)




“Knowledge gained has been phenomenal, when I can really help a teacher that is really great, it’s not just impacting that one teacher but all the students they are working with.”



*Reading First Coach
Arizona*


Perceptions:
Curriculum & Instructional Materials



- Urgency to use scientifically-based reading researched materials in classrooms
- Shaped an educational society where the exchange and distribution of instructional resources is perceived positively





Perceptions:
Curriculum & Instructional Materials
(continued)




“Reading First had provided the English Language Development Guide and English Support. These materials are making the curriculum assessable to English Language Learners. Materials can be used for instruction of all students learning standard English.”



*Reading First Coach
California*




Perceptions:
Instruction



- Changed much of the way reading is taught
- Noticeably improved the academic outcomes of ELLs





Perceptions:
Instruction
(continued)




"What's working well is the way we have grouped our students in our classrooms. We have groups of students with similar needs, and this makes teaching easier than if there were a wide spectrum of learning needs. You can have the same expectations for students, and assessments are easier, and it seems we are more able to move students on with this arrangement..."



Teacher
Arizona


Perceptions:
Assessing Reading Problems &
Monitoring Progress



- Provides students with specific, tailored instruction that matches their academic needs and achievements
- Determines which students are not making sufficient progress so that instruction can be modified to support their reading achievement






Perceptions:
Assessing Reading Problems &
Monitoring Progress *(continued)*



"The progress monitoring gives teachers a strong indicator of student success in acquiring the skills necessary to read, and the outcome reports provide excellent data to assist teachers with identifying students who are at risk. In using the data they can adjust their instruction and provide that intensive instruction that those at risk students need."

Reading First Coach
Florida

Achievement Data



- Reading achievement of ELLs has increased
- ELLs are making progress toward meeting state proficiency standards
- English learners needing intensive interventions throughout the instructional day has decreased



20

Achievement Data

(continued)



	California Reading First Schools				
	All Reading First Schools All Students	English Language Learners			
		All Reading First Schools	High Implementatio n Schools	Low Implementatio n Schools	All Non- Reading First Elementary Schools
Grade 2 - California State Test	792	749	139	246	2135
% Proficient and Above	3.1	3	3.1	2.5	2.8
Gains in Scale Scores	4.6	4.6	4.9	4.1	4.2
Grade 3 - California State Test	794	740	138	247	2030
% Proficient and Above	1.4	0.7	1.3	0.4	0.4
Gains in Scale Scores	3	2.6	3.8	1.8	1.6

*This table reports the achievement gains of English learners across all Reading First school (all YLPs) in terms of average yearly gain percentages.



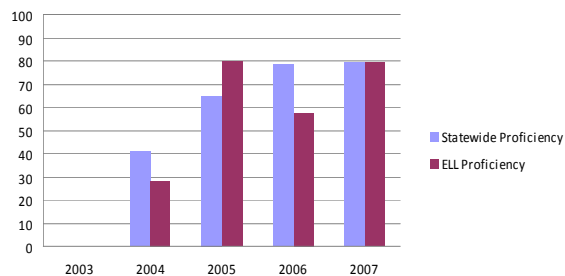
21

Achievement Data

(continued)



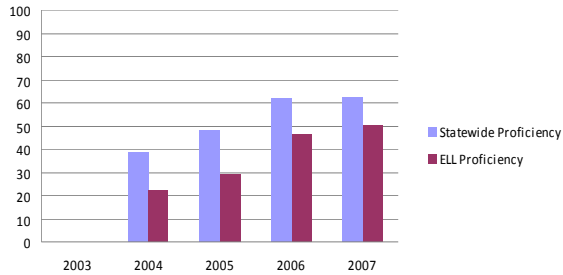
Nebraska: DIBELS Nonsense Word Fluency



Achievement Data *(continued)*



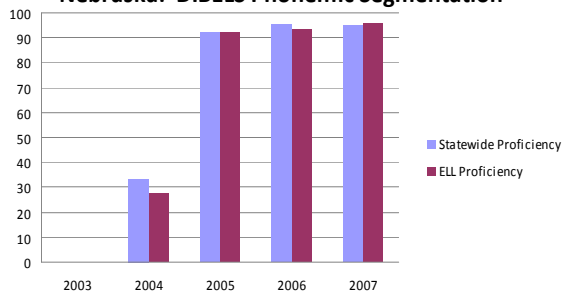
Nebraska: DIBELS Oral Reading Fluency



Achievement Data *(continued)*



Nebraska: DIBELS Phonemic Segmentation



Use of research-based instructional practices



- Explicit instruction with modeling
- Instruction on the foundational reading skills
- Multiple opportunities to practice



Implementation of Professional Development



- Five components of reading
- Features of effective instruction
- Data analysis
- Progress monitoring
- Differentiate instruction



26

Alignment of adopted curriculum and materials



Ensuring teachers have adequate materials to support high quality instruction is a strong influence that can be used to create and sustain effective reading programs.

*Teaching All Students to Read in Elementary School:
A Guide for Principals
Center on Instruction, 2007*



27

Assessment data to monitor student progress



Research shows that measuring students' abilities in these components can be used by educators to determine which ELLs would benefit from regular reading classroom instruction and which ones need extra intervention support.

Gersten, R., et. al., 2007



28

Conditions for Success



- Use of research-based instructional practices
- Implementation of professional development
- Alignment of adopted curriculum and materials
- Assessment data to monitor student progress



29

Thank you!

Nina G. Gonzalez
ngonzalez@rmcres.com



30

References



- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- August, D., & Hakuta, K. (Eds.). (1997). *Improving schooling for language-minority children: A research agenda*. Washington, DC: National Academy Press.
- August, D. and Shanahan, T., (eds.). (2006) *Executive Summary – Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language – Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers
- Baker, S. K., Gersten, R., Haager, D. & Dingle, M. (2006). Teaching Practice and the Reading Growth of First-Grade English Learners: Validation of an Observation Instrument. *Elementary School Journal*, 107 (2), 199-220.
- Batalova, J., Fix, M & Murray, J. (2006). *Measures of Change: The demography and literacy of adolescent English Language Learners*. Washington, DC: Migration Policy Institute.



31

References



- Chiappe, P. & Siegel, L. S. (2006). A longitudinal study of reading development of Canadian children from diverse linguistic backgrounds. *The Elementary School Journal, 107*(2), 135-152.
- Chiappe, P. Siegel, L. S., & Wade-Wooley, L. (2002). Linguistic diversity and the development of reading skills: A longitudinal study. *Scientific Studies of Reading, 6*, 369-400.
- Cobb, C. (2005) Effective instruction begins with purposeful assessments. In Barrentine, S.J. & Stokes, S.M. *Reading Assessment: Principles and Practices for Elementary Teachers*. (2nd ed.) Newark, DE: International Reading Association.
- Crawford, E. & Torgeson, J. (2006). Teaching all students to read: Practices from reading first schools with strong intervention outcomes summary document. Retrieved from <http://www.fcrr.org>.
- Dowhower, S.L. (1987). Effects of repeated reading on second grade transitional readers' fluency and comprehension. *Reading Research Quarterly, 22*(4), 389-406.



32

References



- Ehri, L. C. (1997). Sight word reading in normal readers and dyslexics. In B. Blachman (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention* (pp. 163-189). Mahwah, NJ: Erlbaum.
- Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions*. (Under cooperative agreement grant S283B050034 for U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available online at <http://www.centeroninstruction.org/files/ELL-1-Interventions.pdf>
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children, 66*, 454-470.
- Gersten, R., Baker, S. K., Haager, D. & Graves, A. (2005). Exploring The Role of Teacher Quality in Predicting Reading Outcomes for First Grade English learners: An Observational Study. *Remedial and Special Education, 26*, 197-206.



33

References



- Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collin, P., & Scarcella, R. (2007). *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide* (NCEE 2007-4011). Washington, D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. (<http://ies.ed.gov/ncee>).
- Goldenberg, C. (2008, Summer). Teaching English language learners, what the research does – and does not - say. *American Educator, 8*-44.
- Graves, A., Gersten, R., & Haager, D. (2004). Literacy Instruction in Multiple Language First Grade Classrooms: Linking Student Outcomes to Observed Instructional Practice. *Learning Disabilities Research and Practice, 19*, 262-272.
- Haager, D., Gersten, R., Baker, S., & Graves, A. (2003). The English-Language Learner Classroom Observation Instrument: Observations of Beginning Reading Instruction in Urban Schools (p. 111-144). In S.R. Vaughn & K.L. Briggs (Eds.), *Reading in the Classroom: Systems for Observing Teaching and Learning*. Baltimore MD: Brookes Publishing.



34

References



Juel, C. (1988) Learning to read and write: A longitudinal study of 54 children from first to fourth grades. *Journal of Educational Psychology*, 80(4), 437-447.

Lesaux, N. K., & Siegel, L. S. (2003). The development of reading in children who speak English as a second language. *Developmental Psychology*, 39(6), 1005-1019.

National Center for Education Statistics (2007). *The Nation's Report Card: Reading*. Washington, DC: Institute for Education Sciences, U. S. Department of Education. Available at http://nces.ed.gov/nationsreportcard/pdf/dst2007/2008455_1.pdf.

Shanahan, T., & Beck, I. (2006). Effective Literacy Teaching for English-Language Learners. Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth (pp. 415-488). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.



35

References



Snow, C. (2006). Cross-cutting themes and future research directions. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners* (pp. 631-651). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-407.

Williams, T., Hakuta, K., Haertel, E., et al. (2007). Similar English Learner Students, Different Results: Why Do Some Schools Do Better? A follow-up analysis, based on a large-scale survey of California elementary schools serving low-income and EL students. Mountain View, CA: EdSource.

Valencia, S. (2002). Understanding assessment: putting together the puzzle. *Current Research in Reading/Language Arts*. Boston: Houghton Mifflin.



36

Disclaimer:

The information that is included in the conference materials or provided by conference presenters is intended to serve as a resource for participants. It should not be construed in any way as an endorsement by the U.S. Department of Education (Department) of particular materials, products, services, or approaches or as an attempt by the Department to mandate, direct, or control the curriculum, program of instruction, or assessments of a State, local educational agency, or school. Consistent with the appropriate Federal requirements, States and localities have the flexibility to determine how best to use Federal funds to help ensure that every student can read at grade level or above by the end of the third grade.