

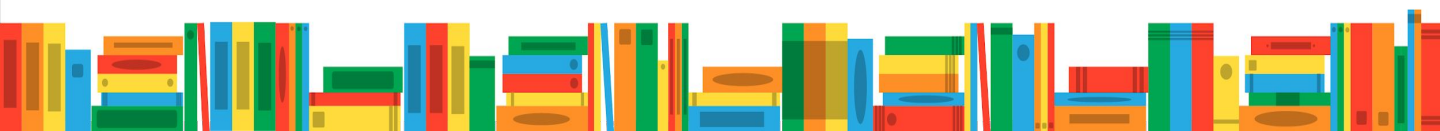


Language Focused Repeated Reading

Project LEE

Product of Project LEE projectlee.com: Video Self-Reflection Process
Sanford, Swindle, & Brown (2018)

This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education





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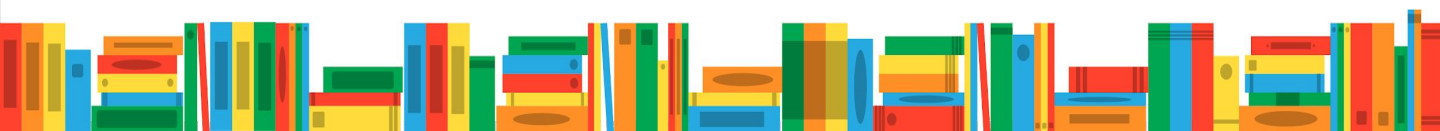
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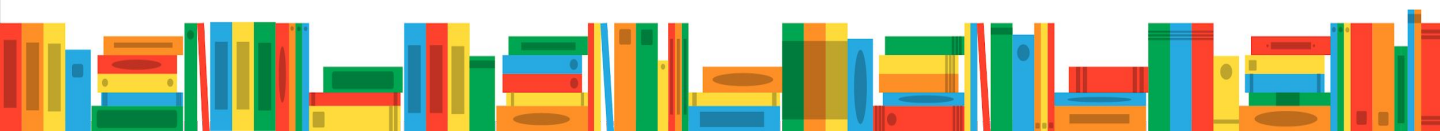
Metzger Reading Specialist





Agenda

1. PLUSS Framework
2. Supporting reading achievement through language development
3. Language Development
4. Language Focused Repeated Reading Process Overview
5. Practice & Feedback

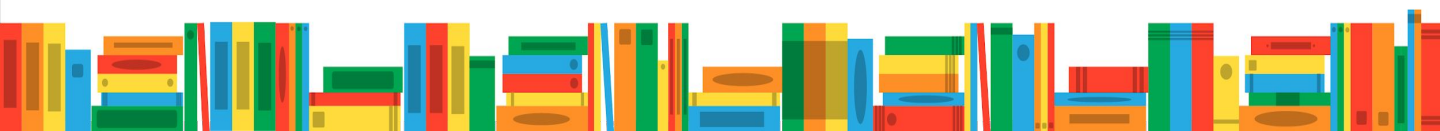




Logistics

Meet from [insert date/ time]

- We will honor you by starting and ending on time.
 - Break [insert break time]





Think and Write

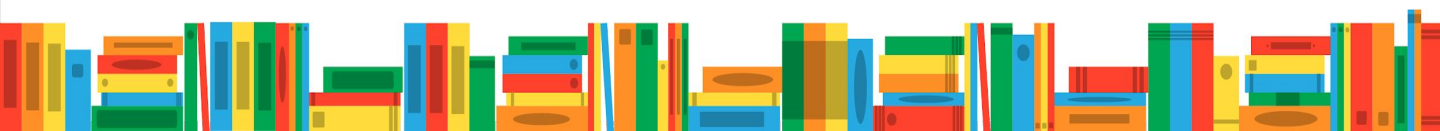
1. What do you already know/do to support your students' language or reading development?

One (practice/ support/ strategy) I already (know/use) is _____.

It helps my students because _____.

2. What do you want to know/hope to learn from today's presentation?

One (practice/ support/ strategy) I would like to learn more about is _____ because _____.



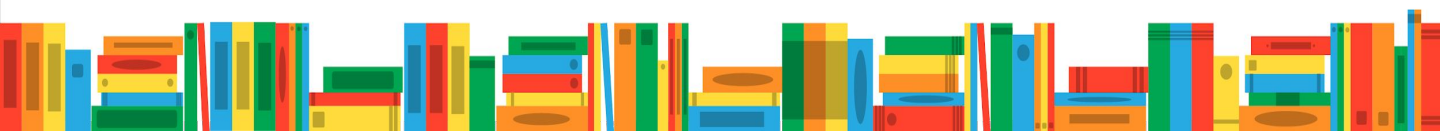


Establishing partners and roles

Identify who is a 1-4

We will partner as odds and evens

We will be working in table group teams and in partnerships today!



30 Million Word Gap

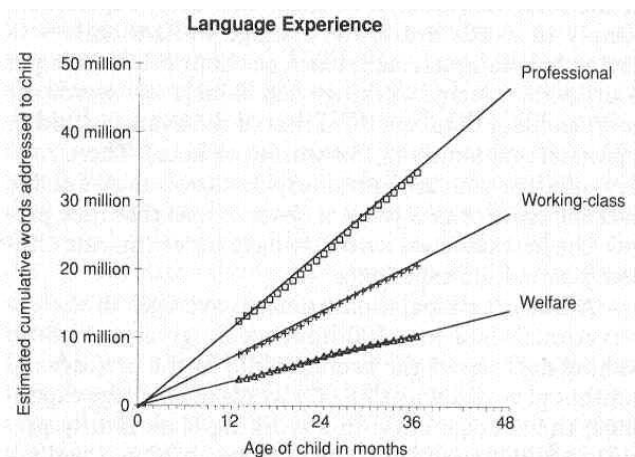
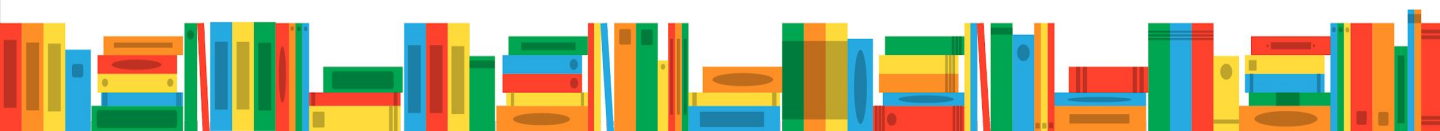


Figure 19. Estimated cumulative differences in language experience by 4 years of age. (See Appendix B for a detailed explanation of this figure.)



PLUSS Framework for Evidence-based Instruction for ELLs

PLUSS Framework

Pre-teach critical vocabulary & prime background knowledge

Language modeling and opportunities for practice

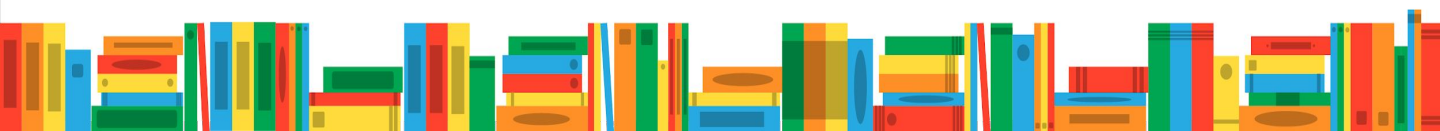
Use visuals and graphic organizers

Systematic and explicit instruction

Strategic use of native language & teaching for transfer



Source: Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS Model. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13, 56-70





Continuum of Vocabulary Teaching for Unknown Words

EVR

Quick pre-teach

Fast map

Big Dogs

Lighter Touch

Teach quickly with “show & go”

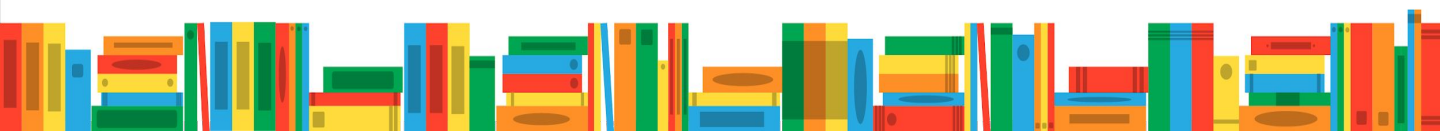


A deep dive into high utility words meant for student mastery.

- Keep posted (BDs)
- Review often
- Used across content areas

A quick pre-teach designed to build background and basic understanding of the passage

Fast mapped words: words identified by students as unknown words and domain specific vocabulary





Defining - Fast Map

Definition: To quickly give meaning to a word

Critical feature: Comprehensible (i.e. student friendly); takes five seconds or less

Process: Uses visuals, familiar language, a student-friendly definition, or gestures; can use L1 cognates or a quick L1 definition (show and go)

Example: Comprehensible input means to make something understandable for your learner

Non-example: It is not explicit or deep vocabulary instruction.

<https://explicitinstruction.org/video-elementary/elementary-video-3/>





In Depth Check for Understanding - Fast Map

Odd partner: Define fast map and describe its critical feature.

“Fast mapping is _____.”

“When you fast map a word you _____.”

Even Partner: Describe ways to fast map and tell what it is not.

“One way to fast map a word is to _____.”

“Fast mapping is not _____ or _____ because it is done quickly.”





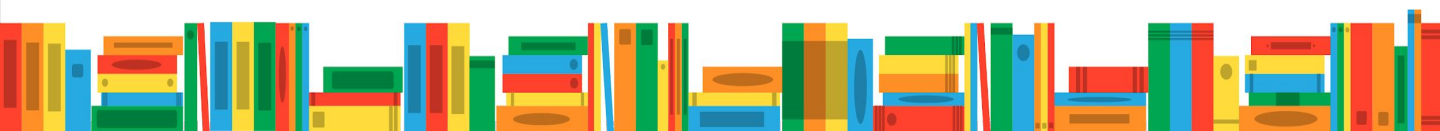
Fast Map

Odd Partner:

- Time your partner
- Tell them how long it took
- Tell whether the definition felt sufficient to give you understanding of the term.

Even Partner:

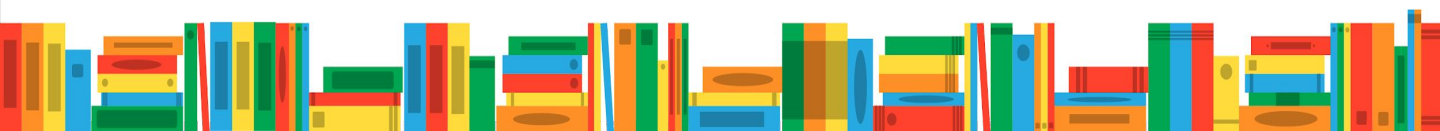
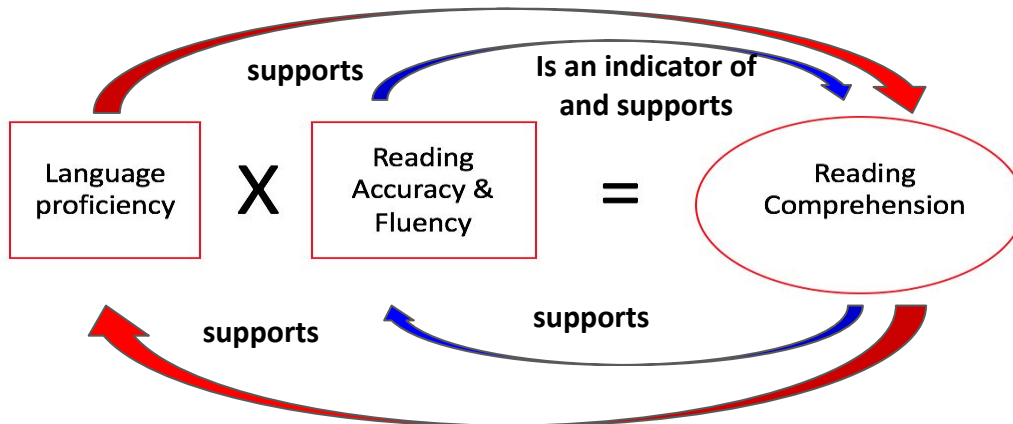
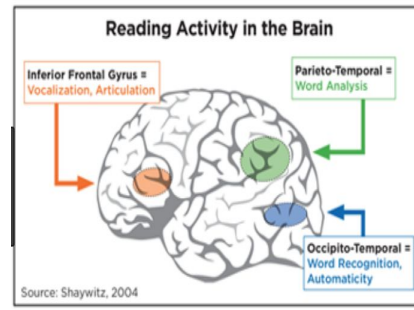
- Provide a fast map (quick definition, visual show & go, prompt) of fast map in 5 seconds or less



Supporting Language Development

If students are low in reading fluency, they may need support with

- a. Accuracy and fluency
- b. Language proficiency



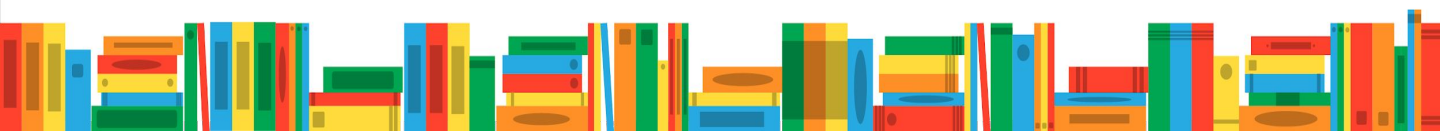


First Fast Map Challenge

Turn to your neighbor, using only familiar oral language.

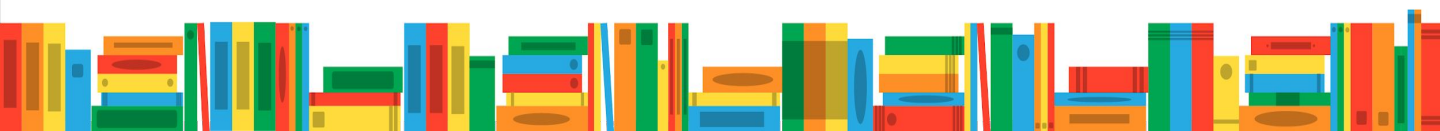
Odd Partner: In 5 seconds or less, fast map the word “repeated” to Partner 1 (no gestures or pictures).

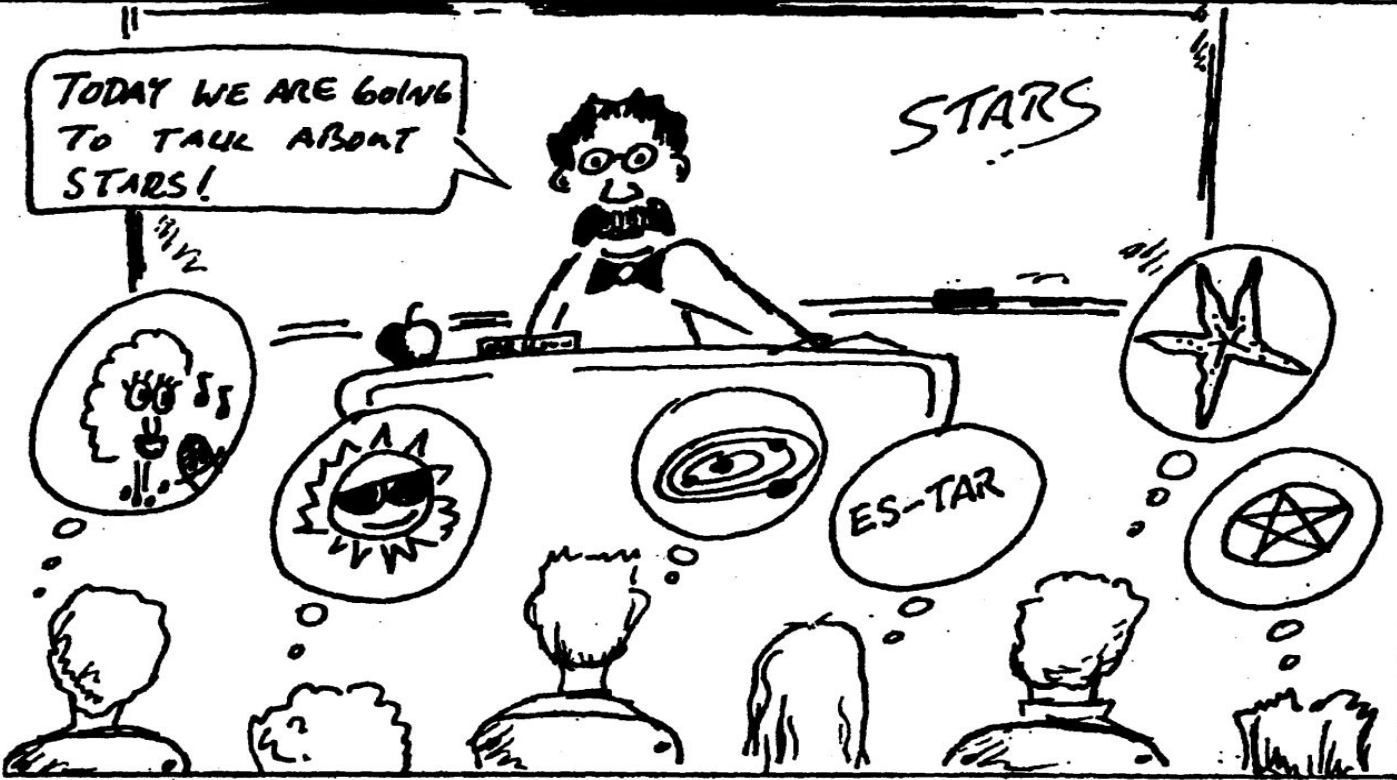
Even Partner: In 5 seconds or less, fast map the word “rescue” to Partner 2 (no gestures or pictures).





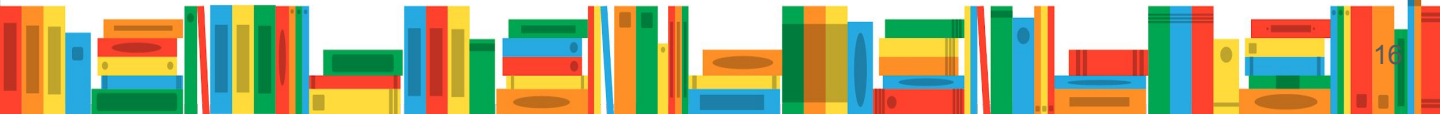
Language Development





James Thurman, 2000

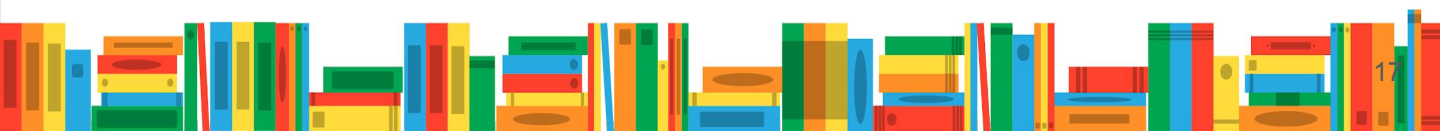
Is this your classroom reality?



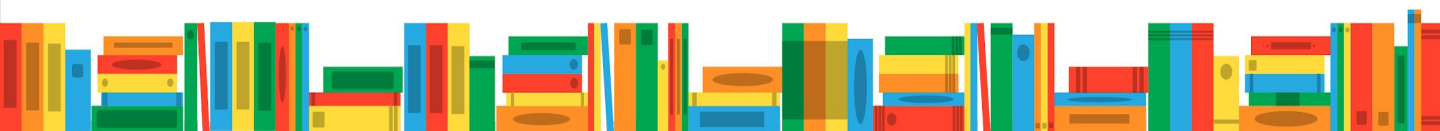
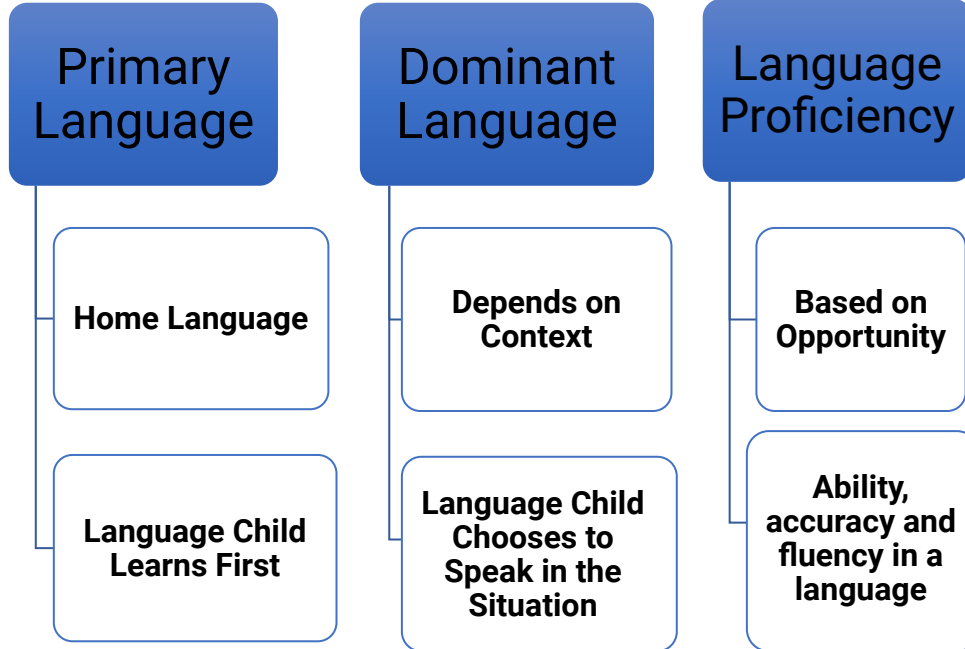
English Learners Under ESSA

Students whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

- (i) the ability to meet the challenging State academic standards;
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))



Language Concepts

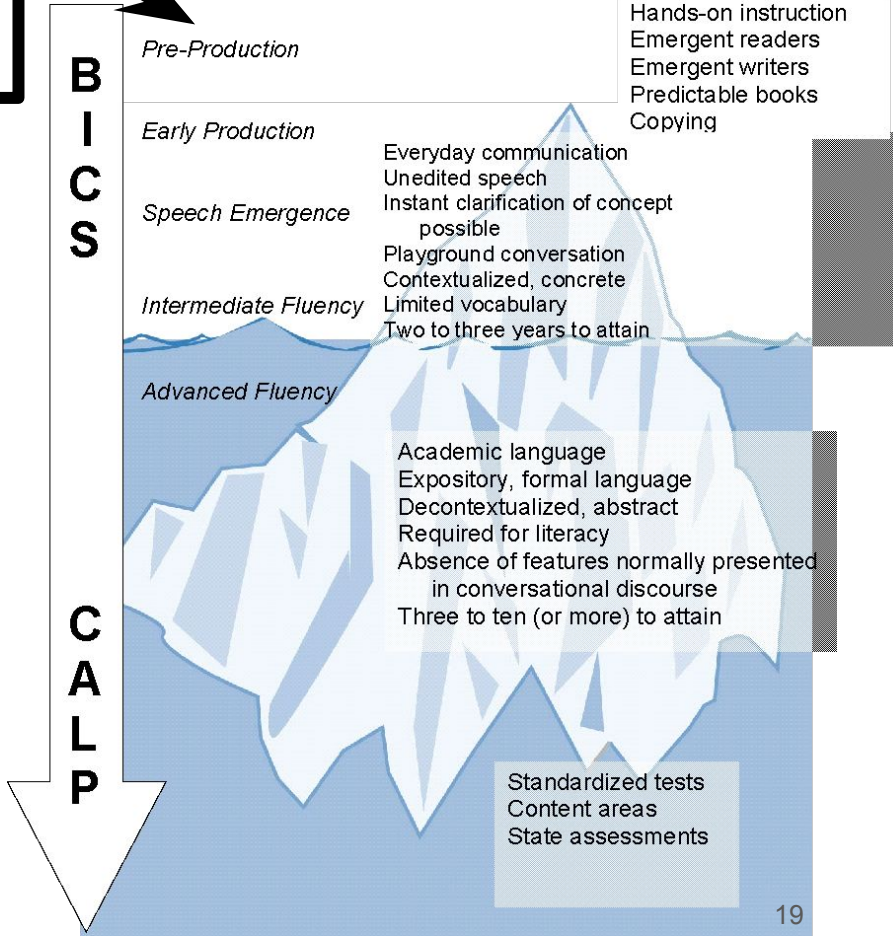


The Big Picture

FIVE stages of language proficiency

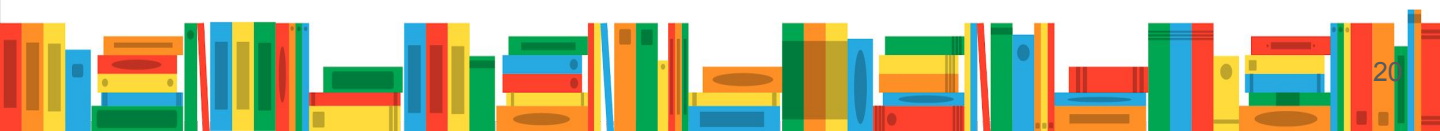
BICS = Basic Interpersonal Communication Skills

CALP = Cognitive Academic Language Proficiency (Cummins, 2000)



ELPA 21

- All students with a primary language other than English who qualify for EL services based on a language proficiency assessment are required to participate annually in English/Spanish language proficiency testing.
- In Oregon the assessment is the ELPA 21.
- Once students have met the criteria for exit from EL services, they are monitored for two years to ensure that language barriers do not result in academic challenges.





ELPA 21 Proficiency Descriptors

Levels

1

2

3

4

5



Emerging

A student does not yet have the ability to produce grade-level academic content in the English language. This means that they obtain a profile score of Levels 1 and 2 in listening, speaking, reading and writing.

Progressing

A student is approaching the ability to produce grade-level academic content in English with support. This means they obtain a score above a Level 2 on one or more of the four domains, but does not yet meet the requirement to be Proficient in all four.

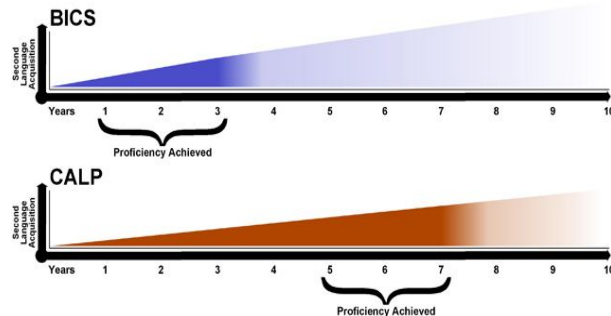
Proficient

A student can produce grade-level academic content in English. This means the student scores either Level 4 or 5 on each of the four domains.



Second Language Acquisition

- The time that students spend in progressing through **language stages varies greatly.**
- Developing social language depends on many factors including:
 - Similarity of the language to English,
 - Amount of prior exposure to English,
 - And temperament such as shyness or an outgoing personality.
- As children progress through school, the **focus shifts from social language proficiency to development of academic language proficiency** (Bailey, 2007; Gottlieb, 2006; Krashen, 1982; Schleppegrell, 2001).



<http://iris.peabody.vanderbilt.edu/module/ell/cresource/q1/p02/>

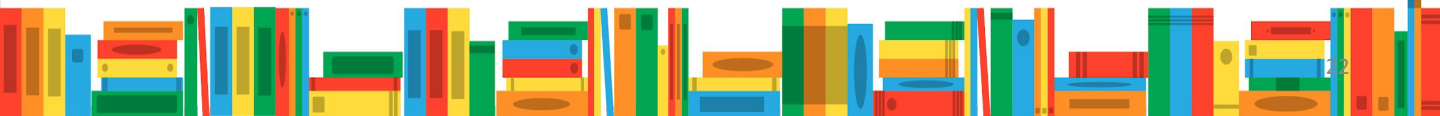


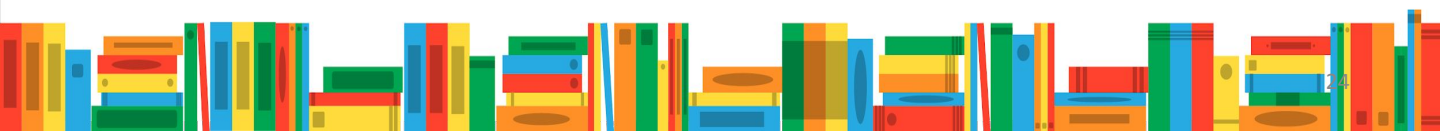
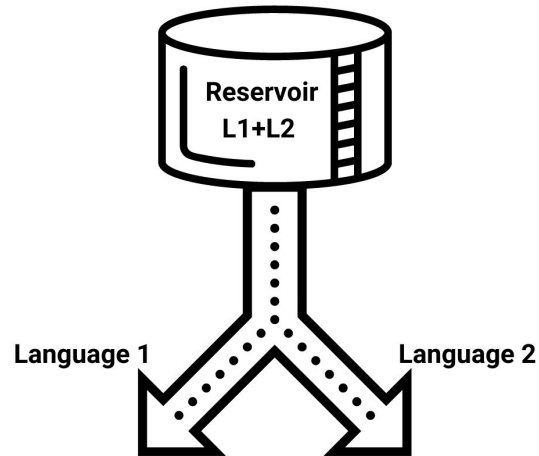
Table 1. The Language Proficiency Continuum.

Level	Learner Characteristics	How will they gain language?	Do they understand me?	What can they do?
1	<p>Can be silent for an initial period</p> <p>Recognizes basic vocabulary and high frequency words</p> <p>May begin to speak with few words or imitate</p>	<p>Multiple repetitions of language</p> <p>Simple sentences</p> <p>Practice with partners</p> <p>Use visual & realia</p> <p>model, model, model</p> <p>check for understanding</p> <p>build on cultural and linguistic history</p>	<p>Instructions such as:</p> <p>listen line up</p> <p>point to list say</p> <p>repeat color tell</p> <p>touch circle draw</p> <p>match label</p>	<p>use gestures</p> <p>use other native speakers</p> <p>high frequency phrases</p> <p>common nouns</p> <p>basic needs</p> <p>survival language</p>
2	<p>Understand phrases and short sentences</p> <p>Beginning to use general vocabulary and everyday expressions</p> <p>Grammatical forms may include present, present progress and imperative</p>	<p>multiple repetitions of language</p> <p>visual supports for vocabulary</p> <p>pre-teach content vocabulary</p> <p>link to prior knowledge</p>	<p>present and past tense</p> <p>school related topics</p> <p>comparatives/superlatives</p> <p>routine questions</p> <p>imperative tense</p> <p>simple sequence words</p>	<p>routine expressions</p> <p>simple phrases</p> <p>subject verb agreement</p> <p>ask for help</p>
3	<p>Increased comprehension in context</p> <p>May sound proficiency but has social NOT academic language</p> <p>Inconsistent use of standard grammatical structures</p>	<p>multiple repetitions of language</p> <p>Use synonyms/antonyms</p> <p>Use word banks</p> <p>demonstrate sample sentences</p> <p>link to prior knowledge</p>	<p>past progressive tense</p> <p>contractions</p> <p>auxiliary verbs/verb phrases</p> <p>basic idioms</p> <p>general meaning</p> <p>relationship between words</p>	<p>formulate questions</p> <p>compound sentences</p> <p>use precise adjectives</p> <p>use synonyms</p> <p>expanded responses</p>
4	<p>Very good comprehension</p> <p>More complex speech and with fewer errors</p> <p>Engages in conversation on a variety of topics and skills</p> <p>Can manipulate language to represent their thinking but may have difficulty with abstract academic concepts</p> <p>Continues to need academic language development</p>	<p>multiple repetitions of language</p> <p>authentic practice opportunities to develop fluency and automaticity in communication</p> <p>explicit instruction in the use of language</p> <p>specific feedback</p> <p>continued vocabulary development in all content areas</p>	<p>present/perfect continuous</p> <p>general & implied meaning</p> <p>varied sentences</p> <p>figurative language</p> <p>connecting ideas</p> <p>tag questions</p>	<p>range of purposes</p> <p>increased cultural competence (USA)</p> <p>standard grammar</p> <p>solicit information</p>
5	<p>Communicates effectively on a wide range of topics</p> <p>Participates fully in all content areas at grade level but may still require curricular adjustments</p> <p>Comprehends concrete and abstract concepts</p> <p>Produces extended interactions to a variety of audiences</p>	<p>May not be fully English proficient in all domains</p> <p>Has mastered formal and informal language conventions</p> <p>Multiple opportunities to practice complex grammatical forms</p> <p>Meaningful opportunities to engage in conversations</p> <p>Explicit instruction in the smaller details of English usage</p> <p>Focus on “gaps” or areas still needing instruction in English</p> <p>Focus on comprehension instruction in all language domains</p>	<p>analyze, defend, debate</p> <p>predict, evaluate, justify</p> <p>hypothesize and synthesize</p> <p>restate, critique</p>	<p>may not yet be fully proficient across all domains</p> <p>Comprehends concrete and abstract topics</p> <p>Communicates effectively on a wide range of topics and purposes</p> <p>Produces extended interactions to a variety of audiences</p> <p>Participates fully in all content areas at grade level but may still require curricular adjustments</p> <p>Increasing understanding of meaning, including figurative language</p> <p>Read grade level text with academic language support</p> <p>Support their own point of view</p> <p>Use humor in native-like way</p>



Language Knowledge/Profile

- Remember, EL students' language reservoir is the sum of L1 and L2!
- Many U.S. born students (second generation) may have heard both English and their native language from birth.





Your Turn to be Spanish Language Learner:



A Math Lesson

Poll: Do you speak Spanish?



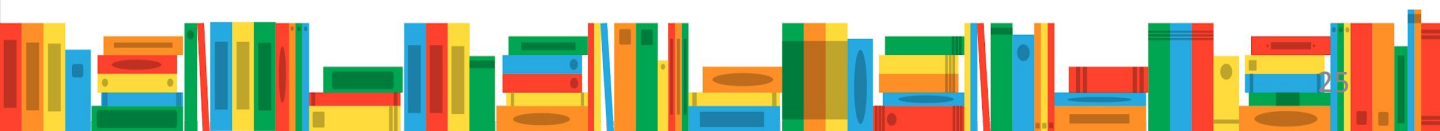
YES



PARTIALLY



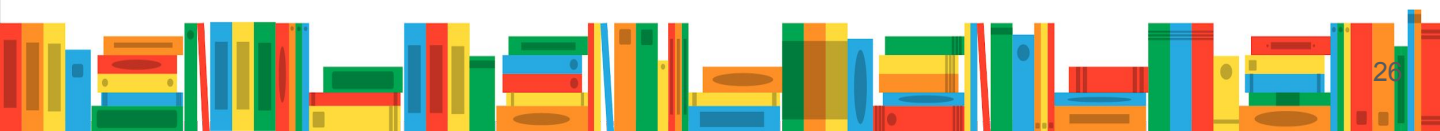
NO





What a Beginner English Speaker Might Understand

Good morning, clase. Today vamos a estudiar algo nuevo in math class. Es difícil, así que voy a necesitar la atención de todos. Open your book to page ciento setenta y dos. En la top de la page esta la palabra "neto". La lección de today es sobre la neto. Como dice en la definición en su book, en math, neto es un modelo de two dimensiones. El neto de un cilindro se muestra en su book. ¿Todos ven el rectangle y two circles? Esa es el neto del cilindro.





Poll

Do you understand what “neto” is?



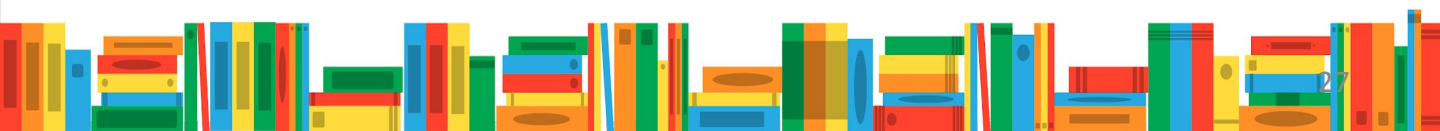
YES



PARTIALLY



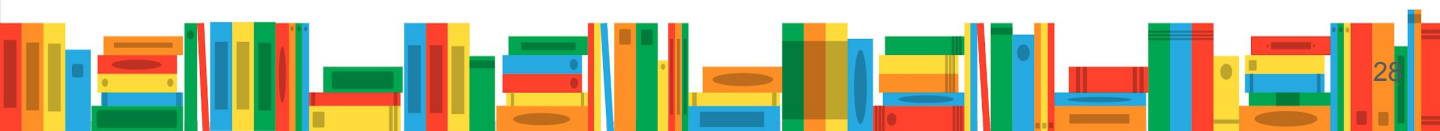
NO





What an Intermediate English Speaker Might Understand

Good morning, class. Today we are going to study algo nuevo in math class. It's difficult, así que going to need everyone's atención. Open your book to page one hundred setenta y dos. En la top of the page está la palabra "neto". Today's lesson es sobre la neto. Como dice en la definición en su book, in math, neto es un modelo de two dimensiones. El neto de un cylinder se muestra en su book. ¿Todos ven el rectangle and two circles? Esa es el neto del cylinder.





Poll

Do you understand what “neto” is?



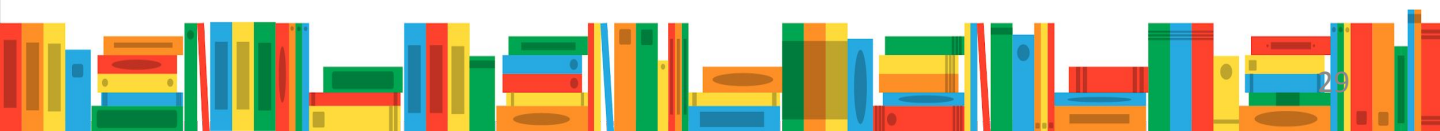
YES



PARTIALLY



NO





What an Advanced English Speaker Might Understand

Good morning, class. Today we are going to study something nuevo in math class. It's difficult, so I'm going to need everyone's atención . Open your book to page one hundred seventy-two. At the top of the page is the word "neto." Today's lesson is sobre neto. Como dice en la definición in your book, in math, neto is a model of two-dimensiones . El neto of a cylinder se muestra in your textbook. Does everyone see the rectangle and two circles? Esa es el neto del cylinder.





Poll

Do you understand what “neto” is?



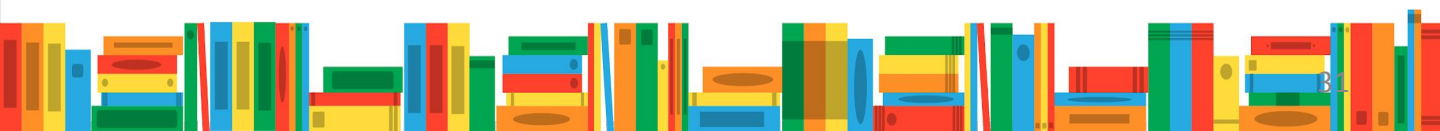
YES



PARTIALLY

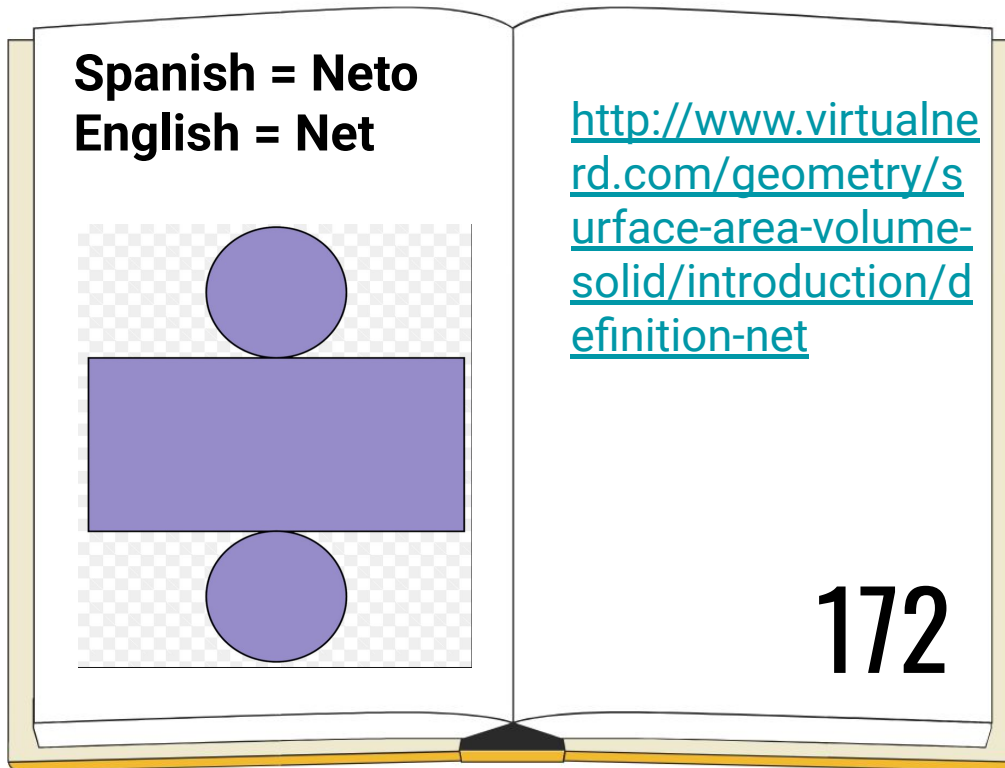


NO





But what if we used visuals and videos?





Poll

Do you understand what “neto” is?



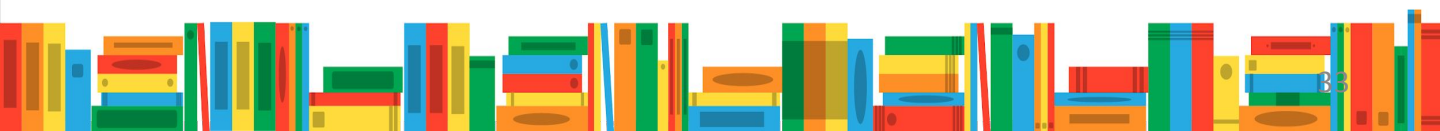
YES



PARTIALLY



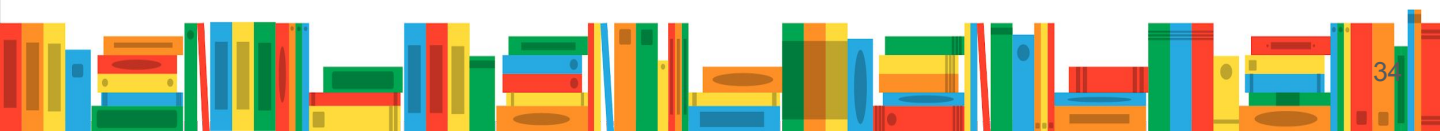
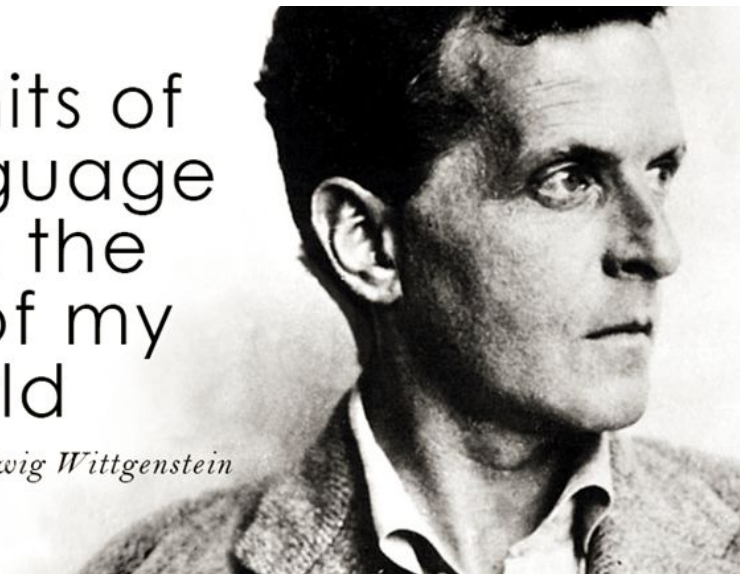
NO





The limits of
my language
mean the
limits of my
world

Ludwig Wittgenstein



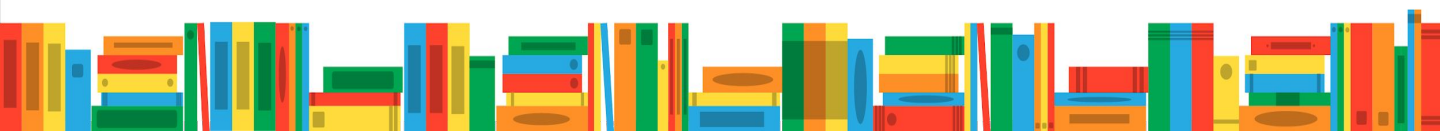


Second Fast Map Challenge

Turn to your neighbor, using only pictures from your phone:


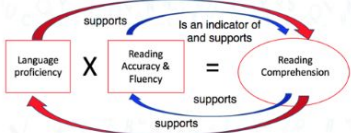


Partner 1: In 5 seconds or less, fast map the word “sloth” to Partner 2 (pictures only).

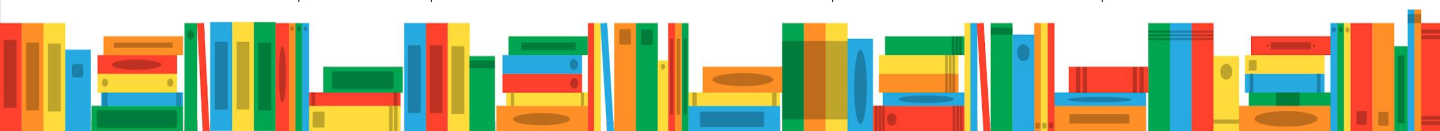
Partner 2: In 5 seconds or less, fast map the word “safari ” to Partner 1 (pictures only).



Overview of Language Focused Repeated Reading



<p>Purpose</p> 	<ol style="list-style-type: none"> 1. Improve reading fluency (rate, accuracy, prosody) through language supported repeated reading practice 2. Recognizing language and comprehension contribute to reading fluency, and are an essential part of supporting ELs in fluent reading 	
<p>Step</p>	<p>Description</p>	<p>Details/Example Teacher Language</p>
<p>Selecting passage: Before Reading</p> 	<p>Select a passage that students can read at a cold read with 90-95% accuracy (instructional level)</p> <p>For ELs, make sure they can decode and understand most of the words.</p>	
<p>Before Instruction: Select high-utility vocabulary words; unfamiliar words</p> 	<p>Pre-read the passage – identify 3-5 unknown words (words students can't read or don't know the meaning)</p> <ol style="list-style-type: none"> 1. High leverage 2. Important to understanding the passage 3. Tier 2 (applies across content areas)* <p>*fast map (teach quickly with "show & go" or quick definition) domain specific vocabulary</p> <p>Preteach words (see below) that are more generalizable such as fuel, fumes, and cruise.</p> <p>Fast mapped words: words identified by students as unknown words and domain specific vocabulary such as tubular and sand dunes.</p>	

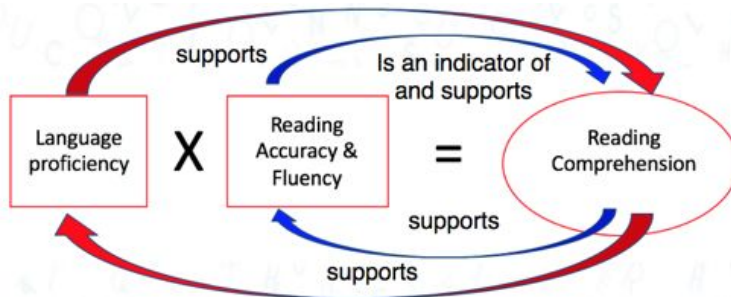


Language Focused Repeated Reading



Purpose:

1. **Improve reading fluency** (rate, accuracy, prosody) through language supported repeated reading practice.
2. **Recognizing language and comprehension contribute to reading fluency**, and are an essential part of supporting ELs in fluent reading.





Language Focused Repeated Reading

For whom?

1. Students who are low (often strategic range) in fluency, but read with sufficient accuracy
2. Students who may be struggling with fluency due to lack of vocabulary knowledge/lower reading comprehension
 - a. Students who are accurate, but demonstrating poor comprehension on “cold reads” task in curriculum.
 - b. In Spanish you can have students who are accurate in decoding (especially due to transparency of the orthography), but don’t adequately understand the text they read.

If students can independently read and answer comprehension questions proficiently, this is not an appropriate process for those students.





Language Focused Repeated Reading

Before Reading:

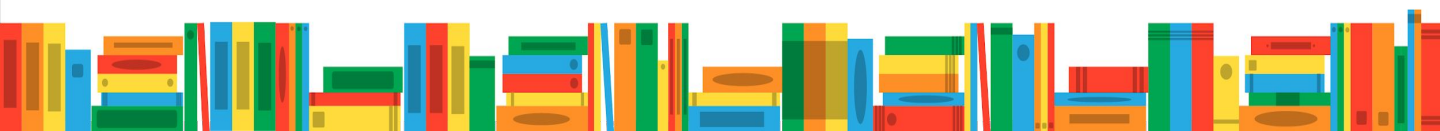
- A. Select passage and vocabulary,
- B. Pre-teach vocabulary and make prediction.

Cold Read: Students read and graph performance.

Repeated Readings:

1. Identify & highlight unknown words
2. Echo read for expression
3. Punctuation

After Reading: Hot read, comprehension check





Video: Language Focused Repeated Reading Process

Observe the repeated reading process:

1. **Odd partners:** What supported comprehension of the passage?
2. **Even partners:** What supported building fluency and accuracy in the passage?
3. **Both partners:** What active engagement strategies were used to increase student participation?



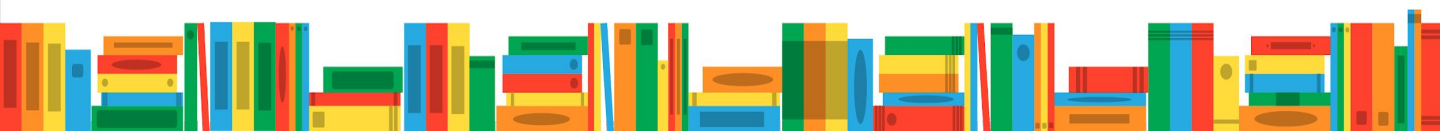


Before Reading:

Select an appropriate passage

Select a passage that students can read at a cold read with 90-95% accuracy (instructional level):

- Attend to both what students can decode AND
- What students understand in terms of the word meaning
- If the topic is unfamiliar, the decoding and vocabulary level should be easier
- If the topic is more familiar you can teach more difficult decoding and vocabulary.





Before Reading:

Select high utility vocabulary words:

Pre-read the passage – identify 3-5 unknown words (words students can't read or don't know the meaning).

Prioritize but don't limit to:

1. High leverage
2. Important to understanding the passage
3. Tier 2 (applies across content areas)
4. May or may not choose to teach tier 3 vocabulary*

***Fast map (teach quickly with “show & go” or quick definition)
domain specific vocabulary**





Activity:

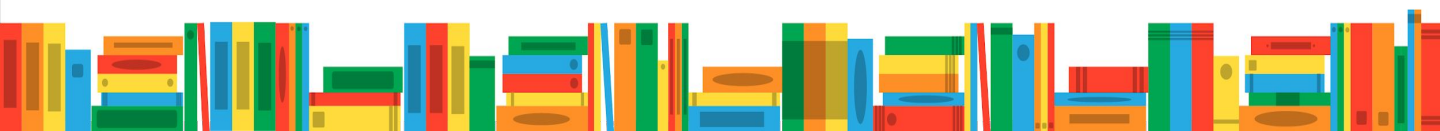
Preview your story

Are there vocabulary pre-selected?

- If yes: Do you think the vocabulary are the most appropriate or would you select different words?
- If no: What words would you select to pre-teach?

Prepare to share:

Your passage title and vocabulary to be pre-taught



Before Reading:

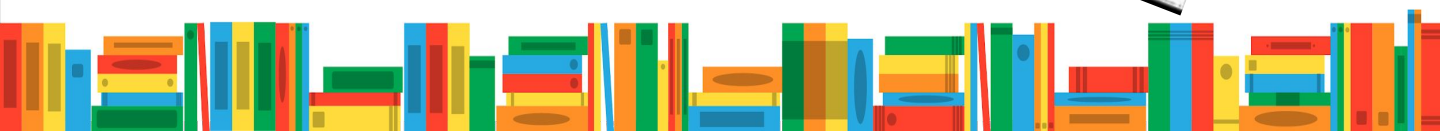
Pre-Teach vocabulary explicitly and quickly

1. Teacher reads word; students chorally read
2. Student friendly definition (with visual or TPR)
3. Example & cognate/native language definition if appropriate

Video 1: Observe and note:

Partner 1: Process

Partner 2: Active engagement strategies



EVR vs. Quick Pre-teach

Explicit Vocabulary Routine

- **Purpose:** teach words in depth to
 - Increase word knowledge
 - Use in speaking, writing
- Reserved for high-utility words
- Comprehensive with explicit steps and review

Quick Pre-teach of Vocabulary

- **Purpose:** increase passage comprehension
- Can cover any unknown words
- Is meant to be quick and efficient - just enough for understanding



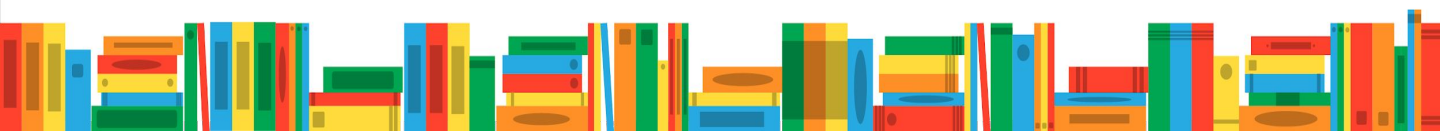


Activity:

Partner #1: Pre-teach your passages' vocabulary

Team members: Observe and give one piece of positive feedback about pre-teaching vocabulary to support the use of the sentence frame.

- How did the teacher support efficient pre-teaching of vocabulary?
- How was active engagement used?

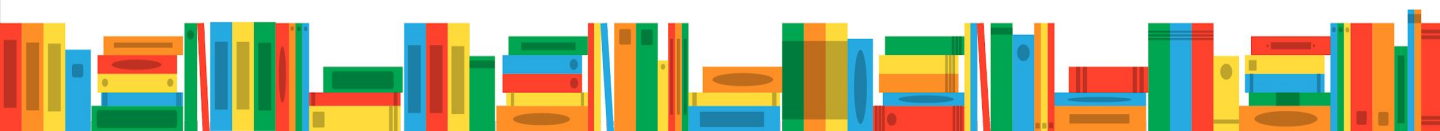




Before Reading:

Make a Prediction

1. Read the title of the passage chorally
2. Make a prediction
 - a. Use sentence frame (written and verbally)
 - i. "I predict that we will read about..."
 - ii. "I predict that we will learn about..."
 - b. Meticulously model
 - i. Teacher says
 - ii. Students say
 - iii. Students write
 - iv. Students read

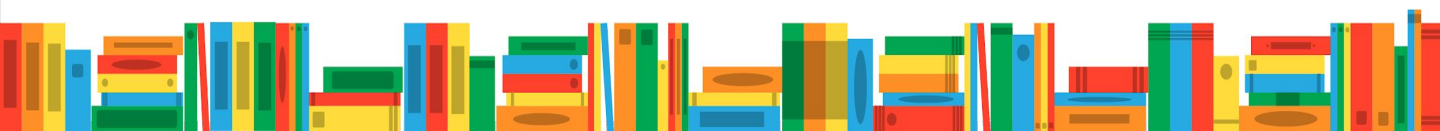




Video: Prediction

Evens: Observe active engagement strategies
(and how language use is supported)

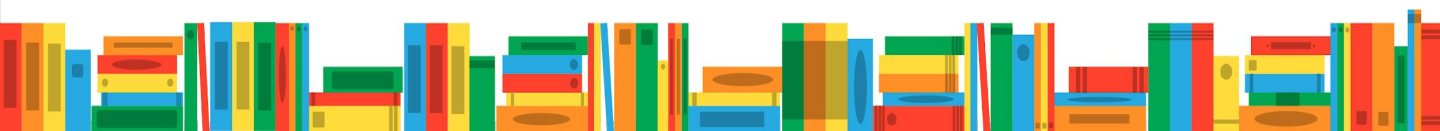
Odds: Observe steps of process





Activity:

- Preview your story.
- Select and write a sentence frame to support students making a prediction.
- Write two sample predictions for your students.
- Be prepared to share your story title, sentence frame, and prediction with group.

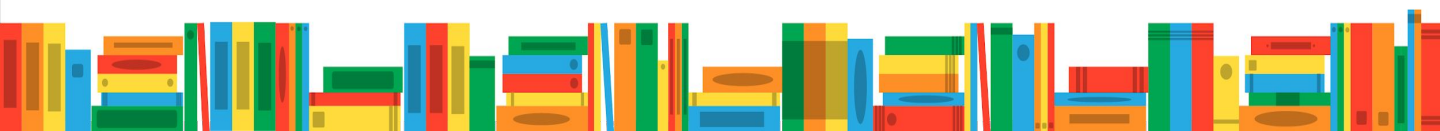




Activity:

Partner #2: Teach your group to make a prediction using your sentence frame and the steps of meticulous modeling:

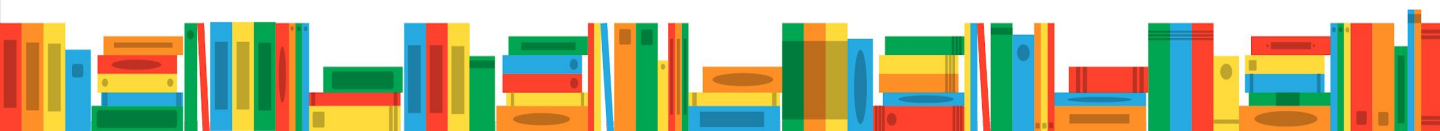
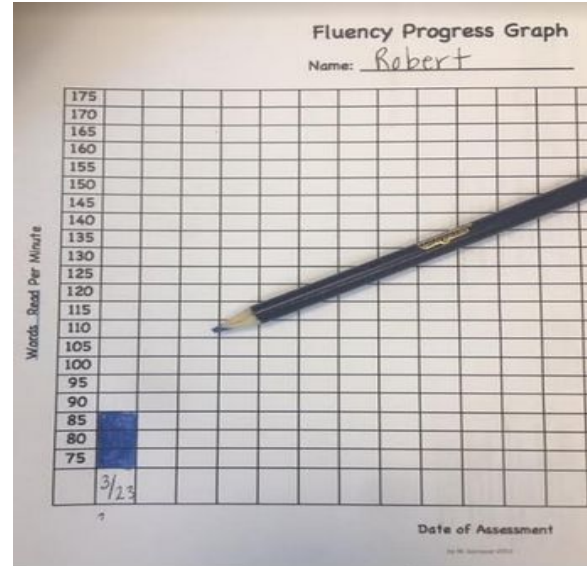
Team members: observe and give one piece of positive feedback about the use of meticulous modeling to support the use of the sentence frame





1st Read: Cold Read

1. Students whisper read for 1 min timing.
2. Students record their words per minute score and graph it in blue on their fluency graph.
 - a. Label graph with date

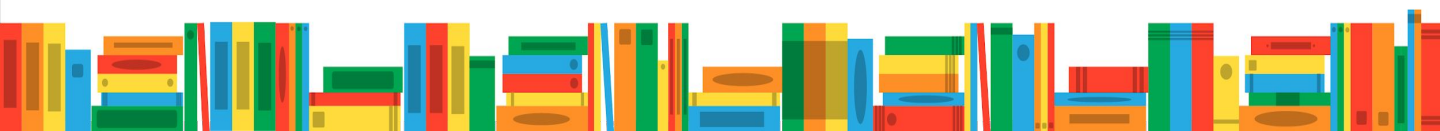




Video: Cold Read

Observe steps of cold read:

- What steps do you note?
- What is the purpose of the cold read?



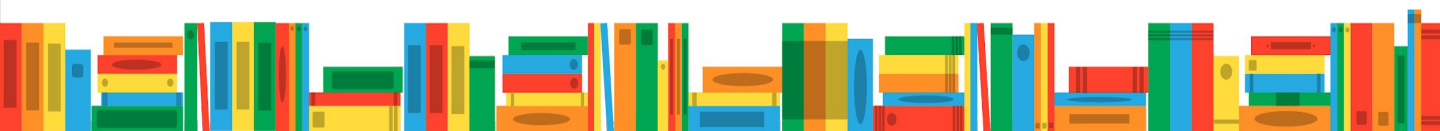


Third Fast Map Challenge

Turn to your neighbor, using only gestures.

Odds: In 5 seconds or less, fast map the word “piñata” to Partner 2 (gestures only).

Evens: In 5 seconds or less, fast map the word “swimming” to Partner 1 (gestures only).





Preteach Process for Identifying Unknown Words:

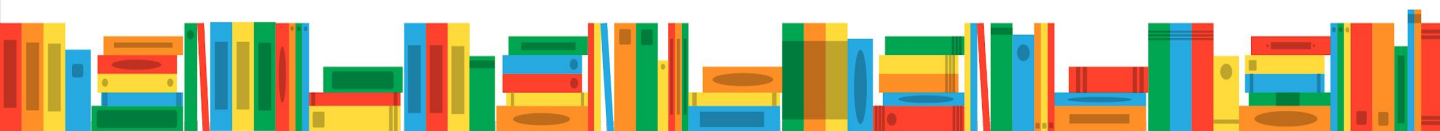
1. Explicitly teach students to identify words that they cannot pronounce (decode) or don't know the meaning.
 - a. Explain
 - b. Model
 - c. Prepare students for guided practice step (next)





2nd Read: Highlight Unknown Words

1. Students whisper read the text and highlight the words they
 - a. Can't read
 - b. Don't know the meaning





Video: Identifying unknown words

Observe: How did students read the passage this time?

What benefit does that procedure have for the student? teacher?

What kinds of words were students asked to highlight?

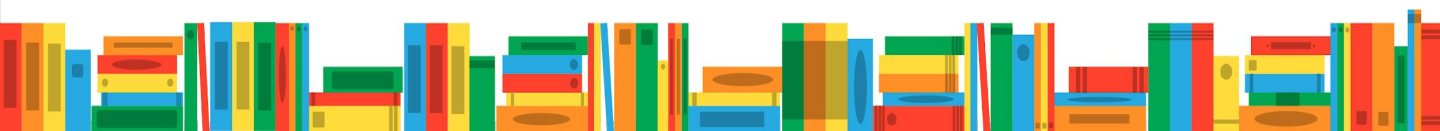
What benefit does this have for student learning?





3rd Read: Echo Read for Expression and Phrasing; Students flag unknown words

1. Teacher reads by phrase or sentence using appropriate prosody.
2. Students flag unknown words as we read them.
 - a. If meaning of the word is unknown: teacher fast maps for meaning
 - b. If word is difficult to decode, teacher reads the word, fast maps for meaning if needed, students repeat the word



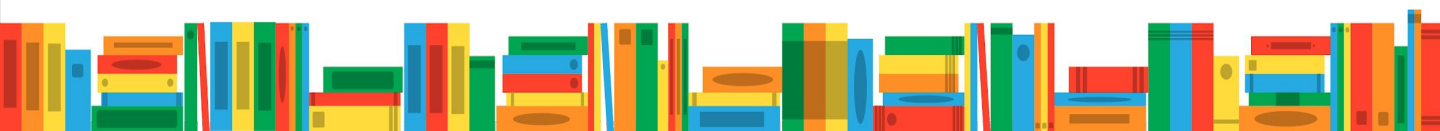


Video: echo reading and flagging unknown words

Observe: How were students asked to identify unknown words?

How will this strategy support reading across content areas?

What added benefits does this process have?

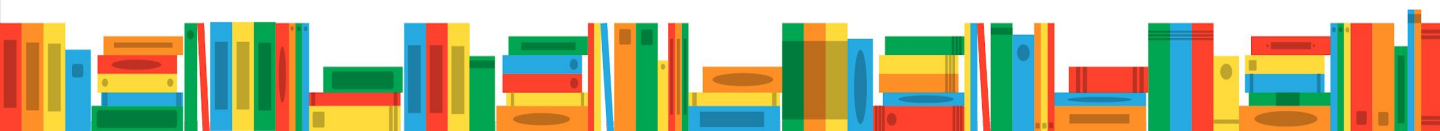




Activity:





Partner #3: Teach your group to highlight unknown words and prompt them to do their second reading using whisper reading.

Team members: Observe and give one piece of positive feedback about their teaching.

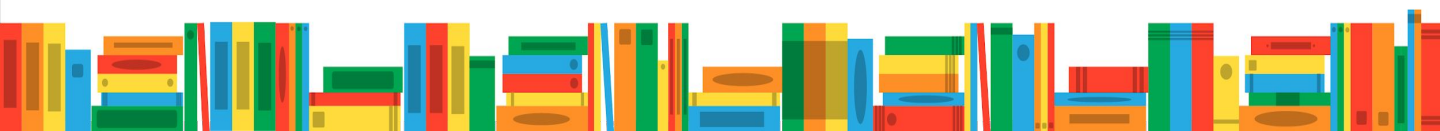




4th Read: Punctuation with a Partner

	.	Period	Stop
	,	Comma	Pause
	?	Question mark	Voice goes up
	!	Exclamation mark	Voice is loud and excited

1. Students turn to their partner and decide who is going first.
 - a. Students partner read the text, switching turns at each period or ending punctuation mark.
 - b. If students finish, the opposite partner begins reading the first sentence and they partner read the text again.



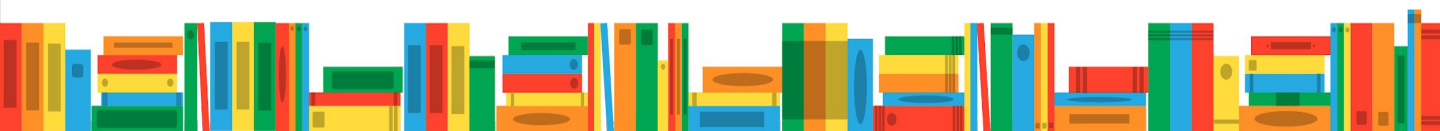


Activity:

Partner #4: Teach your group to read the passage attending to punctuation

- Pre-teach the punctuation
- Partner reading procedure
 - Alternating at each ending punctuation

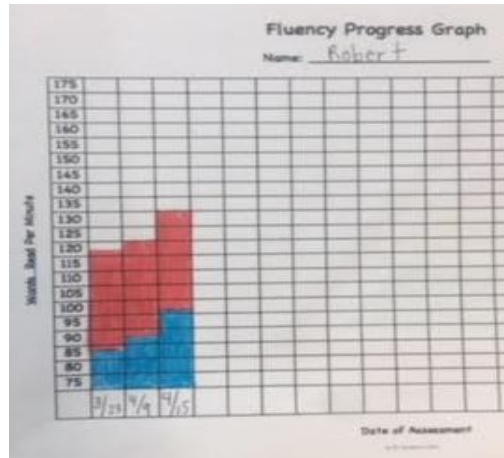
Team members: Observe and give one piece of positive feedback about their teaching.





5th Read: Hot Read for Rate

1. Students whisper read for 1 min timing
2. Students record their words per minute score and graph it in red on their fluency graph above their blue bar
3. Celebrate growth

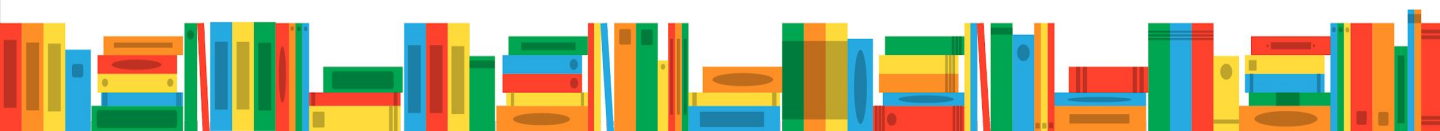




Video: Hot Read

Observe: What were steps of hot read?

What value does this process have for the students? The teacher?



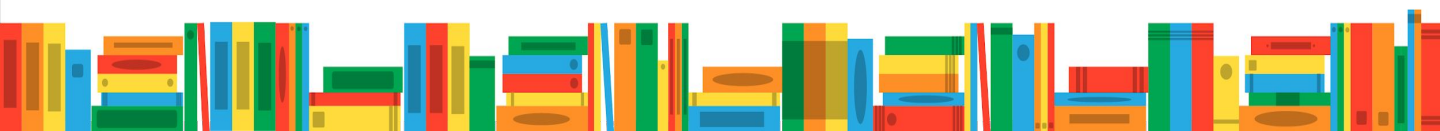


Comprehension Check

Because comprehension is always the purpose of reading, it is critical to close a repeated reading task with a check for understanding.

Students could do one of the following to demonstrate comprehension of the passage:

1. Write a summary (optional: use paragraph shrinking; retell)
2. Apply comprehension skill or strategy of the week (with a sentence frame)
3. Answer comprehension questions





Paragraph Shrinking:

http://www.readingrockets.org/content/pdfs/paragraph_shrinking.pdf

PARAGRAPH SHRINKING

1st Reader reads. Coach says:

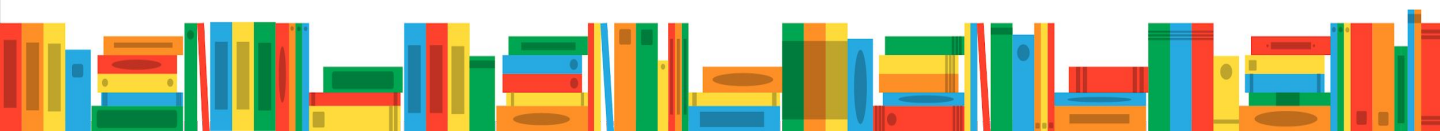
1. Name the who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step

.....
2nd Reader reads. Coach says:

1. Name the who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step





Paragraph Shrinking:

http://www.readingrockets.org/strategies/paragraph_shrinking

Tell the who or what: This passage was mainly about dune buggies.

Tell the most important things about the who or what: A dune buggy is a car that rides on sand dunes.





Say the main idea in 10 words or less

1st Try: “This passage was mainly about dune buggies, cars that can drive on sand dunes, and what they do and how to care for them.”

SHRINK IT!

“This passage is about dune buggies and how they operate.” or

“Dune buggies drive on sand and need special care.”





For narrative text, use retell

Tell the main character, the main problem they had and what happened first, next, and last.

“This story was about_____.

The main problem ____ had was _____.

First, _____. Next, _____. Finally_____.”





Activity:

Review your passage:

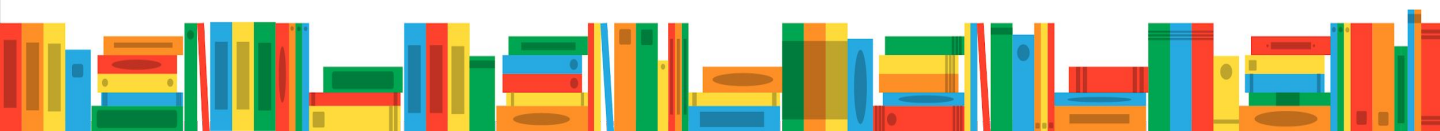
- Are there comprehension checks already built in?
- Do they work for your students?
- Do they require additional language scaffolds (e.g. defining any words? teaching a strategy? using a sentence frame? teaching the “chop chop strategy” to turn the question into the start of an answer?)
- What comprehension application activity do you plan to use?





Ready response for retell

Expository retell:





Fourth Fast Map Challenge

Turn to your neighbor, using all resources including visuals, familiar language, gestures.

Partner 1: In 5 seconds or less, fast map the word “fireworks” to Partner 2.

Partner 2: In 5 seconds or less, fast map the word “island” to Partner 1.



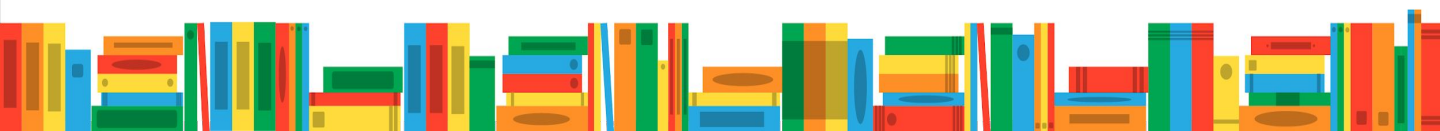


Closing: Appreciation and Application



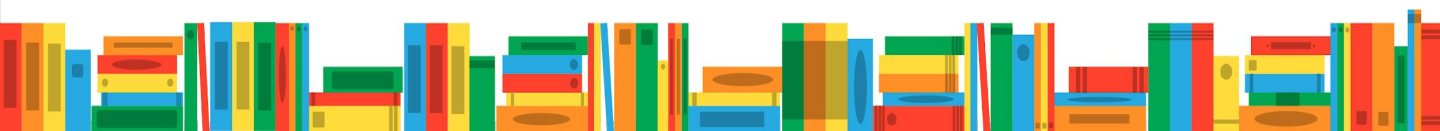
One aspect I appreciated about today's session was _____.

One practice I will apply in my teaching is _____.





Thank You!





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