



**Doing What Works**  
**ED.gov**

# **U.S. Department of Education Research-Based Practices Online**

Title II-A Conference

March 13, 2008

Jennifer Ballen Riccards



# Doing What Works ED.gov

<http://dww.ed.gov>

The screenshot displays the ED.gov Doing What Works website. At the top, it features the ED.gov logo, the text "Doing What Works", and a search bar. Below the search bar is a sidebar menu with categories like "English Language Learners", "SEE WHAT'S COMING!", "Cognition & Learning", "Early Childhood Education", "High School Reform", "Literacy", "Math & Science", and "School Restructuring". The main content area shows a video player with a blue header "Vocabulary Teaching in Action" and "Warfield Elementary". The video title is "Jennifer grew up speaking English at". The video content shows a teacher sitting on a stool in a classroom, pointing to a whiteboard. The whiteboard has a grid of words with their parts highlighted: "quiet", "quieter", "quietest", "silly", "sillier", " silliest", "crazy", "crazier", "craziest", and "strong". The video player includes a "START" button and a navigation bar with icons for different content pieces.

# DWW Goal

Translate research-based practices into practical tools that support & improve classroom instruction.

# Overview

- Major initiative from the U.S. Dept of Education
- Directly addresses the needs of practitioners
- Web-based resources on a wide range of topics
  - **Teaching Reading to English Learners in Elementary School**
  - Preschool Language & Literacy
  - Encouraging Girls in Math & Science
  - Cognition, Adolescent Literacy, Math & more

# Putting It Together

- **Institute of Ed. Sciences (IES)** research base
  - Practice Guides, What Works Clearinghouse, national panels
- **Office of Planning, Evaluation, and Policy Development (OPEPD)** manages the project
- **Other ED offices** support & disseminate
- **WestEd, RMC, AIR** produce original content & tools to show practices in action
- **Little Planet Learning** is the web developer
- **Focus groups & experts** provide feedback

# Website Tour

- 5 separate practices on EL
- Practice guides & research base
- 30 + multimedia pieces on EL
  - expert interviews
  - instructional presentations
  - interviews & sample materials from schools
- Tools & templates to implement practices



# Doing What Works



Search  Go

Subscribe for Updates

## FIND WHAT WORKS!

English Language Learners

## SEE WHAT'S COMING!

- Cognition & Learning
- Early Childhood Education
- High School Reform
- Literacy
- Math & Science
- School Restructuring

DWW Overview

ED Partner Offices

Criteria & Methodology

FAQ

Glossary

Links

Technical Requirements

Site Map

Contact Us



**Educators across the nation** are helping students be proficient in math, reading and science by 2014.

**We can help. Learn how.**



### Featured Content

#### English Language Learners

More than 10% of U.S. students are limited English proficient. There are a number of research-based practices to help teach primary grade English learners how to read effectively.

See how Teaching Literacy in English to K-5 English Learners can make a difference for your EL learners.

### Take a look

Watch this guided tour of features found on this site!



### Inside Classrooms

Selected Highlights



**English Language Learners**  
See eight strategies that teachers at one school use to teach vocabulary.



**English Language Learners**  
See graphic organizers and other strategies for teaching academic English.

## FIND WHAT WORKS!

[English Language Learners](#)

[Literacy in English K-5](#)

[CL Glossary](#)

[EL Links](#)

[Contact Us](#)



In the last two decades,  
the population of students who are  
**limited English proficient**  
has grown by 169%, while the general  
school population has  
grown only 12%.



### Teaching Literacy in English to K-5 English Learners

English learners can learn to read in English at the same rate as their peers in the primary grades, if schools provide intensive and systematic instruction for all children, supplementary instruction for those falling behind, and language practice in both peer and teacher-student interactions.

#### Select this topic to:

- ▶ Review the research base
- ▶ Find recommended practices
- ▶ Understand the essentials
- ▶ Access planning templates

[Printable view](#) [Share this page](#)

## FIND WHAT WORKS!

English Language Learners

### Literacy in English K-5

- Screen and Monitor Progress
- Provide Reading Interventions
- Teach Vocabulary
- Develop Academic English
- Schedule Peer Learning

[EL Glossary](#)

[EL Links](#)

[Contact Us](#)

## Teaching Literacy in English to K-5 English Learners



### Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide

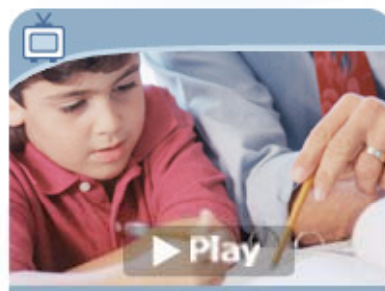
This Practice Guide was developed by an expert panel convened by the Institute of Education Sciences. It offers a set of five research-based recommendations that together constitute a coherent approach to a multifaceted problem. A summary of the research evidence and a *level of evidence* rating are provided for each recommendation. This Practice Guide is the foundation for all the Doing What Works content on teaching literacy to K-5 English learners.

[Link to Research Review](#)

Essential Concepts

Recommended Practices

Planning Templates



### Multimedia Overview: Teaching Reading in English to K-5 English Learners

Use this multimedia overview to learn how the practices for Teaching Reading in English to K-5 English Learners fit together to create a full research-based solution for schools, teachers and students. (6:05 min)

[Start Presentation](#)



### Visual Diagram: K-5 Literacy for EL's: The Big Picture

Teaching K-5 English learners to read in English requires a set of interrelated practices. Success builds from a strong core reading program for all students and depends upon thoughtful implementation and integration of many factors. This diagram illustrates the "big picture."

[Download Diagram](#) | PDF | 2.2 MB

# Teaching Literacy in English to K-5 English Learners

## THE CASE FOR CHANGE

- English learners lag behind their native English-speaking peers in reading achievement.
- Without strong reading skills, English learners will not be able to reach challenging standards.
- Many English learners are not being taught to read in English until they are able to speak in English.

LITERACY

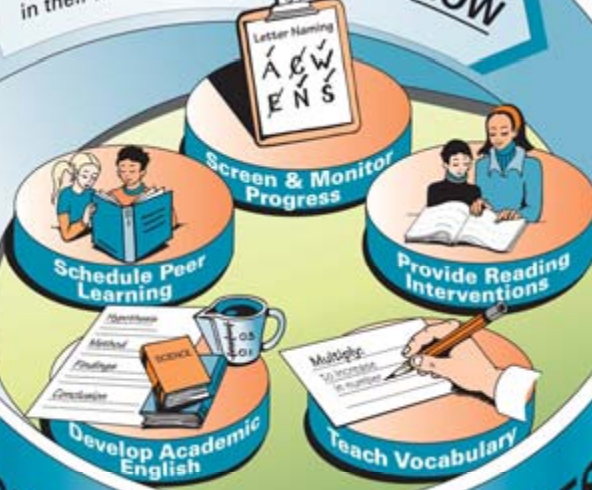
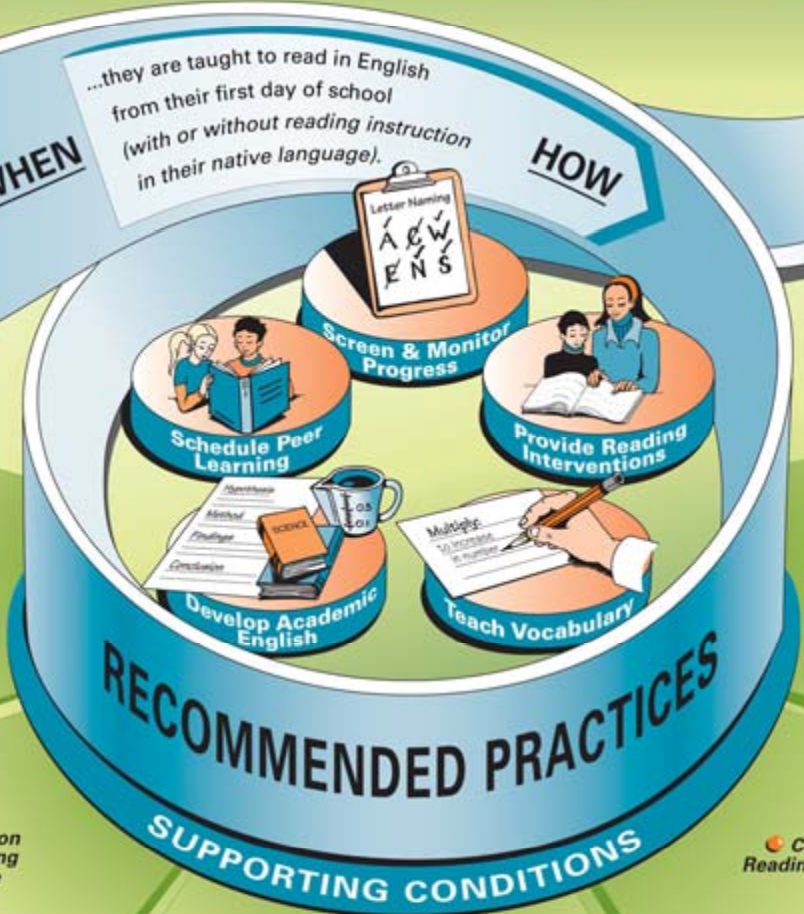


English learners can learn to read in English at a rate comparable to native English speakers

**WHEN**

...they are taught to read in English from their first day of school (with or without reading instruction in their native language).

**HOW**



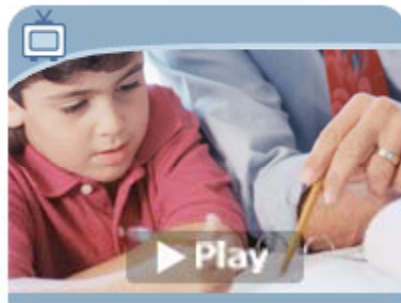
● Staff Collaboration

● Benchmarks and Progress Measures

● Common Planning Time

● Core Reading Series

● Professional Development



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#### Expert Interview: Teaching Literacy to K-5 English Learners

Russell Gersten, Ph.D.

Instructional Research Group and University of Oregon

This interview features Russell Gersten, chair of the expert panel that produced the Practice Guide. Dr. Gersten describes some of the new understandings that have recently emerged in teaching literacy to English learners in grades K-5. He overviews the five practices that are described in the Practice Guide, discusses how they might be used in schools, and provides implications for professional development. (5:17 min)

 [Download Extended Video | Quicktime | 59 MB | 14:24 min](#)

 [Download Transcript & Details | PDF | 124 KB](#)

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

Screen and Monitor Progress

A comprehensive core reading program includes well-developed assessment systems for identifying student needs. The field of beginning reading has a well-known set of instruments to assess phonological processing, letter knowledge, and word and text reading which give teachers solid information about their students' reading development. The same English language instruments that are used with native English speakers can also be used with English learners.

**Provide intensive, small-group reading interventions problems.**

Provide Reading Interventions

It is critical to respond in a timely fashion to potential reading difficulties. Reading interventions should occur on a daily basis in a small-group program, cover all five core components of reading (i.e., phonological comprehension), and utilize fast-paced, engaging instruction. Expect instructional delivery.

**Provide extensive and varied vocabulary instruction**

Teach Vocabulary

Students must be taught vocabulary through formal instruction and through use in language-rich settings in and out of the classroom to master essential content words. Teachers should go beyond the most common words, phrases and expressions that English learners have.

**Develop academic English competence beginning in the**

Develop Academic English

Academic English is the language of school-based learning and entails understanding the structure of language and the precise way in which words and phrases are used, including content-specific vocabulary. Schools should ensure that the development of formal or academic English is a key instructional goal for English learners, beginning in the primary grades. Strategies include daily instruction, supplemental curricula to accompany core reading and mathematics series, and professional development.

**FIND WHAT WORKS!**

- English Language Learners
- Literacy in English K-5
  - Screen and Monitor Progress
  - Provide Reading Interventions
  - Teach Vocabulary
    - Learn What Works
    - See How it Works
    - Do What Works
  - Develop Academic English
  - Schedule Peer Learning

EL Glossary

EL Links

Contact Us

**Teach Vocabulary**

Use the icons above to navigate within each practice.

**Learn What Works**

Understand the research-based recommendation to teach vocabulary.

- Read an explanation
- Review the research evidence
- View an overview presentation
- Watch an interview with Diane August
- Read three key actions for implementation
- Visit related web links

**See How it Works**

Explore how actual schools are teaching vocabulary.

- See and hear about a variety of instructional strategies
- Listen to a principal talk about professional development
- View profiles of two school sites

**Do What Works**

Use a collection of tools and ideas to help you improve your practice.

- Find ideas for taking action
- Access three downloadable tools
- Access three planning templates
- Select next steps based on your role
- Read considerations for maximum impact

## FIND WHAT WORKS!

- English Language Learners
- Literacy in English K-5
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## Teach Vocabulary



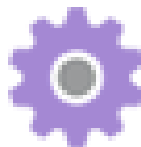
Use the icons above to navigate within each practice



### Learn What Works

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### Do What Works

Use a collection of tools and ideas to help you improve your practice.

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## Teach Vocabulary



# Learn What Works

Use the icons above to navigate within each practice

## Practice Overview

**Provide extensive and varied vocabulary instruction throughout the day.**

To learn the words necessary to read English well, students must be taught vocabulary through formal instruction and language-rich settings in and out of the classroom.

[more >>](#)

### What the research has shown

The expert panel based this recommendation on three studies that were conducted with English learners as well as a large body of research on vocabulary development in native English speakers. [more >>](#)

### Browse Topics

- Practice Overview
- Practice Explanation
- Key Actions
- Research Evidence



**Teaching Learners**  
Learn about developing

Start |  
Download PDF |

### Teach Vocabulary

#### Doing What Works

U.S. Dept. of Education

Outline	Thumb	Script	Search
Slide Title			Duration
Introduction			00:12
Getting Started			00:27
▶ This is Jennifer			00:10
Words Help Her Co...			00:07
This is Mary			00:09
Reading Challenge			00:07
Vocabulary plays a Cr...			00:11
Teaching Vocabula...			00:13
Special Focused In...			00:18

12 Minutes 44 Seconds Remaining



## Research Evidence

### Level of Evidence: Strong

The expert panel based the recommended practice on three studies (including two randomized controlled trials) of the direct impact of vocabulary instruction on reading that were conducted with English learners as well as a large body of research associated with vocabulary development in native English speakers. One of the randomized controlled studies that demonstrated potentially positive effects for English learners on reading comprehension and vocabulary met the What Works Clearinghouse standards with reservations (because of differential attrition).

The panel noted that additional studies of effective reading interventions included explicit teaching of vocabulary, but were not designed to permit determination of the specific effects of vocabulary instruction. Those include studies of reading interventions reported by the What Works Clearinghouse as producing potentially positive effects.

### Key Research

**1. Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D., et al. (2004).**

Closing the gap: Addressing the vocabulary needs of English language learners in bilingual and mainstream classrooms.

*Reading Research Quarterly*, 39, 188-215.

The study examined the effects of the Vocabulary Improvement Program (VIP) on fifth grade students, both English learners and English-only students, in a randomized controlled study. The meanings of academically useful words were taught together with strategies for using information from context, from morphology, from knowledge about multiple meanings, and from cognates to infer word meaning. The What Works Clearinghouse reviewed the study and found the program had a potentially positive impact on both reading and vocabulary for English language learners, although gains were not statistically significant for all groups.

 [Link to Site](#)

## Expert Interviews



### Techniques for Teaching Vocabulary

Diane August, Ph.D.  
Center for Applied Linguistics  
Dr. Diane August of the Center for Applied Linguistics describes the characteristics of research-based vocabulary instruction. (5:05 min)

 [Download Extended Video](#)  
Quicktime | 94 MB | 19:02 min

 [Download Transcript & Details](#)  
PDF | 168 KB

## Browse Topics

- ▶ Practice Overview
- ▶ Practice Explanation
- ▶ Key Actions
- ◀ Research Evidence
- ▶ Expert Interviews
- ▶ Links



## Links

### What Works Clearinghouse English Language Learner Intervention Report: Vocabulary Improvement Program for English Language Learners and Their Classmates

The What Works Clearinghouse summary of its review related to the VIP program, including a discussion of the research.

 [Link to Site](#)

### Highlighting Instruction in the Core Reading Program that Aligns with Research-Based Guidelines for Instruction for English Language Learners [K-12]

A presentation made by Lupina Vega at the Second Annual Reading First Summit. The presentation includes examples of the teaching of background and vocabulary to English learners.

[Link to Site](#)

### Building Literacy in English Language Learners: Key Issues and Promising Practices

A presentation by Diane August at the 2004 OEEL Summit about key issues in literacy instruction with emphasis on vocabulary development.

[Link to Site](#)

## Teach Vocabulary



Use the icons above to navigate within each practice

## Instructional Strategies

See several instructional approaches, including an in-depth look at teaching the meaning of "chuckle" and "complain" to first graders. Listen to a third grade teacher describe how she modifies strategies for English learners. Review lists of vocabulary words that several schools use.

Browse Topics

◀ Instructional Strategies



### Vocabulary Teaching in Action Warfield Elementary (FL)

This slideshow describes eight strategies that Warfield's teachers use to increase students' vocabularies. Take a look at the next slideshow, Teaching Word Meaning in First Grade, to follow a lesson in depth. You can also hear an interview on how one teacher modifies the strategies for third grade English learners and see a list of science content words.

Start Slideshow

Download Transcript & Details  
PDF | 164 KB



### Teaching Word Meaning in First Grade Warfield Elementary (FL)

Watch a first grade teacher use a series of strategies to teach the meaning of "chuckle" and "complain."

Start Slideshow

Download Transcript & Details  
PDF | 164 KB

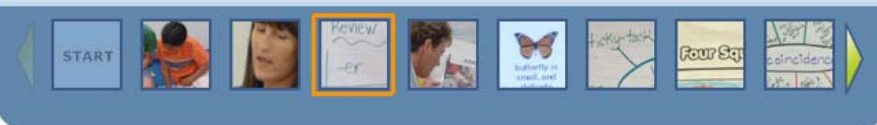
## Vocabulary Teaching in Action

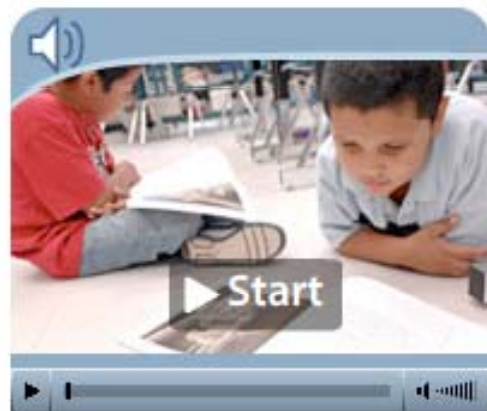
Warfield Elementary

◀ Previous | Next ▶

### 3 Parts of Words

This teacher is working with her class on adding -er and -est suffixes to adjectives and related spelling rules. Good vocabulary instruction isn't just the meaning of words. It also focuses on parts of words like prefixes, roots, and suffixes, as seen in this lesson, and how words change when used in different ways in sentences.





### Teaching a Third Grade Vocabulary Unit

Warfield Elementary (FL)

A third-grade teacher describes activities for teaching seven focus words over the course of a week, including how she modifies instruction for English learners. (1:51 min)

 [Download Audio](#)  
MP3 | 4 MB | 1:51 min

 [Download Transcript & Details](#)  
PDF | 156 KB



## Sample Materials

### List of Science Content Words

Warfield Elementary (FL)

Review the high-priority science content words that guide Warfield teaching. These words appear on grade-level science calendars.

 [Download Sample](#) | PDF | 208 KB

### Core Reading Vocabulary List

Cahuenga Elementary (CA)

See how Cahuenga re-packages key vocabulary words from the core reading list for quick reference by teachers and parents.

 [Download Sample](#) | PDF | 212 KB

## Using These Materials

Educators at all levels of the system can use the information and tools on this website to improve practice. Below are some practical tips to help educators get the most from the resources in this section of the website.

### Classroom Teacher:

Incorporate some new vocabulary teaching strategies into your instructional repertoire for working with English learners. Have you used word wheels, four-square exercises, photo cards, word chats, physical response, and graphic organizers?

 [Teaching a Third Grade Vocabulary Unit](#)

 [Vocabulary Teaching in Action](#)

### ESL/ELD Teacher:

Meet with subject area teachers at the beginning of the year to identify the specialty words—science words for example—that are important for you to emphasize in your work with English learners. Prepare a calendar of science, math, and social studies words to guide your instruction.

 [List of Science Content Words](#)

## Teach Vocabulary



Use the icons above to navigate within each practice

# Do What Works

Browse Topics

## Practice Tools

These tools help you use the materials in the "Learn What" and "See How" sections, as you tackle the hard work of school improvement. Each tool is a downloadable Word document that you can edit and adapt to serve your needs.

### Learning Together About Teaching Vocabulary

Convene a school- or grade-level team to review the Learn What Works resource Teaching Vocabulary, using these discussion questions.

 [Download Tool | WORD | 108 KB](#)

### Vocabulary Strategy Worksheet: Conversational Vocabulary


Use this strategy worksheet to assess and enhance your instruction in teaching conversational vocabulary.

 [Download Tool | WORD | 114 KB](#)

### Vocabulary Strategy Worksheet: Academic Content Vocabulary

Use this strategy worksheet to assess and enhance your instruction in teaching content vocabulary.

 [Download Tool | WORD | 114 KB](#)



**VOCABULARY STRATEGY WORKSHEET: ACADEMIC CONTENT VOCABULARY**

Beyond the common words of every day conversation, there are words, phrases, and structures that are more typically used in academic contexts. English Learners, and other students as well, will benefit from direct, explicit instruction in these words, along with lots of opportunities for practice and review. Rate your current practice in teaching academic words using the tool below. Then think about next steps to enhance instruction.

Strategy	Yes	Sometimes	Not at all
My lesson plans focus on a few academic vocabulary words each week—these may be words most critical to understanding meaning from the core reading program and/or words from the content lessons I am teaching in math, science or social studies.			
I teach the concept represented by the focus word and the English word at the same time.			
I teach vocabulary in whole group and small group instruction.			
I use pictures, graphic organizers, and physical response to clarify word meaning			
I use the internet as a source for pictures, video clips or other resources that will clarify meaning of focus words.			
I encourage students to write "student friendly definitions" of focus words that apply their life experience and background knowledge to new words they are learning.			
My lessons include opportunities for students to work in pairs or groups to practice academic words and to use them in carrying out in meaningful academic tasks.			
I informally assess student understanding of targeted words during instruction and re-teach if needed.			
My classroom environment contains displays of the cumulative target words we have learned—and we frequently review and incorporate these words into on-going activities.			
As appropriate to my grade level, I include word study topics such as word roots, prefixes, and suffixes.			
I teach students strategies for identifying words that are critical to meaning and strategies for finding their meaning.			
My students and I celebrate their success in learning targeted words and enjoy vocabulary work.			

## Uses by Role

Educators at all levels of the system can use the information and tools on this site to ensure that English learners are being taught conversational and academic vocabulary.

### Classroom Teacher:

Plan in advance how you will strengthen the conversational vocabulary of your English learners. Use this planning tool to organize your lesson plans for teaching conversational vocabulary words.

 [Vocabulary Strategy Worksheet: Conversational Vocabulary](#)

### Classroom Teacher:


Incorporate some new vocabulary teaching strategies into your instructional rep working with English learners. Have you used word wheels, four-square exercise cards, word chats, physical response, and graphic organizers?

 [Teaching a Third Grade Vocabulary Unit](#)

 [Vocabulary Teaching in Action](#)

### Curriculum Coordinator:

To familiarize principals and teachers with teaching vocabulary to English learners, convene a short professional development session and show them the presentation Teaching Vocabulary to English Learners (13 minutes) and the short interview with Dr. August (5 minutes). As a follow-up reading assignment, provide copies of the teaching vocabulary recommendation in the Practice Guide.

 [Effective Literacy and English Language Instruction for English Learners in Elementary Grades: A Practice Guide](#)

 [Teaching Vocabulary to English Learners](#)

 [Techniques for Teaching Vocabulary](#)

### ESL/ELD Teacher:

Work with classroom teachers to systematically plan academic content vocabulary lessons that incorporate research-based practices and try out new strategies. Use this planning tool to organize the discussion.

 [Vocabulary Strategy Worksheet: Academic Content Vocabulary](#)



## Planning Templates

Teaching Vocabulary is included in each of three comprehensive planning templates that include all five practices for Teaching Literacy to K-5 English Learners. An overview describes how these planning templates can be used by a technical assistance provider or other support provider working with schools on comprehensive needs assessment and planning.

### Overview of Planning Templates

 [Download Overview](#) | WORD | 107 KB

### Planning Template #1: Working with State Education Agencies

 [Download Template](#) | WORD | 135 KB

### Planning Template #2: Working with Districts

 [Download Template](#) | WORD | 131 KB

### Planning Template #3: Working with Schools

 [Download Template](#) | WORD | 134 KB

These three comprehensive planning templates include all five practices for Teaching Literacy to K-5 English Learners. An overview describes how these planning templates can be used by a technical assistance provider or other support provider working with a state, a district, or a school on comprehensive needs assessment and planning.

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**TEACHING LITERACY TO K-5 ENGLISH LEARNERS  
PLANNING TEMPLATE FOR WORKING WITH DISTRICTS**

AREA OF LEA RESPONSIBILITY	CURRENT STATUS			NEXT STEPS		DWW RESOURCES (LINKS TO SPECIFIC RESOURCES)
	Already in Place	Not Feasible/ Inappropriate	Potential Areas to Develop	LEA	State Support Team	
<b>A. District Leadership</b> 1. LEA develops and communicates district policy about teaching reading to English learners to all administrators, specialists, and teaching staff, including Title I, Reading First 2. LEA has EL expertise on staff related to teaching EL students or access to EL experts 3. LEA has identified potential resources, including state and federal grant monies, to support recommended practices (e.g., professional development, interventions)						

# Initial Feedback

- “Fantastic!” -- Secretary Spellings
- “Very useful and accessible”
- “I can use this in a presentation tomorrow”
- “Extremely well done and useful”
- “What a great use of tax dollars!”
- “I love this site!”
- “THANK YOU for this support!”

# Let's Go!

<http://dww.ed.gov>

# Getting the Most from DWW

- How can this help you?
- How can you help disseminate this information?
- Suggestions for us?
- Improvements/additions?



**Doing What Works**  
ED.gov

## **Feedback & Questions**

Jennifer Ballen Riccards

DWW Project Director

[doingwhatworks@ed.gov](mailto:doingwhatworks@ed.gov)



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<http://dww.ed.gov>

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The main content area shows a video player with the title "Jennifer grew up speaking English at" and a green cartoon character. Below the video player is a lesson detail page titled "Vocabulary Teaching in Action" from "Warfield Elementary". The lesson is titled "3 Parts of Words" and includes a text block: "This teacher is working with her class on adding -er and -est suffixes to adjectives and related spelling rules. Good vocabulary instruction isn't just the meaning of words. It also focuses on parts of words like prefixes, roots, and suffixes, as seen in this lesson, and how words change when used in different ways in sentences." To the right of the text is a photo of a teacher sitting on a stool pointing to a whiteboard. The whiteboard has a table of words with their suffixes:

adjective	-er	-est
quiet	quieter	quietest
silky	silier	siliest
crazy	crazier	craziest
strong		

At the bottom of the page is a navigation bar with a "START" button and several small thumbnail images representing different lessons.