Language Focused Repeated Reading:
Improving Language and Fluency Outcomes for English Learners in the PLUSS Framework

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Session Description

This presentation focuses on Language Focused Repeated Reading: practical teaching strategies for improving students’ fluency, use of academic language, and comprehension. We will present a research-based framework (PLUSS) for planning a repeated reading intervention for students who are English learners and need additional support within tiers 2 and 3 in a Multi-Tiered System of Support. We will focus on the use of (a) vocabulary teaching and monitoring routine, (b) use of sentence frames and starters to support academic language use, and (c) utilizing repeated reading strategies to support prosody, phrasing, and comprehension for K-5 students.

Session Outcomes

• Participants will learn about a framework for enhancing literacy interventions for ELs
• Participants will learn a research-based framework for repeated reading that enhances students’ vocabulary, academic language use, and comprehension

Overview

• Context: Metzger’s outstanding staff and school
• PLUSS Framework & project background
• Rationale
• Language Focused Repeated Reading
  – Overview
  – Video Examples
  – Steps of instruction
What is Project LEE

• A four-year Model Demonstration Project from the federal Office of Special Education Programs (OSEP) to improve literacy and language outcomes for English Learners (ELs) in grades 3 – 5 with or at-risk for a disability.
• Project LEE is one of three national projects.
• Partnering with three schools in Tigard-Tualatin School District

Project LEE Objectives

• Support use and interpretation of screening and progress monitoring measures across English and Spanish in Tiers 1, 2 & 3
• Support and PD in Culturally and Linguistically Responsive Evidence-based Tier 1 – 3 instruction and interventions in English and Spanish.
• Provide information and training to parents to facilitate active involvement in students’ reading and language development in English and Spanish.
• Document growth of students’ reading and language skills during the three-tiers of instruction.
• Disseminate promising and exemplary practices to improve literacy support for ELs with or at-risk for disabilities.

Model Demo Websites

• www.projectlee.org
• www.mtssclrt.ning.com
• www.elitetexas.org

Rationale for Framework

• Historically, culturally, linguistically and racially diverse students have been disproportionately represented in special education programs (Cartledge, Kea, Watson, & Of, 2016; Klingner, Artiltes, & Mendez-Barletta, 2006).
• One reason may be EL students are not fully benefiting from academic interventions because there is not enough language support in typical intervention programs.
PLUSS Framework for Evidence-based Instruction for ELLs

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


Metzger

642 Students Served

34% ELL

22 Language Learners

10% Students with Disabilities

94% Graduates

American Indian/Alaska Native
Students: 1%
Teachers: 0%
Asian
Students: 2%
Teachers: 3%
Black/African American
Students: 2%
Teachers: 3%
Hispanic/Latino
Students: 38%
Teachers: 23%

Multi-racial

Native Hawaiian/Other Pacific Islander
Students: 6%
Teachers: 3%

White
Students: 48%
Teachers: 74%

CUMMINS’ ICEBERG MODEL OF LANGUAGE INTERDEPENDENCE

Common Underlying Proficiency

Surface Feature of L1

Surface Feature of L2

Common Underlying Proficiency

Universal screening 3x per year
Multiple levels for ELLs
Preventive oriented focus
Assessments are able to identify for all groups, Data disaggregated by student groups

INFSS for ELs: The PLUSS Framework

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Language Focused Repeated Reading

- The next part of the presentation focuses on Language Focused Repeated Reading: practical teaching strategies for improving students’ fluency, use of academic language, and comprehension.
- We will focus on the use of:
  - vocabulary teaching and monitoring routine,
  - use of sentence frames and starters to support academic language use, and
  - utilizing repeated reading strategies to support prosody, phrasing, and comprehension for K-5 students.

Think and Write

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 _______.

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 _______.

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://explicitsupport.org/video-elementary/elementary-video-4/
Let’s Try It

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

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

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

Remember:

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.*

Overview of Language Focused Repeated Reading

<table>
<thead>
<tr>
<th>Language Focused Repeated Reading Process</th>
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<tbody>
<tr>
<td><strong>Preparation:</strong></td>
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<tr>
<td><em>Identify target text, setting pacing/through language support</em></td>
</tr>
<tr>
<td>*Practicing fluency with comprehension锤炼与理解, *</td>
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</tbody>
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**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
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

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
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

Partner 1: observe active engagement strategies
(and how language use is supported)

Partner 2: observe steps of process

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?

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**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)

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**2nd Read: Highlight Unknown Words**

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

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**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

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.

4th Read: Punctuation with a Partner

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.

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: 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?
**Video: Hot Read**

Observe: What were steps of hot read?

What value does this process have for the students?

The teacher?

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**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)
   Answer comprehension questions

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**Paragraph Shrinking:**

[Link: http://www.readingrockets.org/content/pdfs/paragraph_shrinking.pdf]

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_______.”

Turning Learning into Practice

How do we translate this learning into application and improved practice in the classroom?

Video Self Reflection Professional Development
• Safe and accessible for all teachers
• Builds trust and collaboration among staff
• Inexpensive, replicable multiple times a year, and highly effective

Appreciation and Application

One aspect I appreciated about today’s session was _______.

One practice I will apply in my teaching is _______.

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References


Available for Pre-Order

Supporting English Learners in the Classroom: Best Practices for Distinguishing Language Acquisition from Learning Disabilities - Paperback

- April 26, 2019

by Yvonne Susan Bichsel, John Barnes, Dougal McIntosh

Hardcover: $39.75
Paperback: $34.95

IDEAs that Work

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