



# Readers' Register

Striving Readers Comprehensive Literacy (SRCL)

## National Comprehensive Literacy Institute

July 30 – August 1  
Anaheim Marriot  
Anaheim, California

The U. S. Department of Education (ED) and the Striving Readers Comprehensive Literacy (SRCL) Center is pleased to present an opportunity for your entire educational system focusing on the heart of education: Literacy, From Cover to Cover.

Bringing together educators, from teachers, administrators to State level leadership, The National Comprehensive Institute (Institute) offers an outstanding professional development opportunity. National leading experts will deliver keynotes and breakout sessions providing innovative ideas and approaches to advance literacy skills – including pre-literacy skills, reading, and writing – for students from birth through grade 12, including limited-English-proficient students and students with disabilities.

The SRCL Center and ED Program Staff invite Grantees to submit breakout presentation proposals through the online form found on the Institute's website by May 15, 2012.

Please note the Institute is not limited to Striving Reader Grantee Representatives, thus other travel funds may be utilized in addition to Striving Readers Grant travel funds. There is no registration fee for this conference. CEU certificates will be available on the last day of the conference at the Onsite CEU Center. Registrations will be processed in order of receipt as space is limited.

For more information regarding the Institute, the call for presentations, and to complete your online registration, go to: <http://www.mikogroup.com/NCLI2012>

## The Role of the IES Practice Guides

On March 14, Russell Gersten presented a webinar “Improving Language and Literacy Instruction for English Learners: The Role of the IES Practice Guides”.

Dr. Gersten chaired the expert panel that developed IES Practice Guides five years ago. The panel included Tim Shanahan, Scott Baker, Penny Collins, Sylvia Linan Thompson, and Robin Scarcella. IES Practice Guides are available gratis at: <http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf>

In his presentation, Dr. Gersten discussed how IES Practice Guides are developed and how they are different from other academic publications in the field of education. IES Practice Guides are unique in that they provide concrete advice for improving practice for administrators that is supported by a level of evidence. This is often not the case in education, where biases of the authors subtly creep into the analysis of research. IES Practice Guides also provide specific suggestions for how to implement this advice, and some of the common roadblocks that are likely to be encountered.

Dr. Gersten also discussed the three key themes articulated in the English Learner Practice Guide:

- Importance of academic language,
- Methods for improving vocabulary instruction, and
- Peer assisted learning.

Current research on these topics and the predictive validity of commonly used measures of early literacy measures for English learners was also discussed.

Finally, Dr. Gersten discussed plans to update IES Practice Guides and potential topics that might be added to the Guides.

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# Comprehensive Literacy – Reaching All Ages

Each month, this section features ideas and resources for the age groups included in SRCL. The intention is to provide quick references which are available to support literacy-specific activities that are unique to each sub-group. This information is provided as a resource and does not serve as an endorsement of the ideas and resources presented.

## Birth – 5-year-olds

“Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.” (Kristina Robertson, 2009) Numerous published articles on phonemic awareness have noted that English Language Learners (ELLs) are more likely to struggle with this concept. Because the number of ELLs in our nation’s schools continues to increase, it is critical for teachers to be equipped with the correct tools and knowledge to prepare ELLs for reading success.

The following articles address these issues:

In “English Language Learners and the Five Essential Components of Reading Instruction,” Beth Antunez discusses the considerations that must be taken by teachers when instructing ELLs in phonemic awareness. Specifically, this article points out that ELLs may struggle with phonemic awareness because some phonemes that are present in their native language may not be present in the English language.

This article concludes that teachers can support phonemic awareness in ELLs by understanding the differences in the linguistic characteristics of the ELL’s native language and the English language. In addition, vocabulary development is a critical component for increasing phonemic awareness. Teachers can support phonemic awareness while explicitly teaching vocabulary.

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## Kindergarten – 5th grade

The Center on Instruction (COI) website offers a series on Practical Guidelines for the Education of English Language Learners that include research-based recommendations for instruction and academic interventions for ELLs, adolescent newcomers, and assessment accommodations. Professional Development modules, available for each book in the series, provide PowerPoint slides and speaker notes that States may find useful for providing professional learning for educators.

<http://www.centeroninstruction.org/practical-guidelines-for-the-education-of-english-language-learners-research-based-recommendations-for-instruction-and-academic-interventions>

Book 1: *Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for Instruction and Academic Interventions* provides evidence-based recommendations for policymakers, administrators and teachers to make informed decisions about instruction and academic interventions for ELLs in reading and mathematics.

Book 2: *Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for Serving Adolescent Newcomers* was written primarily for policymakers, administrators, and teachers serving adolescent ELLs who are newcomers to the United States.

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## Middle School

*Watch and Learn in the ELL Classroom* is an online professional development series offered by Colorín Colorado for middle and high school ELL educators. *Watch & Learn* presents four video modules featuring strategies from secondary ELL classrooms and interviews with experts on ELL best practices. Colorín Colorado is a free web-based, bilingual service that receives funding from the American Federation of Teachers and the U.S. Department of Education, Office of Special Education Programs. It provides information, activities, and advice for educators and Spanish-speaking families of ELLs.

The video modules include:

- What to Do First: Important first steps to help ELLs feel welcome including strategies for creating a print-rich environment and connecting content to students' cultures and experiences.
- Chapter Walk With Me: Strategies for previewing new content for ELLs to prepare students for what they are about to learn and tools for previewing content independently in future academic coursework.
- Story Set-Up: Pre-reading strategies including previewing vocabulary, activating background knowledge, and introducing academic concepts (such as literary elements) to help lay the groundwork for ELLs before tackling a new text.
- Strategies Making Connections: Strategies for engaging ELLs as active readers, such as frequent comprehension checks and higher level thinking activities.

Access the videos at:

<http://www.colorincolorado.org/multimedia/learn/>

# Comprehensive Literacy – Reaching All Ages

## High School

The English Language Learner KnowledgeBase website is an online database of resources supporting education professionals in the administration of programs and instruction for ELLs. Its resources are identified for four categories of users: Program Administrators, Teachers, Parent Advocates, and Educators of Migrant Students.

- Resources for Administrators offers resources supporting the administration of programs for ELL students related to Office for Civil Rights requirements and the No Child Left Behind Act.
- Resources for Teachers offers resources related to teaching ELL students based on Office for Civil Rights and the No Child Left Behind Act requirements.
- Resources for Parent Advocates can help parents understand the ELL student program available at their child's school and offers resources related to parent rights under federal education laws and how parents can be involved in their child's education.
- Resources for Educators of Migrant Students offer information about migrant education programs, regulations, and resources to help educators support the academic success of migrant students.

To access this website, click <http://www.mc3edsupport.org/community/knowledgebases/Project-1.html>

## College and Career Ready

The challenges of applying for and going to college can be overwhelming for ELLs. The Colorín Colorado website also offers a number of articles with ways that ELL educators can support students as they consider their plans for the future. The resources include:

- Getting Ready for College: What ELL Students Need to Know: Getting started, the role of the ELL teacher, academic preparation, guiding ELLs and their families through the application process, support programs, financial aid, and eligibility.
- Creating a College-Going Culture for English Language Learners: Creating a college-going culture, helping students establish goals, and getting parents involved.
- Getting ELLs on the College Track: Ways to help ELL students through the college application process and motivate them to continue the process once started.
- Providing the Right Learning Opportunities for Latino Student Success: Research on educational opportunities for Latino students and the importance of mentors, extra-curricular activities, and a strong college-going culture.

Access available resources at: <http://www.colorincolorado.org/article/29256/>

## Research to Practice

In a round table report entitled, *Educating English Language Learners: Building Teacher Capacity*, the authors discuss three related “research to practice” components to build teachers’ capacity, as it relates specifically to ELLs (Ballantyne, K.G., Sanderman A.R., Levy, J., 2008). First, the report presents national data and demographics of both teachers and ELLs. The second section examines the six standards for ELLs advocated by the National Staff Development Council. These six standards serve as commonly accepted guidelines for ELL programs. Finally, the third section offers practical applications of standards and suggestions for use in the classroom, across content areas and both general and specific.

The underlying assumption and basic premise of the report is that because there is a significant shift in U.S. demographics, it is very likely that every teacher will eventually have the opportunity to teach students whose second language is English. Given that, many teachers are not prepared to deliver high quality instruction to these students. The report discusses the initial education, pre-service, and the continuing education of teachers as it pertains to delivering instruction to children and students of linguistically diverse backgrounds.

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# Comprehensive Literacy – Reaching All Ages

## Birth – 5-year-olds

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Once ELLs understand the meaning of a word, they seem to have an easier time switching their focus to connecting with the sounds in that word.

An article by Marilyn J. Adams, Barbara Foorman, Ingvar Lundbert, and Terri Beeler (1998) entitled, “Phonemic Awareness in Young Children” provides information about research on phonemic awareness, the structure of language, and phonemic activities. Although this article does not focus exclusively on ELLs, it provides good foundational information about phonemic awareness for teachers to apply in both preschool and elementary classrooms. The information and activities provided in this article can assist teachers in instructing ELLs who struggle with phonemic development.

<http://www.readingrockets.org/article/408/>

### Additional Resources:

“8 Strategies for Preschool ELLs' Language and Literacy Development” by Karen Ford. This article provides teachers with research-based teaching methods to assist them in preparing ELLs for kindergarten.

<http://www.idonline.org/article/36679>



## Kindergarten – 5th grade

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It provides evidence-based recommendations for developing the academic language skills adolescent ELL newcomers need for text comprehension and school success while simultaneously developing the language and literacy skills they need to master grade-level content.

Book 3: *Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for the Use of Accommodations in Large-scale Assessments* offers research-based recommendations for effective accommodations for ELLs on large-scale assessments and methods for improving student achievement with this population.

The books and professional development modules are available for download at:

[http://www.centeroninstruction.org/resources\\_searchresults.cfm?searchterm=Practical+Guidelines+for+the+Education+of+English+Language+Learners%3A](http://www.centeroninstruction.org/resources_searchresults.cfm?searchterm=Practical+Guidelines+for+the+Education+of+English+Language+Learners%3A)

Dr. David Francis of the Center on Instruction delivered a presentation providing an overview of the Practical Guidelines for the Education of English Language Learners series. A podcast of the presentation is available at:

<http://centeroninstruction.org/podcast-of-presentation-practical-guidelines-for-the-education-of-english-language-learners?CFID=29306703&CFTOKEN=e5d3848a3f67b5e7-2C0B1BCD-99B0-7A9F-652647A43323CC1E&jsessionid=0a305fe42dce406e6f6b>

## Research to Practice

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The authors present their vision of ELL teacher education and professional development that:

- “Is ongoing and integrated for teachers;
- Is effective and relevant for pre-service and in-service teachers within a university setting;
- Is effective and relevant for all educational personnel;
- Is intertwined with disciplinary standards and pedagogical content knowledge;
- Involves collaborative active learning within professional learning communities;
- Is driven by research and data and is continually evaluated and refined;
- Attends to multiple dimensions of diversity and fosters cross-cultural learning; and
- Results in improved student outcomes and a narrowing of the achievement gap for English language learners.”

For access to the entire report, please visit:

<http://www.ncele.gwu.edu/files/uploads/3/EducatingELLsBuildingTeacherCapacityVol1.pdf>

“The Growing Number of English Language Learners,” provided by the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA), presents graphical information regarding the population, density, and growth of ELL enrollment. The document is available for download at:

[http://www.ncele.gwu.edu/files/uploads/9/growingLEP\\_0809.pdf](http://www.ncele.gwu.edu/files/uploads/9/growingLEP_0809.pdf)

# Upcoming Events and In the News

## SRCL Webinar Wednesdays

The SRCL Center Technical Assistance Team will host webinars every 2nd and 4th Wednesday, from 2:00-3:00 p.m. EST. An invitation for the webinar with the call-in number and web link will be sent out two weeks prior to each session.

## Upcoming SRCL Center Webinar Dates

- April 11th and 25<sup>th</sup>
- May 9th and 23<sup>rd</sup>

To review Dr. Russell Gersten's March 14<sup>th</sup> webinar, "Improving Language and Literacy Instruction for English Learners: The Role of the IES Practice Guides," please visit:  
<http://ou.adobeconnect.com/p6iccyju5r6/>

## Upcoming Events

**Reading Recovery Council of North America's** Teacher Leader Institute and Leadership Academy entitled: Reading Recovery: Supporting Literacy Educators for Collaboration and Leadership will be held in North Bethesda, MD on June 20-23, 2012. To register for this conference, go to:  
<http://www.readingrecovery.org/conferences/TLI/index.asp>

**Plain Talk About Reading** Annual Conference registration is currently open at:  
<http://www.regonline.com/Register/Checkin.aspx?EventID=990291>

The theme is Let the Good Times Roll. This conference will be held in New Orleans, LA from April 30-May 2, 2012 at the Hyatt Regency New Orleans.

**Technology: Powering Up Through Confidence and Engagement** registration is open at <http://tinyurl.com/85fgd6t> Participants will hear about and discuss national and local developments around ways to support adolescent learners. Presenters include Yvette Jackson, EdD and Cindy Parker. The conference will be held April 12, 2012 in Washington, DC.

**The International Dyslexia Association (IDA)** has announced the location and dates for the National Conference for 2012. The conference will be held in Baltimore from October 24-27. For more details and information go to:  
<http://www.interdys.org/AnnualConference.htm>

**International Reading Association (IRA) Annual Convention** registration is currently open at [www.reading.org/convention.aspx](http://www.reading.org/convention.aspx) The theme is Celebrating Teaching and will be held in Chicago, IL on April 29-May 2, 2012.

**National Association for the Education of Young Children (NAEYC) 21<sup>st</sup> National Institute for Early Childhood Professional Development** will be held in Indianapolis, Indiana on June 10-13, 2012. The focus is Leadership throughout the Early Childhood Profession: Research, Policy and Practice. Early registration with the best rates opens on March 2 at <http://www.naeyc.org/institute/registration>

**National Council of Teachers of English (NCTE)** has announced the theme for the annual convention: Dream. Connect. Ignite! The conference is scheduled for November 15-18, 2012 in Las Vegas, NV. For more details go to:  
<http://www.ncte.org/annual>



Above: Attendees at the SRCL Grantee Meeting in Chicago, Illinois, March 6-8, 2012.

## Upcoming Events and In the News

### NCFL Free Resources for Striving Readers

#### Wonderopolis.org

Wonderopolis, a program brought to life by the National Center for Family Literacy, engages and inspires families, as well as, educators in the pursuit of education and learning together. We have bottled a little bit of that learning in each Wonder of the Day®. Experience a daily dose of time with your children or students to make the most of each and every moment together — learn something new, try out an idea, create a masterpiece, imagine possibilities.

Wonderopolis continues to grow and evolve as families and educators from across the country have influenced content on the website to make it interactive and responsive to their needs.

It's easy. It's fun. But the learning is big! That's why Wonderopolis was named as one of the 50 best websites of 2011 by TIME magazine.

Go to: <http://www.famlit.org/free-resources/wonderopolis/>

#### Day at Dollar General

“A Day at Dollar General: Learn While Shopping” is an interactive online game that recreates the experience of shopping in a real store and encourages children to learn while shopping.

By expanding the definition of literacy to include smart financial habits, NCFL and the Dollar General Literacy Foundation are teaching children to make informed spending decisions that will help them reach their goals.

It is tailored to families and children, providing them with a fun and interactive game that teaches good spending habits, including budgeting, planning a shopping trip, spending wisely and managing money. Educators also can use the tools in the classroom as part of their financial literacy curriculum.

Visit <http://www.famlit.org/free-resources/activities/learnandshop/>  
NCFL also has a free print program implementation guide available online.

## SRCL Grantee Spring Meetings in Chicago

Seventy-four Formula and Sixty-seven Discretionary Grantees met at the Westin Michigan Avenue Hotel on March 6-8, 2012, for the working Spring Meetings with Keynote addresses from two distinguished U.S. Department of Education officials: Mr. Michael Yudin, Acting Assistant Secretary, Office of Elementary and Secondary Education, and Ms. Jacqueline Jones, Senior Advisor to the Secretary for Early Learning who spoke to the *Early Childhood Focus*. Dr. Mel Riddile, the Associate Director of the National Association of Secondary School Principals (NASSP), was also a Keynote Presenter on *Secondary Education Focus* and presented an additional breakout session of *Implementation of Reading Instruction in the Content Areas in Adolescent Literacy*. The Keynote addresses set the stage for the meetings' comprehensive literacy approach for all States.

Formula Grantees attended on March 6 and 7 with an agenda which featured three State Panel Discussions: *State Literacy Plans*, *Funds for Sustainability*, and *Using Technology for Professional Development*. A breakout session entitled *School Readiness: Closing the Achievement Gap in Early Childhood* complemented Jacqueline Jones' Keynote address. The breakout session of *Literacy Plan Review and Sharing* allowed States to share their individual State Literacy Plan's strategies, successes thus far, and their challenges.

Discretionary Grantees focused on several aspects of their legal responsibilities during the afternoon of March 7 and the morning of March 8, 2012. Sessions which were held specifically for these Grantees included: *Managing Your Discretionary Grant* with Rachel Peternith and Shaw Vanze, SRCL Program Attorneys; *Next Steps* with Miriam Lund, SRCL COR; and *Annual Progress Report and Sub-Grantees Monitoring* with the SRCL Center Evaluation Principal Investigator Coleen Carlson. Breakout Sessions included *Bringing SRCL Full Circle* and *Modified Capacity Building Framework* which were presented by the SRCL Technical Assistance Team.

Presentations may be accessed online at: <http://www.mikogroup.com/SRCL2012GranteeMeetingPresentations/>

# National Comprehensive Literacy Institute Literacy, From Cover to Cover

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[www.mikogroup.com/NCLI2012](http://www.mikogroup.com/NCLI2012)



## Share Your Story

This space could be yours, just for the asking.

We want to continue to build community with our SRCL Grantees, so we need your stories. Please send us your successes so we can all learn from each other. We would love to print your story with pictures in our upcoming newsletters.

We'd also like to know what you are looking for in a monthly newsletter. Please take a moment and tell us what topics you would like to see addressed in upcoming issues.

We want to provide you with usable, useful resources.

Please contact Angie Durand at [angie.durand@times.uh.edu](mailto:angie.durand@times.uh.edu) or 832-842-7034.



Left: Attendees at the SRCL Grantee Meeting in Chicago, Illinois, March 6-8, 2012.

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