

Table 4.2. Core Instruction (Tier 1) and Strategic Literacy Interventions (Tier 2) for ELLs in Grades K–3

Research Study	Instruction	Intervention
<p>Language experience approach (LEA; Nessel & Dixon, 2008)</p>	<p>1 story weekly, working with same text for 1 week</p> <p>Targets emergent skills, readiness, word work, fluency</p>	<p>LEA is a reading method based on students' own language. Students as authors dictate a story about an actual experience to a scribe, who may be a teacher, a teaching assistant, a parent or community volunteer, or a tutor. Next they copy the story (or trace it), illustrate it, and read it again and again.</p> <p>For ELLs, this approach allows for vocabulary development and phonemic awareness in context, based on interests and prior knowledge; therefore can be culturally responsive, helps make connections between oral and written language.</p>
<p><i>Dictado</i> (Escamilla, Geisler, Hopewell, Sparrow, & Butvilofsky, 2009)</p>	<p>15–20 min/day, at least 3 times a week</p> <p>Targets oral language, fluency, cross-linguistic connections</p>	<p><i>Dictado</i> is a cross-language method addressing receptive and expressive language skills:</p> <ul style="list-style-type: none"> • The teacher purposefully creates a meaningful text as the focus for teaching, spelling, grammar, and language arts, and dictates sentences to students. • Students write in pencil or blue/black pen, and then teacher and students collaboratively create a corrected model of the text while students self-correct using red pencil and standard markings. <p>This approach helps ELLs attend to similarities and differences across languages; cross-language transfer allows students to draw from both languages and utilize their native language.</p>

Table 4.2 (continued)

Research Study	Instruction	Intervention
<p>Collaborative strategic reading (CSR; Klingner & Vaughn, 1999)</p>	<p>1–2 times/week Targets comprehension, word work</p>	<p>CSR is a multicomponent reading comprehension strategy that teaches students metacognitive awareness when reading complex texts. It can be used with both narrative and expository text.</p> <ul style="list-style-type: none"> • Students work in groups with assigned roles to interact with a text. • Teachers lead students through text preview (predicting, brainstorming, key vocabulary), then students lead each other through reading activities (word work, main idea) and after reading activities (questioning and summarizing). • The teacher then leads a wrap-up section. <p>CSR promotes oral language development, interacting with text in meaningful context, and use of native language.</p>
<p>Peer-assisted learning strategies (PALS; Fuchs, Fuchs, & Burish, 2000)</p>	<p>25–35-minute activities implemented 2–4 times/week Targets fluency, comprehension</p>	<p>PALS is supplemental reading activity that pairs an average or high reader with a lower reader. Pairs of learners are selected on the basis of their reading fluency scores and pairs read together for approximately 4 weeks. Stronger readers support the efforts of those who are struggling through partner reading, retelling, paragraph shrinking, and prediction relay. PALS reading materials are geared toward the lower reading level in each pair; implementation of PALS facilitates peer interactions and immediate corrective feedback.</p> <p>For ELLs, PALS promotes oral language development and provides a peer model for fluency development and feedback (see Saenz, Fuchs, & Fuchs, 2005).</p>

Table 4.2 (*continued*)

Research Study	Instruction	Intervention
<p>Modified Guided Reading (Avalos, Plasencia, Chavez, & Rascón, 2007)</p>	<p>2+ days a week for 20–30 minutes Targets fluency, comprehension, word work</p>	<p>Uses the same structure as guided reading but with modifications that benefit ELLs. Emphasizes the importance of text selection and anticipating common stumbling blocks for ELLs.</p> <ul style="list-style-type: none"> • Teacher presents culturally relevant text through a guided discussion connecting the content and language structure to students’ personal lives (e.g., picture walk, predicting). • Teacher reads guided reading text aloud to model fluency and generate discussion regarding comprehension and vocabulary guided by the teacher and students. • ELLs with higher L2 oral proficiency vocalize softly as they read the text. • Teacher observes and coaches students by reinforcing correct strategies and using word recognition prompts to problem solve. • Word work focuses on morphological awareness and phonological awareness connected to guided reading text. • Vocabulary journals and writing assignments connect to guided reading text. <p>Authentic use of language rather than isolated, detailed vocabulary instruction that targets ELLs’ needs, while incorporating culturally relevant text.</p>

Table 4.2 (*continued*)

Research Study	Instruction	Intervention
Graphic organizers	Daily Targets word work, comprehension	<p>Graphic organizers (e.g., tree diagrams, semantic maps, concept maps, word maps) help students organize key topics or concepts and make connections among new vocabulary and concepts in reading material.</p> <p>Teacher provides direction in the development and use of one or more graphic organizers, then students work in small groups to develop their own.</p> <p>When used as a targeted intervention for preteaching in reading, graphic organizers assist learners to activate prior knowledge and put into context new vocabulary and concepts that are directly connected to new reading material. Use of graphic organizers provides learners opportunity to personalize their reading.</p> <p>Graphic organizers help make language visual for ELLS, can be used to frontload vocabulary or concepts, and can help build background knowledge.</p>

Note. ELL = English language learner; L2 = second or additional language.

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