

REME CLD Literacy Teaching and Strategies Tool
Core Literacy Instruction and Observation Guide

RTI Effectiveness Model for ELLs (REME) was a federally funded model demonstration project (2012-2017) designed to improve response to intervention for English learners in a rural mountain community in a western state. The five-year project included professional development and follow up coaching to improve literary instruction for ELs in grades K-3. REME Contact: John J. Hoover (PI) at john.hoover@colorado.edu

Overview: The *REME CLD Literacy Teaching and Strategies Tool* provides 41 instructional practices grouped within nine major categories. These practices reflect high quality teaching to successfully deliver general class core literacy instruction to English learners. *Source of strategies:* 50 Strategies for Teaching English Language Learners by Adrienne L. Herrell & Michael Jordan, 3rd ed. (2008). Pearson.

Uses: The *REME CLD Literacy Teaching and Strategies Tool* serves two purposes: 1) general class teachers incorporate these practices on a regular and consistent basis in Tier 1 core literacy instruction for English learners; and, 2) instructional observers and coaches apply the guide and its practices during core literacy classroom observations and coaching sessions.

Note: Although every teaching practice will not be evident during each observation, collectively these practices should be evident over the series of observations and coaching sessions completed throughout the academic year.

Implementation of these teaching practices is essential to confirm fidelity of Tier 1 core instruction for ELLs within the RTI Model

<i>Teaching Practices</i>	<i>Yes/No</i>	<i>Chapter Number</i>
1. Access prior knowledge--Connect new content/skills to known:		
a. Link new learning to past experiences in the content area through verbal classroom discussion	Y N	29, 36
b. Assist learners to activate prior knowledge (e.g., through use of concept mapping)	Y N	5
c. Use paired learning or other forms of collaborative learning to facilitate student sharing of current knowledge about new topic	Y N	29
d. Have students brainstorm what they already know about a new topic and what they would like to learn (e.g., with KWL).	Y N	
2. Develop and utilize physical and visual aids to assist ELLs with multiple points of access to concepts:		
a. Sort and categorize material (e.g. semantic mapping, concept mapping)	Y N	23, 36, 42
b. Build shared understanding/build background knowledge needed to access new concepts (e.g., short video clips, pictures, common experiences)	Y N	14, 2, 3, 6
c. Explain abstract concepts (e.g., graphic organizers, concept maps, note-taking strategies, sentence strips, multimedia)	Y N	14, 42
d. Identify and apply patterns across content areas (we won't observe this item)	Y N	

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e. Represent key vocabulary or concepts (e.g. graphic organizers, semantic mapping, TPR, manipulatives)	Y N	3, 6, 8, 9, 11, 29, 30, 31, 34, 36, 42, 43, 47
f. Focus on both content-specific vocabulary and high-utility vocabulary	Y N	3, 6, 8, 9, 28, 29, 30, 31, 34, 36, 40, 47
g. Use effective body language, alter voice tone, model and demonstrate directions and expectations, and implement hands-on activities	Y N	3, 27, 36
3. Strategies to meet varying English language proficiency levels:		
a. Analyze linguistic similarities and differences among languages known (e.g., Spanish, Hmong) and the language being acquired (i.e., English as a second language) (e.g. use of punctuation in Spanish and English, true and false cognates, grammatical structures) *See Kress, J. (2008) The ESL/ELL Teacher’s Book of Lists as a resource	Y N	36
b. Utilize native language, along with English, as needed to assist learners acquire necessary concepts and skills (e.g., use of cognates, pre-teach/review with students’ native language)	Y N	17, 6, 35, 47
c. Implement whole class, paired, and small group activities that reflect the specific English proficiency levels of ELLs in this classroom.	Y N	10, 13, 16, 18, 32, 34, 45, 48
d. Emphasize meaning in addition to word accuracy to increase second language learner’s exposure to and use of more sophisticated language in reading	Y N	32, 34, 36
e. Provide access to a variety of multi-leveled source materials such as: dictionaries, thesauri, Internet, informational posters, bilingual books, etc.	Y N	
4. Considerations of diverse cultural values and norms:		
a. Value associations between home culture(s) and school culture(s)**: (e.g. including units that tap into households’ funds of knowledge	Y N	19
b. Connect to community (e.g. incorporate projects in students’ communities/neighborhoods)	Y N	19, 22
c. Connect to home and community (e.g. including storytelling (family and neighborhood stories), autobiographies and personal narratives, writing letters to family members who live far away	Y N	19, 35
d. Use the home language as a resource for learning: (e.g. include books and materials written in home language (audiotaped or written), allow students to discuss ideas in their home language)	Y N	6, 17, 35

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e. Incorporate learning experiences that connect to relevant issues in students' lives (i.e., personal, cultural, language, and world experiences)	Y N	35
5. Differentiated core literacy instruction:		
a. Scaffold instruction through use of a gradual release model with clear evidence of intermediate steps between modeling and independent work (e.g., think alouds, paraphrasing, leveled questioning, providing context, shared reading and writing, collaborative writing)	Y N	
b. Use Sheltered Instruction (e.g. building background knowledge, key vocabulary, comprehensible input, interaction, supplementary materials, hands-on activities)	Y N	
c. Use direct instruction, an instructional framework that includes explicit teaching, modeling and opportunities to practice with others	Y N	27, 48
6. Differentiated core literacy instruction: Language Development		
a. Include and integrate targeted language structures to support language development into content instruction (e.g., idiomatic expressions, question and sentence stems, use of complete sentences emphasizing appropriate grammatical construction)	Y N	7, 33, 34, 43
b. Post sentence stems and language frames in the classroom to scaffold oral and written participation	Y N	
c. Create opportunities for students to engage in authentic and connected discourse with teacher guidance (e.g., teacher-to-student interaction does not follow I-R-E structure, rather, it includes higher-level questioning and discussion structures)	Y N	4, 36, 45, 47
d. Link oral and written products to other representational systems (e.g., artistic, graphic representations)	Y N	36, 47
7. Differentiated core literacy instruction: Literacy components		
a. Provide reading fluency practice for ELLs, including opportunities to interact with more proficient readers (e.g., through shared reading, repeated reading, partner reading)	Y N	10, 12, 24, 37, 38, 39, 48
b. Provide word work instruction in meaningful and interactive ways and in the context of reading and writing activities rather than in isolation (e.g., phonemic awareness through plays, songs, rhymes; <i>dictados</i> ; sight words from classroom texts; morphological analysis, including cognate analysis)	Y N	4, 28, 29, 32, 34, 35, 36, 37, 38, 39, 41, 47, 49
c. Provide reading comprehension instruction that incorporates direct instruction and interactive approaches that help students understand why, when and how to apply strategies (e.g., CSR, modified guided reading, reciprocal teaching, scaffolded retellings)	Y N	4, 21, 26, 34, 36, 39, 44, 47, 48

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d. Ensure that writing instruction incorporates direct instruction and interactive approaches to help students learn writing conventions and uses of writing that are meaningful and functional (e.g., through the language experience approach, modeled writing, shared writing, collaborative writing)	Y N	24, 35, 36, 38, 45, 47, 48
8. Differentiated core literacy instruction: supportive classroom environment		
a. Group students to support interactive learning such as use of dyads, think-pair-share, and cooperative learning	Y N	10, 15, 16, 18, 24, 26, 33, 45, 48
b. Nurture a safe environment that encourages students to take risks in their learning	Y N	1, 34
c. Include sufficient wait time for students to formulate ideas and articulate thinking	Y N	11
d. Initially accept and validate approximations to correct responses, especially for those acquiring English as a second language	Y N	
e. Encourage multiple attempts to be successful if initial efforts are less than satisfactory	Y N	33, 47
9. Differentiate core literacy instruction: progress monitoring to inform instructional decision making		
a. Provide repeated and varied opportunities to demonstrate proficiencies and progress towards benchmarks (i.e., varied progress monitoring procedures)	Y N	36, 41, 44, 47
b. Determine Core rate of progress relative to norms established for ELLs with similar English proficiency (i.e., True Peers)	Y N	36, 41, 44, 47
c. Instructional differentiations are evident based on learner's immediate and observable performance or demonstration of knowledge/skills (e.g., on the spot decisions; differentiating as necessary while instruction is being delivered)	Y N	36
d. Instructional differentiations are based on informal and formal classroom assessment and monitoring of progress (e.g., CBM, running records, DRA2)	Y N	

Sources: Adapted from S. Hopewell and J. J. Hoover (2012). Common Instructional Practices Guide for ELLs, developed from Culturally responsive curriculum for diverse learners (2011). In J. J. Hoover, *Response to intervention: Curricular implications and interventions* (Chapter 7, pp. 205-210). Boston, MA: Pearson Allyn & Bacon, and Klingner, J. K., Soltero-Gonzalez, L., & Lesaux, N. (2010). Response to intervention for English language learners. In M. Lipson & K. Wixson (Eds.), *Successful approaches to response to intervention (RTI): Collaborative practices for improving K-12 literacy* (pp. 134-162). Newark, DE: International Reading Association.

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Name: _____ Grade Level: _____

Grade Level Team Action Plan: Discuss the completed guides with your grade-level team examining practices that: 1) Are frequently included in general class core literacy instruction; and, 2) Require additional attention and inclusion in general class core literacy instruction. **Identify 5 Practices and associated Actions that your grade level team collaboratively agrees to incorporate into the general class core literacy instruction to enhance culturally responsive instruction:**

Practice	Action
1.	
2.	
3.	
4.	
5.	

Coaching support action plan: The researchers on the CU REME team are available to support you in implementing culturally responsive literacy practices. Discuss the type of support you would ideally like to see in your general classroom relating to this guide and culturally responsive literacy practices.

Coaching Support:	Notes:
___ Model lesson delivery for specific strategies (e.g. dictados, CSR, LEA, other); Coach models part or all of a lesson so that teacher(s) can see a do-able, helpful way to facilitate a lesson.	
___ Observations and feedback: The coach takes detailed notes of teacher moves and student moves and offers feedback.	
___ Co-teaching: Coach and teacher teach a lesson together. Before the class, they agree on primary and secondary roles, including who does what during the lesson.	
___ Side-by-Side Coaching: The teacher is leading the lesson, and the coach communicates feedback in real time (e.g. whispers in the ear, an agreed upon signal from the side of the room) during the class.	
___ Video coaching: The teacher chooses a lesson to video record, includes a lesson plan and reflection, and the coach offers feedback.	
___ Observing Students: When helping students, coaches can facilitate student learning by engaging students in the activity and taking notes on specific student interactions.	

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