

Reading Comprehension Interventions for English Language Learners in Elementary

Grades: An Educator's Guide

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Purpose of the Handbook



The purpose of this handbook is to provide educators with a guide for reading comprehension interventions for English language learners in elementary grades. Within this handbook, educators can access research, resources, and interventions to supplement reading instructional materials. English language learners primarily receive intervention services for foundational literacy skills. It is our goal for the viewers of this handbook to secure an understanding of the value of reading comprehension interventions for English language learners.

Definition of Reading Comprehension

Reading is an activity performed to develop an understanding of a subject or topic. It is a dynamic process in which the reader is searching for connections between ideas in the text. Reading requires the utilization of many mental processes as information is collected, processed, and analyzed. While reading is a very important part of an individual's personal and educational growth, it is the concept of comprehension that may be even more important. Reading in and of itself is not enough: in addition, an individual needs to be able to break down, analyze, and re-organize ideas and information. A person needs the ability to understand what the writer is attempting to communicate (McKee, 2012).

Comprehension refers to the ability to understand written words. It is different from the ability to recognize words. Recognizing words on a page but not knowing what they mean does not fulfill the purpose or goal of reading, which is comprehension. Imagine, for example, that a teacher gives a child a passage to read. The child can read the entire passage, but he or she knows nothing when asked to explain what was read. Comprehension adds meaning to what is read. Reading comprehension occurs when words on a page are not just mere words but thoughts and ideas (Brandon, 2021).

Together, reading comprehension can be defined as the ability to understand a text, analyze the information, and interpret correctly what the writer is stating. It is known as a complex, multiple-task ability. "No one process defines reading comprehension by itself, but together they provide a fairly accurate account of the processes required for fluent reading" (Grabe & Stoller, 2002, p.46, as cited by McKee, 2012). Previous research identifies ten processes or strategies of reading comprehension as being the following: "identifying a purpose for reading, previewing, predicting, asking questions, checking predictions or finding an answer to the questions, connecting the text to prior knowledge, summarizing, connecting one part of the

text to another, and recognizing text structure” (Janzen & Stroller, 1998, as cited by McKee, 2012).

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Definition of an English Language Learner

English language learners (ELLs) are students whose first language is not English, who do not speak English as their primary language at home, and who do not yet communicate fluently or learn effectively in English (Li et al., 2018). ELLs are from diverse linguistic and cultural backgrounds and they are the fastest growing group of K-12 students in U.S public schools (Harper & de Jong, 2004). As of 2014, ELLs made up 9% of the student population and that number is steadily increasing, so we can expect that the majority of teachers will encounter an ELL in their classroom various times throughout their careers moving forward (August et al., 2014). Most ELLs spend their entire instructional day in mainstream classrooms where the majority of the students speak English and the instruction is in English (Harper & de Jong, 2004). This creates some challenges as they are navigating the process of learning and becoming proficient in English.

Two main things to keep in mind when ELLs are learning English is that they need more than just exposure and interaction with native speakers to be proficient in English, and not all ELLs will learn the same way or at the same rate (Harper & de Jong, 2004). When working with ELLs in a school teachers and staff must also be aware that although students may seem to be able to handle the demands of functioning in an English speaking classroom, they may not be academically proficient in English. Drucker (2003) shared that ELLs can obtain peer appropriate conversational skills in about two years, but developing academic proficiency can take closer to five to seven years. This means that students may appear to understand and speak fluent English, but their ability to use language for reading, writing and to acquire information in content areas is not sufficient enough for them to be academically successful (Drucker, 2003). Although these students present many challenges to a teacher and classroom, they offer a rich resource of diversity that can be beneficial to classroom dynamics and culture (Drucker, 2003).

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The Relationship between Reading Comprehension and English Language Learners

The definition of reading comprehension has evolved over the years, but the current accepted definition looks at the integration of the author's meaning of the text and the sociocultural understandings of the reader. The most popular definition involves a cognitive process where the reader integrates language, prior knowledge, code, and context to understand and gain meaning from the text (Cisco & Padrón, 2012). These are areas that research has found ELLs to be lower than their peers in due to their limited understanding of the English language and even American culture that is relevant to background knowledge needed for interpretation (Fraser et al., 2014). Li et al. (2021) found that even when ELLs perform similarly to their native English speaking peers on word-level skills (decoding and phonological processing), they still struggle in reading comprehension.

There are a variety of reasons as to why ELLs may struggle with reading comprehension including deficits in oral language, metalinguistic skills, working memory, and higher level skills (Li et al., 2021). ELLs have reduced exposure to English so it is expected that they lag behind their peers in vocabulary and reading comprehension despite having similar decoding skills. Their lack of cultural knowledge may explain to some extent why they struggle with comprehension, but their knowledge of vocabulary also plays a large part in their overall reading comprehension abilities (Fraser et al., 2014). The Simple View of Reading details reading comprehension as the combination of decoding and linguistic comprehension, so an ELL may struggle with comprehension even if they are able to decode. This is referred to as “poor comprehenders” and it is estimated that 10-18% of ELLs fall in this category due to their weak vocabulary skills (Li et al., 2012). Another challenge that ELLs may face is having fluent reading skills, but limited comprehension skills. Quirk & Beem (2014) found that 15.8% of ELLs in elementary grades second to fifth were identified as “word callers” meaning that these students

were able to identify and call out the words on the page, but are not able to attend to the meaning of the text they are reading.

The 2009 National Assessment of Educational Progress (NAEP) showed that 97% of eighth grade ELLs scored below proficient in reading comprehension. This indicates that limited reading comprehension proficiency is a large area of concern in elementary education (Cisco & Padrón, 2012). When looking at the relationship between ELLs and the skill of reading comprehension, August et al. (2014) found that the determining factor in their success was building background knowledge and vocabulary. Techniques that were found to be effective were previewing key vocabulary, providing introductions that included story details prior to reading, questioning the students to connect the text with experiences and showing videos to contextualize the reading (August et al., 2014). The research shows that students who struggle with reading comprehension in early elementary school continue to have difficulty reading into adulthood if they do not receive interventions and support (Fraser et al., 2014).

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The Relationship between English Language Learners with Dyslexia and Reading Comprehension

An examination into the relationship between English Language Learners (ELLs) with dyslexia and reading comprehension unfolds. Dyslexia is defined as a specific learning disability with a neurological basis that causes dysfluent word recognition, poor spelling, and decoding abilities (International Dyslexia Association, 2002 in Linan-Thompson, 2014). Readers' with dyslexia are prone to reading comprehension difficulties and these difficulties are coupled when a reader is learning a second language (Delaney & Hata, 2020).

To support language acquisition skills, English language learners with dyslexia need instruction in phonological awareness, decoding, spelling, and vocabulary, in addition with comprehension strategies (Linan-Thompson, 2014). A majority of reading interventions for ELLs focus on early-level reading skills and interventions geared toward reading comprehension, a higher-level reading skill, also support language acquisition (Awada & Gutiérrez-Colón Plana, 2018; Herbet et al., 2016). ELLs with dyslexia are not only learning a second language, but have brain-based differences, compared to ELLs without dyslexia, which slows the progress of language acquisition (Youman & Mather, 2020). By providing interventions focused on strategies to comprehend text, ELLs have developed a skill they can keep in their toolkit when presented with reading material. For the purpose of this handbook, the reading comprehension intervention for ELLs with dyslexia focuses on building text structure awareness.

An intervention on building text structure awareness pertains to teaching concepts on sequence, comparison, causation, description, and problem–solution (Williams et al., 2016). Descriptions of the types of text structures can be found in Appendix 5A. The identification of these concepts allows readers to consider the purpose of the text outlined by the author. The

understanding gained from text structure awareness equips readers with the ability to organize the presented information for comprehension and analysis. Since ELLs, with or without dyslexia, receive interventions in foundational literacy skills, an incorporation of reading comprehension interventions into instruction provides an additional route for readers to understand the presented literature (Herbet et al., 2016).

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Social Justice Component

Social justice models in education focus on issues of respect, fairness, equity for all and a resistance to norms and practices that perpetuate bias (Li & Vazquez-Nuttall, 2009). When looking at the state of ELLs in the education system there is a history of U.S public school districts not meeting their academic and linguistic needs. Social justice issues are prevalent in education and impact our ELLs as they are racially, culturally, and linguistically diverse. ELLs are treated unjustly in the quality and availability of resources they are provided, qualifications of the teachers, and appropriateness of the curriculum (Li & Vazquez-Nuttall, 2009). Many educators have not been trained to work with linguistically diverse learners and are unprepared to do so (Theoharis & O’Toole, 2011). Coady et al. (2016) found that 88% of surveyed teachers had taught an ELL but lacked basic foundational knowledge about ELLs and the potential concerns in teaching them.

The main social justice issues that have been identified for ELLs in public schools are the academic curriculum is dominated by Eurocentric perspectives, school personnel hold biases, majority of school personnel are from White, middle-class backgrounds, ELLs have culturally contradictory expectations from home and school, the utilization of culturally invalid assessment tools, and limited evidence-based interventions for diverse populations (Li & Vazquez-Nuttall, 2009).

This unmet need has led to a call for social justice initiatives to prioritize the needs of ELLs who have been historically marginalized. Successful social justice initiatives that provide equity to ELLs must start with leadership who have a social justice focus. However, research has shown that comprehensive, school wide efforts that include teachers and staff are equally as important for creating effective programs (Theoharis & O’Toole, 2011). Coady et al. (2016)

shared that ensuring an inclusive learning environment is important, the students should be included in the regular classroom activities and the curriculum should be adapted to be applicable for all learners. Theoharis and O'Toole (2011) emphasized that the learner should be the priority and found that including ELLs in the general classroom had the potential to provide them with equitable access to resources, curricula, and services. Inclusion of ELLs focuses on the learner and their needs and allows the students to build relationships with their peers, teachers, and also receive the appropriate linguistic support to build their skills. Case studies have proven that the inclusive program is successful for ensuring equity for ELLs as long as they are receiving differentiated instruction and support from a collaborative team including the ENL/ESL/ELL teacher (Theoharis & O'Toole, 2011)

For the purpose of this handbook the social justice component that was focused on was inclusivity in the classroom and curriculum through modified instruction and small group or paired activities to address equity and celebrate diversity.

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Remote Component

The development of a remote component for reading comprehension interventions for English language learners can be beneficial for remote teaching or the incorporation of online learning techniques within the classroom (Murphy, 2010). Reading comprehension interventions should encompass teaching interventions individually or in groups with a steady release of scaffolded instruction to build mastery (Shanahan et al., 2010). An alignment of the discussion to the text and to the readers' ability and grade level and an incorporation of multiple genres of text to support the purpose of instruction. Teachers explain to students how to identify and link common structures of narrative or informational texts and facilitate thought-provoking discussions in whole class or small group formats. They create opportunities for students to view themselves as capable readers, to collaborate with peers, and to have choices in their reading material. Instruction on building vocabulary and organizing text structure has shown to be areas that improve reading comprehension of English language learners (Baker et al., 2014).

For the purpose of this handbook, remote instruction on reading comprehension for English language learners can include activities in which the teacher monitors students' responses, either verbal or written, during class and provides immediate feedback to students on their work. These activities would be completed by students in an online platform that enables teachers to have immediate access to their work. Another tool to be employed during remote instruction is read-aloud assistive technology to support auditory processing and text comprehension (Kořak-Babuder et al., 2019).

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Website 1: ESL Lounge

Website Link: <https://www.esl-lounge.com/>

Mission: The goal of this website is to provide reading resources to educators for implementation across varying proficiency levels of English language learners aimed at improving communication knowledge and skills.

Overview: The website is divided into sections to access information on how to navigate the website, resources within varying proficiency levels, test preparation materials, and references for other materials relating to lessons. Access to reading materials is gained by clicking a specific level. The levels section consists of beginners, elementary, pre-intermediate, intermediate, upper intermediate, and advanced. Within the levels, materials for pronunciation, vocabulary, grammar, reading and listening comprehension, discourse, and writing, can include worksheets, flashcards, reading texts, writing prompts, pairwork, game play, audio files, conversation prompts, and themes and topics. A majority of the materials are free to access and download. There is an option to pay for a premium membership which offers differing subscription packages to access additional resources. Teachers would find this website useful as it provides a diverse range of literacy material for varying language proficiency levels.

Reference

ESL lesson plans. (n.d.). ESL Lounge. Retrieved March 10, 2023, from

<https://www.esl-lounge.com/>

Website 2: LearnEnglish Kids



Website Link: <https://learnenglishkids.britishcouncil.org/>

Mission: The goal of this website is to provide resources for kids ages 5-12 and parents learning the English language.

Overview: The website LearnEnglish Kids was created by the British Council- The United Kingdom's international organization for cultural relations and educational opportunities. The website contains a multitude of resources varying from free online games, songs, stories, videos and activities for children who want to learn English. The website also offers guidance and tips to parents and carers on how to support their children learning English. LearnEnglish Kids has interactive games and activities based around the domains of vocabulary, grammar, reading, writing, spelling, and pronunciation. The website also contains a section specifically for parents on how to guide and support their child's learning. LearnEnglish also offers English courses for children; Primary Plus for ages 6–12 and Secondary Plus for ages 12–17. The website also offers English courses for adults to help improve their own level of English so they can help and support their child's learning. Each of these courses were created by English Language experts and are taught by highly trained and experienced teachers. Teachers would find this useful as it provides alternative fun ways for students to improve their reading skills and reading comprehension

Reference

Home: Learnenglish kids (n.d.). Retrieved March 20, 2023, from

<https://learnenglishkids.britishcouncil.org/>

Website 3: LD@school

Website Link: <https://www.ldatschool.ca/strategies-for-teaching-reading/>

Mission: The goal of this website is to provide a web resource to help educators get the information they need to support their students. Educators can find strategies for teaching reading to English Language Learners with Learning Disabilities.

Overview: The LD@school website provides educators with free resources that act as necessary for students with LDs but can be beneficial to all students. The website features resources and professional development materials in a variety of formats, which highlights evidence-based, evidence-informed, and practice-informed approaches, practices and strategies that can be put directly to use in the classroom. The website is full of information and inspiration, available 24/7. Educators can choose materials that work for their classroom, in a format that suits their needs. Whether it's a video or a webinar, a podcast or an article, the website is full of searchable resources. The materials available on the website are created by educators and researchers, so school personnel can draw on the experience of experts in the field to gain strategies for teaching and advice to help students reach their full potential. Teachers can find this website useful as it specifically targets ELLs and provides resources for working with students classified as LD.

Reference

Learning Disabilities Association of Ontario. (2017). *Strategies for teaching reading to English*

language learners with learning disabilities. LD@school.

<https://www.ldatschool.ca/strategies-for-teaching-reading/>

Website 4: Starfall Education

Website Link: <https://www.starfall.com/h/>

Mission: The goal of this website is to emphasize exploration, play, and positive reinforcement in the areas of reading, language arts, and mathematics for students in preschool to fifth grade. The games, movies, and books specifically target students in the areas of special education, English language development, and students who are homeschooled by encouraging them to be confident and intrinsically motivated to learn.

Overview: This website was created in 2002 by the nonprofit organization Starfall Education Foundation whose founder had dyslexia. He wanted a website to help students like him learn through a website that had untimed, multisensory interactive games. The website homepage gives users free access to over 180 different activities in different academic areas. This website is beneficial to students of all learning backgrounds as it is self-paced. The main section of the website is the phonics-based reading program that is broken into 4 sections: *ABCs*, which introduces letter sounds; *Learn to Read*, which teaches some of the more common sounds through interactive games, books, and videos; *It's Fun to Read*, in which students learn to read in context; and *I'm Reading*, in which students read short books, comics, and plays. Specifically in the games pertaining to reading each game has a book and video associated that highlight the specific skill that game focuses on. The website highlights that the reading and language arts program is research-based and field tested and their content meets Common Core Standards. The

website also includes a Parent-Teacher center that provides resources for parents and teachers including a guide to using the website, lesson plans, an index guide to search for specific activities on the site, and free downloadable worksheets, games, and other activities. The website also has a free app version and online store that has access to high-quality educational materials at a low cost. There is also an option to purchase a membership to the site which provides parents and teachers access to additional activities and resources. Teachers would find this website useful as each student will be able to work at their own pace and receive corrective feedback which enables them to work independently. Teachers can also utilize the free worksheets and lesson plans with printable PDFs that may be useful to supplement their lessons.

Reference

Starfall. (n.d). Starfall Education. Retrieved March 2, 2023, from <https://www.starfall.com/h/>

Website 5: New York State Migrant Education Program**Website Link:**

<https://www.nysmigrant.org/resources/pd/Reading-Comprehension-of-Literature%3A-Characterization>

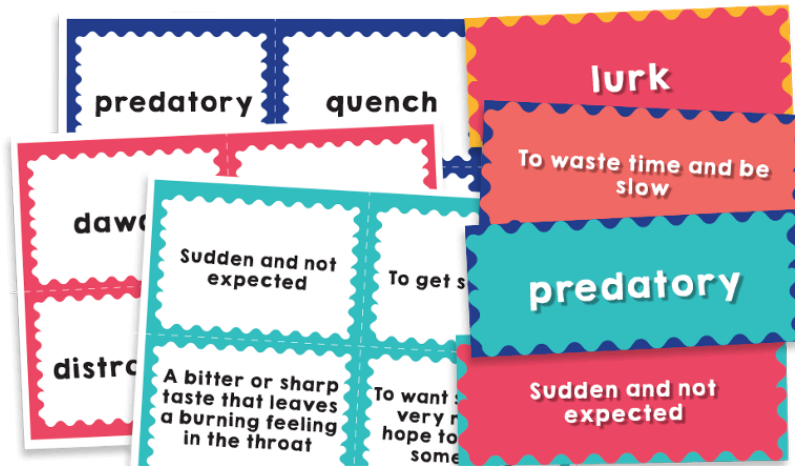
Mission: The goal of this website is to provide English Language Learners in grades K-8 the strategy of characterization to improve reading comprehension of literature.

Overview: This website provides educators with a reading comprehension lesson plan on characterization. There are downloadable files on facilitating the lessons, powerpoint notes, strategy instructions, a list of character traits, character trait graphic organizers, and conflict maps. This lesson plan includes nine modules with targeted strategies for reading comprehension which can be administered in any order. The length of the lessons are 30 minutes. It can be delivered to groups or individually with children in grades K-8. The materials are free to access and download. Teachers would find this website useful because it provides a step-by-step process to teach characterization, alongwith graphic organizers and tables to supplement the lesson.

Reference

New York State Migrant Education Program. (n.d.). *Reading comprehension of literature: characterization*. Retrieved March 10, 2023, from

<https://www.nysmigrant.org/resources/pd/Reading-Comprehension-of-Literature%3A-Characterization>

Coach Card #1: Three-step process for explicit vocabulary instruction, plus Frayer Model

Introduction: Reading instruction can be enhanced through effective vocabulary instruction, “indeed, one of the most enduring findings in reading research is the extent to which students’ vocabulary relates to their reading comprehension” (Lehr et al., 2004, p.3, as cited by Mary, 2015). As a result, knowing the meaning of words relates strongly to reading comprehension and overall academic success. One of the most important things teachers can do to improve students’ comprehension of text is to explicitly pre-teach important vocabulary words. Many reading specialists believe that explicit vocabulary instruction before reading is a critical component in achieving successful reading comprehension. The strategy of pre-teaching vocabulary is especially important when students read informational text with unfamiliar, domain-specific vocabulary (such as academic vocabulary). Teachers can select words for explicit instruction that are specific to a particular culture, geography, or subject matter with which students are likely unfamiliar. The ongoing review of previously taught vocabulary is equally important. Researchers estimate it may take a few exposures before a student truly learns the meaning of a word. Therefore, the repeated exposure could occur in the same lesson or passage, but exposure

is most effective when they appear over an extended period of time (The Meadows Center, 2012).

Description: The Frayer Model is a graphic organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading, and viewing texts. It is used before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary. This strategy supports students' acquisition of new words and using resource materials by providing students with a structure to examine words for their definitions, characteristics, examples, and non-examples. Word learning requires multiple exposure to the word within meaningful contexts (Wisconsin Department of Public Instruction, n.d.).

Target (skills): Improve student's vocabulary acquisition and reading comprehension.

Location: In the classroom (individual or small group).

Materials:

- Writing tool (pencil, pen, marker, crayon, color pencil, highlighter)
 - If completed electronically a computer or laptop may be needed.
- A dictionary available in the classroom for students to use if needed.
- Frayer Model Planning Template (Appendix 1A).
- Frayer Model Graphic Organizer (Appendix 1B) (can be done electronically).
- Electronic version of Template and Graphic Organizer.

Frequency: This intervention could be implemented daily for a total of 15 to 30 minutes for a total of 8 weeks.

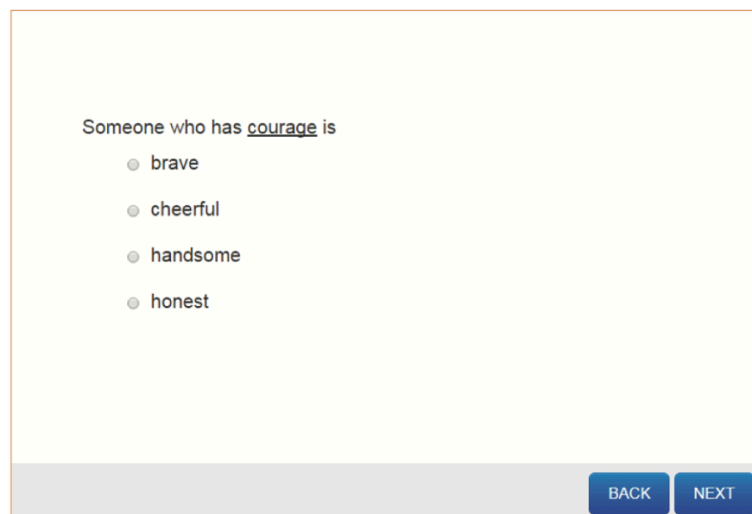
Target Age: Elementary (can be used in K-12)

Progress Monitoring: Aimsweb Plus reading assessment for vocabulary.

The aimswebPlus reading assessment system for Grades 2 through 8 is a set of brief standardized measures. Some of the measures can be used for the frequent progress monitoring of students identified as at risk. Vocabulary (VO) measures the range of a student's knowledge of grade-appropriate words. The vocabulary measure helps to inform instruction and provide further understanding of a student's reading ability. The student chooses from multiple-choice options that response the best matches the meaning of vocabulary words. Each question has 4 response options. Target words are presented underline with only enough context to identify each word's part of speech. This is an untimed measure (admin time 4-7 minutes). The student can also have items read out loud during the test using the Text-to-Speech feature. The student will be administered the aimswebPlus reading assessment to monitor progress two times a week.

A Sample Online Student Test Page

Figure 9 Vocabulary Student Test Page



Someone who has courage is

- brave
- cheerful
- handsome
- honest

BACK NEXT

Materials Needed

Each student will need their own computer station that meets minimum system requirements for properly viewing and interacting with the test content. Each student's computer station needs a mouse and headphones, with the volume set to a reasonable level.

Administration Directions

Vocabulary is administered online, with all administration directions necessary for students to complete the test included. Before you begin, be sure the testing area is reasonably quite free from distractions.

Scoring Rules

Students receive 1 point for each correct answer. The maximum total score for Vocabulary is 16 points (Grade 2) or 22 points (Grades 3-8).

Example of Data Collection

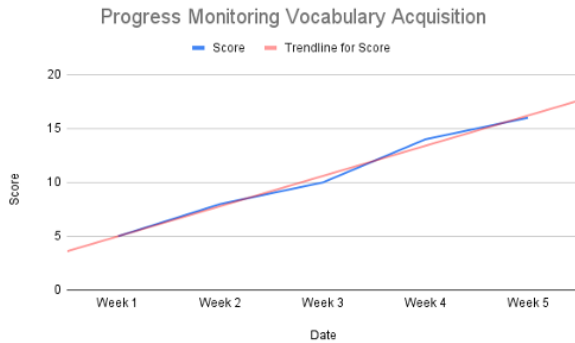
Student Name: Bobby Brown

Examiner: Teacher, Ms. J

Date: 10/31/2023

Grade: 2nd grade (Fall)

Score	Dates
5	Week 1
8	Week 2
10	Week 3
14	Week 4
16	Week 5



Directions (Sequence of Lessons/Sessions/Instructions (Script)):

- The procedure for introducing vocabulary words is as follows:

Teacher: Before we read Chapter 4, I will introduce several words you will need to know to understand the story.

- Step 1: Say the word. Have students repeat the word.

Teacher: The word is “precious.” What word?

Students repeat: “precious.”

- Step 2: Tell the students what the word means.

Teacher: “Precious” means “of great value or worth.” Your new iPhone may be important to you, but the necklace that your great-grandmother handed down to you on your 15th birthday is precious.

- Step 3: Tell students how the word is used in the story and explain.

In chapter 4, we learn that Hussain has told a carpet maker that Iqbal is precious. Why would Hussain consider Iqbal precious?

Accept all reasonable responses.

After introducing each word, connect the word to the context of the passage. Spend a maximum of 2 minutes per word. After this brief introduction, students will encounter the words again

while reading the chapter and using a Frayer Model later in the lesson. Use the Frayer Model Planning Template to plan your instruction.

- Introduce this graphic organizer and model its use. Students may follow along and fill in a Frayer Model example during the modeling.
 - 1. Place the blank Frayer Model graphic organizer on the board or in the front of the classroom where everyone can see.
 - 2. Write the word precious in the middle of the model.
 - 3. Introduce the word and the model.

Teacher: We will delve deeper into a few of our words. The first word we will examine is “precious.” This type of graphic organizer is called a Frayer Model. We will use this model to obtain a deeper understanding of words.

- **Note:** It is essential to think aloud, making the thought process clear to students, while modeling steps 4-7. Verbalizing thinking provides a model for students when they attempt to use this strategy on their own or with a partner.
- 4. Write the definition on the transparency.

Teacher: We said that “precious” means of great worth or value. This is the definition, so we write it under the box labeled “definition.” If I don’t remember the definition, I can look back on my student log to find it.

- 5. Think aloud and list characteristics.

Teacher: Next, we need to list characteristics, or features, of something or someone who is precious. So, I need to list words that describe the word “precious.”

- 6. Think aloud and list examples.

Teacher: I will list several examples of something or someone who is precious. Well, I remember that Hussain said that Iqbal was precious because of his talent and skills, so I will write “Iqbal.”

Continue to think aloud as you list other examples, such as a mother, family jewelry, a home, a child, a family pet, etc.

- 7. Think aloud and list nonexamples.

Teacher: The last section asks for nonexamples. I need to think of people or things that are not precious. Maybe my overhead projector isn't precious. I need it to teach, but it is not priceless or irreplaceable.

Continue to think aloud as you list other nonexamples, such as a phone, a pair of shoes, a backpack, earrings, etc.

- 8. Follow steps 2 and 4-7 with additional words.

After this activity, students will encounter the vocabulary words in the passages the teacher will use in their instruction. The intervention will help ELLs to expand their vocabulary. In addition to the students comprehension of sentences when reading unfamiliar words.

The following are some ideas of strategies and technology-based tools that can provide enhanced support:

1. Provide students with sentence starters, if needed.
2. Use apps or extensions to support spelling, grammar, and punctuation (e.g., Grammarly).
3. Use apps or extensions to support word prediction and read text aloud (e.g., Read&Write for Chrome or built-in text to speech on computer).
4. Assign student pairs or groups to complete slides together or a slide to complete a class set.

5. Integrate interactive games during instructional time to reinforce and review new vocabulary (e.g., Kahoot).

Remote Component: According to Dazzeo et al., (2020) reveal technology tools in today's classrooms can provide an engaging and assistive digital spin on the Frayer model, which has been in use as a vocabulary development tool for over 50 years. Incorporating several guidelines for the active processing of vocabulary, graphic organizers are identified as an effective vocabulary instruction tool. A remote component while using the Frayer model can allow teachers to provide immediate and corrective feedback on students' work. Corrective feedback is extremely beneficial to ELLs. There has been much research done on the effects of corrective feedback on second language acquisition. Whether the feedback is explicit and direct or implicit and indirect, ELLs will see benefits and growth in their language development. Although corrective feedback often seems to only point out the negative, praise is an extremely effective component. By using positive feedback consistently, ELLs will build confidence in their skills which in turn help them progress with the language (Coleman, 2020). Teachers can implement a remote instruction activity for the Frayer Model in order to monitor students' written work. This method can allow teachers to provide immediate feedback on a student's work.

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Coach Card #2: Schema Sensory Chart

Summary: The intervention “ Schema Sensory” helps students practice utilizing prior knowledge. Throughout the intervention, students are required to engage in a structured conversation guided by the interventionist. With this intervention, students must think about their own past experiences regarding a topic selected by the interventionist. The group will then discuss what they have experienced in a specific sensory category with the group. This is particularly beneficial to English language learners because they are able to use what they have already experienced, including their senses, and create new connections. They are also able to apply those new connections to the new material being taught in the classroom. By guiding group conversation, the interventionist can encourage members to speak about their own specific experiences and prompt discussion how those experiences may differ from one another.

Target Skills: Activate and utilize background knowledge to help further reading comprehension

Location: Small Groups in Classroom

Required Materials:

- Short Story
- Schema Sensory Chart - Appendix 2A
- Pencils
- White board
- Marker
- Progress Monitoring Template - Appendix 2B

Frequency: 3 times per week for 6-8 weeks

Progress Monitoring: At the end of each session, the interventionist will ask five questions in which the students will be required to answer verbally. The five questions will each be in

correspondence with the five senses listed in the schema chart. The questions will be asked after the intervention has been completed for that day. The questions will also be based around the topic of that day's story. The students will not be allowed to use their graphic organizer when answering these questions.

- Scoring: Each question answered that is related to the story's topic will result in one point. Any question that is not answered or is answered incorrectly will result in 0 points. There are a total of 5 questions each worth one point. The results will be graphed based on percentage correct.

Students will complete a similar series of questions surrounding a new topic at the end of each week. See the appendix for the progress monitoring template (Appendix 2B).

Directions for Implementation:

1. Prior to beginning the intervention, select a short story to read to the group
2. After selecting the short story, identify a topic associated with the text to be the main focus of your group's schema chart. For example, if your short story's setting takes place on a beach, you could use the beach as your group's topic.
3. Create a copy of the schema chart onto a large whiteboard.
4. On the top of your schema chart make sure to write in your group's topic.
5. After you have copied the chart onto your whiteboard handout the intervention materials to the group. Those include a schema sensory chart handout and a pencil.
6. Begin the intervention by introducing the story picked for today's session
7. Afterwards, introduce the topic that the group will be focusing on for today

8. Explain to the students that today they will be thinking of their personal experiences regarding the identified topic and that they will be sorting those experiences into the five senses; seeing, hearing, tasting, feeling, and smelling.
 - For example, if the topic was “*Beach*” and a student said “*When I think of the beach I taste popsicles*”. Popsicles would then be listed under the sense of “taste”.
9. Help facilitate a structured discussion by going through each of the five senses as a group. Allow for students to share their experiences regarding the topic and write down those experiences under the appropriate senses as you go along.
 - Encourage students to speak using the phrase “*When I think of the beach I...*”
10. Once the group has gone through and shared about each sense, re-introduce today's story to the group
11. Finish the intervention by reading the story aloud to the group.
 - When applicable, relate back to some of the experiences students said earlier with the text

Social Justice Component: This intervention is based upon structured discussions of cultural differences of real life experiences between a group of diverse students with differing levels of english proficiency.

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Coach Card 3: Drawing Inferences “Reread-Share-Think”

Description: In reread-share-think the students will focus on making inferences which is an important skill that is the foundation of critical thinking that can be used across all content areas (Li et al., 2021). This skill will encourage students to work towards answering presented inferential questions by re-reading the text to look for clues, interpreting and sharing aloud the information along with what they already know, and then presenting an opinion or idea that can be supported by the text and what they know. This intervention includes elements such as teacher modeling and techniques from peer assisted learning which have been found to be effective in helping ELLs in elements of reading (Saenz et al., 2005).

Targeted Skills: To develop competence in text-connecting and non-predictive knowledge-based inferences in order to improve comprehension. This specific intervention targets students in grades 3rd-5th.

Location: The classroom

Materials:

- Graphic organizer (Appendix 3B)
- Teacher created inferential question(s)
- Short narrative text printed for each student (recommended 50-100 words)
 - <https://booksmart.worldreader.org/>
 - <https://www.k5learning.com/reading-comprehension-worksheets>
- pencil/marker/colored pencil

Frequency: 3x a week for 30 minutes in 2 parts for 6-8 weeks. Part A is full group modeled instruction and guided practice for 15 minutes and Part B is paired peer practice for 15 minutes.

Progress Monitoring: This intervention will be monitored with a multiple-choice quiz measuring a student's ability to answer inference questions after reading short passages. This

progress monitoring quiz will be utilized during the baseline and intervention phases. The progress monitoring will be graphed utilizing the percentage of questions correct. The progress monitoring quiz will be administered at the completion of each intervention session. An example quiz measuring the ability to make an inference is provided in the appendix 3C. These quizzes will be administered using pencil and paper.

Directions:

Part A: Teacher Modeled and Guided Practice

1. Prior to the activity, the teacher should select a short story/passage of 50-100 words that can be printed from <https://booksmart.worldreader.org/> or <https://www.k5learning.com/reading-comprehension-worksheets>.
2. The teacher should then create one main inferential question for that passage for students to focus on while they are completing the activity. (As the intervention progresses the teacher can add more questions as needed.)
3. Then the teacher must first give a brief lesson/review of what inference making is using simple, student-friendly language. This should occur each time the intervention is given as a review. See appendix 3A for an example script of this mini lesson.
4. The teacher hands out the graphic organizer and explains how to use it (appendix 3B).
5. The teacher identifies the inferential question and has students write it in the first box of the graphic organizer.
6. The teacher reads aloud a short passage while students follow along with their own paper copies.
7. Then the teacher should think aloud to model how to put this information into the graphic organizer using the reread-share-think framework.

- a. First modeling to the students how to reread the passage to find clues that can be used to answer the question
 - i. When they find these clues they should underline or highlight them and then write them into the “reread” section of the graphic organizer
- b. Next the teacher should think aloud to share what they already know and write this into the “share” section of the graphic organizer
- c. Finally the teacher will think aloud to connect the clues with what they know to create an inference that answers the question.

Example:

Question	Reread	Share	Think
What is the setting of the story?	<ul style="list-style-type: none"> • The boy put on his hat, coat, and boots • The cat jumped at the rumbling of the plow while he was getting ready. 	<ul style="list-style-type: none"> • You wear a hat, coat and boots when it is cold • Plows are on the road when there is snow 	<ul style="list-style-type: none"> • The character is wearing clothes for cold weather and the plow is out so I think that the setting of the story is Winter.

7. The teacher should then allow for guided practice with a new story where students complete this process as a whole class with the teacher guiding each step but asking the students for their input and participation.

- a. In this stage the teacher should ask for volunteers to read the passage, for students to identify the clues that help answer the questions and for the students to volunteer background knowledge.
- b. The teacher is prompting the students at each section of the reread-share-think and helping them to fill out the graphic organizer.

Part B: Pair Peer-Assisted Practice

1. Prior to the activity, the teacher should have pre-selected pairs that pairs the lower level reader with a higher level reader.
2. The teacher should present a paper copy of the passage to the students with the graphic organizer and an inferential question for that passage.
3. The teacher can also present the option to complete the organizer by drawing pictures if the students struggle with written language since this is not a measure of writing ability.
4. The pair should start by taking turns reading sentences of the short passage. If the lower level student struggles with a word the partner can help them with it.
 - a. It is important in this stage that the teacher is walking around the room to ensure that both partners are contributing to the reading aloud.
5. Once the students have read the passage they should go back to the questions and then reread the passage to look for clues that can help them to answer the question.
 - a. They should use their marker or colored pencil to underline the clue words
 - b. They then should write (or draw) the clue words into the “reread” section of the graphic organizer
6. After this step the students should brainstorm any information that they already know about this topic and share this aloud with each other.
 - a. Students should be given enough time to have discussion in this step as a discussion can help them to fill in the gaps of their background knowledge and help them engrain that knowledge for the future.

- b. Once the students have shared aloud the background information, they should write this (or draw images) in the “share” section of the graphic organizer.
7. The students should then reflect together on the reread and share sections of the organizer to answer the inference question and then write (or draw) their inference into the “think” section of the organizer.

Social Justice Component: The peer assisted reading component of this approach highlighted in Part B is important as pairing an ELL with a native English speaker for activities that involve reading helps the ELL learn to read more accurately and fluently. This in turn will aid them in improving their inferencing abilities and overall reading comprehension. This paired reading approach aspect of the intervention encourages participation, celebrates diversity in reading abilities and works to close the reading and achievement gap.

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Coach Card #4: Summarization Squares

Summary: The intervention “Summarization Squares” focuses on practicing the skill of summarizing. While summarizing, a reader reduces large sections of text to the most important information. A summary, like a paraphrase, is a variation of an original passage in one’s own words (Lanning 2008). This skill is an essential component in efficient reading comprehension. Along with practicing the skill of summarizing, this intervention also allows for practice in sequencing events, finding key components to a story, and vocabulary acquisition. The use of a graphic organizer allows for students to create organized and structured summaries. Teacher modeling, oral storytelling, and peer engagement are also main components in this intervention. By integrating students with varying levels of English proficiency and fostering peer engagement, this intervention allows for English language learners with lower English proficiency levels to work with students with higher proficiency levels who in turn can help them better understand.

Targeted Skill: Summarizing information

Location: Small Group Instruction in classroom

Required Materials:

- Short Story or Passage Reading
- Graphic Organizer - Appendix 4A
- Loose Leaf Paper
- Pencil
- Giant Notepad
- Marker

Frequency: 3 times per week for 6-8 weeks

Progress Monitoring: At the end of the session, the interventionist will administer a CBM passage reading to the group. The teacher will read aloud a passage with students and allow for them to fill in their graphic organizer by themselves throughout the reading. At the end of the reading, the students will then write a summary from the passage they just heard. The teacher can then monitor how well the students are applying their summarization skills from the overall summary they create. As students begin to progress, the teacher may increase the difficulty of the passages administered.

Directions for Implementation:

1. Create a copy of the students graphic organizer onto the giant notepad paper.
2. After creating your giant organizer, display on an easel so students can view easily and refer back to throughout the intervention.
3. Prior to beginning the intervention, identify three vocabulary words that are used throughout the readings. This will become the students targeted vocabulary words to remember and add to their own graphic organizer charts. When picking your vocabulary words use words that specifically relate to the reading's overall theme to help further enhance reading comprehension.
4. After picking out your targeted vocabulary words, write these three words into your giant graphic organizer chart on your notepad easel for students to see clearly. Do not define these words yet, as you will later on with your students throughout the story.
5. Hand-out a graphic organizer, a piece of loose-leaf, and pencil to each student
6. Begin intervention by presenting today's readings targeted vocabulary words.

7. Engage in conversation and brainstorm what they think these words may mean before reading.
8. Read the chosen short story and passage of the day.
9. While reading, help students identify components that should be written into their graphic organizer and write them onto your large graphic organizer on the easel for students to copy down.
10. While reading, prompt questions to help students identify key components that should be included in their organizers. (Example: What characters have we met so far?, Do we think that this is an important part of the story?, What is *insert character's name* trying to do ?, etc.)
11. Remember to revisit the targeted vocabulary words and define them as they come up throughout the story. Make sure to ask students how these words relate to the overall topic of the story- if applicable.
12. After the organizer, ask students to compose a short summary on the story and/or passage they just read on the piece of loose leaf paper you provide them with.
 - Encourage students to refer back to and use the graphic organizer they filled out during the reading.
13. Collect summaries and review.

Social Justice Component: When establishing these intervention groups it is important to place English language learners with students with well developed english skills and proficiency in order to support English language learners in their language acquisition skills.

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Coach Card 5: Read-Identify-Analyze-Map (RIAM)

Description: The building of text structure awareness allows readers to pull vital content information from the text (Awada & Gutiérrez-Colón Plana, 2018). In addition to helping students derive meaning from the texts, teaching text structure leads to the production of such skill in students' own writing compositions. This skill will encourage students to examine how authors use structural factors to convey their ideas by reading leveled texts, identifying elements of text structure, analyzing the author's purpose with the elements of text structure, and organizing this information into a map in small groups and then independently (Zimmermann & Reed, 2020). The five common text structures include: sequence, comparison, causation, description, and problem–solution (Williams et al., 2016). Descriptions of the common text structures can be found in Appendix 5A. To support language acquisition skills, English language learners with dyslexia need instruction in comprehension strategies (Linan-Thompson, 2014), which improve the retrieval fluency of information from the text (Awada & Gutiérrez-Colón Plana, 2018).

Targeted Skills: Identify parts of text structure to improve reading comprehension. This specific intervention targets students in grades 3rd-5th.

Location: The classroom

Materials:

- Written text
- Graphic organizers (i.e. text structure guide and text map)
- Pencil
- Computer for remote or online learning

Frequency: 3x a week for 40 minutes in 3 parts. Part B is a whole class instruction to introduce the lesson for 5 minutes. Part C is teacher modeled identification, analysis, and text map making for 15 minutes. Part D is guided practice in small groups which eventually leads to independent

practice in the identification, analysis, and text map making of the structural elements for 20 minutes.

Progress Monitoring: This intervention will be monitored using a teacher-rated scale (Appendix 5B) measuring the student’s ability to identify and analyze text structure to comprehend text. The scale is a 0-4 system. Students get a numerical score on the rubric, along with specific remarks on the strengths and weaknesses of the text structure analysis completed in their text map. A text map is to be completed for each assigned text and therefore, a progress monitoring sheet is to be used with each submitted text map. Since the intervention is being implemented 3x a week, there would be at least 3 progress monitoring sheets completed for each student. The intervention should be administered for at least 8 weeks per evidence-based guidelines. Learning of this skill is defined as a student achieving scores of either 3 or 4 for at least 6 consecutive weeks on both text maps submitted each week.

Directions:

Part A: Prepare the Lesson

1. Single-text Instruction

- a. The initial stage focuses on students’ being able to identify single text structures before moving on to the identification and analysis of multiple text structures. The initial text structure presented is controlled exemplar texts. Exemplar texts are examples of pieces of writing chosen by the teacher, or created by the teacher, to demonstrate text structure to the class.
 - i. Free online resources for teachers to examine their text selection include:
<https://datayze.com/readability-analyzer.php> and
https://www.online-utility.org/english/readability_test_and_improve.jsp to

analyze readability, <https://datayze.com/difficult-word-finder.php> to identify difficult and extraneous words, and

<https://www.readworks.org/find-content#!contentTab:search/q:/g:/t:/pt:/features/> to select leveled premade texts.

- ii. The selection of texts should go through the process of examination by the teacher to see the amount of students' background knowledge, the bulkiness of the information, and the presence of abstract or figurative language.
- b. Develop targeted learning objectives that are pieced into subskills. The learning objectives can be aligned to your reading curriculum. For example:
- i. The overall targeted learning objective is to have students examine how the author's points are organized by specific sentences, paragraphs, or larger sections of a text.
 1. The subskills would include: identification of the author's purpose, summarization of the author's points, identification of the structural elements, and analysis of how the structural elements connect to the author's purpose.
- c. Text structure may change within and across paragraphs. Spend time identifying structural elements in each selected text during instruction.
- d. Create a text structure guide for students to use while they read informational text and work on the analysis of structural elements activities. An example of a text structure guide can be found in Appendix 5C.

- i. The guide contains a definition of each common type of structure, offers a visual map to represent how the information can be organized, guiding questions, sample signal words and phrases, and a list of text structure partners.
 - ii. The guiding questions can be used with any text with the particular structure. Teachers may need to create guided questions that relate to the assigned text.
 - iii. The sample signal words and phrases are to indicate particular text structures. For example, students can associate the word similarly, with compare-contrast text structure. However, signal words and phrases by themselves are not proof of a specific text structure because words can be used in many ways within text structures.
- e. The list of text structure partners is to demonstrate how text structure can show together because one text structure is utilized to support or explain another structure. Students can use this to self-monitor their comprehension while reading and to organize the information presented in the text.
 - f. Once the text has been selected, the teacher should make note of the author's purpose statements, identify the structural elements and their partners, create a text map for each assigned text, and craft written and oral questions.
 - i. The written and oral questions are the most important points to mention.

2. Multiple-text Instruction

- a. Multiple-text instruction includes more than one piece of written text that is analyzed by students at a single point of time. Develop targeted learning

objectives that are pieced into subskills. The learning objectives can be aligned to your reading curriculum.

- b. Follow instructions above to complete teacher versions for multiple-text instruction.

Part B: Introduce the Lesson to the whole class

1. Introduce the purpose of the lesson to students
 - a. For example: “We are going to learn about text structures, which are the ways authors organize their information in their writing pieces to share with us. Understanding this helps us understand what we read.”
2. Define text structure
 - a. For example: “Text structure is the way the author organizes the information in their writing to achieve a specific purpose, such as to inform the reader or persuade.”
3. Discuss text structures by introducing text structure guides (Appendix 5A) and text maps (Appendix 5C)
 - a. The text structures are compare-contrast, cause-effect, description, problem-solution, and sequence.
 - b. Display the text structure guide on the screen and identify its components to students.
 - c. Display the text structure map on the screen and identify its components to students.
4. Mention the two common purposes of informational texts (inform and persuade)
5. Demonstrate how to find the author’s purpose and the main idea

6. Repeat these steps at the beginning of every lesson

Part C: Teacher Modeled within a small group lesson

1. After introducing the lesson, teachers distribute the materials to students (written text, text structure guide, and text map). The writing sample and the text map are to be distributed each lesson. The text structure guide can remain with students or can be kept by the teacher.
2. Read the text aloud to students once, mention unfamiliar vocabulary words and text features, such as charts, graphs, or images and have students verbalize the main idea of the text.
3. Mention the two common purposes of informational texts (inform and persuade)
 - a. The purpose is to persuade the reader if the author is making a claim.
 - b. The purpose is to inform the reader if the author is providing ideas.
4. Teachers demonstrate how to find the author's purpose and the main idea
5. Teachers annotate the text by underlining structural elements and writing the name of those elements in the margins.
 - a. Explain the important of structural elements and how it highlights the authors points
 - b. Discuss how the structural element helps the author achieve their purpose (inform or persuade)
 - c. Illustrate structural partners by drawing arrows connecting them in the margins
 - d. Continuously refer to the text structure guide
6. Model creating a text map

- a. Can be created with paper or pencil on the spot, or premade graphic organizers, or on the computer
- b. The purpose is to visually organize the important information that was annotated in the text

Part D: Guided Practice

1. Teachers form pairs or small groups of students to read aloud a new short passage together.
 - a. For students with or at risk for learning disabilities, scaffold by highlighting or underlining sentences, paragraphs, or sections in the text that communicate the author's points.
 - b. For students having particular difficulty grasping the concepts, teachers can provide a guide for identifying the author's points and purpose
2. Once the students read the text for the first time, students use the text structure guide as they reread and talk to one another to identify the structural element present in each highlighted section.
 - a. Teachers walk around the room to monitor their work and inquire their thinking with a question such as:
 - i. "What were the clues in the text that helped you identify the text structure type?"
3. The pairs or small groups then work together to respond to the guiding questions about the connections between the structural elements with a question such as:
 - a. "How does the author's description of _____ relate to _____?"

- b. To provide more scaffolding, teachers can offer the questions in a multiple-choice format
 - c. Again, teachers walk around the room to monitor their work and inquiry their thinking
 4. Next, the pairs or small groups collaborate to create a text map.
 - a. The text map has to visually demonstrate the connections between the textual information
 - b. Students' experience with text mapping can be taken into consideration when given a text map to complete
 - i. For example, they can fill in blanks on a partially completed map, fill in a blank version the teacher created, or create a text structure map themselves.
 - c. Teachers should go around the room to ask students about how the information they put in their own map is connected to a structural element and how their maps demonstrate the author's organization of the text's structure.
 5. Teachers can begin the gradual release of instructional scaffolding when students have demonstrated they can identify and analyze a set of structural elements using guided questions and text maps
 6. At this point, pairs or small groups work together to read a new short text, annotate the text by identifying the structural elements, and create a text structure map.
 - a. Students are not supported with guiding questions when identifying important sentences, paragraphs, or sections.
 - b. Teachers are still monitoring students' answers and providing corrective feedback

- c. Teachers can also conduct re-teaching (guided discussions or additional modeling) on specific skills or concepts
- d. Students need practice with multiple texts prior to adequately practicing the text structure strategies independently.

Part E: Independent Practice

1. When students demonstrate they can identify and analyze multiple text structures, teachers provide a new informational text.
2. Teachers and students follow the same series of steps in guided practice for the identification and analysis of text structure.
3. Working with a peer has concluded, but students still require instructional feedback

Part G: Writing Component

1. Evidence has shown that incorporating a writing component into text structure instruction supports learning and applying this skill to one's own writing.
2. Teachers can have students identify their own writing topic, create a text map, and then have students produce sentences or paragraphs that align with the text map.
3. Students' can write sentences or paragraphs that demonstrate a structural element to support their own purpose.
4. This would take place after proficiency with independent text map making and text comprehension is evident through the progress monitoring sheets.
5. The progress monitoring of the writing component uses the same sheet for the text map.

Remote Component: For remote instruction, read-aloud assistive technology has shown to be helpful in text comprehension for English language learners with dyslexia. This tool can also be enabled during in-person lessons. Another strategy to employ is activities in which the teacher

monitors students' responses, either verbal or written, during online class and provides immediate feedback to students on their work. These activities would be completed by students in an online platform that enables teachers to have immediate access to their work.

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Appendix

Appendix 1A

Fray Model Planning Template

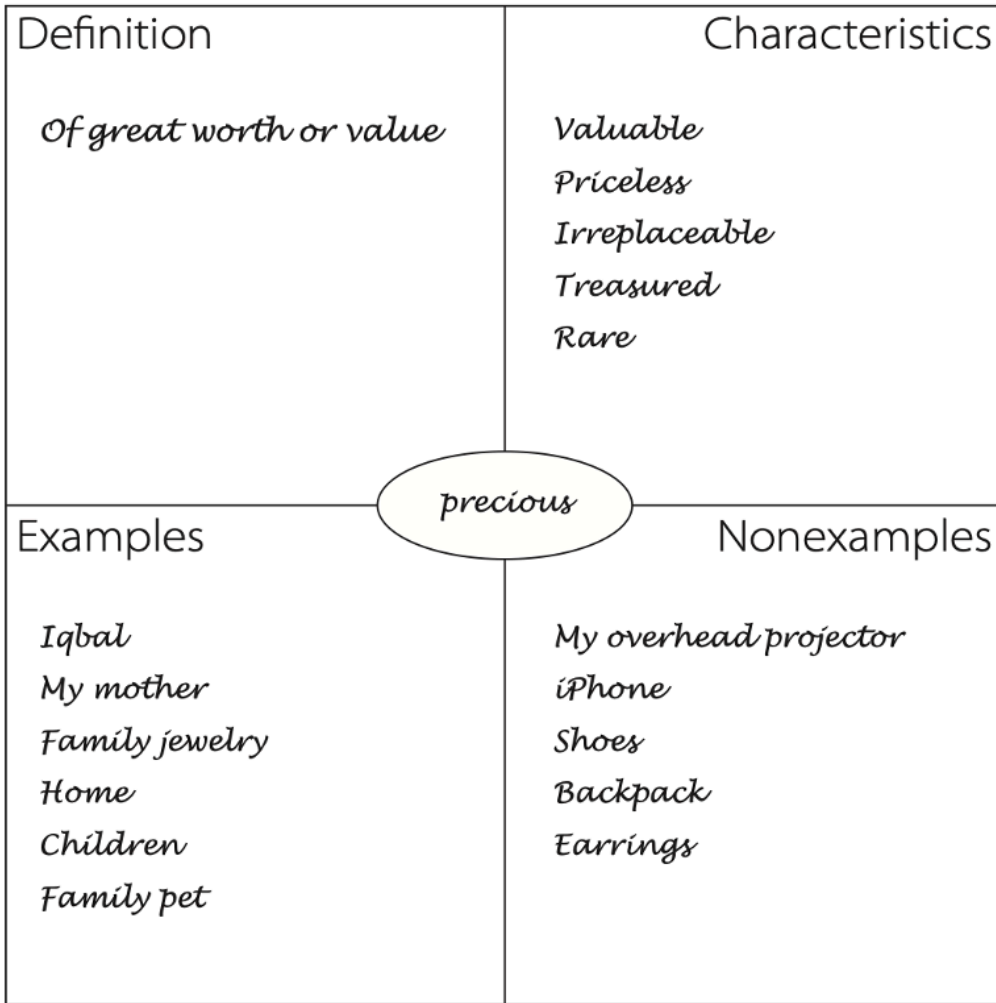
Fray Model Planning Template

<p>Vocabulary word</p> <p><i>precious</i></p>
<p>Definition</p> <p><i>Of great worth or value</i></p>
<p>Characteristics</p> <ul style="list-style-type: none"> • <i>Valuable</i> • <i>Priceless</i> • <i>Irreplaceable</i> • <i>Treasured</i> • <i>Rare</i>
<p>Examples</p> <ul style="list-style-type: none"> • <i>Iqbal</i> • <i>My mother</i> • <i>Family jewelry</i> • <i>My home</i> • <i>My children</i> • <i>My pet</i>
<p>Nonexamples</p> <ul style="list-style-type: none"> • <i>My overhead projector</i> • <i>Shoes</i> • <i>Backpack</i> • <i>Earrings</i>

Appendix 1B

Fray Model Graphic Organizer


Fray Model



Appendix 1C

Example of a completed Frayer Model Worksheet

Figure 1 Example of a completed Frayer model created by a student

Definition	Characteristics Picture Sentence
<ul style="list-style-type: none"> - Unwilling to change one's purpose or opinion. - Determined to have your own way. 	<p>"Come with me you obstinate mutt!"</p> 
Synonyms (Examples)	Antonyms (Non-Examples)
<ul style="list-style-type: none"> - stubborn - disobedient - determined - hard-headed - inflexible 	<ul style="list-style-type: none"> - obedient - flexible - yielding - willing

Word
Obstinate
(adj)

Appendix 2A

Schema Sensory Chart

Topic of the Day:				
I See	I Hear	I Taste	I Feel	I Smell

Appendix 2B

Progress Monitoring Template

Topic:		
Question	Student Response	Points
When I think of _____ I see		
When I think of _____ I hear		
When I think of _____ I taste		
When I think of _____ I smell		
When I think of _____ I feel		
Score: /5 Percentage Correct __%		

Appendix 3A**Making Inferences Mini Lesson Example****Say:**

“Today we are going to use our reading skills and our brains to make an inference. Making an inference is like solving a mystery. You are going to use your reading skills to find clues in the passage and combine that with what you already know to “solve” the mystery question. This is called making an inference. I am going to show you an example of how to make an inference.”

Read aloud and show visual

“Billy was crying, his whole day was ruined! The wave came and washed away all of his hard work. There was only one tower left that was sort of standing”

Ask:

So what is going on here? I know Billy is crying, but what happened to him, where even is he? That is the mystery we are going to solve. Hmmmmm “crying” and “ruined” don’t help me solve the mystery. There are so many things that could have made Billy cry and ruined his day. So those words won’t help me. What about “wave”?! I think that's a clue! If there is a wave, he must be at the beach! And if there is one tower left, it must have been from a castle! Billy’s sandcastle was washed away by a wave at the beach and that is why he is crying! See what we did there? We solved the mystery and made an inference!

****Note:** the lesson does not need to be exactly the same each time. It should just give an example of making an inference. The words that resemble the context of this mini lesson can be altered to fit the content that the students are presented in each intervention session.******

Appendix 3B

Name: _____

Graphic Organizer

The Question Write the question	Reread Find information from the text that helps answer the question	Share Share what you know about the topic (background knowledge)	Think Put the text clues and what you know together to come up with the answer

Appendix 3C**Progress Monitoring Example**

Name: _____

Date: _____

Passage 1

Cody and his sister Carol helped their dad pack up the car. They packed a bag filled with towels, goggles, and water toys. They packed a cooler filled with cold drinks. The sun was shining and the bag of ice started to melt on the sidewalk.

Question 1: Where are Cody and his family going?

- a. School
- b. The pool
- c. The grocery store
- d. The movies

Question 2: What time of year is it?

- a. Winter
- b. Spring
- c. Summer
- d. Fall

Passage 2

Haley's favorite thing to do at the park is play on the monkey bars. When she gets to the top, she hangs from her knees and hoots like a monkey. Haley also likes the little playhouse in her backyard. She likes to sit on top of it and imagine that she is a pilot. Haley plays at the playground with her sister. Her sister's name is Lena. Lena loves to crawl around in the sandbox and sometimes eats the sand. Haley helps Lena go down the slide by putting her on her lap.

Question 3: What is one thing Haley likes to do?

- a. Draw
- b. Climb
- c. Sing
- d. Eat

Question 4: What is another thing Haley likes to do?

- a. Color
- b. Bake
- c. Pretend
- d. Swim

Question 5: Who is the older sister?

- a. Haley
- b. Lena
- c. They are the same age

Total Correct ___/5

___% Correct

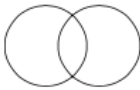

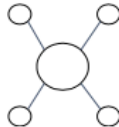


Appendix 4A
Graphic Organizer

Title of Story:	
Main Characters:	
Sequence of Events:	
Important Details:	
Targeted Vocabulary:	

Appendix 5A

Text Structure Guide

Figure 1 Text structure guide

Structure/Definition	Elements/Guiding Questions	Map	Signal Words and Phrases	Structure Partners
<p>Compare-Contrast: Explaining ways in which two or more things are similar and different.</p>	<p>Similarities: What is the same? How are ___ and ___ alike?</p> <p>Differences: What is different? How are ___ and ___ not the same?</p>		<p>same, similar, like, in the same way, compare, have in common, both, also, alike, by the same token, equally, just as</p> <p>contrast, different, however, but, on the other hand, although, though, yet, conversely, nevertheless</p>	<ul style="list-style-type: none"> compare and contrast problems compare and contrast solutions compare and contrast causes compare and contrast effects provide examples of similarities and differences compare and contrast events or processes
<p>Cause-Effect: Explaining causes and their resulting outcomes or effects.</p>	<p>Cause: What made ___ happen? What led to ___?</p> <p>Effect: What happened as a result of ___?</p>		<p>because, since, consequently, led to, therefore, as a result, because, if/then, hence, thus, due to, since, accordingly, consequence, outcome, influence, impact</p>	<ul style="list-style-type: none"> identify causes of problems identify effects of solutions identify causes and effects of events compare and contrast causes compare and contrast effects identify events that caused effects identify events that caused problems
<p>Description: Identifying a topic and describing its characteristics and/or features and/or providing relevant examples.</p>	<p>Characteristics: What is ___ like?</p> <p>Features: What is ___ made up of?</p> <p>Examples: What is an example of ___?</p>		<p>characteristics, attributes, factors, features, like, usually, often, consists of, comprise, composed of</p> <p>for example, for instance, as an illustration, such as, in particular, specifically, to demonstrate, exemplifies</p>	<ul style="list-style-type: none"> describe characteristics of causes, effects, problems, solutions, events, or processes provide examples of causes, effects, problems, solutions, events, or processes
<p>Problem-Solution: Identifying a problem and possible solution(s) to the problem.</p>	<p>Problem: What is going wrong? What is the conflict?</p> <p>Solution: How can this problem be fixed or helped?</p>		<p>conflict, harm, problem, problematic, issue, difficulty, crisis, jeopardy, challenge</p> <p>solve, fix, help, answer, resolve, ameliorate, support, recourse, improve, better, enhance, benefit</p>	<ul style="list-style-type: none"> compare and contrast problems compare and contrast solutions identify causes of problems identify effects of solutions list steps of a solution sequence events that led to a problem
<p>Sequence: Listing in chronological order how an event or process occurs.</p>	<p>Step: How can the main event or process be broken up? How does the main event or process occur? In what order do the parts of the event or process occur?</p>		<p>first, second, third..., next, then, last, finally, initially, at the beginning, at the end, before, after, preceding, following, prior to, cycle, sequence, process, history</p>	<ul style="list-style-type: none"> compare and contrast events or processes identify causes and effects of events sequence events that led to a problem identify events that caused effects identify events that caused problems

Appendix 5B

Progress Monitor Sheet

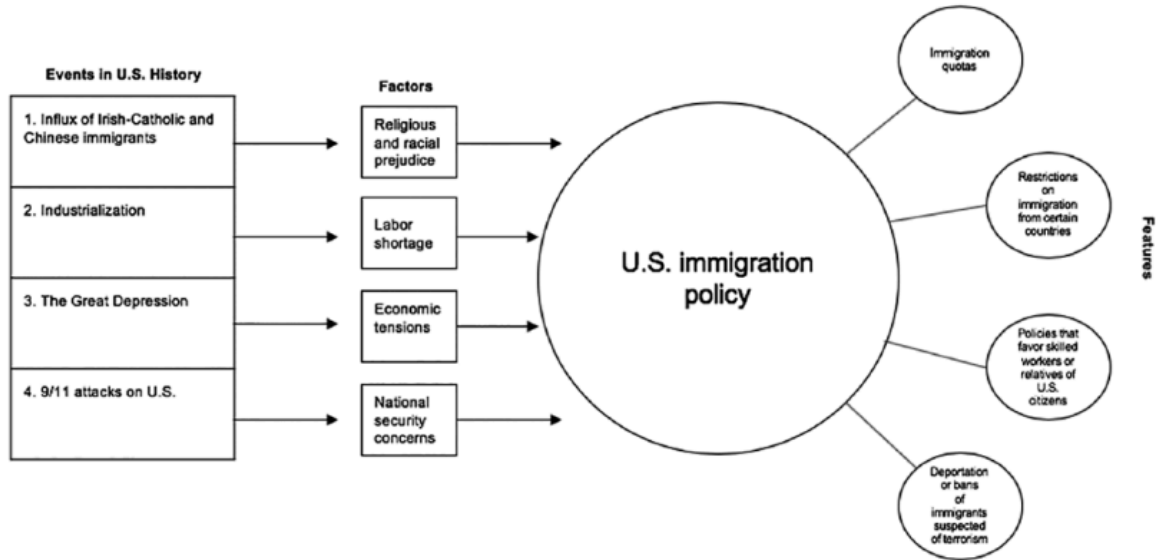
Figure 4 Text structure map rubric

0	1	2	3	4
Does not attempt to identify, organize, or display any information regarding author's purpose or text structure.	Identifies information from the text that is not important to the achievement of the author's purpose. AND Inaccurately displays all of the information in the text structure map.	Identifies information from the text that is not important to the achievement of the author's purpose. OR Inaccurately organizes and displays some of the information in the text structure map.	Accurately identifies some important information from the text that contributes to the achievement of the author's purpose. Accurately organizes and displays information in the text structure map.	Accurately identifies important information from the text that contributes to the achievement of the author's purpose. Accurately organizes and displays information in the text structure map.
Score:				
Feedback:				

Appendix 5C

Text Map

Figure 3 Text structure map example: Causes and effects of the U.S. immigration policy



Self-Reflection: Kate Mosca

Throughout the process of completing the academic handbook assignment I have learned a variety of skills and grown in my capacity as a future school psychologist. Initially this task seemed very daunting and I was timid to begin. However, once I grasped the notion that this assignment was collaborative and I could brainstorm and problem-solve with my group it became much more manageable. Completing the research needed to select a focus for our reading intervention handbook allowed me to talk with my supervisor at practicum and the AIS reading teacher to learn more about the areas of reading that students in elementary school are struggling with. We ultimately decided to focus on reading comprehension for English language learners as this was identified as an area of need for interventions.

Developing this handbook helped me in understanding the course work by compelling me to conduct research on how to conduct academic intervention research, identify evidence-based intervention, and use the knowledge I learned to create coach cards implementing areas of interventions that were shown to be successful. To be successful in this assignment, I not only had to conduct research but meld the information I obtained to create a new product. Doing this invited me to utilize my critical thinking skills and creativity instead of just regurgitating information. I was able to utilize some of the resources that my peers had shared in their resource swaps which ties into the community-based learning aspect of the coursework.

Working with my group to complete this assignment also increased my knowledge in the academic content area of reading and reading interventions. In my research into ELLs and their difficulties in reading and reading comprehension I learned about the use of evidence-based interventions. I was able to become familiar with the types of interventions available for ELLs in reading comprehension. By doing the website reviews with my group, I was able to access the

information available to teachers and parents for ELLs and was pleasantly surprised with the resources we were able to find. Completing the coach cards and working with my group to practice implementing them helped me to understand all the components of an intervention that have to be addressed in order for it to run smoothly and be successful. The coach card also helped me to understand the amount of research needed to make a successful intervention.

When selecting the topic for this handbook I was excited that my group decided to focus on ELLs as I feel there has been a lot of research conducted recently on this group, but there is still a lot to learn and to change in order to address the areas of need especially in reading. I knew that by tackling the ELL community we would be able to learn more about them and have a product that could help educators be successful in improving their reading comprehension skills. This assignment helped me to understand the multitude of layers that there are to teaching ELLs reading skills and just how important being responsive to their needs are to their success in the U.S education system. I also feel that it is meaningful that our current school psychologists identified ELL reading comprehension as an area of need and we created this handbook in response to that. Overall, I now better understand the complexities that come with the entire intervention process and in providing students the interventions they need to be successful.

My contribution to the group was adequate, we all worked together and listened to each other's ideas and needs. I completed my sections on time and provided assistance to my group members when needed. I let my group know when I was struggling and asked for their guidance and input.



Katherine Mosca
School Psychology Graduate Student
Marist College

Self-Reflection: Julia Eck

The development of the handbook and intervention kit helped my understanding of the course work. There are numerous moving pieces consolidated into a cohesive and coherent handbook and intervention kit. When I analyze the interventions currently implemented at my practicum site, within research articles, and in my own development of interventions, I understand the specifics of intervention development and implementation. There will come a time where I have to create an intervention for a student or a whole class and this handbook provides the experience to complete that task.

The development of the handbook and intervention kit helped my understanding of the academic contents. I gained valuable knowledge about specific interventions for a specific population but this knowledge has the potential to transfer applicably to other populations. The completion of the handbook and intervention kit reiterated content knowledge of reading disabilities previously presented in the specific learning disability class.

The development of the handbook and intervention kit helped my understanding of being responsive to the needs of the community. The research reiterated the evidence behind reading interventions that incorporate foundational literacy skills for English Language Learners. However, there was also evidence to support the incorporation of reading comprehension interventions into instruction for this population. Reading comprehension interventions can sometimes be on the back burner for English Language Learners. It is important to remind educators that teaching all reading skills, especially comprehension, are vital for language acquisition and encourage students' positive perceptions of their reading abilities.

My contribution to the group was sufficient. Throughout the process of identifying a topic, we all took into account each other's interests. We had a shared google doc where we

placed all necessary information and resources. We continuously allocated parts of the project fairly. We met several times to discuss the project either after class or on zoom. When we set a date and time to meet, everyone showed up and engaged in discussions. I located and shared many resources that applied to my sections and theirs as well, with my group members weeks in advance to the due date. I began working on my sections weeks in advance. However, it took me longer than expected to complete my sections. The most challenging aspect of this handbook and intervention kit was the development of an intervention script. I am satisfied with my end product and believe it meets the standards outlined.



Julia Eck
School Psychology Graduate Student
Marist College

Self-Reflection: Isabel Munoz

The development of this academic handbook and intervention kit helped my overall understanding of the coursework in a multitude of ways. It gave me a better understanding of how academic interventions are developed and implemented in the schools. I now have a better understanding of what exactly goes into the creation of an intervention for students. One key takeaway I got from this assignment was the fact that there is no one single intervention that will work for every student. Interventions need to be modified and adapted to the specific student populations in which they are intended for.

The development of this handbook also helped my overall understanding of the academic content encompassed in this assignment. After completing this handbook I now have a thorough understanding of the many components of reading comprehension. I have also learned how teaching reading comprehension may differ when teaching specific populations such as ELLs and students with reading disabilities such as dyslexia. Through developing this handbook I got the opportunity to practice my skills in finding valuable evidence based research and literature and work as a team to create something valuable and cohesive. I believe that my contribution to the group has been sufficient and helpful in the process of developing our handbook. I also believe that my team worked together efficiently as we were able to finish this assignment in a timely manner, as well as make decisions collectively and cooperatively.

The development of this handbook helped me in understanding the importance of being responsive to the needs of the community. As a school psychology graduate student, one of the main things I have learned the importance of is cultural responsiveness. To be able to apply a cultural lens and be responsive to the diverse needs of the student population you work with is crucial in becoming an efficient school psychologist. In developing this handbook I have gotten

the opportunity to enhance my knowledge on the ELL student population and will remember to apply this information when working with these students in the future.



Isabel Munoz
School Psychology Graduate Student
Marist College

Self-Reflection: Yoanna Andino

The development of this handbook and intervention kit helped in my understanding of the coursework. The process aided in my knowledge of the types of academic interventions that educators can use within the schools. In addition, the types of reading interventions that can be applied in both general education and special education programs. I had the opportunity to conduct various research on the topic of reading comprehension for English language learners at the elementary level. I was especially able to gather evidence-based research to create a section on the definition of reading comprehension, a summary of an intervention website, and a coach card for one intervention strategy that can be easily interpreted and implemented by educational practitioners (such as teachers and school psychologists). Overall, the process of this handbook and intervention kit aided my knowledge in the following course learning outcomes: 1. Review the nature of evidence-based practice and the use of evidence-based interventions, 2. Become familiar with the types of academic interventions available, 3. Utilize professional literature to identify, discuss, and create evidence-based intervention resources relevant to situations in the school community, 4. Develop the skills to integrate evidence-based interventions with the existing structure of general education and special education (K-12) classrooms through the lens of service learning experiences and class material, 5. Learn to develop, implement, and analyze intervention plans, 8. Understand why and how reading interventions need to be adapted for students who are English language learners.

The development of this handbook and intervention kit helped in my understanding of academic content. For the handbook, my group and I focused on the academic area of reading. Through the process of evidence-based resources, I was able to explore relevant research on the topic of reading comprehension and interventions for ELLs. For instance, I learned that

comprehension is the reason for reading, but it can be the most difficult skill to master especially for English language learners. Furthermore, the process of this handbook supported my study to become a school psychologist by acquiring the knowledge I will need to know about performance that describes what students should know and be able to do in the content area (reading comprehension) at each grade level, particularly early elementary grades.

The development of this handbook and intervention kit helped in my understanding of being responsive to the needs of the community. As I previously stated, my group and I focused on English language learners, or ELLs, known as students who are unable to communicate fluently or learn effectively in English, and who often come from non-English speaking homes and backgrounds. These groups of students typically require specialized or modified instruction in both the English language and in their academic courses. As a result, when working with my group to complete this assignment, I had to be conscious to keep the needs of ELLs students in mind when developing an intervention especially for this population.

To conclude, my contribution to the group consisted of being helpful throughout the process of developing the reading handbook. My group and I shared responsibilities for the various components of the handbook as well as generating ideas and assisting others when help was needed. I communicated earlier in the first paragraph that I took part in creating a section on the definition of reading comprehension, a summary of an intervention website, and a coach card for one intervention strategy. I also took part in structuring the handbook, developing the presentation, and contributing to leading the class discussion in developing questions and the class activity.



Yoanna Andino
School Psychology Graduate Student
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