

**Overview of Georgia English Language Arts Resources**

- The Georgia Department of Education Office of English Language Arts has a variety of resources to support students, teachers, and leaders throughout the state. These resources offer the tools and support resources needed to meet the individualized learning need of all students. These resources include standards, suggested curriculum maps, grade level/course Teacher Guidance documents, instructional videos, and support materials. These resources provide strategies for teaching and learning that can be used to support all learners, including English Learners (ELs). Resources can be found on [GeorgiaStandards.Org](http://GeorgiaStandards.Org) and in the Teacher Resource Link within the state-wide Student Longitudinal Data System (SLDS).
- *Literacy for Learning, Living, and Leading (L4) Literacy Practices* outlines evidence-based approaches that accommodate the individual learning needs of each learner, including ELs.

**Evidence-Based Instructional Strategies to Support English Learners in Grades K – 5**

This document provides a summary of and/or link to evidence-based practices for supporting English Learners. Keep in mind, these practices are not considered in isolation; the research supports the recommended practices being applied in conjunction with other practices. The following three resources share similar recommendations for instructional practices that support ELs that are consistently represented in the literature.

The Institutes of Education Sciences (IES) Educator’s Practice Guide [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#) identifies four recommendations for grades K – 8. The recommendations are provided with corresponding levels of evidence:

Recommendations	Levels of Evidence		
	Strong Evidence	Moderate Evidence	Promising Evidence
1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	❖		
2. Integrate oral and written English language instruction into content-area teaching.	❖		
3. Provide regular, structured opportunities to develop written language skills.			❖
4. Provide small group instructional intervention to students struggling in areas of literacy and English language development.		❖	

Adapted from Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

The recommendations in the IES Practice Guide includes two important sections: 1) “How-to Carry Out the Recommendation” section offers practical application in the classroom; 2) “Putting It All Together” section which incorporates the How-to into a model lesson (Baker et. al., 2014).

Similarly, the **CEEDAR Center's Innovation Configuration (IC)** for [Evidence-Based Practices for English Learners](#) identifies recommendations for effective practices for ELs. The recommended practices are summarized into three focus areas: 1) **academic instruction**, 2) **progress monitoring**, and 3) **family-school partnerships** (Richards-Tutor, Aceves, & Reese, 2016).

CEEDAR's IC further defines the practices within a tiered support framework: **Tier 1** – core instruction, **Tier 2** –strategic interventions, **Tier 3** – intensive interventions. While the recommended practices could be implemented with all students, CEEDAR highlights sub-recommendations that help practitioners support English Learners that correspond to appropriate tiered support.

Following are outlined CEEDAR's IC recommendations for supporting English Learners:

#### Academic Instruction

- **Recommendation 1:** *Provide students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas*
- **Recommendation 2:** *Teach vocabulary across content areas*
- **Recommendation 3:** *Provide instruction and/or instructional support in the primary language as needed*
- **Recommendation 4:** *Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction*
- **Recommendation 5:** *Implement culturally responsive instruction*

#### Progress Monitoring

- **Recommendation 1:** *Implement purposeful and appropriate assessment practices*
- **Recommendation 2:** *Utilize curriculum-based measurement to determine risk and monitor progress across tiers*
- **Recommendation 3:** *Employ an ecological approach when evaluating ELs possible learning difficulties*

#### Family-School Partnerships

- **Recommendation 1:** *Develop parent involvement programs that are carried out in the home language, sustainable, and culturally responsive*
- **Recommendation 2:** *Understand the out-of-school experiences and how they may differ from skills demonstrated at school*
- **Recommendation 3:** *Provide strategies for parents of ELs to enhance the effectiveness of parent involvement activities*

Adapted from Richards-Tutor, C., Aceves, T., & Reese, L. (2016). *Evidence-based practices for English Learners* (Document No. IC-18).

The research panel for this work noted that the sub-recommendations offered are critical to the needs of ELs as well as critical to good teaching and positive outcomes (Richards-Tutor, Aceves, Reese, 2016).

Recently, **The National Academy of Sciences** published the [Promoting the Educational Success of Children and Youth Learning English: Promising Futures](#) (2017) focusing on similar practices that support English Learners addressed in the above documents. The National Academy of Sciences' website offers

practitioners additional resources such as tool kits, webinars, and videos. The authors of *Promising Futures* share promising and effective practices that draw on almost 20 years of research. The authors describe how the studies contribute to outcomes for students.

Following is a sampling of the practices studied and offered as supports for ELs:

- Supports beyond Tier 1
- Visual and verbal supports
- Culturally responsive instruction
- Increased support in core content
- Screening and progress monitoring
- Opportunities to develop writing skills
- Regular, structured opportunities for writing
- Integration of oral and written language instruction
- Opportunities for Peer-Assisted Learning Strategies (PALS)

For a detailed understanding and additional practices, the *Promising Futures* document is available as a free downloadable .pdf on the National Academy of Sciences website (link provided above). The promising and effective practices specific to English Language Arts/Literacy are outlined for grades K – 12 in Chapter 8 (pages 8-1 through 8-37).

## References

- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx).
- Richards-Tutor, C., Aceves, T., & Reese, L. (2016). *Evidence-based practices for English Learners* (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>.
- National Academies of Sciences, Engineering, and Medicine. 2017. *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24677>.