

**Guidelines for Implementing
Reading First
with
Limited English Proficient/English Language
Learner (LEP/ELL) Students
in New York State**



Our mission is to raise the knowledge, skill, and opportunity of all the people in New York

**Prepared by the New York State Education Department
Office of Early Education & Reading Initiatives
Office of Bilingual Education & Foreign Language Studies**

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Introduction

Reading First is a rigorous national initiative aimed at helping every child in every state become a successful reader by the end of third grade. To achieve this goal, federal funds are specifically dedicated to helping states and local school districts establish high-quality, comprehensive reading instruction for all children in kindergarten through third grade.

The federal Reading First statute and guidance establish specific requirements of funded districts, including:

- Use of scientifically based core, supplemental and intervention programs
- An uninterrupted, dedicated reading instruction block, a minimum of 90 minutes in duration
- Explicit, direct and systematic instruction in the five essential components of reading which include phonemic awareness, phonics, reading fluency (including oral reading skills), vocabulary development, and reading comprehension strategies
- High quality professional development for all K-3 teachers who provide reading instruction (e.g., classroom, K-12 special education and bilingual and English as a second language (ESL) teachers)
- A full-time Building Coach, whose responsibilities include collaboration with teachers to develop and extend research-based instructional practices
- Rigorous ongoing student assessment to measure progress in the five components and to identify students at risk of failure or who are below grade level
- Intervention, based upon need, for students performing below benchmark level, and provided outside of the mandates for native language arts (NLA) and ESL instruction

In addition to implementing the general requirements for Reading First, districts serving limited English proficient and English language learner (LEP/ELL) students must also comply with the New York State requirements governing such students delineated by Part 154 of the Commissioner's Regulations. (CR Part 154). According to CR Part 154.1, the purpose of the regulations is to establish standards for school districts having LEP/ELL students to assure that such students are provided opportunities to achieve the same educational goals and standards as the general student population.

The purpose of this document is to provide guidance to the field in the implementation of Reading First programs with LEP/ELL students in New York State. It is intended to assist school districts and schools in meeting Reading First program requirements as well as Part 154 of the Commissioner's Regulations. This guide is a collaborative effort between the New York State Education Department Offices of Bilingual Education and Foreign Language Studies and Early Education and Reading Initiatives.

For further information on Reading First, please see <http://www.emsc.nysed.gov/readfirst>

For information on CR Part 154, please see <http://www.emsc.nysed.gov/ciai/biling/nysben.html>.

Literacy Development and Limited English Proficient/English Language Learners

Over the past 30 years, there has been a growing body of research that points to the importance of native language literacy in the development of literacy in the second language. Additional information and research regarding these findings are included in the following NYSED Publications:

- *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers;*
- *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language;* and
- *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts.*

In light of the requirements of the No Child Left Behind Act of 2001 (NCLB) for the implementation of research-based reading programs, the US Department of Education's Institute of Education Sciences and Office of English Language Acquisition, and the National Institute of Child Health and Human Development provided funding to identify, assess, and synthesize research on the education of language minority children and youth with respect to their attainment of literacy. On March 1, 2006 the report of the National Literacy Panel on Language Minority Children and Youth was released. It indicates that:

Well-developed oral proficiency in English is associated with English reading comprehension skills for [language minority] students. Specifically, English vocabulary knowledge, listening comprehension, syntactic skills and the ability to handle meta-linguistic aspects of language, such as providing definitions or words, are linked to English reading and writing proficiency. ...Extensive oral English development must be incorporated into successful literacy instruction. The most promising instructional practices for language-minority students bear out this point: Literacy programs that provide instructional support of oral language development in English, along with high-quality instruction in literacy skills and strategies, are the most successful.

There is ample evidence as well that first-language literacy is related in other important ways to literacy development in English, including word and pseudoword reading, reading comprehension, reading strategies, spelling, and writing. Language-minority students who are literate in their first language are likely to be advantaged in the acquisition of English literacy. It is important to take into consideration the transferability of some literacy skills, then, when planning and providing second-language literacy instruction to students who are literate in their first language.

Moreover, the research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. Studies that compare bilingual instruction with English-only instruction demonstrate that language minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language-minority students instructed only in English. This is the case at both the elementary and secondary levels.

However, even though first-language instruction confers valuable learning benefits, such instruction is not absolutely necessary for language-minority students to become strong readers in English. Recent evaluations of English-only beginning reading programs are showing promising results. This is an important finding, given that first-language instruction is not an option in many schools where students speak multiple languages or teachers are not able to provide first-language instruction.

(Retrieved March 3, 2006, from http://www.cal.org/natl-lit-panel/reports/Executive_Summary.pdf)

Given these important findings, the following guidelines integrate the mandates of the Reading First program and the needs of LEP/ELL students in buildings where bilingual education and ESL programs are established.

New York State Requirements for Bilingual Education and Free-standing English as a Second Language Programs

In New York State, LEP/ELL students are served in bilingual education programs or in free-standing English as second language (ESL) Programs. According to CR Part 154.4(b)(1), a bilingual education program is implemented in school districts which have an enrollment of 20 or more LEP/ELL students of the same grade level assigned to a building, all of whom speak the same native language which is other than English.

A bilingual education program has two components: a language arts instructional component, and a content area instructional component. The language arts component is delivered through instruction in English language arts (ELA), English as a second language (ESL) and native language arts (NLA). ESL instruction must be designed to develop skills in all five areas of language development: understanding, speaking, reading, writing and communicating in English. The content area instructional component is delivered through instruction in the native language and English. The applicable New York State Learning Standards shall serve as the basis for the curricula.

In New York State two types of bilingual education programs exist, including: **a. transitional bilingual education program**, in which the primary language of the students is used for instructional support until some prescribed level of proficiency in English is reached; **b. two-way bilingual education program** (also referred to as **dual language program**) in which two languages are employed, one of which is English, for the purpose of instruction, and which involve students who are native speakers of each of these languages. Both groups of students, English language learners and native English speakers, have the opportunity to become bilingual and biliterate. They learn curricula through their native language and second language while continuing to develop skills and proficiency in both languages. (Harris, T.L. and R.E. Hodges, 1995)

Instructional requirements for bilingual education programs are also delineated in CR Part 154. The following chart contains an overview of these requirements across all grade levels.

Bilingual Education Program†				
<u>Instructional Components</u>	REQUIRED UNITS OF STUDY*			
	Level	Beginning	Intermediate	Advanced
	<i>Language Arts Instruction</i> <ul style="list-style-type: none"> • Native Language Arts (NLA) • English as a Second Language (ESL) • English Language Arts (ELA) 	Grades K-8	1 NLA	1 NLA
2 ESL			2 ESL	1 ESL
<i>Content-Area Instruction</i> <ul style="list-style-type: none"> • in the Native Language • in English 	Grades 9-12	1 NLA	1 NLA	1 NLA
		3 ESL	2 ESL	1 ESL
				1 ELA

†CR Part 154.2 ((e))

*One Unit of Study = 180 minutes of instruction per week.

According to CR Part 154.4(b)(2), a free-standing English as a second language program must be provided in school districts which have LEP/ELL students of the same grade level assigned to a building, but which does not have 20 of such students with the same native language which is other than English.

A free-standing ESL program includes two components: a language arts instructional component and content area instructional component. The language arts instructional component is delivered through instruction in English language arts (ELA) and English as a second language (ESL). ESL instruction must be designed to develop skills in all five areas of language development: understanding, speaking, reading, writing and communicating in English. The content area instructional component is delivered through instruction in English supported by ESL methodologies. The applicable New York State Learning Standards shall serve as the basis for the curricula. (Note: For consistency purposes, same comments as stated above on p.3).

Instructional requirements for free-standing English as a second language programs are also delineated in CR Part 154. The following chart contains an overview of these requirements across all grade levels.

Freestanding English as a Second Language Program†				
<u>Instructional Components</u>	REQUIRED UNITS OF STUDY*			
	Level	Beginning	Intermediate	Advanced
	<i>Language Arts Instruction</i> <ul style="list-style-type: none"> • English as a Second Language (ESL) • English Language Arts (ELA) 	Grades K-8		
2 ESL			2 ESL	1 ELA
<i>Content-Area Instruction</i> <ul style="list-style-type: none"> • in English through ESL methodology 	Grades 9-12			1 ESL
		3 ESL	2 ESL	1 ELA

†CR Part 154.2(d)

*One Unit of Study = 180 minutes of instruction per week.

Reading First and Bilingual Education Programs in New York State

The following model has been developed to reflect how the Reading First Reading Block may be designed to meet the Federal Regulatory Guidelines for Reading First and the New York State Commissioner’s Regulations under CR Part 154. This model applies only to the specific bilingual education programs that exist in kindergarten through third grade, the grades at which the Reading First Program is targeted.

The reading block, which must be a minimum of 90 minutes, must contain a combination of large and small group instruction, address Reading First’s five essential components of reading, and include reading centers that are differentiated based upon student skills and needs.

The following chart provides guidance on how the implementation of a Reading First Program in a building with a transitional bilingual education program or two-way bilingual education program might be implemented:

READING FIRST IN SCHOOLS WITH A TRANSITIONAL BILINGUAL EDUCATION PROGRAM

GRADE		KINDERGARTEN	1 st GRADE	2 nd GRADE	3 rd GRADE
<i>Number of Minutes of Instruction*</i>					
READING FIRST READING BLOCK¹	Reading Instruction in Native Language ²	54	54	54	54
	Reading Instruction through ESL methodology ³	36	36	36	36
REQUIRED ADDITIONAL ESL INSTRUCTION IN CONTENT AREAS FOR BEGINNING AND INTERMEDIATE LEP/ELLs		36	36	36	36
REQUIRED ADDITIONAL ENGLISH LANGUAGE ARTS INSTRUCTION FOR ADVANCED LEP/ELLs		36	36	36	36
CONTENT AREA INSTRUCTION IN ENGLISH AND NATIVE LANGUAGE		In transitional bilingual education programs, the amount of instructional time in the content areas in each of the two languages will vary depending on the grade levels and proficiency levels of the LEP/ELL students in the classroom.			

¹Reading First Reading Block = a minimum of 90 minutes of uninterrupted reading instruction.

²Native Language instruction must be provided by an appropriately certified elementary teacher with a bilingual extension appended to the base certificate.

³ESL instruction within a transitional bilingual education program must be provided by an appropriately certified teacher with a bilingual extension or by an appropriately certified English as a Second Language teacher.

*The amount of language arts instructional time in English as a Second Language or English Language Arts will depend on the proficiency level of the individual student. In addition, instructional time requirements in the content areas in the native language and in English under CR Part 154 must be met outside of the Reading First Reading Block.

READING FIRST IN SCHOOLS WITH A TWO-WAY BILINGUAL EDUCATION PROGRAM

GRADES		Kindergarten – 3 rd Grade		
INSTRUCTIONAL DAYS		<i>Alternating-Day Program Model</i>		
Instructional Time		<i>Day One - Number of Minutes*</i>	<i>Day Two - Number of Minutes*</i>	
<i>For Limited English Proficient Students</i>	READING FIRST READING BLOCK ¹	Reading Instruction in the Native Language ²	54	36
		Reading Instruction in English through ESL methodologies ³	36	54
	Content Area Instruction	In English through ESL methodologies ³	36	36
		In Native Language ²	Depending on the particular model chosen for the two-way bilingual education program, the amount of instructional time in the content areas in each of the two languages will vary depending on grade level and first and second language proficiency level of LEP/ELL students in the classroom.	
<i>For English Proficient Students</i>	READING FIRST READING BLOCK ¹	Reading Instruction in the Second Language	54	36
		Reading Instruction in English	36	54
	Content Area Instruction	In English and in the Second Language	Depending on the particular model chosen for the two-way bilingual education program, the amount of instructional time in the content areas in each of the two languages will vary depending on grade level and first and second language proficiency level of the native English-speaking students in the classroom.	

¹ Reading First Reading Block = 90 minutes of uninterrupted reading instruction

² Native Language instruction must be provided by an appropriately certified elementary teacher with a bilingual extension appended to the base certificate.

³ This amount of instructional time is required under CR Part 154. ESL instruction within a two-way bilingual education program must be provided by an appropriately certified teacher with a bilingual extension or by an appropriately certified English as a Second Language teacher

* For LEP/ELLs, the amount of language arts instructional time in English as a second language or in English language arts will depend on the proficiency level of the individual student and the design of the two-way bilingual education program. The design of the two-way bilingual education program may vary slightly by school building, but the program **must** incorporate the mandates of both CR Part 154 and Reading First.

Reading First and Free-standing English as a Second Language Programs in New York State

The following model has been developed to reflect how the Reading First Reading Block may be designed to meet the Federal Regulatory Guidelines for Reading First and the New York State Commissioner’s Regulations under Part 154. This model applies only to free-standing English as a second language programs in kindergarten through third grade, the grades at which the Reading First program is targeted.

The reading block, which must be a minimum of 90 minutes, must contain a combination of large and small group instruction, address Reading First’s five essential components of reading, and include reading centers that are differentiated based upon student skills and needs.

The following chart gives guidance on how the implementation of a Reading First Program in a building with a free-standing English as a second language program might be implemented:

READING FIRST IN SCHOOLS WITH A FREESTANDING ENGLISH AS A SECOND LANGUAGE PROGRAM

GRADE		KINDERGARTEN	1 st GRADE	2 nd GRADE	3 rd GRADE
<i>Number of Minutes of Instruction</i>					
READING FIRST READING BLOCK¹	Reading Instruction in English	54	54	54	54
	Reading Instruction through ESL methodology ²	36	36	36	36
REQUIRED ADDITIONAL ESL INSTRUCTION IN CONTENT AREAS FOR BEGINNING AND INTERMEDIATE LEP/ELLs		36	36	36	36
INSTRUCTION FOR ADVANCED STUDENTS		At the advanced level of English proficiency, LEP/ELLs are only required to have 36 minutes of ESL instruction, which can be provided during the Reading First Reading Block.			

¹Reading First Reading Block = a minimum of 90 minutes of uninterrupted reading instruction.

²ESL instruction must be provided by an appropriately certified English as a Second Language teacher.

Note: The amount of language arts instructional time in English as a second language or English language arts will depend on the proficiency level of the individual student. In addition, instructional time requirements for ESL in the content areas under CR Part 154 must be met outside of the Reading First Reading Block.

Assessment and Accountability Requirements for Reading First and CR Part 154

There are a variety of assessments that are required for all students enrolled in a building with a Reading First Program. Superimposed on those requirements are mandated tests for LEP/ELLs. The kind of assessments required for LEP/ELLs in New York State depends on the kind of instructional program in which they are enrolled.

All Reading First schools must adhere to the New York State Reading First Assessment Framework for Screening, Benchmark and Outcome Assessments in English. LEP/ELL students in bilingual education or a free-standing English as a second language program must participate in Reading First English Language Screening, Benchmark and Outcome Assessments as well as the New York State English as a Second Language Achievement Test (NYSESLAT). When reading instruction occurs in a language other than English, NYSED Reading First Office and NYSED OBE/FLS strongly recommend that schools also use screening, diagnostic, progress monitoring, and outcome instruments that correspond with the language of instruction. These assessments must have documented evidence supporting their reliability and validity, and they must be aligned with the instructional program being used. To assist in identifying the achievement levels of students receiving reading instruction in their native language, it is strongly recommended that schools administer native language versions of DIBELS measures (IDEL), the Peabody Picture Vocabulary Test, Terra Nova (Supera), the Woodcock Johnson III – Passage Comprehension and Core Program Assessments. The results of these assessments are used to inform instructional decision-making and to provide intervention to students who are below benchmark level. Reading First schools must maintain accurate records of student results for screening, diagnostic, progress monitoring, and outcome assessments administered in native language.

The charts on the following pages illustrate the testing requirements and recommendations for LEP/ELL students who are enrolled in both Reading First and (a) a bilingual education program or (b) an English as a second language program in New York State, by grade level.

KINDERGARTEN

TRANSITIONAL AND TWO-WAY BILINGUAL EDUCATION PROGRAMS*			
GRADE LEVEL	ASSESSMENT MEASURES and TIMEFRAMES		
	Screening – Benchmark I	Midyear – Benchmark II	Outcome – Benchmark III
KINDERGARTEN: Bilingual Education Program (English component)	DIBELS: <ul style="list-style-type: none"> • Initial Sound Fluency (PA) • Letter Naming Fluency (P) PEABODY PICTURE VOCABULARY TEST (PPVT) Form IV A (V)	DIBELS: <ul style="list-style-type: none"> • Initial Sound Fluency (PA) • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) • Nonsense Word Fluency (P) CORE PROGRAM ASSESSMENTS (V)	DIBELS: <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) • Nonsense Word Fluency (P) PEABODY PICTURE VOCABULARY TEST (PPVT) Form IV B (V) New York State English as a Second Language Achievement Test (NYSESLAT)
KINDERGARTEN: Bilingual Education Program (Spanish component)*	IDEL (Spanish DIBELS): <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) TVIP: TEST DE VOCABULARIO EN IMAGENES PEABODY (V)	IDEL (Spanish DIBELS): <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) • Nonsense Word Fluency (P) CORE PROGRAM ASSESSMENTS (V)	IDEL (Spanish DIBELS): <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) • Nonsense Word Fluency (P) TVIP: TEST DE VOCABULARIO EN IMAGENES PEABODY (V)

* All LEP/ELLs in Bilingual Education Programs must participate in Reading First English Language Screening, Midyear, and Outcome Assessments, as well as the NYSESLAT. *When reading instruction occurs in a language other than English, NYSED Reading First Office and OBE/FLS strongly recommend that schools administer Screening, Midyear, and Outcome assessment instruments that correspond with the language of instruction, in addition to the English language assessments.*

KINDERGARTEN

FREESTANDING ENGLISH AS A SECOND LANGUAGE PROGRAM*			
KINDERGARTEN	ASSESSMENT MEASURES and TIMEFRAMES		
	Screening – Benchmark I	Midyear – Benchmark II	Outcome – Benchmark III
	DIBELS: <ul style="list-style-type: none"> • Initial Sound Fluency (PA) • Letter Naming Fluency (P) PEABODY PICTURE VOCABULARY TEST (PPVT) Form IV A (V)	DIBELS: <ul style="list-style-type: none"> • Initial Sound Fluency (PA) • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) • Nonsense Word Fluency (P) CORE PROGRAM ASSESSMENTS (V)	DIBELS: <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) • Nonsense Word Fluency (P) PEABODY PICTURE VOCABULARY TEST (PPVT) Form IV B (V) New York State English as a Second Language Achievement Test (NYSESLAT)

*All LEP/ELLs in a Freestanding English as a Second Language Program must participate in Reading First English Language Screening, Midyear, and Outcome Assessments, as well as the NYSESLAT.

GRADE 1

TRANSITIONAL AND TWO-WAY BILINGUAL EDUCATION PROGRAMS*			
GRADE	ASSESSMENT MEASURES and TIMEFRAMES		
	Screening – Benchmark I	Midyear – Benchmark II	Outcome – Benchmark III
GRADE 1: Bilingual Education Program (English component)	<p>DIBELS:</p> <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) • Nonsense Word Fluency (P) <p>PPVT Form IV A:</p> <ul style="list-style-type: none"> • Use Kindergarten Outcome results, or administer assessment to new students. (V) 	<p>DIBELS:</p> <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Nonsense Word Fluency (P) • Oral Reading Fluency (F) <p>CORE PROGRAM ASSESSMENTS (C,V)</p>	<p>DIBELS:</p> <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Nonsense Word Fluency (P) • Oral Reading Fluency (F) <p>TERRANOVA 2nd EDITION:</p> <ul style="list-style-type: none"> • Basic Assessment (C) • Word Analysis Plus Test (PA) • Vocabulary Plus Test (V) <p>New York State English as a Second Language Achievement Test (NYSESLAT)</p>
GRADE 1: Bilingual Education Program (Spanish component)*	<p>IDEL (Spanish DIBELS):</p> <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) • Nonsense Word Fluency (P) <p>TVIP: Test de Vocabulario en Imagenes Peabody (V) Use Kindergarten Outcome results, or administer assessment to new students. (V)</p>	<p>IDEL (Spanish DIBELS):</p> <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Nonsense Word Fluency (P) • Oral Reading Fluency (F) <p>CORE PROGRAM ASSESSMENTS (C,V)</p>	<p>IDEL (Spanish DIBELS):</p> <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Nonsense Word Fluency (P) • Oral Reading Fluency (F) <p>SUPERA 2nd EDITION:</p> <ul style="list-style-type: none"> • Basic Assessment (C) • Word Analysis Plus Test (PA) • Vocabulary Plus Test (V)

*All LEP/ELLs in Bilingual Education Programs must participate in Reading First English Language Screening, Midyear, and Outcome Assessments, as well as the NYSESLAT. *When reading instruction occurs in a language other than English, NYSED Reading First Office and OBE/FLS strongly recommend that schools administer Screening, Midyear, and Outcome assessment instruments that correspond with the language of instruction, in addition to the English language assessments.*

GRADE 1

FREESTANDING ENGLISH AS A SECOND LANGUAGE PROGRAM*			
Grade 1	ASSESSMENT MEASURES and TIMEFRAMES		
	Screening – Benchmark I	Midyear – Benchmark II	Outcome – Benchmark III
	<p>DIBELS:</p> <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Letter Naming Fluency (P) • Nonsense Word Fluency (P) <p>PPVT Form IV A:</p> <ul style="list-style-type: none"> • Use Kindergarten Outcome results, or administer assessment to new students. (V) 	<p>DIBELS:</p> <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Nonsense Word Fluency (P) • Oral Reading Fluency (F) <p>CORE PROGRAM ASSESSMENTS (C,V)</p>	<p>DIBELS:</p> <ul style="list-style-type: none"> • Phoneme Segmentation Fluency (PA) • Nonsense Word Fluency (P) • Oral Reading Fluency (F) <p>TERRANOVA 2nd EDITION:</p> <ul style="list-style-type: none"> • Basic Assessment (C) • Word Analysis Plus Test (PA) • Vocabulary Plus Test (V) <p>New York State English as a Second Language Achievement Test (NYSESLAT)</p>

*All LEP/ELLs in a Freestanding English as a Second Language Program must participate in Reading First English Language Screening, Midyear, and Outcome Assessments, as well as the NYSESLAT.

GRADE 2

TRANSITIONAL AND TWO-WAY BILINGUAL EDUCATION PROGRAMS*			
GRADE LEVEL	ASSESSMENT MEASURES and TIMEFRAMES		
	Screening – Benchmark I	Midyear – Benchmark II	Outcome – Benchmark III
GRADE 2: Bilingual Education Program (English component)	<p>DIBELS:</p> <ul style="list-style-type: none"> • Nonsense Word Fluency (P) • Oral Reading Fluency (F) <p>TERRANOVA 2nd EDITION:</p> <ul style="list-style-type: none"> • Use Grade 1 Outcomes (C,P,V) <p>PPVT Form IV A: New Students Only (V)</p> <p>Woodcock-Johnson III - Passage Comprehension: New Students Only (C)</p>	<p>DIBELS:</p> <ul style="list-style-type: none"> • Oral Reading Fluency (F) <p>CORE PROGRAM ASSESSMENTS (C,V)</p>	<p>DIBELS:</p> <ul style="list-style-type: none"> • Oral Reading Fluency (F) <p>TERRANOVA 2nd EDITION:</p> <ul style="list-style-type: none"> • Basic Assessment (C) • Word Analysis Plus Test (P) • Vocabulary Plus Test (V) <p>New York State English as a Second Language Achievement Test (NYSESLAT)</p>
GRADE 2: Bilingual Education Program (Spanish component)*	<p>IDEL (Spanish DIBELS):</p> <ul style="list-style-type: none"> • Nonsense Word Fluency (P) • Oral Reading Fluency (F) <p>SUPERA 2nd EDITION:</p> <ul style="list-style-type: none"> • Use Grade 1 Outcomes (C,P,V) <p>TVIP: TEST DE VOCABULARIO EN IMAGENES PEABODY: New Students Only (V)</p> <p>Batería III Woodcock-Muñoz™ (Spanish adaptation/translation of the <i>Woodcock-Johnson III</i>) (C) - New Students Only</p>	<p>IDEL (Spanish DIBELS):</p> <ul style="list-style-type: none"> • Oral Reading Fluency (F) <p>CORE PROGRAM ASSESSMENTS (C,V)</p>	<p>IDEL (Spanish DIBELS):</p> <ul style="list-style-type: none"> • Oral Reading Fluency (F) <p>SUPERA 2nd EDITION:</p> <ul style="list-style-type: none"> • Basic Assessment (C) • Word Analysis Plus Test (P) • Vocabulary Plus Test (V)

*All LEP/ELLs in Bilingual Education Programs must participate in Reading First English Language Screening, Midyear, and Outcome Assessments, as well as the NYSESLAT. *When reading instruction occurs in a language other than English, NYSED Reading First Office and OBE/FLS strongly recommend that schools administer Screening, Midyear, and Outcome assessment instruments that correspond with the language of instruction, in addition to the English language assessments.*

GRADE 2

FREESTANDING ENGLISH AS A SECOND LANGUAGE PROGRAM*			
ASSESSMENT MEASURES and TIMEFRAMES			
Grade 2	Screening – Benchmark I	Midyear – Benchmark II	Outcome – Benchmark III
	<p>DIBELS:</p> <ul style="list-style-type: none"> • Nonsense Word Fluency (P) • Oral Reading Fluency (F) <p>TERRANOVA 2nd EDITION:</p> <ul style="list-style-type: none"> • Use Grade 1 Outcomes (C,P,V) <p>PPVT Form IV A: New Students Only (V)</p> <p>Woodcock-Johnson III - Passage Comprehension: New Students Only</p>	<p>DIBELS:</p> <ul style="list-style-type: none"> • Oral Reading Fluency (F) <p>CORE PROGRAM ASSESSMENTS (C,V)</p>	<p>DIBELS:</p> <ul style="list-style-type: none"> • Oral Reading Fluency (F) • <p>TERRANOVA 2nd EDITION:</p> <ul style="list-style-type: none"> • Basic Assessment (C) • Word Analysis Plus Test (P) • Vocabulary Plus Test (V) <p>New York State English as a Second Language Achievement Test (NYSESLAT)</p>

*All LEP/ELLs in a Freestanding English as a Second Language Program must participate in Reading First English Language Screening, Midyear, and Outcome Assessments, as well as the NYSESLAT.

GRADE 3

TRANSITIONAL AND TWO-WAY BILINGUAL EDUCATION PROGRAMS*			
GRADE LEVEL	ASSESSMENT MEASURES and TIMEFRAMES		
	Screening – Benchmark I	Midyear – Benchmark II	Outcome – Benchmark III
GRADE 3: Bilingual Education Program (English component)	DIBELS: <ul style="list-style-type: none"> • Oral Reading Fluency (F) (C,P,V) TERRANOVA 2nd EDITION: <ul style="list-style-type: none"> • Use Grade 2 Outcomes (C,P,V) PPVT Form IV A: New Students Only (V) Woodcock-Johnson III - Passage Comprehension: New Students Only (C)	DIBELS: <ul style="list-style-type: none"> • Oral Reading Fluency (F) CORE PROGRAM ASSESSMENTS (C,V)	DIBELS: <ul style="list-style-type: none"> • Oral Reading Fluency (F) TERRANOVA 2nd EDITION: <ul style="list-style-type: none"> • Basic Assessment (C) • Vocabulary Plus Test (V) New York State English as a Second Language Achievement Test (NYSESLAT)
GRADE 3: Bilingual Education Program (Spanish component)*	IDEL (Spanish DIBELS): <ul style="list-style-type: none"> • Oral Reading Fluency (F) SUPERA 2nd EDITION: <ul style="list-style-type: none"> • Use Grade 2 Outcomes (C,P,V) TVIP: TEST DE VOCABULARIO EN IMAGENES PEABODY: New students Only (V) Batería III Woodcock-Muñoz™ (Spanish adaptation/translation of the Woodcock-Johnson III): New Students Only (C)	IDEL (Spanish DIBELS): <ul style="list-style-type: none"> • Oral Reading Fluency (F) CORE PROGRAM ASSESSMENTS (C,V)	IDEL (Spanish DIBELS): <ul style="list-style-type: none"> • Oral Reading Fluency (F) SUPERA 2nd EDITION: <ul style="list-style-type: none"> • Basic Assessment (C) • Vocabulary Plus Test (V)

*All LEP/ELLs in Bilingual Education Programs must participate in Reading First English Language Screening, Midyear, and Outcome Assessments, as well as the NYSESLAT. *When reading instruction occurs in a language other than English, NYSED Reading First Office and OBE/FLS strongly recommend that schools administer Screening, Midyear, and Outcome assessment instruments that correspond with the language of instruction, in addition to the English language assessments.*

GRADE 3

FREESTANDING ENGLISH AS A SECOND LANGUAGE PROGRAM*			
ASSESSMENT MEASURES and TIMEFRAMES			
Grade 3	Screening – Benchmark I	Midyear – Benchmark II	Outcome – Benchmark III
	DIBELS: <ul style="list-style-type: none"> • Oral Reading Fluency (F) TERRANOVA 2nd EDITION: <ul style="list-style-type: none"> • Use Grade 2 Outcomes (C,V) PPVT Form IV A: New Students Only (V) Woodcock-Johnson III - Passage Comprehension: New Students Only	DIBELS: <ul style="list-style-type: none"> • Oral Reading Fluency (F) CORE PROGRAM ASSESSMENTS (C,V)	DIBELS: <ul style="list-style-type: none"> • Oral Reading Fluency (F) TERRANOVA 2nd EDITION: <ul style="list-style-type: none"> • Basic Assessment (C) • Vocabulary Plus Test (V) New York State English as a Second Language Achievement Test (NYSESLAT)

*All LEP/ELLs in a Freestanding English as a Second Language Program must participate in Reading First English Language Screening, Midyear, and Outcome Assessments, as well as the NYSESLAT.

Teacher Certification and Professional Development

Pursuant to Education Law sections 3001, 3004 and 3006, sections 80-2.9, 80-2.10 and Subparts 80-3 and 80-4, of the Commissioner's Regulations, teachers providing bilingual education and English as a second language instruction must hold a valid certificate in each of these areas.

Therefore, in a bilingual education program within a Reading First school building, a teacher must possess a New York State elementary teaching certificate with a bilingual extension. Teachers who have obtained such certification can also provide English as a second language instruction within a bilingual education program.

In a free-standing English as a second language program within a Reading First school building, instruction in English as a second language must be provided by a teacher duly certified in New York State as a Teacher of English to Speakers of Other Languages.

ESL teachers and bilingual teachers teaching in a Reading First school building must participate in professional development programs as required by the New York State Education Department's Reading First Program. This includes completion of the New York State Reading Academy Course I for all teachers working with students in grades K-3. ESL and bilingual teachers must participate in Reading First Grade Level meetings and Reading First Professional Development offered by the district and the Regional School Support Center.

Planning and Collaboration

As required by NSYED Reading First program monitoring, instructional staff providing reading instruction to students in Grades K-3 in Reading First schools, regardless of the language of instruction, must review student data on a regular ongoing basis, to monitor student progress and to inform instruction. The Reading First Building Coach will assist teachers in the interpretation and use of data for all K-3 students, including those students placed in bilingual or free-standing English as a second language programs. Building principals must also participate in the review of data on a regular ongoing basis.

All instructional staff offering coordinated services to students in reading instruction, i.e., bilingual education, ESL, and Reading First teachers and coaches, must plan instructional services jointly to ensure consistent, systematic, and equitable education for all students.

Materials

The United States Department of Education guidance requires 1) documentation that all reading programs used in Reading First Schools during the ninety minutes of required instruction – whether in a child's first or second language – are based on scientifically based reading research and provide explicit instruction in the five essential components of reading instruction, and 2) documentation that all assessments used in Reading First schools are valid and reliable.

Reading First schools with bilingual education and/or free-standing English as a second language programs must use only research-based instructional materials that offer students explicit, systematic

instruction in phonemic awareness, phonics, reading fluency, including oral skills, vocabulary development and reading comprehension strategies. These materials must also be aligned with the applicable New York State Learning Standards.

Such schools will identify supplemental and intervention programs and materials to extend the core reading program and meet the needs of the Reading First population in their buildings. It is critical that supplemental and intervention programs be coordinated with the core program, and be focused on one or more of the five essential components of reading instruction.

The New York State Reading First program is based on instruction that promotes reading achievement in grades K-3. Reading First classrooms will have protected, dedicated daily blocks of reading instructional time of 90 minutes or more. One of the key strategies used in Reading First classrooms is ready access to reading materials. Schools must provide access to a variety of print materials and opportunities to read so that students have appropriate and extensive reading experiences.

Schools will make available a wide range of engaging books, magazines, multimedia software and newspapers, as well as opportunities to listen to stories, poems and theater in the native language and in English. Reading materials will have both expository and narrative texts. Access to print materials in a variety of settings must ensure that students will find materials that support the reading skills appropriate for their skill level.

As part of the Reading First Design Team process, Reading First schools must assess needs for engaging reading materials to ensure that the classroom will provide a wide range of reading materials for K-3, in English and in languages other than English as appropriate to the LEP students served in the building. Materials must be of high quality and representative of a wide array of children's literature.

Supervision, Evaluation, and Reporting

Instructional leadership in Reading First schools must be the responsibility of the district administration. The leadership must oversee the design and implementation of the Reading First program, including the selection of schools, programs, strategies and materials, and the application of scientifically based reading research in Reading First classrooms. The leadership must be responsible for the implementation of assessments and for meeting reporting requirements for all students, including LEP/ELL students. The leadership must also be responsible for aligning the Reading First activities with New York State policies on teacher certification and professional development.

Instructional leadership also must be provided by reading and English language arts/native language arts/English as a second language subject specialists, primary grades supervisors, bilingual and ESL supervisors, Assistant Superintendents for Curriculum and Instruction and other administrators who are responsible for reading education in the school district to ensure that all reading initiatives are aligned with goals of Reading First. All school-based instructional leadership must be required to complete training in scientifically based reading research and participate in Reading First Professional Development offered by the Regional School Support Centers. Building principals are

required to complete a ten hour on-line Principal's Course as part of the New York State Reading Academy.

School districts with Reading First schools will be responsible for establishing a student data system or assessment plan as part of the Evaluation Plan, including diagnostic, screening, progress monitoring and outcome assessments. Outcome data must be disaggregated by No Child Left Behind categories (i.e., low-income, major racial/ethnic groups, LEP status, and special education status) for K-3 students in Reading First schools. The data must be used to determine necessary intervention strategies for individual students.

Moreover, district and school leadership must be responsible for the administration and collection all of assessments, and must ensure that a qualified LEA administrator (e.g., Assistant Superintendent for Curriculum and Assessment) will oversee the Student Data Systems and interpretation of assessment data. The administrator will work closely with each school to determine how programs should be modified in response to assessment results.

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APPENDICES:

GLOSSARY

Bilingual Education: The use of two languages as a medium of instruction in part or all of an instructional program. In New York State two types of bilingual education programs exist, including: **a. transitional bilingual education program**, in which the primary language of the students is used for instructional support until some prescribed level of proficiency in the second language is reached; **b. two-way bilingual education program** (also referred to as **dual language program**) in which two languages are employed, one of which is English, for the purpose of instruction, and which involve students who are native speakers of each of these languages. Both groups of students, English language learners and native English speakers, have the opportunity to become bilingual and biliterate. They learn curricula through their native language and second language while continuing to develop skills and proficiency in both languages. (Harris, T.L. and R.E. Hodges, *The Literacy Dictionary: The Vocabulary of Reading and Writing*, 1995 (Note: Same comment as on p 3). ; *Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

Bilingual Education Program: In New York State, this program involves instruction in English and in the native language, which facilitates academic progress and oral language and literacy skills in two languages. It provides English language learners with content-area instruction in the native language and in English; native language arts instruction; and instruction in English as a second language and English language arts. (Note: Recommend deleting and tracking the regulation).

Bilingual Extension: Extension of a New York State teaching certificate authorizing the holder of an appropriate valid teaching certificate to teach in a bilingual setting. (CR section 80-2.9 and Subpart 80-4)

CR Part 154: New York State Commissioner's Regulations for the education of LEP/ELL students. These regulations define requirements for school districts in developing and implementing programs for LEP/ELL students that are consistent with Education Law §3204 and CR Part 117.

ELL: English Language Learner. An alternate term used to describe a limited English proficient (LEP) student. The term focuses positively on the development of the English language, rather than viewing the native languages as a deficit. (Baker, C. and S.P. Jones, 1998) In addition the term limited English proficient and its acronym LEP has been combined with the term English language learner and the acronym ELL. Compare to **Limited English Proficient (LEP)**.

ESL: English as a Second Language. Also referred to as **English for Speakers of Other Languages (ESOL)**. A specific discipline that uses an approach allowing students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. A quality English as a second language program is sensitive to the student's

first language and culture and also incorporates contrastive analyses and multicultural education to facilitate the student's integration into the culturally pluralistic mainstream. Furthermore, the program must address the four language skill areas of understanding, speaking, reading, and writing English as well as content-area instruction. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

Free-standing English as a Second Language Program: In New York State, this program of instruction is comprised of two components: a language arts instructional component and a content area instructional component. Such instruction shall take into account the first language and culture of such pupils. The language arts instructional component shall include English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA) and English as a second language (ESL), and key ideas and performance indicators for such standards, shall serve as the basis for the ELA and ESL curriculums, respectively. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way, and shall be designed to develop cognitive skills of limited English proficient pupils. (CR Part 154.2)

LEP: Limited English Proficient. Individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either understand and speak little or no English, or score below a State designated level of proficiency, or the Language Assessment Battery Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT) (CR 154.2(a)). Compare to **English Language Learner (ELL)**.

NLA: Native Language Arts. Instruction in a language other than English, designed to develop the communication skills, including those of listening, speaking, reading, and writing in a student's native language as well as an appreciation of the history and culture of the United States and the country of origin, through the study of literature.

No Child Left Behind Act of 2001: The name given to the reauthorization of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et. seq.).

NYSESLAT: New York State English as a Second Language Achievement Test. An assessment aligned with the New York State learning standards for English as a second language. Its purpose is to measure the progress of LEP/ELL students in their development of proficiency in English.

Reading First: Established as part of No Child Left Behind, 2001, Reading First provides dedicated resources to eligible school districts to help every child to read at grade level by the end of grade 3. Reading First provides professional development and instructional strategies, programs and materials that are of proven effectiveness through scientifically based reading research.

RELATED WEBSITES:

New York State Education Department – Office of Elementary, Middle, Secondary and Continuing Education:

<http://www.emsc.nysed.gov>

New York State Bilingual/ESL Network

<http://www.emsc.nysed.gov/ciai/biling/nysben.html>

Reading First in New York State

<http://www.emsc.nysed.gov/readfirst>