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Common Strategies Used by Kindergarten Teachers to Instruct Reading to
English-as-a-Second-Language Students

A Dissertation

Presented to

The Morgridge College of Education

University of Denver

In partial fulfillment

of the Requirements for the Degree

Doctor of Philosophy

By

Emma Kaye Penn

August, 2009

Dr. Linda Lucille Brookhart, Advisor

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Title: Common Strategies Used by Kindergarten Teachers to Instruct Reading to English-as-a-Second-Language Students

Advisor: Dr. Linda Lucille Brookhart

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Abstract

This research was designed to describe, analyze, and interpret what reading strategies experienced kindergarten teachers believe are essential to instruct English-as-a-Second-Language learners how to read. Through in-depth interviews, experienced kindergarten teachers were given a voice to describe what they consider essential reading strategies to instruct English-as-a-Second-Language learners to learn how to read.

The participants were four licensed, non-probationary kindergarten teachers instructing reading in English to a minimum of 51% English-as-a-Second-Language population. Selected kindergarten programs were consistent in program design. Processes were influenced by the gateway approach. The stories teachers told about their experiences in teaching ELLs how to read was a means to connect with narrator experiences.

The excerpted narratives for each participant required an understanding of the narrator's story in the context of their environment, their experience, and through the salient stories they shared. Patterns were discovered and shared in excerpted narratives and ultimately global themes were derived. Finally, this study has provided kindergarten teachers and administrators with practical knowledge regarding what is essential to instruct reading to English Language Learners in kindergarten.

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I feel genuine appreciation for my advisor and dissertation committee: Dr. Linda Brookhart, Dr. Bruce Uhrmacher, and Dr. Carolyn Mears. They have guided me on my journey as I continued my endeavors of life-long learning.

My journey of life-long learning has been a great walk with my beloved family. They honored and understood my passion for learning.

*I dedicate this work to my family for unconditional support
and encouragement*

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Chapter I

Introduction

Learning to read proficiently is essential for all students in order to be successful in school. Once primary grade students have become proficient in learning to read, the skills they learn become their foundation as they read to learn, which then develops their academic learning and language. The level of success students achieve in reading sets the stage for their application, experience, and success in academic learning. Today, more than ever before, early childhood literacy is regarded as the single best investment for enabling children to develop skills that will likely benefit them for a lifetime (Neuman & Dickinson, 2001, p. 1). Early success at reading acquisition is one of the keys that unlock a lifetime of reading habits (Cunningham & Stanovich, 1986, p. 147). Successful reading from third grade and above is significantly dependent on learning how to read in kindergarten.

This research focuses on the methods kindergarten teachers use to teach reading to students whose second language is English. My goal is to provide information that will contribute to a wider body of knowledge in addressing English Language Learners (ELLs) needs, which is critical to success in this arena. English Language Learners are increasing in numbers and much of the research on early literacy has been done with English speaking students.

As an elementary classroom teacher, an elementary principal, and a researcher, I am in a position to listen to the voices of experienced kindergarten teachers and discover what teaching methods they believe are essential in the instruction of reading to the growing number of ELL students. These children must begin to learn to speak and read English in kindergarten.

Research Question

The purpose of this study is to describe, interpret, and analyze: What do experienced kindergarten teachers consider to be essential for reading instruction to help English-as-a-Second-Language students to learn to read? This question was addressed through five sub-questions:

1. What steps must kindergarten teachers use to help the ESL student reach grade level proficiency? Are the steps different for English speaking students?
2. What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?
3. What challenges do experienced kindergarten teachers have instructing reading to ESL students?
4. What recommendations do experienced kindergarten teachers give regarding instruction for ESL students?
5. What are the voices of teachers engaged in helping English-as-a-Second-Language students learn how to read?

Definition of Terms

For the purposes of this study, the following definitions will be used:

Basic skills: A general term that refers to those skills, primarily cognitive and language related, are needed for many school learning tasks. Speaking, reading, mathematics, listening and writing, are commonly considered basic skills (Harris, T. L., & Hodges, R. E., 1983, p. 31).

Colorado Basic Literacy Act (1996): Colorado House Bill 96-1139, which was enacted to ensure all pupils succeed if they have the basic skills in reading by the end of third grade.

Colorado Student Assessment Program (CSAP): The Colorado Student Assessment Program (CSAP) is designed to provide a picture of how students in the state of Colorado are progressing toward meeting academic standards in reading, writing, math, and science, and how schools are doing to ensure the learning of students (Unit of Student Assessment, 2008).

Common strategies in reading: Effective reading strategies including alphabet knowledge, phonological and phonemic awareness, understanding the letter-sound relationships and the alphabetic principal, concepts about print and books, oral comprehension and vocabulary.

Early literacy: Early literacy is everything children know about reading and writing before they can essentially read and write. Early literacy skills begin to develop in the first five years of life. A child's early experiences with books and language lay the foundation for success in learning to read.

ELA-E: ELA-E teachers instruct English language learners in English. These teachers include English as a Second Language (ESL) Resource Teachers and ELA-E classroom and content area teachers (Denver Public Schools, 2009).

ELA-S: ELA-S teachers are responsible for instruction in Spanish literacy and/or areas in schools that have a Transitional Native Language Instruction (TNLI) program (Denver Public Schools, 2009).

ELL: English Language Learners

Empirical: Planned, as in planned observations.

English-as-a-Second-Language Program: Instructional support program for English language learners. *English is their second language.*

English Language Acquisition Program: Training to provide ELLs with English language skills.

FEP: Fluent English proficient

Feeder area: A section of a school district made up of the elementary schools that feed in to the secondary education system, also known as *an articulation area*.

Gateway Approach: One of the many interview methodologies used for research, which is one proven approach to in-depth interviewing.

LEP: Limited English proficient

Narrator Check: A gateway researcher asks narrators to confirm accuracy of the transcripts, to assess the excerpted narratives for its accurate portrayal of the experience and interpretation of meaning, and to reflect on any additional understandings that may have come through the research process (Mears, 2009).

NEP: Non-English proficient

Phonemic Awareness: A minimal linguistic unit in spoken language (Harris & Hodges, 1983, p. 236).

Phonics: An approach to the teaching of reading and spelling that stresses symbol- sound relationships (Harris & Hodges, 1983, p. 238).

Reading Comprehension: Understanding what is read (Harris & Hodges, 1983, p. 262).

Reading Level: Reading level often means instructional reading level (Harris, & Hodges, 1983, p. 268).

Reading Readiness: The readiness to profit from beginning reading instruction; the teachable moment for reading (Harris & Hodges, 1983, p. 263).

Realia: Students and teacher use props and pictures in a story to strengthen meaning making through talk. Props could include real objects, toys that represent book characters, or other pictures that show similar ideas and actions. Props create the immediacy that young children need to converse, as well as provide the concrete representation that supports understanding (Christensen, A. & Kelly, K., 2005).

Response to Intervention: Response to Intervention (RTI) is a multi-step approach to providing services and interventions to struggling learners at increasing levels of intensity. RTI allows for early intervention by providing academic and behavioral supports rather than waiting for a child to fail before offering help (Klotz & Canter, 2007).

Sheltered English Instruction: An approach for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development (Echevarria & Short, 2008, p.1.)

Speech Sounds: For the purpose of this study, speech sounds will be defined as the application of phonics in reproducing the sound(s) represented by a letter or group of letters in a word (Harris & Hodges, 1983, p. 302).

Standards Based Education: Colorado House Bill 93-1313 enacted the Standards Based Education (1993) improvement system wherein content standards, assessment, curriculum, instructional interventions for special needs' populations, and professional development are aligned.

Syntax: The structure of grammatical sentences in a language (Harris & Hodges, p. 321).

Transitional Native Language Instruction (TNLI): A model for providing services to English language learners which includes native language instruction in Spanish, supported English content instruction, and English language development (Denver Public Schools, 2009).

Vocabulary Development: the learning of words and the meaning (Harris & Hodges, 1983, p. 349).

Background

Many federal, state laws and guidelines direct educators on how, what, and when to teach, and assess skills relative to reading. The National Reading Panel (NRP) (2000) released a report, *Teaching Children to Read, An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, to the United States Congress and identified significant skills teachers should use to teach students in learning how to read (National Institute of Child Health and Human Development, 2000). The No Child Left Behind Act (2001) is federal legislation intended

to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind (U.S. Department of Education, 2001). NCLB subsidizes schools with federal grants or funding. Title I provides funding for schools that are impacted by the number of students in poverty and is used for improving the academic achievement of disadvantaged students (Colorado Department of Education, 2002). Title III, Reading First, is a scientifically research-based program and a subpart of Title I, which ensures that all children learn to read well by the end of third grade (U.S. Department of Education, 2004).

In Colorado, additional laws and regulations inform what content standards are taught, how content standards are taught, and when content standards are assessed to guide educators in the successful learning by students. Colorado House Bill 93-1313 enacted the Standards Based Education (CDE, 1995) improvement system wherein content standards, assessment, curriculum, instructional interventions for special needs' populations, and professional development are aligned. House Bill 98-1267 (1996) defines the school accreditation process focusing on student achievement results (Colorado Basic Literacy Act, 1996). The Colorado Basic Literacy Act (CBLA) (1996) also known as House Bill 96-1139 was enacted to ensure all pupils can succeed if they have the basic skills in reading by the end of third grade. CBLA requires that students be provided with the literacy skills to read on grade level. Classroom teachers identify if reading readiness, instructional level of reading, or reading comprehension is at grade level by the end of the school year by assessing students in kindergarten through third grade. If a student is not reading on grade level, instructional interventions will be formulated to ensure that a student's literacy needs are met. Individual literacy plans (ILPs) will be written by classroom teachers to identify the

literacy interventions a student needs until the student is reading on grade level. Regrettably, the majority of ELLs are not demonstrating grade level proficiency in reading (CDE, 2008). ELLs are at-risk for learning academic language if they are not proficient in reading. Response to Intervention is another practice where high-quality instruction by classroom teachers and special education teachers is matched to the struggling student's needs with on-going assessment guiding the decisions made about the intervention the student receives (National Center for Learning Disabilities, 2001).

In addition to meeting Colorado rules and regulations as described above, over the past two decades Colorado educators have faced an increase in ELLs who must learn how to speak English as well as learn how to read. The kindergarten teacher faces the challenge that kindergarten students must be reading at grade level by the end of kindergarten in order to meet the level of expectations of the Colorado Student Assessment Program for third grade. The Colorado Student Assessment Program (CSAP) is designed to provide a picture of how Colorado students are meeting academic standards, and how schools are ensuring that achievement of students (Colorado Department of Education, 2008).

The Colorado English Language Assessment (CELA) indicates that most of the non-English proficient students are in kindergarten and first grade since this is where learning English begins. The CELA proficiency test is an annual assessment administered to ELLs to observe and report gains in listening, speaking, reading, writing, oral language, and comprehension. The CELA is an English proficiency test for ELLs from kindergarten through 12th grade and is not available in Spanish (CDE, 2008). CELA and CSAP are two

tests that serve different functions. CELA is a test for English language comprehension. CSAP assesses content standards acquisition.

Colorado's content standards, assessments, and curriculum follow the design model for assessment and accountability of NCLB, Colorado State, and Field's (2008) basic model of assessment and accountability. Field's basic model includes: Standardized tests or summative data at the State level to identify if students are attaining proficiency in one year; standard tasks or summative and formative data are used to assess students achievement over time in relation to district and state standards and informs teaching decisions, learning, professional development and policy; and classroom-based tasks include the use of formative data to guide instruction, monitor and evaluate student achievement relative to teaching and learning to objectives. In order to monitor student progress in learning how to read, kindergarten teachers must assess ELLs frequently to plan instruction and monitor ongoing progress.

Many classroom teachers are frustrated by not knowing how to meet the needs of at-risk learners, whether the teacher is seeking to meet the needs of the gifted student who is not reading up to his or her potential, the special education student who seems to require extra attention, or the increased numbers of English language learners. Teachers are also discouraged that resources including ESL or English Language Acquisition Program (ELA) supports are not available to meet the needs of students who are at-risk for learning. Reading instruction for ELLs is addressed through various program designs: transitional bilingual education, immersion, English as a second language, and maintenance bilingual education (Greene, 1998). In a presentation to Colorado Association of Bilingual Education, Medina

(Medina, 2008), noted that the number of qualified teachers not taking the Colorado assessment for teacher licensure in bilingual education resulted in a 50% decrease over the past three years. Greene found that ELLs participating in an English only program have higher needs (Greene, 1998).

Gandara, Maxwell-Jolly, and Driscoll (2005) surveyed teachers in California and found that teachers having problems communicating with ELL students and their parents was the number one cause of teacher frustration. A survey by Gandara and colleagues (2005) revealed that teachers did not have enough time to do everything they needed to do and that students did not have enough time to learn. Students spent too much time in pullout programs or support programs such as English-as-a-Second-Language or English Language Acquisition. Teachers expressed the need for more time to plan, to work in small groups, and one on one with ELLs. Secondary education teachers were concerned about the increase in high school dropout rates. Elementary and secondary education teachers were challenged and frustrated about the diverse academic skill level, language proficiency, and background of ELLs. Many teachers were challenged with the lack of appropriate resources and their concerns about testing students. Elementary and secondary education teachers needed professional development that included training teaching reading and writing in English and instructional strategies for working with ELLs (Gandara, Maxwell-Jolly, & Driscoll, 2005).

In a legislative report written by the Colorado Department of Education (CDE) (2008), conducted two decades ago, the Colorado General Assembly identified a substantial number of children in kindergarten and primary grades that were not adequately prepared to learn. They further declared that early school failure may ultimately contribute to at-risk

children dropping out of school at an early age, failing to achieve their full potential, becoming dependent upon public assistance or becoming involved in criminal activities. Colorado school districts are recognizing the need to address the concerns of early literacy and readiness before kindergarten. Colorado's House Bill 08-1388 appropriated funds to school districts for full day kindergarten (CDE, 2008). Denver Public Schools (DPS) serves its community with full day preschool and full day kindergarten for all Denver students. Although, currently, many of these programs are tuition-based programs, DPS will increase the number of qualified teachers and classrooms to meet the needs of early literacy in early childhood (Simmons & Woodson, personal communication, July 2007). Five districts are participating in the Colorado Preschool Programs and each are seeing a significant number of students scoring proficient or advanced on third grade CSAPs (CDE, 2003). It is evident, by the significant changes in state and district support for early childhood education, that ELLs opportunity to read in kindergarten will benefit from the support of a preschool program that supports early literacy learning.

Demographic Trends in Public Education

During the last decade, the United States has seen significant demographic shifts in population that have impacted the public educational system. In Colorado from 1980 to 2000, the Hispanic population has doubled from 81,567 to 159,000 and the Asian population has tripled, 8,799 to 20,932. The number of students identified as Limited English Proficient (LEP), in Colorado in 1995-1996 was at 0.0 percent. During the 2005-2006 school year, LEPs increased by 201.1 percent or 89,946 students (CDE, 2002). Since the 1994-1995 school years, there has been a 325% growth in Colorado's ELL

student population, with some districts experiencing up to 700% growth. Many school districts have tried to keep pace with such demographic changes, but doing so is challenging as teacher training has historically not encompassed the needs of ELL students (Cummins, 2005, p. 5).

Cummins (2005) writes, “One of the contributing factors of learning how to read in kindergarten is a pre-kindergarten learning experience or a reading readiness program. Increasingly rigorous classroom standards require administrators and school staff to constantly prioritize and reprioritize student needs and how to address them” (p. 50). No Child Left Behind and Colorado Basic Literacy Act require that all students read at grade level by 2014.

According to the Center for Public Education, “English Language Learner students are most likely to have Spanish as their first language; 79 percent speak Spanish at home (NCELA 2002); two-thirds are from low-income families; and almost half of ELLs (48 percent) in grades PK-5 have parents who did not finish high school” (as cited by National Clearinghouse for English Acquisition, Capps, 2005).

The National Center for Education Statistics (2003) reports, “Hispanic children are less likely than White or Black children to be enrolled in center based preprimary education at the age of 3, but are no less likely than White children at ages 4 and 5. Hispanic children are less likely than their White or Black peers to be read to or to visit a library. Most Hispanic students attend schools where minorities are the majority of the student body. Hispanics are about as likely as Whites to receive special education services. Hispanic kindergartners are less likely than their White and Asian/Pacific

Islander peers to stay focused on tasks, to be eager to learn, and to pay attention. The percentage of young children with two or more risk factors is five times greater among Hispanic kindergartners than among their White peers” (p. 22-68).

Early Literacy

Policy makers and educators are recognizing that effective teachers begin preparing students for academic learning as early as pre-kindergarten by developing literacy and numeracy skills (Serving Preschool Children Under Title 1, Part A Guidance, 2004). As a result, school districts and administrators across the nation are addressing the role of pre-kindergarten and kindergarten teachers in preparing students for early literacy development, alignment of grade level curriculum and State Standards, effective instruction, ongoing assessments, data analysis, and interventions for students struggling with learning to read. “Today, more than ever before, early childhood literacy is regarded as the single most important investment for enabling children to develop skills that will likely benefit them for a lifetime” (Neuman & Dickinson, 2001, p. 1).

In 2002, President George Bush presented his Early Childhood Initiative to “inspire educators everywhere to... aim to set higher standards for school students and enhance accountability of teaching”. One of the goals of the Initiative is to... “Make sure that every child enters school with basic reading and number skills”. President Bush continued to support early literacy development in kindergarten as clarified in the document *Serving Preschool Children Under Title 1 and Promoting Title 1 Schools to Use Title 1 funds to promote pre-kindergarten in public and private schools*. Although the guidance document addresses pre-school, its intent is to ensure that if children arrive

in kindergarten from a high quality-preschool, it will better prepare them with the necessary skills for learning to read (Serving Preschool Children Under Title 1, Part A Guidance, 2004). Kindergarten teachers need to ensure that all students are on grade level in order to be successful at learning how to read in first grade. Therefore, kindergarten teachers should closely examine their instructional practices in teaching English language learners since “currently 1 of every 5 school-aged children in America comes from a home where a language other than English is spoken” (CDE, 2002, p. 2).

Since the NRP report, researchers, including McGee and Morrow (2005), have provided a look at early literacy instruction in kindergarten to include “alphabet knowledge, phonological and phonemic awareness, understanding the letter-sound relationships and the alphabetic principal, concepts about print and books, oral comprehension and vocabulary” (p. 44) . At the end of the school year, kindergarten teachers assess students to identify the instructional reading level for transition to first grade. Clay (1991) found, “Interventions would have to start early rather than late. Good quality first teaching would be the place to start. Sensitive observation and monitoring of progress by all classroom teachers in the early childhood years with appropriate instructional changes would be a second step and an early intervention program with enough power to get a high proportion of those children to independent status in reading and writing would be a third step” (p. 206).

With the national and state emphasis on preschool education, kindergarten would naturally become the second year of schooling for young children. In view of that, having a qualified teacher of reading in kindergarten will increase the potential success of

kindergarten students learning how to read. Clay (1991) writes, “A flexible and experienced teacher, well-versed in teaching individuals and especially qualified in a wide variety of approaches to reading instruction, must be available for intensive and sustained reteaching of the children making the lowest progress in their second year of school” (p. 210). As a result, the second year of school is kindergarten for those students which have experienced preschool. Many ELLs come to kindergarten already a year behind in learning how to read. Snow, Burns and Griffin (1998) recommend, “Attention to ensuring high-quality preschool and kindergarten environments as well. We acknowledge that excellent instruction in the primary grades and optimal environments in preschool and kindergarten require teachers who are well prepared, highly knowledgeable, and receiving ongoing support. Excellent instruction may be possible only if schools are organized in optimal ways; if the facilities, curriculum materials, and support services function adequately; and if children’s home languages are taken into account in designing instruction” (p. 6).

The reading focus of Snow, Burns, and Griffin (1998) pertained to the prevention of reading difficulties for students. The early literacy programs of learning how to read must have the overarching goal of prevention for students to successfully read to learn. Clay (1991) writes, “Every reading program involves risks to individuals. All teaching is not perfect and in the real world of education we are always faced with less than a perfect delivery system” (p.7). It is imperative the delivery system that Clay, Snow, Burns, and Griffin refer to be one where classroom teachers assess the needs of students and utilize the results to identify and plan instruction based on the individual needs of students. The

kindergarten, reading teacher of true quality has the opportunity of ensuring success for students learning how to read. Snow, Burns, and Griffin (1998) writes, “Quality instruction in kindergarten and the primary grades is the single best weapon against reading failure” (p. 343).

Language Acquisition

The increasing number of English Language Learners and the high numbers enrolled in America’s classrooms impact kindergarten teachers and their ability to address learner needs. Kindergarten teachers and specialized teachers trained in English Language Acquisition and English-as-a-Second-Language are responsible for developing the language acquisition for kindergarten ELLs. Kindergarten ELLs are at different stages of development in English Language just as they are with learning to read. “A major issue in teaching ELLs is how to accommodate multiple levels of language and literacy within a classroom” (August & Shanahan, 2003, p. 36).

Colorado’s proficiency level descriptors for ELLs are Non-English proficient (NEP), Limited English proficient (LEP), and Fluent English proficient (FEP) (CDE, 2008, p. 55). Colorado’s English Language Acquisition Unit indicates “children best acquire a second language in much the same way that they acquired their first language—by learning to communicate, and make sense of their world” (CDE, 2008).

Colorado Department of Education (2007) released the Accommodations Overview stating, “NCLB requires the inclusion of ELLS in state accountability systems” (CDE, p. 10). English Language Learners participate in CSAP, CELA and are counted in adequate yearly progress for accountability in the district and state. NCLB allows ELLs

exemption from CSAP for three years due to English language proficiency and based on the date of arrival to the United States. CSAP assesses a student's knowledge while CELA assesses language fluency. All ELLs, k-12, identified as English Language Learners, are required to take CELA (CDE CELACABE, 2008). Although each test is written in English, accommodations are allowed based on the level of English literacy proficiency that could allow the test to be administered in English or the native language. Accommodations are critical and must be the same as those provided by the classroom teacher during regular instruction to English Language Learners in order for ELLs to receive accommodations on CSAP. Demographics are changing the look of the American classroom in most schools, yet the diversity of classroom teachers has not changed. "Although student diversity has grown exponentially, the majorities of U. S. teachers are European American females and speak only English" (Curry, 2007, p. 1).

Effective instructional strategies have been identified to enable ELLs to learn the English Language. The American Educational Research Association (AERA) (2004) writes, "The ability to understand written English is intertwined with proficiency in spoken English" (American Educational Research Association, 2004, p. 1). Freeman and Freeman (1988) indicate, "One type of instruction that offers promise in helping LEP students develop competency while also developing English proficiency is sheltered English. In the sheltered English classroom, teachers use physical activities, visual aids, and the environment to teach important new words for concept development in mathematics, science, history, home economics, and other subjects" (ERIC Clearinghouse on Languages and Linguistics Washington D.C., 1988). Sheltered English

instructional strategies support the instructional strategies for teaching kindergarten literacy (physical activities, visual aids, and the environment).

Rationale

The number of English-as-a-Second-Language students has grown and learning to read in kindergarten is significant to English Language Learners' success in learning how to read. Kindergarten teachers are critical to effectively instructing reading to English-as-a-Second-Language students. Although school districts are providing training for teachers to teach English Language Learners, the focus is not on how English Language learners learn how to read. Much of the current, relevant information on teaching students how to read is based on reading instruction that includes specific recommendations from the National Reading Panel.

Providing the essential reading instruction for ELLs remains an “interest in emergent literacy [that] has been accompanied by a lot of controversy about the best instructional methods” (McKeough, Phillips, Timmons, & Lupart, 2006, p. 155). The intent of this research is to investigate what kindergarten teachers consider as essential to the teaching of reading to English-as-a-Second-Language students.

In a review of the literature, which summarizes effective early literacy strategies, researchers suggest strategies that reading instruction must include, such as: “direct instruction in phonemic awareness; explicit, systematic phonics instruction; guided, repeated oral reading; direct and indirect vocabulary instruction; and comprehension strategies instruction” (National Reading Panel, 2001, p. 3). Other researchers (Deford, Lyons, & Pinnell, 1991) recognized that the way in which kindergarten teachers instruct

reading to ELLs is key to successful reading. Deford, Lyons, & Pinnell (1991) states, “The primary goal of literacy education is to make a difference for children and society. There is only one way to accomplish that goal: find ways to increase the expertise of teachers. We need to know more about what teachers need to know, how they make decisions, and how they learn” (pp. 171-172).

While a variety of information has been written to discuss the effective early literacy instructional strategies to use with students learning how to read, it does not specifically address what kindergarten teachers consider to be essential to the instruction of reading to English-as-a-Second-Language students who are learning how to read. Although the review of literature identifies how English-as-a-Second-Language students learn, it is unknown whether kindergarten teachers consider those instructional strategies as essential for ELLs to learn how to read.

What appears to be missing from the research is the direct voice of the kindergarten teacher, a person whom is significantly affected by what is essential reading instruction to English-as-a-Second-Language students who need to learn to speak English as well as how to read. More important, what would kindergarten teachers consider, in their own words, is essential to teach ELLs how to read? Are resources needed, and if so what?

More than ever before in the history of education, the kindergarten teacher’s skillful and effective instructional practices in teaching students how to read is a major issue in closing the achievement gap. The issue has become a primary focus for national and state politicians, administrators, teachers, and parents. Kindergarten teachers are

aware “early childhood literacy is regarded as the single most investment for enabling children to develop skills that will likely benefit them for a lifetime” (Neuman & Dickinson, 2001, p. 1).

Method

One of the many interview methodologies used for qualitative research is the gateway approach with roots in oral history and educational connoisseurship and criticism (Mears, 2009). This qualitative interviewing approach incorporates an intentional way of learning about people’s feelings, thoughts, and experiences. “Interviews provide the information that the researcher later analyzes and shares with others” (Rubin and Rubin, 2005, p. 2). More details of interview methodology used in this study is discussed in Chapter III. Several specific processes were adapted from the gateway approach to provide a means to connect with a narrator’s experience. For the purpose of this dissertation, those connections were the stories the teachers told about their experiences in teaching ELLs how to read. Patterns and were discovered and shared in excerpted narratives. I conducted three 90-minute open-ended interviews with four kindergarten teachers who taught 51- to 85% English language learners. Two kindergarten teachers were identified through recommendations from school based leaders and two teachers through self-selection encouraged by school based leaders to participate. From the narrator transcripts, excerpts were extracted, which were linked to the research questions. The word *gateway or entryway*, refers to the deepened understanding through the excerpted narratives which provided the patterns and themes to answer the research questions. The information gleaned from the kindergarten teachers’ interviews was “a very rich source of information” to answer the research question (Eisner, 1998, p. 81).

Organization of the Study

This study provided descriptions of patterns and global themes that became apparent from the participants' interviews to provide other kindergarten teachers with information that could relate to instructing reading to English-as-a-Second-Language students learning how to read. The organization of this study was

- Chapter I: Introduction
- Chapter II: Review of the Literature
- Chapter III: Methodology
- Chapter IV: Analysis of Results
- Chapter V: Discussion

Chapter II

Review of the Literature

In order to review the literature pertaining to the common strategies used by kindergarten teachers when teaching reading to English Language Learners, this chapter has been divided into three sections. The first section provides research-based effective reading instruction and early literacy instructional practices. The second section examines the background of language acquisition and the impact of oral language development and learning to read. The third section identifies the challenges of English-as-Second-Language programs.

Effective Reading Instruction and Early Literacy Instruction

Researchers have learned a great deal about how to teach reading and most significantly, how to teach early literacy. Kindergarten instruction has changed over the past two decades as the importance of early literacy and its impact on academic learning became better understood. Teachers wavered back and forth in the choice method of reading instruction, phonics or whole word until No Child Left Behind (NCLB) (2001) became the new Elementary and Secondary Education Act with an emphasis on every child becoming literate in reading, writing and math. NCLB brought the research to define how students can best learn to read and the instructional practices to ensure that all children do learn to read.

Taylor, Pressley, and Pearson (1999) write, “We all want the best schools possible for our children, schools that help them acquire the knowledge, skills, and dispositions they will need to pursue whatever dreams and paths they wish” (p. 4). The National Reading Panel (2000) writes,

“In education, particularly in the teaching of reading over the years, the choice of instructional method has been influenced by numerous factors, not only teachers’ own frontline experiences about what works, but also politics, economics, and the popular wisdom of the day.” (National Reading Panel, 2000, p. 2-1).

The disagreements about reading methods are basically focused on the skills one needs to learn to read. The reading wars put the teaching of reading at the forefront of educational issues that were greatly impacting the decisions classroom teachers were making about their instructional practices. The results of the reading wars challenged what classroom teachers believed was best for teaching students how to read.

As the debate continued, a dissonance developed among teachers and also among researchers. Clay (1991) contends, “Whatever the approach to beginning reading, a major learning task for the child in the first year is to learn to identify as distinct entities the letter forms commonly used in English orthography. In their second year at school children should not only complete the mastery of all letter identities but also they should discover names and sound labels for most letters” (p. 269).

In *Learning to Read: The Great Debate*, Jeanne Chall captured the essence of the reading wars. She noted that the many controversies about reading instruction in first grade boiled down to one question: “Do children learn to read better with a beginning method that stresses meaning or with one that stresses learning the code?” Chall’s findings stressed an “emphasis in early code instruction to produce better outcomes in

word recognition” during kindergarten through fourth grade which resulted in better comprehension (as cited by Kim, 2008, p. 372). Once Chall published her findings, Kenneth Goodman claimed that reading was a psycholinguistic guessing game. Kim (2008) summarizes, “Virtually every major synthesis on reading rejected the simple dualism between phonics and whole language and encouraged instruction that focused on helping children master the alphabetic principle and acquire meaning from text” (p. 374).

Taylor, Pearson, Peterson, and Rodriguez (2000) found, “research on effective reading instruction is extensive and has examined both curricular (what people do) and process (how they do it) variables” (Taylor, Pearson, Peterson, & Rodriguez, 2005, p.12). Escamilla (2006) found in the case of Colorado, “Colorado Department of Education officials frequently argue for assessment and testing to be conducted only in English because it would be too expensive and not feasible to develop tests in 102 languages” (as cited by Garcia, Skutnabb-Kangas, & Torres-Guzman, 2006, p. 185). Taylor, Pearson, Peterson, and Rodriguez (2005) writes, “upon reviewing research primarily focused on curricular aspects of reading instruction, the National Reading Panel (NRP) concluded that an effective reading program included the following: direct instruction in phonemic awareness; explicit, systematic phonics instruction; guided, repeated oral reading; direct and indirect vocabulary instruction; and comprehension strategies instruction” (p. 3).

Pinnell (as cited by Deford, Lyons, & Pinnell, 1991) states,

“The primary goal of literacy education is to make a difference for children and society. There is only one-way to accomplish that goal: find ways to increase the expertise of teachers. We need to know more about what teachers need to know, how they make decisions, and how they learn. Conscious attention to teacher development is required; a single preparation program plus “experience” is inadequate” (pp. 171-172).

The National Institute for Literacy (NIL) (2007) identified clear principles from reading research that to “teach reading well, teachers must use a combination of strategies, incorporated in a coherent plan with specific goals”. In order to differentiate and provide appropriate instruction in reading “teachers must know how children read, why some children have difficulty reading, and how to identify and implement strategies for different children” (NIL, 2007). This is best done through ongoing data collection that provides classroom teachers with the results to determine what is taught. Formative, ongoing or interim reading assessments and summative reading assessments provide teachers with the data to inform the decisions that must be made to identify how children are reading, why some students are struggling, and what strategies students need. The effective teacher knows how to analyze and evaluate the results to plan what the next steps for instruction will be.

Balajthy (2007) found “after almost a half-century of confusing debate about methodology in the field of reading and literacy, the past fifteen years have seen a growing consensus among researchers and theorists in the field. This consensus has centered on several important factors related to reading and literacy instruction that are solidly based on research, indicating that they have powerful influences on achievement: exemplary instruction; differentiated instruction; phonological awareness instruction; explicit, systematic, and sequenced word identification; and rich, integrated experiences in reading and literacy from early childhood on” (p. 1). Balajthy (2007) further clarifies, “Classroom instruction should be exemplary. Quality teaching has long been recognized

as a key factor in reading instruction, as in the common phrase *the teacher makes the difference*” (p. 1). McGee and Morrow (2005) confirmed, “Effective kindergarten teachers expect and encourage this mixture of conventional and unconventional reading and writing. They help children learn the foundational skills kindergartners must learn, but they value and encourage children to use unconventional strategies to read and write independently” (p. 44).

Strickland (2006) found the following:

Language and literacy develop concurrently and influence one another. What children learn from listening and talking contributes to their ability to read and write and vice versa. Instructional support that relies on the accumulation of isolated skills is not sufficient. Teaching children to apply their knowledge and skills has a significantly greater effect on their ability to read (p. 3).

Cunningham and Stanovich (1986) write, “Students who get off to a fast start in reading are more likely to read more over the years, and, furthermore this very act of reading can help children compensate for modest levels of cognitive ability by building their vocabulary and general knowledge. In other words, ability is not the only variable that counts in the development of intellectual functioning. Those who read a lot will enhance their verbal intelligence; that is, reading will make them smarter” (pp. 146-147). “Interest in emergent literacy has been accompanied by a lot of controversy about the best instructional methods” (McKeough, Phillips, Timmons, & Lupart, 2006, p. 155). “Regardless of children’s entry skills, all children are expected to reach high levels of achievement by the end of kindergarten” (McGee & Morrow, 2005, p. 62). At the end of the school year for Colorado students, kindergarten teachers assess students to identify the instructional reading level for transition to first grade. The Developmental Reading

Assessment, Second Edition (DRA2) is a set of individually administered, criterion-referenced reading assessments. The Colorado Department of Education has benchmarked the end of year DRA2 at a level 3 for kindergarten students (CDE, 2006). The DRA2 enables kindergarten teachers to identify independent and instructional reading levels (CDE, 2006). Many schools find that a level 3 on the DRA2 in kindergarten is not a rigorous enough standard and are raising the exit reading level to a level 6.

Snow, Burns, and Griffin (1998) found,

Children who are particularly having difficulty learning to read in the primary grades are those who begin school with less prior knowledge and skill in relevant domains, most notably general verbal abilities, the ability to attend to the sounds of language as distinct from its meaning, familiarity with the basic purposes and mechanisms of reading, and letter knowledge (p. 317).

Findings from the National Reading Panel Report (National Institute of Child Health and Human Development, 2000) identify that the meta-analysis indicated systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read.

“A major challenge faced by many societies is the gap in achievement between the children of families whose parents are members of the majority racial and linguistic group and the children of immigrant families, children whose families are from racial minority groups, whose parents are poor and have limited education” (Neuman & Dickinson, 2001, p. 2). “Teachers will be expected to meet the needs of children with identified disabilities, children who speak a different home language than English, and children who enter kindergarten with advanced levels of reading and writing. Teachers

will need to develop a repertoire of teaching strategies that meet the needs of the various children in their classrooms” (McGee & Morrow, 2005). The reading instruction must be informed by reading assessments.

McGee and Morrow (2005) remind us, “All states have standards regarding the level of literacy that all kindergartners in that state are expected to achieve, and many school districts within states have their own set of standards. Many state standards provide only a minimum; they identify what most children can and do achieve by the end of the kindergarten year”. McGee and Morrow (2005) recommend, “Kindergarten teachers use rigorous standards that are based on research to show what kindergartners can do with effective instruction. These standards guide teachers in making decisions about what they will teach throughout the kindergarten year and the nature of assessments that they need to use to document children’s achievement” (McGee and Morrow, 2005, pp. 146-147).

Snow, Burns and Griffin (1998) recommend when English Language Learners arrive at school and instructional materials are available to assist teachers in “developing understanding of English speech sounds, vocabulary, and syntax, the postponement of formal reading instruction is appropriate until an adequate level of proficiency in spoken English has been achieved” (p. 11). A review of the literature clarifies that once kindergarten ELLs have developed a level of proficiency in spoken English, knowledge of letters of the alphabet, the sounds associated with those letters, and the concepts about print (Clay, 1979, p. 27), and basic book knowledge, then ELLs in kindergarten are ready to learn to read. “Gandara, Rumberger, Maxwell-Jolly, and Callahan, (2009) widely agree

on the idea that teaching basic English-reading skills to young English Language Learners is not very different than teaching young English speakers how to read” (cited by Viadero, January 8, 2009, p.25).

Background of Language Acquisition

A research review by the Center for Public Education (2007) identifies the “unique educational disadvantages faced by ELLs in U.S. schools were formally recognized as a civil rights issue with the passage of the 1968 Bilingual Education Act, which established funding for bilingual Education programs”. In *Lau vs. Nichols* (1974), “the Supreme Court ruled on behalf of the Chinese students in San Francisco that ‘merely providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English’ did not constitute ‘affirmative steps’ to help ELLs gain full access to an education, but no particular program or method was specified. Four years later, Congress restricted federal support for bilingual education by amending the Bilingual Education Act so that it supported only transitional programs for non-English speaking students” (p. 3) .

The National Research Council (1997) concluded, “After a rigorous review of research on language programs and effective schools and classrooms, that native language instruction is one of many components of effective schooling for ELLs. The Council recommended researchers try to pinpoint effective features of programs and instruction instead of focusing solely on bilingual vs. immersion programs. A year later, however, California voters approved Proposition 227. This measure restricted bilingual instruction and resulted in most ELLs receiving a year of sheltered English immersion

before being transferred to regular classrooms” (as cited by Center for Public Education, 2007, p. 3).

Most children learn language early before coming to school. Parents develop stages of communication with their child which will look and sound different at different stages of development. “Reading is a linguistic skill that, with rare exceptions, is learned only after children have acquired considerable proficiency in oral language. There is now a great deal of evidence showing that children’s early progress in learning to read depends critically on their oral language skills” (Muter, Hulme, Snowling, & Stevenson, 2004, p. 665). August & Shanahan (2003) write, “typically English speaking children have considerable knowledge available for analyzing language when they enter school. However, problems can occur for children who are not English speakers and have not broadened listening skills to include English sounds” (August & Shanahan, 2003, p.16). English Language Learners encounter many challenges in learning to speak English as well as learning how to read. The Center for Public Education (2007) found, “Among the individual factors that can affect ELLs’ development of fluency in English are age, previous learning, socioeconomic status, immigration status, parents’ educational levels, and individuals’ attitudes and motivation. Also, keep in mind that ELLs in a school setting are faced with the dual challenge of learning academic content as well as English. English Language Learners who have formal schooling in their first language develop proficiency in English faster than ELLs who have had no formal schooling in their first language” (p. 9). It is imperative that the design and organization of the kindergarten classroom includes experiences that provide students with time to engage in

conversations with their peers and adults. Kindergarten teachers and students proficient in English are good models for English Language Learners.

Haynes (2007) writes, “English language learners need one to three years to master social language in the classroom. Social language is the language of the playground. Newcomers use Basic Interpersonal Communication Skills or BICS to function socially in hallways, classrooms, school buses, and playgrounds. English language learners need to be specifically taught interpersonal skills such as how to greet people, give and receive compliments, apologize, and make polite requests. They also need to understand nonverbal language and the use of personal space. ELLs need to learn the appropriate voice tones, volume, and language for different school settings” (Haynes, 2007, pp. 14-16). Therefore, developing social language is much like developing language for young children learning how to communicate with family members and peers.

“It is crucial for educators to understand the difference between BICS and Cognitive Academic Language Proficiency (CALP)” (Haynes, 2007, p. 20). “Parents of English language learners should be encouraged to speak their primary language at home. It is more beneficial for children to hear fluent native language with a rich vocabulary than it is to hear imperfect, halting English” (Haynes, p. 23). Preschool Spanish speaking children benefit from speaking fluent Spanish with their parents and siblings. Language experiences with preschool children and kindergartners strengthen their success in becoming fluent in English.

A major issue in teaching ELLs is how to accommodate multiple levels of language and literacy within a classroom. This issue is of “particular importance for teachers who have newcomers in the second and third grades, when the class has moved beyond early literacy instruction and the demands of constructing meaning from text are far greater” (August & Shanahan, 2003, p. 36). Classroom teachers must provide early literacy instruction as well as provide access to grade level curriculum and instruction regardless of the level of language and literacy the kindergarten student brings to the learning environment. The organization of kindergarten classrooms is intended to give English Language Learners the opportunities to engage in oral language development and written text. Kindergarten teachers face similar issues in other grade levels when a new student arrives at various times throughout the school year.

Challenges for English-as-a-Second-Language Programs

AERA (2004) indicates “research is not available to support the effectiveness of second language pullout support programs as an effective intervention for ELLs learning to read. Rather, the AERA states English Language Learners need teachers who can deliver the intense, explicit and supportive reading instruction” (AERA, 2004, p. 4). Colorado mandates the Colorado English Language Assessment (CELA) to determine a student to be limited in English proficiency (LEP). ELLs must be tested using the “language proficiency instrument that measures comprehension, speaking, listening, reading, and writing. Under Title I and Title III professional development for teachers is mandated in English-as-a-Second-Language or bilingual classrooms, mainstream, and content-specific classrooms” (AERA, 2004, pp. 4-9). School districts and universities are

collaborating to offer opportunities for teachers to take courses in effective instructional practices for ELLs. School districts are recognizing the benefits of training teachers in the most effective instructional practices to teach ELLs. Denver Public Schools (DPS), along with the University of Colorado Denver collaborated on coursework for English Language Acquisition Training in order to provide ELLs with English language skills (2008). Aurora Public Schools (APS) offers the opportunity for teachers to attain an endorsement in Bilingual/ESL education in collaboration with the University of Colorado and Regis University (Aurora Public Schools, 2005). As two large urban, metropolitan school districts, DPS and APS have the highest numbers of ELLs in Colorado. DPS (2007) served 57% Latino students and 14,450 were English Language Learners. APS (2007), as the sixth largest district in Colorado, served 49% Hispanic students.

Linguanti (1999) identifies “there are four major methods for serving English Language Learners, characterized by the degree to which they incorporate a student’s native language. He lists the following instructional models: Transitional Bilingual Programs (also known as Early-Exit Bilingual), Developmental Bilingual Programs (also known as Late-Exit programs), Two-Way Immersion Programs (also known as Dual-Language or Bilingual Immersion), and Newcomer Programs are designed to meet the needs of incoming ELL students with low-level English literacy skills and often limited formal schooling in their native countries”. Haynes (2007) also identifies, “There are several different sheltered English instruction models. Research has shown that sheltered English instruction enhances second-language acquisition and provides ELLs with meaningful uses of and interactions with their second language” (Haynes, 2007, p. 94,

95). “Two-way immersion (TWI) is an instructional approach that integrates native English speakers with native speakers of another language (usually Spanish) and provides instruction to both groups of students in both languages” (Howard, Sugarman, & Christian, 2003, p. 11).

“The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States” (Center for Applied Linguistics, 2008, p.1). Hansen-Thomas (2008) writes, “Sheltered instruction provides second language learners with the same high quality academically challenging content native English speakers receive. Features of the sheltered instruction include: use of cooperative learning activities with appropriately designed heterogeneous grouping of students; a focus on academic language as well as key content vocabulary; judicious use of ELLs’ first language as a tool to provide comprehensibility; use of hands-on activities using authentic materials, demonstrations, and modeling; and explicit teaching and implementation of learning strategies” (p. 165). Sheltered instruction allows ELLs to use their first language in the classroom when appropriate (p. 167). Sheltered instructional strategies enhance instructional practices where teachers meet the academic needs of learners. “To do less is to exacerbate existing problems for subgroups within a ‘nation (already) at risk” (Hiebert, 1991, p.169). For the purpose of this study, kindergarten teachers using sheltered English instruction will be identified.

Classroom teachers find challenges when interpreters for conversations with English Language Learners’ parents are unavailable. Often Spanish-speaking interpreters

are available, but difficulty locating other language interpreters, such as Mandarin, is difficult. “Both elementary and secondary teachers cited problems’ communicating with students and parents as the greatest difficulty they encounter in teaching English language learners” (Irujo, 2006). Gandara, Maxwell-Jolly, and Driscoll (2005) states, “We are asking kids who come to a situation overwhelmingly behind, even beginning kindergarten, to catch up and learn another language and at a faster rate than others and without extra time”. As a result, ELLs are behind their English speaking peers on achievement tests.

Thompson (2004) states, “If schools use a basic skills approach to address these students’ literacy needs, it often compounds their risk for failure since the ELL students then lack a language-rich, literacy-rich environment that exposes them to the higher-order skills expected on state standards” (p. 4). “English Language Learners face the dual challenges of mastering English and acquiring the academic skills and knowledge deemed essential for a sound education and future life. Schools face the challenge of designing programs to help ELLs achieve these goals. The challenge is magnified by the fact that these students enter the U.S. schools at every grade level and at various times during the academic year” (Genesee, Lindholm-Leary, Saunders, & Christian, 2006). Consequently, teachers are striving to provide ELLs with more than one year of essential learnings and bring them up to grade level proficiency before the end of the school year.

“What is at stake is how we educate students who do not speak English natively beyond the submersion approach that has characterized much of the educational experiences of language minorities in this country. The combination of changing

demographics and limited funding for bilingual education and ESL (English-as-a-Second-Language) programs means that mainstream teachers need to be informed about second-language issues (L2) in reading development” (Pang and Kamil, 2004). The English Language Acquisition Teacher Qualification Training Program in a major, urban school district found fewer teachers were seeking an endorsement and state certification in bilingual education (Medina, 2008). As a result, it is imperative that districts provide the mainstream teachers with professional development to develop best instructional practices in teaching ELLs how to read.

Summary

Learning to speak English and how to read in kindergarten is crucial to the success of English Language Learners. It is a difficult and enormous task to enter a classroom as a kindergarten teacher knowing that the most essential achievement for kindergarten is learning how to read when they do not yet speak English. In order for ELLs to accomplish grade level proficiency in reading English, kindergarten teachers realize they must also help students gain oral language proficiency as “reading is learned only after children have acquired considerable proficiency in oral language” (Muter, Hulme, Snowling, & Stevenson, 2004, p. 665).

Kindergarten teachers provide the strategies that support English Language Learners ability to learn how to read when the reading program provides the following: “direct instruction in phonemic awareness; explicit, systematic phonics instruction; guided, repeated oral reading; direct and indirect vocabulary instruction; and

comprehension strategies instruction” (National Institute of Child Health and Human Development, 2000, p. 3).

Clearly, federal and state mandates, the National Reading Panel, and researchers in the field of literacy, particularly early literacy development, have identified “quality instruction in kindergarten and the primary grades is the single best weapon against reading failure” (Snow, Burns, Griffin, 1998, p. 343). Learning to read prepares students for reading to learn. The value of this research is the firsthand experience of kindergarten teachers who may provide data for future studies of English Language Learners and the common instructional strategies in reading that are successful with English Language Learners.

In summary, a review of the research on effective reading instruction and early literacy describes the degree of importance in learning how to read and the implications early literacy development has on reading to learn. The review of the literature clearly identifies effective programs and effective instructional models to support English language learners. Finally, the significance of the challenges English Language Learners experience when there is a lack of funding, well-trained teachers in reading, and effective instructional practices to meet their needs has an impact on their ability to learn to read.

Chapter III

Methodology

The purpose of this study is to describe, interpret, and analyze: What do experienced kindergarten teachers consider to be essential for reading instruction to help English-as-a-Second-Language students to learn to read? This question was addressed through five sub-questions:

1. What steps must kindergarten teachers use to help the ESL student reach grade level proficiency? Are the steps different for English speaking students?
2. What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?
3. What challenges do experienced kindergarten teachers have instructing reading to ESL students?
4. What recommendations do experienced kindergarten teachers give regarding instruction for ESL students?
5. What are the voices of teachers engaged in helping English-as-a-Second-Language students learn how to read?

In this study, I interviewed kindergarten teachers to determine what they consider to be essential to instruct reading to English-as-a-Second-Language learners to learn how to read by means of interview methodology. In this effort, I was inspired by the gateway approach, with its roots from oral history and educational connoisseurship and criticism.

Qualitative interviewing is a method to identify and learn about people's feelings, thoughts, and experiences. Interviews provide the information that the researcher later analyzes and shares with others" (Rubin & Rubin, 2005, p. 2). "Qualitative data, with their emphasis on people's lived experience, are fundamentally well suited for locating the meanings people place on the events, processes, and structures of their lives...and for connecting these meanings to the social world around them" (Miles & Huberman, 1994, p. 10).

Rationale

Adapting various processes from the gateway approach to interview methodology was appropriate for this study. The process focused on "describing and portraying" (Rubin & Rubin, 2005) specific experiences or practices in reading instruction. The study involved in-depth, open-ended interviewing, and listening closely to experienced kindergarten teachers to hear what they considered to be essential instructional practices to teach reading to English Language Learners. Seidman (1991) discusses the importance of language and stories in a person's life as ways of knowing and understanding. "Telling stories is essentially a meaning-making process. It is the process of selecting constitutive details of experience, reflecting on them, giving them order, and thereby making sense of them that makes telling stories a meaning-making experience" (p. 1). As described by the word *gateway*, the stories of the participants in this study served as the entryway to understanding their classroom experiences, which provided the patterns and themes that answered the research questions.

Qualitative interviewing gives the researcher the opportunity to deepen one's understandings, and as in this study, to deepen my understandings about the complexities of instructing reading to English Language Learners that will shape what considerations educators make as to the reading instruction for kindergarten English Language Learners. The gateway approach provided a structure for me to listen to the stories of participants through interview methodology. I sought to answer the research questions by discovering information that the interviewee considers to be significant enough to share (Mears, 2009). In listening to the kindergarten teachers' stories of their world (Denzin & Lincoln, 2005, p. 641), I discovered what was essential to instruct ELLs and identified essential instructional practices that are provided when instructing ELLS in reading. These stories made it possible for me to answer the research questions as the patterns and themes became obvious.

Interview methodology provides the interviewees the opportunity as the participants to be "partners in research" (Rubin & Rubin, 2005) as they tell their story. Rubin writes that "qualitative interviews and ordinary conversations share much in common. Researchers listen to each answer and determine the next questions based on what was said. Interviewers do not work out three and four questions in advance and ask them regardless of the answers given" (p. 12). Therefore, it became obvious as I listened to the interviewee; I recognized how powerful the participants' voices were as they shared their stories. "The interview [became] a powerful resource for learning how people perceive the situations in which they work" (Eisner, 1998, p. 81). Describing what experienced kindergarten teachers consider was essential to instruct reading to ELLs

should improve learning for students who are at risk of learning how to read and reading to learn as well as inform others of what was essential to use in their reading instruction to English Language Learners.

Subjectivity

My biases as a researcher are affected by my own educational and professional experiences. As a classroom teacher, I provided instruction to English speaking pre-kindergartners, kindergartners and first graders in early literacy instruction. I had very few students who could not speak English. As a classroom teacher of students in kindergarten and first grade, I found that I needed to know more about teaching literacy. As a result, I completed a Masters of Arts with a focus on instructing Early Literacy. Later, I earned my Type D administrative certification and transitioned from classroom teacher to elementary school principal. Although, both of these roles have significantly influenced my views on students learning how to read, the role of elementary school principal has an even more significant influence.

When I became a principal, I supervised staff that provided instruction to English-as-a-Second-Language students where Spanish was the primary language. Student achievement progress was greatly influenced by English Language Learners who were behind in learning to read. Effective reading instruction became even more important to me. Eisner (1998) describes it, “as the art of appreciation. That which we appreciate—art, wine, or classroom—become things we want to know more about” (as cited by Mears, p. 50).

These influences led me to this research study. I am interested in kindergarten teachers who teach English-as-a-Second-Language students to learn how to read in kindergarten. Thus, the effect of this impact was the driving force behind my development of the research questions, the interviews, and the analysis of the data. These influences provide me with the topic knowledge enough to ask questions that led me to benefit from the interviews (Mears, 2009, p. 27).

Study Design

This study was conducted in the following these steps:

1. Each teacher participating in this study had experienced teaching English Language Learners how to read and expressed an interest in contributing to the understanding of how to best instruct English-as-a-Second-Language learners how to read.
2. Each teacher participated in three 90-minute interviews to obtain comprehensive descriptions of their essential instructional practices to instruct reading to English Language Learners in kindergarten. Open-ended questions provided the process to encourage the participants to tell their story (Appendix B).
3. The interview transcripts were given to the participants for review to confirm for accuracy. This process as referred by Mears (2009) is a narrator check. The teachers had the opportunity to agree or disagree with the transcript. This step was critical for checking or confirming accuracy and making any necessary changes to the transcripts.

4. The relevant information to answer the research questions was revealed after reviewing the transcriptions of the narrators' stories. Excerpted narratives were then created from the transcriptions to disclose the data in the narrators' own words.
5. A narrator check was scheduled with the teachers to come to a consensus that the excerpted narrative accurately presented the narrator's data and intended meaning. Both the researcher and the narrator developed a shared understanding of the experience and the meaningfulness of the narrative (pp. 70-71).
6. The analysis of the interview data or excerpted narratives revealed meaningful patterns (Appendix C), and the findings written in a narrative poem. The narrative poetry provided the opportunity to better understand the world of kindergarten teachers who instructed reading to English Language Learners. Specific information pertinent to each teacher was recorded in each narrative. I surfaced these patterns from repetitive listening to the audio tapes and reading the excerpted narratives: *reading instruction, English Language Learners, preparation for reading, keys to learning, phonemic awareness and phonics; vocabulary and comprehension; assessment; challenges, supports, and needs.*
7. The further analysis of the data organized within led to the discovery of more global themes to answer the research questions. The data analysis organizer (Appendix C) was used to identify the commonalities or more

global themes of the teachers: *best instructional practices, assessment and evaluation, resources, parent involvement, and challenges*, which will be discussed in Chapter V.

This study provided “the literature with the direct voice” (Jobe, 2000, p. 41) of kindergarten teachers and what they considered essential to instruct reading to English-as-a-Second-Language students to learn how to read by using a semi-structured, qualitative interview protocol designed to elicit personal narratives. Although, gateway approach is so specific and new to the field of qualitative, interview research, the use of excerpted narratives are significantly valuable to this study as a means to permit the voices of the teachers to be heard. Eisner (1998) writes, “This means that voice must be heard in the text, alliteration allowed, and cadences encouraged” (p. 3). The excerpted narratives have proven to capture the voices of interviewees and render data to display their own words.

Population

The setting for this study was four elementary schools in an urban, metropolitan school district serving English language learners. The participants were four licensed, non-probationary kindergarten teachers. Specific data relevant to this study and describing the participants can be seen on page 48 in Table 1. These participants provided reading instruction to classes with a minimum of 51% English-as-a-Second-Language population. It was imperative to the study that each kindergarten teacher instructed reading in English to all students in the class and that ELLs received 30 to 40 minutes of daily support from an

English-as-a-Second-Language Program teacher. Selected kindergarten programs were consistent in program design.

I contacted district leaders and submitted an application to the district requesting the opportunity to conduct the study. I received participant recommendations from school-based leaders. I conducted three 90-minute, open-ended interviews and elicited stories of personal experience and listened to the voices of kindergarten teachers who instructed large numbers of English Language Learners in learning how to read and do not speak English.

All participants included in this study were females. Each teacher was a regular classroom teacher considered to be an English Language Acquisition teacher providing full day kindergarten with instruction in English. Each participant received English Language Acquisition support with the Transitional Native Language Instruction model (TNLI) for providing services to English Language Learners which includes native language instruction in Spanish, supported English content instruction, and English language development (Denver Public Schools, 2009). TNLI schools do not have English-as-a-Second-Language pull-out programs for Spanish speaking students, since a Spanish instructional classroom is provided at every grade level. However, English Language Learners speaking languages other than Spanish are provided English-as-a-Second-Language pullout support from the English Language Acquisition teacher. The English Language Acquisition teacher or consultant provides services English Language Learners with the goal of transitioning ELLs to the mainstream English language instructional program (Denver Public Schools, 2009).

It was significant to this study that the kindergarten teachers' program design was a full day kindergarten in order to avoid possible inconsistencies in the amount of time a half-day kindergarten program had available to teach reading versus the amount of time a full day kindergarten program had available to teach reading. Participants in this study were regular licensed, non-probationary kindergarten teachers rather than probationary teachers in the first three years of teaching experience for the school, district, or the state.

Two of the participants, Amy and Jennifer, were considered as experts by site-based leaders and encouraged to participate in this study. Both of these teachers were experienced veteran teachers of kindergarten reading instruction. Each of these veteran teachers taught kindergarten for 16 years. Two of the teachers were experienced teachers of seven to ten years. Site-based leaders gave these teachers the opportunity and encouragement to participate in this study. Both of these participants self-selected to participate in this study since they served in leadership capacities in their schools. Smith Elementary is a school placed on watch by the district to improve test scores in reading and that teacher, Cathy, is working closely with district personnel to improve instruction and test scores in reading and writing. The teacher participant of seven years, Ellie, serves as a kindergarten team leader to the site leadership committee, is the Student Council Advisor, representative to the Blue Ribbon School Committee, and is a teacher sponsor of school enrichment programs. Site-based leaders considered these participants as experts to provide reading instruction to English Language Learners as each of them have received the training and endorsement from the district to provide English instruction to English Language Learners. Three of these participants are endorsed by the

district as English Language Acquisition-English teachers. One teacher, Jennifer, is endorsed as an English Language Acquisition-English teacher. Since Jennifer is a dual language teacher, she is also endorsed as English Language Acquisition-Spanish teacher.

These teachers provided reading instruction in English to all students. These teachers were considered as expert kindergarten teachers by their site-based leaders and served in leadership capacities in their buildings. Two of the teachers, Ellie and Cathy, with less than ten years experience in teaching kindergarten were enrolled in courses for a Master of Arts to strengthen their efforts to teach English-as-a-Second-Language students. Both Amy and Jennifer, with over 32 years of teaching experience, collaborated with professionals through district and job-embedded professional development to enhance their expertise in teaching English-as-a-Second-Language students.

The participants were asked to sign a detailed consent form (Appendix A) specifying agreement to be interviewed and audio taped for this research. Participants were given a copy of this form for their records. The kindergarten teachers agreed to give signed permission to use and publish the results of the interviews for the purposes of this dissertation, with the assurance that no identifying information would be included. I gave the participants and school a pseudonym.

Demographics included similarities in ethnicity of student population, full day kindergarten program, and each teacher identified as an English Language Acquisition teacher with an endorsement from the district to instruct English Language Learners.

| Table 1. Demographics of Study Participants | | | | | |
|--|----------|---------------------|-------------------------|--------------------------|-------------------|
| *Narrator | *School | Teaching Experience | Grades Served by School | ELL Classroom Population | ELA Program Model |
| Amy | Emmitt | 32 years | ECE-5 | 57% or 16 / 28 | TNLI |
| Jennifer | Otis | 33 years | ECE-5 | 51% or 14 / 27 | TNLI |
| Ellie | Phillips | 7 years | ECE-8 | 52% or 13 / 27 | TNLI |
| Cathy | Smith | 10 years | ECE-5 | 85% or 23 / 27 | TNLI |
| *Participants and schools have been provided with a pseudonym. | | | | | |

Measures

Interview Guides (Appendix B) were used to guide the interviews. Open-ended questions helped to frame the discussion in ways that would lead to answering the research question: What do experienced kindergarten teachers consider to be essential for reading instruction to help English-as-a-Second-Language students to learn to read? Each participant was informed of my interest in learning about what kindergarten teachers considered essential for instructing reading to English-as-a-Second-Language students to

learn how to read. Their answers are embedded in the excerpted narratives from the interviews shared by each of the teacher participants.

Each interview was audiotaped and then transcribed before the subsequent interview to guide the questions before the next interview. Each participant was given the opportunity to confirm the accuracy of each transcription before the next interview. I scheduled a narrator check or essentially a fourth interview with each participant to respond to the excerpted narratives to confirm their accuracy and completeness. Each of the participants was asked if her narrative was accurate and if anything needed to be left out or added. The fourth interview, unique to the gateway approach, is significantly the narrator check, which allowed the narrators to reflect on their experiences as reported in the excerpted narrative (Mears, p. 132). This interview was important to my participants to ensure that my interpretations of the excerpted narratives revealed the quality of what they said and the emotion or passion they expressed. After meeting individually with two of the participants, Amy and Cathy, each expressed concern that a small section of the interpretation did not reflect all they wanted to say. Both believed all the stories they shared about students' background information significantly influenced ELLs learning how to read. Although, I believed those sections were emotionally charged, I corrected the narratives to include all of the information on background information about students as they believed it was significant to instructing reading to English-as-a-Second-Language students. By doing so, I captured the essence of the teachers experiences on many levels, psychological, emotional, physical, and philosophical (Mears, 2009).

I used an Interview Summary Form (Appendix B) to record the teachers' comments in order to summarize the interviews and prepare for scripting. This allowed me to keep an account of what was observed and heard during the interview, much like keeping a journal. A Data Analysis Organizer (Appendix C) served for recording the patterns that were identified and helped me to identify the more global or broader themes noted in Chapter V. As Mears (2009) writes, "Using open-ended questions with the teachers ensures the interviewee greater latitude and invites depth of details" (p. 110). Patterns relating to each question were highlighted and described in a narrative. I recorded the responses in a narrative poem, which is a form of writing of a person telling a story (Harris & Hodges, 1981, p. 206). Each narrator reviewed the excerpted narratives and had the opportunity to make changes to the narrative to ensure accuracy. The teachers had the opportunity to provide additional information to clarify what was heard and stated.

Data Analysis

I analyzed the interviews to determine patterns and themes relative to the research questions and selected from each narrator's transcript excerpts that supported those patterns and themes. These patterns and themes surfaced repeatedly in listening to the teachers on the audiotapes and then reading the excerpted narratives. These were linked back to the literature. The cross-case analysis between what the four experienced kindergarten teachers considered to be essential for reading instruction to help English-as-a-Second Language students to learn to read was revealed in the patterns and themes. Repeated elements were identified across narrators' stories. I listened for more common

word usage and was able to link their messages back to the literature. Each narrator was given the opportunity to review her data (the transcripts) and the interpreted meaning (excerpted narrative) that I took from the data, which contributes to both reliability and validity (Mears, 2009). The data analysis focused on the patterns and themes that provided meaning of what each participant believed was essential to instruct reading to English Language Learners and provided significance to inform a broader community of educators how to best instruct reading to teach English-as-a-Second-Language learners how to read in kindergarten.

Limitations

A limitation of this study was that only one grade level was being described and the results may not pertain to other grade levels. Another limitation was the results may not pertain to ELL students in a bilingual program where instruction is provided in English and Spanish or when a program model supports Spanish instruction for teaching English-as-a-Second-Language students how to read. Access to kindergarten teachers was a major limitation to this study.

Although the teacher participants meet the descriptors outlined in this study, schools and teachers were limited by site-based leaders and the availability of teachers. The teachers in this study do not appear to represent diverse groups. The teachers do not appear to be an ethnically diverse group and, therefore, the teachers were white females that did not represent the diverse ethnic and racial backgrounds of the students in the district.

Conclusion

This dissertation investigated what experienced kindergarten teachers considered to be essential to instruct reading to English-as-a-Second Language students to learn how to read. This topic was addressed through the perceptions of the teachers' experiences of what they considered essential to instruct reading to ELLs to learn how to read.

While my perspective as a classroom teacher and principal gave me prior knowledge of instructing reading to students who need to learn how to read. Strategically, I minimized the impact of subjectivity. I provided the teachers with the narrator check which permitted the teachers to correctly check what I interpreted was what they said and that I accurately represented what they considered as essential instructional practices for instructing reading to teach English Language Learners how to read. Chapter IV presents Analysis of Results and Chapter V: Discussion.

Chapter IV

Analysis of Results

Chapter IV includes an introduction to the experienced kindergarten teachers who shared their stories. This chapter also includes an analysis of the results to the research question posed in this study: What do experienced kindergarten teachers consider to be essential for reading instruction to help English-as-a-Second-Language students to learn to read? This question was addressed through five sub-questions:

1. What steps must kindergarten teachers use to help the ESL student reach grade level proficiency? Are the steps different for English speaking students?
2. What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?
3. What challenges do experienced kindergarten teachers have instructing reading to ESL students?
4. What recommendations do experienced kindergarten teachers give regarding instruction for ESL students?
5. What are the voices of teachers engaged in helping English-as-a-Second-Language students learn how to read?

The answers are embedded within the excerpted narrative from the participants' interviews. For this study, the analysis is limited to the aspects that relate to the research

questions, with particular emphasis on those that have implications for schools and kindergarten teachers of English-as-a-Second-Language learners.

This chapter provides the opportunity to meet the kindergarten teachers, present patterns and themes from their interviews and the analysis of results. The excerpted narratives provided the opportunity to better understand the world of kindergarten teachers. Specific information pertinent to each teacher is recorded in her narrative. The excerpted narratives for each participant required an understanding of the narrator's story in the context of their environment, their experience, and through the salient stories they shared.

The participants in this study were four kindergarten teachers in an urban, metropolitan school district in Colorado recommended by school-based leaders. The teachers represent a wide range of teaching experience and education levels. They represented three articulation or feeder areas with similar student populations and demographics.

As the participants shared their stories, I listened for what each participant thought was essential to instruct ELLs to read and began to listen for relevancy to answer the research questions. Critical to this study, was my conscious effort to value their story, encourage their voice, and listen closely for emotions that served as indicators of passion for what they considered was essential to instruct reading to English-as-a-Second-Language students. This was wholly significant to understanding the teachers' voices and passion for teaching English-as-a-Second-Language students how to read. Therefore, the patterns that became evident as I listened extensively to the audiotapes are the following:

- *reading instruction*: defining strategies, skill, and methods

- *English Language Learners*: description of English Language Learners
- *preparation for reading*: preschool experience, behaviors, background knowledge or language experiences
- *keys to learning*: motivation, understanding rituals and routines, or concepts of print and books
- *phonemic awareness and phonics*: mini-lessons in whole group, small group, and one-on-one; realia
- *vocabulary and comprehension*: mini-lessons in whole group, small group, and one-on-one; realia
- *assessment*: ongoing, formative and informative; data used to make instructional decisions
- *challenges*: working with parents, leveled text, parent involvement, and resources needed to support at risk learners
- *supports*: resources, and professional development, and curriculum,
- *needs*: parent involvement, monies to support field trips and purchasing leveled text

These patterns guided the structure of the excerpted narrative or narrative poem for each of the participants. As I analyzed the patterns, it became apparent that more global or broader themes emerged and were categorized under: *best instructional practices, assessment and evaluation, resources, parent involvement, and challenges*, which will be discussed in Chapter V. Consolidating these patterns into more global themes led me to summarize implications for others who are providing reading

instruction to English-as-a-Second-Language learners to learn how to read. To help understand how each participant's responses related to the research questions, participant feedback is summarized under the research questions most relevant to the response. Those statements that participants had in common are summarized at the end of Chapter IV along with answering Question 5, which identifies the voices of these teachers engaged in helping English-as-a-Second-Language students learn how to read.

Amy

As a master teacher with 32 years experience and endorsed by the district as an English Language Acquisition-English teacher at Emmitt Elementary, Amy's intentions are to continue teaching even when the potential of retirement is in the close future. Over the past five years, Amy has trained a new teammate to kindergarten each year. During this time, each of those new teammates made changes to either a different grade level, stayed home with a new baby, or left for various other reasons. Consequently, it put Amy in a position to train and mentor a new teammate for the past five years.

Emmitt Elementary is in the heart of urban change. Emmitt serves students from Early Childhood Education through 5th grade. Amy believes her principal's English-as-a-Second-Language background supports her endeavors to improve reading instruction and achievement for Emmitt kindergartners. He provides her with opportunities that support her individually and school-wide to improve her expertise in teaching reading to English Language Learners. Upon meeting her principal for Amy's first interview, he greeted me with excitement and confidence about Amy's expertise. Amy received an exceptional endorsement from her principal to participate in this study.

Amy's experience in teaching includes teaching the deaf, in a parochial school, and in two public school districts. Amy came into education as a regular teacher during the whole language movement, when teachers did not teach phonics. As a hearing impaired teacher, Amy emphasized language development through language experience with field trips. Upon meeting Amy, she wondered if she was the teacher I should be interviewing. Although, she believed wholeheartedly that she knew what was essential to teach English Language Learners how to read, she questioned her expertise in sharing the right experiences that would benefit the study and others.

When the interviews with Amy commenced, her classroom was in transition with a goal of creating a sense of calm for kindergartners. Amy's large classroom was carefully arranged to accommodate workstations with a quiet corner where students or adults could sit quietly or hold a small meeting. Green potted plants and a lamp were on the table to create a tranquil haven in the midst of a very busy schedule and classroom.

Amy offers the perspective of a master teacher with many years as a half-day kindergarten teacher, teaching two sessions daily. As Amy transitioned to full day kindergarten, and the number of ELLs increased in her classroom, it became difficult to access the support she needed to respond to the various needs of her students. Issues, such as homelessness, an incarcerated parent, a single parent home, poverty, parents not graduating from high school, child abuse, or health, remind Amy of the desire to meet the needs of her students beyond the 3 R's. Amy believed there was more to instructing reading to teach ELLs how to read than letters of the alphabet, letter recognition, letter-sound association, phonemic awareness, phonics, oral vocabulary and comprehension. Amy described how she

created calm in the midst of an institutionalized, busy, noisy, kindergarten classroom of 28 students, by changing the classroom to include a quiet table with a lamp and green plants and workstations to direct the flow of traffic. From the heart of a kindergarten teacher who wants more for her students, here is Amy's story.

Reading instruction...

We work on letters of the alphabet,
the concepts about print and books,
phonemic awareness and phonics,
vocabulary, oral reading and comprehension.
This becomes part of the rituals and routines.
I establish this at the beginning of the year.
There are students that will be successful with it.
There are those that won't.

Students read the calendar,
days of the week, numbers,
and the thermometer.
Shared reading with a big book, then into writing.
It changes; it's never the same.
We have a routine, but kids like something different.

Students read at their level.
Students don't read well with individual book bags.
They can't do silent reading,
so it's hard to get in small reading groups.
Book bags are letter books.

The Keys to Learning...

Motivation is one of them.
If I can find out –
What is authentic and meaningful
to a child at their level?
If I can find out what a student likes –
I can use that as the keyhole to go through.

Once, I find the things that are interesting to the child,
then I can use that as the keyhole –
to get to what the child wants to learn,
Like dinosaurs or dolls.
Motivation has to come first.

The keys could be to find out –
What kind of learner is the student?
Is the student an auditory or visual learner?
Learning styles of the student are
 mostly discovery about the student.
I have to know the personalities, before
 I can learn the learning style.
Once I know how the student learns,
 what the student is interested in –
 I can share that with the parents.

Consistency.
Daily instruction.
Constantly trying to plan.
Differentiation – as much as I can,
I have to find out how the kids learn.
The district goals can be achieved,
 if I find the key for that particular child.

English Language Learners...

Some ELLs are over-dependent or totally disengaged.
Those are the greatest challenges coming in to kindergarten.

The beginning of the year –
Every normal child coming into a new setting,
 needs to know expectations,
 how to behave,
 or what they're supposed to be doing.
Each of them reacts differently to a situation.
They come from a smaller group orientation
 into a large classroom.
If the child is a late arrival,
 there is a period of time that is normal,
 a silent period.
Some of it is ESL related,
Some of it is the child's normal personality.
ESL children have to learn conversational language.

In an ELA-E classroom,
 ELLs get instruction only in English.
The silent stage is the beginning of the year
 until the middle of the year.
It depends on their language background.

It depends on their schema.
A student has to have schema for a word
in order to understand it.
The student has to hear it.
I'm talking about words they've never heard.
Words they don't have in their language.
If an ELL is in the silent stage –
I kind of treat them like little sponges.
I just keep pushing in what they need –
until one day it comes out, and you wonder,
where did that come from?
The silent period is the receptive stage.
By the middle of the year an ELL
will come out of their silent stage.

During the silent stage, ELLs imitate what they see.
If I ask students to go to tables to work,
the silent kid will sit.
ELLs don't blend in or ask to have their needs met.
We give them a great deal of visuals.
ELLs try to imitate, because they want to blend-in.
If you ask them something,
you will get a yes or no answer.
ELLs don't raise their hands.
Parents tell them not to speak Spanish.
They tell them to speak English.
So they don't get help from their peers.
Some students can't have a conversation
with four returns.
ELLs are used to responding with short answers.

Parents expect instruction in English.
We're a TNLI school.
TNLI means –
transitional native language instruction.
There is a Spanish teacher at each grade level.
Emotional make-up affects how ELLs
take in a new language and experiences.

Preparation for reading...

Academic learning starts the first time
a parent opens their mouth to a child.
Like, when a parent teaches their child
how to tie their shoes.

A lot of parent education is involved –
Like, how to prepare children for school,
Many of them are not ready.
They need to sit quietly for 10 to 20 minutes.
Listen to a story.
Look at books.
Wait their turn.
Take care of personal needs –
Like, going to the bathroom.
Without preschool experience,
 there is a gap – socially, emotionally.
They need to feel comfortable enough to say,
“I have a need for this, but I’m going to wait my turn.”
Children, who need immediate and constant support,
Can’t do anything without the teacher saying “great”.

We work on listening skills, speaking skills,
Like, how to draw a picture, and
Explain what the picture is about.
They are receptive learners –
 for the longest time.
ELLs need concepts of book learning.
Like, we get information from books,
Communicate through books, and
Learn from books.
If we can get students to listen,
Then we can get them to speak.
If we can get them to write,
Then we can get them to read.

Students need to be aware –
 reading is all around them.
Reading signs –
Like, MacDonald’s or King Soopers.
ELLs can tell me about movies or TV,
But they cannot tell the story of Little Red Riding Hood.
Some of them know the nursery rhymes,
But several do not.
I start from the foundation of what children know.

Phonemic awareness and phonics ...

Daily work.
Constantly trying to plan.
You never finish planning...never finish planning.

Avenues...plus – district curriculum.

We're looking for new avenues to develop language.
Phonemic awareness, then phonics.
Letters of the alphabet.
Letter-sound recognition.
Rhyming, singing, reading.

We write charts together.
I model and demonstrate what they need to learn.
I take their information, write it on the chart –
 letter sounds, chunking words, syllabication,
 spelling words, high frequency words, capitals,
 spaces between words, rhyming words.
Then we read it together.
They read it independently – at workstations.

In daily writing – we talk about words.
We talk about chunks –
Like, the ending sound “ing.”
Students read their writing.
Then draw pictures to demonstrate their thinking.
They use the p-v-c headphones
 to listen to the sounds of letters, and
 words they write.
If they're trying to work on fluency,
 they practice quietly.
We are beginning to understand how children hear.
They are so involved with peripheral noise, and
 how they pick out the sounds.
That's why those little p-v-c headphones are
 so good for them to hear the sounds as they read.

There is a great deal of realia involved.
The students have to experience it –
 props, seashells, or a picture of a snake.

Shared reading, assisted reading, and guided reading.
Prepare lessons with an understanding of ELLs' needs.
I select what the students will have a problem with.
I have a book.
They have a book.
We read it together.
Work on the concepts of print.

Develop comprehension.
Guide them in a picture walk.

They make predictions about what the
book is going to be about.

We read it.

Choral reading.

Oral reading.

Retelling.

Then word work.

Students look at words they know.

Students look for high frequency words.

It starts at the beginning of the year.

Comprehension and vocabulary...

Whole group.

Small group.

One-on-one.

Adapt for my ELLs and
provide experiences with language.

I develop background knowledge –

Like, the English speaking child knows.

Nursery rhymes, fables, songs, role-playing

or acting out a story, the ability to ask questions,

and develop higher-level thinking,

allow them to influence their environment,

make things happen, change something in it,

and see what would affect it.

ELLs need to go to the stock show, the zoo, to Dinosaur Ridge.

They need to know about the post office, the grocery store.

Prepare them by showing realia to develop the purpose.

Go on the trip.

Return to class and write charts.

Then read our charts.

ELLs have to see a lot before they can speak the language.

They can draw, if they can't speak.

They can communicate through pictures.

I teach students to draw,

Like, developing the components of a picture.

This helps ELLs as well as native English speakers.

I teach high-frequency words in daily writing.

The word wall is a workstation.
Students look for words in big books.
I teach the mouth movement of a word.
Like, where the tongue needs to be or
How the mouth needs to say the word.
I select a word, write it in a sentence, then
 give the students context for the word.
Students listen to the words we hear.
Spell the word, and write it.

You can't sound out high-frequency words.
You can teach high-frequency words in isolation,
But it really doesn't work.

I use leveled text.
I teach retelling a story.
I have difficulty getting leveled text for small reading groups.
I use leveled text from our social studies curriculum.
To makes sets of five for differentiated reading groups.

Parents should read to their children every night.
It is a homework expectation.
I send information to parents on
 how to ask questions about text they are reading;
 how to pick out high-frequency words;
 or how to work with a book with their student.
I ask, "Was this difficult for your child?"

Assessment...

When I do an assessment on a student,
 I prepare for the parent teacher conference.
Sometimes students have a tendency to leave the school,
 and I never get to share that information.

I use the DRA 2 to plan for instruction and
 organize differentiated reading groups.
DRA has a Task Test I use.
By the end of the year,
 kindergartners must be at a level 3 in reading.
It's the minimum.

DIBLES does not work well with Spanish speaking students.
This information came from professional development training.
It's inappropriate to teach letter-sound association in isolation.

Level 2 is the goal at the end of 2nd trimester.
I give mid-year tests to monitor progress.
This year I will put children on ILPs.
Other districts have been doing it for a while.
This is new for us.

There is more emphasis on CELA test scores.
We are waiting to get the results,
So we can exit some ELLs from the program.
I don't recommend exiting ELLs in kindergarten.
Even if they have developed social language –
They won't have academic language.

All of my ELLs started school at the silent stage.
Maybe three or four attended ECE in this building,
They were in the silent stage too.

I see a lot of disengagement from parents.
We use a standards-based report card.
Information needs to be explained.
We give grades of 1-2-3-or 4.
The language pattern is difficult.
I would like to use simple English language.

I am trying to frame information on ILPs for parents,
so they will understand.
I am the best informer for parents.
I seek the parents' help.
I show them what I will do, and
What they can do to help their child learn to read.

Proficiency,
I don't know what that term means for little children.
I come from a background where
Children learn when they're ready to learn.
Some children enter kindergarten reading.
I find it difficult to put the word "proficient"
on a 5 year old or a 6 year old.
She is proficient for what she's experienced.
This one is proficient.
It is not the same thing for both children.
It's hard for me to identify proficiency.

Challenges...

It is a challenge when students lack maturity.
It becomes a problem, when I try to differentiate,
Or read with small groups.
I can't spend 20 minutes with a small reading group,
without addressing ELLs'
needs to work independently,
even with a paraprofessional to help.
We strive for differentiation.
We strive for independence,

Challenges include money and time constraints.
Language learners need more field trips,
unfortunately field trips cost money.

I have difficulty getting books.
Little books are expensive.
The classroom library is not leveled.
I just don't have leveled books.

I provide ELLs with a lot of learning and language.
They have to have it at home.
Sometimes the parents work two jobs,
Or there's one parent working the night shift
and one works during the day.
The transition time is difficult.
Parents are tired.
They are satisfying the immediate needs of the child,
but they are not enriching them.
Many of the parents were not strong students.
Bringing their children to this environment is difficult.
It reminds them when they were not successful.

We don't get a lot of parent involvement.
The mother gets home late, has dinner, and
the kids have to go to bed – or not.
I have one child whose dad gets home at 11:00.
The children stay up, or they go to sleep,
then they wake up,
because dad wants to see them.
A great deal of parent education is involved.

We have a lot of undiagnosed things.
I was curious about one child.

I mentioned to the parents
she was having difficulty,
It was difficult to communicate.
The last time I saw her, the parent said,
“Oh yeah, she had a normal birth,
but she was in an oxygen tent for 2 months.”
She had lung issues.
She had RSV, all in the first year of life.
Kids who have trouble with language,
Do they have a lot of ear infections?
At what age?
If it was 3, then there are a lot of language gaps.
It takes time to find out about the child.

Even our English speaking parents,
Don't know to look for those things.
They don't want to believe
there's anything wrong.
When you have a 5 year old
and the mother is twenty,
Training is needed.
I have situations where ELLs
leave in November and come back in March.

We have literacy night,
Maybe 15 parents show up.
We say we would like you to do
this with your students.
We have to train the parents.
Parents really try, but they're still new.
Sometimes a parent has six kids in our school.
None of them speak English, except for one child,
It is difficult having a child as a translator.
It changes the whole dynamics of the family.
The parent is relying on that child.
Schools aren't supposed to deal with issues
outside of the classroom.
I was working with a child and
found out the child had been molested.
The dad said, “Oh, but she's over it.”
I asked, “When did that happen?”
Father said, “August.”
So before school started –
She went through that trauma, and

The parents didn't think it was any big deal.

This is an institutionalized classroom.
I am not comfortable.
We aren't providing what kids need.
We need to provide the calmness that kids need.
I'm trying to divide them up so
They're not in this huge crush of people.
I am trying to create calm in small areas with
live plants and small lights.
I'm talking more about the affective needs of kids.

No Child Left Behind has wonderful goals.
It brought attention to a need.

Parents don't get their students to school on time;
They don't help them with their homework.
There has definitely been a shift.
Where is the responsibility?
Parents are concerned when students
don't read at grade level.
They want to know when it's going to happen.

One child takes my time
while interrupting learning for others.
RTI says I have to keep the student in my class.

Our school is 83% free and reduced lunch.
Mobility is due to the poverty level.
Fortunately, my class this year is relatively stable,
Kids come and go.
It's not unusual to have 1 or 2 new students a week.

Support...

Our principal and leadership team encourage us to try new things.
Like, thematic units.
Thematic units will bring back the fun for students.
We will call them stations instead of centers –
a listening center, a writing center.
The listening center is one station the students really enjoy.
Each station will have a process for accountability.
A menu will help students know where they need to go.
Students will complete them on a weekly basis.
The things we do in kindergarten support first grade.

Our reading rubric gives us the data for data walls.
The information tells us how we are progressing.
We meet with our data team every Thursday.
We are making changes at our school.
Everyone is on the same page.

Our intervention specialist shares
what she is doing with our students.
Claude provided us with professional development
that focused on language development.
He can relate to our students.
He is an English Language Learner.
Claude is very good about letting us attend classes.
He is always encouraging.

We have ELLs Café every fourth Friday of the month.
After our team meetings and professional development,
Staff members volunteer to have coffee and conversation.
The past meeting was on CSAP.
We discussed writing, PBS, and RTI.
There is a culture in the building that allows us to do that.

I think the more conversations and collaboration
I have with other teachers really helps.
My teammate is new this year.
She knows she can help me and I can help her.
If you are teaming with a teacher,
you can overcome anything.

I make three months close observation on a student.
Then I put interventions in place.
RTI takes time to place the student in Special Education.
RTI supports some of my students with instruction.
I really believe RTI is an effort that really works.

My ELA-E designation only supports Spanish speakers.
Spanish speaking ELLs do not receive ESL support.
We are a TNLI school.
Non-Spanish speaking ELLs receive
30 minute ESL pull-out support daily.

Late start days are for professional development.
We are piloting a program through McRel,

For Spanish speaking children.
It's basically language development.

Needs...

Parents need to show up on Literacy Night.
I would like for the parents to ask me –
 what I am trying to do and why.
Parents need to read 15-20 minutes
 every night with their child.
I sent information for parents
 to help their child learn to read.
English is a new language for many of them,
They don't understand
 what I am asking them to do.

All of the core subjects are in the morning.
Two hours and forty minutes.
There isn't time for a bathroom break.
There isn't time to take recess.
My students need recess.
Some of my students desperately need recess.
I am a firm believer in recess.

I have a child in my classroom that is
 highly allergic – peanuts, nuts,
 dairy, wheat, eggs.
The mother came to us with a 504 plan –
It told what she wanted me to do.
I worked with her.
I carried the plan at all times.

A parent was having a conversation
 about his child and he said,
“Oh, yeah, she's had 3
 anaphylactic shot reactions.”
This means life and death.
Does that impact our reading scores?
It shouldn't, but it does.

One child came to school –
I asked, “Did you eat today?”
“I had breakfast,” he said.
“What did you have for
 dinner last night?” I asked.

“I am a picky eater. I had some soup.”
His complexion was ashen.
I know something was happening.
This is the same kid
 who for the first 2 months of school,
 when somebody said something to him,
He’d kick another little boy in his privates.
He was suspended 3 times in the first 3 weeks.
Now, is he reading? No.
Will I have time to identify and get him on an IEP?
Not between February and May.
He is not reading a DRA 3.
But that is where he’s coming from.
I will send that information on
 to the next teacher.

We need parent education meetings
 once a month.
I send home materials to help parents.
It’s not being read.
There are five families that read
 everything I send home.
That’s 5 out of 27.

I want the kids to read.
They will be able to read.
They have all improved.
I brought them to a point where they’re ready.
All of this has to do with reading.
Reading is the ultimate goal.

Right now,
 I’ve had a good bit of training.
I need to step back now and
 combine what I know
 with what I know is right for kids.

The one thing I want you to understand is –
 my students are wonderful, capable, and
 will achieve what they have to learn –
 in a way that is right for them.

Question 1:

What steps must kindergarten teachers use to help the ESL students reach grade level proficiency? Are the steps different for English speaking students?

Amy described the steps she used to instruct English Language learners how to read involved much more than academics. Keys to learning are essential and are defined as motivation for learning, identifying what a child wants to learn, or developing an understanding of how the student learns. This set the stage for the distinctions that Amy made to meet the individual needs of students. Using props, pictures, or regalia, Amy related how students have to experience the language and that it is essential for ELLs to draw and explain or describe a picture as they learn new vocabulary. The use of regalia, props, and pictures supported English Language Learners' in their need to see a great deal before they started to speak English. The rituals and routines were essential to instructing reading to ELLs, since students needed to be able to sit and participate in large group, small group or during one-on-one instruction. ELLs need to sit quietly to listen to a story or look at books and take care of their personal needs. Amy started at the foundation of what ELLs already know when they started kindergarten, which supported her efforts to differentiate. Instruction during small group allowed Amy to differentiate for English Language Learners and English speaking students.

Question 2:

What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?

As Amy instructed students during the silent stage, using regalia was essential to develop vocabulary and comprehension. She relied on pictures to develop social language as well as students imitating their peers. Identifying the learning styles of ELLs helped Amy develop an understanding of what was authentic and meaningful to a student.

Although it may appear that Amy provided limited answers to Question 2, it is significant to note the participants had commonalities in what they considered to be the best instructional practices in teaching reading to English-as-a-Second-Language students. Those commonalities are significant to answering Question 2 and will be reflected under the general description of commonalities at the end of Chapter IV.

Question 3:

What challenges do experienced kindergarten teachers have instructing reading to ESL students?

The greatest challenge Amy experienced was when English Language Learners arrived in kindergarten with backgrounds of over-dependence on adults or total disengagement. When a student lacks maturity and she tries to differentiate, or read with a small group, it becomes a problem because ELLs are not working independently. Challenges included money, time for field trips, or to purchase leveled text for guided reading and the classroom library. Amy needed additional leveled text to support guided and independent reading, classroom libraries and trade books.

It was challenging when the school was not able to address the issues that came from the home. Parent education was a challenge when parents worked two jobs; or the father came home from work at 11:00 PM and woke the children so that he could see

them. It was a challenge for Amy when parents did not understand that background knowledge about health issues impeded learning how to read. When students translated the conversations the teacher and parents had during parent teacher conferences, meaning was often lost. English was a new language for many of the ELLs' parents and they did not understand what Amy asked them to do when working with their student in learning how to read. Amy would like parents to ask her about what she is trying to accomplish with their child and why.

RTI required Amy to keep students in the classroom, when prior to NCLB she was able to seek the support she needed from the school social worker, psychologist, school nurse, or special education teachers. The morning blocks for literacy and math were two and a half hours of uninterrupted learning, so they could not take recess. The morning block for literacy and math left very little time for students to go to the bathroom. Amy found the classroom parents were challenged by the language of standards-based report cards, and ILPs. There was a great deal of information that needed to be explained.

Question 4:

What recommendations do experienced kindergarten teachers give regarding instruction for ESL students?

Instruction in reading started at the beginning of the school year and became a part of the rituals and routines. Opportunities and experiences to develop language were provided, such as field trips. Modeling and demonstrating what ELLs needed to learn was essential to develop background knowledge. Using sheltered English instruction and a

great deal of regalia included pictures and props. Teaming with teammates gave Amy and her colleagues an opportunity to learn from each other. Amy took every opportunity she could to learn from other teachers, like at the ELLs Café once a month or on late start days for professional development.

Amy's school was interested in the CELA test. They were waiting for the CELA results to exit kindergarten ELLs from their ESL program. Exiting ELLs in kindergarten is not a best practice. The DRA2 supported Amy's plan to organize differentiated reading groups for small group instruction and to plan instruction. She met with the data team every Thursday and the reading rubric scores provided the best data for the data walls. The results told how the ELLs were progressing to meet the School Improvement Plan. Amy's adapted instruction provided ELLs experiences for language development.

Jennifer

Jennifer is a veteran, bilingual teacher of 33 years with an endorsement from the district in English Language Acquisition for Spanish and English. She has experienced a dual language classroom under the designation of bilingual education, prior to the district's efforts to identify each teacher with an endorsement in English Language Acquisition-English or English Language Acquisition-Spanish. Along with teaching various grade levels, Jennifer has 15 years experience teaching half-day kindergarten with two sessions of students each day. She ventured into her sixteenth year of teaching kindergarten to teach full day kindergarten with one session of students.

Jennifer provides Spanish instruction on an as needed basis only to her English Language Learners. She is confident about the practices she implements to instruct

reading to English Language Learners because her first grade colleagues tell her she is doing a good job. After a year in kindergarten, Jennifer's English Language Learners test out of bilingual education at the end of kindergarten.

Jennifer's principal and site-based leaders consider her an expert in teaching English Language Learners in kindergarten and encouraged her to participate in this study. Jennifer provides reading instruction in English to all students. She is the team leader and represents her grade level by serving on various site leadership committees. Jennifer is an experienced, veteran teacher of kindergarten reading instruction and serves on the committee to select the new reading curriculum for Otis Elementary.

Jennifer serves as a mentor to new teachers in her building. She mentors her new teammate in kindergarten and the new Early Childhood teacher in how to best meet the needs of English-as-a-Second-Language students in learning how to read. Jennifer trained her paraprofessional to teach reading to English Language Learners and will mentor and supervise her student teaching next fall.

Confidence about her students' progress for the second trimester of the school year is a result of her efforts to teach 45 minutes of reading in the morning, and 45 minutes of phonics instruction in the afternoon. Full day kindergarten has afforded her the opportunity to provide an additional 30 minutes of reading in the afternoon for her students. She clarifies her diligent efforts to ensure the students' success in learning how to read is because she knows her students' needs. Here in her own words, is Jennifer's story.

Reading Instruction...

At the beginning of the year,
I teach rituals and routines.
Shared reading is whole group.
I use sheltered English,
with a great deal of pictures
to teach vocabulary.
I always have things to show them.
If I don't have a picture,
then I draw one.
In the beginning of the year,
I explain things to ELLs in Spanish.
It helps that I speak Spanish.
I use it in small groups with those
who don't speak English well.
I don't use it often.
The more ELLs hear English, and
the more other students speak
to them in English,
the quicker ELLs will pick it up.

My reading session starts with a mini lesson –
I teach a particular skill.
I have literacy workstations.
When I teach small groups,
the other students are at workstations
or reading books in book bags.

Full day kindergarten allows me
time to focus on specific skills.
I spend more time teaching reading.
Forty-five minutes of reading in the morning,
forty-five minutes phonics in the afternoon,
and thirty additional minutes of
reading instruction in the afternoon.

During shared reading, the picture walk comes first.
I make sure ELLs understand
what is happening in the picture.
After a mini-lesson,
I accomplish the most during small,
guided reading groups.

Students need to know the letters of the alphabet.

Phonemic awareness is the first, phonics is second.
If students develop a good background
in phonemic awareness,
they become better readers.
Students that have a good phonemic awareness
need to be able to distinguish letter sounds.

Listening activities help ELLs
learn letters and letter sounds.
Rhythm, rime, and chants –
are part of rituals and routines.

English Language Learners...

What I do for my ELLs,
I do for all my students.
I have English speaking students
that do not speak English well.
At the beginning of the year,
ELLs are much slower than
English speaking students,
but they catch up.
We use a lot of social language.
Five year old ELLs immersed in English –
will pick it up quicker
than older students in a
Spanish immersion classroom.
ECE doesn't count in the district's goal –
it says,
every public school child will speak
English fluently in three years.
All the students need a focus on
language development.
I use pictures of students expressing
specific emotions.
It helps ELLs to understand other peoples' feelings.

There's a Spanish teacher at every grade level,
because we are a TNLI school.
I ask for extra support, if I need it.
The district ELA consultant helps me.
In kindergarten, I have found that ELLs
learn the English language much
faster than older students.
Kindergarten students are not afraid to try.

Preparation for reading...

My ELLs had a pretty good start in preschool –
that is why they can test out
of a bilingual kindergarten.
Students come without a lot of experiences.
They watch television and do not have
the opportunity to experience learning about – animals.
Like, from the zoo.
Language is dependent on what parents do
and where they take their children.
Like, to the farm, to the store, or other places –
instead of watching television.

I know when parents do not interact with much
language with their children.
Some parents set them down in front of a TV
or have them play in their room.
My ELLs need more support –
since their parents speak Spanish at home.
When ELLs have older siblings at home,
they tend to speak more English.

Phonemic awareness and phonics...

I use the district curriculum for phonics
and English language development,
The planning guide, and kits for phonemic awareness,
and phonics.
I do guided reading groups with students –
that are starting to read.

I use magnetic letters, alphabet puzzles, and letter blocks.
We work on vocabulary.
I check comprehension.
While students are at workstations,
I work with small groups.
ELLs work with interactive realia,
like dressing people for the right weather
or going grocery shopping.

I do things differently for English speaking
students in small group.
I differentiate.
The distinction I make between English speakers

and ELLs is done in small group.

I take students on field trips.
Today we went to the symphony.
We discussed the orchestra.
I showed them pictures.
We talked about the instruments.
The conductor showed them
 what each instrument sounds like.
We came back to school to talk about our experience,
 and what they learned.
Then we wrote about it.
I post the writing in the classroom,
 and it becomes part of a
 print-rich environment for them to read.

Comprehension and vocabulary...

When I teach small groups,
 I arrange them in different ways.
ELLs that speak less Spanish are in a small group.
I group those that speak more Spanish together.
I do different things with different groups.

During guided reading when students read,
I start with a picture walk.
I use hands-on activities and show pictures.
I always have things to show them.
My students read from book bags during work stations.
When it is time for silent reading, they have books they can read.

Students that speak English
 understand the pictures pretty well.
My ELLs need more time with pictures and vocabulary.
If students don't understand the vocabulary with the picture –
 I look for other things to help them.

You have to do a lot of different things
 to keep students engaged in reading.
It's important to use high interest words,
 like spider in English.

If ELLs haven't had a past experience with something,
 they won't understand what it is.
Those students that need more support stay together.

They need extra help with an idea or just to talk.
I pull them more often for small group.
I use whatever it takes to help a student understand a word.

Sometimes, I select students that speak
more Spanish to work with
those that speak English well.
Their little kindergarten language
seems to help the ELLs understand.

I have books for the students to take home
to read with their parents.
I have Spanish books in book bags.
It's okay if parents read to them in Spanish.
Students choose which ones they take home.
I monitor who is going to read with the students.
Sometimes it is a sibling instead of a parent.

I model everything – reading and writing.
It helps my students.
They can't write if they don't know their letters.
When we talk about writing,
I show my students the writing rubric.
I show them what good writing looks like.
I teach them to focus on the detail in a picture.
I teach them to stretch out the words when they write.
It's amazing how well they remember to spell words.

Before I start reading groups, I give a reading test,
that's the DRA2.
It's our assessment at the beginning, middle,
and end of the year.
We do a picture walk first, then read.
Groups of students not reading
are in guided practice group.
I do guided reading groups
with those students that are ready.
Small group instruction is the best.
I teach what needs to be taught.

I read books to the students
at various times of the day.
All the kindergartners need
pictures and hands-on learning.

I have 27 kindergartners.
Half of them speak English well.

You have to do things
to keep students engaged.
If they aren't engaged, why teach.
It's important for me to be well-planned.
I have 40-45 minutes in the morning to plan.
We have staff meeting one morning a week.
I plan during Specials.
Sometimes I stay after school.

I move from student to student
to ensure they understand
what they need to do.

Assessment...

I use the DRA 2, the Task Test,
and DIBLES to assess my students.
The Task Test assesses everything –
reading their name, rhyming,
letter recognition, letter-sound association,
phonemic awareness, beginning sounds,
phonics, reading sight words and
writing words, basic sight words.
District assessments test everything.
I write SMART goals –
specific, measurable, attainable,
realistic, and timely.
Goals are written every three weeks.
The goal is a skill the students' need to learn.
I just finished testing all my students.
I have several students at a level 1.
I am teaching a lot of vocabulary
to get them to a level 2.

District guidelines say that kindergartners
must pass a level 3 by the end of the year.
Proficiency is the same for ELLs
and English speaking students.
I have one student named Manuel.
If he doesn't develop letter-sound association,
I will refer him to Special Education.
I provided one-on-one instruction for him.

I consulted the ELA consultant,
when he just was not learning the
English letter sounds.
I thought I was selecting words
to work with that he did not understand.
The ELA consultant asked
if I had tried to teach him
letter-sound association in Spanish.
I had not, so I made an attempt.
He began to understand.
I don't know why I didn't think of it.

There were times I didn't know
what to do with my Chinese student.
Quon is developing social language.
He understands my instruction in English.
I struggled trying to communicate with him.
I bought a Chinese dictionary to
learn conversational Chinese.
I learned four or five phrases.
He smiled when he heard
my attempts.
I now hear him say to his peers,
"Save my spot for me."
The things I hear him say are
what his peers say over and over again.

DIBLES assesses phonemic awareness,
phonics and phonemic segmentation.
This enables me to identify moderate risk
students to work with the Reading
Success teacher.
I work with the struggling learners.
Only two of my students
do not know some of the letters.

I have two students out of 27 on an ILP.
One is an English Language Learner and
one is an English speaking student.
The English speaking student is making progress.
I will remove him from the ILP when he makes proficiency.

New teachers have difficulty teaching ELLs,
when ELLs do not appear to be learning.

After I teach my ELLs in kindergarten for one year,
they test out of bilingual education.
They are ready for the regular English
instructional classroom.

The Reading Success teacher
pulls two small groups of ELLs
for thirty minutes guided reading.
Those ELLs are my moderate needs.

I start with a literacy rich classroom,
focusing on phonemic awareness,
phonics, vocabulary, and comprehension.
I make sure that my students develop
a wide range of skills.
They are becoming better readers.
I see how much progress my students are making.
Full day kindergarten is really the answer.

Challenges...

Teaching ELLs is a challenge.
Do the best you can,
and give them the best support.
Teaching a large class is a challenge,
27 kindergartners –14 are ELLs.
It's different each year.

I save money for students to go to the zoo.
It costs \$600.00 for us to go.
It costs \$300.00 for the bus.
I asked our principal to help us
with money from the budget.
Our school is a low achieving school.
I know that our principal is under
pressure to bring up the reading scores.
He wants our students to know how to read.

Our school doesn't see a lot of mobility,
Yet when I lose four students –
It doesn't take long to get four more.

Sometimes, I have to call the district
ELA department,
because we don't have

ELA support in the building.
A TNLI school means
we have a Spanish speaking classroom
at every grade level.
That is why we do not have an
ELA pull-out program.
I ask for extra support from the Spanish teacher
if I need it.
I speak Spanish, so if I have questions
I consult with her.

The district ELA consultant
helped me with my Chinese student.
She gave me picture supports for specific
vocabulary or giving directions.
Like, line up or to go to the bathroom.
I feel that I have to be more creative,
since I don't speak Chinese.
It was very beneficial to consult with her.
She will come to my classroom when I need her.
I will use those ideas next year.

The planning guide instruction plans for
one book six days in a row.
I find I have to make adaptations.
I teach a specific skill in a mini-lesson
to go along with the book.

Support...

Our principal encourages us
to collaborate between grade levels.
I meet with the ECE and first grade teachers.
We have grade level meetings on Thursday.
Those meetings focus on literacy.
Sometimes the literacy specialist
gives us a new idea.
Professional development is focused on literacy.
Our focus is the five elements of teaching reading.
We discuss how we are going
a mile wide with our learning and –
We decided to stay with the things we know will work,
to go a mile deep.

I have a paraprofessional in the morning to help me.

Tina works with small groups when I do.
She will be a student teacher next year,
and work with me.

Accelerated Reader is great
with my students that are reading well.
It helps gifted readers in kindergarten.
When a student reads Accelerated Reader books,
the student reads a new book every day.
It helps my gifted reader.
They say that to read really well,
you have to read every day.

The best thing that helped me
was to observe another teacher.
When I first started teaching,
I went to watch other teachers
to see what they were doing.
You have to take advantage
of the help you get.
Reach out to your colleagues.
Take advantage of in-service.
I help the teacher next door,
and she helps me.
She's a new teacher, and I help her a lot.

Needs...

I need parent volunteers.
Parents need to help their child at home.
Once in a while, a parent asks if they can help.
I put them to work.
They help me on special days –
Like, for field trips.

I really love kids.
I love to see them doing better.
I'm proud of them.
The staff says I am doing things right,
because my students are reading.
I do so many things.
I know what I am doing is working.
My test results reflect the progress.
I am always thinking and planning –
to do things better for students –

to help them learn.

Question 1:

What steps must kindergarten teachers use to help the ESL students reach grade level proficiency? Are the steps different for English speaking students?

Jennifer describes how she has a precise understanding of data and how she used it to plan instruction. Jennifer used the DRA2, the Task Test, and DIBLES to assess her students and plan for small groups. She wrote SMART goals, which is an acronym for specific, measurable, attainable, realistic, and timely. Goals were written every three weeks. Jennifer provided Spanish support during instruction for ELLs. If they did not understand what she taught in English, then she encouraged ELLs to speak to her in Spanish, and she repeated it in English. Jennifer has two students out of 27 that she will place on an ILP. One of those students will be removed from the ILP before the end of the school year because he is close to grade level proficiency. Full day kindergarten has made a significant difference and is truly the answer to ELLs doing better in reading. The instruction that Jennifer provides ELLs is also provided for English speaking students. Jennifer relies on sheltered English instruction with a great deal of pictures and props to assist with developing vocabulary and when necessary draws a picture to help build vocabulary.

Question 2:

What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?

Jennifer believed it was essential to speak Spanish with her Spanish-speaking ELLs at the beginning of the school year. She was inclined to use it with ELLs that did not speak English very well and used it more at the beginning of the year. The more ELLs speak English and the more their peers speak to them in English, the quicker they will speak it. Five year olds in an English immersion classroom learn to speak English sooner than older students in a Spanish immersion classroom. Jennifer encourages parents of Spanish-speaking ELLs to read to their student in Spanish. English Language Learners have a choice of taking English or Spanish books home in their book bag. Jennifer checks to see who read to the student and makes sure the student had the text they wanted to read. Parents need to read to and with their children every night.

Full day kindergarten was the answer to students' success in learning this year. Full day kindergarten allowed Jennifer time to focus on specific skills for a longer period and provided her additional time to help struggling learners who needed increased small group instruction or one-on-one intervention. She provides increased opportunities to work with those students or provide additional time to have conversations with their peers.

Jennifer successfully communicated with Spanish speaking families and students, but found it a challenge to communicate with her student from China. It placed her in a position that many of her colleagues experienced when working with Spanish-speaking, English Language Learners for the first time. It was difficult to provide meaningful instruction in learning how to read. It took many meetings with the district ELA consultant for Jennifer to develop understandings of how to best communicate with the Chinese student. She found the strategies that worked successfully with Spanish-speaking

ELA's, also benefited her instruction with her Chinese student. Regalia and pictures with social cues were significant to her goal of teaching her Chinese student social English.

Question 3:

What challenges do experienced kindergarten teachers have instructing reading to ESL students?

Teaching English Language Learners and having a large classroom enrollment were a challenge. When four students moved away, it did not take long before Jennifer received four more. It was a challenge for Jennifer when students entered kindergarten and did not have many experiences, such as going to the zoo and learning about the animals. TNLI schools do not have English-as-a-Second-Language pull-out programs for Spanish speaking students, because a Spanish instructional classroom is available at every grade level. Teaching ELLs that are not Spanish speakers was a challenge for Jennifer. She consulted with the district ELA consultant to assist her with a Chinese student, because her school does not have a site-based ELA teacher.

Otis Elementary is striving to improve test scores. Jennifer's staff is challenged when the principal is put under pressure to raise test scores. Results of assessments during second trimester enabled Jennifer to increase instructional time for struggling readers before placement on an ILP.

Parents' not interacting through experiences or engaging in language with their child was a challenge. The parents spoke only Spanish at home, and some parents put their child in front of the TV or let them play by themselves. Language is very dependent on what parents do and where they take their children. If the ELLs in Jennifer's

classroom were fortunate to have older siblings that speak English, then her ELLs tended to speak English at home. Although, Jennifer did not mention the need for leveled text as a challenge, Jennifer made her own books for students to read during independent reading.

Question 4:

What recommendations do experienced kindergarten teachers give regarding instruction for ESL students?

Flexible grouping allowed Jennifer to differentiate instruction during small group instruction. Jennifer arranged her small groups in a variety of ways. ELLs that spoke less Spanish were in a small group; those that spoke more Spanish were in a different group; and sometimes groups of students who spoke English well were grouped with those who spoke English less fluently. She used the DRA2 for organizing differentiated reading groups and planning instruction. Jennifer tested everything: concepts of print and books, letter recognition, letter-sound association, phonemic awareness, phonics, basic sight words, fluency, and comprehension.

Ellie

Three year old, Phillips Elementary serves a student population of approximately 900 students meeting the needs of students in Early Childhood Education through 8th Grade. Ellie is a seven-year, veteran teacher who is endorsed as an English Language Acquisition-English teacher. Site-based leaders recognized Ellie's expertise in teaching reading to English-as-a-Second-Language students and encouraged her to participate in this study. She actively supports her school and principal in becoming a Blue Ribbon School. Ellie serves

as the kindergarten team leader to the site leadership committee, is the Student Council Advisor, representative to the site Data Team, and is a teacher sponsor of various school enrichment programs. She is mindful and conscientious about how to improve her school and encourages colleagues to put forth every effort to reach their goals. She stated that more than 90% of the staff gave more than a 100% of themselves to ensure successful learning at Phillips.

Ellie is energetic and enthusiastic about her students, student council, challenging enrichment activities, such as Destination Imagination, and increasing communications with classroom parents. She believes it is essential to provide increased curricular opportunities for students in order to move Phillips Elementary towards becoming a Blue Ribbon School. Ellie's goal served a dual purpose for her personally and professionally. She lives within the boundaries of the school community and her own children attend Phillips. As a community and staff member of Phillips living within the school's boundaries, Ellie believes it is critical to be a strong support to Phillips as a parent and a teacher.

Ellie supports the leadership team with ideas that bring about change at Phillips Elementary. Recently, she encouraged her principal to add horizontal and vertical team meetings to their actions for school improvement to discuss curriculum alignment. Although, she seeks ways to improve learning opportunities for her students, Ellie desires to improve her use of the language of reading and speaking Spanish. With less than ten years teaching, Ellie enrolled in courses for a Master of Arts to strengthen her expertise to teach English-as-a-Second-Language students learn how to read. She is working towards an

endorsement in English Language Acquisition, which will be added to her Masters in Reading. Here in her own words, is Ellie's story.

Reading Instruction...

All my students are on the same path –
Learning to speak English and to read.
I provide the same for my English speaking students
as I provide for ELA students.
I use picture supports for following directions.
I encourage parents to use strategies
to develop the concepts of print.

First, the whole class learns
the alphabet and sounds.
Right now, about 50% of my students
know the letters and sounds.
Then we start rhythm, rime, and beginning sounds.

I pull small groups after
whole group – shared reading.
I use pictures and talk about strategies.
Before we start to read,
I remind them to use their strategies
to help them read.
After a picture walk,
I encourage students to point to the words.

I differentiate small groups.
Small groups are at different levels,
languages, and genders,
so that ELLs have models.
This way the ELLs will see and hear
the expectations for reading.

I check for understanding and
background knowledge.
Students are at their instructional level
in small groups.

Pictures or actual items represent vocabulary
and are essential to teach ELLs
that reading has meaning.

If we had technology, it would increase
making meaning –
Like, a smart board.
Smart boards are so interactive.
You can research things that ELLs
do not understand, and
find things to show them immediately.
You can write a word,
pull letters, break a word a part,
isolate letters, work on beginning
sounds that match a word,
or do the same with middle and ending sounds.

I know what is essential for students to read.
It's important to develop the language of reading.
I see students improving.
I have new ideas to help me do things better.

English Language Learners...

I have 13 ELLs –
two are Asian, and the others are Spanish.
Checking for understanding and using
picture supports are essential.
During my first experience in teaching,
ELA students were so quiet,
and I didn't know if they understood.
So I use hand movements –
Like, thumbs up or thumbs down
to check if they understand.
I create pictures like with a smile or a frown.
ELLs can point to the picture,
if they do not understand how
to tell me their feelings.

I check to see if Spanish
is the primary language at home.
Checking with parents and
checking background information
is important.
It is important to know if ELLs
have siblings that speak English.
I have three sets of students
whose parents are bilingual.
Two families stress speaking English at home.

One family uses the native language at home.
It's important to understand
what support students have.

I can speak some Spanish,
But it's more like supports for students –
Like, sit down.
My students comprehend what I'm saying in English.

I understand my students would learn better
if they were taught how to
read in their first language.

Preparation for reading...

I spoke with our ECE teachers
about students coming into kindergarten.
I spoke with the principal
about having a night,
when students and parents meet the
teacher for the next school year.
I will tell parents they need to read to students
every night for 15 to 20 minutes
and talk about what they read;
the students need to know their letters;
sing the alphabet song with isolated sounds;
when students come in the fall then we can move on.

I will tell the parents when we meet,
this is where your child is and
this is where he needs to get to.
I will encourage strong parent involvement.

I will tell parents how to help their children
learn to follow directions, and have students
restate the directions from parents.
I will tell preschool teachers and parents
that students need to follow a three-step direction.
I'm working with kindergartners on
re-stating what I tell them.
Students need to learn how to listen.
Students need to know how to write their name.

Parents coming into kindergarten
are greatly surprised about the expectations.

It's essential to share with parents what students
need to know to learn how to read.

Phonemic awareness and phonics...

Connecting with language is very important.
I provide instruction through songs and play.
I use poetry with patterning, rhythm and rime.

I found materials to support our phonics program.
Students are sorting words and pictures by ending sounds
at the pocket chart .
My lessons align with the district's plan.
We don't have a phonics planning guide.
We use Lucy Caulkin's writing program.
Through using this program, we found
students didn't know phonics.
The district provided us with
extra resources to instruct phonics.

One of my students did not understand
the concept of reading.
He needed to develop an understanding of
the concepts about print and books.
I discovered he doesn't have resources
at home to support learning how to read.
He was very shy when school started,
He didn't understand why I was doing assessments
to start the school year.
It is important to help him –
be comfortable with me and trust me.

It's important to take small steps.
I give small hugs.
Parents support my nurturing.
It's important to build connections,
to help him understand what a book is,
what a word is, and to develop
an understanding of letters.
Now he is using his strategies.
He's reading at a level 2
and this is where he should be.

One student is very quiet,
his oral language isn't well developed.

He didn't understand concepts about print or words.
Academics are important to his parents,
They are very supportive.
He didn't understand rituals and routines.
In December, I could see a light bulb turn on.
I could tell he had books at home
and that his parents read to him.
He had some experiences that helped him understand.
Now he is reading at a level 3 which
is above where he needs to be.

Another student had a great deal of
support at home with reading.
When he started kindergarten,
he read at a level 2.
He's reading above grade level now.
His parents were surprised at
conferences in October.
They had no idea how well he was doing.
His mother speaks English
and his father speaks Spanish.
His grandmother volunteers
and her English is very good.
He reads at a level 6.
He has a clear understanding
that print carries a message.
He tries to read too fast and finish too soon.
I need to teach him to slow down to read.
He's independent at a level 4.

Comprehension and vocabulary...

It's important to explain
vocabulary words with a picture –
an example would be a towel.
Students didn't understand what
a towel was until they saw the picture.
I get very creative and
repetitive with sight words.
We snap, clap, and cheer them –
patterning, rhythm and rime.
I use picture supports to see
if students are following directions.
Picture supports are essential
to check for understanding.

It is essential to go on field trips.
ELLs need to experience
the things we talk about,
with hands-on experiences.
Many students have not been to the zoo.
Going to the zoo is an experience
where students interact, and
write or draw pictures.
Field trips do not interfere with
instruction for reading.
It is essential to invite people
to talk to kindergartners.

The fourth graders read
Black Beauty to the kindergartners.
A horse came for a visit outside the classroom.

They questioned –
how do you make peanut butter smooth?
We brought things to school
to make peanut butter
and show how to make it smooth.
We do these activities once a month.
We do similar activities with homework links.

Students have a plan
with picture cues and labels,
so they know where to work
while I work with small groups.
They have literacy workstations –
Like, journal writing, a writing center,
environmental print, a book box,
word study with the word wall,
a pocket chart for a poem,
classroom library, and a listening center.
This class does well with structure
and moving station to station.
Students really like to go to the writing center.
They draw pictures with their writing,
but they must write on their paper or journal.
I give plenty of opportunity to write.

I work closely with students who are behind.

Four are ELA students,
working more with concepts of print,
sentence structure,
by cutting words a part in a sentence
and putting it back together.

Assessment...

I use the district planning guide,
and DRA2 to identify
what students need to learn.
I know what strategies my students
need to work on.
I have five more reading assessments to do.
Kindergartners need to read
at a level 4 by the end of the year.
They could fall behind in reading
when they take their summer break.
Ninety percent of my students
know their sight words.

During reading conferences with students,
I remind them how well they're doing and say,
“This is what you need to work on next.”

Parents know where their student is
at the end of the year.
This is our first year to use ILPs.
I placed three students on an ILP.
I met with the parents, and
they know what to work on.
I like the ILP form.
It tells parents what I will do
to help their students.

When a student reaches grade level,
I remove the student from the ILP.
I chose not to put two students on an ILP,
even though they had problems with reading.
They passed the Task Test.
The Task Test assesses sight words.
Kindergartners are expected to know 20
basic sight words by the end of the year.
I had other items in the body of evidence
to support not placing them on an ILP.

An ILP is a tool for the teacher
in the next grade level to see
what I've done in kindergarten.
It's a good way to look at kids
and not label them.
I placed three students out of 25
on an ILP.
I have a chart to record results for reading.

The school data team focus is CSAP growth.
We look at CSAP results, discuss data, and
SMART goals in grade level meetings.
We discuss data during professional development
with the data specialist from the district.
The staff meets with a literacy coach
for professional development.
Vertical planning with first grade includes
a discussion about writing records.
Each student has an assessment notebook
to take to the next grade level.
It will focus strictly on reading.
We can say to the student –
this is where I see you,
here are your goals,
and this is what I want you to work on.

Our principal is the backbone
of our school improving.

I send homework home every week.
We make connections between homework
and what kids are doing in the classroom.

Challenges...

Parents are beginning to volunteer
to work with small groups.
One parent stays to help her son,
then she'll stay to help others.
Now two other parents are volunteering.
One is here three times a week.
The other comes twice a week.
All the parents read English.
Sometimes parents apologize
for their grammar and their accent.

I urge them not to apologize.
It's so important for them to have
a dual language.

Only 3rd-8th grade receives ESL
support with a pull-out program.
We are a K-2 TNLI school.
ELA-E and ELA-S teachers teach kindergarten.
I receive support from the ELA consultant.
I send home materials for learning how to read
in English –
But it's written in academic language.
I understand my students would learn better –
if they were taught how to read in their first language.

Support...

We have great support from our principal.
We have one assistant principal for elementary –
and one for middle school for 900 students.

We have fifth grade book buddies.
They read well with kindergartners.

My full-time paraprofessional instructs small groups.
I feel confident about how to work
with parents and the paraprofessional
to teach students how to read.
I tell parents that students are behind,
but they will catch up.
I tell parents in newsletters
how to work with their child.
I'm not aware of parent education provided
to teach parents how to help students learn to read.

Needs...

I will develop a more effective home survey,
to identify background knowledge
and information about ELLs.
I want to learn to speak Spanish.
It's important to teach students who speak Spanish
or another natural language
to learn to read in that language.
Our population has changed and
we need to meet the needs of our students.

Our school needs to support teaching
students to speak Spanish.
Spanish is taught in an after school program.

We want to be a Blue Ribbon School.
We need to offer classes that
we don't have in place.
Community is very important, and
Phillips Elementary will only
get better and better.
I know how hard 90% of the staff works.
The kindergartners that started
this school are in second grade.

Many students coming from Mexico
read legal documents for their parents.
Often we see parents starting a business.
The students are responsible for translating
legal documents for them.
Students have more roles than being a student.
Students know more about reading than we see.

We need to know more
about ELLs' strengths and weaknesses.
Home visits will help us learn
about students' backgrounds.

I need more books.
I need books that are content related.

I don't have all the tricks of the trade,
but I know how to teach my students how to read.

Question 1:

What steps must kindergarten teachers use to help the ESL students reach grade level proficiency? Are the steps different for English speaking students?

All the students in Ellie's class were on the same path to learning to speak English and learning how to read. English speaking students and English Language Learners are provided the same instructional opportunities. Along with a great deal of regalia and

pictures, providing ELLs with technology, such as using a smart board would benefit Ellie's students in making meaning and developing vocabulary. ELLs benefited when she integrated hand gestures to check for understanding, like using thumbs up, if they understood, or down, if they did not. The students used these gestures from the beginning of the school year.

Developing language was very important and Ellie provided many opportunities for singing, dancing, role playing, poetry rhythm and rime. Building relationships with students especially those that are silent or very quiet was essential. The parents supported Ellie nurturing the students with hugs.

When Ellie taught sight words, she stated she was very creative with developing vocabulary by snapping, clapping, or cheering a word. It was very beneficial to provide picture supports to explaining vocabulary. Ellie encouraged students to point to a picture to express how they were feeling. She provided students with hands-on experiences when they wondered how to make peanut butter smooth.

Ellie monitored and provided intervention for those students who were behind. Four of those students were ELA. Ellie believed her principal is the backbone of their school's improvement. Although Ellie does not speak Spanish, she stated that the research supports English Language Learners learning how to read in their native language as well as in English.

Early childhood education or preschool was a necessity for ELLs in order to support their learning how to read. Differentiated instruction was provided during small

group instruction or one-on-one. Reading conferences with ELLs reminded them how they were doing and provided an opportunity to set goals for what to work on next.

Question 2:

What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?

Best instructional practices included differentiated, small groups. Small groups were at different levels, languages, and genders so that ELLs had models they could see and hear for the expectations in reading. When students were pulled to work in small groups, they were at their instructional level. Along with field trips to develop language, guest speakers provided opportunities for ELLs to develop language. Fifth grade book buddies read to and with English Language Learners and had conversations in English.

The district planning guide, curriculum and assessments were used to plan instruction. The proficiency level for kindergarten is a level 3 in reading. Phillips' teachers are expecting kindergartners to be at a level 4, since they could fall behind over the summer break. Phillips' kindergarten students had a reading portfolio for the first grade teacher. The staff monitored student progress k-8. Ellie placed three students on ILPs and one will be removed by the end of the school year. ILPs are a tool for the next grade level teacher to see what Ellie has done for the student in kindergarten. This is the first year the district required kindergarten students be placed on an ILP.

Question 3:

What challenges do experienced kindergarten teachers have instructing reading to ESL students?

The population has changed and it would benefit students if Ellie learned to speak Spanish. Ellie would like to create a better home survey to develop an understanding of students' background knowledge. Knowing the students and their parents would be a benefit to meeting their needs. The parents spoke English and were embarrassed by their accent and poor grammar. Ellie encouraged the parents not to apologize for their English language difficulty and told them that having a dual language was important. Parents were concerned if their student was behind even when she told them they were where they needed to be at this time.

When students entered kindergarten, they were unable to follow a three-step direction, did not listen, couldn't sit during whole group instruction, or know how to write their name upon school entry. Ellie needs leveled text and specifically content related leveled text.

Question 4:

What recommendations do experienced kindergarten teachers give regarding instruction for ESL students?

The DRA2 was used to identify what students needed to learn and plan differentiated small group instruction. Assessments helped her to know more about a student's strengths and weaknesses. Ellie wanted to know more about the language of reading. Ellie used a great deal of regalia and pictures to instruct ELLs. In a conversation with her principal, Ellie suggested vertical and horizontal team meetings to discuss data and write SMART goals, along with holding meetings with parents to help them understand what they needed to do to support their student in learning how to read.

Sending materials to parents to help their student learn how to read is a regular practice. Ellie supported ELLs learning how to read in Spanish and English.

Cathy

A personal history of attending public school as a child has developed Cathy as a strong advocate of public school teaching. She wanted to become a teacher since she was in first grade. Site-based leaders gave Cathy the opportunity to participate in this study since she serves in a leadership capacity at Smith Elementary. With ten years experience in teaching, Cathy enrolled in a Master of Arts to strengthen her expertise in teaching English-as-a-Second-Language students. Participation in ongoing professional development enhances Cathy's expertise in teaching reading.

Smith Elementary School serves students with full day preschool and kindergarten through fifth grade. Smith Elementary is identified as a Beacon school, which means that the principal and staff are working carefully with district leaders to improve test results in reading. Cathy represents the kindergarten team as the team leader and supports the principal and staff in its endeavor to improve overall school-wide achievement in reading. Cathy serves on Smith's leadership team to identify a specific instructional reform initiative to improve reading instruction.

Along with Cathy's passion for teaching kindergarten, she has a value and appreciation for the students' she serves. Often she is encouraged to move further south to teach in the suburbs, but her high regard for diversity and teaching students from a low-achieving school compels her to remain and provide the best opportunities and best instructional practices for learning. It was obvious a commitment and dedication to the

students at Smith Elementary served as her inspiration to achieve a Master of Arts in Educational Equity and Cultural Diversity. Here in her own words, is Cathy's story.

Reading Instruction...

I have 27 students - 23 are ELLS.
At first, we start with rules, rituals, and routines.
I teach letter recognition, and
letter-sound association.
All students need to develop –
the understanding of words in a book.
I use a great deal of realia.
We do a lot of singing, and a lot of dancing.
Teaching kindergarten requires
a great deal of repetition.

There's not a lot of distinction between
ELLs and English speaking learners,
All my students are five,
and the things I teach are because of their age.
Unconsciously, I think there are many things
that ELA teachers do naturally.

I want students to understand me.
There are things that I do,
Like, using realia – so they understand
what I'm talking about.
I want them to feel they understand
what I'm saying.
I don't want them to feel lost.

I start with the concepts of print,
at the beginning of the year.
I can see which students have book knowledge.
Most students come to school
without the concepts of book.
Concepts of print and book knowledge
are essential for ELLs to learn to read.
I look for return sweep and how students hold a book.

I do a lot of training with the concepts of print –
directionality; spaces between words;
the difference between a letter and a word;

learning the letters; the difference between
a sentence and a word; and really looking
at the book for one or two word changes.
When ELLs recognize a word change in a book,
then they're successful in reading.
My goal is to help them understand
they are readers from the beginning.
The sooner they realize they are readers,
the more successful they will be.
I want them to see themselves
as readers, writers, and authors.

I teach environmental print –
Like, the symbol for MacDonald's.
I teach them there is reading everywhere,
even when they recognize a stop sign.
I teach guided reading, shared reading,
and oral language development.
I use pictures.
We have conversations,
Like, “I notice the boy with the red shoes;
I wonder what you know about him.”
I teach 90 minutes of literacy instruction.
I have a teaching guide, literacy guide, and planning guide.
Expectations from the literacy guide
require teaching poetry in February.
We are not ready for poetry.
We are just learning words.
I understand why it's important
to have the planning guides in the district.
Students moving from school to school
will be able to start where they left off.
I believe that teaching reading
requires a lot of experience in teaching ELLs.

I think consciously about the things I teach
in learning how to read.
I do things naturally.
Like, retelling stories with a flannel board,
acting out, drawing, and using pictures to
tell the story.
I model book talk.

I have a thirst for books, fiction and nonfiction.

I build my students' understandings of books.
They have new books in their book basket –
every week.
The books are high interest books,
for independent reading.
I provide a variety of genre –
Like fiction, nonfiction, and poetry.
I teach about the author and
how they use things in the illustrations –
Like, Jan Brett incorporates borders in her pictures.
Leo Leoni always has mice.
There are many ways to get students
engaged with books.

I am moving students into independent
reading and book bags.
They're reading at their independent level.
I teach them at their instructional level.
Book bags range from independent reading
to challenging books.
I stress how important it is to read
books over and over again.
I remind them to point to the words and
look for something specific in the text.
I do a lot of work with the word wall
and those words are in their books.

English Language Learners...

I make sure my students know –
it is important for them
to speak two languages.
Almost all my students are bilingual.
They all need to learn English.
Once I establish a sense of community
in the classroom,
all my students care about each other.

Most of my students have some
English language development.
Four or five students started school in the silent stage.
A few students could not say
bathroom or drink, and
had very little interaction in the classroom.
Two Asian students

were very difficult to understand.

On the first day of school, I teach ELLs
sign language for bathroom and water.
If a student doesn't have any language,
this will help them.

Oral language development is a
huge factor in teaching ELLs.
I am very conscious about the language I use –
I model everything I do.
It's very important for their language.

I have a better understanding
of how students think.
My goal is to help them
believe in their language –
and teach them the English language,
so that neither are devalued.
It's my goal to develop an easier transition
in learning how to speak English
and how to read.
I incorporate sheltered English instruction
with learning how to read.
I don't start with guided reading
at the beginning of the year.
I start with small groups after a few months.

As time progresses through the year,
I introduce guided reading and
move to reading groups.
I have five reading groups.
I have two students at a level 9.

Preparation for reading...

Some students don't come to school
with much knowledge about how to read.
The ECE classrooms are capped at 16.
It's a disadvantage for students to attend
an ECE classroom with 16 students.
After a student leaves ECE,
they find themselves with 27 students.
That is a struggle for students.
That's why it's important for me to teach

community, rituals, and routines
at the beginning of the year.

Half of my students went to preschool.
Students with preschool experience
are more successful in reading.
I don't have to teach them rituals and routines.
Students that haven't attended preschool
are not necessarily slow learners,
They just don't have the skills,
that ECE would give them.
Many of the parents don't work with them.
Parents don't realize the benefits of full day
kindergarten and ECE.
I would love for all of my students to attend preschool.
There are some things I would not have to teach.
I could better prepare them to read.

Phonemic Awareness and phonics...

I use the district curriculum for phonics.
I use activities where we sing and interact.
I teach songs and poetry.
I teach c-v-c word work, segmenting, and blending.
I teach letters of the alphabet
during the first six weeks of school.
I wait until later to teach phonemic awareness.
I teach letter and sound recognition.

My Asian ELLs know their letters,
but not the sounds.
When I start to teach segmenting,
ELLs need to know the letter sounds
in order to put words back together,
like, in a scrambled sentence.

I teach oral language development.
Each day, I put up a word and
select a student to spell it correctly and
read it during whole group.
My lower readers are not ready for this.
It is good for the high readers.
This is one way I differentiate.
Lower readers are spelling "I, a, the."
I do a lot of word work in whole group.

A lot of the workstations revolve around literacy –
Like, sorting the letters of the alphabet
or working with magnetic letters to make words.
I change workstations frequently.

My friends developed an active phonics program.
It's tactile.
When I say, "Put your hand here. Say the sound for "p".
See that's the way you form it with your mouth."
Or the sound for "n".
"Put your finger by your nose.
Does it tickle your nose,
then you know you are making the right sound."
We use a mirror to see the shape of our mouths.
I model this to help them.

Comprehension and vocabulary...

I provide shared reading during whole group instruction.
One of the things I do, when I'm reading a big book,
is to cover a word.
I teach my students a prediction strategy
to identify the hidden word.
Their prediction has to make sense,
so I guide them to look at the picture.
Students might guess the word is chicken,
But I tell them, "Look, it starts with an h."
Shared reading with a big book
is a way I teach other strategies.
Students will use the new strategy
when they read books in book bags.

We had a book about pomegranates,
so I brought a pomegranate to develop understanding.
Many students had never seen a pomegranate.

I use a lot of pictures to communicate.
Pictures for students help them understand
what I expect from them.
Posters around the room are labeled.
I also teach them sign language.
I teach sign language with the alphabet,
because it's tactile.
Along with learning the sounds,

students use their hands to form the letters.
I teach all the sight words in sign language.
I realize my students are not just
visual or auditory learners.
I incorporate many things in my teaching,
so all their senses are used in learning.
We do activities with sandpaper.
I know all my students need activities
with one or more of their senses.
I'll find out how students learn by providing instruction
with a focus on the senses.

I would love to have at least two computers.
These are so old that they are slow to load.
We are doing a huge disservice to our students
by not providing updated computers.
I take students to the computer lab and set up the lab.
Students have their own password.
It takes forever to access the programs
when I have to log in 27 or 30 passwords.
We don't have keyboarding.
I was thinking we could go
to the lab more often,
but it isn't happening.

Students need language interaction at home.
Parents need to have conversations with their children.
Students are talked to, not talked with.
It is so detrimental to them.
Parents need to ask them,
"What did you do in school?"

Students need automaticity with
reading high frequency words.
They highlight the word, and find it in their book.
I teach students the words on the word wall
are words we read in a snap.
They take a sentence a part to see
if they can put it back together
the way it should look.

It's essential to teach good decoding strategies.
Students do not use self-correcting at this time.
I don't think they're ready for it,

so they use appeal as a strategy.
They practice self-correcting in guided reading groups.
I teach specific strategies for when they get stuck.
Students use a rubric to see the four strategies.
They can use it, if they get stuck on a word.
Students on a level 3 are beginning
to use decoding strategies.

ELLs need to know the components of a story.
I teach the beginning, middle, end, and
the elements of a story.
A story has characters, a problem, a setting, and a solution.
They transfer this to their writing.
I provide instruction for the components of a story.
If groups are struggling, I provide additional
time to learn.

Peer tutoring is good for students.
I create peer tutoring that is safe and non-threatening.
I put students together that can help each other.
Students work well with each other.
Even lower students can peer tutor.

I pull information from their background knowledge –
Like, being familiar with families or holidays,
so I know right away, if the students
have experiences with reading and writing.
Students go to Mexico every summer,
with more travel experience than I have.
It's important for me to introduce new experiences.
We take field trips –
Like, the puppet theatre, and the Arvada center.
Our ESL teacher brings us amazing experiences.
We went to the Nutcracker this year.
I build on their experiences.
We play classical music during writing.

We have daily sharing.
I have several students that are really shy.
When school starts, I give students
a chance to share.
Now, I expect them to share.
It is important to articulate and speak
in front of people.

We do show-n-tell with questions and comments.
Students need to know how to phrase a question,
how to phrase a comment,
and answer in a complete sentence.
The audience has a chance to interact with the speaker.

We did our first book talk.
Students are making connections with reading.
When we walk through the library and see a picture –
Like, Abraham Lincoln,
They say, “Oh, we read about him.”
Most of my students enjoy reading.
When school started, they enjoyed me reading.
Now they realize they are reading.
They can engage themselves in reading.

My goal is to introduce them to different genres and authors.
I want them to have a love of reading as much as I do.
Teachers are bookworms.
It is so much of who I am.

Students read as partners,
sit in a special place,
in the classroom with stuffed animals,
on a sofa, or bean bag in the classroom library.

Assessment...

ELLs do not have the same experiences
and they don't have oral language as the
English speaking learner.
When students arrive at the beginning of the year,
I have them draw a self-portrait.
They draw one in August, December, and May.
I take a writing sample.
I check their progress.
I show the parents where they were and
where they are now.
I show them where the gaps are.

I take running records and anecdotal records
in the reading group.
Starting in December, I take a DRA2.
I take a Task Test.
My principal said I don't have to take

the assessments three times a year,
but I need to monitor progress frequently.
I need to see the growth.

The reading and writing continuums are posted.
The continuums support teaching.

The DRA2 is a huge accountability.
Students need to feel success on a leveled test.
It's important to praise them.
They need to feel good about reading.
Praise them when they point to a word,
or when use the new word that was taught.

A book level 2 is not really reading.
Students don't have to use many strategies to read it.
If I set the pattern of reading,
it doesn't take many skills
for them to finish reading the book.
A level 3 has more variation,
a few more sight words, and is right on.
More students make a level 3,
but many need to make two years growth.
I am struggling.
I'm pushing to catch them up in one year,
to be where they need to be.

CELA scores are not returned to me.
My body of evidence includes anecdotal records,
daily observation records, DRA, Task Test,
progress reports, and writing samples.
Some of my students are not progressing
as rapidly as I think they should.
The body of evidence tells me what I need to change.
I use this to evaluate my teaching.

Planning guides do not allow latitude in teaching.
I adapt, so I can meet the needs of my students.
I like doing things differently.
I don't use the same lesson plans every year.
I like change and I think my students do, too.

This is the first time to complete ILPs
on kindergarten students.

When first grade teachers give the DRA in the fall,
they also look at the ILP.

I collaborate with first grade teachers
to ensure that what I'm teaching is in
alignment with what they're teaching.

As I complete report cards, I tell parents about the ILP.
ILPs become a part of the cumulative folder.

I am completing 14 ILPs.

I recognize the benefit of ILPs –
half of my class is below grade level.

I have a few students that in four or
five weeks will be on grade level.

As they make grade level, I will change their ILP.

At least ten students will not make proficiency.

I check on students I had last year.

I collaborate with first grade teachers
to keep them informed.

Students will have home experiences
the first grade teacher won't hear about
unless I keep them informed.

I tell the parents to keep me informed,
so I can help their child.

I had a student last year that made grade level.

His mom died and no one told me.

Those experiences impact how kids learn.

I give the first grade teachers information –

Like, the father is incarcerated;

He lives with his grandmother;

This student learns better visually.

These things affect a student's learning.

We are a Beacon School.

Our school is on watch.

It is significantly lower than other low-achieving schools.

Smith hasn't met adequate yearly progress,
so we are on a five-year plan.

The Smith staff signed a statement to collaboratively
support being a part of a Beacon School.

Interventions do not benefit my students.

Interventions are not implemented
as soon as they should be.

The implementation process is slow.
It takes three months for the intervention teacher
to observe my students
and recommend interventions.
It is not an efficient system.

It is a struggle to get everything done,
before I send my students to first grade.
There is always something I can do better
or at least differently.

I have significant student behavior problems this year.
That is why I would like to see the principal
make daily observations.

One of the things I want to do is
document how many interactions
a student has in a conversation.
I want students to hear themselves read.
In the workstation, the students will be able
to record their voices.
I made some p-v-c head phones.
I have one for everyone.
It magnifies their voice.
They use them with their book bags.
They have fun using their phones.

We have a speaker system that is great
for low speaking students.
I don't have to talk loud either.
I speak softly and it magnifies around the room.
My students use it when they share.
It is great to use if a student is speaking softly,
during a DRA.
My students love to use it.

I look at proficiency differently than
the district's expectation of proficiency.
Proficiency goals for students,
become my goals for the year.
I have the same expectations for ELLs
as I do my English speaking students.
They may have made a year's growth.
According to the district, they haven't met their goal.

They couldn't even write their name
when they arrived and
now they are reading at a level 2.
I think it's great.

We don't look at data often enough.
Teachers look at it more often
in third, fourth and fifth grade.
Kindergarten is laying a good foundation.
I don't understand why we are losing students
by third grade.
We have only 20% proficiency.
During vertical planning, we look at data.
We created a data wall with the DRA results.
We look at it in December to see
how students are progressing.
We look at low, medium, and high level students.
It is posted in our staff development room.
The upper grades post data in the hallway.

Challenges...

I have a big class.
I have always had a large class,
with several different languages.
One of my students' speaks Mandarin –
neither one of us can talk to each other.
I cannot have conferences with her family.
We don't understand each other.
I can get a translator with Spanish speakers –
Like, a paraprofessional or another teacher.
I don't have access to an interpreter to communicate
with my Asian parents at conferences.
I get a Spanish-speaking interpreter
for parent teacher conferences.
It is difficult to find a Vietnamese
or a Mandarin translator.
This is a small percentage of needs,
but it's important to be equitable to all students.

Large classrooms are a big challenge.
27 students in the classroom is not
a best practice for kindergarten.
It doesn't matter how great a teacher you are,
27 students is not workable.

We use a standards-based report card.
It's not parent friendly.
I need to explain the standards to the parents.
Most of the parents do not speak English,
and they don't understand it.
We had a meeting with the parents to
explain the report card.
We had an opportunity to take it apart
and help them understand.

Students are more English language literate
than their parents.
It is very difficult to communicate with parents –
because I communicate through their five year old.

I don't have enough leveled text.
I use high interest books in book bags.
Students do not have the advantage of books
in the home, or reading modeled by their families.
Parents did not volunteer to help
in the classroom this year.

Support...

I receive ESL support 30 minutes each day.
Two ESL teachers pull students
who have very little language.
I am not bilingual –
I am referred to as an ELA-E teacher.

I tell the parents to teach their child
how to spell their name.
Their name means something to them.
It's personal.
They won't understand words like 'the'.
We sing a song to introduce how to spell it.
I tell them to spell words like *mom* and *dad*.

We have a Book Trust with Scholastic.
Students get seven dollars a month for books.
They can order books every month.
The books come back to the classroom tattered,
but I know my students are reading them.
The Book Trust is good for students.

The Book Trust helps develop a love of reading.
They see that they can order the books that I have.

I show them the books that I read,
and they do not have pictures.
I tell them they have to create
the pictures in their head.
That's why it's important for them
to learn to read words.
Someday they will have books without pictures.

ELA training is very beneficial.
I gain opportunities to meet teachers
across the district.
It is powerful when professional development
offers kindergarten teachers the
opportunity to share ideas.
Our district is very supportive of ESL.
The district provides programs to support us.
I took the ELA modules and
my Masters degree is another step.
These experiences help me
meet the needs of my students.
I am broadening my learning to do more for students.

The district literacy guide was developed
to meet the needs of students
where schools have a
large number of ESL students.
It tells how to model instruction for ELLs.
It's focused on using best practices –
Like, sheltered English instruction
to help provide the best instruction.
Each year, I do better with instruction
to teach students how to read.
Sheltered English instructional strategies
meet the needs of all kids.

I have a full-time paraprofessional
for four hours daily.

It's hard for parents to feel comfortable
to volunteer because I don't speak their language.

Needs...

I need more books.

I need books for my classroom library.

There are not a lot of things I need in the classroom.

Students think it's great that I need
to learn to speak Spanish.

I am always willing to try new strategies.

I want a lot of learning.

I appreciate going to in-services.

I am willing to learn
and implement what I learn.

It would be great to see my principal
in the classroom more.

Not just to observe the teachers,

But to talk to the students –
or listen to them read.

Last year, our instructional superintendent
often came into our classrooms,
or would stop me in the hallway and,
ask, "What do you need?"

We have a different one this year.

She seems busier.

I have taught for 8 years –
five years in kindergarten.

I'm working on a Masters in Educational
Equity and Cultural Diversity
through CU Denver.

This program is supported by the district.

Before I became a public school teacher,

I taught home schooling for one year –

Public school is better for all of us.

My daughter needs interaction and competition.

My son needs social skills with peers.

I encourage them to be an advocate
for public schools.

I attended public schools.

I wanted to be a teacher from the time

I was in first grade,

This is my fifth year at this school.

I've taught fourth, third, first grade, and kindergarten.
I love kindergarten the best.
This is my fifth year in kindergarten.
I feel like I'm where I should be.
Kindergartners are so open to learn.

Question 1:

What steps must kindergarten teachers use to help the ESL students reach grade level proficiency? Are the steps different for English speaking students?

Cathy supported parents in teaching their child how to spell their own name and words like *mom* and *dad*. All her students entered kindergarten at age five and all the things that she taught were because of their age. The district planning guide told Cathy how to model instruction for ELLs. It was important for Cathy to follow the planning guide. It ensured what a student learned in one school would be the same in the other school if the student moved from one school to another within the district.

Parent support and high expectations for their children marked the progress of Asian students learning how to read and learning how to speak English. These students were reading at a level 9. Instructional practices included concentrated instruction in an active phonics program and a focus in identifying the learning style of students. Sheltered English instructional strategies were incorporated with English Language Learners learning how to read. A variety of strategies were implemented such as instruction in sign language, using of posters around the room with various regalia, and pictures. Students needed activities with one or more of his or her senses. Instruction using a variety of modalities: auditory, visual, kinesthetic, and tactile was provided.

Question 2:

What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?

In kindergarten, all students need to learn letters of the alphabet, phonemic awareness, phonics, basic sight words, and comprehension. Support was provided with regalia and sheltered English instruction. Students were taught to sing, dance, recite poetry, rhymes, chants, signing vocabulary, and used props or pictures. Oral language development was a huge factor in teaching ELLs to read. The goal was to develop an easier transition for students in learning how to speak English and how to read. Instruction in making predictions must make sense and students need to be guided to refer to the picture.

Preschool experience would better prepare English Language Learners to read. Picture supports and checking for understanding were used to ensure comprehension. Sign language was used to teach letters of the alphabet and sight words. Students needed to realize they were readers from the beginning. The sooner the English Language Learners realize they are readers, the more successful they will be.

A drawing sample or a self-portrait and writing assessment of the ELLs' first and last name was included in her body of evidence. The benefit of the body of evidence was that it supported the changes that needed to be made during instruction. The body of evidence included anecdotal records, daily observation records, DRA2, Task Test, progress reports, and writing samples. The principal did not require assessments more than three times a year, but additional assessments were needed to monitor student progress more frequently.

If a student is struggling, additional time and support are provided in a small group to learn the new strategy. Students were reading from book bags for independent reading. The books were at the independent level and instruction was provided at the instructional level.

Question 3:

What challenges do experienced kindergarten teachers have instructing reading to ESL students?

Cathy wanted district administrators not to think less of a teacher's proficiency in teaching when schools are placed on "watch" for not meeting adequate yearly progress and reading CSAP scores are not improving. Large classrooms are a big challenge and 27 students in a classroom is not a best practice for kindergarten. It doesn't matter how great a teacher you are, 27 students is not workable.

High interest books in book bags were used because there weren't enough leveled text for students. Some of the students did not have the advantage of books in the home. Resources were limited but the need to increase leveled text and books for the classroom library was critical to meet the needs of students.

The principal needed to be in the classroom talking to students. A student's mother died and no one told her. This experience impacted how the student learned. Collaboration with first grade teachers kept them informed. First grade teachers would not hear about many of the home experiences, unless Cathy informed them.

It was a challenge accessing an interpreter to help communicate with Asian students' parents. One Asian student speaks Mandarin; neither Cathy nor the student can

talk to each other. The standards needed to be explained to the parents, since most of them did not speak English. A meeting with the parents and an interpreter was arranged for Cathy to explain the report card and help them understand the academic language and standards. The intensity of completing the ILP on half the class was overwhelming. It took time that could have been used to plan for instruction or to support her family. The students on ILPs were not necessarily ELLs.

Question 4:

What recommendations do experienced kindergarten teachers give regarding instruction for ESL students?

Providing instruction using a variety of modalities, (i.e., auditory, visual, kinesthetic, and tactile and regalia) benefited English Language Learners. Various opportunities to increase learning were provided through English Language Acquisition training and opportunities to meet with teachers across the district. It was truly powerful when professional development offered the opportunity for kindergarten teachers to share ideas.

Commonalities

Question 1:

What steps must kindergarten teachers use to help the ESL students reach grade level proficiency? Are the steps different for English speaking students?

In order to ensure that kindergarten students develop proficiency, district assessments were used to identify and plan reading instruction. Participants used district

curriculum and followed the timeline of instructional expectations throughout the school year. DRA 2 and the Task Test at the beginning of the year, mid-year, and end of the year were used to test students according to district expectations. These experienced kindergarten teachers included a repertoire of additional assessments they personally believed would support the decisions they made about ELLs' needs (Colorado Department of Education, 1996, 1999 & 2008; McGee & Morrow, 2005).

Sheltered English instruction and realia supported instruction of letter recognition, letter-sound association, phonemic awareness, phonics, vocabulary, and comprehension. Sheltered English instructional strategies and realia were essential to reading instruction for ELLs. Parents should read 15-20 minutes each night with his or her student and interact with them to develop oral language and vocabulary. Field trips were identified as critical experiences to developing vocabulary. Pictures or props were used to develop background knowledge before a field trip (Center for Applied Linguistics, 2008; Hansen-Thomas, 2008, Echevarria & Short, 2008).

Question 2:

What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?

The kindergarten teachers in this study described best instructional practices to instruct reading to ELLs within the scope of skills to employing the best instructional method. These best instructional practices is supported by the work of Snow, Burns & Griffin, 1998; National Reading Panel, 2000; Taylor, Pressley, & Pearson, 2005; McGee & Morrow, 2005; Kim, 2008; Viadero, 2009).

One teacher described how the impact and use of smart boards would benefit the development of oral vocabulary with technology supported realia or pictures. These teachers extensively described their instructional practices giving specific examples that support understanding of best instructional practices in teaching ELLs. However, two teachers described providing reading instruction in the ELLs' native language would benefit ELLs learning how to read. From the first day of school, these teachers implemented instruction for letter recognition, letter-sound association, phonemic awareness, vocabulary development and comprehension for ELLs as well as English-speaking students. As ELLs progress in their learning, teaching phonics is added to instruction during whole group, small group, and one-on-one (Clay, 1991; National Reading Panel, 2000).

Therefore, these teachers presented learning how to read with best instructional practices to both ELLs and English speaking students (Viadero, 2009). Distinctions made between instruction for ELLs and English speaking students was made during small group instruction. The students were then encouraged to approximate and use the new concepts and skills during independent reading and writing, at workstations, and through peer tutoring. Differentiated learning and flexible reading groups were provided for ELLs and English-speaking students. Flexible reading groups were organized in a variety of ways to support the needs of the small groups of ELLs and English-speaking students. These instructional practices are supported in literature and research addressing best instructional practices in teaching all kindergartners in learning how to read (National Reading Panel, 2000; McGee & Morrow, 2005). Finally, providing ELLs and English-speaking students sheltered reading instruction and using realia is essential as best instructional practices and

supported by the literature on how ELLs learn (Freeman and Freeman, 1988; Center for Public Education, 2007; Echevarria & Short, 2008).

The best instructional practices were implemented through the district curriculum and instructional practices. It was essential to use the planning guide to direct their instruction. Assessment guided the decisions made for the planning of instruction and to make adaptations in instruction for struggling learners in reading for English-as-a-Second-Language students and English speaking students.

Best instructional practices for whole group instruction included shared reading. Shared reading was implemented at the beginning of the school year and became a part of the rituals and routines. ELLs were not ready for small groups at the beginning of the school year and would have benefited from preschool experience (McGee & Morrow, 2005; Snow, Burns, & Griffin, 1998).

Rituals and routines were developed as many English Language Learners did not understand what to do in school at the beginning of the school year. It was essential to start the school year with instruction in listening and speaking skills, concepts about print and books, recognition of the letters of the alphabet, letter-sound association, phonemic awareness, phonics, rhythm and rime, singing, chants, role playing, book reading, vocabulary development, and comprehension (McGee & Morrow, 2005; Strickland, 2006) .

Shared reading during whole group included mini-lessons such as picture walks to predict what the book was about, vocabulary development, retelling the story, or focusing on a particular skill. The instructional strategies for instructing reading used with English

Language Learners, are used for all kindergartners (Clay, 1991; National Reading Panel, 2000; Viadero, 2009).

Curriculum was adapted by these teachers to meet the individual needs of all students as part of the daily routine. Formative and informative assessments results were used by these teachers to plan instruction for whole or small group instruction, or one-on-one. Reading goals were written for students called SMART goals, which means goals were specific, measurable, attainable, realistic, and timely.

Individual Literacy Plans (ILPs) were written by the participants during the timeline of the interview schedule for students. The teachers recognized factors that contributed to students learning how to read and shared those influences with other professionals and parents. This is the first year the district required kindergarten teachers to complete ILPs on their students (Colorado Department of Education, 1996).

These teachers made distinctions between ELLs and English speaking students during small group instruction. Differentiated learning was essential for instructing kindergartners in reading. Small group instruction gave the teachers opportunity to make distinctions between English speaking students and non-English speaking students. Checking for understanding was essential for instructing English Language Learners in learning how to read. ELLs needed sheltered English instruction and realia to develop vocabulary and comprehension (Taylor, Pressley, & Pearson, 2005).

Question 3:

What challenges do experienced kindergarten teachers have instructing reading to ESL students?

Challenges were overcome in order to provide the essential experiences to instruct reading to ESL students. Parents needed to support their student in learning how to read. It was difficult to obtain parent volunteers to support students in the classroom during reading instruction. English Language Learners came to kindergarten without a variety or a great deal of experiences. Money and time were issues in providing students with field trips. Parents needed to reinforce teaching English Language Learners how to read. These teachers recommended high expectations for all students (Snow, Burns, & Griffin, 1998).

Question 4:

What recommendations do experienced kindergarten teachers give regarding instruction for ESL students?

Formative and informative assessments were used by these participants to evaluate the progress of ELLs, to plan differentiated learning for all students, to improve learning for ELLs, to plan instruction, or determine the teaching methods and skills that needed to be taught to English Language Learners. Various assessment instruments aided teacher participants to monitor individual student needs, assist in planning instruction for mini-lessons during whole and small group instruction, creating flexible groups for students to move in and out depending on the skills being taught, planning and providing opportunities for differentiated small group instruction, identifying ELLs and English-speaking students needing additional support or intervention. Although, the teachers used district required assessment instruments, like the DRA2, the Task Test, and DIBLES, they assessed student progress in writing first and last names, drawing a self-portrait, drawing a

picture and explaining it, using observations to write anecdotal records on students (Colorado Department of Education 1996).

The teachers presented lessons that applied to all students during whole group instruction or small group instruction as a result of assessments, observations, and anecdotal records. The teachers provided differentiation for all students during small group instruction. These teachers monitored ELLs using the strategies taught in large or small group and one-on-one as well as when students were being assessed. By instructing ELLs and English-speaking students the skills and strategies to learn how to read, these teachers identified students' success in reading independently or writing independently. Monitoring student progress supported the collaborative efforts of these teachers when data discussions occurred during team meetings, staff meetings to support school-wide reading improvement and improve test scores, or recording data on the school-wide data wall. Monitoring assessment results provided opportunities for these teachers to collaborate with colleagues to engage in discussions during vertical and horizontal team meetings (McGee & Morrow, 2005; Deford, Lyons & Pinnell, 1991).

Best instructional practices included concepts of print and books, letter recognition, letter-sound association, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension during mini-lessons, whole group instruction, small group instruction, and intervention or one-on-one for instructing reading. Providing English Language Learners experiences with language development was critical in learning how to read. Sheltered English instruction, using realia, and pictures to instruct

ELLs in learning were essential to develop vocabulary and comprehension (Clay, 1991; Snow, Burns & Griffin, 1998; Echevarria & Short, 2008).

Professional development and discussions with other teachers provided opportunities for the teachers to develop new understandings of how to instruct English Language Learners in reading. Collaboration with early childhood educators and first grade teachers provided student progress, background knowledge and experiences that ensured English Language Learners were having successful learning experiences. Collaborating with building leadership was essential for analyzing data and supporting school improvement. These teachers in this study had a high regard for the leadership and decision making of their principals (Deford, Lyons, Pinnell, 1991; Snow, Burns, & Griffin, 1998).

Various staff resources were essential to support instructing reading for English Language Learners. These teachers acknowledged the Reading Success teacher, paraprofessionals, vertical and horizontal teammates, the building and district level ELA consultant, instructors of professional development and district ESL courses or courses offered through collaborative efforts of the district and a Masters of Arts partnership with a university.

Parent education is essential to develop understandings of academic language, standards-based progress reports, Colorado Standards, ILPs, how to work with students in learning how to read, and expectations for kindergarten (Snow, Burns, & Griffin, 1998). Providing instruction in the student's native language and classroom teachers' learning to

speaking Spanish supported English Language Learners in learning how to read (Hanson-Thomas, 1983; Snow, Burns, & Griffin, 1998).

Question 5:

What are the voices of teachers engaged in helping English-as-a-Second-Language students learn how to read?

It is apparent these teachers are exceptional reading teachers with a strong knowledge of content and pedagogy, assessment and instruction, with a desire to develop partnerships with parents, the ability to draw on school and community resources to best benefit students, exemplifying a collaborative spirit to work closely with various school leaders and professionals to support their students. Their voices were passionate and they required others to look closer at curriculum, instruction, assessment and how it impacts the decisions they made in teaching reading to English-as-a-Second-Language students. Clearly, they confirmed how they relied on various best instructional practices, assessment, parent influence, and site-based and other district professional leaders, and professional development opportunities to continue ongoing efforts and develop further expertise in teaching to high standards to instruct reading to English-as-a-Second-Language students. Their voices reflected best available research in what is best in teaching, learning, and leadership (Deford, Lyons, & Pinnell, 1991; National Institute for Literacy, 2007; Balajthy, 2007).

It is evident from listening to the voices of these participants that they are expert teachers of reading and understood what was essential to instruct reading to English-as-a-

Second-Language students. The teachers increased their expertise by identifying what they needed to know to teach English-as-a-Second-Language students how to read and speak English by enrolling in university partnership programs with school districts that focus on meeting the needs of English-as-a-Second-Language students, how to teach reading, and participated in job-embedded or district professional development.

Significant decisions about instruction, adapting instruction or curriculum, and providing additional time for intervention for struggling readers based on the results of ongoing assessments were ongoing practices of these participants. These participants expertly identified how students learn through observations and documentation of anecdotal records. Maintaining a thorough body of evidence that documented what their English-as-a-Second-Language students know and need to know was maintained consistently and reviewed often. These expert kindergarten teachers identified instructional needs for their students by monitoring individual learning styles and recognized needs that were more than academic. The kindergarten teachers that participated in this study were passionate about English-as-a-Second-Language students learning how to read and speak English. In Chapter V global themes and recommendations for further research will be explored.

Chapter V

Discussion

This research was designed to describe, analyze, and interpret what reading strategies experienced kindergarten teachers believe are essential to instruct English-as-a-Second-Language learners how to read. Through in-depth interviews, these experienced kindergarten teachers were asked to give voice to describe what they consider essential reading strategies to instruct English-as-a-Second-Language learners to learn how to read. They identified and recommended the best instructional practices they have successfully used to instruct reading to English Language Learners and discussed challenges they hope to overcome in teaching English Language Learners how to read. They identified essential reading strategies to support the distinctions they make between English Language Learners and English speaking learners. Finally, this study has provided kindergarten teachers and administrators with practical knowledge regarding what is essential to instruct reading to English-as-a-Second-Language students in kindergarten.

This study asked five questions:

1. What steps must kindergarten teachers use to help the ESL student reach grade level proficiency? Are the steps different for English speaking students?

2. What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?
3. What challenges do experienced kindergarten teachers have instructing reading to ESL students?
4. What recommendations do experienced kindergarten teachers give regarding instruction for ESL students?
5. What are the voices of teachers engaged in helping English-as-a-Second-Language students learn how to read?

Global Themes

As described in Chapter IV, patterns that became evident as I listened closely to the audio tapes were *reading instruction, English Language Learners, preparation for reading, key learning, phonemic awareness and phonics; vocabulary and comprehension; assessment; challenges, supports and needs*. My past professional experience gave me the ability to view participant experiences through certain lenses relative to instruction, assessment, and curriculum. Then a review of the literature helped me to frame those perspectives into more specific language and finally global themes were derived. Table 2 offers the descriptors for the global themes. In this chapter, I will list the themes and discuss each one relative to the data. Finally recommendations for future research will be discussed.

| Theme | Descriptors |
|------------------------------|--|
| Best Instructional Practices | Reading instruction, understanding the English Language Learner, preparation for reading, keys to learning and preschool, alphabet knowledge, letter-recognition, letter-sound association, phonemic awareness, phonics, vocabulary and comprehension. |
| Assessment and Evaluation | Value for planning instruction, differentiation, organizing small groups, data analysis, and identifying the individual needs of a student. |
| Resources | Human resources, curriculum materials, and professional development. |
| Parent Involvement | Parent volunteers, parent interaction with language development, parents' learning how to support his or her student learning to read, parent education. |
| Challenges | Large classrooms sizes, ELLs not having preschool, English language development, exiting ELLs from ELA support in kindergarten, leveled text, parent involvement, principal support, background information of students, completing ILPs, meeting grade level proficiency. |

Best Instructional Practices

The teachers had a strong shared understanding of what effective English-as-a-Second-Language and English Language Learner instruction included. In large part, the instructional practices deemed effective for English Language Learners were the same for English speaking students. Yet, those practices as being critical for English Language Learners' success were in my judgment, a fundamental shift in many school programs. Those critical components were 1) to introduce phonics later than traditionally done; and 2) to instruct in the native language. Finally, teachers placed heavy emphasis on using realia and modeling, which is not a traditional method in schools. Such instruction

required more instructional time, a slower pace of learning, and with more and different resources than currently available in many classrooms (Snow, Burns, & Griffin, 1998; Viadero, 2009). All of these elements are listed above in Table 2.

Assessment and Evaluation

A second global theme was the teachers' sense of significant responsibility to assess students using a variety of formal and informal assessments in an ongoing manner. At the heart of instruction, assessment and evaluation provide classroom teachers the information they need in order to make decisions that impact instruction on a daily basis. Data collection and a body of evidence are critical to meeting the needs of all students, since learning needs frequently change and require student participation in flexible groups for instructional needs to be met. I believe it is prudent to monitor students' progress in this manner to accommodate students with differentiated learning. Although, these teachers used district assessment instruments, they assessed student progress in writing first and last names, drawing a self-portrait, drawing and explaining a picture, using observations, and writing anecdotal records. Consequently, these teachers have a highly developed understanding of the power of assessment and feedback. Their extensive use of informal and formal assessments not used by others' lends me think that the ELL student progresses in a way that may not mirror the English speaking student and 'just in time' instruction becomes even more critical to student growth (National Institute for Literacy, 2007).

Monitoring assessment results required these participants to consider a version of collaboration that involves more support than previously considered important. As a result,

progress monitoring for ELLs needs to be more accessible and perhaps embedded in daily practice in a more coherent fashion than previously (McGee & Morrow, 2005).

Data results from various assessment instruments aided teacher participants in making decisions that supported the students' progress toward the overall school improvement of English Language Learners and English speaking students. In my view these participants understood how to best meet the needs of their students through data analysis that is significant in planning instructional needs. The cycle of instruction needs to include 1) assess, 2) plan, 3) instruct, 4) assess, 5) and re-teach as needed. It is an ongoing process. As a result of their efforts, differentiation was the norm not the deviation (NCLB, 2000; Field, 2008).

Resources

The third global theme was that of resources, which included human resources, to support these teachers with curriculum materials, professional development, and student progress. It appears that schools have dual systems that are not aligned as much as might benefit students. Teachers do not have the same curriculum resources or guides to support instruction. Staff development varies, and what the teachers know and need to know is critical to instructing reading to English-as-a-Second-Language students (Deford, Lyons, & Pinnell, 1991).

Professional development also emerged from this theme with the district providing late start days to release teachers and the district or principal providing an in-service with a focus on literacy instruction. These teachers recognized the benefits of training sessions. The teachers engaged in discussions about their reading instruction and meeting the needs of

ELLs. These structures encouraged teacher discussions during vertical and horizontal team meetings, partnerships with universities to provide training programs, and coursework that supported acquiring a Master of Arts to further their educational expertise.

The teachers in this study believe the curriculum for instructing reading to teach ELLs how to read is beneficial for all kindergarten students. Teachers must remain true to the fidelity of the district curriculum and planning guides. That fidelity to the curriculum by the staff is necessary to scaffold learning and ensure students do not experience gaps learning the curriculum. Providing all students access to grade level curriculum is critical.

Parent Involvement

The significance of parent involvement in helping ELLs learn to read was another theme expressed by study participants. The population served by public schools has changed as is evidenced by the numbers of ELLs in Colorado classrooms and other states. This change requires educators to consider parent needs, and to recognize different cultural understandings of the role of the teacher to create parent mentors, and a variety of parent resources using technology, personal contacts, and providing individuals' in schools to focus on primary needs of parents. It is critical to address parent education to enhance learning and achievement. Engaging parents in teaching their English Language Learners how to read must be an established foundation in the home from birth. Parents who engage their child in conversation, interact with language, and reading recognize to do so is as critical to the child as is parents providing sustenance.

Challenges

Finally, there were significant challenges pertaining to the lack of appropriate resources, yet these challenges did not impede teachers' efforts to teach ELLs how to read. It is critical that public schools address experiences that benefit developing oral language and provide the resources to accommodate this learning. Specialists must consider redesigning programs to support at-risk learners with preventions rather than interventions. To do so, specialists must respond promptly to the requests of classroom teachers. Schools must be thoughtful about realigning resources to student needs. Districts and schools must give consideration to the changing needs of our population and address ways that would better serve students' needs. Year round schooling offers one of the most significant contributions to improving the overall quality of education for ELLs. Revisiting assessment goals is critical to meeting the needs of ELLs as it is too much to ask a child to learn in two years what others developmentally only learn in one. Teacher preparation programs need to review curricula and, in doing so ensures that program designs prepare educators to become bilingual.

Recommendations for Future Study

This study is unique in that it reflects the voice of the kindergarten teachers who are instructing large numbers of English-as-a-Second-Language students to learn how to read. Since this voice is missing in the current literature, representing kindergarten teachers in the research literature regarding instructing English-as-a-Second-Language students to learn how to read is significant.

Future studies in this area should expand the number of teacher participants. Four kindergarten teachers were included in this study. I would recommend that this study be expanded to include kindergarten teachers who instruct kindergarten students from urban to rural schools in Colorado and other states. It is recommended this study be expanded to include teachers from different grade levels. Data should then be analyzed to see if similar patterns and themes emerge.

Open-ended, in-depth interviewing was the methodology applied in this study to obtain the research data. This type of interviewing is time and labor intensive in conducting and transcribing the interviews and the cost of using voice restoration software or paying a transcriber. Therefore, it may be difficult to duplicate this type of interviewing process for large groups of teachers. Future researchers may consider the use of focus groups or a quantitative method such as a survey format, so that a larger number of kindergarten teachers in urban, rural, or charter schools can be included in the study.

Parent Involvement is significant to the success of English Language Learners to learn how to read. Further researchers should consider school based parent education training specifically designed for the school's needs and the community the school serves. Future researchers may consider the use of focus groups or a quantitative method such as a survey format, so that a larger number of parents can identify the specific needs they want addressed in parent education training. Focusing on parent education leads building leadership to make a decision on who might best provide this training. It is recommended that districts and schools consider a specific individuals to serve as a contact between the school and the community and between the school and the district to better understand the

perspective of parents' needs and how best to meet those needs. Information from these studies should have a significant influence on how to design parent education and define the role of the contact person. Further researchers may consider the significance of parent education and the influence of the contact person on student achievement in reading.

What is important for future studies is that researchers continue to include the voices of classroom teachers and what they believe is essential to instruct reading to English Language Learners. Information from these kindergarten teachers should have a significant influence on the design of teacher education programs and how pre-service teachers are trained to instruct reading to better meet the needs of all students. Further researchers should consider the benefits and the results of mainstream teachers learning to speak Spanish to support English Language Learners in learning how to read. The program design of university teacher preparation programs or professional development partnerships with school districts should include training for teachers to speak Spanish.

In conclusion, this study gave voice to expert kindergarten teachers who shared their story and allowed the researcher to enter their world of thought, action, emotion, and circumstance (Mears, 2009). By sharing their story, they contributed to the literature to support how English-as-a-Second-Language students learn how to read and to speak English. These teachers made significant contributions to closing the achievement gap for students in their schools. The voices of these teachers provided what they considered essential to instruct reading to English-as-a-Second-Language students to learn how to read.

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Appendix A: Informed Consent Form

Title of Research Project: Common Strategies Used by Kindergarten Teachers to Instruct Reading to English-as-a-Second-Language Students

You are invited to participate in a research study of the instructional strategies experienced kindergarten teachers consider to be essential for reading instruction to help English-as-a-Second-Language students learn to read. In addition, this study is being conducted to fulfill the requirements for a degree in Doctor of Philosophy. The study is conducted by E. Kaye Penn. Results will be used for dissertation completion. E. Kaye Penn can be reached at 303-564-4138/emma.penn@du.edu. This project is supervised by the course instructor, Dr. Linda Brookhart, Department, University of Denver, and Denver, CO 80208, 303-871-2973 / email: Linda.Brookhart@du.edu.

Participation in this study should take about 270 minutes of your time or three 90-minute interviews. Participation will involve responding to open-ended questions about what experienced kindergarten teachers consider to be essential for reading instruction to help English-as-a-Second-Language students learn to read. Participation in this project is strictly voluntary. The risks associated with this project are minimal. If, however, you experience discomfort you may discontinue the interview at any time. We respect your right to choose not to answer any questions that may make you feel uncomfortable. Refusal to participate or withdrawal from participation will involve no penalty or loss of benefits to which you are otherwise entitled.

Your responses will be identified by code number only and will be kept separate from information that could identify you. This is done to protect the confidentiality of your responses. Only the researcher will have access to your individual data and any reports generated as a result of this study will use only group averages and paraphrased wording. However, should any information contained in this study be the subject of a court order or lawful subpoena, the University of Denver might not be able to avoid compliance with the order or subpoena. Although no questions in this interview address it, we are required by law to tell you that if information is revealed concerning suicide, homicide, or child abuse and neglect, it is required by law that this be reported to the proper authorities.

If you have any concerns or complaints about how you were treated during the interview, please contact Susan Sadler, Chair, Institutional Review Board for the Protection of Human Subjects, at 303-871-3454, or Sylk Sotto-Santiago, Office of Research and Sponsored Programs at 303-871-4052 or write to either at the University of Denver, Office of Research and Sponsored Programs, 2199 S. University Blvd., Denver, CO 80208-2121.

You may keep this page for your records. Please sign the next page if you understand and agree to the above. If you do not understand any part of the above statement, please ask the researcher any questions you have.

I have read and understood the foregoing descriptions of this research project. I have asked for and received a satisfactory explanation of any language that I did not fully understand. I agree to participate in this study, and I understand that I may withdraw my consent at any time. I have received a copy of this consent form.

Signature _____ Date _____

(If appropriate, the following must be added.)

I agree to be audio taped.

I do not agree to be audio taped.

Signature _____ Date _____

Thank you so much for your interest in this study.

Appendix B: Interview Guide

Research Question: What do experienced kindergarten teachers consider to be essential for reading instruction to help English-as-a-Second-Language students to learn to read?

Sub-questions:

1. What steps must kindergarten teachers use to help the ESL student reach grade level proficiency? Are the steps different for English speaking students?
2. What do experienced kindergarten teachers consider are best instructional practices in teaching reading to English-as-a-Second-Language students?
3. What challenges do experienced kindergarten teachers have instructing reading to English-as-a-Second-Language students?
4. What are the voices of teachers engaged in helping English-as-a-Second-Language students learn how to read?

First Interview

Introduce the project and tell what to expect

Explain purpose for the research, what I am attempting to learn, and how research will be used and shared. Tell a little about my interest in the project. Tell how I got their name and why I selected them to participate. Explain the interview process, why it is being recorded, what to expect in each session, etc.

Informed Consent

Review in detail the Informed Consent form and ask them to sign a copy.

Give them a copy of the form for their records.

Open questions to help frame the discussion to follow:

Ask, I'm interested in learning about what kindergarten teachers consider essential for instructing reading to help English-as-a-Second-Language students learn how to read. Can you tell me what reading instruction might look like when you are instructing ELLs in reading?

From the resulting narratives look for effects and ask follow up questions, related to instructing reading to help ELLs learn how to read.

Ask about key points from the teacher, for example, You mentioned that you wanted to better meet the needs of your ELLs in reading. Tell me a little about that.

Ask, Tell me what you have been doing to learn more about your ELLs in reading.

As time allows, ask for examples or stories, feelings about or reactions to the experience, and changes the participant brought.

At the end of the interview, explain that next time you will explore some of these areas more deeply. Ask the teacher to make a note of anything that comes up in the time between the interviews that might be of interest.

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Appendix B: Interview Guide

Second Interview Guide

Give the teacher an opportunity to return to what he/she talked about in the first session and explore experience in greater depth.

Ask, *Was there anything that we talked about last time that was particularly meaningful to you?*

Encourage additional disclosure and stories by guiding teacher to topics that may have been introduced but not fully considered in first interview.

Return to the key points related to what you believe are essential to instruct reading to help ELLs in learning how to read.

Address questions or inconsistencies from transcript from session one. Get clarification, confirm understanding, and ask about topics that weren't covered.

Ask, *Can you give me a description of a specific instructional experience in reading instruction to help ELLs learn how to read. What was it like?*

Ask, *What did you think I might ask in these interviews? If the topic was not covered, do so now.*

Ask, *Since your interviews have covered a lot of territory, not all of it can be included in my report. What would you be disappointed to see left out?*

Narrator Check Session

Ask the teacher to review the narrative you created for accuracy and completeness: *This is how I interpreted what you've shared with me in the previous session. Did I get it right? What needs to be fixed? Clarified? Deleted?*

Ask, *Do you see anything in the narrative that surprises you?*

Ask, *Did the narrative I constructed using your words remind you of anything you would like to add?*

Ask, *How do you feel about being interviewed about what you consider to be essential for reading instruction to help English-as-a-Second-Language students learn how to read?*

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Appendix B: Interview Summary Form

Analysis of what do experienced kindergarten teachers consider to be essential for reading instruction to help English-as-a-Second-Language students to learn to read.

Teacher Ref. Code: _____ Today's Date: _____

Interview Number: _____ Interview Date: _____

1. Main patterns and themes that became apparent during the interview.
2. Information that relates to the research question(s).
3. Particularly salient stories on back.

| Question | | Information |
|---|--|-------------|
| Experience teaching reading | | |
| Common reading strategies | | |
| Challenges with instructing reading with ELLs | | |
| Challenges with informal reading assessments | | |
| Resources | | |
| Benefits | | |
| Impediments | | |
| Recommendations | | |
| Other | | |

Mears, C. (2009). Interviewing for education and social science research: The gateway approach. Used by permission.

Appendix C: Data Analysis Organizer

| Teachers | Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
|------------------------|-----------|-----------|-----------|-----------|
| Themes or Patterns | | | | |
| Themes or Pattern 1 | | | | |
| Themes or Pattern 2 | | | | |
| Themes or Pattern 3 | | | | |
| Themes or Pattern 4 | | | | |
| Themes or Pattern 5 | | | | |

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