

Prep Resources: How to Improve Prep in this Area

Standard 3: English Language Learners

BOOSTER STANDARD — Undergraduate & Graduate Elementary Programs

Follow these steps to improve your preparation program and your score:

- ☐ **1st** Provide explicit instruction in the science of early reading – the five core components in the context of classroom – instruction for English Language Learners.
- ☐ **2nd** Require candidates to demonstrate mastery of early reading instruction for ELLs through assessments and classroom practice.

Components of Effective Reading Instruction

1. **Phonemic awareness** – the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes.
2. **Phonics** — the knowledge of the correspondence between the sounds (phonemes) and letters or combinations of letters (graphemes) in English.
3. **Fluency** — the ability to recognize words easily, read with greater speed, accuracy, and expression, and to better understand what is read.
4. **Vocabulary** — teaching new words, either as they appear in text, or by introducing new words separately.
5. **Comprehension** — techniques for helping individuals to understand what they read.

Sources: [National Reading Panel](#) and [Rickenbrode, R. & Walsh, K. \(2013\). Lighting the Way. American Educator](#)

A common reason programs do not meet this standard is that they **do not meet the minimal coverage requirements** (at least two lectures and one assignment) for providing early reading instruction for ELL students.

160 programs meet the English Language Learners Standard.

A helpful assignment may be to have teacher candidates practice assessing the reading skills of students whose skills have already been determined by an expert, allowing a comparison of results.

Leaderboard

A few programs that meet this standard:

Coming fall 2016

Follow the links below to learn more

Exemplary Programs & Findings	nctq.org/dmsView/Teacher_Prep_Review_2014_Std3
Methodology & Rationale	nctq.org/dmsView/Standard_Book_3
Resources	nctq.org/teacherPrep/review2014/resources/index.jsp