



An Alignment Guide for
Zip Zoom English to
the IES Practice Guide:

Effective Literacy Instruction for English
Language Learners in the Elementary Grades



Scholastic Inc. has prepared this Alignment Guide to assist Local Education Agencies (LEAs) and schools with the goal of best serving populations of young English language learners. This guide outlines five recommendations that the Institute of Education Sciences (IES) determined to be effective in terms of supporting English language learners in the elementary grades. This Alignment Guide provides the following key information:

- *IES Practice Guide* Overview
- *Zip Zoom English* Overview
- Alignment of *Zip Zoom English* to *IES Practice Guide* recommendations

Zip Zoom English is a research-based supplemental language and literacy program, designed to support English language learners in Kindergarten through third grade in learning English and developing critical literacy skills. *Zip Zoom English*:

- Effectively supports young English language learners by delivering a systematic curriculum and an interactive software program that work together to accelerate students' oral language, vocabulary, and sight-word acquisition so participants gain improved access to the core reading program.
- Supplies a range of assessments and software-generated reports that can be used to monitor students' progress, modify instruction, and evaluate program effectiveness.
- Provides professional development that focuses on instructional strategies for English language learners and integrates them with the *Zip Zoom* teaching materials.

Zip Zoom English addresses the five recommendations made in the *IES Practice Guide* on effective literacy instruction for English language learners in the elementary grades. This Alignment Guide demonstrates how *Zip Zoom English* not only meets, but also exceeds the recommendations made in the *IES Practice Guide*.

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About Scholastic Inc.

Scholastic is committed to providing teachers with effective materials for every stage of reading instruction to ensure that students develop the skills and strategies needed to succeed in school. Our reputation is built on an 85-year history of helping foster and support effective learning for all students. For years, we have worked with leading researchers to develop scientifically based products that produce significant results in student achievement, as well as meaningful changes in teacher effectiveness.

IES Practice Guide Overview

Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades

The U.S. Department of Education's National Center for Education Evaluation and Regional Assistance released a new resource on effective literacy instruction for English language learners in the elementary grades. The practice guide is the first in a series of Institute of Education Sciences (IES) guides developed by panels of experts. The guides intend to highlight the best available evidence and expertise to assist practitioners in facing different types of systemic challenges.

While the target audience is a broad spectrum of school practitioners such as administrators, curriculum specialists, coaches, staff development specialists, and teachers, the specific objective is to supply district-level administrators with a practice guide that will help them develop practice and policy options for their schools. The guide offers five specific recommendations to follow when designing and implementing a comprehensive program in their districts for English language learners and indicates the quality of the evidence behind these recommendations.

The guide is available at <http://ies.ed.gov/ncee/pubs/20074011.asp> and also on the Department's Limited English Proficiency (LEP) Partnership Web site at <http://www.ed.gov/about/inits/ed/lep-partnership>.

The Five Recommendations

1. Screen for reading problems and monitor progress.

Conduct formative assessments to measure phonological processing, letter knowledge, and word and text reading. Use the resulting data to identify those students who require additional instructional support and progress monitoring over time.

2. Provide intensive small-group reading interventions.

Provide targeted, intensive small-group interventions for English language learners who are identified as at risk for reading problems. Interventions should explicitly address the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). The amount of time and level of intensity of the intervention should match students' needs.

3. Provide extensive and varied vocabulary instruction.

Provide vocabulary instruction by teaching target content words in depth, as well as common words, phrases, and expressions.

4. Develop academic English.

Make developing formal or academic English a key instructional objective for English language learners. Provide curricula and supplements that can accompany core reading and mathematics series to support this goal. Pair resources with appropriate training and professional development.

5. Schedule regular peer-assisted learning opportunities.

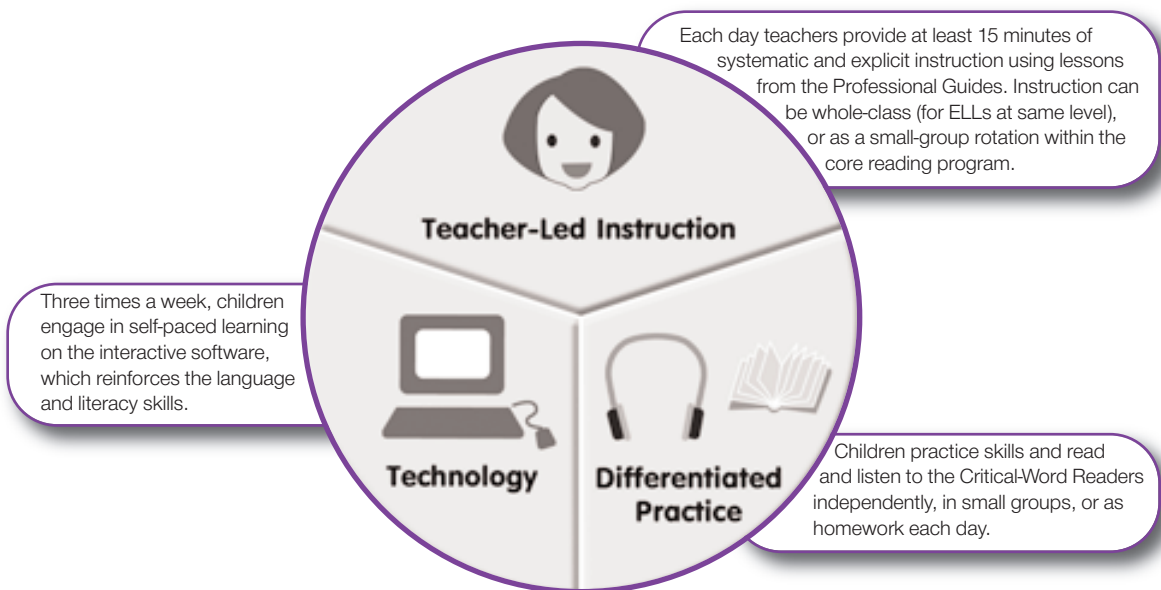
Ensure that students spend time every week engaging in instructional activities in pairs of students at different ability levels or different English language proficiencies. These practice activities should serve to reinforce skills already taught.

Zip Zoom English Overview

Zip Zoom English is a supplemental language and literacy program designed to support English language learners in Kindergarten through third grade in learning English and developing critical literacy skills. Through Teacher-Led lessons, Differentiated Practice activities, and an interactive software program, students receive rich exposure to target vocabulary words, literacy skills, and increased opportunities for language and literacy. The three parts of the program work together to accelerate students' oral language, vocabulary, and sight-word acquisition so that participants acquire improved access to their core reading program.

Six years of research have proven *Zip Zoom English* effective at supporting young English language learners. Independent research conducted by WestEd revealed that English language learners' consistent participation in the *Zip Zoom* software improved phonemic awareness, phonics, and sight-word recognition. Recent studies on the *Zip Zoom Critical-Word Readers* conclude that after students used the books for only 12 weeks, their oral reading fluency improved by 3.4 words correct per minute for every week of instruction, exceeding the rate that researchers deem necessary to close the English language learner achievement gap.

The *Zip Zoom English* implementation model combines research-based practices on the effective use of technology, reading interventions, and differentiated instruction. The three parts of the program lend themselves to implementing small-group rotations, which provide students with the opportunity to work closely with the teacher and practice what they have learned at their own pace. Through the use of continuous embedded assessment and various data-driven reports, teachers have the opportunity to address and target students' unique needs. The content and structure of the program works to meet the needs of each individual learner precisely where he or she is.



Recommendation 1: Screen for reading problems and monitor progress.

Conduct formative assessments to measure phonological processing, letter knowledge, and word and text reading. Use the resulting data to identify those students who require additional instructional support and progress monitoring over time.



Conduct formative assessments to measure phonological processing, letter knowledge, and word and text reading.


Zip Zoom English presents multiple opportunities for teachers to assess learners, identify reading problems, and continually monitor student progress throughout the year.

The Placement Assessment is an oral production test that is administered before the student starts the program. The assessment provides information about an English language learner's knowledge of oral (receptive) vocabulary and phonological awareness. Teachers use the data to determine on which level students should start the program: Levels 1 or 2.

Outcomes assessments are administered one-on-one at the mid- and end-point of each level (approximately every ten weeks). The tests measure Word Reading Fluency, Oral Production, and Oral Reading Fluency. The results indicate whether and how students are progressing through the program, and are predictive of how they will perform on similar fluency assessments.

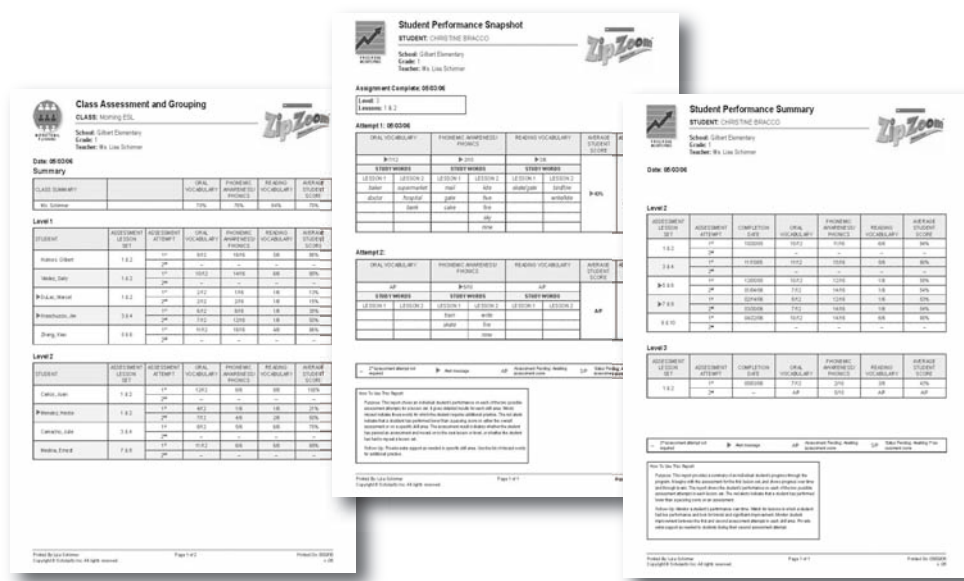
Zip Zoom English also includes formal and informal ways for teachers to progress monitor their students. Formal and informal progress monitoring allow both teachers and students to see students' progression through the program as they acquire necessary vocabulary and literacy skills.

- *Formal progress monitoring* occurs after each even-numbered lesson on the Zip Zoom software. The assessments provide periodic checks on phonology, oral vocabulary, and critical words. Students can only advance to the next lesson in the software if they achieve a passing score of 60% or higher. If they don't pass, the teacher is alerted and students are directed to practice the skills in the lesson again, as well as retake the assessment.
- *Informal progress monitoring* takes place through the use of lesson-level Progress Monitoring Checklists, included in every lesson. Each lesson offers a checklist based on the content and skills presented.

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 Use the resulting data to identify those students who require additional instructional support and progress monitoring over time.

Zip Zoom English also includes a series of reports that present assessment data on student performance, class performance and grouping, and software usage. Teachers can use the reports to inform and tailor their instruction to meet all of their students' diverse needs.

- Student Performance Summary** reports an individual student's performance on each software assessment. Data on vocabulary, phonemic awareness, and phonics assist teachers to identify areas where a student needs additional support.
- Student Performance Snapshot** offers more detailed information for each of the two possible attempts on the software assessments. It shows the number of items correct in each skill area and also lists the Study Words students did not know. Teachers see exactly what they need to reinforce and review.
- Class Assessment and Grouping** summarizes the results for the class or group. The report gives red alerts that indicate a student has not achieved a passing score on an assessment.




The image displays three overlapping screenshots of reports generated by Zip Zoom English. The reports are for a student named Christine Braccio at School: Gilbert Elementary, Grade: 1, Teacher: Ms. Lisa Schaner.


- Class Assessment and Grouping:** This report shows a summary of assessment results for the class. It includes a table with columns for 'CLASS SUMMARY', 'VOCABULARY', 'PHONIC AWARENESS', 'PHONICS', and 'AVERAGE STUDENT SCORE'. Below this, it details results for 'Level 1' and 'Level 2' for individual students like James Gilbert, Sarah Day, and others.
- Student Performance Snapshot:** This report provides a detailed view of two assessment attempts. It includes a table for 'Attempt 1' and 'Attempt 2' with columns for 'VOCABULARY', 'PHONIC AWARENESS', 'PHONICS', 'READING VOCABULARY', and 'AVERAGE STUDENT SCORE'. It also lists 'STUDY WORDS' that were not known.
- Student Performance Summary:** This report shows a summary of performance across multiple levels. It includes a table with columns for 'LEVEL', 'ASSESSMENT ATTEMPT', 'COMPLETION RATE', 'VOCABULARY AVERAGE SCORE', 'PHONIC AWARENESS AVERAGE SCORE', and 'AVERAGE STUDENT SCORE'.

Recommendation 2: Provide intensive small-group reading interventions.

Provide targeted, intensive small-group interventions for English language learners who are identified as those at risk for reading problems. Interventions should explicitly address the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). The amount of time and level of intensity of the intervention should match students' needs.

 *Provide targeted, intensive small-group interventions for English learners who are identified as those at risk for reading problems.*

Zip Zoom English's instructional model is structured so that teachers can provide targeted, small-group instruction for students at risk of developing reading problems. The program consists of three distinct parts: the Teacher-Led, the Differentiated Practice, and the Technology. The flexible implementation model provides a simple way to organize the parts into three 15-minute rotations for small groups of students. With daily rotations, students receive instruction differentiated according to their ability levels to ensure that all of their specific needs are met.

 *Interventions should explicitly address the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension).*

Zip Zoom English addresses the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension), while teaching oral language development. Systematic and explicit instruction in all five of the areas occurs within the Teacher-Led and the Technology parts of the program, and is reinforced through the Differentiated Practice activities. Students learn and practice each area in many of the different lessons and activities, and through the use of a variety of materials and resources.

Phonemic Awareness

- The songs and chants reinforce specific sounds and key phonological and phonemic awareness tasks.
- Children learn, repeat, and choose words targeted for initial vowel and consonant sounds, covering all 26 letters of the alphabet.

Phonics

- Children develop sound and letter knowledge while building and spelling new words and using them in sentences.
- Children progress to decoding words that include consonants, digraphs, diphthongs, blends, variant vowels, and advanced phonic elements.

Fluency

- Students listen to modeled readings from a selection of classic and nonfiction titles in a variety of topics and genres.
- Students develop and improve fluency through echo reading, choral reading, partner reading, and repetition.

Vocabulary

- Children build content knowledge and practice vocabulary through animated lessons.
- The Read-Aloud Library and the Critical-Word Readers provide practice with vocabulary including high-frequency, high-meaning, and phonetically regular words.

Comprehension

- Teachers preview books to draw on children's prior knowledge, discuss context clues, and encourage children to picture and describe what they read.
- Students develop comprehension strategies, such as making predictions, rereading, summarizing, sequence of events, and story structure.



The amount of time and level of intensity of the intervention should match students' needs.

Zip Zoom English has the capacity to address the diverse needs of all learners. The program's flexibility allows educators to implement the curriculum and use the software within a variety of instructional models that vary in intensity. Educators can differentiate instruction according to the level on which students are performing. The program consists of three levels: Level 1, Level 2, and Level 3. Each level introduces new concepts and vocabulary, which are reinforced in subsequent topics. Students may begin on Level 1 or Level 2, but be grouped flexibly so that if they move faster or slower, they can be placed on a more appropriate level. In addition, the implementation model lends to small-group instruction, which allows educators to adjust instruction according to the particular needs of each different group. Finally, the software individualizes instruction so students move at their own pace.

Recommendation 3: Provide extensive and varied vocabulary instruction.

- Provide vocabulary instruction by teaching target content words in depth, as well as common words, phrases, and expressions.

Zip Zoom English provides explicit instruction of content vocabulary and critical words, which include high-meaning words and high-frequency words for each lesson. Content vocabulary is organized around several different social studies or science themes, such as My Body, Food, Weather, and Plants, along with many others. Students are exposed to new vocabulary words and phrases, and immediately asked to apply them within the context of reading, writing, speaking, and listening activities. In the Teacher-Led lessons, teachers model word meanings, teach more challenging words, and use target words to anchor instruction. After students learn the content vocabulary, they receive multiple opportunities to practice using new vocabulary in the Differentiated Practice activities and through using the software.

Numerous materials in the program support in-depth vocabulary instruction:

Word cards and Word & Picture Book: The word cards and the Word & Picture Book reinforce the meaning of new words, and offer opportunities for students to practice using words within a meaningful context.

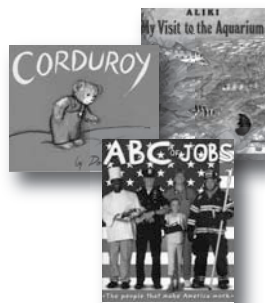
Read-Aloud Library: The books in the Read-Aloud Library introduce students to high-frequency, high-meaning, and phonetically regular words.

Critical-Word Readers: The Critical-Word Readers were developed based on research on the number of new words introduced, distribution of word repetition, and the use of high-frequency, high-meaning, high-imagery, and decodable words.

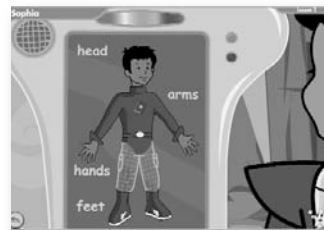
Zip Zoom Software: The read-aloud and read-along modes of the “Book Blast” software allow for children to practice new vocabulary and develop comprehension and fluency skills. Printable, take-home books support students in practicing what they have learned.



Word & Picture Books



Read-Aloud Library



Zip Zoom Software



Critical-Word Readers

Recommendation 4: Develop academic English.

Make developing formal or academic English a key instructional objective for English language learners. Provide curricula and supplements that can accompany core reading and mathematics series to support this goal. Pair resources with appropriate training and professional development.

Make developing formal or academic English a key instructional objective for English language learners. Provide curricula and supplements that can accompany core reading and mathematics series to support this goal.

Zip Zoom English supports the development of academic English for young learners through the numerous lessons and activities included in the curriculum and software. Through listening to, speaking, reading, and writing formal language, students are exposed to academic vocabulary and syntax. Each lesson in the Teacher-Led section outlines language goals and academic vocabulary like synonyms, sequence words, directions, commands, and measurement, to name a few.

Additionally, lessons address content that crosses over into content areas beyond Language Arts, such as My Body, Size, How We Move, Transportation, Our World: Earth and Sky, Weather, Plants, and Animals. Students learn the vocabulary and develop the oral language necessary to express themselves and communicate successfully within these different content areas.


Pair resources with appropriate training and professional development.

Zip Zoom English includes professional development through the Scholastic RED online course, *Reading Success for English Language Learners*, which supports instruction geared specifically toward teaching oral language development and academic vocabulary. Through 24-hour access to online resources and training, teachers can participate in interactive simulations and watch videos that show master practitioners modeling research-based practices in real classrooms. Course topics include:

- Context for Teaching English Language Learners to Read
- Phonemic Awareness, Phonics, and Spelling Instruction
- Fluency Instruction and Practice
- Vocabulary as a Critical Factor in Reading Comprehension
- Teaching Students to Comprehend a Wide Variety of Texts
- Writing Instruction for English Language Learners
- Content-Area Instruction for English Language Learners



Recommendation 5: Schedule regular peer-assisted learning opportunities.

-  *Ensure that students spend time every week engaging in instructional activities in pairs of students at different ability levels or different English language proficiencies. These practice activities should serve to reinforce skills already taught.*

Zip Zoom English is structured so that students who are operating at different ability levels and different English language proficiencies have ample opportunities to work together in pairs. During the Differentiated Practice section, students frequently work with partners to complete the independent worksheets and/or partner read the Critical-Word Readers. In fact, suggestions for activities for pairs and/or small groups, like playing word games, drawing together, “I Spy...,” making sentences, and “Act It Out,” can be found in the Professional Guides at the end of each lesson. In addition, activities that promote daily conversations provide opportunities for students to participate in peer-assisted learning. These activities enrich content knowledge, as well as encourage and expand language use.

Summary

Zip Zoom English, along with the related Scholastic RED Professional Development course, not only meets but exceeds the five recommendations made by *IES's Practice Guide on Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades*. The program's systematic curriculum and interactive software support students in Kindergarten through third grade to learn English while developing critical literacy skills.

Multiple software- and paper-based assessments and software-generated reports are used to screen students, monitor their progress, and adjust and target instruction according to students' needs (Recommendation 1). The program's suggested implementation model facilitates the use of intensive, small-group instruction (Recommendation 2), and the various materials, such as the software, the Word & Picture Book and the word cards, support extensive and varied vocabulary instruction (Recommendation 3). The program also consists of lessons that address a wide variety of topics in different disciplines, such as Social Studies and Science, and teach relevant academic language and vocabulary (Recommendation 4). Lastly, the Differentiated Practice activities present ample opportunity for students to engage in peer-assisted learning and read the Critical-Word Readers together (Recommendation 5). In addition, the program comes with professional development and training that focuses on instructional strategies geared specifically toward supporting English language learners. *Zip Zoom English* addresses the five recommendations made in the *IES Practice Guide* and, therefore, serves to support any district or school when designing a comprehensive program to support young English language learners.

The Full Reference for the *IES Practice Guide*

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella R. (2007). *Effective Literacy and English Language Instruction for English Learners in Elementary Grades: A Practice Guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee>.

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