

RULE of 3

Accelerated Early Language and Literacy



ABCRULEof3.com

PROJECT
MOVING FORWARD

For more information about Project Moving Forward
please visit our website at

projectmovingforward.net

RULE of 3

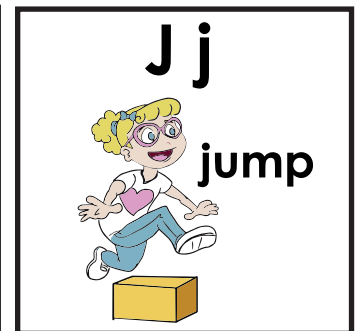
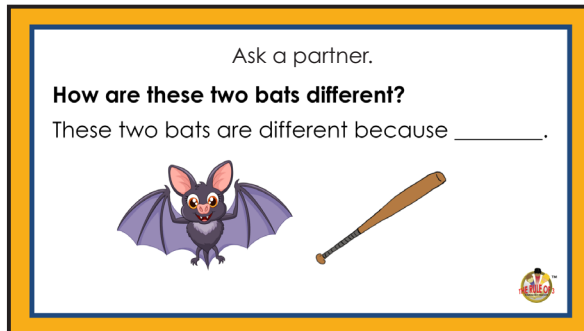
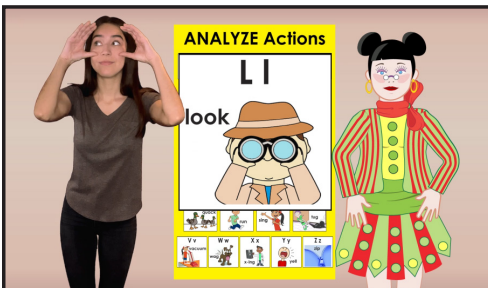
Accelerated Early Language and Literacy

Overview of RULE of 3 Curriculum

The RULE of 3 curriculum supports the Science of Reading for Early Childhood English learners and other diverse learners by integrating vocabulary and oral language development with foundational literacy skills. The ELD standards include foundational literacy skills in part 3.

The RULE of 3 (RAP) is a revolutionary multi-faceted learning system that provides integrated vocabulary, academic language, and literacy development for Early Childhood English learners. The RULE of 3 components of REHEARSE, ANALYZE, PRODUCE utilize a creative construction framework complemented by technology enhanced multimedia to accelerate language and literacy development. The RULE of 3 is the result of 12 years of school-based research funded by the United States Department of Education.

The RULE of 3 addresses the belief that ELs need to attain a certain level of English proficiency before they can master decoding skills. The RULE of 3 offers integrated language with foundational literacy skills that build on the linguistic and cultural assets that ELs possess. The RULE of 3 builds on the studies that have shown that high-quality, rigorous Pre-K, TK and Kindergarten programs on average close about 40% of the gap between lower and middle-income households on literacy and math assessments at kindergarten entry, and the most successful programs close all the gap. (Chaudry et al., 2021)



Critical messages

Accelerated early childhood language and literacy development is needed in early childhood centers and transitional kindergarten and kindergarten classrooms to improve equitable learning opportunities for our emergent multilingual students and other diverse learners.

- There is a critical need to expand access to high quality early language and literacy learning opportunities for our growing population of children who are emergent multilinguals. English learners are one of the fastest growing populations in the United States. In California, where EL students represent one-fifth of the population, the expansion of transitional kindergarten (TK) provides an opportunity to institute systematic language and literacy development.
- An early language and literacy development program, which embeds phonics in a multi-tiered, integrated approach, has a significant, positive impact on young children's literacy skills, prevents further opportunity gaps and positively influences their future learning trajectories.
- Although the elements of systematic phonics instruction are the same for native and non-native English speakers, the demands of learning the English language, its phonological complexity, and its syllable structures are amplified for non-native speakers, and must be intentionally addressed in terms of the context and process for delivering code-based instruction. Children can be effectively taught phonological skills while developing second language proficiency when the teaching of decoding skills is embedded in the context of structured vocabulary and language development.
- The Vygotskian creative construction framework states that language and phonological systems need to unite functions into new combinations to be successfully learned. Recent research supports language and literacy development as a multi-faceted system of communication in which morphological, semantic, and syntactic components of language are intertwined. Researchers note that not only can all the strands of language be integrated but they are also Instructionally malleable at an early age (Kim et al., 2014).

Embracing the use of online-based learning can support goals for scaling consistent, rigorous language and literacy instruction for young English learners in both classrooms and home environments.

- ABC RULE of 3 is a digital learning platform that can be used to help accelerate and differentiate instruction. The ABC RULE of 3 online program teaches vocabulary, phonics, and comprehension skills with the support of an animated teacher, Mrs. Panda, and engaging learning activities, including games, videos, and songs. The lessons provide a structured and coherent program. The lessons are recallable, and students can engage with them as many times as necessary to master critical language and literacy skills.
- Learn with Your Child provides families of young English learners and other diverse learners access to online high-quality resources which accelerate their children's language and literacy development both in English and Spanish.

The RULE of 3 Research

Project Moving Forward - University of California, Riverside
Rockman et al Research & Program Evaluation – San Francisco, CA

Transitional Kindergarten Randomized Study (Gates-MacGinitie)

How was the study designed?

- Randomized field trial: Schools were randomly assigned to either implement the RULE of 3 or business-as-usual for their literacy and language instruction.

What was measured?

- A standardized assessment (Gates-MacGinitie Reading Test) was used to measure oral language, vocabulary, phonological skills, and print knowledge.
- Researchers administered the Gates-MacGinitie in the early fall and late spring.

What was found?

- Students in the RULE of 3 classrooms acquired language and literacy skills at a much higher level than students in the control classrooms ($\eta^2 = .66$).
 - Regardless of initial reading levels, RULE of 3 students achieved greater outcome performance levels than control students.
- These findings suggest that children can be effectively taught phonological skills while developing second language proficiency, and that explicit, integrated instruction of language and early literacy skills can be highly effective.

[Click Here for more information](#)



Randomized Kindergarten Study

Why this study?

- Although the elements of systematic phonics instruction are the same for native and non-native English speakers, the demands of learning the English language, its phonological complexity, and its syllable structures are amplified for non-native speakers, and must be addressed in terms of the context and process for delivering code-based instruction. The teaching of decoding skills needs to be embedded in the context of structured vocabulary and language development.

How was the study designed?

- Cluster-randomized field trial with nine public elementary schools in three California districts (5 intervention, 4 control).
- All schools were Title I schools and had previously exhibited below-average achievement levels on the state standardized tests.
- Final sample had 331 English learners from 9 intervention and 7 control classrooms.

What was found?

- A majority of ELs in the RULE of 3 group (74%) met the DIBELS benchmark goals, while few ELs in the control group (7%) did so. Regression estimates suggested ELs receiving RULE of 3 are 65% more likely to meet the overall benchmark goal for kindergarten.
- The effects observed on the DIBELS Benchmark goals are powerful, because students who score in the “at or above” benchmark range are estimated to have an 80–90% likelihood of continuing to meet further literacy goals.

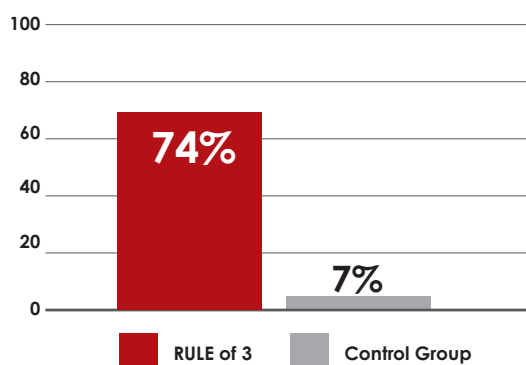
This research reports the positive impact of the RULE of 3 on the acceleration of language and literacy. The results reveal that students taught using the RULE of 3 acquired language and literacy skills at a much higher level than students receiving instruction as usual. These findings suggest that the RULE of 3 approach helps to close the language and literacy gap for English learners and other diverse learners at an early age.

Transitional Kindergarten Randomized Study (Gates-MacGinitie)

- **Participants:** 86 Transitional Kindergarten students in 4 schools across two districts with 81% ELs in Intervention Schools and 70% in Control Schools.
- **Purpose of the study** was to test the impact of an Early Literacy Intervention, the RULE of 3 on the Acquisition of Early Literacy skills by ELs.
- **The results revealed** that RULE of 3 TK classes outperformed control classes.
- **Results indicate students in the RULE of 3 intervention** acquired language and literacy skills at a much higher level than the control ($\eta^2 = .66$).

Randomized Kindergarten Study

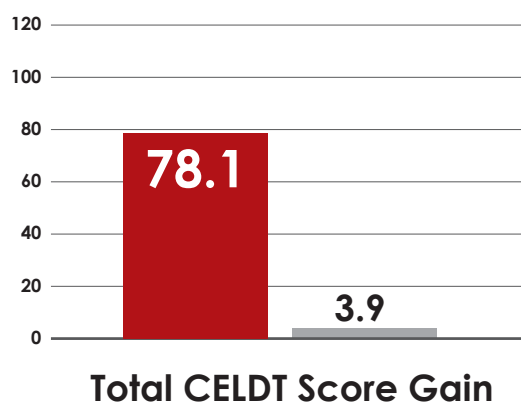
Percentage of Students meeting phonics benchmark goals.



- **Participants:** 371 Kindergarten students in nine schools across three districts with 89% ELs.
- **Purpose of the study** was to test the impact of an Early Literacy Intervention, the RULE of 3 on the Acquisition of Phonics skills by ELs.
- **The results revealed** that students taught using the RULE of 3 approach acquired greater phonological skills on the DIBELS than students receiving instruction as usual ($\eta^2 = .49$). Further, 74% of students in the intervention group attained grade level benchmarks at the end of the year in comparison to 7% in the control group.
- **These findings provide significant evidence** that students who score at or above benchmark range are estimated to have an 80-90% likelihood of continuing to meet further literacy goals.

Quasi-Experimental Kindergarten Study California English Language Development (CELDT) Test

- **Participants:** 200 Kindergarten students in 2 schools, with 4 classes in each school.
- **These findings** show that the RULE of 3 helped close the language and literacy gap for English Learners at an early age.



The RULE of 3 At-A-Glance

The “RULE of 3” method teaches a three-step process: REHEARSE, ANALYZE, and PRODUCE.

The method emphasizes REHEARSING the meaning of words first using visuals and language learning strategies and then ANALYZING the sounds in the words using multisensory phonics charts as instructional mediators. The PRODUCE process develops oral language as students use the words they have learned in structured peer conversations.

The RULE of 3 or RAP uses the components of REHEARSE, ANALYZE and PRODUCE as a totally interconnected system of language and literacy development for English learners.

- **REHEARSE:** Explicit development of academic vocabulary and multiple-meaning words using visuals and animation.
- **ANALYZE:** Innovative creative construction approach (Vygotsky, 1986) to learning phonics targeting words whose meaning is first taught during REHEARSE.
- **PRODUCE:** Authentic opportunities for students to produce language functions in conversations and literacy activities.

The RULE of 3 focuses on the RULE of 3 creative construction approach to support Early Childhood English learners through an in -person, online or blended approach.

In response to the COVID-19 pandemic, the web-based “ABC RULE of 3 Pandaverse,” was created which features 350 video lessons taught by an animated character, “Mrs. Panda”, along with animated phonics chart, games, songs, science lessons and ongoing assessments.

1

REHEARSE

- Spell and say words.
- Learn the meaning of words through visuals.
- Vocabulary development



2

ANALYZE

- After learning a word's meaning, students ANALYZE the sound spelling patterns.
- ANALYZE charts are instructional mediators for phonological development.



3

PRODUCE

- Creatively construct oral responses to open-ended questions.
- Engage in reading and writing activities.



Blended Multimedia Instruction

Curriculum Structure

The RULE of 3 curriculum is taught for 30 minutes a day during designated ELD and through integrated ELD throughout the day. The three-part process of the RULE of 3 supports ELA instruction.

Sample Lesson Plans:

The RULE of 3 was designed to integrate opportunities for young ELs to develop oral language, phonological awareness, and print knowledge.

The RULE of 3 lesson plans are designed to integrate all modalities of learning, including kinesthetic, visual, tactile, and auditory. Communicative goals throughout the program use these modalities to develop functional, affective, and academic vocabulary. **All lesson plans are aligned to the standards and are part of the instructional manual and digital tool kit.**

Animated Lessons, Digital and Printed Readers, Educational Games, Phonics-based Songs and Stories

Meet engaging Mrs. Panda, an Animated Pedagogical Agent (APA) who teaches language and literacy skills in a multimedia environment.

Advantages of ABC RULE of 3 Acceleration Model

- 350 animated lessons teach foundational language and literacy skills
- Differentiated Instruction: grouping at level of language proficiency
- ABC RULE of 3 can be used in-person and online
- Vocabulary Development using visuals, the most powerful aspect of online learning
- Engages students in learning
- Grade level topics including STEM
- Aligned to ELD, ELA and CCSS standards



Testimonials and Success Stories

Awards Received

California School Boards Association (CSBA) Golden Bell 2019, Friend of Education, California Teachers Association (CTA) Models of Excellence, Riverside County Office of Education (RCOE), Innovative Award US Department of Education, James Irvine Leadership Award, (2023), California Assembly and State Senate Recognition and Proclamation, (2023).

Grants

United States Department of Education (2012)

Project Moving Forward - United States Department of Education, Office of Second Language Acquisition OELA 2.1 million dollar Professional Development Grant (2012)

Project Adelante - United States Department of Education, Office of Second Language Acquisition OELA 2.6 million dollar Professional Development/Research Grant (2017)

The RULE of 3: Project Avanzando - United States Office of Second Language Acquisition OELA 2.9 million dollar Professional Development Technology Development Grant (2021)

Testimonials

[Click here](#) to view the James Irvine Foundation video, which includes testimonials from teachers, parents and administrators. (<https://www.youtube.com/watch?v=63P4ZwG6Ytc>)



Linda Ventriglia-Navarrette, Ph.D.

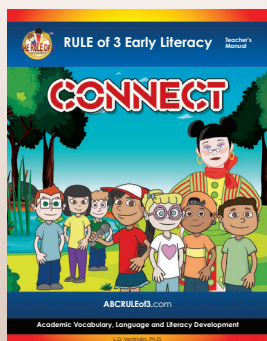
Linda Ventriglia-Navarrette, Ph.D. is a Researcher at University of California, Riverside. She has degrees from Claremont University and Harvard University in curriculum and instruction and Second Language acquisition. She is the author of several published second language curriculums including *Santiana Intensive English* and *Ready for English*. She is also the author of a book series on Best Practices in Teaching.

The RULE of 3 Resources

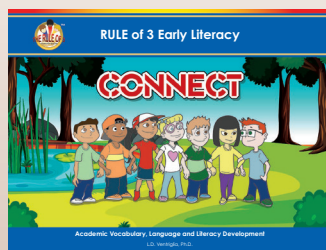
www.ABCRULEof3.com



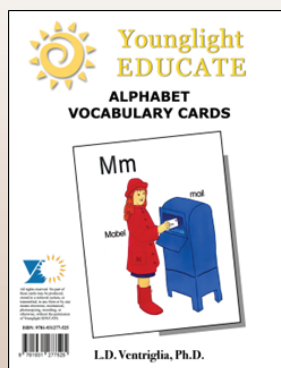
RULE of 3 CONNECT Language and Literacy Development Materials



Teacher's Manual



Student Workbook



Vocabulary Alphabet Cards



PowerPoint Visuals



ANALYZE Phonics Charts



RULE of 3 Readers

To receive more information and see sample pages of individual grade level vocabulary development books, please visit www.younglighteducate.com or call Toll Free 1-888-598-4408