

# Let's find out who is attending today

Please select your role.

- Teacher
- Instructional coach
- School administrator
- District administrator
- State administrator
- Other



# Evidence-based literacy interventions to support young learners during and after the COVID-19 pandemic

Regional Educational Laboratory (REL) Midwest

April 14, 2021

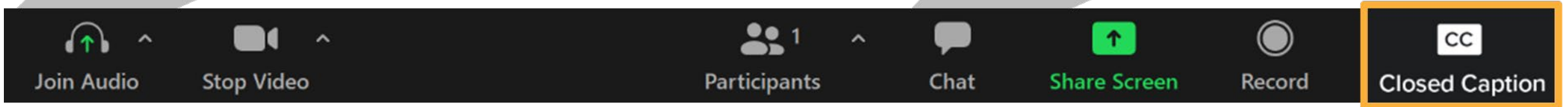
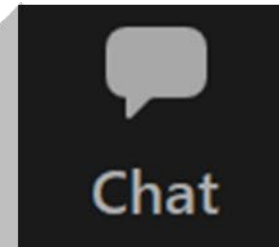
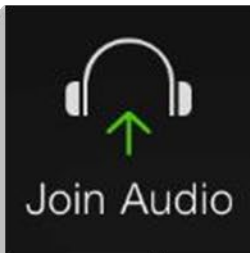


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- Closed captioning is available.



# Agenda

1. Welcome and overview
2. Tier 1 classroom literacy instruction
3. Tier 2 and 3 literacy interventions
4. Teacher and parent resources for supporting children's reading at home
5. Practitioner experience
6. Panel discussion
7. Wrap-up and closing remarks

# Welcome and overview

# Meet the presenters



Jill Bowdon, PhD

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*Senior Researcher  
REL Midwest*



Nell K. Duke, EdD

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*Professor  
Literacy, Language, and Culture  
Combined Program  
in Education and Psychology  
University of Michigan*



Laura Justice, PhD

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*Distinguished Professor of  
Educational Psychology  
Ohio State University*



Laurie Lee, EdD

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*Improving Literacy  
Research Alliance Manager  
REL Southeast*

# Meet the presenters



Shelia Boozer

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*Director of Teaching and Learning  
Springfield Public Schools*



Debbie Thomas

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*Literacy/Social Studies/  
Library Coordinator  
Springfield Public Schools*



# What is REL Midwest?

REL Midwest conducts our work through collaborative research partnerships with stakeholders in seven states.

To address the priorities and interests of these states, REL Midwest supports several research alliances as well as emergent partnerships.



# Midwest Early Childhood Education Research Alliance (MECERA)

- Focuses on improving early literacy in Illinois and the Midwest using research and data.
- Provides coaching and training to Midwest early childhood practitioners.
- Recently published a new report that [examines gaps and trends in reading achievement across kindergarten and grade 1 for two Illinois school districts.](#)

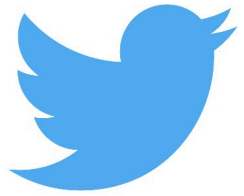


# Tier 1 classroom literacy instruction

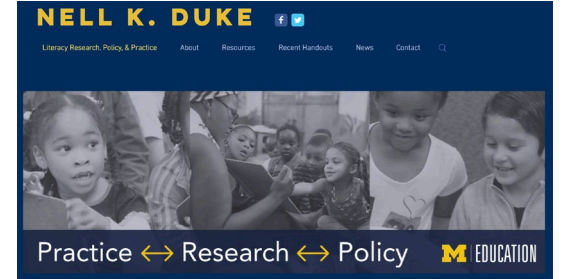


Nell K. Duke, EdD

*Professor  
Literacy, Language, and Culture  
Combined Program in  
Education and Psychology  
University of Michigan*



@nellkduke



Website: [nellkduke.org](http://nellkduke.org)

# Tier I classroom literacy instruction

Nell K. Duke  
University of Michigan

# Three suggestions

## Adopt

Adopt an asset orientation

## Seek

Seek efficiencies

- Watch for time wasters.
- Feed two (or more) birds with one hand.
- Spend the least amount of time needed.
- Rely on research.

## Observe

Observe often

- Assess if needed.
- Act on what you learn.

# Adopt an asset orientation

- Not: “Slide,” “loss,” “behind,” “cliff,” “chasm” ...
- “The children have done nothing wrong.”—Ernest Morrell, University of Notre Dame
- “Learned nothing”—not true

# Adopt an asset orientation: Synthesis of research on exemplary teachers of literacy

Duke, N. K., Cervetti, G. N., & Wise, C. N. (2016). The teacher and the classroom. *Journal of Education*, 196(3), 35-43. <https://eric.ed.gov/?id=EJ1119582>

Duke, N. K., Cervetti, G. N., & Wise, C. N. (2018). Learning from exemplary teachers of literacy. *The Reading Teacher*, 71(4), 395–400. <https://eric.ed.gov/?id=EJ1165058>



Gina N. Cervetti, PhD



Crystal N. Wise, PhD

# Adopt an asset orientation

**Exemplary teachers are positive.**

Enthusiasm, curiosity, praise, and encouragement are common in the classrooms of effective teachers.



# Adopt an asset orientation

## **Exemplary teachers foster success.**

Exemplary teachers convey clear—and high!—expectations for what constitutes success, extensively model success (for example, successful application of a particular strategy), and employ scaffolding to support students' own engagement and success with instructional tasks.

# Adopt an asset orientation

## **Exemplary teachers teach for equity.**

They vary instruction based on individual students' needs to achieve success for each student. . . . Exemplary teachers provide high-quality, higher order instruction to all students, even those who are the lowest achieving.

# Three suggestions

## Adopt

Adopt an asset orientation

## Seek

### Seek efficiencies

- Watch for time wasters.
- Feed two (or more) birds with one hand.
- Spend the least amount of time needed.
- Rely on research.

## Observe

### Observe often

- Assess if needed.
- Act on what you learn.

# Seek efficiencies:

## Watch for time wasters

### Exemplary teachers use time well.

Their teaching is characterized by a brisk pace of instruction and clear routines—thoroughly taught—as well as participation structures and engagement supports that maximize on-task behavior.

# Seek efficiencies:

## Watch for time wasters

Examples include the following:

- Some versions of “morning work.”
  - Worksheets.
  - Word searches.
  - Taking attendance and the like.
  - Parts, at least, of calendar time.
  - Picture walks.
  - Independent reading before children can read independently.
- ... and so on.

# Seek efficiencies:

## Feed two (or more) birds with one hand

Examples include the following:

- Multiple foundational skills simultaneously (see Practice Guide).
- Literacy instruction in the context of knowledge building.
- Integrated reading and writing (see Graham et al. [2018] meta-analysis).

Graham, S., Liu, X., Aitken, A., Ng, C., Bartlett, B., Harris, K.R., & Holzapfel, J. (2018). Effectiveness of literacy programs balancing reading and writing instruction: A meta-analysis. *Reading Research Quarterly*, 53(3), 279–304. <https://eric.ed.gov/?id=EJ1183265>

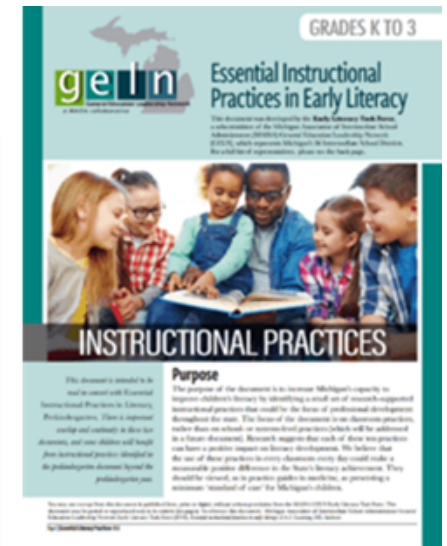
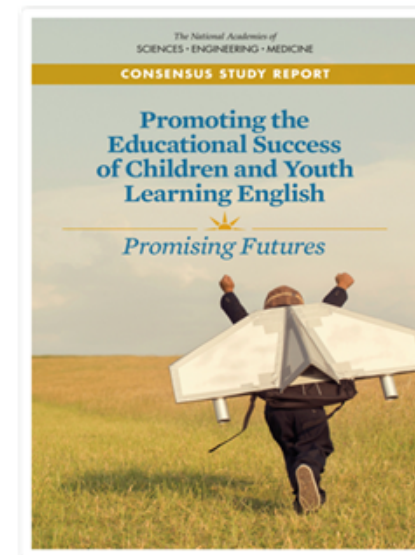
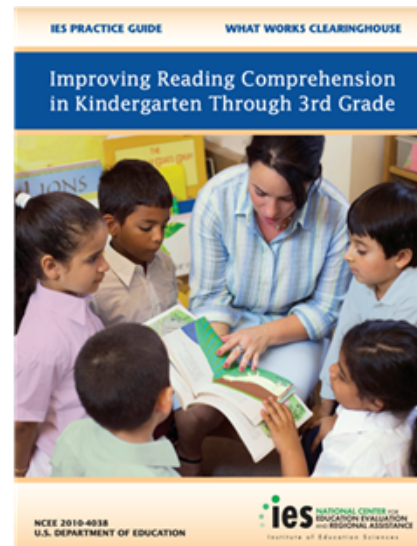
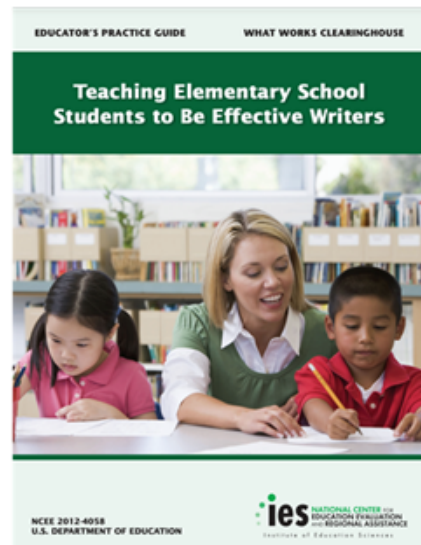
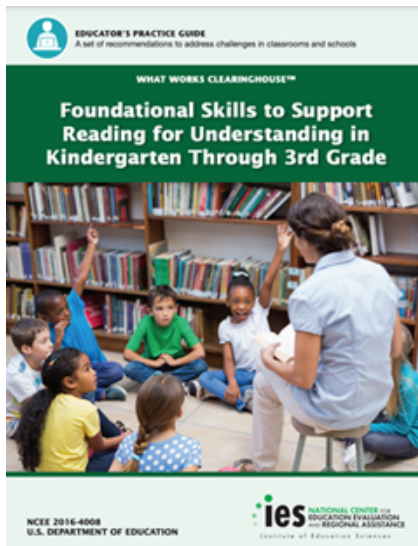
# Seek efficiencies:

## Spend the least amount of time needed

- Not a race to spend more and more time on foundational skills or on literacy in general.
- A quest to spend the least amount of time and still get the job done—*Name That Tune*

# Seek efficiencies: Rely on research

- Privilege practices with a strong research base.





# Three suggestions

## Adopt

Adopt an asset orientation

## Seek

Seek efficiencies

- Watch for time wasters.
- Feed two (or more) birds with one hand.
- Spend the least amount of time needed.
- Rely on research.

## Observe

Observe often

- Assess if needed.
- Act on what you learn.

# **Observe often:**

## **Assess if needed**

**Exemplary teachers use observation and assessment to inform their instruction.**

Teachers form and re-form groups and design lessons based on what they have determined that individual students need.

# Observe often:

## Act on what you learn

### Exemplary teachers are responsive.

They are mindful of students' cultural and linguistic backgrounds, their prior experiences within the classroom, their interests, and their individual needs—and they design instruction accordingly.

# Observe often:

## Act on what you learn

**Exemplary teachers make extensive use of small-group and individual as well as whole-group instruction.**

Within these participation structures, they use a wider array of instructional and organizational practices than their less-effective peers.

# Three suggestions

## Adopt

Adopt an  
asset orientation

## Seek

Seek efficiencies

- Watch for time wasters.
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# Tier 2 and 3 literacy interventions



Laura Justice, PhD

*Distinguished Professor of  
Educational Psychology  
Ohio State University*

# Tier 2 and 3 interventions for preK–3 literacy: *Essential considerations*

Laura Justice, Distinguished Professor of Educational Psychology  
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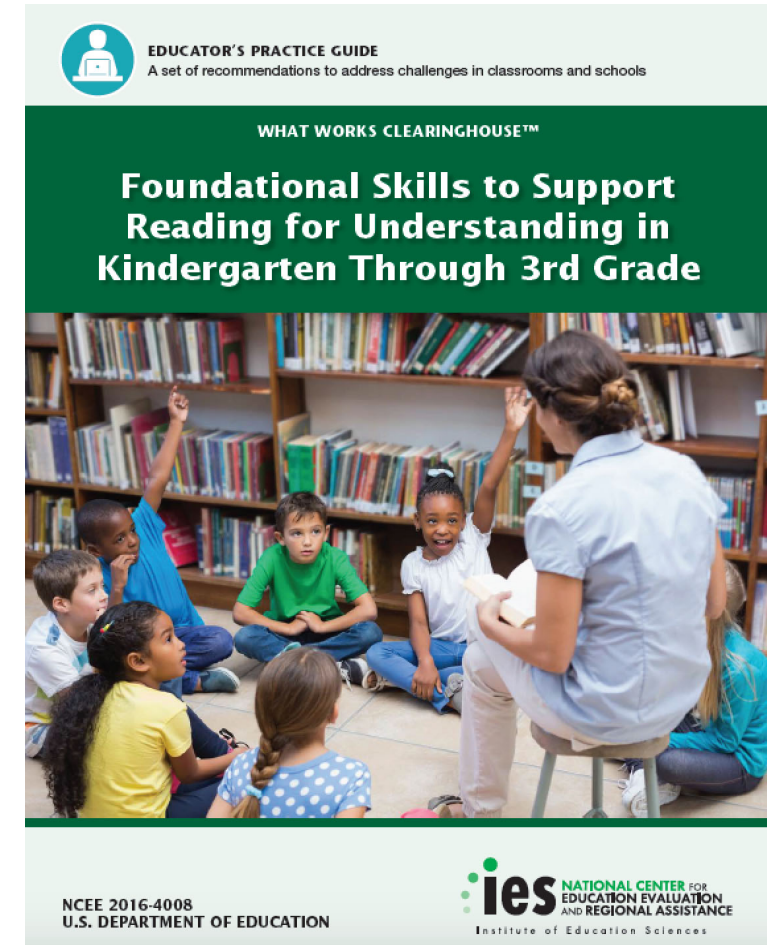


THE OHIO STATE UNIVERSITY



# What Works Clearinghouse practice guide

- *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*  
<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>



# Tier 2 and 3: Supplemental supports

## Tier 2:

- Initial introduction of supplemental supports.
- For some children, it is enough to “remedy” (i.e., respond to intervention).

## Tier 3:

- When Tier 2 is insufficient for skill development.
- In some models, Tier 3 = special education eligibility.



# Tier 2 and 3: Supplemental supports

- Offer more **intensive, specialized interventions** for children for whom Tier 1 is insufficient or ineffective.
- Children should be identified (concretely) on ***responsiveness***.
  - Use screening and progress-monitoring tools.
- Tier 2 and 3 interventions are **not a substitute** for Tier 1 experiences.
  - Design to augment and extend Tier 1.
  - Removal from Tier 1 can have significant unintended consequences.



# Tier 2 and 3: Purpose

Offer more **intensive, specialized interventions** for children for whom Tier 1 is insufficient or ineffective.

- Tier 2 and 3 interventions should **accelerate** skill development.
- Tier 2 and 3 interventions should **help** children who are struggling to “catch up” with their peers and **prevent** reading problems.
- Technically, Tier 2 and 3 interventions originated as a way to **identify** children with reading disabilities.



# Tier 2 and 3: Decisions

**Group size:** Smaller groupings provide more teacher and peer supports (recommend 3 to 5)

**Group composition:** Likely some type of homogenous grouping

**Intensity and duration:** Several 30-minute sessions per week

**Focus:** (1) motivation, (2) word-recognition skills (phonics, phonemic awareness, sight words), and (3) comprehension skills



# Critical features of Tier 2 interventions

Michigan's MTSS Technical Assistance Center: <https://mimtsstac.org/>

- Matched to student needs.
- Explicit instruction and instructional routine (I do, we do, you do...).
- Opportunities for practice (“brisk teaching”).
- Frequent support (feedback). Technical



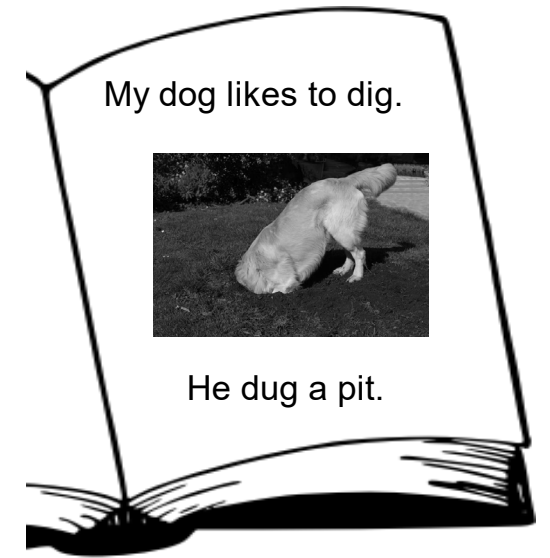
# Motivation towards reading

Motivation:

- Beliefs (self-concepts).
- Disposition (beliefs about reading, attitude and interests).

Promoting reading in interventions:\*

- Gamify.
- Make it personal.
- Make it useful.
- Provide the right amount of challenge.
- Play with friends.



\*Erickson, J. D., Ward, A. E., Boivin, J. A., & Fornauf, B. (2021). Five principles to nurture motivation within early reading interventions. *The Reading Teacher*. <https://doi.org/10.1002/trtr.1964>

# Word recognition skills

- Phonemic awareness.
- Grapheme–phoneme correspondence.
- Decoding and reading words in isolation (including high-frequency words).
- Word analysis (e.g., morphological analysis).
- Reading connected text for fluency.

**Example 3.8. High-frequency words**

<b>Irregular words</b>		<b>Regular words</b>	
<i>the</i>	<i>there</i>	<i>in</i>	<i>did</i>
<i>was</i>	<i>want</i>	<i>and</i>	<i>then</i>
<i>from</i>	<i>said</i>	<i>had</i>	<i>with</i>
<i>have</i>	<i>friend</i>	<i>that</i>	<i>down</i>
<i>of</i>		<i>him</i>	





# Reading comprehension skills

- Promote/teach **inferencing**.
- Directly teach **general academic words** (e.g., important, encourage, character, situation, imagine).
- Engage children in text-structure analysis.
  - Fictional elements (character, setting).
  - Expository types (compare/contrast, cycles and sequences).

**Example 1.2. Inferential language discussion prompts**

Informational Text	Narrative Text
<ul style="list-style-type: none"><li>• Why do birds fly south for winter?</li><li>• What would happen if you planted a tree in the desert?</li><li>• Why is it important to recycle?</li><li>• How can we encourage people to recycle?</li></ul>	<ul style="list-style-type: none"><li>• Why did the character do what he or she did?</li><li>• What else could he or she have done?</li><li>• What would you have done in that situation?</li><li>• Can you imagine facing a similar problem today?</li></ul>



# Data, data, data

- Carefully monitor attendance and act accordingly.
- Carefully monitor implementation and child engagement.
- Carefully monitor and document student progress.

Data evaluation is essential to ensuring that the Tier 2 and 3 interventions meet the intended goal, and also can be used to “tweak” practices in real time.



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# Teacher and parent resources for supporting children's reading at home

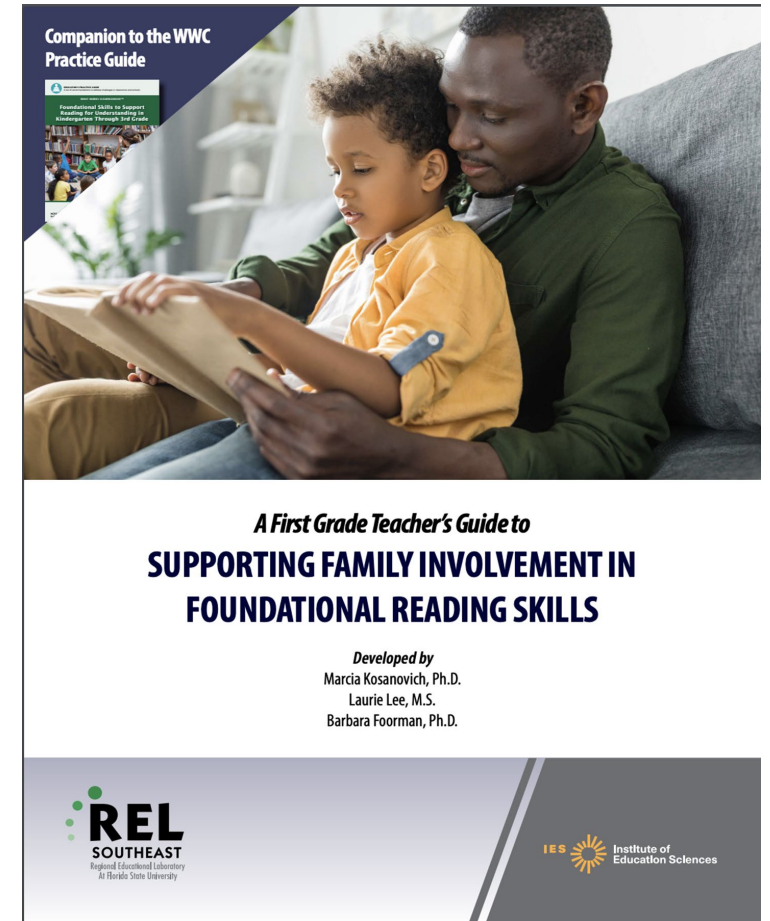


Laurie Lee, EdD

*Improving Literacy Research  
Alliance Manager  
REL Southeast*

# Teacher resource

- REL Southeast developed teacher guides for involving families in promoting their child's literacy at home.
- The guide for grades K–3 teachers include evidence-based practices that support evidence-based K–3 reading instruction in the classroom.
- The guides for grades K–2 already have been released, and the grade 3 guide will be available soon.



The image shows the cover of a teacher guide. At the top left, there is a small inset image of a classroom with the text 'Companion to the WWC Practice Guide' and 'Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade'. The main image is a photograph of a man and a young child sitting on a couch, reading a book together. Below the photograph, the title reads 'A First Grade Teacher's Guide to SUPPORTING FAMILY INVOLVEMENT IN FOUNDATIONAL READING SKILLS'. The authors are listed as 'Developed by Marcia Kosanovich, Ph.D., Laurie Lee, M.S., and Barbara Foorman, Ph.D.'. At the bottom left is the REL Southeast logo (Regional Educational Laboratory at Florida State University) and at the bottom right is the IES Institute of Education Sciences logo.

Companion to the WWC Practice Guide

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

*A First Grade Teacher's Guide to*  
**SUPPORTING FAMILY INVOLVEMENT IN  
FOUNDATIONAL READING SKILLS**

*Developed by*  
Marcia Kosanovich, Ph.D.  
Laurie Lee, M.S.  
Barbara Foorman, Ph.D.


**REL**  
SOUTHEAST  
Regional Educational Laboratory  
At Florida State University

IES Institute of Education Sciences

# Teacher resource

- The guides are based on the WWC practice guide *Foundational skills to support reading for understanding in kindergarten through 3rd grade*.
- Resources in the guides include the following:
  - Overview of the practice guide recommendations.
  - Glossary.
  - Teacher scaffolds for suggested language to use with families.
  - Preparation box with tips for teachers on what to prepare before meeting with families.
  - Family literacy videos and key points about them.
  - Family activities.

RECOMMENDATION 1: ACADEMIC LANGUAGE  
How-to Step 1: Inferential Language  
How-to Step 2: Narrative Language



### Teacher Scaffold for How-to Steps 1 and 2: Talking While You Read

**Why is Talking While You Read Important?**

Having conversations about books will help your child become a better reader, so it is important to talk with your child when you read together. Having a conversation about a book will develop your child's vocabulary and knowledge about the topic of that book. Whether you are reading a fairy tale, a picture book, an informational book, or any other text, you can engage in a discussion as you enjoy reading together.

**How Do We Talk While We Read?**

When you and your child sit down to read a new book, first read the entire book to your child. For some children, particularly younger children, starting the conversation after reading each page may be more appropriate. Next, read the book again but stop on every page or every other page to have a conversation. Finally, after you have talked about the book as you read it together, ask your child to re-tell part or all of the story to you or explain the information that is shared in the book.

The best books to use have detailed pictures and are about topics that are interesting to your child. You can use books from your home or borrow a book from your child's classroom library, school library, or the public library. Also, keep in mind that you can access books on laptop computers, tablets, digital reading devices, and smartphones. Websites such as Project Gutenberg provide free access to books and mobile formats especially for smartphones. Don't forget to look through your phone's app store for free apps containing books for children.

**Use a Cool Tool to Talk While You Read**

To engage your child in conversation, you can use a tool called PEER:

**Prompt, Evaluate, Expand, and Repeat.** First, **prompt** your child by asking a question about the book. Next, **evaluate** your child's answer either by confirming that it is correct or by telling your child the correct answer. **Expand** your child's response by adding more information. Finally, **repeat** the original prompt to see if your child expands the original answer. Use this sequence on every page or every other page. Use **wh** questions for your prompts. **Wh** prompts usually begin with **w** or **h** (who, what, where, when, why, and how). A conversation might go like this:

**Preparation Box**  
Cue Up Selected Videos

- 1.1 Talking While You Read (*Bear Says Thanks*)  
<https://youtu.be/0Ez4Z7w851w> (4:44)
- 1.1 Talking While You Read (*Llama Llama and the Bully Goat*)  
<https://youtu.be/HTVdH8p1yM> (7:11)

**Print Selected Family Resources**

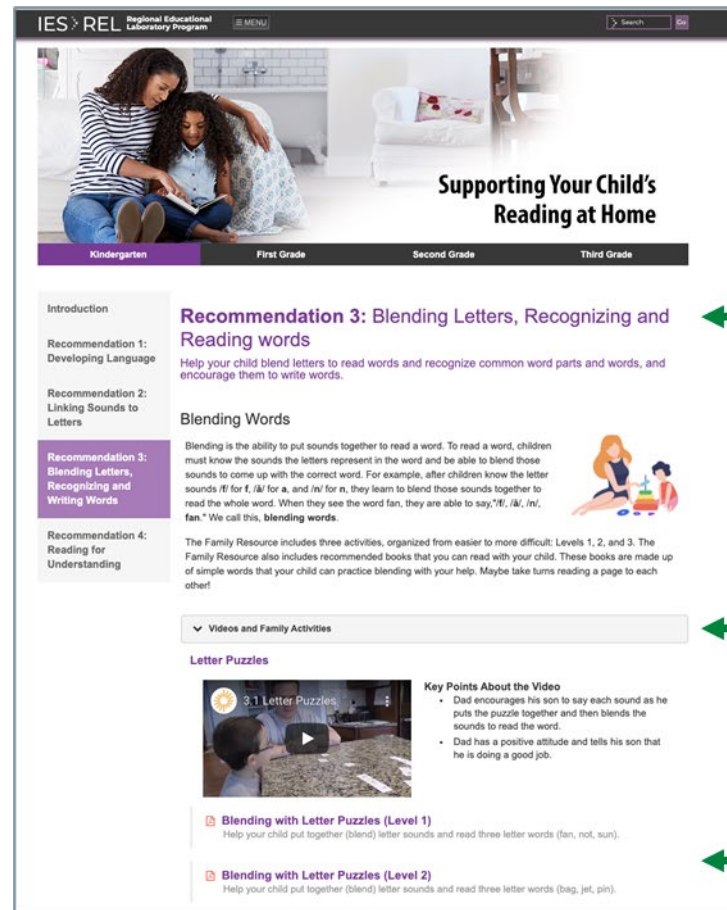
- Talking While You Read Trifold
- Talking While You Read Bookmark

# Parent resource: Supporting Your Child's Reading at Home website

The website, developed last summer, is specifically targeted to families.

Activities are extracted from the teacher guides (some of which remained in development at the time) and used in the website.

Care is taken to use family-friendly language.



Website  
*(free for everyone)*

Evidence-based  
recommendations  
*(lay language)*

YouTube demo videos  
*(access on phones;  
diverse families in  
their own homes)*

Activities  
*(PDF to download;  
extension ideas)*

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# Practitioner experience



Shelia Boozer

*Director of  
Teaching and Learning  
Springfield Public Schools*



Debbie Thomas

*Literacy/Social Studies/  
Library Coordinator  
Springfield Public Schools*

# Springfield 186 learning plan

Our journey forward

# Summer learning: Fifth quarter

- Extend summer learning timeframe.
- All students eligible.
- Multiple sites: School flexibility within district parameters.
- Community partners.
- Data-driven offerings to meet varying student needs.
- Incorporate SEL, technology, and enrichment.

# Return to Learn (fall 2021)

To guide differentiation and intervention...

- **Assess students at the beginning of the year to determine where students are ready to learn.**
- **Prioritize grade-level standards/skills by grading period.**
- **Identify assessments for prioritized standards/skills.**
- **Identify a few evidence-based practices for prioritized skills.**

# Ready-to-learn literacy plan, first grade

Prioritized skills	Assessment	Instructional tools
Rhyme recognition and production	PUOS Phonological Awareness Assessment	PUOS phonological awareness lessons
Blend and segment syllables	PUOS Kindergarten Phonological Awareness Robot Talk Assessment	PUOS phonological awareness lessons
Know (read and write) all letter names and sounds including short vowels	District 186 Kindergarten Letter/Sound ID	Letter sound alphabet book, District 186 Alphabet and Digraph Motions, Sharing the Pen, <i>Small Group to Support Phonics</i> , Super Speed, Alphabet Pop It!, Sound Hunt, Grade 1 Phonics Cumulative Review: Whisper the Name, Sound Out the Sound

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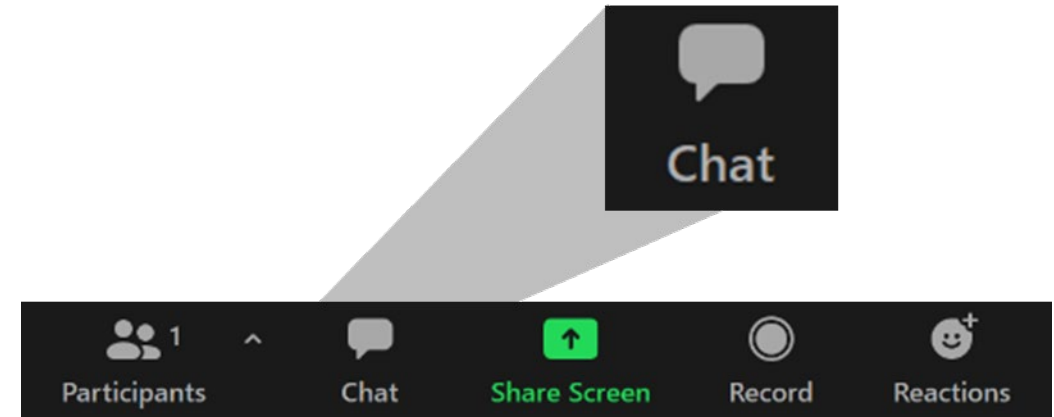
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# Panel discussion

# Panel discussion

- What should district administrators do to prepare for literacy instruction and assessment in fall 2021?
- Children follow different developmental trajectories in developing reading and writing skills. How can classroom educators understand and serve children given the variation in skill development that they are likely to see in fall 2021?
- What is one key takeaway message that you hope attendees remember from this webinar?



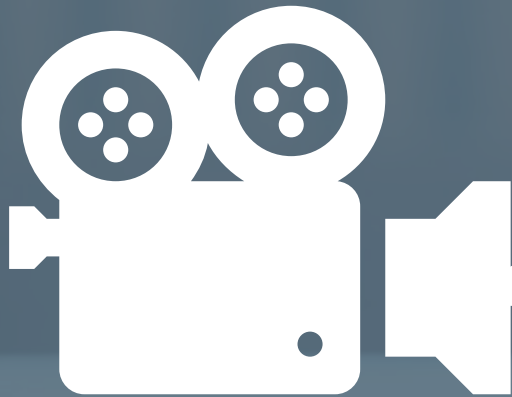
Use the Chat box  
to submit a question.



# Wrap-up and closing remarks

# Wrap-up and closing remarks

Recently released REL Midwest  
[video with strategies from WWC  
practice guide](#)



**Foundational Skills to Support  
Reading for Understanding in  
Kindergarten Through 3rd Grade.**

## Wrap-up and closing remarks

Please complete our short survey to inform future REL Midwest webinars.

The link is in the Chat box and the survey also will pop up automatically when you close the Zoom webinar platform.

# Wrap-up and closing remarks

Follow us on Twitter @RELMidwest 

Sign up for our newsletter to stay up to date on additional resources and events.

To request a certificate of participation, email [smitrano@air.org](mailto:smitrano@air.org).

Please join us in thanking our presenters.



Nell K. Duke, EdD

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Laura Justice, PhD

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*Distinguished Professor of  
Educational Psychology  
Ohio State University*



Laurie Lee, EdD

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*Improving Literacy  
Research Alliance Manager  
REL Southeast*

Please join us in thanking our presenters.



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*Director of Teaching and Learning  
Springfield Public Schools*



Debbie Thomas

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*Literacy/Social Studies/  
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# MECERA literacy resources for practitioners

- Infographic on the [best practices for teaching beginning readers](#), as recommended by What Works Clearinghouse practice guides.
- Video on how to [support struggling readers in the primary grades with the multi-tier intervention framework](#), based on recommendations from a What Works Clearinghouse practice guide.
- Videos that feature strategies on [integrating play into literacy instruction](#) and a follow-up [interview with Tim Shanahan, a reading expert and former grade 1 teacher](#) with a companion viewing guide.

IES Institute of Education Sciences | REL MIDWEST

**On course for reading success:  
Best practices for teaching beginning readers**

The early literacy skills that students develop set them on course to gain reading proficiency by **grade 3**, which is a strong indicator of later academic success.

This quick reference draws on **What Works Clearinghouse™ practice guides** to identify research-based instructional practices for supporting beginning readers, along with the level of evidence behind the practices and core literacy skills to target for early screening and progress monitoring.

**Learn more**  
**What Works Clearinghouse practice guides**

The What Works Clearinghouse (WWC) reviews the research on programs, products, practices, and policies to answer the question, "What works in education?"

The following WWC practice guides were developed by national reading experts and are helpful for teachers, interventionists, principals, and district leaders seeking evidence-based best practices in reading instruction.

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades

Related Practice Guide:

**Literacy Instruction Strategies for Success:  
Multi-Tier Intervention in Primary Grades**

# References (1/3)

Duke, N. K., Cervetti, G. N., & Wise, C. N. (2016). The teacher and the classroom. *Journal of Education*, 196(3), 35-43.

<https://eric.ed.gov/?id=EJ1119582>

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A photograph of a classroom scene, overlaid with a semi-transparent blue filter. A male teacher in a white shirt is leaning over a desk, looking at papers. Two young students are seated at the desk; one is looking up at the teacher, and the other is looking down at a book. The background shows other students and classroom posters.

Thank you for joining us today.