Lead for Literacy Center and NAESP Web Event

Supporting Early Literacy Instruction Prekindergarten–Grade 3

1/7/2021

Jill Pentimonti, Lana Santoro, and Lauren Artzi

leadforliteracy.org   Facebook: @leadforliteracy   Twitter: @leadforliteracy

Today's Session

Jill Pentimonti
- Presenter

Lana Santoro
- Presenter

Lauren Artzi
- Facilitator

Lead for Literacy

Lead for Literacy's Institutional Collaboration

Lead for Literacy NAESP Web Events

September 9, 2020	Building an Effective Schoolwide Multi-Tiered System of Support for Reading
November 19, 2020	Highlighting Key Considerations for Literacy Screening and Assessment
January 7, 2021	Supporting Early Literacy Instruction Prekindergarten–Grade 3
February 16, 2021	Highlighting Key Considerations for Monitoring Reading Progress and Using Literacy Assessment
March 25, 2021	Promoting Code-Based Literacy Skills in Early Elementary School
April 1, 2021	Promoting Meaning-Level Literacy Skills in Early Elementary School
June 3, 2021	Taking a Deep Dive Into Professional Development Structures

Today's Session

Background

Focus on early childhood (TeacherRead Project)

Questions and answers

Focus on early elementary (Read Aloud Project)

Questions and answers

Wrap-up and survey

Lead for Literacy

Questions and Discussion

- Please ask questions in the chat; we would love to hear from you!
- There will be a few discussion points built in throughout the presentation today.

Message Lauren Artzi privately or send your question to everyone.

Accompanying Materials: Fillable Notetaking Guide

Lead for **Literacy**

NOTE TAKING TEMPLATE
WHAT? SO WHAT? NOW WHAT?

Directions: During the webinar, note key takeaways from each section (what), implications for school leaders (so what), and key actionables you might take as a result of the discussion (now what). Also determine if there are questions you would like to put in the chat for discussion during the webinar.

	Key Takeaways (What?)	Implications for School Leaders (So What?)	Action Items and Additional Questions (Now What?)
Early Childhood Continuum			
TeacherRead Project Presentation (Preschool)			
Read Aloud Project Presentation (Early Elementary)			

Accompanying Materials: Literacy Resources

SELECTED EARLY LITERACY RESOURCES

EARLY CHILDHOOD

U.S. Department of Education
Preventing Reading Difficulties in Young Children
A summary report that examines research findings to provide an integrated picture of how reading develops and the importance of high-quality preschool and kindergarten environments and their contribution to providing a critical foundation to facilitate children's acquisition of essential reading skills.

Starting Out Right: A Guide to Promoting Children's Reading Success
How children learn to read and how adults can help them.

Learning to Talk and Listen
An oral language resource for early childhood caregivers.

Developing Early Literacy: Report of the National Early Literacy Panel
This report examines the implications of instructional practices used with children from birth through age 5.

Early Beginnings: Early Literacy Knowledge and Instruction
This guide will help early childhood administrators, supervisors, and professional development staff provide teachers with the support and training needed to increase their knowledge base and refine current literacy practice.

Shining Stars
The following publications for parents describe strategies proven to work by the most rigorous scientific research available on the teaching of reading:

EARLY ELEMENTARY

Lead for Literacy Center
Lead for Literacy Framework: This webpage provides information on the instructional component of the Lead for Literacy Framework as well indicators of success.

Resource Repository: Search the Lead for Literacy Resource Repository for resources related to the Lead for Literacy Framework, including instructional and assessment materials.

Literacy Leadership Briefs: Read research briefs, infographics, and guides with essential information that can be applied to your school or district.

National Center on Intensive Intervention
Virtual Lesson Example: Supporting Students' Foundational Reading Skills
This lesson, which features a Section 504 coordinator and a dyslexia teacher, explores how to support educators in using technology to teach foundational reading skills to students in the elementary grades.

Literacy Strategies to Support Intensifying Interventions
These reading lessons by the National Center on Intensive Intervention support special education instructors, reading interventionists, and other practitioners who work with students struggling to read.

What Works Clearinghouse
Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
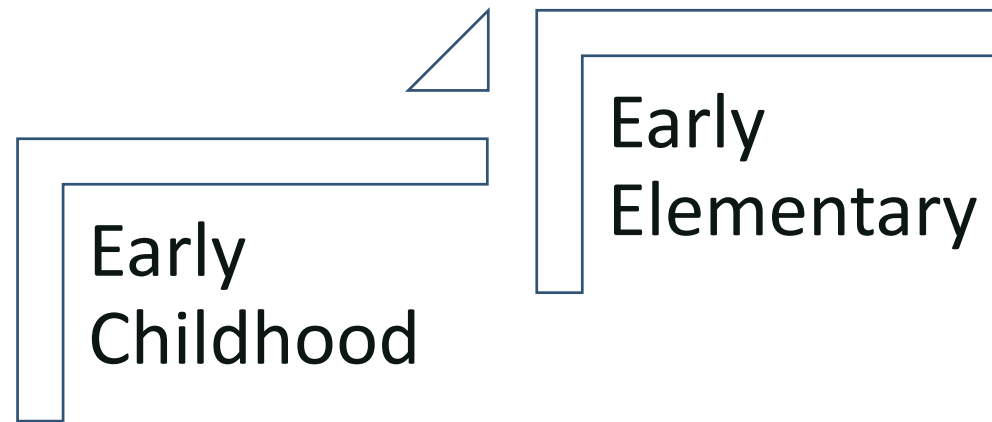
Accompanying Materials:
Read Aloud Booklist

Read Aloud Book List

Theme	Units		Read Aloud Text
Amphibians	Pre-Unit	Frogs	Kalman, B. (2003). *A frog in the bog.* New York: Margaret K. McElderry Books.
			Kalman B., & Everts, T. (1994). *Frogs and toads.* New York: Crabtree.
Mammals	1	Mammals	Kalman, B. (2005). *Animals called mammals.* New York: Crabtree.
			Wilson, K. (2002). *Bear snores on.* New York: Margaret K. McElderry Books.
	2	Bats	Gibbons, G. (1999). *Bats.* New York: Holiday House.
			Cannon, J. (1993). *Stellaluna.* Orlando, FL: Harcourt.
	3	Elephants	Kalman, B. (2002). *What is an elephant?* New York: Crabtree.
			Drachman, E. (2004). *Ellison the elephant.* Los Angeles: Kidwick Books.
Reptiles	4	Reptiles	Kalman, B. (1999). *What is a reptile?* New York: Crabtree.
			Cheng, C. (2012). *Python.* Somerville, MA: Candlewick.
	5	Crocodiles	Bodden, V. (2010). *Amazing animals: Crocodiles.* Mankato, MN: Creative Paperbacks.
			de Paola, T. (1978) *Bill and Pete.* New York: Trumpet Club.
	6	Sea Turtles	Gibbons, G. (1995) *Sea turtles.* New York: Holiday House.
			Sayre, A. P. (2010). *Turtle, turtle, watch out.* Watertown, MA: Charlesbridge.

Lead for Literacy

Early Childhood Education Continuum
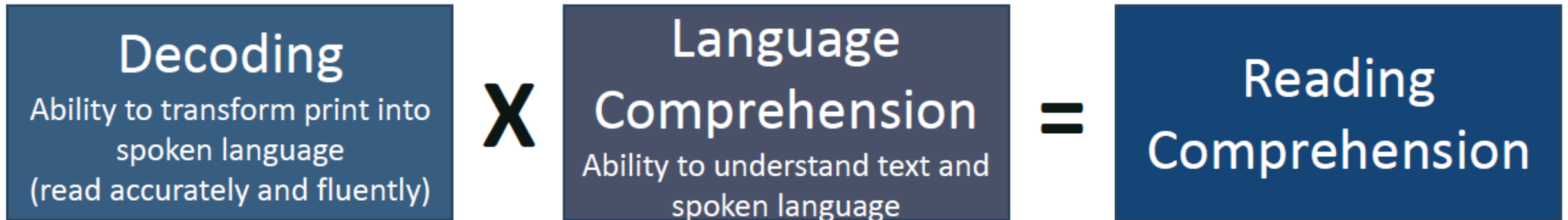
Early Childhood Education Continuum

- Effective instruction in preschool and early elementary school can support children's literacy skills needed for later reading and content learning.

- It is important to align across the continuum in both policy and practice.

Early Childhood

Early Elementary

Keily, Evans, and Atchinson (2019) https://files.eric.ed.gov/fulltext/ED594403.pdf

National Academies Press (2015) https://www.nap.edu/read/19401/chapter/1

Important Components of Reading

Decoding
Ability to transform print into spoken language
(read accurately and fluently)

X

Language Comprehension
Ability to understand text and spoken language

=

Reading Comprehension

Source: Gough and Tunmer (1986).

Research-Supported Skills Across the Early Childhood Education Continuum

Early learners	School-aged children
Letter recognition	Phonemic awareness
Concepts of print	Phonics
Phonological awareness	Reading fluency
Oral language	Vocabulary
Vocabulary	Comprehension

Source: National Early Literacy Panel (2008).

Source: *Eunice Kennedy Shriver* National Institute of Child Health and Human Development (2000).

Multitiered System of Support in the Early Childhood Education Continuum

3% to 5% of students

Students with disabilities receive services at all levels, depending on need

Tier III: Intensive Level of Prevention

15% of students

Tier II: Targeted Level of Prevention

Tier I: Universal Level of Prevention

80% of students
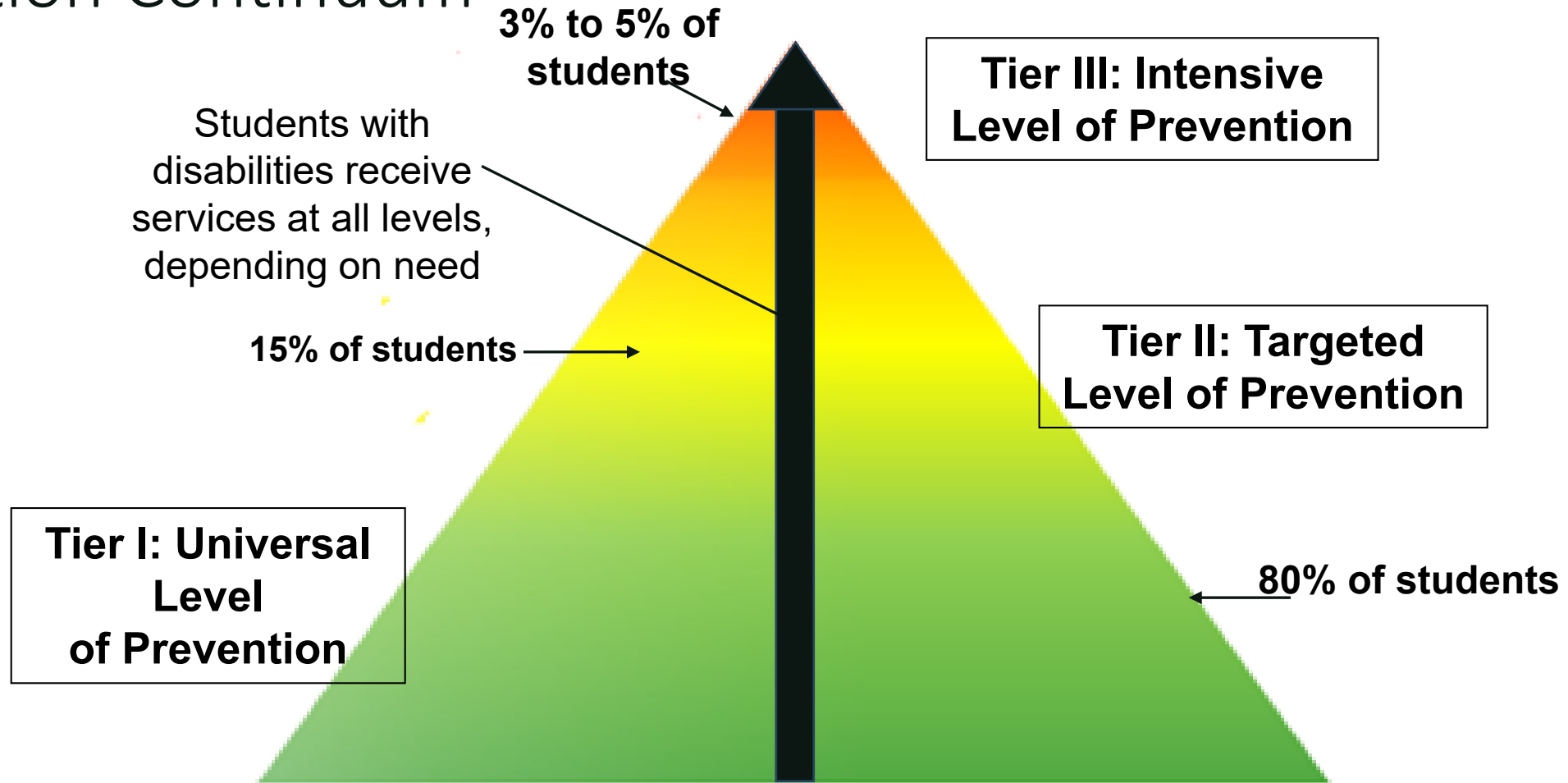
Leader's Role in Supporting Learning and Instruction in the Early Childhood Continuum

Lead for Literacy Framework

Professional Development

Standards, Priorities, and Goals

Administration, Organization, and Communication

Assessments

Instruction and Intervention

- WHAT? Data Sources
- HOW? Data Systems

- Tier I
- Tier II
- Tier III

Learn More: https://leadforliteracy.org/framework

Lead for Literacy

Lead for Literacy Website
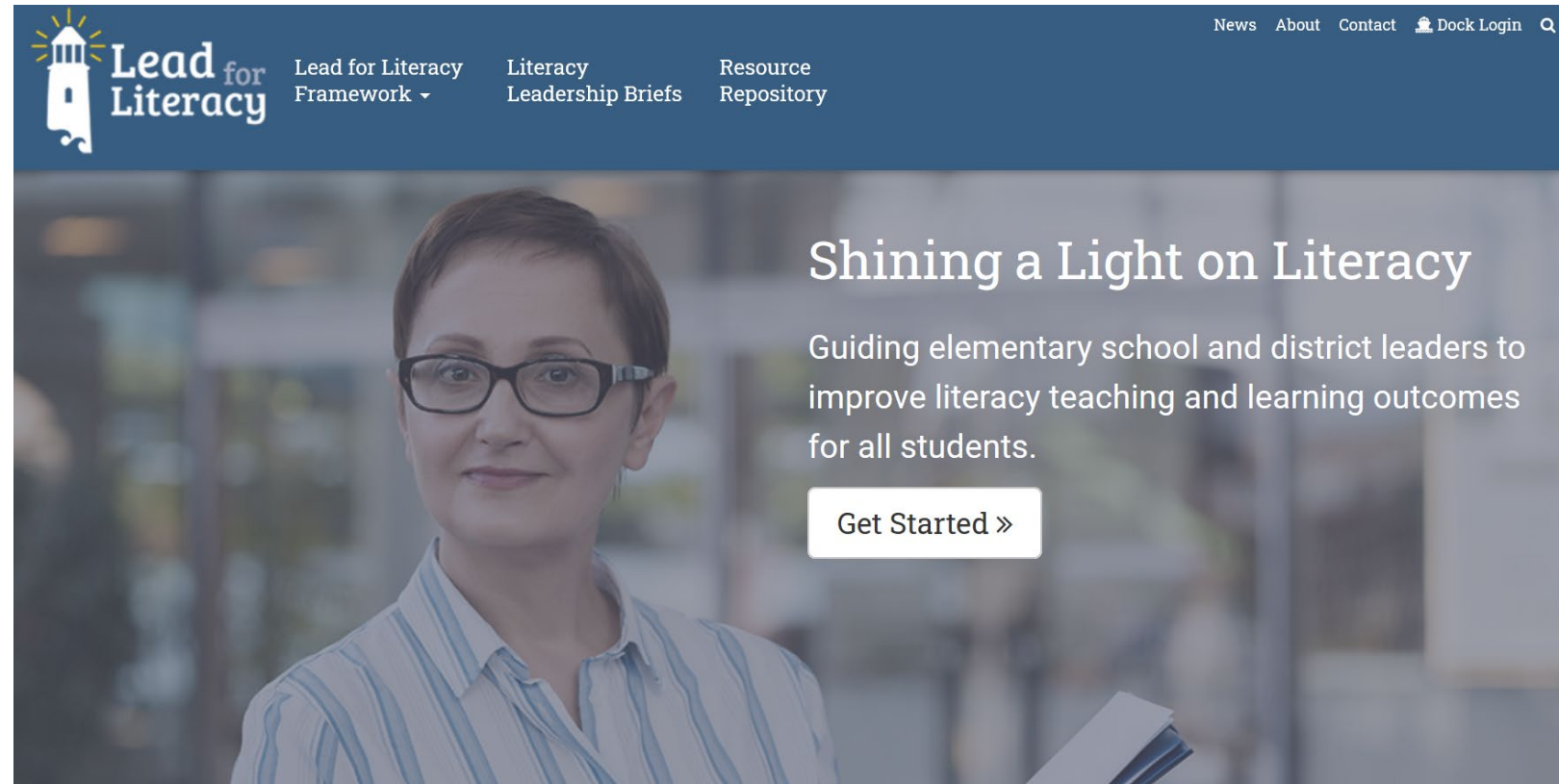
https://leadforliteracy.org/

TeacherRead Project

Jill Pentimonti

(TeacherRead Investigation Team: Drs. Jill Pentimonti, Virginia Buysse, Aleksandra Holod, and Johannes Bos)

What is TeacherRead?

A targeted **shared book reading** instructional program designed to support the development of children's *language* and *literacy* skills in pre-K
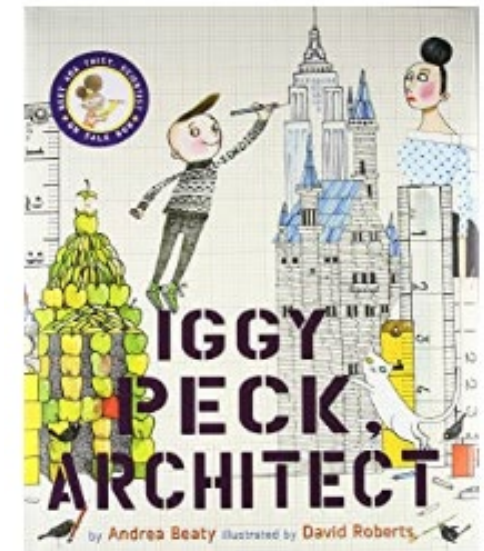
Why shared book reading as the context for this intervention?

- Decades of research demonstrate the benefit of reading to young children in both the home and the classroom

- Meta-analyses show that participating in shared reading experiences explains significant portions of the variance in young children's early language and literacy achievements
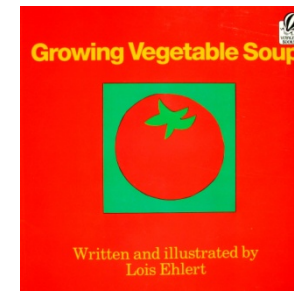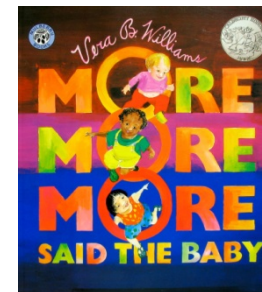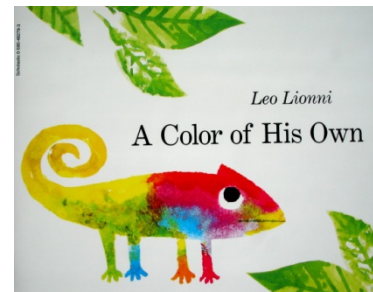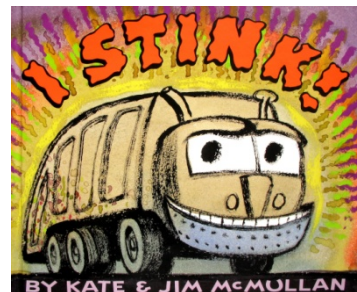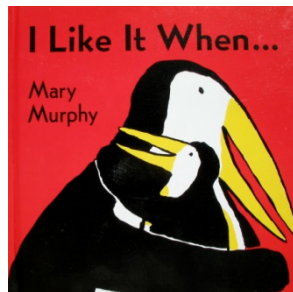
Bus, van IJzendoorn, & Pellegrini.,1995; Mol, Bus, & de Jong, 2009; National Early Literacy Panel, 2008; Teale & Martinez, 1988

Key to effectiveness or 'quality' of the experience is the **interactive** nature of shared book reading

TeacherRead

- Uses **interactive** instructional approaches that have been shown to be the most effective for teaching these skills in PreK

- Idea behind these approaches is that teachers and other adults can make simple adjustments to general book reading practices to promote:
  - Conversations with young children to expand their ***oral language skills***
  - Draw attention to ***concepts of print***
  - Draw attention to the ***sounds of letters and words***

Decoding
Ability to transform print into spoken language
(read accurately and fluently)

X

Language Comprehension
Ability to understand text and spoken language

=

Reading Comprehension

- Print Knowledge
- Phonological Awareness

Oral Language

TeacherRead is a comprehensive program that addresses children's knowledge and skill development in three areas closely linked to later reading development

National Early Literacy Panel [NELP], 2008; National Research Council, 2008

TeacherRead

Oral Language: Dialogic Reading Prompts

CROWD:

*1. C*ompletion

*2. R*ecall

*3. O*pen-ended questions

*4. W*h-questions

*5. D*istancing

(Lonigan & Whitehurst, 1998)

Oral Language: Dialogic Reading Responses

PEER Sequence

- **Teacher Prompts***: "What do your eyes help you do?"*
  - Child responds: "See."
- **Teacher Evaluates***: "That's right."*
- **Teacher Extends***: "Your eyes help you see!"*
- **Teacher Repeats prompt:** *"What do your eyes help you do? "*

(Lonigan & Whitehurst, 1998)

Tiered Nature to TeacherRead

- Children selected for the study based on criterion scores on the Preschool Early Literacy Indicators (PELI)

- Goal is to provide more intensive learning opportunities for struggling learners who constitute the target group
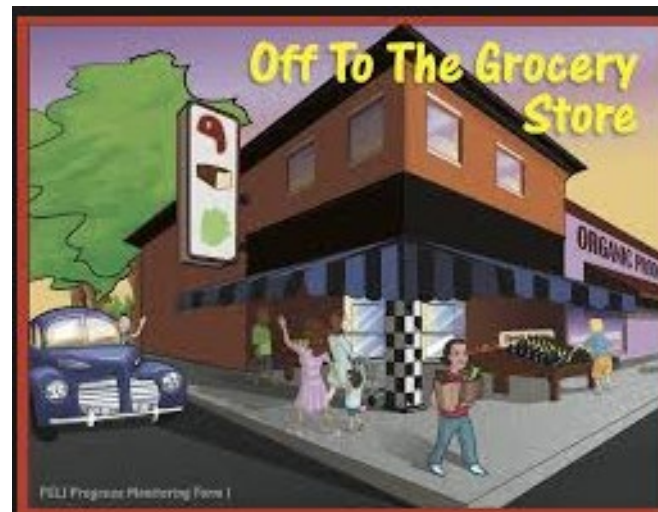
TeacherRead Professional Development

Book Reading Lesson Guide:

- Provides guidance for teachers during each TeacherRead Lesson
- Includes tips before, during and after the book reading
- Lists instructional targets
- Provides suggested language to address targets

Features of the TeacherRead Lesson Guides

- Instructional targets are organized by developmental skill progression:
  - For example, initial sounds before segmenting words; blending words before blending sounds
- Each lesson guide corresponds to foundational books used within Pre-K for All units of study
- Five lessons for each book, one for each day, Monday through Friday—repeated readings using different lesson guides provide opportunities for learning and reinforcing key language and literacy skills throughout the week
- Each lesson guide promotes children's critical thinking skills

TeacherRead

Lesson Overview & Book Information

Title & Author	*Friendshape* by Amy Krouse Rosenthal and Tom Lichtenheld							
Unit	2	3	4	5	6	7	8	9
Book	1		2				3	
Day	Monday		Tuesday	Wednesday	Thursday		Friday	

Before Reading

Three Instructional Targets: PK, OL, PA

Before Reading

Print Knowledge	
Title/Author Page Order Word Identification	• Ask the children to read... • Show children the last page ... e book. Ask if that is the right place to start reading the story. • Go to the first page and point to "friends." Turn the pages of the book and ask children to look for the word "friends" on a few of the pages.

During Reading

During Reading

Phonological Awareness	
Blending and Segmenting	• On the page that says, "Friendshape," tell children that you are going to stretch the word "friendshape," slowly saying each part of the word: *friend–shape*. • Ask children to stretch the word with you, clapping once for each part as you say it. • Ask children to put the word back together by say... it fast: *friendshape* ✱ Try these prompts several times as you r...

"Burst"= Prompt Repetition

Oral Language	
Open-Ended Questions Distancing	• After reading the page that says, "Friends are a gift...," say: *Tell me how these friendshapes can be nice to each other. Tell me what they can do. Tell me what they can say.* • On that same page, ask children to talk about a time when the... friend who was sad or hurt.

Prompts

After Reading

After Reading

Oral Language	
Distancing	• Ask children to talk about their favorite shapes and colors.

TeacherRead Study

- 150 teachers in the NYC Pre-K for All program

- 4-5 study children per classroom, for a total of ~900 children

- 3 cohorts

Study Aims

- Aim 1: To test the ***short-term effects*** of the targeted instructional program in pre-k (for both small and whole group instruction conditions)

- Aim 2: To test the ***longitudinal effects*** of the targeted instructional program in kindergarten (for both small and whole group instruction conditions)

- Aim 3: To test child-level characteristics that could **moderate** the effects of the targeted instructional program and teacher-level characteristics that could **mediate** the effects of the targeted instructional program

TeacherRead: Leadership Takeaways

- Encourage frequent, interactive shared book reading sessions in early childhood classrooms

- Ensure support for early childhood teachers is available so they can easily conduct small group shared book reading sessions

- Provide opportunities for professional learning around best practices for shared reading

- Ensure early childhood classrooms are well resourced with high-quality children's books (e.g., narrative, informational, multicultural, etc.)

Questions and Discussion

Read Aloud Project

Lana Santoro

(Principal Investigation Team: Drs. Lana Santoro, Scott K. Baker, Hank Fien, Doris Luft Baker, David Chard)

What is Read Aloud?

- An approach to teacher Read Alouds (Grade K-2) that promotes children's understanding of narrative and informational text through use of **text structure** and strategic **vocabulary** instruction.

- Facilitates **dialogic interactions** between the teacher and students.

- **Promotes increased comprehension of text and target vocabulary use.**
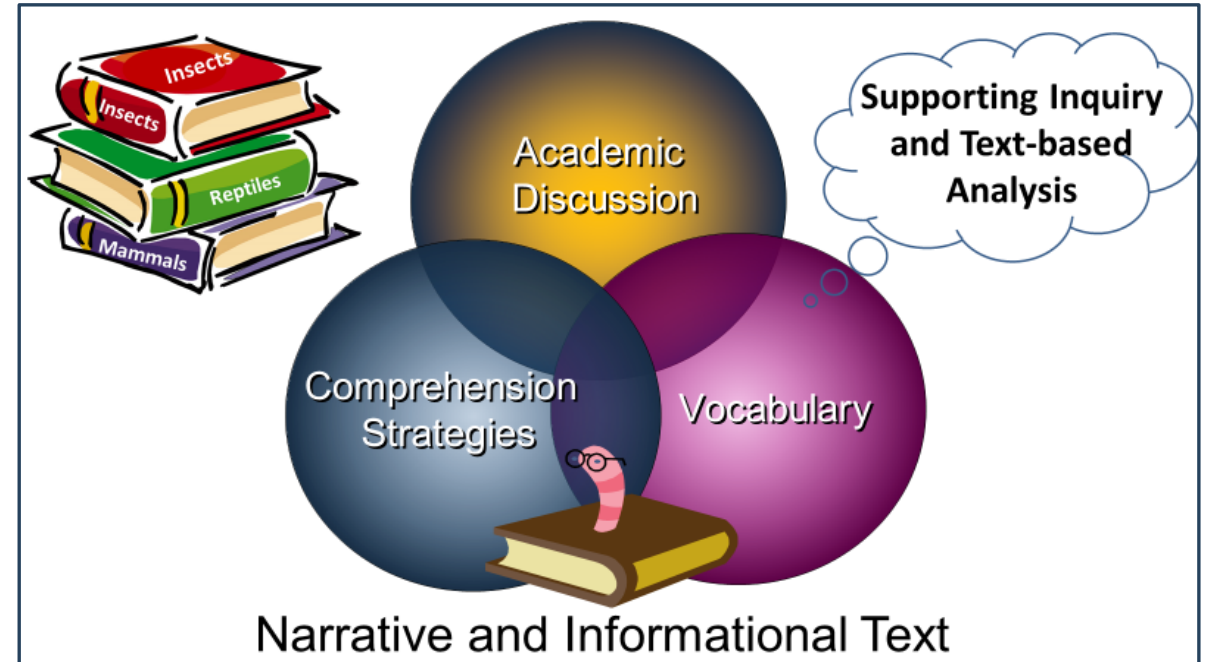
What is Read Aloud?
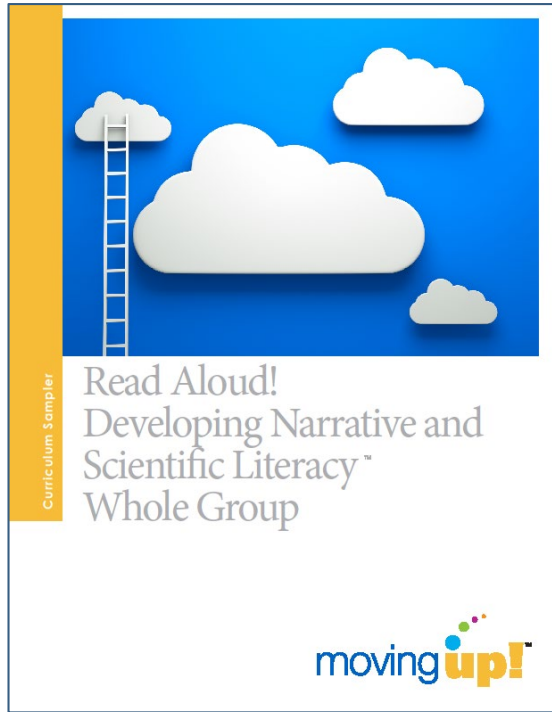
Program

Read Aloud – Whole Group
(Tier 1; K-2)

Read Aloud – Small Group
(Tier 2; K-2 / Remedial 3-4)

Practices

Our research shows **high quality instruction** makes a difference in student vocabulary and comprehension.

Read Aloud – Classroom Practices

https://dibels.uoregon.edu/market/movingup/readaloud/

Decoding
Ability to transform print into spoken language
(read accurately and fluently)

X

Language Comprehension
Ability to understand text and spoken language

=

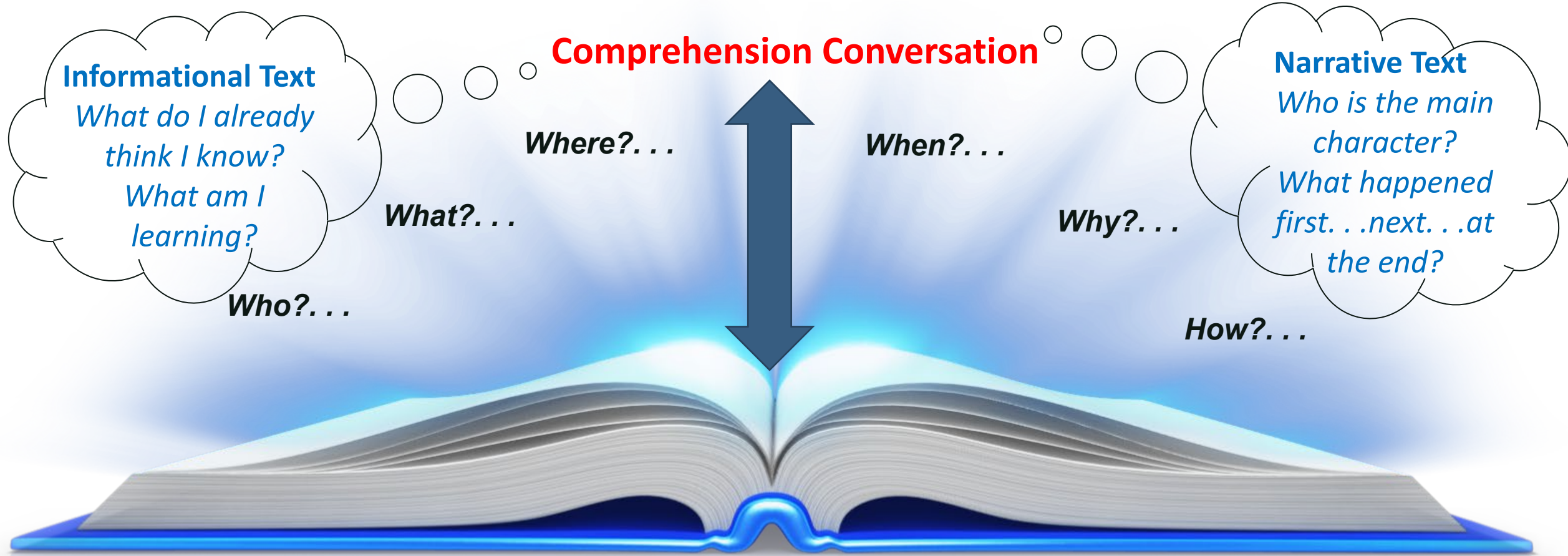**Reading Comprehension**

Dialogic Interaction / Academic Discussion

Oral Language
- Expressive vocabulary
- Sentence use
- Retelling

Strategies
- Summarizing texts
- Asking and answering questions
- Working collaboratively with others
- Representing texts structurally and graphically
- Monitoring comprehension

National Early Literacy Panel [NELP], 2008; National Reading Panel, 2000; National Research Council, 2008

What Does Read Aloud Look Like?

Informational Text
What do I already think I know?
What am I learning?

Comprehension Conversation

Where?. . .

When?. . .

What?. . .

Why?. . .

Who?. . .

How?. . .

Narrative Text
Who is the main character?
What happened first. . .next. . .at the end?

(Santoro, Baker, Chard, & Howard, 2007)

How Does Read Aloud Work within Multi-Tiered Systems of Support?

Characteristic	Read Aloud! – Whole Group (K-2)	Read Aloud! – Small Group (K-2; 3-4 remedial)
Books used during read aloud instruction	One thematically paired information and storybook, commercially published, for each instructional unit*	Information books, written specifically for Read Aloud! – Small Group, provide continuity throughout the program
Number of lessons per unit	6 to 7 (3 with each information book and 3 to 4 with each storybook)	4
Length of lessons	30 minutes	20 minutes
Size of instructional groups	Whole class	Small groups (2 – 5 students)
Target students	All students	Students struggling with vocabulary and comprehension strategies
Response to Intervention tier	Tier 1	Tier 2
Compatibility with other programs	May be used with or without the Read Aloud! – Small Group program; can supplement any core reading program or science program on the study of living things	Reinforces Read Aloud! – Whole Group; can be used alone or as a supplement to any science program on the study of living things
Activities	Student retelling and structured partner discussions	Question asking and answering, key ideas and details, animal classification, vocabulary knowledge and use

Lead for Literacy

What Does Read Aloud – Whole Group Look Like (Tier 1)?

- 9 science-based **thematic units**
  - 19-week implementation (including introductory pre-unit)
  - 2 weeks/unit
  - 2 related books/unit
    - 1 narrative, 1 expository

- 6 or 7 30-minute lessons per unit
  - 3 on the **information book**
  - 3 or 4 on the **story book**

1. Mammals	4. Reptiles	5. Insects
2. Bats	5. Crocodiles	8. Ladybugs
3. Elephants	6. Turtles	9. Butterflies

Lead for Literacy

How are Read Alouds with Informational Text Structured?

Lesson 1	Lesson 2	Lesson 3
❑ Prepare to Read (preview; purpose; <u>K</u> & <u>W</u> of KWL Chart) ❑ Read 200-300 Words (often selected portions of text) ❑ Review <u>L</u> of KWL Chart ❑ Start Retell Practice	❑ Review Info/Vocab Covered in Lesson 1 (with book/chart) ❑ Read another 200-300 words ❑ Review <u>L</u> of KWL Chart ❑ Continue Retell Practice	❑ Read Info/Vocab Covered in Lessons 1 and 2 (with book/chart) ❑ Read another 200-300 words ❑ Review <u>L</u> of KWL Chart ❑ Do a Complete Retell

KWL Chart

K-W-L

What You Think You **K**now	What You **W**ant to Know	What You **L**earned

Graphic Organizer or Think Sheet Aligned with Text Structure

Use of a "multiple read" structure

How are Read Alouds with Narrative Text Structured?

Lesson 4	Lesson 5 and 6	Lesson 7
❑ Prepare to Read (preview/purpose/prime) ❑ Read Entire Story (minimal stops) ❑ Start Retell Practice (personal response) ❑ Vocabulary Introduction	❑ Review Vocabulary ❑ "Discuss" Story Using Story Elements Chart ❑ Retell Practice	❑ Review Vocabulary ❑ Re-Read Entire Story ❑ Do a Complete Retell

Story Elements Chart

Name_____ Date_____

Title_____

Who (Main Characters)

What Happened–First

What Happened–Next

What Happened–End

I 😊 😞 this story.

Graphic Organizer or Think Sheet Aligned with Text Structure

Use of a "repeated reading" structure

43

How are All Read Alouds Structured?

Before Reading --- During Reading

--- After Reading

Lead for Literacy

Before–During–After Structure (Tier 1 Instructional Look Fors)

Before (3-7 minutes)	During (10-15 minutes)	After (5-15 minutes)

❑ Identifying Purpose for Reading
   ❑ Information or Storybook
❑ Previewing
   ❑ Title, Author, Illustrator
❑ Predicting/Priming (Background Knowledge-building)
❑ Defining Critical Vocabulary (e.g., if word is part of the book title or essential to understanding the text)
	❑ Using a consistent text structure framework
	❑ Asking and Answering Questions
	   ❑ Teacher
	   ❑ Students
	❑ Making Connections (Text-to-text; Text-to-Self; Text-to-World)
	❑ Making Inferences
	❑ Self-monitoring (e.g., What do you do if you don't understand something?)
	❑ Discussing Vocabulary
		❑ Retelling
		❑ Explicit Vocabulary Instruction
		   ❑ Introduction of target words
		   ❑ Review of target words
		   ❑ Extension/application activities

Text Structure Frames Before-During-After

- ". . .students who are knowledgeable about and/or follow the author's structure in their attempts to recall a text remember more than those who do not. Second, more good than poor readers follow the author's text structure in their attempt to recall a text" (Pearson & Fielding, 1991, p. 827).
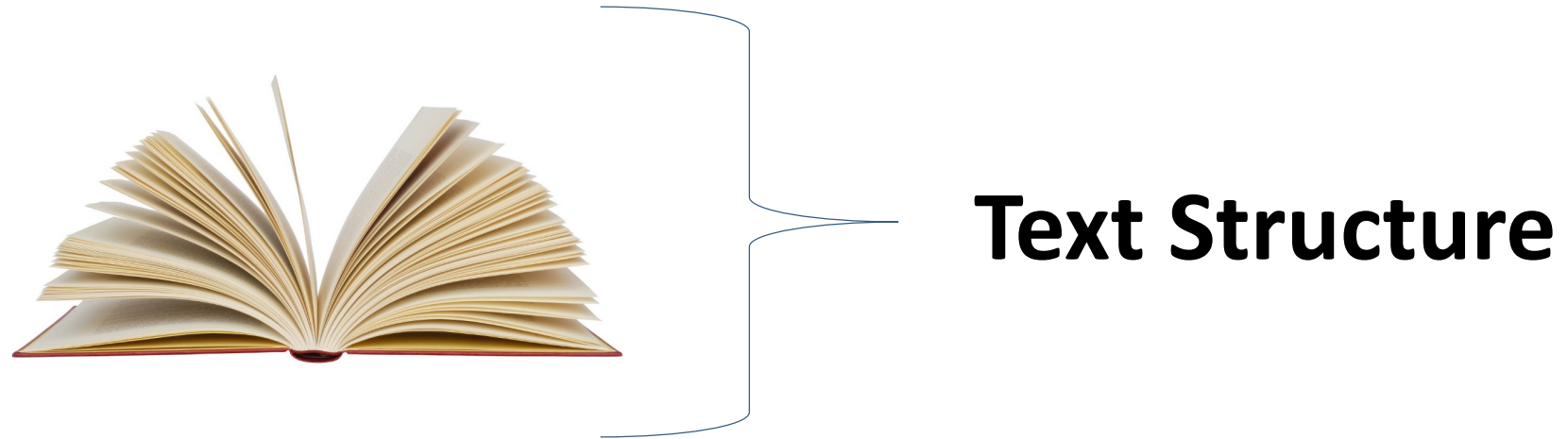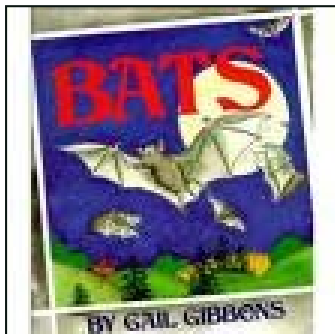
Text Structure

Instructional Routine
Taking Notes on Graphic Organizer

"Let's use our Graphic Organizer to take notes while we read. We want to find out who the story is about, what happened first, next, and at the end."

Instructional Routine
Notetaking and Telling/Retelling

Display a large class-size Graphic Organizer to refer to during reading and telling/retelling after reading.

Instructional Routine Retelling with Partners

Sample Pacing Schedule

|	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Informational Text	**PARTIAL RETELL** •Type of book • Topic	**PARTIAL RETELL** •What are the characteristics of mammals? What makes a mammal a mammal?	**PARTIAL RETELL** •What animals are mammals? • One interesting fact about mammals?	**COMPLETE RETELL** • Type of Book • Topic • What are the characteristics of mammals? • What animals are mammals? • One interesting fact about mammals.
Story Text	**PARTIAL RETELL** •Personal response (Did you like the story?) and why • *Teacher models a complete story retell.*	**PARTIAL RETELL** •Type of book • Title • Main character • What happened first	**PARTIAL RETELL** • What happened next • What happened end • Personal response	**COMPLETE RETELL** • Type of book • Title • Main character • What – first • What – next • What – end • Personal response

Partner A

Partner B

Giving Feedback

"Partner B, think about whether your partner said everything he or she was supposed to. If they included the *main character*, *what happened first, next, and at the end of the story* tell them they did a good job. If your partner didn't say one or more of those things, you need to tell him or her they should do so the next time."

"Nice job. I like how you said the main character was Stellaluna."

A **B**
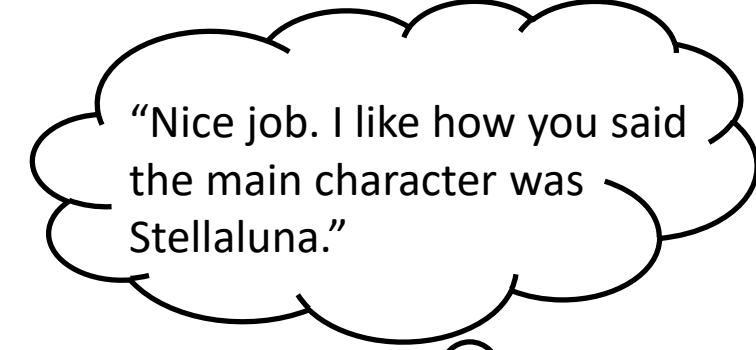
Checklist

Introduction
- Introduces the topic and/or character

Event 1
- Has sequencing word (e.g., first, when)
- Describes what happened

Event 2
- Has sequencing word (e.g., then, next, also)
- Describes what happened

Closing
- Has a strong closing
- Tells what happened at the end

(Cocker & Ritchey, 2015)

(Santoro et al., 2014)

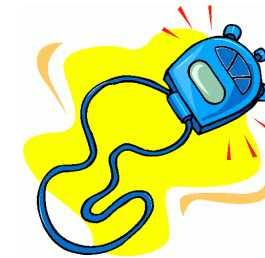# What are Considerations for Professional Development?

Teacher Talk   Student Talk
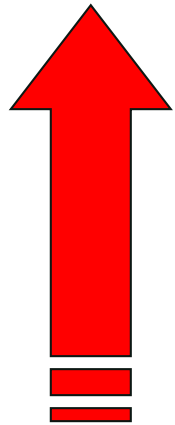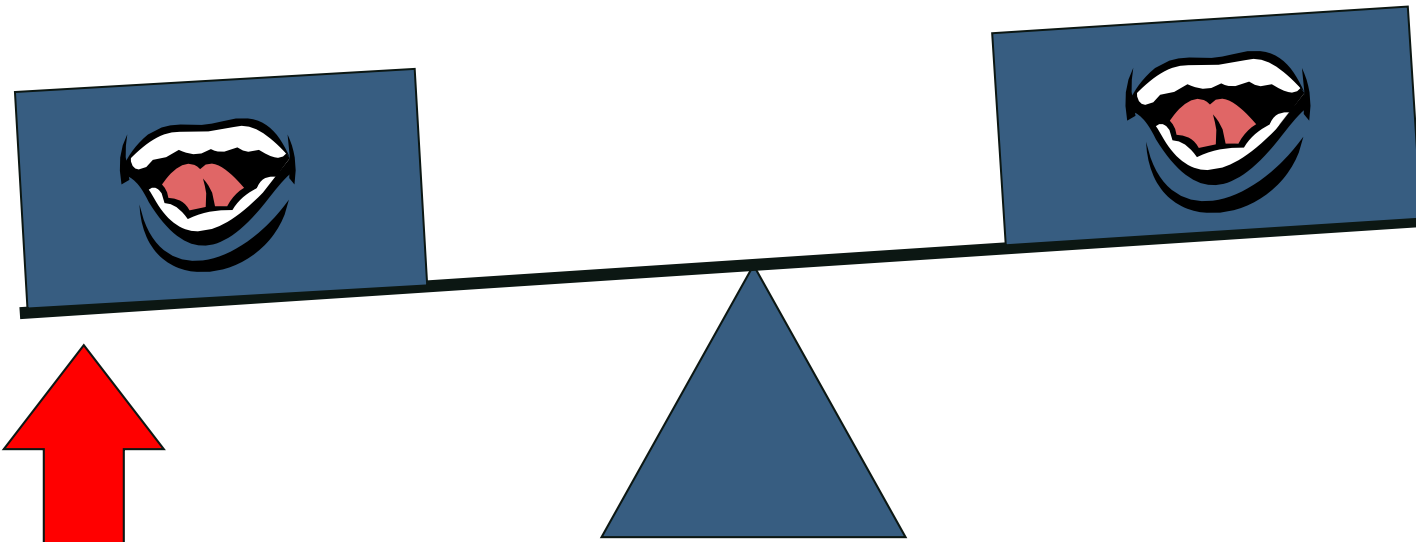
Increase student discussion and establish a balance between what teachers say and what students say.

Duration of teacher versus student talk.

Lead for Literacy

What are Considerations for Professional Development?

Minimum Training Requirements:

- Whole Group – 8-12 hours

- Small Group – 4-8 hours

Coaching Follow-up:

- BOY and MOY

- *Mostly focused on read aloud pacing; active student engagement; student talk; retelling.*

Professional Learning Community:

- Book Selection

- Vocabulary Selection

- Graphic Organizer Selection and Instructional Language Alignment

- Working with Informational Text

- Working with Narrative Text

- Retelling

- Making Student Talk Work

- Making Teacher Talk Work

Lead for Literacy

Effective Read Alouds Require Thoughtful Planning, Preparation, and Practice
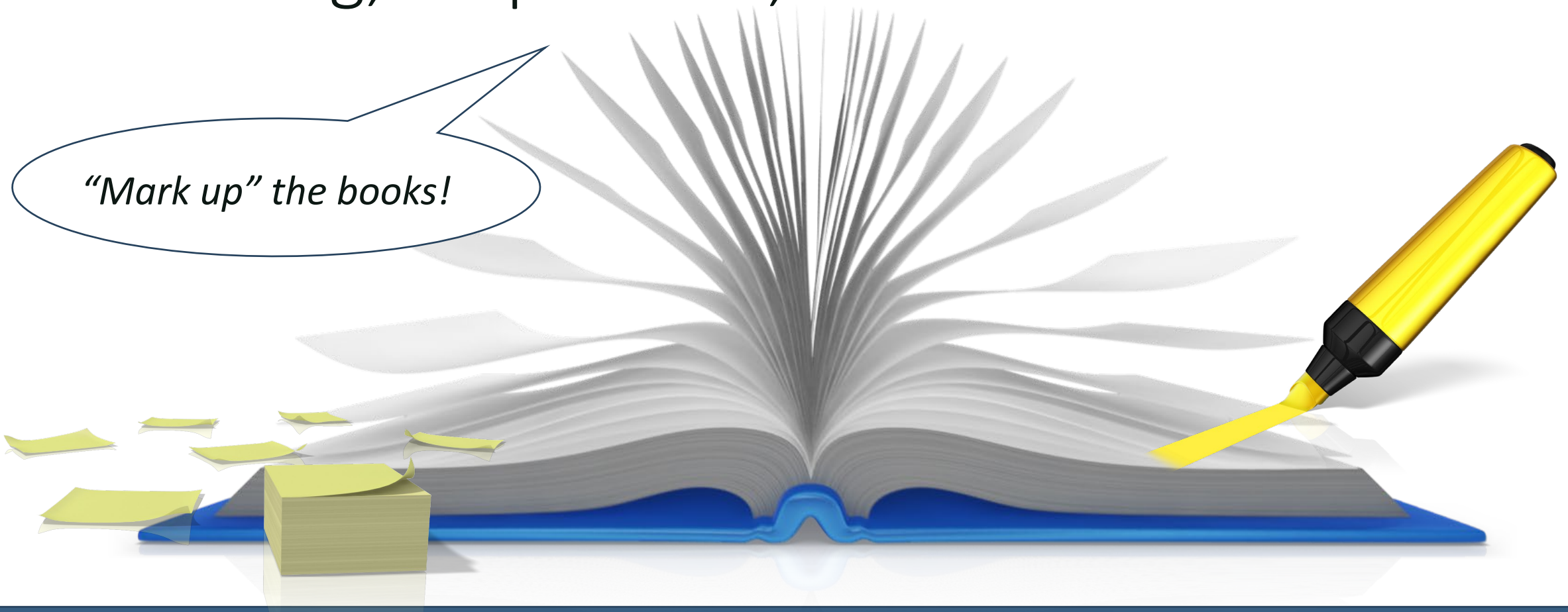
Read Aloud – Leadership Takeaways

Instructional Quality Matters!

. . .It's not just *what* is taught, but *how* it is taught.

Before–During–After Structure (Tier 1 Instructional Look Fors)

Before (3-7 minutes)	During (10-15 minutes)	After (5-15 minutes)

❑ Identifying Purpose for Reading
  ❑ Information or Storybook
❑ Previewing
  ❑ Title, Author, Illustrator
❑ Predicting/Priming (Background Knowledge-building)
❑ Defining Critical Vocabulary (e.g., if word is part of the book title or essential to understanding the text)
	❑ Using a consistent text structure framework
	❑ Asking and Answering Questions
	  ❑ Teacher
	  ❑ Students
	❑ Making Connections (Text-to-text; Text-to-Self; Text-to-World)
	❑ Making Inferences
	❑ Self-monitoring (e.g., What do you do if you don't understand something?)
	❑ Discussing Vocabulary
		❑ Retelling
		❑ Explicit Vocabulary Instruction
		  ❑ Introduction of target words
		  ❑ Review of target words
		  ❑ Extension/application activities

* With Narrative and Informational Text; Instructionally-aligned Graphic Organizers/Think Sheets; Repeated Use of Text; Student Academic Talk

Questions and Discussion

Wrap-up

Lead for Literacy NAESP Web Events

September 9, 2020	Building an Effective Schoolwide Multi-tiered System of Support for Reading
November 19, 2020	Highlighting Key Considerations for Literacy Screening and Assessment
January 7, 2021	Supporting Early Literacy Instruction Prekindergarten–Grade 3
February 16, 2021	Highlighting Key Considerations for Monitoring Reading Progress and Using Literacy Assessment
March 25, 2021	Promoting Code-Based Literacy Skills in Early Elementary School
April 1, 2021	Promoting Meaning-Level Literacy Skills in Early Elementary School
June 3, 2021	Taking a Deep Dive Into Professional Development Structures

Survey Link

https://meadowscenter.ca1.qualtrics.com/jfe/form/SV_8rjApXf2h6wvN I1

Presentation References and Resources

Baker, L. B. et al. (2020). Effects of a read aloud intervention on first grade student vocabulary, listening comprehension, and language proficiency. Read and Writing, 33, 2697–2724.

Bus, A. G., Van Ijzendoorn, M. H., & Pellegrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. Review of educational research, 65(1), 1-21.

Eunice Kennedy Shriver National Institute of Child Health and Human Development. (2000). *National Reading Panel: Teaching children to read: An evidence-based assessment of scientific research literature on reading and its implications for reading instruction: Reports of the Subgroups* (00-4754). Washington, DC: U.S. Government Printing Office. https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf

Presentation References and Resources

Fien, Santoro, et al. (2011.) See "Read Aloud - Small Group Curriculum."
http://www.intensiveintervention.org/chart/instructional-intervention-tools
http://www.intensiveintervention.org/read-aloud-small-group-curriculum

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades* (NCEE 2009-4045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*(1), 6–10.

Presentation References and Resources

Keily, T., Evans, A., & Atchison, B. (2019). Strengthening the Early Childhood Education Continuum. Denver, CO: Education Commission of the States. https://files.eric.ed.gov/fulltext/ED594403.pdf

Lonigan, C. J., & Whitehurst, G. J. (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. Early Childhood Research Quarterly, 13(2), 263-290.

Mol, S. E., Bus, A. G., & De Jong, M. T. (2009). Interactive book reading in early education: A tool to stimulate print knowledge as well as oral language. Review of Educational Research, 79(2), 979-1007.

Presentation References and Resources

National Research Council. (2015). Transforming the workforce for children birth through age 8: A unifying foundation. National Academies Press. https://www.nap.edu/read/19401/chapter/1

Santoro, L. E., Baker, S. K., Fien, H., Smith, J., & Chard, D. (2016). Using read alouds to help struggling readers access and comprehend complex informational text. Teaching Exceptional Children, 48(6), 282-292.

Shanahan, T., & Lonigan, C. J. (2010). The National Early Literacy Panel: A summary of the process and the report. Educational Researcher, 39(4), 279-285.

Lead for Literacy Center Acknowledgments

L4L Executive Leadership

- Hank Fien, Director
- Allison Gandhi, Deputy Director
- Nancy Nelson, Co-Principal Investigator
- Lana Santoro, Co-Principal Investigator

Professional Development Team

- Lana Santoro, Lead
- Carol Dissen
- Lauren Artzi
- David Fainstein
- Abby Foley
- Ursula Hill
- Jennifer Pierce
- Jess Surles

Dissemination Team

- Brian Gearin, Lead
- Abby Foley
- Kimberly Griggs
- Anna Ingram
- Lauren Rosenbauer

Other Project Support

- Senior Advisor: Stephanie Jackson
- Administrative Support: Anna Ingram

Funder

- Office of Special Education Programs, U.S. Department of Education

Thank you!

Lana Santoro

lsantoro@uoregon.edu

Jill Pentimonti

jpentim2@nd.edu

Lauren Artzi

lartzi@air.org

leadforliteracy.org   Facebook: @leadforliteracy   Twitter: @leadforliteracy