



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.

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



EARLY LITERACY RESOURCES (SELECTED)

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:

- [Toddlers Get Ready to Read: How Parents Can Help Their Toddlers Get Ready to Read](#)
- [Preschoolers Get Ready to Read: How Parents Can Help Their Preschoolers Get Ready to Read](#)
- [Kindergarteners Learn to Read: How Parents Can Help Their Kindergarteners Learn to Read](#)
- [First Graders Learn to Read: How Parents Can Help Their First Graders Learn to Read](#)
- [Second & Third Graders Learn to Read: How Parents Can Help Their Second & Third Graders Learn to Read](#)

Additional Resources

[The Center to Mobilize Early Childhood Knowledge \(CONNECT\) Modules](#)

These modules incorporate videos, activities, and narratives as they teach you how to effectively problem-solve dilemmas in early childhood settings.

[Center for Early Literacy Learning \(CELL\) Practice Guides for Practitioners](#)

The CELL Guides provide engaging activities for use by early childhood educators, child care providers, interventionists, and other early childhood practitioners to promote infant, toddler, and preschool literacy development.

[Dialogic Reading: An Effective Way to Read Aloud with Young Children](#)

This informational page from Reading Rockets provides a summary of the dialogic reading process and examples for each prompt.

[IDEAS That Work: Linking Practices to Promote Language, Literacy, and Social Development](#)

This PowerPoint presentation details how to build capacity, effectively train staff, and implement best practices, resulting in improved educational outcomes.



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 as 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](#)

This practice guide discusses reading and early literacy instruction in tiered systems.

[Reaching All Students: Distance Learning Resources to Support Students With Disabilities, English Learners, and Their Families](#)

This webpage provides resources for educators, families and caregivers, and leaders in state and local education agencies who are looking for support in adapting learning to an online environment.

[Research-Based Resources, Considerations, and Strategies for Remote Learning Webinar](#)

The Regional Educational Laboratory Midwest provides research-based resources to support educators teaching in a remote learning environment.

Additional Resources

[IRIS Center Modules](#)

This website includes professional development materials and self-paced learning modules about early literacy in tiered systems.

[National Center on Improving Literacy](#)

The National Center on Improving Literacy has briefs and resources about best practices and other considerations for early literacy instruction.

[Florida Center for Reading Research](#)

The Florida Center for Reading Research has multiple different resources for reading and literacy instruction related to the research-based components in early learning. Search for materials under the student center activities and student engagement tabs.

Read Aloud Book List

Theme	Units		Read Aloud Text
Amphibians	Pre-Unit	Frogs	Kalman, B. (2003). <i>A frog in the bog</i> . New York: Margaret K. McElderry Books.
			Kalman B., & Everts, T. (1994). <i>Frogs and toads</i> . New York: Crabtree.
Mammals	1	Mammals	Kalman, B. (2005). <i>Animals called mammals</i> . New York: Crabtree.
			Wilson, K. (2002). <i>Bear snores on</i> . New York: Margaret K. McElderry Books.
	2	Bats	Gibbons, G. (1999). <i>Bats</i> . New York: Holiday House.
			Cannon, J. (1993). <i>Stellaluna</i> . Orlando, FL: Harcourt.
	3	Elephants	Kalman, B. (2002). <i>What is an elephant?</i> New York: Crabtree.
			Drachman, E. (2004). <i>Ellison the elephant</i> . Los Angeles: Kidwick Books.
Reptiles	4	Reptiles	Kalman, B. (1999). <i>What is a reptile?</i> New York: Crabtree.
			Cheng, C. (2012). <i>Python</i> . Somerville, MA: Candlewick.
	5	Crocodiles	Bodden, V. (2010). <i>Amazing animals: Crocodiles</i> . Mankato, MN: Creative Paperbacks.
			de Paola, T. (1978) <i>Bill and Pete</i> . New York: Trumpet Club.
	6	Sea Turtles	Gibbons, G. (1995) <i>Sea turtles</i> . New York: Holiday House.
			Sayre, A. P. (2010). <i>Turtle, turtle, watch out</i> . Watertown, MA: Charlesbridge.
Insects	7	Insects	Rockwell, A. (2001). <i>Bugs are insects</i> . New York: HarperCollins.
			Shields, C. D. (2002). <i>The buggliest bug</i> . Cambridge, MA: Candlewick Press.
	8	Ladybugs	Llewellyn, C. (2004). <i>Starting life ladybug</i> . Chanhassen, MN: NorthWord Press.
			Carle, E. (1977). <i>The grouchy ladybug</i> . New York: HarperCollins.
	9	Butterflies	Marsh, L. (2010). <i>Butterflies: Great migrations</i> . Washington, D.C.: National Geographic.
			Kroll, V. (1997). <i>Butterfly boy</i> . Honesdale, PA: Boyds Mills Press.