Supporting Early Literacy Instruction Prekindergarten–Grade 3

1/7/2021

Jill Pentimonti, Lana Santoro, and Lauren Artzi
Today’s Session

Jill Pentimonti
• Presenter

Lana Santoro
• Presenter

Lauren Artzi
• Facilitator
Lead for Literacy’s Institutional Collaboration

- CTL Center on Teaching & Learning
- AIR American Institutes for Research®
- WETA
- naesp
- The Meadows Center for Preventing Educational Risk
## Lead for Literacy NAESP Web Events

<table>
<thead>
<tr>
<th>Date</th>
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<td>September 9, 2020</td>
<td>Building an Effective Schoolwide Multi-Tiered System of Support for Reading</td>
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<tr>
<td>November 19, 2020</td>
<td>Highlighting Key Considerations for Literacy Screening and Assessment</td>
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<td>January 7, 2021</td>
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<td>February 16, 2021</td>
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<td>March 25, 2021</td>
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<td>April 1, 2021</td>
<td>Promoting Meaning-Level Literacy Skills in Early Elementary School</td>
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<tr>
<td>June 3, 2021</td>
<td>Taking a Deep Dive Into Professional Development Structures</td>
</tr>
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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
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

**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.

<table>
<thead>
<tr>
<th>Key Takeaways (What?)</th>
<th>Implications for School Leaders (So What?)</th>
<th>Action Items and Additional Questions (Now What?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Continuum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Read Project Presentation (Preschool)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read Aloud Project Presentation (Early Elementary)</td>
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</tbody>
</table>
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 Elementary Grades
## Accompanying Materials: Read Aloud Booklist

<table>
<thead>
<tr>
<th>Theme</th>
<th>Units</th>
<th>Read Aloud Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amphibians</td>
<td>Pre-Unit</td>
<td>Frogs</td>
</tr>
<tr>
<td>Mammals</td>
<td>1</td>
<td>Mammals</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Bats</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Elephants</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Reptiles</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Crocodiles</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Sea Turtles</td>
</tr>
</tbody>
</table>
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.

Important Components of Reading

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

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

<table>
<thead>
<tr>
<th>Early learners</th>
<th>School-aged children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter recognition</td>
<td>Phonemic awareness</td>
</tr>
<tr>
<td>Concepts of print</td>
<td>Phonics</td>
</tr>
<tr>
<td>Phonological awareness</td>
<td>Reading fluency</td>
</tr>
<tr>
<td>Oral language</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Comprehension</td>
</tr>
</tbody>
</table>


Source: Eunice Kennedy Shriver National Institute of Child Health and Human Development (2000).
Multitiered System of Support in the Early Childhood Education Continuum

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

- **Tier I: Universal Level of Prevention** (3% to 5% of students)
- **Tier II: Targeted Level of Prevention** (15% of students)
- **Tier III: Intensive Level of Prevention** (80% of students)

Provides a structure of support for ALL students, including students with or at risk for disabilities!
Leader’s Role in Supporting Learning and Instruction in the Early Childhood Continuum
Lead for Literacy Framework

Standards, Priorities, and Goals

Administration, Organization, and Communication

Assessments

WHAT?
Data Sources

HOW?
Data Systems

Instruction and Intervention

Tier I
Tier II
Tier III

WHAT?
Data Sources

HOW?
Data Systems

Learn More: https://leadforliteracy.org/framework
Lead for Literacy Website

https://leadforliteracy.org/
TeacherRead Project

Jill Pentimonti

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

Research and development was funded by the Institute of Education Sciences, U.S. Department of Education (R305A170064). The material in this presentation does not necessarily represent the policy of the U.S. Department of Education, nor is the material necessarily endorsed by the Federal Government.
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**
TeacherRead is a comprehensive program that addresses children’s knowledge and skill development in three areas closely linked to later reading development.

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

Language Comprehension
Ability to understand text and spoken language

= Reading Comprehension

- Print Knowledge
- Phonological Awareness
- Oral Language

National Early Literacy Panel (NELP), 2008; National Research Council, 2008
Print Knowledge

Phonological Awareness

Oral Language

Print meaning, book and print conventions, distinguishing between letters and words

Recognizing that words consist of discrete sounds

Vocabulary skills, receptive and expressive language
Oral Language: Dialogic Reading Prompts

CROWD:

1. **Completion**
2. **Recall**
3. **Open-ended questions**
4. **Wh-questions**
5. **Distancing**

(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

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
</table>
| Print Knowledge
  - Read the title and author while pointing to each word as you read.
  - Draw children’s attention to the front cover and the spine of the book.
  - Point out the beginning words and the ending words of the book. This is where I start reading and this is where I stop reading.
  - Let’s look at the front cover again. I see a boy and I see arrows. What do the arrows point to? Help students name each body part. |
| Oral Language Completion
  - P. 5 This little boy uses his eyes to ___.
  - If children answer correctly, say: That’s right! This little boy uses his eyes to see.
  - What does the little boy use his eyes to do?
  - If children answer incorrectly, say: Let’s try that again. What does the boy use his eyes to do? Continue with the PEEP sequence. |
| Oral Language
  - Ask students: What can you see with your eyes?
  - Say: That’s right, you can see (___) with your eyes.
  - Ask other children: What can you see with your eyes?
  - Try these prompts with the other senses. |
  - Ask children to talk about how they use each of their five senses. |
| Oral Language Recall
  - Show children the front cover of the book. Ask students: What body part helps us ___ (see, touch, taste, hear, and smell)? |
| Oral Language Distancing
  - Ask children to talk about how they use each of their five senses. |
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
Before Reading

Lesson Overview & Book Information

Title & Author:
Friendship, by Amy Krouse Rosenthal and Tom Lichtenheld

Unit: 2, 3, 4, 5, 6, 7, 8, 9
Day: Monday, Tuesday, Wednesday, Thursday, Friday

Before Reading

Point of Knowledge

- Ask the children to read the last page of the book. Ask if this is the right page 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

Phonological Awareness

- On the page that says, "friendship," tell children that you are going to stretch the word "friendship," 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 saying fast: "friendship."
- Try these prompts several times as you read.

Blending and Segmenting

- "friendship"

Oral Language

Open-Ended Questions

- "After reading the page that says, "Friends are a gift," say: "Tell me how these friendships can be nice to each other. Tell me what they can do. Tell me what they can say."
- On the same page, ask children to talk about a time when their friend was sad or hurt.

After Reading

Oral Language

- Ask children to talk about their favorite shapes and colors.

Prompts

"Burst"= Prompt Repetition

Three Instructional Targets: PK, OL, PA
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)

Research and development was funded by the Institute of Education Sciences, U.S. Department of Education (CFDA No. 84.305). The material in this presentation does not necessarily represent the policy of the U.S. Department of Education, nor is the material necessarily endorsed by the Federal Government.
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?

Read Aloud – Whole Group
(Tier 1; K-2)
https://dibels.uoregon.edu/market/movingup/readaloud/

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

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

Read Aloud – Classroom Practices
Oral Language

- Expressive vocabulary
- Sentence use
- Retelling

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

Strategies

- Summarizing texts
- Asking and answering questions
- Working collaboratively with others
- Representing texts structurally and graphically
- Monitoring comprehension
What Does Read Aloud Look Like?

Comprehension Conversation

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

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

Who?...
What?...
Where?...
When?...
Why?...
How?...

(Santoro, Baker, Chard, & Howard, 2007)
# How Does Read Aloud Work within Multi-Tiered Systems of Support?

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Read Aloud! – Whole Group (K-2)</th>
<th>Read Aloud! – Small Group (K-2; 3-4 remedial)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books used during read aloud instruction</td>
<td>One thematically paired information and storybook, commercially published, for each instructional unit*</td>
<td>Information books, written specifically for Read Aloud! – Small Group, provide continuity throughout the program</td>
</tr>
<tr>
<td>Number of lessons per unit</td>
<td>6 to 7 (3 with each information book and 3 to 4 with each storybook)</td>
<td>4</td>
</tr>
<tr>
<td>Length of lessons</td>
<td>30 minutes</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Size of instructional groups</td>
<td>Whole class</td>
<td>Small groups (2 – 5 students)</td>
</tr>
<tr>
<td>Target students</td>
<td>All students</td>
<td>Students struggling with vocabulary and comprehension strategies</td>
</tr>
<tr>
<td>Response to intervention tier</td>
<td>Tier 1</td>
<td>Tier 2</td>
</tr>
<tr>
<td>Compatibility with other programs</td>
<td>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</td>
<td>Reinforces Read Aloud! – Whole Group; can be used alone or as a supplement to any science program on the study of living things</td>
</tr>
<tr>
<td>Activities</td>
<td>Student retelling and structured partner discussions</td>
<td>Question asking and answering, key ideas and details, animal classification, vocabulary knowledge and use</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>1. Mammals</th>
<th>4. Reptiles</th>
<th>5. Insects</th>
</tr>
</thead>
</table>
How are Read Alouds with Informational Text Structured?

Lesson 1
- Prepare to Read (preview; purpose; K & W of KWL Chart)
- Read 200-300 Words (often selected portions of text)
- Review L of KWL Chart
- Start Retell Practice

Lesson 2
- Review Info/Vocab Covered in Lesson 1 (with book/chart)
- Read another 200-300 words
- Review L of KWL Chart
- Continue Retell Practice

Lesson 3
- Read Info/Vocab Covered in Lessons 1 and 2 (with book/chart)
- Read another 200-300 words
- Review L of KWL Chart
- Do a Complete Retell

Use of a “multiple read” structure
# How are Read Alouds with Narrative Text Structured?

<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Lesson 5 and 6</th>
<th>Lesson 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare to Read (preview/purpose/prime)</td>
<td>Review Vocabulary</td>
<td>Review Vocabulary</td>
</tr>
<tr>
<td>Read Entire Story (minimal stops)</td>
<td>“Discuss” Story Using Story Elements Chart</td>
<td>Re-Read Entire Story</td>
</tr>
<tr>
<td>Start Retell Practice (personal response)</td>
<td>Retell Practice</td>
<td>Do a Complete Retell</td>
</tr>
<tr>
<td>Vocabulary Introduction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use of a “repeated reading” structure

**Graphic Organizer or Think Sheet Aligned with Text Structure**
How are All Read Alouds Structured?

Before Reading --- During Reading

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

<table>
<thead>
<tr>
<th>Before (3-7 minutes)</th>
<th>During (10-15 minutes)</th>
<th>After (5-15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Identifying Purpose for Reading                                                   ❑ Using a consistent text structure framework                                         ❑ Retelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Information or Storybook                                                          ❑ Asking and Answering Questions                                                        ❑ Explicit Vocabulary Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Previewing                                                                        ❑ Teacher                                                                                ❑ Introduction of target words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Title, Author, Illustrator                                                        ❑ Students                                                                               ❑ Review of target words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Predicting/Priming (Background Knowledge-building)                                 ❑ Making Connections (Text-to-text; Text-to-Self; Text-to-World)                         ❑ Extension/application activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Defining Critical Vocabulary (e.g., if word is part of the book title or essential to understanding the text)</td>
<td>❑ Making Inferences</td>
<td></td>
</tr>
<tr>
<td>❑ Using a consistent text structure framework</td>
<td>❑ Self-monitoring (e.g., What do you do if you don’t understand something?)</td>
<td></td>
</tr>
<tr>
<td>❑ Asking and Answering Questions</td>
<td>❑ Discussing Vocabulary</td>
<td></td>
</tr>
<tr>
<td>❑ Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Making Connections (Text-to-text; Text-to-Self; Text-to-World)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Making Inferences</td>
<td></td>
<td></td>
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<tr>
<td>❑ Self-monitoring (e.g., What do you do if you don’t understand something?)</td>
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<td></td>
</tr>
<tr>
<td>❑ Discussing Vocabulary</td>
<td></td>
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</tr>
</tbody>
</table>
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).
Instructional Routine
Identify Purpose for Reading

Is this a story or information book?  
...How do you know?
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

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTIAL RETELL</td>
<td>PARTIAL RETELL</td>
<td>PARTIAL RETELL</td>
<td>COMPLETE RETELL</td>
</tr>
<tr>
<td>• Type of book</td>
<td>• What are the characteristics of mammals?</td>
<td>• What animals are mammals?</td>
<td>• Type of book</td>
</tr>
<tr>
<td>• Topic</td>
<td>• What makes a mammal a mammal?</td>
<td>• One interesting fact about mammals?</td>
<td>• Topic</td>
</tr>
</tbody>
</table>

Informational Text

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
</table>

Partner A

Name: __________________ Date: ________

Title: __________________

What happened first

What happened next

Partner B

Name: __________________ Date: ________

Title: __________________

What happened first

What happened next
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.”

(Santoro et al., 2014)
What are Considerations for Professional Development?

Increase student discussion and establish a balance between what teachers say and what students say.
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
Effective Read Alouds Require Thoughtful Planning, Preparation, and Practice

“Mark up” the books!
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)

<table>
<thead>
<tr>
<th>Before (3-7 minutes)</th>
<th>During (10-15 minutes)</th>
<th>After (5-15 minutes)</th>
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<tbody>
<tr>
<td>❑ Identifying Purpose for Reading                                                   ❑ Using a consistent text structure framework                                    ❑ Retelling</td>
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<tr>
<td>❑ Information or Storybook                                                          ❑ Asking and Answering Questions                                                     ❑ Explicit Vocabulary Instruction</td>
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<tr>
<td>❑ Previewing                                                                         ❑ Teacher                                                                             ❑ Introduction of target words</td>
<td></td>
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<tr>
<td>❑ Title, Author, Illustrator                                                       ❑ Students                                                                            ❑ Review of target words</td>
<td></td>
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<tr>
<td>❑ Predicting/Priming (Background Knowledge-building)                                ❑ Making Connections (Text-to-text; Text-to-Self; Text-to-World)                      ❑ Extension/application activities</td>
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<tr>
<td>❑ Defining Critical Vocabulary (e.g., if word is part of the book title or essential to understanding the text)</td>
<td>❑ Making Inferences</td>
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<tr>
<td>❑ Self-monitoring (e.g., What do you do if you don’t understand something?)</td>
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<tr>
<td>❑ Discussing Vocabulary</td>
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* With Narrative and Informational Text; Instructionally-aligned Graphic Organizers/Think Sheets; Repeated Use of Text; Student Academic Talk
Questions and Discussion
Wrap-up
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>September 9, 2020</td>
<td>Building an Effective Schoolwide Multi-tiered System of Support for Reading</td>
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<tr>
<td>November 19, 2020</td>
<td>Highlighting Key Considerations for Literacy Screening and Assessment</td>
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<tr>
<td>January 7, 2021</td>
<td>Supporting Early Literacy Instruction Prekindergarten–Grade 3</td>
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<tr>
<td>February 16, 2021</td>
<td>Highlighting Key Considerations for Monitoring Reading Progress and Using Literacy Assessment</td>
</tr>
<tr>
<td>March 25, 2021</td>
<td>Promoting Code-Based Literacy Skills in Early Elementary School</td>
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<td>April 1, 2021</td>
<td>Promoting Meaning-Level Literacy Skills in Early Elementary School</td>
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<tr>
<td>June 3, 2021</td>
<td>Taking a Deep Dive Into Professional Development Structures</td>
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Survey Link

Presentation References and Resources


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


Presentation References and Resources


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