What Every Elementary Principal Needs to Know About Literacy

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Today's Session Will Focus On:

- The 5 essential elements in beginning reading
- Observations of literacy instruction in the classroom
- Tips for managing literacy efforts from a systems level perspective
- Resources and tools to successfully manage and lead literacy instruction in an elementary building

The 5 Essential Elements in Beginning Reading

- What are they?
- What are the critical skills to focus on in each grade level?
- Why is it important to focus on these skills?

Simple View of Reading

Gough and Tumner, 1986

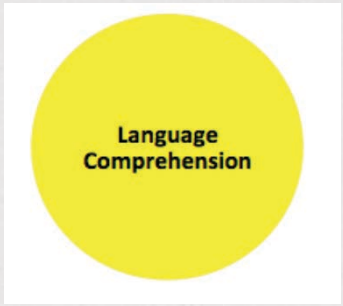
CCSS Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics
- Fluency

- Vocabulary
- Comprehension

5 Essential Elements

~~Print Concepts~~
1. Phonological Awareness
2. Phonics
3. Fluency



4. Vocabulary
5. Comprehension

National Reading Panel, 2000

What do we mean by Print Concepts?

- Students understand the organization and basic features of print:
  - follow words from left to right, top to bottom, page to page (K)
  - spoken words are represented by written language (K)
  - words are separated by spaces in print (K)
  - recognize and name upper and lowercase letters (K)
  - recognize the features of a sentence (Grade 1)

Phonological Awareness

Includes awareness of the larger parts of spoken language as well as the smaller parts:

- words
- syllables
- onsets and rimes
- phonemes (sounds)

Phonemic Awareness:

The ability to detect, identify, and manipulate the phonemes in spoken words.

Effective Phonological Instruction:

- should be explicit
- should be systematic
- should be conducted in small groups
- must focus on blending and segmenting words at the phoneme level
- should limit each session to no more than 30 minutes
- should provide additional instruction for struggling readers
- is usually not necessary in second grade and above

What are the critical phonological awareness skills to focus on in K?

- recognize and produce **rhyming words**
- count, pronounce, blend and segment syllables in spoken words
- blend and segment onsets and rimes of single-syllable spoken words
- isolate and pronounce the initial, medial vowel, and final sounds in 3-phoneme CVC words
- add or substitute individual sounds in simple, one-syllable words

What are the critical phonological awareness skills to focus on in Grade 1?

- distinguish long from short vowel sounds in spoken single-syllable words
- orally produce single-syllable words by blending sounds including consonant blends
- isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words
- segment spoken single-syllable words into their complete sequence of individual sounds

Why Teach Phonological Awareness?

- The understanding that speech sounds can be segmented and blended is necessary to make connections between speech and print.

- Without the capacity to attend to the individual sounds in words, it is extremely difficult to match sounds to letters and decode words.

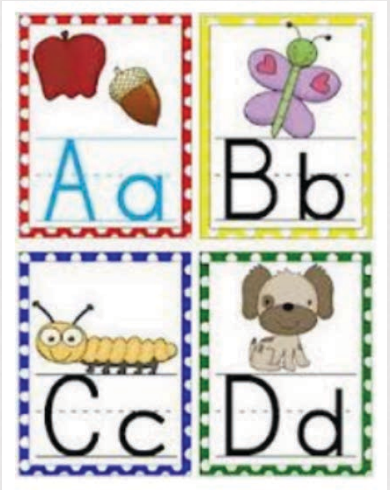
Why Teach Phonological Awareness?

- *"Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status."*

- *GILLON, 2004*

Phonics

A method of instruction that teaches students the systematic relationship between the letters and letter combinations in written language and the individual sounds in spoken language and how to use these relationships to read and spell words.



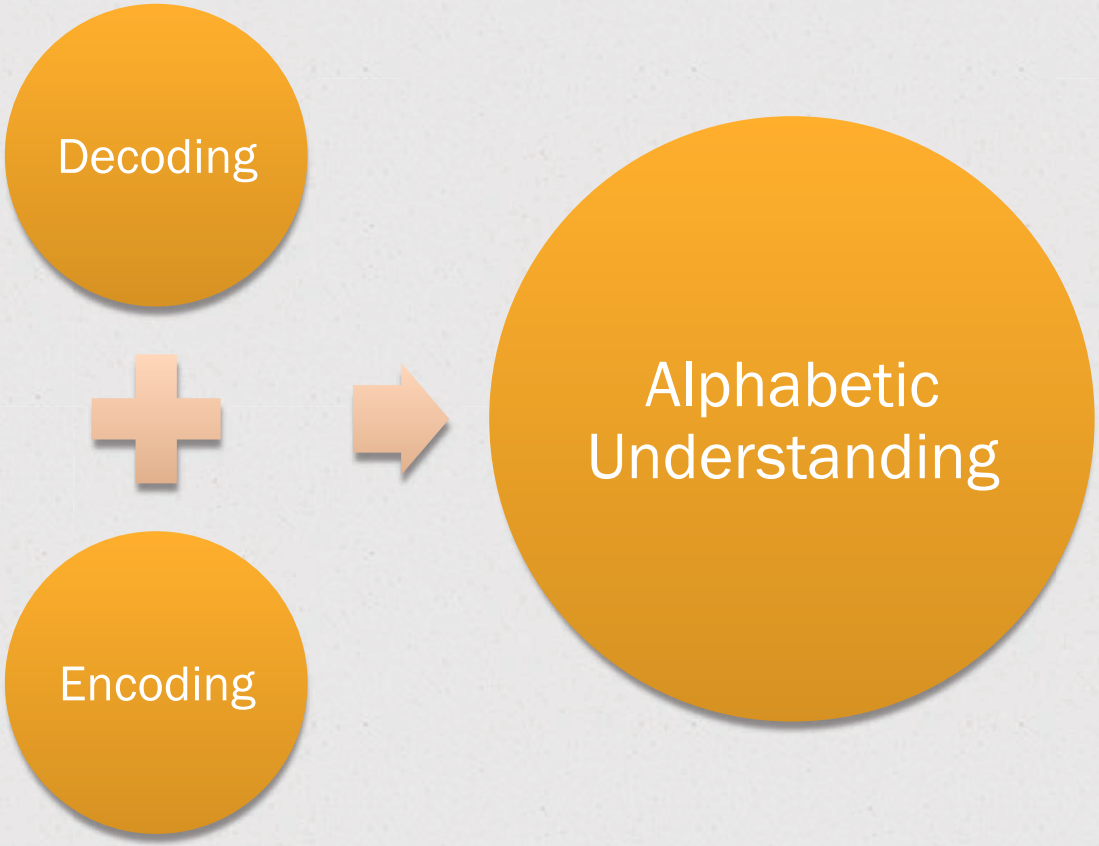
Effective Phonics Instruction

- is systematic and explicit
- develops an understanding of the alphabetic principal
- incorporates phonemic awareness
- provides sufficient practice in reading words
- leads to automatic word recognition
- provides opportunities for students to both encode and decode words
- includes decodable text as an integral part of systematic and explicit instruction

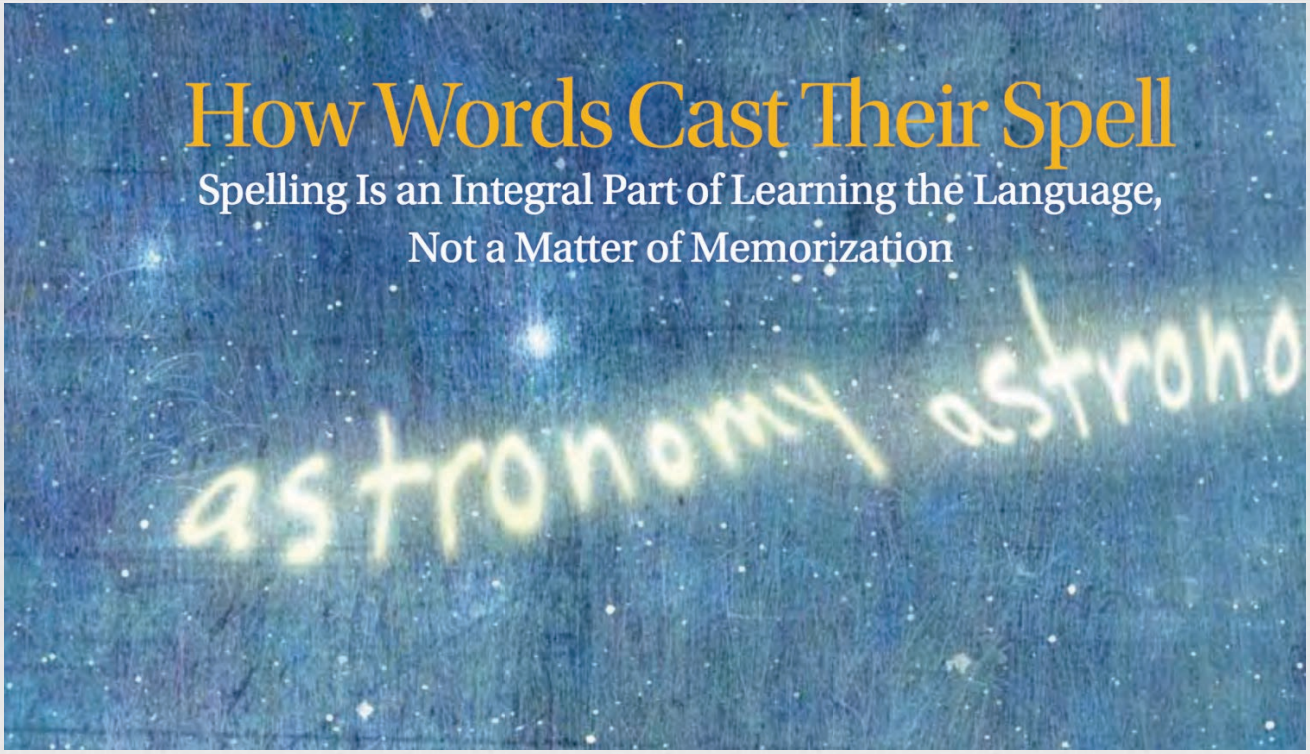
The Road to Automatic Word Reading

Progression of Regular Word Reading

Big Ideas in Beginning Reading website
reading.uoregon.edu


Decoding
Encoding
Alphabetic Understanding

Joshi, Treiman, Carreker, and Moats
American Educator, Winter 2008-2009
https://www.aft.org/sites/default/files/periodicals/joshi.pdf



What are the critical phonics skills to focus on in K?

- produce the primary sound or many of the most frequent sounds for each consonant
- associate the long and short sounds with common spellings for the five major vowels
- read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
- distinguish between similarly spelled words by identifying the sounds of the letters that differ

What are the critical phonics skills to focus on in Grade 1?

- know the spelling-sound correspondences for common consonant digraphs
- decode regularly spelled one syllable words
- know the final –e and common vowel teams
- determine the number of syllables in a printed word
- decode two-syllable words following basic patterns by breaking the words into syllables
- read words with inflectional endings
- recognize and read grade-appropriate irregularly spelled words

What are the critical phonics skills to focus on in Grade 2?

- distinguish long and short vowels when reading regularly spelled one-syllable words
- know sound-spelling correspondences for additional common vowel teams
- decode regularly spelled two-syllable words with long vowels
- decode words with common prefixes and suffixes
- identify words with inconsistent but common spelling-sound correspondences
- recognize and read grade-appropriate irregularly spelled words

What are the critical phonics skills to focus on in Grade 3?

- identify and know the meaning of the most common prefixes and derivational suffixes
- decode words with common Latin suffixes
- decode multisyllable words
- read grade-appropriate irregularly spelled words

What are the critical phonics skills to focus on in Grades 4-5?

- use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

If so, then why is there the common misconception that phonics instruction ends after grade 2?

Why Teach Phonics?

"Systematic phonics instruction helps students learn to read more effectively than nonsystematic phonics or no phonics instruction."

NATIONAL READING PANEL, 2000

Fluency

Reading fluency consist of at least 3 key elements:

"accurate reading of connected text

at a conversational rate

with appropriate prosody or expression."

HUDSON, LANE, & PULLEN, 2005

Effective Fluency Instruction

- includes building fluency at the letter, word and phrase level
- focuses on building fluency in connected text
- selects text being read at the correct level of difficulty for the student
- provides a good model of fluent reading
- includes repeated oral reading
- emphasizes extensive practice

What are the critical fluency skills to focus on in K?

- Read emergent-reader texts with purpose and understanding

What are the critical fluency skills to focus on in Grades 1 and 2?

- read grade-level text with purpose and understanding
- read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

What are the critical fluency skills to focus on in Grades 3-5?

- read grade-level text with purpose and understanding
- read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

What is Appropriate Rate?

Grade	Percentile	FALL WCPM	WINTER WCPM	SPRING WCPM
1	50		23	53
2	50	51	72	89
3	50	71	92	107
4	50	94	112	123
5	50	110	127	139

Hasbrouck and Tindal, 2006

What type of fluency instruction should be provided at each grade level?

Type of Instruction	K	1	2	3-5
Letter Sounds Fluency	X	X		
Regular Word Reading Automaticity	X	X	X	
Irregular Word Reading Automaticity	X	X	X	
Multisyllabic Word Reading Automaticity			X	X
Reading Decodable Text	X	X	X	
Phrasing		X	X	X
Expressiveness		X	X	X
Reading Connected Text		X	X	X
Modeled Fluent Reading	X	X	X	X

Teaching Reading Sourcebook, 2013

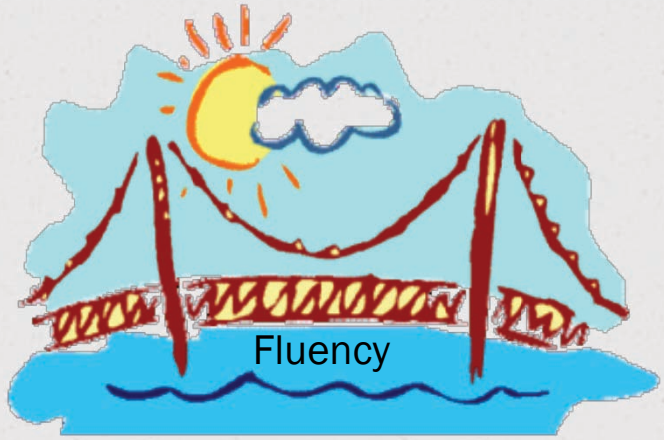
Why Teach Fluency?

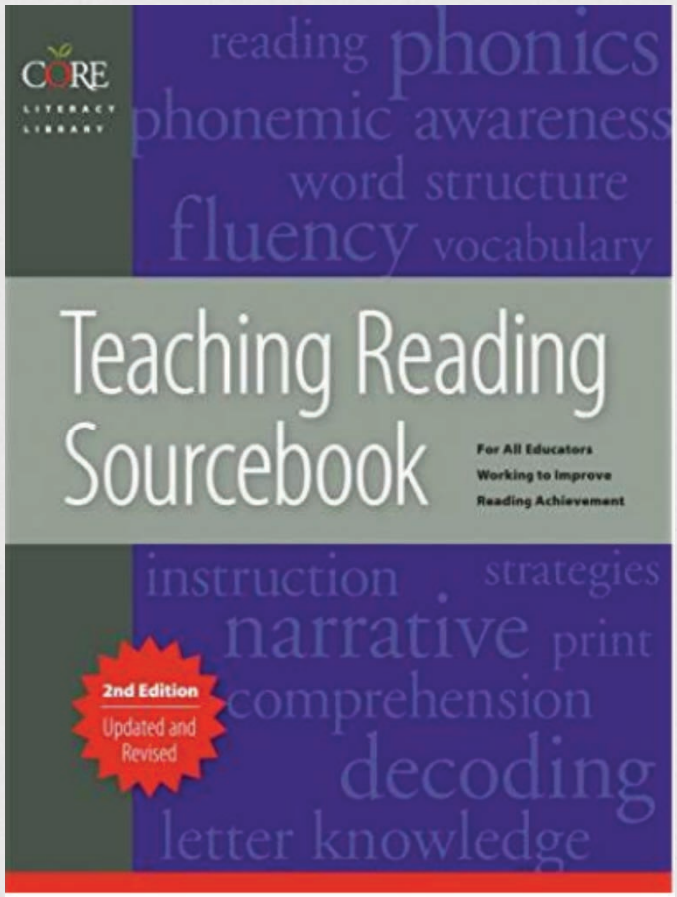
- *"Students who are low in fluency may have difficulty getting the meaning of what they are reading."*

- NATIONAL READING PANEL, 2000

Why Teach Fluency?

Reading fluency is the bridge between decoding and comprehension.




CORE
LITERACY
LIBRARY
reading
phonics
phonemic awareness
word structure
fluency
vocabulary
Teaching Reading
Sourcebook
For All Educators
Working to Improve
Reading Achievement
instruction
strategies
narrative
print
comprehension
decoding
letter knowledge
2nd Edition
Updated and
Revised

reading.uoregon.edu

UNIVERSITY OF OREGON | UO Home | College of Education

Center on Teaching and Learning • CTL

Big Ideas in Beginning Reading

Home | Beginning Reading | The Big Ideas | Curriculum, Instruction, & Assessment | Resources

This service is no longer active. The website will remain available as a resource.

This website is designed to provide information, technology, and resources to teachers, administrators, and parents across the country.

Big Ideas in Beginning Reading focuses on the five **BIG IDEAS** of early literacy:

- Phonemic Awareness
- Alphabetic Principle
- Accuracy and Fluency with text
- Vocabulary
- Comprehension

The website includes definitions and descriptions of the research and theories behind each of the big ideas, describes how to assess the big ideas, and provides information on how to teach the big ideas in your classroom.

http://oregonreadingfirst.uoregon.edu/inst_big_five.html

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Center on Teaching and Learning • CTL

Oregon Reading First Center

Goals | Assessment | Instruction | Leadership | Professional Development | Commitment

Instruction

Schoolwide Reading Model

Curriculum Review

Five Big Ideas of Reading Instruction
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

General Features of Instruction

Five Big Ideas of Reading Instruction

Phonemic Awareness

- Enhancing the Core: Phonological Awareness
- S & I Breakout Session: Phonemic Awareness
- Handout: Phonological Awareness Definitions

Phonics

- Enhancing the Core: Alphabetic Principle
- S & I Breakout Session: Phonics
- Advanced Phonics & Decoding - Perfecting Our Craft and Planning for the Future: Grades K/1 (Jill Jackson)
- Advanced Phonics & Decoding - Perfecting Our Craft and Planning for the Future: Grades 2/3 (Jill Jackson)

Fluency

- Enhancing the Core: Fluency presentation
- S & I Breakout Session: Fluency presentation
- Automaticity and Fluency With the Code: Planning for Instruction presentation
  - Application Activity: Assessing AP with NWF Case Scenarios
  - Application Activity: Assessing Fluency with Connected Text with ORF Case Scenarios
  - Application Activity: Using Your Data to Plan Automaticity and Fluency Instruction
  - Application Activity: Identifying SBRR in Practice M
- Reading Fluency presentation (Marcy Stein)
  - Fluency Handouts
- Fluency Module

http://www.readingrockets.org/teaching/reading101-course/welcome-reading-101

www.fcrr.org/resources/resources_sca.html

http://www.corestandards.org/assets/Appendix_A.pdf

COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Appendix A:

CCSS Appendix A, pages 17-22

Reading Foundational Skills

The following supplements the Reading Standards: Foundational Skills (K–5) in the main document (pp. 15–17). See page 37 in the bibliography of this appendix for sources used in helping construct the foundational skills and the material below.

Phoneme-Grapheme Correspondences

Consonants

Common graphemes (spellings) are listed in the following table for each of the consonant sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Figure 8: Consonant Phoneme-Grapheme Correspondences in English

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme*
/p/	pit, spider, stop	p
/b/	bit, brat, bubble	b
/m/	mitt, comb, hymn	m, mb, mn
/t/	tickle, mitt, sipped	t, tt, ed
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/ng/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, gh, ph, lf

Classroom Observations

- What should principals expect to see when observing literacy in the classroom?

What to Look For:

- Are teachers providing explicit, well organized and engaging whole-group instruction?
- Is small-group instruction differentiated appropriately by student need?
- While the teacher is teaching a small group of students, are the other students involved in independent learning activities that are appropriate and engaging?
- TORGESEN ET AL., 2007

What to Look For:

- The teacher is.....
  - on plan (following plans)
    - lesson plans (daily, weekly plans)
    - curriculum maps (skills by time of year)
    - CSI maps (group instructional plans)
  - on program
    - evidence of training
    - fidelity to program
  - on time
    - allocated time (planned time—90 minutes)
    - actual time

Source: Walking the talk: Providing powerful instructional leadership through effective school and classroom walk-through visits. National Reading First Technical Assistance Center

What to Look For:

- Teacher feedback to student responses:
  - APE–affirmation, praise, encouragement
    - specific
    - genuine
  - corrective feedback
    - tone
    - on point
  - check for understanding following correction
    - immediate test
    - delayed test
  - positive to corrective ratio

Source: Walking the talk: Providing powerful instructional leadership through effective school and classroom walk-through visits. National Reading First Technical Assistance Center

What to Look For:

- Student Engagement
  - on-task, academic engaged time
  - opportunity-to-respond
  - "positive instructional interactions"
    - model-demonstrate-practice-feedback
    - correct as needed, then re-present task, praise improvement
  - 100% participation
  - teacher pacing
  - student skills are "firm"

Source: Walking the talk: Providing powerful instructional leadership through effective school and classroom walk-through visits. National Reading First Technical Assistance Center

Choose a Tool

- Choose an observational tool with which you are familiar and which "does the job"
  - focuses on instruction and learning
  - makes data objective, not judgmental **or**

- The Five Minute Observation Form
  (http//oregonreadingfirst.uoregon.edu)

- Classroom Walk Through Checklist
  (http//oregonreadingfirst.uoregon.edu)

- Florida grade-specific observation forms
  (www.fcrr.org)

Source: Walking the talk: Providing powerful instructional leadership through effective school and classroom walk-through visits. National Reading First Technical Assistance Center

Five-Minute Observation Form

School: _____
Date: _____
Time: _____
Program and Level: _____
Grouping Format: _____
Number in Group: _____
Group Performance Level: _____

In the box next to each General Feature indicate +, -, or NA. Check the circle next to each observed area.

Instructor: _____

☐ **Instructor models instructional tasks when appropriate.**
- o Demonstrates the task (e.g., uses think alouds)
- o Proceeds in step-by-step fashion
- o Limits language to demonstration of skill
- o Makes eye contact with students, speaks clearly while modeling skill

☐ **Instructor provides explicit instruction.**
- o Sets the purpose for the instruction
- o Identifies the important details of the concept being taught
- o Provides instructions that have only one interpretation
- o Makes connection to previously-learned material

☐ **Instructor engages students in meaningful interactions with language during lesson.**
- o Provides and elicits background information
- o Emphasizes distinctive features of new concepts
- o Uses visuals and manipulatives to teach content as necessary
- o Makes relationships among concepts overt
- o Engages students in discourse around new concepts
- o Elaborates on student responses

☐ **Instructor provides multiple opportunities for students to practice instructional tasks.**
- o Provides more than one opportunity to practice each new skill
- o Provides opportunities for practice after each step in instruction
- o Elicits group responses when feasible
- o Provides extra practice based on accuracy of student responses

☐ **Instructor provides corrective feedback after initial student responses.**
- o Provides affirmations for correct responses
- o Promptly corrects errors with provision of correct model
- o Limits corrective feedback language to the task at hand
- o Ensures mastery of all students before moving on

☐ **Instructor encourages student effort.**
- o Provides feedback during and after task completion
- o Provides specific feedback about student's accuracy and/or effort
- o Majority of feedback is positive
- o Celebrates or displays examples of student success in reading

☐ **Students are engaged in the lesson during teacher-led instruction.**
- o Gains student attention before initiating instruction
- o Paces lesson to maintain attention
- o Maintains close proximity to students
- o Transitions quickly between tasks
- o Intervenes with off-task students to maintain their focus

☐ **Students are engaged in the lesson during independent work.**
- o Independent work routines and procedures previously taught
- o Models task before allowing students to work independently
- o Checks for student understanding of the task(s)
- o Students use previously-learned strategies or routines when they come to a task they don't understand
- o Independent work is completed with high level of accuracy

☐ **Students are successful completing activities at a high criterion level of performance.**
- o Elicits a high percentage of accurate responses from group
- o Elicits a high percentage of accurate responses from individuals
- o Holds same standard of accuracy for high performers and low performers

Focus: Phonemic Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension ☐

Comments:

Classroom Walk Through Checklist

Scoring: 3 = Evident 2 = Somewhat Evident 1 = Not Evident 0 = Not Observed

Instruction (36 possible) Subtotal:	
During the 90 minute reading block, the district's reading materials are implemented with a high degree of expertise	
The district's identified supplemental and intervention materials are used with fidelity	
Explicit instruction occurs during most of the observation (Model – Prompt – Practice)	
Objective(s) for the lesson is/are clear and articulated	
Reading materials are organized, accessible, and proficiently used effectively and efficiently	
Reteaching occurs when necessary	
Modeling is provided by teacher, followed by guided practice with ample opportunities for students to practice skill(s)	
Direct instruction of vocabulary – word identification and word meaning	
Comprehension skills are modeled and directly taught for literal, inferential, and critical	
Teacher sets purpose of reading through text structures (C/C, C/E, Descriptive, Q/A, P/S, C/S, Prop/Sup)	
Pacing is appropriate for reading level with high expectations for all students	

Students are engaged: (6 possible) Subtotal				
Teacher talk:	All students respond:	One student responds:	Time observed: 12-18 minutes	
List observed strategies (i.e., unison responses, choral reading, partner reading, think-pair-share, cloze technique				

Teacher behaviors: (9 possible) Subtotal	
Teacher moves around the room (proximity), provides support for struggling students, checks for understanding	
Teacher uses a brisk pace, knows materials, uses clear instructional routines and procedures	
Teacher uses established classroom management procedures and routines – Transitions less than 2 minutes	
(Total Points Possible = 51) **Total Points**	

Adapted from LaRock, Paine, Silbert

READING WALK THROUGH GUIDELINES | FOR FIRST GRADE CLASSROOMS

10b. Teacher uses **engaging activities and materials** to support instruction (e.g., hand motions, clapping, puppets, Elkonin boxes, other manipulatives to represent sounds).

☐ Yes ☐ No ☐ Unable to determine

10c. Teacher **clearly and accurately pronounces** individual sounds that are the focus of the lesson with enough volume for students to hear.

☐ Yes ☐ No ☐ Unable to determine

11. Phonics

11a. Teacher uses **manipulatives,** such as letter tiles and Elkonin boxes, to help make the connection between phonemes (sounds) and graphemes (letters).

☐ Yes ☐ No ☐ Unable to determine

11b. Teacher uses **visual aids** (e.g., alphabet cards, letter-sound cards, word cards) as designed by the program.

☐ Yes ☐ No ☐ Unable to determine

11c. Teacher introduces an **explicit decoding strategy** to sound and blend simple words

☐ Yes ☐ No ☐ Unable to determine

11d. Teacher introduces and reviews **common irregular words** (e.g., *there, because*) frequently.

☐ Yes ☐ No ☐ Unable to determine

11e. Students are applying **letter/sound knowledge in reading and writing** activities.

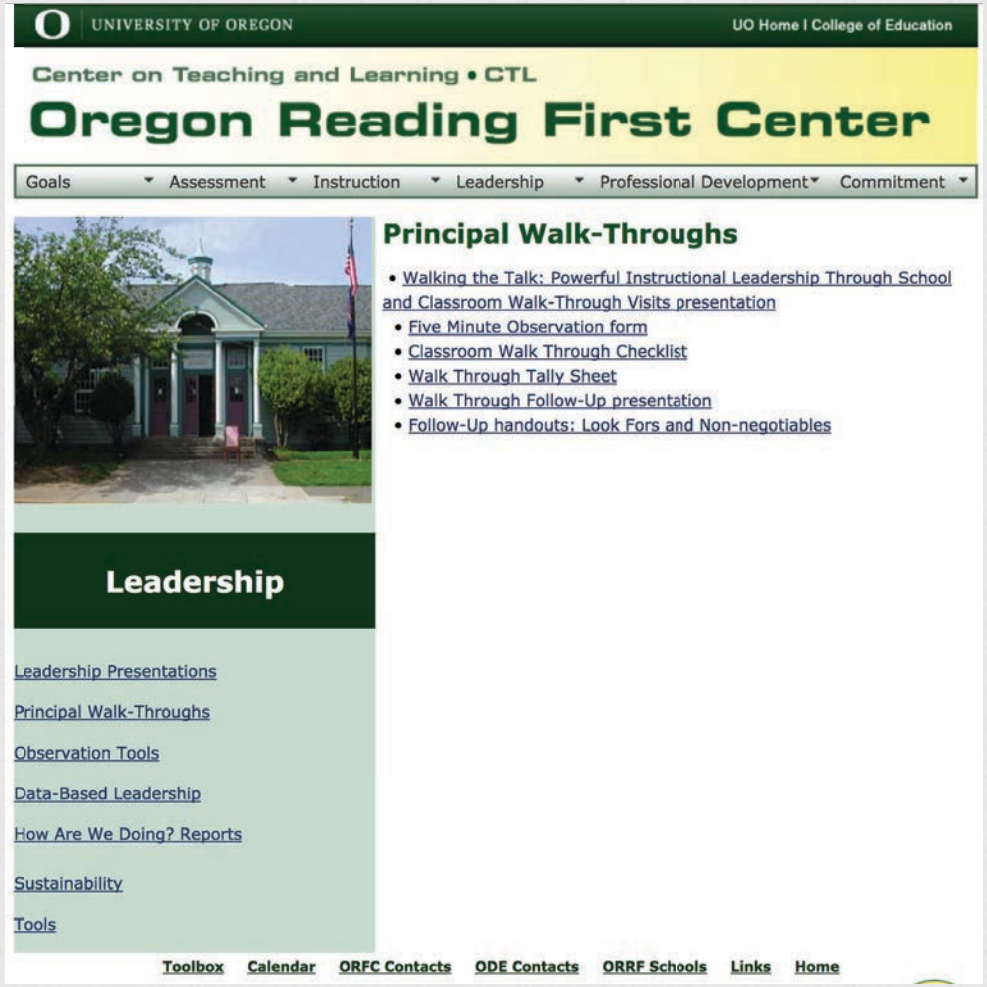
☐ Yes ☐ No ☐ Unable to determine

12. Fluency

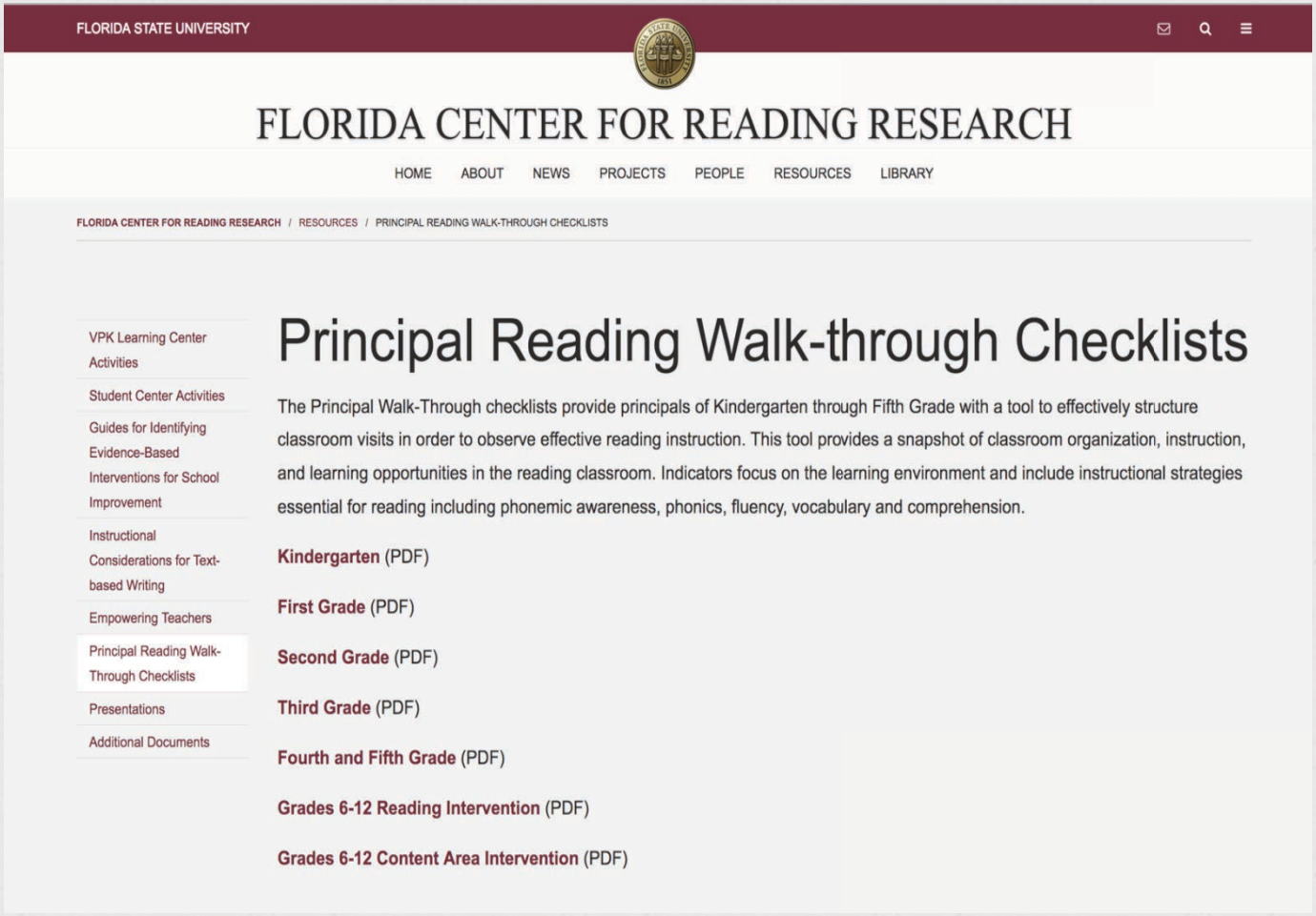
12a. Teacher models **fluent reading (i.e., speed, accuracy, and prosody)** during read-aloud and shared readings.

☐ Yes ☐ No ☐ Unable to determine

http://oregonreadingfirst.uoregon.edu/ldrshp_walk_throughs.html



www.fcrr.org/resources_checklists.html



Setting School-wide "Look Fors"

- Select common "polishers" that were identified across classrooms.
- Create school-wide targets that you will "look for" during all of your classroom drop-ins.

Examples:

- Partner reading and responses will be occurring in every room. Post these partnerships and change as necessary.
- Quick, smooth, and clean transitions need to be occurring.
- Provide more opportunities for students to practice by adding examples to those included in the program.

Source: Principal Walk Throughs, Oregon Reading First Center

A Systems Level Perspective

- Tips for how to manage literacy efforts from a systems level perspective

Are appropriate reading programs and materials being used to teach the full range of students (including intervention programs for students performing significantly below grade level)?

Evidence-Based Intervention Programs

- National Center on Intensive Intervention
- Best Evidence Encyclopedia
- What Works Clearinghouse
- Florida Center for Reading Research
- Oregon Reading First Center
- Reading Rockets

Summary of CSI Map

School:_____

Time Period	Instructional Recommendation	Participation in Core	Supplemental and Intervention Programs/ Strategies	Supplemental and Intervention Program Delivery	Frequency of DIBELS Progress Monitoring	Determining Instructional Effectiveness
Fall to Winter	benchmark:	Who: When: Activities: Group Size:		Who: When: __ w/in 90 minutes __ outside of 90 min Time: Group Size:		Who: How Often: Criteria:
	strategic:	Who: When: Activities: Group Size:		Who: When: __ w/in 90 minutes __ outside of 90 min Time: Group Size:		Who: How Often: Criteria:
	intensive:	Who: When: Activities: Group Size:		Who: When: __ w/in 90 minutes __ outside of 90 min Time: Group Size:		Who: How Often: Criteria:

Were grade-level instructional maps effective in supporting adequate progress for students with benchmark, strategic, and intensive needs?

Work with grade-level teams to identify the group of students (benchmark, strategic, intensive) making the **least** progress.

Using the Elements of a Healthy System Checklist, work with the grade level team to evaluate the health of your grade level system for that group of students.

Schoolwide Beginning Reading Model
Elements of a Healthy System
Checklist

School: Grade: Level of Support:

I. GOALS, OBJECTIVES, PRIORITIES	
	Were content-coverage goals and pacing guides for programs established so sufficient lessons/units would be mastered and children make adequate progress?
II. ASSESSMENT	
	Are DIBELS progress monitoring assessments administered once a month for strategic students? once every two weeks for intensive students?
	Are in-program assessments administered regularly?
	Did grade level teams regularly analyze student reading data (DIBELS and in-program assessments), plan/adjust instruction based on data, and regroup students based on the data?
III. INSTRUCTIONAL PROGRAMS AND MATERIALS	
	Are appropriate reading programs and materials being used to teach the full range of students (e.g., intervention programs in place for students significantly below grade level)?*
	Are all necessary materials available in each classroom? For each small group?*
	Are instructors incorporating general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.)into their daily lessons?
	Have the grade level teams worked together to systematically enhance the program as necessary (e.g., make instruction more systematic and explicit)?
	Is the program implemented with fidelity? Are efforts to improve fidelity working?
IV. INSTRUCTIONAL TIME	
	Is a sufficient amount of time allocated (i.e., 90-minute reading block with a minimum of 30 minutes of small group teacher-directed reading instruction daily)?* Are teachers following the schedule?
	Is additional instructional time scheduled for students who are struggling?*
	Are important activities taught/stressed (e.g., red checks, targets, etc.)? Are instructional priorities well understood?
	Are students spending an appropriate amount of time on independent activities (i.e., a small portion of the reading block)? Are the independent activities directly linked to the reading instruction?
	Are students meeting projections for lesson progress pacing?
	Are students being accelerated whenever possible to bring closer to grade-level performance (i.e., 2 lessons per day)?
V. DIFFERENTIATED INSTRUCTION/GROUPING/SCHEDULING	
	Are students grouped homogenously by performance level?*
	Are students grouped based on program recommendations?*
	Are group sizes for small group activities appropriate (i.e., 4-6 students)?*
	Are cross-class and cross-grade grouping used when appropriate to maximize learning opportunities?
VI. ADMINISTRATION/ORGANIZATION/COMMUNICATION	
	Is a sufficient number of staff allocated?*
	Have staff been assigned in a way such that reading instruction can be delivered to the full range of students each day?*
	Are the lowest performing students taught by strong, experienced, and well qualified instructors?
	Are students participating in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented?
	Are Title and Special Education coordinated with and complementary to general education reading instruction?
VII. PROFESSIONAL DEVELOPMENT	
	Is ongoing, high quality training provided (i.e., staff received professional development on programs used in classrooms prior to implementation and at least twice after initial training)?
	Are program-specific consultants brought in to observe in classrooms and provide ongoing support and training?
	Are teachers receiving support from the RF coach in the classroom? outside the classroom?
	Are regular inservice sessions developed around implementation issues identified by the coach?
	Do teachers have opportunities to observe model lessons from the coach? from peers? from other schools?
	Are new teachers provided the necessary program training?

Elements of a Healthy System Checklist

- GOALS, OBJECTIVES, PRIORITIES
- ASSESSMENT
- INSTRUCTIONAL PROGRAMS AND MATERIALS
- INSTRUCTIONAL TIME
- DIFFERENTIATED INSTRUCTION/GROUPING/ SCHEDULING
- ADMINISTRATION/ORGANIZATION/ COMMUNICATION
- PROFESSIONAL DEVELOPMENT

To Complete the Checklist

- For each element, check off those items that are already in place.
- Highlight items under each element that are not in place.
- Discuss why highlighted items are not in place.
- Identify three high priority items to address in the upcoming weeks.

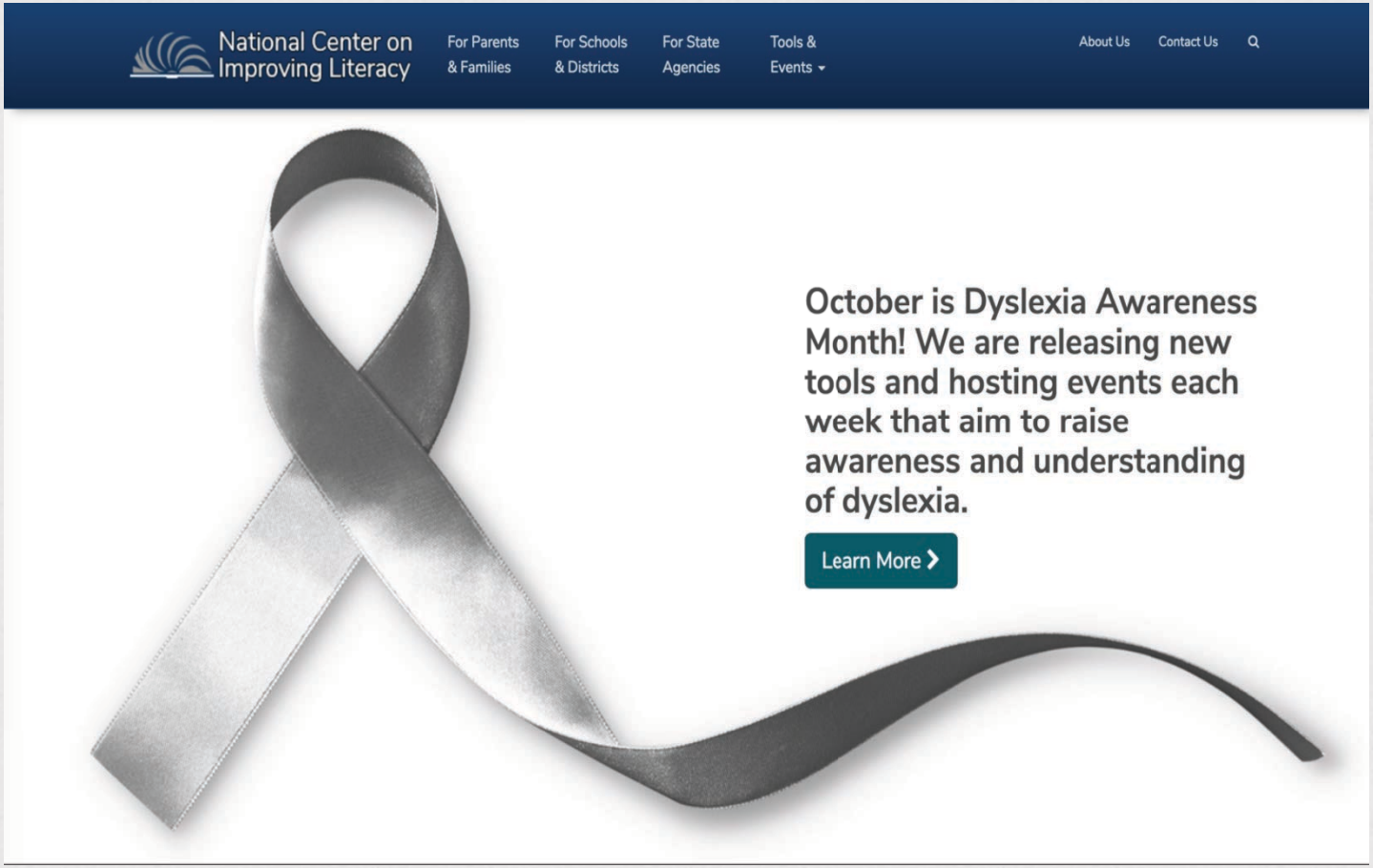
Draft a grade-level action plan to address the high priority items.

http://oregonreadingfirst.uoregon.edu/inst_tools.html

Resources and Tools

- Additional Resources and Tools to Help Successfully Manage and Lead Literacy Instruction

https:/improvingliteracy.org



https://ies.ed.gov/ncee/wwc/PracticeGuides

IES : WWC What Works Clearinghouse ☰ MENU Search Go

PRACTICE GUIDES

A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

To search by Topic or Keyword, use the **Practice Guide Search**.

Practice Guide Process Video

The WWC works with expert researchers and education practitioners to develop practice guides. Watch this video to learn more about the process!

All of the WWC Practice Guides are listed below in chronological order, by date of release.

Preventing Dropout in Secondary Schools

Released: September 2017

Strategies for Postsecondary Students in Developmental Education–A Practice Guide for College and University Administrators, Advisors, and Faculty

Released: November 2016

Teaching Secondary Students to Write Effectively

Released: November 2016

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

Released: July 2016* Revised

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

Released: April 2015

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Released: April 2014

http://centeroninstruction.org/

CENTER ON INSTRUCTION

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Your Source for Information on Research-based Instruction

Search Terms: Search

- Literacy
- Science Technology Engineering Mathematics
- English Language Learning
- Special Education
- RTI
- eLearning
- Early Learning
- Federal Priorities

Welcome to RMC Research Corporation's Center on Instruction (COI) website, your gateway to a cutting-edge collection of research-based resources on instruction.

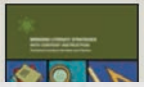
While these resources are useful for improving the achievement of all students, they particularly target students in the lowest performing schools, students with difficulties learning mathematics, students needing intensive instruction, or special needs/diverse learners, including English language learners. Educators striving to improve instruction and raise academic achievement will find COI's resources useful and relevant, including those who have been awarded School Improvement Grants (SIG) and/or those implementing College and Career Ready Standards, including the Common Core State Standards.

Explore the links to the left for syntheses of recent research, practitioner guides, professional development materials, tools for educators, and examples from the field. Materials on this website can be downloaded and duplicated. Print copies are not available.

Currently Featured Products

Online Course: Intensive Interventions for Students Struggling in Reading and Mathematics

This FREE self-paced online course is a series of four modules based on the practice guide Intensive Interventions for Students Struggling in Reading and Mathematics.
Read more...



Online Course: Bringing Literacy Strategies into Content Instruction: Professional Learning for Secondary-Level Teachers

Hot Topics

School Improvement Grants (SIG)

College and Career Ready Standards (including Common Core State Standards)

TEACHING ALL STUDENTS TO READ
IN ELEMENTARY SCHOOL
A Guide for Principals
CENTER ON
INSTRUCTION
DESIGNING AND DELIVERING
INTENSIVE INTERVENTIONS
A Teacher's Toolkit
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INTENSIVE READING INTERVENTIONS
FOR STRUGGLING READERS
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Thank You!

- For additional information, please contact:

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