Special Edition - COI Resources in Early Literacy (K-3) for Struggling Students and Students with Disabilities

Many states, districts, and schools are merging new educational initiatives and priorities, such as **college-and career-readiness** and **School Improvement Grants (SIG),** with their existing RTI framework as a way to support students with learning difficulties and disabilities. The Center on Instruction has developed a table identifying COI resources in the content area of literacy, reading, and English/language arts that support these initiatives for struggling students and students with disabilities. The support that these COI resources can provide to SEAs, LEAs, and schools in the delivery of effective instruction that promotes mastery of **college-and career-ready standards** includes:

- Design of professional development
- Selection of research-based core instructional programs
- Design, delivery, and use of evidence-based intensive interventions
- Ongoing data-based decision-making
- Differentiation of instruction

Similarly, the **School Improvement Grants (SIG)** turnaround and transformation models include several requirements that link directly to effective instruction and the essential components of RTI, including:

- Providing staff with ongoing, high-quality, job-embedded professional development
- Using data to identify and implement research-based instructional programs that align with state standards
- Promoting the continuous use of student data to inform and differentiate instruction
- Establishing schedules and implementing strategies that provide increased learning time

Resource	Supporting Materials	Possible Uses
Extensive Reading Interventions in Grades K-3: From Research to Practice (2007)	Webinar: Extensive Reading Interventions in Grades K-3: From Research to Practice (2007) Leading for Reading: An Introductory Guide for K-3 Reading Coaches (2008) Principal's Reading Walk-through: Kindergarten–Grade 3: Professional Development Module (2009)	• Facilitate discussions with SEAs and LEAs on interventions for struggling readers Grades K-3, including incorporating supporting resources as tools to build capacity to support quality reading interventions at the school level • Use the WebEx or PowerPoint

	A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders (2006)	from the webinar as the basis for professional development with the SEA or an LEA • Inform existing state policy on more intense reading interventions for students in kindergarten through grade 3 • Guide work with SEAs in developing literacy grants and plans
Intensive Interventions for Students Struggling in Reading and Mathematics: Practice Guide (2012)	Intensive Interventions for Students Struggling in Reading and Mathematics: Teacher Toolkit (Coming Summer 2012)	• Inform existing state and local policy on evidence-based practices and "essential features" of intensive interventions in reading and mathematics • Build the knowledge of technical assistance providers, so they can inform SEAs/LEAs and others on the use of intensive interventions with struggling students and students with disabilities • Incorporate information and resources from the brief (e.g., research summaries, frequently asked questions, lesson examples) into professional development delivered at the state or local levels
Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide (2006)	Webcast: Overview of A Principal's Guide to Intensive Reading Interventions for Struggling Readers in Elementary Schools (2006)	• Inform the design of SEAs' professional development offerings to LEAs around reading interventions for struggling elementary school readers • Provide information for the development of state reading grants that support school-level intervention reading programs • Provide an overview of intervention instruction for struggling readers and guiding principles around developing and implementing an effective intervention program
Why Teach Spelling? (2012)	Webinar: Why Teach Webinar: Why Teach Spelling? (2012) Synopsis of "Writing to Read: Evidence for How Writing Can Improve Reading" (2011) Synopsis of "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle & High Schools" (2008) Webinar: Writing and Writing Instruction to Improve Reading: What We Have Learned from Research (2011)	• Facilitate discussions with SEAs on the relationship between spelling and reading and writing • Inform the design of SEAs' professional development offerings to LEAs around the relationship between spelling and reading and writing development • Develop plans to disseminate the report and accompanying webinar to LEAs a resource for teachers to support spelling instruction

		• Incorporate information and resources from the resource and supporting materials into professional development delivered at the state or local levels
Using Student Center Activities to Differentiate Reading Instruction: A Guide for Teachers (2009)		• Develop plans to disseminate the guide and links to Student Center Activities to LEAs and schools as a resource for teachers to support spelling instruction • Incorporate information and resources into professional development delivered at the state or local levels • Recommend as a resource for teachers to support and extend scientifically based reading practice within student center activities that differentiate and individualize student instruction
Teaching All Students to Read in Elementary School: A Guide for Principals (2008)		• Inform the design of SEAs' professional development offerings to LEAs around quality reading instruction for all elementary school readers • Provide information for the development of state reading grants that support research-based reading programs and instruction • Provide an overview of research-based reading instruction and guiding principles around developing and implementing an effective elementary level reading program • Use as resource for states, districts, or schools to develop strong literacy plans which reflect the qualities of strong literacy leaders
Reviewing a Reading Program: Professional Development Module (2011)	Facilitator's Guide, Participant's Guide, PowerPoint presentation and Electronic Checklist (2011)	• Guide SEA and LEA efforts in the selection of research-based instructional reading materials • Utilize professional development materials that include rigorous, and research-based guidelines for selecting reading curricula for grades K-12 for both core and intervention reading curricula
Student Center Activities Aligned to the Common Core State Standards in English Language Arts and literacy in History/Social Studies, Science, and	Using Student Center Activities to Differentiate Reading Instruction: A Guide for Teachers (2009)	• Incorporate information and resources into professional development delivered at the state or local levels

Technical Subjects K-5 (2012)	Using Instructional Routines to Differentiate Instruction: A Guide for Teachers (2012)	• Recommend as a resource for teachers to support and extend scientifically based reading practice using student center activities that differentiate and individualize student instruction • Disseminate to schools and teachers that demonstrates one way to differentiate instruction in conjunction with the CCSS
Using Instructional Routines to Differentiate Instruction: A Guide for Teachers (2012)	Using Student Center Activities to Differentiate Reading Instruction: A Guide for Teachers (2009) Student Center Activities Aligned to the Common Core State Standards in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects K-5 (2012)	• Incorporate information and resources into professional development delivered at the state or local levels • Recommend as a resource for teachers to support and extend the use of instructional routines to differentiate and individualize student instruction • Disseminate to schools and teachers that demonstrates one way to differentiate instruction in conjunction with the CCSS
Building the Foundation: A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards (2012)		• Incorporate information and resources into professional development delivered at the state or local levels • Recommend as a resource for teachers to support scientifically based reading practice coordinated with the CCSS Reading K-5 strand • Disseminate to teachers as an illustration of the necessary skills or sub-skills students need in order to attain the Reading Foundational Skills located in the Common Core State Standards Reading K-5 strand
Leading for Reading: An Introductory Guide for K-3 Reading Coaches (2008)		• Provide a professional development tool to LEAs to train reading coaches to support implementation of research-based reading instruction
Webinar Series: Improving K-3 Reading Comprehension (2011): Research Overview Teaching Comprehension Strategies Engaging Students with Text Teaching Text Structure to Support Comprehension		• Deepen knowledge of K-3 reading comprehension instruction for state, district or school leaders and teachers • Use Vimeo Webinar four module series in a professional development format to assist with building capacity and knowledge about K-3 reading comprehension and reading comprehension instruction for Kindergarten – grade 3

These resources, and others, are available for free download at www.centeroninstruction.org. Resources may be reproduced and disseminated, with two stipulations: (1) the "preferred citation" for each product, typically noted on the page following the title page, must be included in all reproductions and (2) no profit may be made in the reproduction and/or distribution of the material. Nominal charges to cover printing, photocopying, or mailing are allowed.

Other COI Special Edition issues have provide similar tables with resources for English Language Arts (ELA) in Adolescent Literacy (Grades 4-12), Response to Intervention (RTI) **and Mathematics.**

The Center on Instruction is one of five content centers to support the regional comprehensive centers in providing technical assistance to SEAs and districts/schools in need of improvement. The goal of COI is to supply much of the research-based information, products, guidance, analyses, and knowledge on key topics related to the Elementary and Secondary Education Act (ESEA) to the 16 Regional Comprehensive Centers for their work with states and districts.

Center on Instruction, Angela Penfold, Project Director

RMC Research Corporation

1000 Market St., Bldg. 2, Portsmouth NH 03801

603-422-8888, 800-258-0802 Fax 603-436-9166

Email: COI-info@rmcres.com Website: http://www.centeroninstruction. org