



## 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 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.