

Research Perspectives from Early Reading First: Demonstrating Influences on Children's Emergent Literacy Learning

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Agenda

- Brief Introduction to Early Reading First
- Research Reports (3 projects)
 - 1 vs 2 Years of Instruction (Abbott)
 - Tier 3 Intervention (Brookfield)
 - Kindergarten Follow-Up (McCollum)
- Discussion

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Disclaimer

- Assessment tools and other information and materials mentioned or shown by presenters or grantees are provided as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the U.S. Department of Education. In addition, the instructional practices and assessments discussed or shown in this presentation is not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. States and local programs are free to use any instructional content, achievement system and assessments, curriculum, or program instruction that they wish, so long as the instructional materials and literacy activities meet the Early Reading First statutory requirement of being based on scientifically based reading research that supports the age-appropriate development of the language and literacy skills described in the Early Reading First statute, and are part of their approved grant application.

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Early Reading First: A Brief Overview

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Early Reading First (ERF)

- Federal grant program
- U.S. Department of Education
- Communities with high percentage of low-income families
- Competitive, peer-reviewed grant process
- 3-years of funding

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Purpose of ERF

- Create “centers of excellence” in communities with many low income families
 - Many types of early childhood programs eligible
- Focus on emergent literacy, with specific attention to “scientifically-based reading research”

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Rationale for ERF

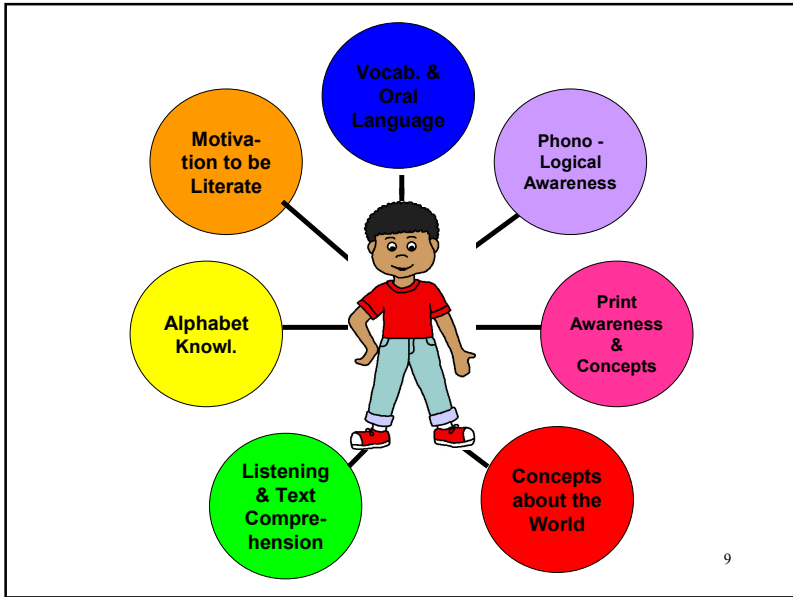
- High rate of reading failure in schools, especially among children from low-income families
- Learning to read & write well has its foundations in early language & literacy skills
- Early experience with language and literacy help to form these foundations
- Many children in low income families have had fewer of these experiences
- Important indicators of reading success/failure are present early in life
- Preventing failure is more effective than trying to fix problems later - intervening early WORKS!

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What IS “Emergent Literacy”

- Literacy acquisition that ...
 - begins to develop BEFORE children enter formal schooling
 - emerges from birth onward, through active engagement in real-life literacy-based activities (conversations, books, writing)
 - represents a combined, integrated set of skills
 - lays a FOUNDATION for later reading, writing, and other school subjects

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Required Components in All ERF Grants

- Ensure broad early childhood foundation curriculum
- Adopt proven early literacy curriculum
- Develop literacy-rich classroom environments
- Implement screening & ongoing progress monitoring
- Provide intensive, ongoing professional development
- Evaluate effects on classrooms & children

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Transition to Results from Three ERF Projects

Abbott - U Kansas
 Brookfield - U Illinois Chicago
 McCollum - U Illinois Champaign-Urbana

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