



Families and Schools Partnering for Children's Literacy Success *School Track*

[insert - Presenter Name]
[insert - Presenter Title]

If you have questions after the presentation, please contact: [insert contact name and email]

or

[Contact | National Center on Improving Literacy at nciliteracy@gmail.com](mailto:nciliteracy@gmail.com)



The National Center on Improving Literacy (NCIL) is a partnership among literacy experts, university researchers, and technical assistance providers, with funding from the United States Department of Education.

Our mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.



Learn About Families and Schools Partnering for Children's Literacy Success

This workshop is part of a series on the key roles families play in supporting children's literacy success. It is designed for parents and caregivers of students in grades Pre-K to 12 who want to better understand how to partner with schools to foster their child's literacy success. Families will learn skills to collaborate with the school to make decisions about their child's literacy education, promote faster development and catch trouble spots early.

The research reported here is funded by a grant to NCIL from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award 3: S283D160003). The opinions expressed are those of the authors and do not represent views or policies of OESE, OSEP, or the U.S. Department of Education. You should not assume endorsement by the Federal government.



Agenda

- Workshop Overview
- Session 1
 - Family Engagement
 - Communicate and Interact Often
- Session 2
 - Discuss Literacy Instruction and Intervention
- Session 3
 - Share Literacy Resources
- Session 4
 - Address Concerns Together





Learning Objectives

By the end of this workshop, participants will be able to:

- **Communicate and interact effectively with the school** by knowing how to ask questions, seek clarification, and stay informed about their child's literacy progress.
- **Discuss literacy instruction and intervention with confidence** by understanding what their child is expected to learn and whether instruction and supports are evidence-based and targeted to their needs.
- **Support literacy practice at home** by identifying activities and strategies that match their child's skill level and coordinating with the school to reinforce learning.
- **Address concerns collaboratively** by sharing observations from home, understanding the school's system of support, and working together to determine next steps when challenges arise.



Workshop Materials

Session 1

- Why Family Engagement Matters for School Success
- Bridging Families Culture and School
- Understanding Screening: Overall Screening and Assessment
- 6 Strategies for Partnering with Families
- Creating Authentic Partnerships with Historically Marginalized Families and Other Stakeholders: Embracing an Equity Mindset
- Reading Milestones

Session 2

- What Do We Mean by Evidence-Based Literacy Resources?
- 10 Key Reading Practices for All Elementary Schools
- 10 Key Reading Practices for All Middle and High Schools
- 10 Key Writing Policies and Practices for All Schools
- Evidence-based Teaching Practices
- Tips for Administrators, Teachers, and Families: How to Share Data Effectively
- Intensive Intervention: An Overview

Session 3

- Tips for Teaching Your Child About Phonemes | Reading Rockets
- What is Decoding
- Improving Reading Comprehension in Kindergarten Through 3rd Grade

Session 4

- Recognizing Reading Problems
- Defining Dyslexia
- Understanding Dyslexia: Myth vs. Facts
- Neurological Considerations for Dyslexia
- Understanding the New IDA Dyslexia Definition
- Child Find Duty Quick Guide





Session 1:

- Family Engagement**
- Communicate and Interact Often**



Session 1 Learning Objectives

- To learn the characteristics of family engagement and the conditions that support effective home-school partnerships for literacy
- To learn what family engagement may look like in a system of literacy support and services, like a Multi-tiered System of Support for Reading (MTSS-R)



What is Family Engagement?

- ✓ It is a **shared responsibility** among families, schools, and communities for student learning and achievement
- ✓ It is **continuous** from birth to young adulthood
- ✓ It occurs across **multiple settings** where children learn

Learn More



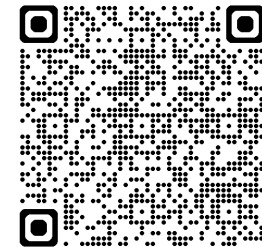
The National Association for Family,
School and Community Engagement

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Try it Out



<http://bit.ly/4eJYJIW>



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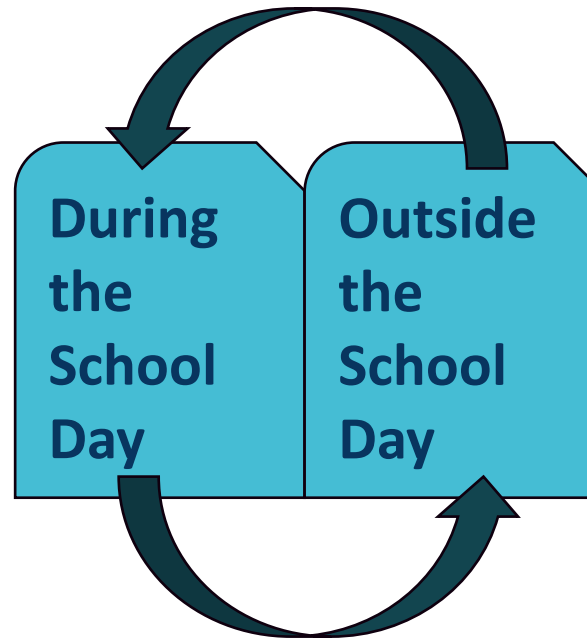
A System of Literacy Services and Supports



- Literacy instruction
 - Assessment
 - Intervention

Examples

- Literacy activities
- Extra practice activities



- Literacy support
- Practice at home
- Practice in the community

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A System of Literacy Services and Supports



During the School Day

- Approach
- Attitudes
- Atmosphere
- Action

- Consider new strategies for the Approach and Action
- It will not look the same for every family
- Use communication practices that are sensitive to families' language and cultural backgrounds
- Encourage engagement that sets the stage for literacy partnerships



Outside the School Day

- Approach
- Attitudes
- Atmosphere
- Action

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Family Engagement in a System of Literacy Support and Services: Multi-tiered System of Support for Reading (MTSS-R)

MTSS-R provides opportunities for families and schools to:

- Build positive relationships
- Empower families
- Provide a system of supports and practices
- Engage in a problem-solving process
- Support multidirectional communication
- Promote a focus on team and data-based decision making

The goal of MTSS is to work WITH families to build systems of support for two-way collaboration

Family Engagement in MTSS:
WHAT DOES THE RESEARCH SAY?

"Families' engagement in their children's education is an important factor in the academic and behavioral success of students throughout the school years...Implementing Multi-Tiered Systems of Supports (MTSS) provides an opportunity for educators to collaborate with families in a problem-solving process focused on improving students' academic performance and behavior" (Weingarten et al., 2020).

Positive Relationships

"The logic underlying the importance of proactive outreach to families is that through reaching out to families before problems arise, schools have an opportunity to define a collaborative relationship with families based on positive communication and build trust. In turn, the positive relationship built through initial contacts can facilitate family engagement in certain practices" (Garbacz et al., 2020).

"Successful school-family partnerships have been associated with increases in family engagement in their children's education and improved academic success and behavioral outcomes for students" (Strickland-Cohen et al., 2021).

Empower Families

"Implementing MTSS provides an opportunity for schools to collaborate with families in a problem-solving process focused on improving students' academic and behavioral performance... When families contribute to these decisions, educators may be more successful in planning and delivering productive intervention supports" (Weingarten et al., 2020).

"Families also reap the rewards of effective collaboration, as research shows that... parents report improved attitudes about school (e.g., seeing school as more welcoming, and seeing themselves as partners in their child's learning experience" (Witte et al., 2021).

Strong and Shared Leadership

"Family members serve on the PBIS leadership team and other committees and workgroups, the PIA and PBIS leadership team consistently work together, and communication systems are implemented that support a feed-back loop between families and school staff" (Garbacz, 2018).

"Universal planning and problem solving organizes the school's PBIS leadership team's family engagement activities and identifies ways to interface with family members on the PBIS leadership team. Universal planning and problem solving is a necessary step prior to establishing activities across systems" (Garbacz et al., 2015).

Multi-Tiered Supports

"...embedding family engagement within the tiered structure of MTSS may help schools plan and implement sustainable and meaningful partnerships with all families" (Weingarten et al., 2020).

"MTSS would provide a system of supports and practices that bolster meaningful family engagement... That system would include broad-based strategies to ensure that all families are informed about and confident in how to help their children succeed" (Fehr & Gerstein, 2019).

MTSS

[**Learn More**](#)



A Multi-tiered System of Support for Reading

MTSS-R

A schoolwide framework for instruction and intervention so all children meet literacy goals

**During the
School Day**

**Specialized Small
Group Instruction**

**Skill-Focused Small
Group Instruction**

**High-Quality
Classroom Instruction**



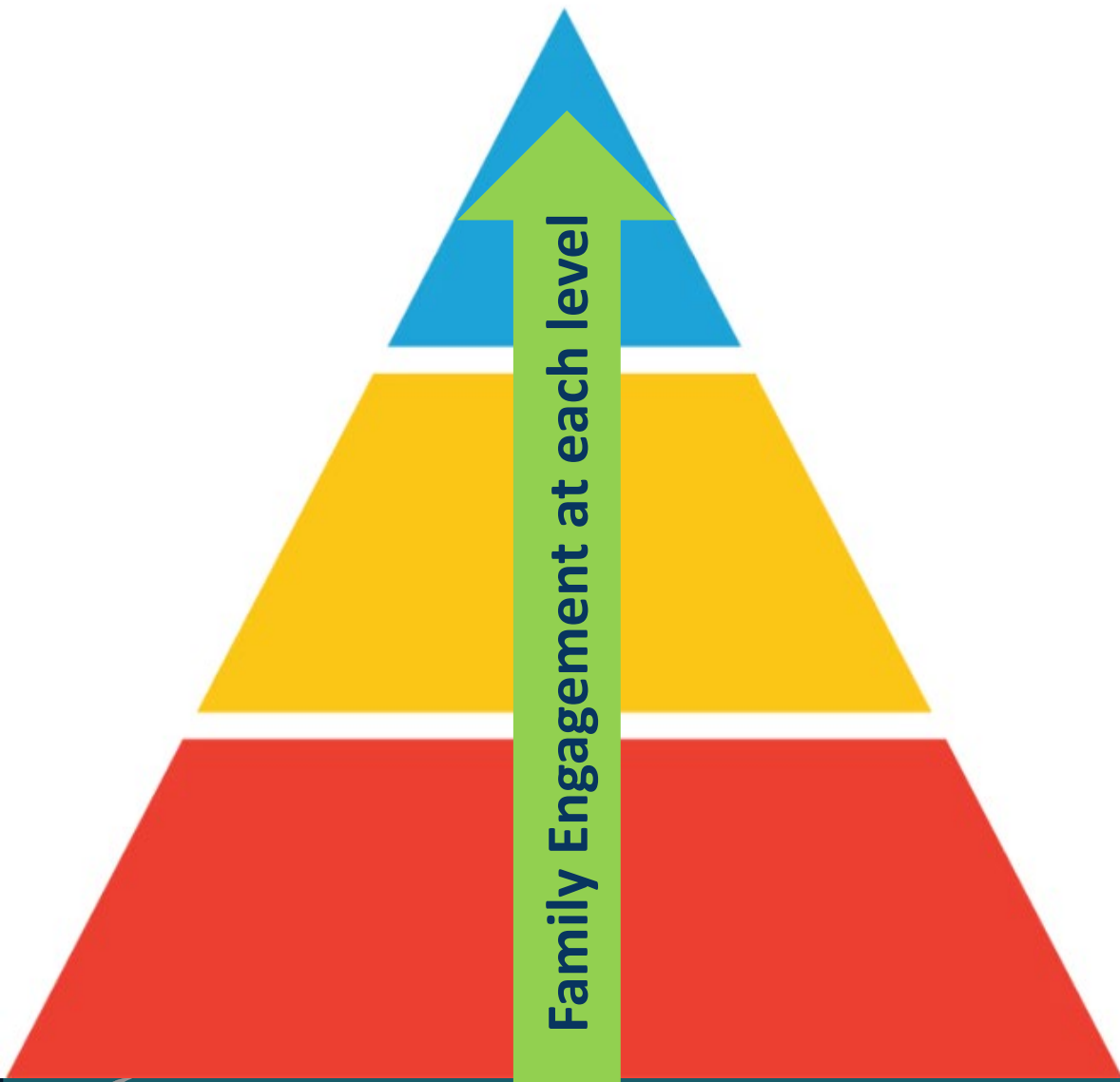
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A Multi-tiered System of Support for Reading



How can families help?

Participate in school improvement teams, committees, or in other groups

Help develop home literacy lending kits

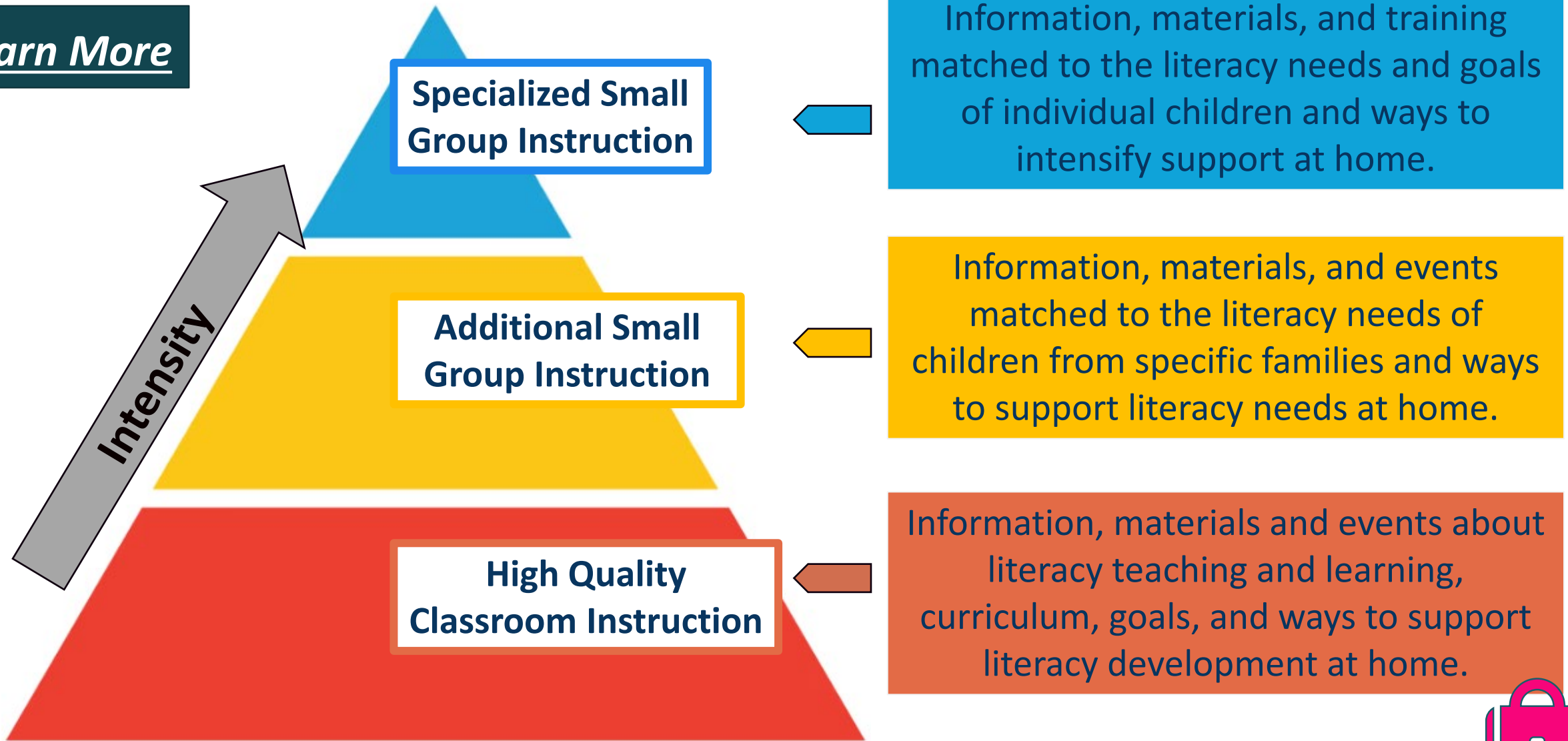
Help with after-school literacy programs

Link families to community resources



A Multi-tiered System of Support for Reading

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Equitable and Meaningful Family Engagement

Equitable family engagement practices in MTSS-R include:

- Considering the features of MTSS-R that may have cultural implications.
- Consulting with cultural stakeholders in the community.
- Facilitating family access to information about the MTSS-R.
- Having representation on the MTSS-R/leadership team that reflects the diversity of experiences and perspectives in the school community.
- Making materials available in all languages represented within the school community.
- Providing staff training in culturally appropriate practices.
- Disaggregating data to assess disproportionality.



Think About and Respond

What are your language and literacy goals for children and families?



What are the ways families can share information with you about their children's language and literacy learning?



How do you partner with families when developing language and literacy goals for children?



How can families support children's language and literacy goals?



How do families learn about what children need to know and be able to do in language and literacy?



Ask families what their **goals** are and guide **goal setting** if needed.

Share objective **data** about **progress**.



Families and schools work best when they stay connected

Foster Strong Communication

- Ask parents how they want the school to communicate with them
- Find out how you will receive communication from home
- Feel confident asking questions anytime you need more information

Get Families Involved

- Encourage families to help in the classroom when appropriate
- Make families aware of school events and meetings (orientation, parent-teacher conferences)

Ask Questions and Make Suggestions

- Ask thoughtful questions to understand how home activities support literacy and offer suggestions to build trust and ensure everyone is working toward the same goals



Families and schools work best when they stay connected

Share Experiences & Build Partnerships

Families bring valuable insights about their child's strengths, challenges, and learning habits. Sharing these experiences helps the school tailor support and strengthens the home-school connection.

Ways to Share Your Perspective

- Ask families what works well at home
- Describe activities or tasks their child finds challenging at school
- Ask for clarification when something is unclear
- Offer ideas or examples that might help parents work with their child at home





Questions

?

The big ideas...

- Family engagement for children's literacy learning and achievement is a shared responsibility among families, schools, and communities.
- Trust is the primary ingredient for strong home-school relationships for children's literacy learning and achievement. Strong home-school relationships rely on open, two-way communication.
- An effective system of support and services for children's literacy learning involves home and school partnering together.





Session 2:

- Discuss Literacy Instruction and Intervention**



Session 2 Learning Objectives

- To learn how families and schools can partner to help children get evidence-based literacy instruction and intervention
- To learn what to talk about when discussing literacy instruction and intervention



Discuss Literacy Instruction and Intervention

Talk about **literacy standards, curriculum, and instruction.**

Talk about activities related to **literacy goals.**

Try it Out Kindergarten

Try it Out 1st Grade

- Share key instructional materials, concepts or projects to learn how children are learning literacy content/skills.
- Use different ways to convey literacy information.



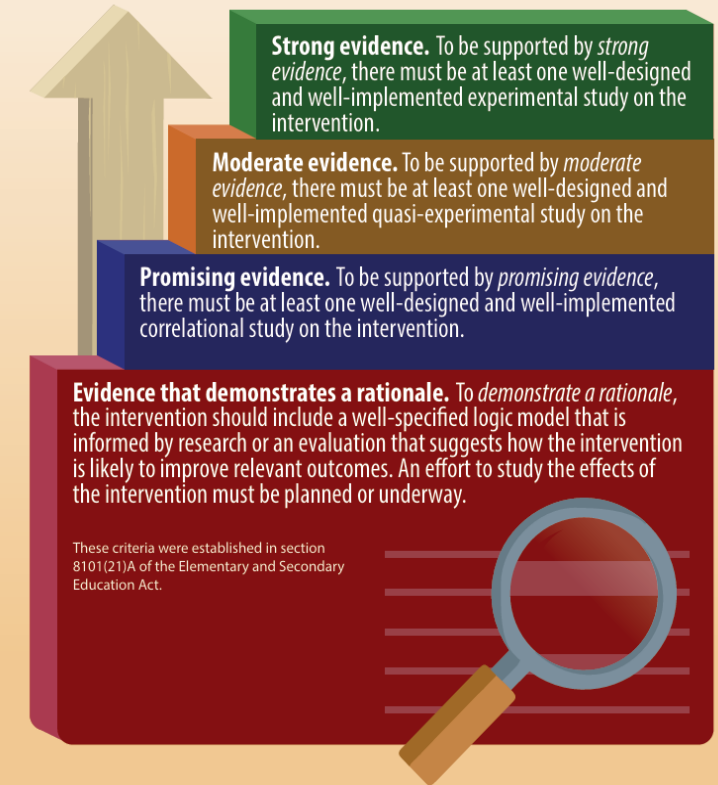
Key Discussion Topics: Evidence-Based Instruction

1

Is the literacy approach, strategy, or program **evidence-based**?

Evidence-based instruction refers to a teaching strategy or program supported by research showing there is credible evidence that it leads to improved academic outcomes.

WHAT DO WE MEAN BY EVIDENCE-BASED?



These criteria were established in section 8101(21)A of the Elementary and Secondary Education Act.

[Learn More](#)

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Key Discussion Topics: Literacy Practices

2

Are the literacy practices appropriate for my child's grade level?

Are there missing practices?



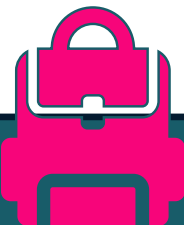
10 Key Reading Practices
K-5



10 Key Reading Practices
6-12



10 Key Writing Policies and Practices
for K-12



Key Discussion Topics: Instruction Delivery

Is instruction designed and delivered effectively?

- ✓ Different ways to get materials
- ✓ Flexibility
- ✓ Accessible and understandable
- ✓ Find out about additional support

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Evidence-based teaching practices

Teacher understanding of effective evidence-based practices is vital for supporting student achievement and closing achievement gaps. While many alternative pathway teachers know what content they must teach, many have never had classes on how to teach the content using evidence-based practices. **This infographic is a quick reference guide containing evidence-based practices that can impact learning that teachers can use daily to support effective instruction.**

Principles of instruction

Research-based strategies that all teachers should know

- 1 Begin lessons with short reviews of previous learning.
- 2 Present new material in small amounts; assist students as they practice this material.
- 3 Ask many questions and observe student responses; questions allow students to connect new material with prior learning.
- 4 Provide models such as step-by-step demonstrations or think alouds to work out the problem.
- 5 Guide student practice by asking good questions and providing feedback.
- 6 Check that students understand the material; doing so can help students learn with fewer errors.
- 7 Obtain a high success rate (~ 80%) through teaching in small steps, guiding practice, and employing mastery learning techniques.
- 8 Provide scaffolds, or temporary supports, for difficult material.
- 9 Prepare students for and monitor independent practice; ample independent practice is necessary for skills and knowledge to become automatic.
- 10 Engage students in weekly and monthly reviews of past material.



[Learn More](#)



Discuss Literacy Instruction and Intervention

Talk About:

Literacy Assessment and Data

Share key assessment tools, rubrics, grading criteria, or strategies to help determine if children are successful in learning literacy content/skills or completing an assignment.

Use different ways to convey literacy assessment results and data.

[Learn More](#)

Talk About:

Literacy Intensive Intervention

Explain how instruction can be more explicit, comprehensive, intensive, and supportive to target needed skills and knowledge.

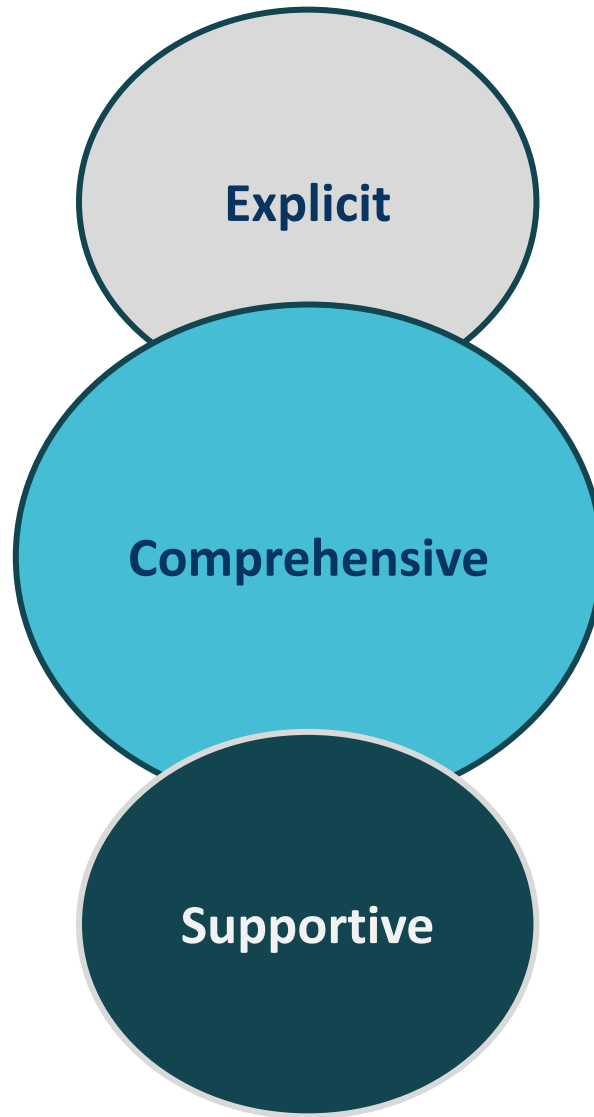
Problem-solve using an ongoing and collaborative process.

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Discuss Literacy Instruction and Intervention

Intensive Intervention



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3 Tiers ≠ 3 Different Programs



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Literacy Discussions: Think About and Respond

What reading skills are taught, how, and by whom?



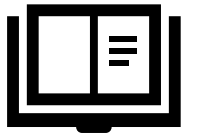
When does literacy instruction and intervention happen and for how long?



How many other children join?



How does the instruction/intervention align with children's specific language and literacy needs?



What materials or trainings about language and literacy are available to families?

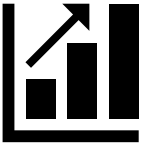


Literacy Discussions: Think About and Respond

What screening practices for language and literacy does the school use and when?



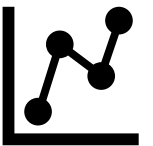
What information does the school collect on my child's language and literacy progress?



How is the information used to make decisions about my child's language and literacy needs?



How are you monitoring my child's language and literacy progress?



How are children with reading difficulties identified?





Questions



The big ideas...

- Knowing what scientific research says about how kids learn to read can help you determine if the literacy approach, strategy, or program being used with your child is evidence-based.
- It is important to identify if the evidence-based literacy practices are appropriate for your child's grade level or if any key practices are missing.
- Discussing literacy instruction and intervention can help you determine if the literacy approach, strategy, or program being used with your child is designed and delivered effectively.





Session 3:

- Share Literacy Resources**



Session 3 Learning Objectives

- To learn what literacy resources are important for you and families to share with one another to better understand and support children's literacy development
- To learn how our language system works to listen, speak, read, and write well



Share Literacy Resources

Foundational Skills in Early Reading Instruction

Phonemic Awareness

The ability to identify and play with individual sounds in spoken words

Phonemes are the smallest unit of sound in spoken language, like /c/ in "cat."

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Learn More Phonemes

Phonics

Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns

Decoding is using your knowledge of letter-sound relationships to sound out words.

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Learn More Decoding



Share Literacy Resources

Oral Language | Fluency | Reading Comprehension

Oral Language

The way you communicate with others through speaking and listening.

Fluency

The ability to read words, phrases, sentences and stories correctly, with enough speed and expression.

Reading Comprehension

The ability to understand what you're reading.

Learn More: Comprehension

Practice Guide Summaries Improving Reading Comprehension in Kindergarten Through 3rd Grade

- 1 Teach students how to use reading comprehension strategies.**
 - 1. Teach students how to use several research-based reading comprehension strategies.
 - 2. Teach reading comprehension strategies individually or in combination.
 - 3. Teach reading comprehension strategies by using a gradual release of responsibility.
- 2 Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.**
 - 1. Explain how to identify and connect the parts of narrative texts.
 - 2. Provide instruction on common structures of informational texts.
- 3 Guide students through focused, high-quality discussion on the meaning of text.**
 - 1. Structure the discussion to complement the text, the instructional purpose, and the reader's ability and grade level.
 - 2. Develop discussion questions that require students to think deeply about text.
 - 3. Ask follow-up questions to encourage and facilitate discussion.
 - 4. Have students lead structured small-group discussions.
- 4 Select texts purposefully to support comprehension development.**
 - 1. Teach reading comprehension with multiple genres of text.
 - 2. Choose texts of high quality with richness and depth of ideas and information.
 - 3. Choose texts with word recognition and comprehension difficulty appropriate for the student's reading ability and the instructional activity.
 - 4. Use texts that support the purpose of instruction.
- 5 Establish an engaging and motivating context in which to teach reading comprehension.**
 - 1. Help students discover the purpose and benefits of reading.
 - 2. Create opportunities for students to see themselves as successful readers.
 - 3. Give students reading choices.
 - 4. Give students the opportunity to learn by collaborating with their peers.



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Understood



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Questions



The big ideas...

- Two important foundational skills in early reading instruction are phonemic awareness and phonics.
- For children who struggle to read, working with phonemes and decoding words can be especially difficult.
- Learning to listen, speak, read, and write well also includes developing oral language skills and reading fluently and with meaning.





Session 4:

- Address Concerns Together**



Session 4 Learning Objectives

- To learn what makes reading a complex and unnatural process
- To learn how to appropriately address children's literacy needs early
- To learn about reading disabilities, including dyslexia



Address Concerns Together

A Complex and Unnatural Process

Explicit and
Systematic
Reading
Instruction

Reading
Comprehension

Vocabulary

Fluency

Phonics

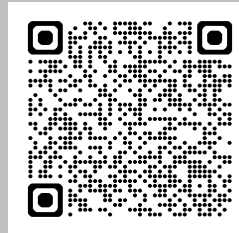
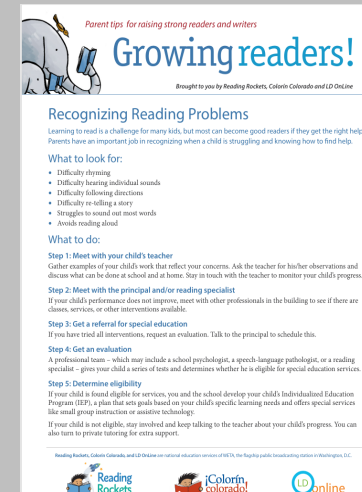
Phonemic Awareness

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Address Concerns Together

What is Dyslexia?

FACTS ABOUT DYSLEXIA

Dyslexia is defined as a **brain-based learning disability** that specifically impairs a person's ability to read.

Individuals with dyslexia do **not** necessarily see and write letters or words backwards.

Dyslexia can be **inherited**.

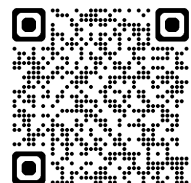
Dyslexia is related to **reading difficulties**, not difficulties that arise from intellectual functioning.

Dyslexia is associated with brain-based phonological impairments, **not visual problems**.

People with dyslexia can learn to read with **evidence-based explicit instruction**.

Dyslexia affects about **1 in every 5 people**, making it the most commonly diagnosed learning disability.

[Learn More](#)



Dyslexia Myths vs. Facts

MYTH



FACT



All students with dyslexia demonstrate the same problems with reading.



Dyslexia exists on a continuum, and students with dyslexia demonstrate different levels of difficulty learning to read.



Dyslexia is a reading disorder that is based in vision problems, which causes people to read backward or mix up b and d.



Dyslexia is a brain-based disorder associated with impairments in the brain regions associated with manipulation of sounds, not vision.



People with dyslexia cannot learn to read.



Reading may require significantly more effort and academic support for someone with dyslexia, but these students can learn to read!



[Learn More](#)

Intelligent people cannot have dyslexia.



Dyslexia impacts individuals with a range of abilities. However, these abilities do not exist because an individual is intelligent.



Address Concerns Together

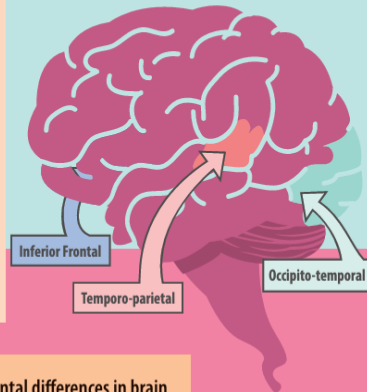
Neurological Considerations for Dyslexia



Neurological Considerations for Dyslexia

Neuroimaging research suggests that individuals with dyslexia – compared to individuals without – may have fundamental differences in brain regions linked with reading and language. These differences are primarily, although not completely, noted in the left hemisphere of the brain.

Depicted here is a two-dimensional image of the left hemisphere of the brain, which is associated with many language related skills. As noted with arrows, the temporo-parietal regions have been shown to support the integration of phonology and orthographical patterns. The occipito-temporal region, also often called the visual-word-form area, supports the rapid identification of letters and words. Activation patterns in the inferior frontal regions have also been linked with language related skills.

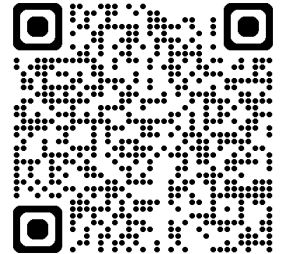


Studies report fundamental differences in brain development and activation patterns between individuals with dyslexia and those without.



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Understanding Dyslexia: What Families Should Know (IDA Definition 2025)

- **What it means:** Dyslexia is a *learning difference* that makes reading and spelling harder.
- **It looks different for every child:** Challenges can vary depending on the **language** and **writing system**.
- **It's not about effort:** Dyslexia happens because of a mix of **brain, genetic, and environmental factors**.
- **Common signs:** Trouble with **sounds in words** (phonological) or **word parts** (morphological).
- **Possible effects:** Reading may be slow or tiring, and this can affect **confidence** and **school success**.
- **The good news:** With the right **support and instruction**, children with dyslexia can become strong, joyful readers at any age.

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Address Concerns Together

Looking at the Full Picture

- Reading difficulties can sometimes be linked to limited instruction or lack of opportunity
- Schools consider all factors to make fair, informed decisions
- The goal is to understand each child's learning needs—not just label a problem

The Role of Families

- Families are essential partners in understanding and supporting reading development
- Clear communication about progress and instruction helps families support learning at home
- Strong school–family partnerships create consistent support for the child

The Goal

- Identifying reading difficulties is about understanding how a student learns
- Schools focus on how students respond to instruction and what supports help them grow
- With strong systems and the right support, every child can build the skills needed for reading

What are the next steps if progress is not being made?



Address Concerns Together

Child Find

Child Find: Key Points

- **Federal IDEA mandate:** districts must *identify, locate, and evaluate* all children who may have disabilities.
- **District responsibility:** cannot wait for parent requests; obligation is proactive.
- Applies to **all children**—any severity, any setting (public, private, homeschool).
- States must maintain a **practical method** to ensure children with disabilities are identified (20 U.S.C. § 1412(a)(3)).
- **Referral triggers at suspicion**, not after interventions are exhausted.
- Knowing the process helps leaders spot **delays, missteps, or stalled evaluations**.
- Families may use **IDEA procedural safeguards** when districts fail to act promptly.

Learn More

Child Find Duty Quick Guide

What is Child Find?



Child Find is the affirmative and ongoing process of public awareness, coordination with agencies and primary sources, and screening procedures to **locate, identify, and evaluate** all children with disabilities from birth through age 21 who may require early intervention or special education services. This process includes children who are:

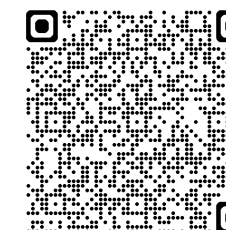
Enrolled in a public school and advancing from grade to grade	Parentally placed in a private school, homeschool, or attend a virtual school	Highly mobile, including migrant children	Homeless
In foster care or unaccompanied youth	Wards of the state	Involved in the criminal justice system	Residing in nursing homes

What are the local education agency's (LEA) responsibilities?

	Develop written local policies and operating procedures
	Engage in public and parent/guardian awareness activities, including partnering with primary referral sources
	Notify parents by providing the Right to Information Statement annually
	Conduct school-wide screenings
	Ensure appropriate and timely referrals for evaluation
	Coordinate with other agencies, including Early Childhood Intervention (ECI)
	Maintain and report accurate data
	Provide training and professional development to all staff



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Address Concerns Together

Think About and Respond

How are all children's language and literacy learning being supported in your school's system of literacy services and support?



What types of support can be offered to children if they are struggling to read or write?



What accommodations does your school provide to help children read or write?



What might happen next if children continue to struggle?



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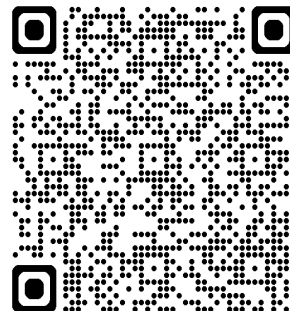
Resource: Preparing for Challenging Conversations with Families

Building
Partnerships
Series

For Early Childhood Professionals



Preparing for Challenging
Conversations



National Center on Improving Literacy

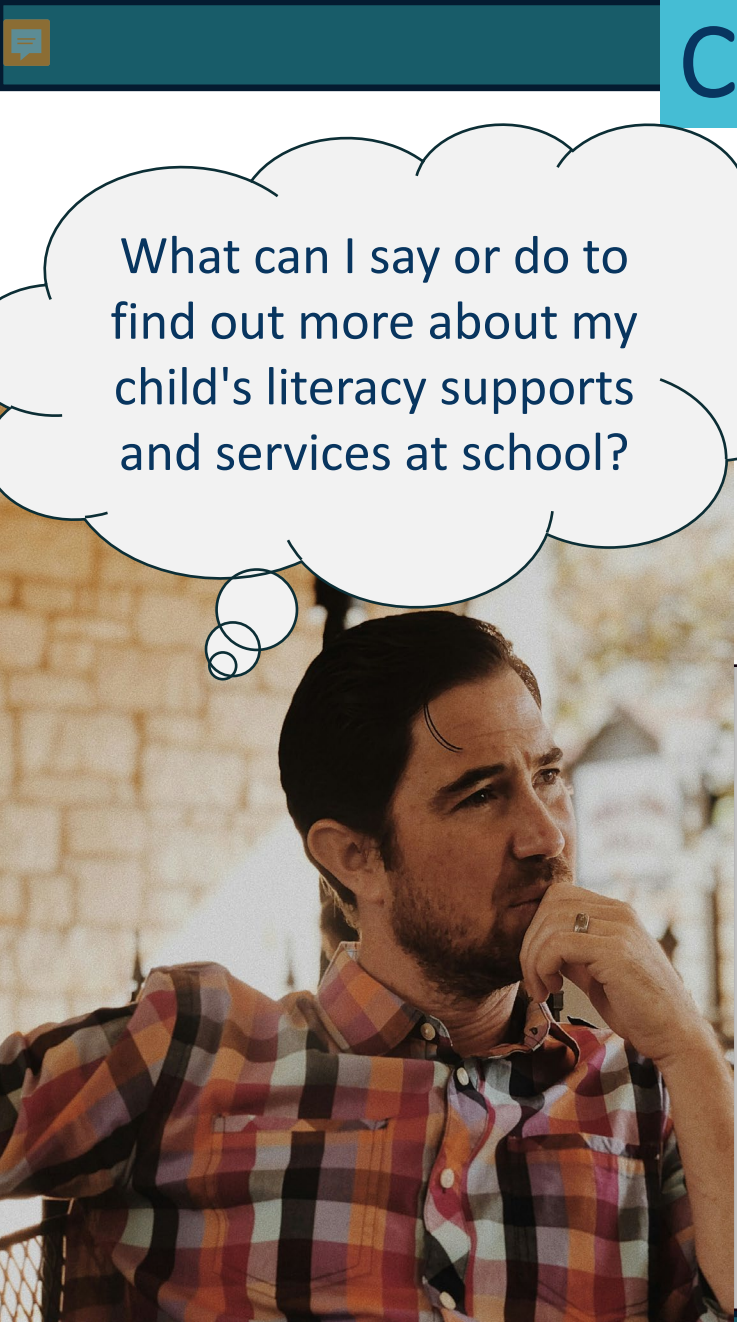
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The big ideas...

- All children benefit from explicit, systematic reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Some children continue to struggle with reading even with evidence-based classroom reading instruction.
- If you or a family member is concerned that a child's reading difficulties are unexpected or unusual, seek further information from the school and others about next steps.



Check for Understanding



What can I say or do to find out more about my child's literacy supports and services at school?

Think about what you've learned about partnering with families to help Dave. He is interested in learning about his child's school system of literacy support and services and how his child is being supported within that system. What can Dave say or do to find out more? Choose the answer that best fits.

- ☐ Find out what opportunities are provided to help with literacy learning at the school.
- ☐ Discuss what literacy skills his child has learned and what they are still working on.
- ☐ Ask for literacy activities matched to his child's skill level and share what worked well and what did not.
- ☐ Request information on his child's literacy progress and talk about what happens if he has concerns about the progress being made.
- ☒ All of the above.



How Can I Learn More?



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Questions





Thank You!

- [insert contact information]

