

EIR Dissemination Strategies Using Tools and Resources

August 31, 2023



WELCOME AND INTRODUCTIONS



EIR Program Officer



Deborah Southwell

U.S. Department of Education
Education Innovation and Research (EIR)
Program Officer



Facilitators



Patrice Williams

EIR Rural COP Facilitator
Deputy Director, US Education, FHI 360



Ginger Murray

AnLar, LLC
EIR TA Sr. Project Director



GRANTEE PANELISTS



Jodi Asbell-Clarke
Senior Research Scientist at TERC
Director of INFACCT Early-Phase EIR



Dr. Cindy Guerrero
Research Scientist
Texas A&M University



Dr. Rafael Lara-Alecio
Principal Investigator
Texas A&M University



Dr. Tondaleya G. Jackson
Director & Associate Professor
Voorhees University

AGENDA

Time	Activity
1:00	Welcome and Introductions
1:03	Opening Comments
1:10	Objectives Overview
1:15	Panel Discussion and Q&A
2:25	Resources



Webinar Objectives and Goals



WEBINAR OBJECTIVES

Participants will gain:

- An understanding of different purposes and stages of dissemination throughout the grant cycle;
- Ideas for a variety of dissemination methods for different audiences for tools and resources;



EIR Dissemination Goals

Goal Type	Primary Goal(s)
Implementation	<ul style="list-style-type: none">• Site recruitment: how do we shape our story to fit their sense of need?• How do we ensure fidelity of implementation?• Help us tell the story...
Scaling	<ul style="list-style-type: none">• What do we do next to spread the news about this evidence-based practice?• What is our strategy for growing and funding the program?• How do scaling plans influence/determine who we need to reach?
Tools	<ul style="list-style-type: none">• How do we share what we learned?• What are the open licensing dissemination requirements?• How can dissemination of tools stimulate recruitment/scaling?
Research Findings	<ul style="list-style-type: none">• How and where do we share what we learned?• How does this research improve practice in the field?



EIR Dissemination Strategy Steps & Objectives

Phase	Steps	Objectives
Part 1) Setting Intentions	a) Overall goals	What are your goals for dissemination? And why?
	b) Stakeholder Analysis	Who are the key stakeholders? Why? How engaged are they currently?
	c) Objectives	What are the objectives for each stakeholder (implementation, scaling, tools, research findings)? What do you want each to do?
Part 2) Message Development	d) Messages	What stories should you tell to achieve these objectives?
	e) Artifacts	What artifacts/evidence will assist (formative, summative/evaluative, qualitative, stories)? In what form will they be captured/shared (policy briefs, white papers, collateral, experiential, toolkits, social media plans, reports)?
	f) Methods	How will these messages and artifacts be shared (location? Messenger?)?
Part 3) Implementation and Reflection	g) Timeline	What are the stages of dissemination based on grant implementation?
	h) Evaluations	How will you know what's working and not with your dissemination? What metrics and other data will inform?



Comments from the Program Office



From the EIR Program Office



Dissemination

- ❖ allows for full potential of a project
- ❖ development of new knowledge and practices
- ❖ increase the visibility and recognition of our work

EDGAR Evidence and Non-Significant Findings





Champion your idea

Everyone Has a Story



Connect with all Americans

Dream Big



**Act intentionally, tell your
story**



There's always a story,
tell it. Make change.

EIR grantee projects



EIR grantee panelists



- Literacy-Infused Science Using Technology Innovation Opportunities (LISTO)
- Virtually-Infused Collaborations for Teaching and Learning Opportunities for Rural Youth (VICTORY)



Disseminating Literacy-Infused Science

Literacy-Infused Science Using Technology Innovation Opportunities (LISTO)

Virtually-Infused Collaborations for Teaching and Learning Opportunities for Rural Youth (VICTORY)



Dr. Rafael Lara-Alecio
Principal Investigator
Texas A&M University



Dr. Beverly J. Irby
Co-PI
Texas A&M University



Dr. Fuhui Tong
Co-PI
Texas A&M University



Dr. Cindy Guerrero
Research Scientist
Texas A&M University



Dr. Sonji Jones-Mason
Program Officer
EIR

Contact:
cguerrero@tamu.edu



Website and Social Media

EDUCATION & HUMAN DEVELOPMENT
Center for Research & Development in Dual Language & Literacy Acquisition

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PROJECT VIRTUALLY-INFUSED COLLABORATIONS FOR TEACHING AND LEARNING OPPORTUNITIES FOR RURAL YOUTH

School Leaders: Looking to Enhance STEM Learning on Your Rural Campus?

Project VICTORY is recruiting Texas rural schools to participate in this federal grant. This project focuses on science learning in a 9-week intervention. We will provide an evidence-based, standards-aligned literacy-infused curriculum, teacher professional development, technology, science mentors, and other benefits for rural schools.

VICTORY Infographic

Contact us: projectvictory@tamu.edu

About

Project Virtually-Infused Collaborations for Teaching and Learning Opportunities for Rural Youth (VICTORY) will be working with Texas rural districts to serve teachers, students, and families by building instructional capacity and improving students' science and literacy performance via a randomized controlled trial comparing virtual/online and face-to-face teaching and learning. Project VICTORY will serve approximately 1,500 high-need students in rural areas.

Center for Research & Development in Dual Language & Literacy Acquisition

July 25, 2022

Texas A&M School of Education & Human Development

July 25, 2022

A project led by researchers at our school looks to ensure that rural students in grades 3-5 receive more support to increase science literacy and interest in S... See more



EDUCATION.TAMU.EDU
Project VICTORY Connects Rural and Human Development

Center for Research & Development in Dual Language & Literacy Acquisition

August 3, 2022

School leaders — check out this exciting literacy-infused science enrichment opportunity for Texas rural schools! Project website: <https://crdlla.tamu.edu/victory> Interested? Let us know: <https://forms.gle/Gq5RZH2sTCLrmVYz6>



Enhance
Literacy-infused
STEM Learning on
Your Rural Campus

Texas A&M University has an opportunity for rural schools to provide a literacy-infused science enrichment for students through Project VICTORY. This \$7.9 million federal research grant has the following goals and features:

- support grades 3-5 teachers in building instructional capacity to integrate literacy into science instruction specifically for economically challenged and English learner students
- examine the impact of standards-aligned, literacy-infused lessons (all materials and technology provided at no cost)
- compare traditional face-to-face and online instruction
- determine the influence of additional science supports, including family involvement in science and science mentors

Contact:
Dr. Cindy Guerrero
832-475-3432
cguerrero@tamu.edu
<https://crdlla.tamu.edu/victory>

VICTORY

Virtually-Infused Collaborations for Teaching and Learning Opportunities for Rural Youth: Implementation and Evaluation of Online and Face-to-Face Delivery in High-Needs Schools

3 year longitudinal project

60 rural schools randomized to instructional mode

1500 students followed from 3-5th grades

\$7.9 million funded by INNOVATION AND EARLY LEARNING PROGRAMS (I-ELP) OFFICE OF ELEMENTARY AND SECONDARY EDUCATION U.S. DEPARTMENT OF EDUCATION

VICTORY Goals

compare face-to-face instructional and virtual/online instruction implementation of literacy-infused science enrichment program

support grades 3-5 teachers in building instructional capacity to integrate literacy into science instruction

cultivate student interest in STEM, particularly in science

utilize technology to bring innovations to high-needs students in rural areas

INNOVATIONS

Family Involvement in Science (FIS)

observe family science academic engagement in the home via recorded observations as the family works through engaging, standards-aligned science activities

Virtual Mentoring and Coaching (VMC)

provide teachers with real-time instructional feedback and coaching via "bug-in-ear"

Scientists as Role Models and Mentors (SRM2)

connect university science majors with grade-level students to increase engagement in science and related careers

For more information, please contact:
Dr. Cindy Guerrero
cguerrero@tamu.edu

TEXAS A&M UNIVERSITY
Center for Research & Development in Dual Language & Literacy Acquisition

TEXAS A&M UNIVERSITY
Education Leadership Research Center

Parents and Families: Check out this exciting STEM learning experience for your student



Publications & Conferences

Peer-Reviewed Journal Manuscripts

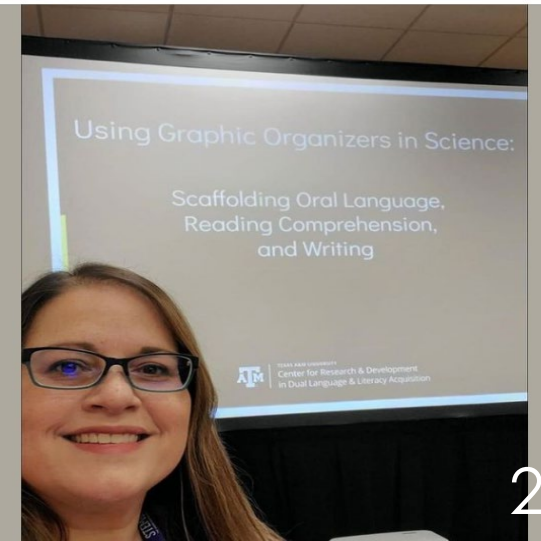
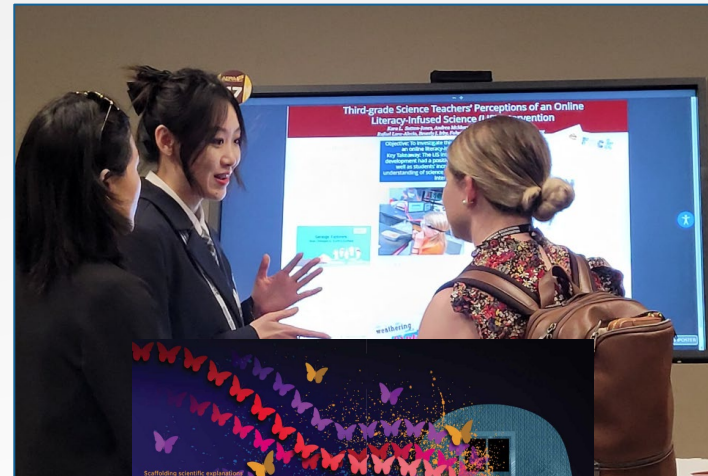
- Evaluation and Program Planning
- Science Insights Education Frontiers
- Educational Studies
- Journal of Educational Research

American Educational Research Association (AERA)

- Classroom Observation SIG
 - A Comparison Study of Teachers' Pedagogical Practices in Online and In-Person Classes
- Rural Education SIG
 - University Science Mentors' Perceptions of Virtual Interactions with Third Grade Students in Rural Settings
- Learning and Instruction, Division C
 - Third-grade Science Teachers' Perceptions of an Online Literacy-Infused Science Intervention
- Teaching & Teacher Education, Division K
- Science Teaching and Learning SIG

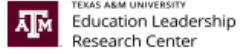
Practitioner Audience

- Conference for the Advancement of Science Teaching (CAST)
- Science & Children (National Science Teachers Association)
 - Windows Into Thinking: Scaffolding Scientific Explanations Helps Overcome Barriers to Writing
- Discovery Education
 - Investigating Teachers' Use of Literacy-Infused Science Strategies: A Mixed Methods Study



Research Briefs & Think Tanks

Research & Innovation Brief



Family Involvement in Science (FIS): An Overview of the Practice

Beverly J. Irby, Ed.D., Rafael Lara-Alecio, Ph.D., Puhui Tong, Ph.D., Cindy Guerrero, Ph.D.

Overview

Family Involvement in Science (FIS—pronounced *engagement with their children in the area of* Bronfenbrenner's (1979) foundational work in classroom learning environments of children. Additionally, it is a child-centered and family families already have, and it assumes that fa helping relationships and partnerships which in

FIS is designed to develop critical component (Home- via family engagement. School- via engagement activities with the reading (litera include science as the center of literacy, beca level or the spoken language. Science – every, will take the name of FIS (Irby, Lara-Alecio, & include caregivers, aunts, uncles, grandpare indicated that engagement was more aligned "involvement implies doing to, in contrast, enga want the families to engage with their childre can be engaged, they must be invited to be in prepare with guidance, so in this manner, th activities, they become engaged. So, we believ engagement with their children.

Observations of FIS

We could find no published attempts to use to activities together at home. Providence Talk developed by the Lena Foundation to infus kindergarten. This technology develops a con adult word count and the number of convers Through FIS we will be able to check similar ac standards-aligned family engagement science researcher-developed rubric via observations minute time periods weekly. Practice science e for 4 days per week in the home. So with FIS, o has never been done before—we have gone in involvement with children as they work tog environment to aid the children in improving science, and their reading comprehension skills

Professional Development R

In order to develop FIS, we have worked with (PD) with three groups: (a) preservice teacher and (c) administrators (all of K-3 grade levels), we will engage undergraduate technology to develop the apps. The PD for preservice teach engage families and community partners in achievement for English learners, how to science for English learners, and how to devel (how to improve literacy, academic language science and reading comprehension). The PD English learners has included how to enga partners for the improvement of achievement to develop literacy-infused science for English family members to work at home with their ch administrators of campuses that serve English to promote critical dialogues with their teacher culture in their schools, how to provide better are working to engage families in FIS, and infused science for English learners. Research parent and/or family involvement skews hea mathematics, however, many parent invol specifically address science (Rodriguez, Collins

Science engagement among families contributes to fostering a science identity, improving scientific reasoning, cultivating scientific practices, increasing interest in science, and strengthening conceptual understanding of phenomena (Bricker & Bell, 2014; Zimmerman, 2012; Crowley, Callanan, Tenenbaum, & Allen, 2001; Crowley & Jacobs, 2002; Gonzalez, Moll, & Amanti, 2006; Vedder-Weiss, 2017; NRC, 2009; Pattison, 2014; Fender & Crowley, 2007). Further, student confidence and achievement increase exponentially as the level of family engagement in a child's experiences with science increases (Barnard, 2004; Callanan et al., 1995; Cotton & Wiklund, 2001; Crowley et al., 2001; Hill & Tyson, 2009). Specifically, we have been engaged in Literacy-Infused Science Using Technology Innovation Opportunities, a 5-year \$12 million federal-funded program investigating effective science instruction in Texas with districts with minimum 50.1% economically challenged (EC) students, 60% rural campuses. Our LISTO Mission has been to improve students' science and reading/writing literacy achievement by working with teachers, administrators, and families. Figure 2 demonstrates how FIS is used in the homes.

Figure 2
FIS Implemented With Go-Vision Goggles



FIS Components

FIS booklets include strategic opportunities for families to "Do Science" together. These opportunities are aligned inquiry-based, include embedded literacy, allow for flexible participation, designed to take 10-15 minutes, and utilize no-cost/low-cost materials. FIS booklets include the following components, and are available in both English and Spanish.

- Dear Family Letter introduces the science topic and related academic vocabulary starts with a short letter directed to the student's family. Figure 3.
- Science academic vocabulary is introduced with a syllable breakdown to help in decoding and a student-friendly definition.
- Family Science Activity provides an opportunity to families to explore the concept with no-cost/low-cost items typically found in homes
- Reading Passage provides related science text for families to read, discuss, and interact with. see Figure 4.
- Extension science activities and related science literature are provided on the back cover, see Figure 5.

Figure 3
FIS Booklet: Dear Family, Vocabulary, and Family Science Activity

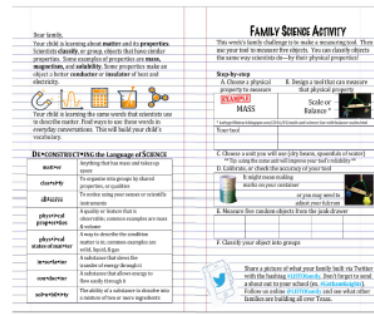


Figure 4
FIS Booklet: Reading Passage



Figure 5
FIS Booklet: Extension



Policy recommendation discussion via Literacy-Infused Science Think Tank

- national experts
- school administrators
- teachers



Media Campaign

How To Incorporate Literacy Into Your Science Instruction

Connecting speaking, listening, reading, and writing to science instruction.

Marine Freibun on September 8, 2022



Brought to you by Texas A&M University Education Leadership Research Center
The [CRDLA](#) strives to promote high-quality and culturally responsive teaching and learning for all students through research and services.

It was the spring before state testing and my fifth graders had been learning about the ways communities use science ideas to protect the Earth's resources. Students needed to write an informational piece to explain their research and findings. I had Spanish-speaking students who had just moved to our community and were learning English. We worked together, with our two languages, to find information and put it into a fifth-grade-level informational writing response. Throughout our whole unit, we used hands-on science materials, language frames, partner discussions, partner reading, and explicit vocabulary instruction to support their English acquisition. Although these two students became frustrated at times, they were motivated to continue because of the support they had to help them access the science content.

WeAreTeachers with Center for Research & Development in Dual Language & Literacy Acquisition. Sponsored

Cause and effect, compare and contrast, and making claims—these academic vocabulary terms are used throughout science instruction. We love these ideas for infusing literacy into your science instruction. >>
<https://www.weareteachers.com/how-to-get-more-literacy-into-your-science-instruction/>

WeAreTeachers News & media website [LEARN MORE](#)

Jennifer Mack ... 1 Comment 39 Shares

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"The kids have already been taught reading strategies. But to connect it to a science concept, it kind of made ...See more

[weareteachers.com](https://www.weareteachers.com)
10 Ways To Infuse Literacy Into Your Science Instruction

Gail Petersen and 11 others 6 Shares

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Sponsored Article

- 4,305 views

Emails

- 54,000 recipients (49.2% open rate)

Social Ads

- 7,085 engagements (likes, comments, shares)

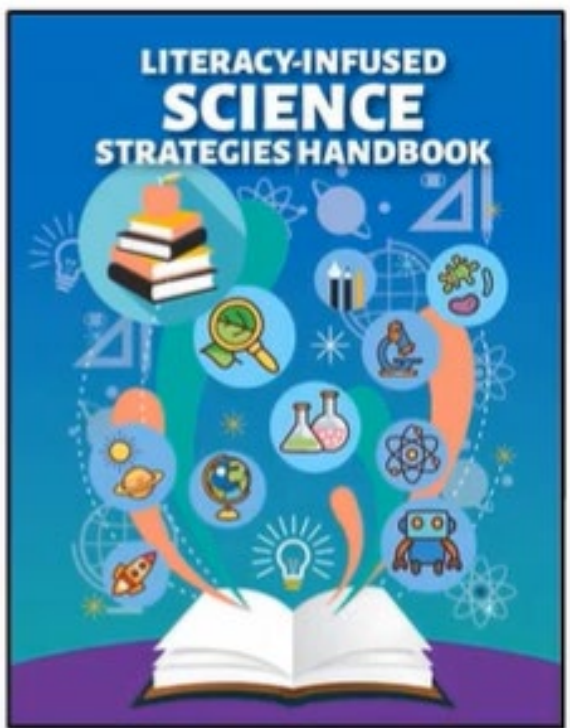
eNews Ads in newsletters

- 45,000 views



Literacy-Infused Science (LIS) Online Institute

- Provided an overview and findings of study
- Shared out/disseminated strategies and resources to support teachers in integrating listening, speaking, reading, and writing into science instruction
- Online, asynchronous, at-own-pace work through video modules (8 CPE)
- Literacy-Infused Science Handbook
- 600 teacher participants



Literacy-Infused Science Planning Guide

Teacher Name: _____ Unit Start Date: _____ Number of Days: _____

TEKS: _____

Strategic Questions: _____

Reading Selection:

Pre-Reading Activity	During Reading	Post-Reading Activity
<ul style="list-style-type: none">1. Choose a text.2. Read the text aloud or silently.3. Read the text together.4. Read the text independently.5. Read the text together.6. Read the text together.7. Read the text together.8. Read the text together.9. Read the text together.10. Read the text together.	<ul style="list-style-type: none">1. Read the text together.2. Read the text together.3. Read the text together.4. Read the text together.5. Read the text together.6. Read the text together.7. Read the text together.8. Read the text together.9. Read the text together.10. Read the text together.	<ul style="list-style-type: none">1. Read the text together.2. Read the text together.3. Read the text together.4. Read the text together.5. Read the text together.6. Read the text together.7. Read the text together.8. Read the text together.9. Read the text together.10. Read the text together.

Writing Topic/Prompt:

Type of Scientific Writing	Writing Strategies	Post-Writing Activity
<ul style="list-style-type: none">1. Narrative2. Expository3. Persuasive4. Descriptive5. Analytical6. Reflective7. Creative8. Informative9. Persuasive10. Expository	<ul style="list-style-type: none">1. Read the text together.2. Read the text together.3. Read the text together.4. Read the text together.5. Read the text together.6. Read the text together.7. Read the text together.8. Read the text together.9. Read the text together.10. Read the text together.	<ul style="list-style-type: none">1. Read the text together.2. Read the text together.3. Read the text together.4. Read the text together.5. Read the text together.6. Read the text together.7. Read the text together.8. Read the text together.9. Read the text together.10. Read the text together.

Engaging Questioning Strategies:

- 1. Open-ended questions
- 2. Closed-ended questions
- 3. Leading questions
- 4. Hypothetical questions
- 5. Reflective questions
- 6. Evaluative questions
- 7. Comparative questions
- 8. Cause-and-effect questions
- 9. Problem-solving questions
- 10. Predictive questions

Literacy-Infused Science Strategies

Explicit Vocabulary Instruction for Teachers

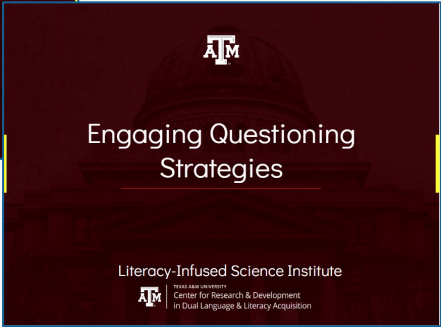
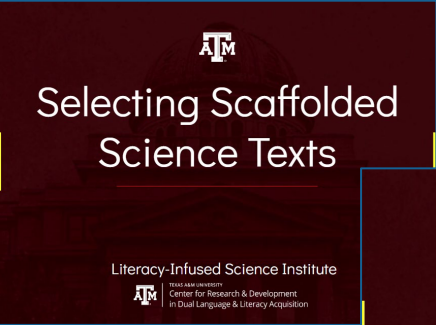
"Critical questions for teachers to ask is not whether children know the meanings of a list of science vocabulary words but (...) how new vocabulary (...) support children's ability to engage in science practices and communicate about their developing understanding of science concepts and ideas." (Gotwals & Wright, 2017, p. 45)

Types of Vocabulary Instruction

Explicit Instruction	Implicit Instruction
<ul style="list-style-type: none">• purposeful selection of vocabulary• presentation of targeted vocabulary• use of child-friendly explanations• opportunities to practice using words in meaningful contexts	<ul style="list-style-type: none">• ensuring an environment where students are exposed to sophisticated vocabulary• words are taught in the moment often in conjunction with reading a text

Academic science language is made more understandable when students hear science content and connect it to the visual images being displayed. Examples of visual scaffolding include realia, photographs, diagrams, drawings and word art.

erosion **sediment** **weathering**



INFACT: Including Neurodiversity in Foundational and Applied Computational Thinking



Dissemination Strategies at end of Early-Phase EIR

- Website with OA materials downloads
- Ongoing associated webinars, podcasts, and social media campaign
- Partnership with AVID for Teacher Professional Learning
- Recruitment through STEM Ecosystems and advocacy networks



- Website with OA repository
- Social Media Campaign
- Upcoming Book Launch

INFACT is a teaching and learning program for learners in grades 3-8. Activities and other materials from the first round of INFACT development and research are freely available for use.

Example INFACT Activity



Barrier Game: Building-Bricks Challenge: Learners give instructions (words and/or pictures) for a partner to recreate a structure made of building bricks (e.g., LEGO®), as part of learning about clear commands — instructions a computer, robot, or similar can accurately follow.

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Revealing the STEM Talents of Neurodivergent Learners

Thursday, January 19, 2023 @ 5:00 pm - 6:00 pm EST

Presented by Dr. Jodi Asbell-Clarke, Co-Founder and Director, EdGE at TERC

Sponsored by [The Educating All Learners™ Alliance \(EALA\)](#), An InnovateEDU Project

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Some problems need people who think differently—who think systematically and creatively and see the world in ways others may not. Some students who underperform in class might just be the problem





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Computer Science for the Content Classroom – Elementary

Professional Learning

Engage non-computer-science educators of grades preK–6 across all content areas. This experience will expand teachers' 'toolbox' of effective thinking strategies for students' learning and future careers.

Explore >



Computer Science for the Content Classroom – Secondary

Professional Learning

Engage non-computer-science educators of grades 6–12 across all content areas. This experience will expand teachers' 'toolbox' of effective thinking strategies for students' learning and future careers.

Explore >





- Existing ties with states and districts
- On the ground support
- Fit in with existing initiatives



Reflections

- Having WWC evidence of meeting audience's needs is key
- Building a strong network of advocates for your cause is key
- Working within current state and district initiatives is key
- This takes a LOT of time and dedicated attention
- Tricky balance to build sustainable model



Voorhees University

IMPACT Pathway Overview

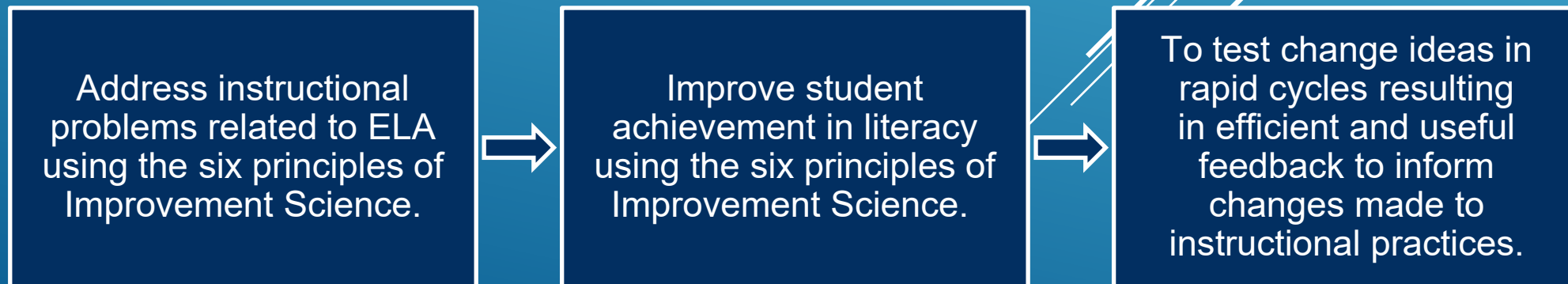
*Improvement Science Propels Achievement and
Critical Teaching*





Voorhees University IMPACT Pathway Overview

Improvement Science Propels Achievement and Critical Teaching



IMPACT Dissemination Strategy



- Print Publication
- National Teacher Conference Presentations
- Digital Publication

White Papers for EPI Scholars

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Teaching Students to Understand and Respond to Literal and Inferential Questions for Improved Reading Outcomes	Shakima Palmer	3rd Grade	Asking and Answering Literal and Inferential Questions
Growing Readers: How does Vocabulary Affect Comprehension?	Amanda Bennett	3rd Grade	Vocabulary
Creating Better Readers Through Advanced Word Building	Andrea Fisher	2nd Grade	Vocabulary
Expanding Elementary Students' Vocabulary Development	Melissa Fogle	3rd Grade	Vocabulary
Tapping Into Children's Vocabulary Acquisition	Bertha Folk	5th Grade	Vocabulary
Improving Reading By Building a Strong Vocabulary	Dorothy Govan	3rd Grade	Vocabulary
The Linguistics of Worded Math Problems: Using Vocabulary to Understand the Language of Math	Heather H. Houghton	5th Grade	Vocabulary
Will Using Vocabulary Strategies Help Improve Reading Scores?	Cynthia Hoover	3rd Grade	Vocabulary

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Print Publication



Introduction

Dr. Damara Hightower-Mitchell, Dr. Tondaleya Green-Jackson, Dr. Jennifer Logan, and Dr. Stacey Wilson

Synergy of its Improvement Science Propels Achievement and Critical Thinking

(IMPACT) program, the Center of Excellence for Educator Preparation and Innovation (EPI Center) at Voorhees University uses the Improvement Science framework to equip certified English Language Arts educators, of grades 4-8, with the knowledge, tools, and skills necessary to sustain transformative learning at teacher and student levels. "Transformative Learning is defined by mutual reciprocity and valuation of differences between teacher-students as evidenced by the quality of openness and relational and instructional contexts in classrooms; endorsement of social change and equity in education and beyond; and embracement of inclusive instructional and social practices" (Murdoch et al., 2020). IMPACT educators learn how to apply the Improvement Science framework to resolve identifiable and prevalent problems of practice in literacy education with the long-term goal of perpetuating transformative learning for all students through a networked informed community.

By completing the program, IMPACT educators become experts in applying Improvement Science, research, and data to propel long-standing gains in teaching efficacy;

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NCTE National Council of Teachers of English

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CONEXIONES

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2023 NCTE Annual Convention | Columbus, OH

November 16-19, 2023


CONEXIONES 2023

NCTE. ANNUAL CONVENTION NOVEMBER 16-19 COLUMBUS, OH



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Tapping Into Children's Vocabulary Acquisition	Bertha Folk	5th Grade	Vocabulary
Improving Reading By Building a Strong Vocabulary	Dorothy Govan	3rd Grade	Vocabulary
The Linguistics of Worded Math Problems: Using Vocabulary to Understand the Language of Math	Heather H. Haughton	5th Grade	Vocabulary
Will Using Vocabulary Strategies Help Improve Reading Scores?	Cynthia Hoover	3rd Grade	Vocabulary

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Questions?



RELEVANT RESOURCES FOR TODAY'S SESSION

- U.S. Department of Education EIR Program – <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/>
- Education Department General Administrative Regulations (EDGAR) Evidence Definitions
- <https://www.ecfr.gov/current/title-34/subtitle-A/part-77>



THANK YOU!

