

# Evidence-Based Recommendations for Remote Reading Instruction in the Elementary Grades

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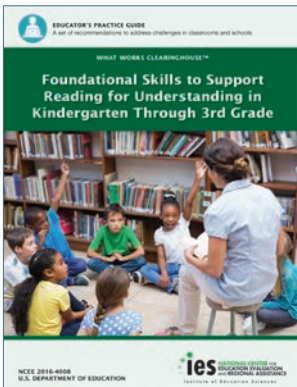
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The What Works Clearinghouse (WWC) maintains a [library of practice guides](#) for educators and school officials to use to address challenges in their classrooms and schools. These guides synthesize WWC research reviews, the experience of educators, and expert advice into recommendations that can be implemented in the classroom. **Many of these recommendations can be implemented for free or at a low cost in remote learning settings by making only small adaptations.**

This document summarizes the findings from three practice guides about interventions for elementary school instruction in reading. The recommendations included here have strong evidence, meaning that there is consistent evidence that the recommended practices improve student outcomes for a diverse population of students. **Each original practice guide contains more details as well as additional recommendations.**



## Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

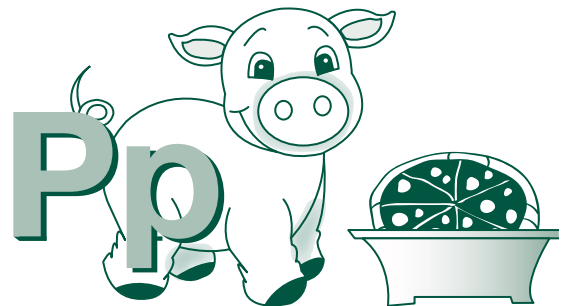
Explore the guide at <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>.

To help students develop **awareness of segments of sound in speech and how they link to letters**, the practice guide recommends teaching students **letter-sound relations** after students have learned to isolate phonemes (the smallest units of sounds in a word) in speech.

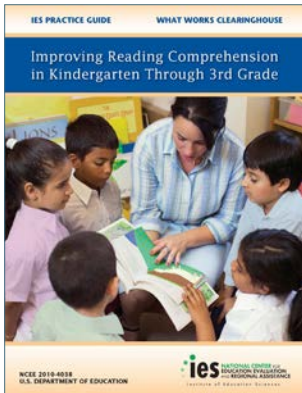
**Teachers can easily adapt this example from the guide for use during a video-conferencing session by holding up pictures to the camera or by sharing electronic slides.**

Name a letter or letters that represent a phoneme and show students a visual version of the letter. For example, connect the letter *p* to the sound that the letter makes or identify the letters *s* and *h* for the sound *sh* makes. Introduce the letters in both uppercase and lowercase. Next, show a memorable picture of a familiar word containing that phoneme. For each picture, tell students a story that incorporates the corresponding sound of the letter so that they remember the character and the sound when they see the letter in print.

**Sample memorable picture and letter of the alphabet**



“The letter P is for Pig, who is very pleasant when asking for pizza. Pig says, ‘P-p-please, may I have some pizza?’”



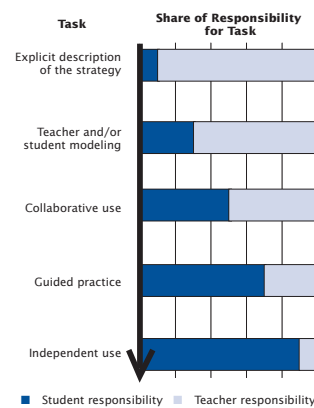
## Improving Reading Comprehension in Kindergarten Through 3rd Grade

Explore the guide at <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>.

To teach students how to use **reading comprehension strategies** or intentional mental actions to improve reading comprehension, the practice guide recommends **gradually shifting responsibility** from teacher to student. The teacher first explains how to use the strategy and then gives students more and more independence in practicing and applying the strategy over time. The practice guide lists several strategies, including the one in the following example—**activating prior knowledge/predicting**—in which teachers ask students to use what they already know to hypothesize what will happen next in the text.

**This example from the guide was designed for classroom use but can be adapted for remote learning by conducting some of the activities online and others offline.** The earlier steps are primarily teacher-led and could be introduced during a video conference. Students can perform the later steps on their own at home with clear instructions from the teacher. The teacher can follow up with the students individually or as a group later.

Effective instruction in reading comprehension strategies, whether conducted in person or remotely, often includes some or all the steps from this model.



### Classroom Usage Example

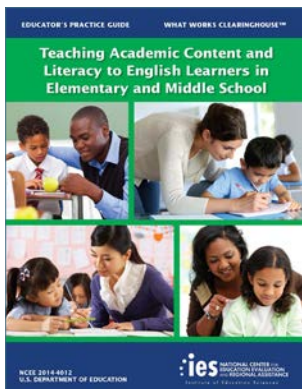
"Predicting is making guesses about what will come next in the text you are reading. Make predictions often when you read by stopping and thinking about what might come next."

"I am going to predict using the cover of this book. I see a picture of an owl wearing pajamas and carrying a candle. I predict that this story is going to be about this owl, and that it is going to take place at night."

"I want you to make predictions with me. Each of us should stop and think about what might happen next... Okay, now, let's hear what you think and why."

"I have given you a list of pages in the book you are reading. After you read a page on the list, make a prediction and write it down. After you read the next page on the list, check off whether your prediction happened, will not happen, or still might happen."

"For now, you should stop every two pages, evaluate the predictions you have made, and then make some new ones for the next two pages."



## Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

Explore the guide at <https://ies.ed.gov/ncee/wwc/PracticeGuide/19>.

Teachers can support English learners by **integrating oral and written English language instruction into content-area teaching**. The guide recommends that teachers help prepare students for a lesson in any content area by **using instructional tools**—such as short videos or visual organizers—to anchor instruction and help students make sense of content. Select engaging materials to ground content instruction in a common shared experience. Use prompts to focus students' attention on the aspects of the content that are most relevant to the lesson.

**This example from the guide involves showing a short video before instruction. In a remote learning lesson, teachers can share the video at the start of a video-conferencing session or ask students to watch it beforehand.**

Students watch a 5-minute video to anchor instruction ahead of a grade 8 social studies lesson on Rosa Parks and the Montgomery Bus Boycott. The teacher selects three words or phrases—*boycott*, *refuse*, *Colored Section*—to pre-teach before students view the video. The teacher then reviews a list of questions and prompts that students will be expected to answer after watching the video.

