



Early Literacy Tutor Training Recipe Book

Table of Contents

<i>Introduction</i>	2
<i>Considerations for the Sequencing of Content Areas</i>	4
Recommended Training: Programs with ~32 hours of Training Time (recommended minimum)	5
Recommended Training: Programs with ~8 hours of Training Time	14
Recommended Training: Programs with ~72 hours of Training Time	20
<i>Appendix: Considerations For and How to Access Saga Coach</i>	31

Introduction

This Early Literacy Tutor Training Recipe Book is part of the National Student Support Accelerator’s Professional Learning Toolkit for Early Literacy Tutors which consists of the following three sections:

- A [Framework for Professional Learning](#) that describes and provides resources for implementation of three recommended modes of professional learning, all with an understanding of and commitment to [Culturally Responsive and Sustaining Education](#):
 - [Practice-based Formal Learning](#)
 - [Feedback and Individualized Coaching](#)
 - [A Community of Support and Social Learning](#)
- This Early Literacy Tutor Training Recipe Book equips early literacy tutoring providers and districts that are standing up their own tutoring programs with critical ingredients in the four core content areas needed to build a strong scope and sequence of training, before tutors are working directly with students.
 - Culturally Responsive and Sustaining Education
 - Building Relationships with Young Children
 - How Children Learn to Read and How Adults Teach Them to Do So
 - Supporting the Whole Child
- An [Early Literacy Tutor Continuous Learning Resource Bank](#) to support early literacy tutoring providers and districts to support ongoing professional learning of tutors, once they have begun instructing students. These resources are also organized by the same four core content areas listed above.

This training recipe book offers:

- Suggested pre-service learning goals and rationale for why those should be prioritized
- Concrete, open-source resources an organization could have tutors use to meet those goals
- Ways organizations might prioritize resources for three different lengths of training time

All resources included in this recipe book have been made available by organizations as open-source tools, for free use by all. We have vetted and selected resources for inclusion because they meet two or more of the following criteria:

- Early literacy tutoring providers or early literacy experts recommend them.
- They align with an evidence-based, structured literacy approach to language and literacy instruction.
- They include resources related to important educational needs of the whole child, beyond language and literacy, and they are evidence-based and honor the child’s full humanity.

Where possible, we offer multiple resources for each learning goal from multiple sources and often in multiple formats (text, video, infographic). You will need to choose resources that are most appropriate for your tutors, given their background knowledge and experience, the communities you serve, and the amount of training time you have available. Additionally, ***you’ll need to provide and train tutors on the instructional materials and relationship-building routines they’ll use with students.*** You can use all of these resources to develop online

early literacy pre-service training modules, or you can blend face-to-face and online learning modalities, as you prefer.

We include online courses from the Cox Campus, a free learning portal designed to distill the science of reading into actions adults can take when interacting with children. These Cox Campus courses are accredited by the International Accreditors for Continuing Education and Training, and if tutors complete them, they will receive a certificate that shows their continuing education credit from an IACET accredited provider. Many states and school districts require teachers to use IACET CEUs toward license or certification renewal, and some birth through pre-K teachers can also apply their certificates for professional development requirements.

This recipe book does not outline all the topics on which you may need or want to train tutors (e.g., program expectations; safety; technology; etc.) but offers guidance on topics specific to teaching early literacy to young children in a culturally responsive and sustaining way. Reference the [Training & Support section of the Accelerator's Toolkit for Tutoring Programs](#) for guidance on other training topics.

Finally, we recommend that you determine tutors' entering knowledge, skill, and mindset and then assess their development as they progress through training. By understanding what tutors know when they enter, you can adjust the resources and practice you offer them in training. A differentiated training experience will maximize their time and model the type of individualized instruction they will strive to provide to students.

To monitor their learning as training progresses, consider embedding checks for understanding within asynchronous online modules and developing criteria to evaluate their practice of instructional routines. The language in the suggested learning goals and the information within the resources themselves can be useful to you in crafting these. You'll also need to find or develop organizational systems to track tutors' progress and completion of work.

Considerations for the Sequencing of Content Areas

While research supports prioritizing each of the four core content areas below, the order of the content areas in the training sequence depends on a provider's **mission, the profile of their tutors, and the children and communities they serve**. For example, providers might choose the following order:

1. Culturally Responsive and Sustaining Education
2. Building Relationships with Young Children
3. How Children Learn to Read and How Adults Teach Them to Do So
4. Supporting the Whole Child

Providers that choose this order might do so because they have an equity-grounded mission and have taken and reflected upon the [Tutor Quality Improvement System](#), which revealed several areas for growth in tutor recruitment and training. For example, providers might realize that incoming tutors need to build or strengthen asset-based, productive orientations toward why tutoring is needed *in this community and with all the children served*. Providers know that building these orientations and initial reflective habits in tutors *first* will influence how they take in and make meaning of the information about teaching language and literacy and supporting the whole child *later*. In training, tutors need to begin with self-reflection, a mainstay activity of a tutor who wants to build a trusting relationship with a child, particularly one that crosses some line of difference. That self-reflection will be more effective if it happens through a culturally responsive lens.

Providers with existing strength in the area of equity may choose that same order, wanting to deepen that commitment and/or ensure that every entering class of tutors builds these equity-centered foundations. Alternatively, these providers might choose a different order:

1. How Children Learn to Read and How Adults Teach Them to Do So
2. Supporting the Whole Child
3. Culturally Responsive and Sustaining Education
4. Building Relationships with Young Children

Providers that choose this order might do so because they believe their tutors will benefit most from learning about literacy goals first, as that is the content area to address a significant area for growth, based on tutors' entering profiles. Providers might choose this order because they have insight into their tutors' entering orientations toward why tutoring is needed in the community, know they are asset-based, and thus believe it's less critical to begin with the goals related to culturally responsive and sustaining education. This may be more common for providers that recruit tutors from the communities in which they will tutor.

There are other ways to order the goals in a training sequence. What matters is that providers use data and/or research to inform their choices in an effort to build the most effective training sequence for tutors, so as to best prepare them to support *all the children they serve*.

Recommended Training: Programs with ~32 hours of Training Time (recommended minimum)

Suggested Learning Goals	Training Resources
<i>Content Area: How Children Learn to Read and How Adults Teach Them to Do So</i>	
<p>Our primary responsibility as early literacy tutors is to accelerate children’s language and literacy skills. We do so by implementing instructional activities, interventions, or routines that are built on what psychology, linguistics, neuroscience and instructional research has taught us about how children learn to read and write and how adults teach ALL of them to do so. The resources in this module will support you to:</p> <ol style="list-style-type: none"> Describe the components of word recognition and language comprehension and explain how they weave together into skilled reading. Describe what makes instruction explicit and systematic and why that type of instruction is essential in order for all children to learn to read the English language. (K-3) Define each of the big five areas of reading instruction for grades K-3, as determined by the National Reading Panel, and describe several evidence-based strategies for teaching reading skills in each area. OR (PreK) Describe the 11 skills or abilities of young children that predict later reading, writing, or spelling outcomes and describe several evidence-based strategies for teaching those skills. Prepare to implement the instructional activities, routines, or interventions of your program and explain how they exemplify the principles of evidence-based reading instruction. Explain how assessments allow you to monitor student progress 	<p>Schoolkit has developed a Canvas-based Reading Foundational Skills Course to support tutors in building knowledge about reading foundational skills. The course focuses on the "what" of reading foundational skills, including defining the four foundational skills, understanding a scope and sequence to learn how they are acquired across the grade levels, and beginning to understand what they look like in action as students begin to master them. Because this course is meant to serve as a primer for tutors to better understand what research tells us about how kids acquire reading skills, instructional strategies, assessment, and lesson planning are not the focus of this course. The course aligns will help tutors meet portions of objectives 1 & 3 and all of objective 2. Specific modules include:</p> <ul style="list-style-type: none"> Module 1: Equity and Foundational Skills (60 minutes) Module 2: Introduction to the Science of Reading (75 minutes) Module 3: Introduction to the Foundational Skills (30 minutes) Module 4: Foundational Skills Part 1: Emergent Skills (15 minutes) Module 5: Foundational Skills Part 2: Phonological & Phonemic Awareness (140 minutes) Module 6: Foundational Skills Part 3: Phonics (60 minutes) Module 7: Foundational Skills Part 4: Fluency (70 minutes) Module 8: Performance Task & Additional Resources (60 minutes) <p>For objectives 1 & 2, choose <i>one resource</i> from those listed below:</p> <ul style="list-style-type: none"> Amplify’s Center for Early Reading’s Learning to Read, A Primer: Pt 1 AND Science of Reading, A Primer: Pt 2 are beginner level handbooks that break down the many components of how children learn to read. <p>OR</p> <ul style="list-style-type: none"> TN State Collaborative on Reforming Education’s (SCORE) The Science of Reading is a report sharing problematic misconceptions about reading instruction and critical research headlines that should inform instructional decision-making. It offers suggestions to carve a path forward that leads to the end of the reading crisis in Tennessee. Though performance data is specific to TN, the report shares information with broad applicability, particularly through page 13. <p>OR</p> <ul style="list-style-type: none"> Student Achievement Partners’ Early Reading Accelerators Prezi and Early Reading Accelerator Slide Summary offer a detailed overview (the prezis) and a research recap (the slide summary) of two critical pieces in systematic early reading instruction: securing foundational skills and building knowledge and vocabulary. These

and determine the specific activities, routines or interventions within your program to deliver to students (or the content to plug into those routines), so that your tutoring is responsive to their demonstrated needs. Prepare to administer the assessments your program uses.

6. Describe research-based ways to support English Language Learners most effectively.

tools offer information about these critical concepts and resources to use to turn the ideas into actions.

OR

- Deans for Impact's [The Science of Early Learning](#) is a brief summarizing existing research related to how young children (from birth to age eight) develop skills across three domains: agency, literacy, and numeracy. Questions 5-8 are most relevant to early literacy tutors. This document is intended to serve as a resource to anyone who is interested in our best scientific understanding of how young children develop control of their own behavior and intentions, how they learn to read and write proficiently, and how they develop the ability to think mathematically.

OR

- (PreK only) Cox Campus' [Foundations of Learning to Read](#) is a 4-hour online course that teaches educators to formulate a three-part teaching strategy for teaching children specific skills; builds understanding of the components of phonological awareness, alphabet knowledge, and concepts of prints; and build judgment about how to teach those concepts at different development stages.

(K-3 only) For objective 3, use *all resources listed below*, which are sections of a National Institute for Literacy's guide summarizing the findings of the National Reading Panel Report and providing analysis and discussion in each of the five areas of reading instruction. Each section defines the skill, reviews the evidence from research, suggests implications for classroom instruction, describes proven strategies for teaching reading skills, and addresses frequently raised questions.

- K-3 Phonemic Awareness Instruction
 - [Put Reading First: Part 1](#)
- K-3 Phonics Instruction
 - [Put Reading First: Part 2](#)
- K-3 Fluency Instruction
 - [Put Reading First: Part 3](#)
- K-3 Vocabulary Instruction
 - [Put Reading First: Part 4](#)
- K-3 Text Comprehension Instruction
 - [Put Reading First: Part 5](#)

(Pre-K only) For objective 3, use the resources below:

- [Executive Summary: Developing Early Literacy: Report of the National Early Literacy Panel](#) is an 11-page summary of the findings of the National Early Literacy Panel (NELP). It offers a very high-level description of the early literacy skills that are precursors to later literacy achievement and the instructional practices that enhance those skills.

OR

- National Center for Family Literacy's [What Works: An Introductory Teacher Guide for Early Language and Emergent](#)

[Literacy Instruction](#), a 73-page in-depth guide that describes ways educators can use the NELP research effectively for early childhood instruction, assessment, choosing curriculum, and helping parents better support their young children’s language and literacy learning.

AND

- Reading Rockets’ Reading 101: A Guide for Parents is an online guide designed to give parents key information about what it takes to learn to read and write and how to help children grow as readers, writers, and learners. It includes very brief but accurate information about how children learn and how adults can support them, in very brief paragraphs and bullets and short videos. It includes links to additional resources, including those in multiple languages.
 - Reading Rockets’ [Reading 101: Print Awareness Activities for Your Pre-K Child](#)
 - Reading Rockets’ [Reading 101: Phonological and Phonemic Awareness Activities for Your Pre-K Child](#)
 - Reading Rockets’ [Reading 101: Vocabulary: Activities for Your Pre-K Child](#)
 - Reading Rockets’ [Reading 101: Oral Language Comprehension: Activities for Your Pre-K Child](#)
 - Reading Rockets’ [Reading 101: Writing Activities for Your Pre-K Child](#)

AND

- National Institute for Literacy’s [Learning to Talk and Listen: An Oral Language Resource for Early Childhood Caregivers](#) is a 20-page booklet that helps readers learn about the development of oral language skills in the preschool years, understand the important role that oral language skills play in children’s later reading and thinking skills, and find out how to create an environment that helps children build strong oral language skills.

For objective 4, use resources that you must provide:

- The specific instructional activities, routines, or interventions that tutors will likely implement with students in the first 2 weeks of tutoring

For objective 5, choose resources from below, one of which you must provide if your tutors will assess students:

- Reading Rockets’ Reading 101: A Guide for Parents is an online guide designed to give parents key information about what it takes to learn to read and write and how to help children grow as readers, writers, and learners. It includes very brief but accurate information about how children learn and how adults can support them, in very brief paragraphs and bullets and short videos. It includes links to additional resources, including those in multiple languages.
 - Reading Rockets’ [Reading 101: A Guide to Teaching Reading and Writing: Assessment](#)

OR

	<ul style="list-style-type: none"> ● Cox Campus’ Assessing Our Students is a one and a half hour online course that equips learners to outline the big 5 components of readers, compose a drill down method to identify areas of growth for students, and learn to backfill for students who need growth. <ul style="list-style-type: none"> ○ Cox Campus’ Virtual Assessment Toolkit contains downloadable resources connected to the online course, including an assessment flowchart, universal screeners, and assessments you can deliver to students. <p>AND</p> <ul style="list-style-type: none"> ● The specific assessments that tutors need to administer to students in your program (if relevant). <p>For objective 6, choose resources from set 5:</p> <ul style="list-style-type: none"> ● The Meadows Center’s 10 Key Policies and Practices for Teaching English Language Learners is a 12-page guide outlining practical guidance for educators of English Language Learners. Each instructional practice includes a concrete illustration of how an educator might apply it. The guide is developed for classroom educators and illustrations span K-12 grade levels, but tutors will still be able to learn from it. ● AFT Magazine’s Supporting English Learners’ Oral Language Development is an article that describes a framework for oral language production; teacher’s moves that encourage productive student talk; six guidelines that promote quality language interactions; and five pitfalls to avoid in language learning. While some of the article’s illustrations feature secondary school classrooms, the content is still applicable to tutors teaching younger students.
--	--

Content Area: Supporting the Whole Child

<p>Our primary responsibility as early literacy tutors is to accelerate children’s language and literacy skills. Though most of our time and energy goes directly toward this aim, we are most effective when we realize that literacy skills are <i>a subset</i> of the critical skills that children are building during the PreK and early elementary years. To be primed to do this cognitive work, children have other needs that also need to be addressed. The resources in this module will set you up to:</p> <ol style="list-style-type: none"> 1. Describe the critical socio-emotional and executive functioning skills that develop across childhood and how they can be enhanced 2. Explain the neurosequential model and the basics of how to 	<p>Choose 2-3 resources from below and any specific strategies or routines you expect tutors to implement with students:</p> <ul style="list-style-type: none"> ● The Collaborative for Academic, Social, and Emotional Learning’s The CASEL 5 SEL Framework is a 4-page overview of what socio-emotional learning is and why it matters; definitions of the five broad, interrelated areas of SEL competence and examples of each, and the settings in which these competencies are enhanced for students. ● PBS Learning Media’s The Neurosequential Model: Stress, Trauma, and The Brain is a 7:03 minute video in which Dr. Bruce Perry describes his neurosequential model and its significance on how we interact with students and each other. ● Harvard Center for the Developing Child’s Infographic: What is Executive Function? And How Does It Relate to Child Development? Is a brief infographic that defines executive function, explains when it typically develops in children, and describes the scaffolding that adults can use to help children develop it. The Center’s Video: How to Build Core Capabilities for Life is a 5:34 minute video that explores the development and use
--	---

<p>use the brain’s “regulate, relate, and reason” sequencing to help children learn</p> <p>3. Use specific strategies to help children regulate</p>	<p>of core capabilities — known as executive function and self-regulation skills — from early childhood into adolescence and adulthood.</p> <ul style="list-style-type: none"> ● Deans for Impact’s The Science of Early Learning is a brief summarizing existing research related to how young children (from birth to age eight) develop skills across three domains: agency, literacy, and numeracy. Questions 1-4 are most relevant to how children develop important skills that are not directly related to literacy but have significant impact on their ability to learn to read. This document is intended to serve as a resource to anyone who is interested in our best scientific understanding of how young children develop control of their own behavior and intentions, how they learn to read and write proficiently, and how they develop the ability to think mathematically. ● Edutopia has developed a series of videos called <i>How Learning Happens</i>, which explore teaching practices grounded in the science of learning and human development. The videos linked below are from this series. Though they feature classroom teachers, the practices they highlight can be modified to the early literacy tutoring context and include: <ul style="list-style-type: none"> ○ Teaching Self-Regulation by Modeling ○ Demonstrating Self-Regulation with Tone of Voice ○ Activating the Brain with Movement Breaks ○ Getting Ready to Learn with Mindfulness ● (For virtual tutoring contexts) University of Florida’s Virtual Teaching Resource Hub offers: <ul style="list-style-type: none"> ○ Tips for managing students’ attention and behavior during virtual reading instruction ● The specific strategies your program supports tutors to implement to help children regulate
<p><i>Content Area: Culturally Responsive and Sustaining Education</i></p>	
<p>Understanding CS-SE: When we become tutors, we begin working in (or near) public education systems that have the responsibility to educate all children. Unfortunately, we know that these systems do not support all children to achieve and thrive to their full potential. Culturally Responsive and Sustaining Education is a framework that helps us take into account the historic and contemporary ways that educational institutions participate in the production of an unequal society where opportunities and resources are unevenly distributed along the lines of race, socioeconomic status, gender and sexual identity, language and other socially significant identity markers.</p>	<p>READ: Explore Culturally Responsive-Sustaining Education as a framework.</p> <ul style="list-style-type: none"> ● The New York State Education Department’s Culturally Responsive-Sustaining Education Framework is a booklet offering a vision and definition of culturally responsive and sustaining education, as well as recommendations for how students, teachers, school and district leaders, family and community leaders, higher education faculty and administrators, and policy makers can contribute to a CR-SE environment. We recommend the executive summary (p. 3-15) for building understanding of the framework. <p>AND one of the following:</p> <ul style="list-style-type: none"> ● In “Yes, but how do we do it?” Practicing Culturally Relevant Pedagogy, Gloria Ladson-Billings discusses the components of culturally relevant teaching and provides practical examples of how teachers might implement it. This 13-page chapter from a text is intended for classroom teachers but is instructive for tutors.

The resources in this module will support tutors to develop as Culturally Responsive-Sustaining Tutors in the following ways:

1. Learn the orientations and mindsets of culturally responsive-sustaining educators with a focus on examining how those mindsets influence the ways educators approach two important areas of their work -- relationship-building with students and families and holding high academic expectations for students.
2. Build emerging critical awareness of their beliefs and assumptions about schooling and the world.

OR

- [Transforming Our Public Schools: A Guide to Culturally Responsive-Sustaining Education](#) is a 16-page infographic booklet from NYU Metro Center's Education Justice Research and Organizing Collaborative that defines culturally responsive and sustaining education and offers illustrations of what it looks like in practice.

WATCH: The Culturally Responsive-Sustaining Education introductory videos contained in this section offer examples to see the model in action. Watch **either** the short or long version of the "Quick Intro on CRE" video, both produced by NYC Coalition for Educational Justice. The videos feature educators, parents, students, and community activists.

- A Quick Intro on CRE ([short](#) version: 2:09)
- A Quick Intro on CRE ([long](#) version: 7:55)

AND

Choose at least 1-2 additional videos to "see" CR-SE in action.

- From the Culturally Responsive Education Hub, [Raising a Critically Conscious Teaching Force](#) (5:51) highlights the work being done to build individual and district-wide understandings of race, power, and privilege.
- From the Culturally Responsive Education Hub, [Practicing Culturally Responsive Education](#) (9:57) features current and former teachers who share their experience learning and practicing culturally responsive education in their classrooms and beyond.
- From Dr. April Baker-Bell, [Linguistic Justice: Black Language, Literacy, Identity, Pedagogy](#) (4:58) describes a framework and pedagogical approach that intentionally and unapologetically centers the linguistic, cultural, racial, intellectual, and self-confidence needs of Black students.
- From Learning for Justice, [second grade classroom teacher](#) (5:07) Karen Schreiner, a winner of the Teaching Tolerance award in 2018, is an anti-bias educator with a firm and vocal commitment to racial equality. In her role as a second-grade teacher in a majority Latinx school, she developed a literacy-based curriculum that strengthens students' social-emotional skills, sharpens their sense of fairness and justice, and challenges them to engage in purposeful social activism to challenge the status quo and create change in their communities.
 - For more information on Teaching Tolerance and the awards process (including past award winners to study and learn from) click [here](#).

REFLECT: Reflection questions are critical ways to get learners to process their own learning and apply those lessons to their own context. Consider offering 3-4 sample reflection questions for reflection after tutors watch the videos and engage with the readings.

- What are your reactions to CR-SE as a model?

	<ul style="list-style-type: none"> ● How does this compare to your own school experiences? ● Where do you see educators leading with a commitment to CR-SE? How are they... <ul style="list-style-type: none"> ○ Maintaining high academic expectations? ○ Creating a welcoming and affirming environment? ○ Demonstrating an ongoing commitment to their professional learning? ● What underlying mindsets, beliefs and attitudes do you see teachers exhibiting? ● What can make CR-SE as a pedagogical approach effective in improving student outcomes? What can make this approach challenging? ● How can you imagine applying what you're learning to your tutoring context? ● What concerns / questions do you have?
<p>Reflecting on your own schooling: To relate authentically to others, including young children, it helps to have insight into who we are and the cultural forces that have shaped us. Doing so helps us develop as Culturally Responsive and Sustaining tutors. Once we meet the children we will tutor, we can act on a humble desire to learn about the cultures and contexts in which they are growing up, consider the similarities to and differences from our own, and discern the implications of those for relationship-building with and academic support for students. Before we meet the students we'll tutor, we will use the resources in this module to:</p> <ol style="list-style-type: none"> 1. Understand the cultures and sociopolitical contexts in which you were schooled. 2. Consider the impact of your own schooling on your role as a tutor. 	<p>Tutors can explore the social, economic and political forces that shaped both their schooling and their decision to become tutors by taking two different training modules.</p> <ul style="list-style-type: none"> ● Saga Coach is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Developed by Saga Education, a leader in high-impact math tutoring, the modules below are also relevant to early literacy tutors: <ul style="list-style-type: none"> ○ What does it mean to be a tutor? (10 minutes) offers tutors insights from others about what it means to them to be a tutor and prompts them to reflect on what motivates them to become a tutor. Key to this module is an introduction to the five guiding principles of high quality tutors. ○ Your Education Experience (10 minutes) supports tutors to consider how your lived experiences influence how you show up in the world and for your students. Understanding this helps make it possible for you to create a culture of inclusion and equity in your tutorials. <ul style="list-style-type: none"> ■ We recommend tutors read the full Jeff Duncan-Andrade article referenced in the above module, rather than relying on the brief excerpt included in the module. Find it here: Gangtas, Wankstas, and Ridas: defining, developing, and supporting effective teachers in urban schools - Jeff Duncan-Andrade <p>AND</p> <p>choose at least one video from the set below to supplement the above modules. All videos are from the Culturally Responsive Education Hub.</p> <ul style="list-style-type: none"> ● Being Culturally Responsive as a White Teacher (3:38) shares a teacher's learning about what it means to be an ally who is responsive to community needs and to honor community voices. ● The Archeology of the Self (3:23) uses an archaeological approach to demonstrate to educators of all backgrounds how to do the

	<p>“deep work” of excavating their personal histories and activating their racial consciousness as a precursor to working with students.</p> <ul style="list-style-type: none"> ● Seen in the Classroom (3:14) offers the experience of a teacher of color in the classroom, and how race and ethnicity inform the role educators play in their students’ lives. <p>Review + Write: Intentional self-reflection provides an opportunity for tutors to deepen their understanding of their own stories by examining their experiences with inequity and privilege. Use or adapt the questions in the self-reflection exercise linked below to support tutors in creating their own archeologies of self.</p> <ul style="list-style-type: none"> ● Educational autobiography <p>Debrief: Debriefing offers an additional opportunity for tutors to process their own experiences in comparison to others. It invites opportunities for tutors to make connections between their stories and the stories of their peers / colleagues, while also providing space to challenge unexamined racial and cultural biases. In addition, it provides tutors with an opportunity to notice how their biases are connected to larger structures of oppression (i.e. white supremacy, anti-Black racism, hetero-patriarchy) that manifests in institutional racism.</p> <ul style="list-style-type: none"> ● What did you notice as you listened? What stood out to you? ● How do my experiences compare to the experiences of others? <ul style="list-style-type: none"> ○ Where did we see similarities? ○ Where did we see differences? ● How does this connect to our work as tutors?
--	--

Content Area: Building Relationships with Young Children

<p>With greater insight into what has shaped us, we can consider the importance of relationships as a foundation for learning. We will engage with the resources in this module in order to:</p> <ol style="list-style-type: none"> 1. Explain how neuroscience helps us understand the importance to their learning of children having empathic bonds with adults who teach them. 2. Describe what adults can do to build connected, empathic relationships with students. 	<p>Choose from 2-3 resources below and any relationship-building activities you provide, that tutors will implement with students:</p> <ul style="list-style-type: none"> ● PBS Learning Media’s The Power of Connection is a 7:03 minute video featuring Dr. Bruce Perry explaining the important role relationships have in learning and the practical ways to make true empathetic connections to students in academic settings. ● Edutopia has developed a series of videos called <i>How Learning Happens</i>, which explore how teaching practices grounded in the science of learning and human development. The videos linked below are from this series. Though they feature classroom teachers or school-based staff, the practices they highlight can be modified to the early literacy tutoring context and include: <ul style="list-style-type: none"> ○ The Power of Relationships (3:41) includes science-based explanations of the power of relationships and illustrations of relationship-building in practice in classrooms. ○ Making Connections with Greetings (2:44) takes us to Van Ness Elementary School and demonstrates the power of greetings at the door to begin the day. ○ Cultivating Trust (3:28) highlights the importance of one-on-one time with a trusted adult as a key component of relationship building. ● Search Institute’s Five Elements of Developmental Relationships Overview Video is a 2:30 minute video that introduces the five elements that the Search Institute’s research has determined are
---	--

	<p>critical to strengthening and forming developmental relationships that young people need to grow and thrive. Kindergarteners share the five elements (express care; challenge growth; provide support; share power; expand possibilities) and 20 actions adults can take to create lasting developmental relationships. Developmental Relationships in Real Life Video is a 5-minute video that shows practitioners from five organizations that have partnered with Search Institute to implement the elements and actions of the developmental relationships framework. The video shows how leaders, youth, and practitioners grew as they put the practices into action. The Developmental Relationships PDF summarizes the five elements and 20 actions adults can take to create developmental relationships on a one-page document.</p> <ul style="list-style-type: none"> ● (For virtual tutoring contexts) In a blog entry, Dr. Bevin Reinen offers 33 adaptable strategies for building relationships with students in a K-12 virtual environment. ● Colorín Colorado offers 8 Strategies for Building Relationships with ELLs in Any Learning Environment, a compilation of brief videos, tips, and links for additional information. ● Saga Coach is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Developed by Saga Education, a leader in high-impact math tutoring, the relationships modules below are also relevant to early literacy tutors: <ul style="list-style-type: none"> ○ Right Relationships, Part 1 grounds tutors in five key beliefs of tutors who will be champions for each student they tutor and highlights three relational pitfalls to avoid. ○ Tools For Tutoring: Relationship Building teaches tutors seven practical tools for building strong relationships with students. ● The specific relationship-building tools or routines tutors will likely implement with students in the first two weeks
--	--

Recommended Training: Programs with ~8 hours of Training Time

For providers with limited training time, we include all content areas and most tutor learning goals, but far fewer resources than in the longer training sequences. In conversations with early literacy tutoring providers with limited training time, we learned they find tutors to be better prepared if that brief training is wider and less deep across content areas, instead of leaving out important training content areas altogether. In this approach, providers must fill in additional details across content areas in the continuous development opportunities they provide after tutoring begins. We recommend this approach.

In training, it is important for providers to balance practical with conceptual learning and to anticipate tutors may feel they have not had sufficient practice before they begin tutoring. Resources in this sequence are as “light-weight” as possible, to help with this dilemma. The practice-based formal learning section of the [Framework for Professional Learning](#) describes how you can use conceptual resources to unpack instructional and relational routines that tutors are preparing to practice. These pedagogies might also help with time binds providers face.

Suggested Learning Goals	Training Resources
<i>Content Area: How Children Learn to Read and How Adults Teach Them to Do So</i>	
<p>Our primary responsibility as early literacy tutors is to accelerate children’s language and literacy skills. We do so by implementing instructional activities, interventions, or routines that are built on what psychology, linguistics, neuroscience and instructional research has taught us about how children learn to read and write and how adults teach all of them to do so. The resources in this module will support you to:</p> <ol style="list-style-type: none"> 1. Describe the components of word recognition and language comprehension and explain how they weave together into skilled reading. 2. Describe what makes instruction explicit and systematic and why that type of instruction is essential in order for all children to learn to read the English language. 3. (K-3) Define each of the big five areas of reading instruction for grades K-3, as determined by the National Reading Panel, and describe several evidence-based strategies for teaching reading skills in each area. <p>OR</p>	<p>For objectives 1 & 2, choose from one resource from set 1:</p> <ul style="list-style-type: none"> ● Amplify’s Center for Early Reading’s Learning to Read, A Primer: Pt 1 AND Science of Reading, A Primer: Pt 2 are beginner level handbooks that break down the many components of how children learn to read. <p>OR</p> <ul style="list-style-type: none"> ● TN State Collaborative on Reforming Education’s (SCORE) The Science of Reading is a report sharing problematic misconceptions about reading instruction and critical research headlines that should inform instructional decision-making. It offers suggestions to carve a path forward that leads to the end of the reading crisis in Tennessee. Though performance data is specific to TN, the report shares information with broad applicability, particularly through page 13. <p>OR</p> <ul style="list-style-type: none"> ● Student Achievement Partners’ Early Reading Accelerators Prezi and Early Reading Accelerator Slide Summary offer a detailed overview (the prezi) and a research recap (the slide summary) of two critical pieces in systematic early reading instruction: securing foundational skills and building knowledge and vocabulary. These tools offer information about these critical concepts and resources to use to turn the ideas into actions. <p>OR</p> <ul style="list-style-type: none"> ● Deans for Impact’s The Science of Early Learning is a brief summarizing existing research related to how young children (from birth to age eight) develop skills across three domains:

<p>(PreK) Describe the 11 skills or abilities of young children that predict later reading, writing, or spelling outcomes and describe several evidence-based strategies for teaching those skills.</p> <ol style="list-style-type: none"> 4. Prepare to implement the instructional activities, routines, or interventions of your program and explain how they exemplify the principles of evidence-based reading instruction. 5. Explain how assessments allow you to monitor student progress and determine the specific activities, routines or interventions within your program to deliver to students (or content to plug into those routines), so that your tutoring is responsive to their demonstrated needs. Prepare to administer the assessments your program uses. 6. Describe research-based ways to support English Language Learners most effectively. 	<p>agency, literacy, and numeracy. Questions 5-8 are most relevant to early literacy tutors. This document is intended to serve as a resource to anyone who is interested in our best scientific understanding of how young children develop control of their own behavior and intentions, how they learn to read and write proficiently, and how they develop the ability to think mathematically.</p> <p>(K-3 only) For objective 3, use resource set 2, which are sections of a National Institute for Literacy’s guide summarizing the findings of the National Reading Panel Report and providing analysis and discussion in each of the five areas of reading instruction. Each section defines the skill, reviews the evidence from research, suggests implications for classroom instruction, describes proven strategies for teaching reading skills, and addresses frequently raised questions.</p> <ul style="list-style-type: none"> ● K-3 Phonemic Awareness Instruction <ul style="list-style-type: none"> ○ Put Reading First: Part 1 ● K-3 Phonics Instruction <ul style="list-style-type: none"> ○ Put Reading First: Part 2 ● K-3 Fluency Instruction <ul style="list-style-type: none"> ○ Put Reading First: Part 3 ● K-3 Vocabulary Instruction <ul style="list-style-type: none"> ○ Put Reading First: Part 4 ● K-3 Text Comprehension Instruction <ul style="list-style-type: none"> ○ Put Reading First: Part 5 <p>(Pre-K only) For objective 3, use resource set 2:</p> <ul style="list-style-type: none"> ● Executive Summary: Developing Early Literacy: Report of the National Early Literacy Panel is an 11-page summary of the findings of the National Early Literacy Panel (NELP). It offers a very high-level description of the early literacy skills that are precursors to later literacy achievement and the instructional practices that enhance those skills. <p>AND</p> <ul style="list-style-type: none"> ● Reading Rockets’ Reading 101: A Guide for Parents is an online guide designed to give parents key information about what it takes to learn to read and write and how to help children grow as readers, writers, and learners. It includes very brief but accurate information about how children learn and how adults can support them, in very brief paragraphs and bullets and short videos. It includes links to additional resources, including those in multiple languages. <ul style="list-style-type: none"> ○ Reading Rockets’ Reading 101: Print Awareness Activities for Your Pre-K Child ○ Reading Rockets’ Reading 101: Phonological and Phonemic Awareness Activities for Your Pre-K Child ○ Reading Rockets’ Reading 101: Vocabulary: Activities for Your Pre-K Child ○ Reading Rockets’ Reading 101: Oral Language Comprehension: Activities for Your Pre-K Child <p>For objective 4, use resource set 3, which you will provide:</p>
---	---

	<ul style="list-style-type: none"> • The specific instructional activities, routines, or interventions that tutors will likely implement with students in the first 2 weeks of tutoring <p>For objective 5, choose resources from set 4, one of which you will provide:</p> <ul style="list-style-type: none"> • Reading Rockets’ Reading 101: A Guide for Parents is an online guide designed to give parents key information about what it takes to learn to read and write and how to help children grow as readers, writers, and learners. It includes very brief but accurate information about how children learn and how adults can support them, in very brief paragraphs and bullets and short videos. It includes links to additional resources, including those in multiple languages. <ul style="list-style-type: none"> ○ Reading Rockets’ Reading 101: A Guide to Teaching Reading and Writing: Assessment • The specific assessments that tutors need to administer to students in your program (if relevant). <p>For objective 6, use this resource:</p> <ul style="list-style-type: none"> • The Meadows Center’s 10 Key Policies and Practices for Teaching English Language Learners is a 12-page guide outlining practical guidance for educators of English Language Learners. Each instructional practice includes a concrete illustration of how an educator might apply it. The guide is developed for classroom educators and illustrations span K-12 grade levels, but tutors will still be able to learn from it.
--	--

Content Area: Supporting the Whole Child

<p>Our primary responsibility as early literacy tutors is to accelerate children’s language and literacy skills. Though most of our time and energy goes directly toward this aim, we are most effective when we realize that literacy skills are a subset of the critical skills that children are building during the PreK and early elementary years. To be primed to do this cognitive work, children have other needs that also need to be addressed. The resources in this module will set you up to explain:</p> <ol style="list-style-type: none"> 1. The neurosequential model and the basics of how to use the brain’s “regulate, relate, and reason” sequencing to help children learn 2. Use specific strategies to help children regulate 	<p>Choose 1-2 resources from below and those you provide:</p> <ul style="list-style-type: none"> • PBS Learning Media’s The Neurosequential Model: Stress, Trauma, and The Brain is a 7:03 minute video in which Dr. Bruce Perry describes his neurosequential model and its significance on how we interact with students and each other. • Edutopia has developed a series of videos called <i>How Learning Happens</i>, which explore teaching practices grounded in the science of learning and human development. The videos linked below are from this series. Though they feature classroom teachers, the practices they highlight can be modified to the early literacy tutoring context and include: <ul style="list-style-type: none"> ○ Teaching Self-Regulation by Modeling ○ Demonstrating Self-Regulation with Tone of Voice ○ Activating the Brain with Movement Breaks ○ Getting Ready to Learn with Mindfulness • (For virtual tutoring contexts) University of Florida’s Virtual Teaching Resource Hub offers: <ul style="list-style-type: none"> ○ Tips for managing students’ attention and behavior during virtual reading instruction • The specific strategies your program supports tutors to implement to help children regulate
--	--

Content Area: Culturally Responsive and Sustaining Education

Understanding CR-SE: When we become tutors, we begin working in (or near) public education systems that have the responsibility to educate all children. Unfortunately, we know that these systems do not support all children to achieve and thrive to their full potential. Culturally Responsive and Sustaining Education is a framework that helps us take into account the historic and contemporary ways that educational institutions participate in the production of an unequal society where opportunities and resources are unevenly distributed along the lines of race, socioeconomic status, gender and sexual identity, language and other socially significant identity markers.

The resources in this module will support tutors to develop as Culturally Responsive-Sustaining Tutors in the following ways:

1. Learn the orientations and mindsets of culturally responsive-sustaining educators with a focus on examining how those mindsets influence the ways educators approach two important areas of their work -- relationship-building with students and families and holding high academic expectations for students.
2. Build emerging critical awareness of their beliefs and assumptions about schooling and the world.

READ: Explore the Transforming Our Public Schools guide to Culturally Responsive-Sustaining Education (CR-SE) which was developed by the NYC Culturally Responsive Education Working Group and the Education Justice Research and Organizing Collaborative at the NYU Metro Center. Use the framework to build your tutors' orientation to CR-SE.

- [Transforming Our Public Schools: A Guide to Culturally Responsive-Sustaining Education](#) is a 16-page infographic booklet from NYU Metro Center's Education Justice Research and Organizing Collaborative that defines culturally responsive and sustaining education and offers illustrations of what it looks like in practice.

AND

- In "[Yes, but how do we do it?](#)" [Practicing Culturally Relevant Pedagogy](#), Gloria Ladson-Billings discusses the components of culturally relevant teaching and provides practical examples of how teachers might implement it. This 13-page chapter from a text is intended for classroom teachers but is instructive for tutors.

WATCH: The Culturally Responsive-Sustaining Education videos contained in this section offer examples to see the model in action. Watch the short version titled "Quick Intro on CRE" video, produced by NYC Coalition for Educational Justice. The video features educators, parents, students, and community activists.

- A Quick Intro on CRE ([short](#) version: 2:09)

And

(Choose one to align with goal 1)

- From the Culturally Responsive Education Hub, [Raising a Critically Conscious Teaching Force](#) (5:51) highlights the work being done to build individual and district-wide understandings of race, power, and privilege.
- From the Culturally Responsive Education Hub, [Practicing Culturally Responsive Education](#) (9:57) features current and former teachers who share their experience learning and practicing culturally responsive education in their classrooms and beyond.
- From Dr. April Baker-Bell, [Linguistic Justice: Black Language, Literacy, Identity, Pedagogy](#) (4:58) describes a framework and pedagogical approach that intentionally and unapologetically centers the linguistic, cultural, racial, intellectual, and self-confidence needs of Black students.
- From Learning for Justice, [second grade classroom teacher](#) (5:07) Karen Schreiner, a winner of the Teaching Tolerance award in 2018, is an anti-bias educator with a firm and vocal commitment to racial equality. In her role as a second-grade teacher in a majority Latinx school, she developed a literacy-based curriculum that strengthens students' social-emotional skills, sharpens their

	<p>sense of fairness and justice, and challenges them to engage in purposeful social activism to challenge the status quo and create change in their communities.</p> <ul style="list-style-type: none"> ○ For more information on Teaching Tolerance and the awards process (including past award winners to study and learn from) click here. <p>REFLECT: Reflection questions are powerful ways to get learners to process their own learning and apply those lessons to their own context. Consider 3-4 sample reflection questions for reflection while tutors watch the videos.</p> <ul style="list-style-type: none"> ● What are your reactions to CR-SE as a model? ● How does this compare to your own school experiences? ● Where do you see educators leading with a commitment to CR-SE? How are they... <ul style="list-style-type: none"> ○ Maintaining high academic expectations? ○ Creating a welcoming and affirming environment? ○ Demonstrating an ongoing commitment to their professional learning? ● What underlying mindsets, beliefs and attitudes do you see teachers exhibiting? ● What can make CR-SE as a pedagogical approach effective in improving student outcomes? What can make this approach challenging? ● How can you imagine applying what you're learning to your tutoring context? ● What concerns / questions do you have?
<p>Reflecting on Your Own Schooling: To relate authentically to others, including young children, it helps to have insight into who we are and the cultural forces that have shaped us. Once we meet the children we will tutor, we can act on a humble desire to learn about the cultures and contexts in which they are growing up, consider the similarities to and differences from our own, and discern the implications of those for relationship-building with and academic support for students. Before we meet the students we'll tutor, we will use the resources in this module to:</p> <ol style="list-style-type: none"> 1. Understand the cultures and sociopolitical contexts in which we were schooled. 2. Consider the impact of your own schooling on your role as a tutor. 	<p>Watch: Tutors can explore the social, economic and political forces that shaped both their schooling and their decision to become tutors by completing this module and reading the aligned article.</p> <ul style="list-style-type: none"> ● Saga Coach is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Developed by Saga Education, a leader in high-impact math tutoring, the modules below are also relevant to early literacy tutors: <ul style="list-style-type: none"> ○ Your Education Experience (10 minutes) supports tutors to consider how your lived experiences influence how you show up in the world and for your students. Understanding this helps make it possible for you to create a culture of inclusion and equity in your tutorials. <ul style="list-style-type: none"> ■ We recommend tutors read the full Jeff Duncan-Andrade article referenced in the above module, rather than relying on the brief excerpt included in the module. You can find it here: Gangtas, Wankstas, and Ridas: defining, developing, and supporting effective teachers in urban schools - Jeff Duncan-Andrade <p>AND choose 1 video to supplement the above modules. All videos are sourced from the Culturally Responsive Education Hub.</p>

	<ul style="list-style-type: none"> ● Being Culturally Responsive as a White Teacher (3:38) shares a teacher’s learning about what it means to be an ally who is responsive to community needs and to honor community voices. ● The Archeology of the Self (3:23) uses an archaeological approach to demonstrate to educators of all backgrounds how to do the “deep work” of excavating their personal histories and activating their racial consciousness as a precursor to working with students. ● Seen in the Classroom (3:14) offers the experience of a teacher of color in the classroom, and how race and ethnicity inform the role educators play in their students’ lives. <p>Review + Write: Intentional self-reflection provides an opportunity for tutors to deepen their understanding of their own stories, including examining their experiences with inequity and privilege. Consider using the questions in the self-reflection exercise linked below to support tutors in creating their own archeologies of self.</p> <ul style="list-style-type: none"> ● Educational autobiography
<i>Content Area: Building Relationships with Young Children</i>	
<p>With greater insight into what has shaped us, we can consider the importance of relationships as a foundation for learning. We will engage with the resources in this module in order to:</p> <ol style="list-style-type: none"> 1. Explain how neuroscience helps us understand the importance to their learning of children having empathic bonds with adults who teach them 2. Describe what adults can do to build connected, empathic relationships with students 	<p>Use the resources below:</p> <ul style="list-style-type: none"> ● PBS Learning Media’s The Power of Connection is a 7:03 minute video featuring Dr. Bruce Perry explaining the important role relationships have in learning and the practical ways to make true empathetic connections to students in academic settings. ● Edutopia has developed a series of videos called <i>How Learning Happens</i>, which explore how teaching practices grounded in the science of learning and human development. The video linked below is from this series. Though it features classroom teachers or school-based staff, the practices they highlight can be modified to the early literacy tutoring context: <ul style="list-style-type: none"> ○ The Power of Relationships (3:41) includes science-based explanations of the power of relationships and illustrations of relationship-building in practice in classrooms. ● In a blog entry, Dr. Bevin Reinen offers 33 adaptable strategies for building relationships with students in a K-12 virtual environment.

Recommended Training: Programs with ~72 hours of Training Time

If your program has the luxury of more training time than the recommended minimum (32 hours), we suggest investing the vast majority into having tutors practice, and receive feedback on, the specific instructional routines, assessments, and relationship-builders that they will likely implement with students in the first two weeks of tutoring. Consider the guidance in the [Early Literacy Tutor Professional Learning Framework](#) to structure that practice-based learning effectively. If your additional training time is largely asynchronous, without the benefit of staff to support practice, we have included additional resources in the first content area (Understanding How Children Learn to Read...) that you might offer tutors.

Suggested Learning Goals	Training Resources
<i>Content Area: How Children Learn to Read and How Adults Teach Them to Do So</i>	
<p>Our primary responsibility as early literacy tutors is to accelerate children’s language and literacy skills. We do so by implementing instructional activities, interventions, or routines that are built on what psychology, linguistics, neuroscience and instructional research has taught us about how children learn to read and write and how adults teach all of them to do so. The resources in this module will support you to:</p> <ol style="list-style-type: none"> 1. Describe the components of word recognition and language comprehension and explain how they weave together into skilled reading. 2. Describe what makes instruction explicit and systematic and why that type of instruction is essential in order for all children to learn to read the English language. 3. Define each of the big five areas of reading instruction for grades K-3, as determined by the National Reading Panel, and describe several evidence-based strategies for teaching reading skills in each area. OR (PreK) Describe the 11 skills or abilities of young children that predict later reading, writing, or spelling outcomes and describe several evidence-based strategies for teaching those skills. 4. Prepare to implement the instructional activities, routines, 	<p>Schoolkit has developed a Canvas-based Reading Foundational Skills Course to support tutors in building knowledge about reading foundational skills. The course focuses on the "what" of reading foundational skills, including defining the four foundational skills, understanding a scope and sequence to learn how they are acquired across the grade levels, and beginning to understand what they look like in action as students begin to master them. Because this course is meant to serve as a primer for tutors to better understand what research tells us about how kids acquire reading skills, instructional strategies, assessment, and lesson planning are not the focus of this course. The course aligns will help tutors meet portions of objectives 1 & 3 and all of objective 2.</p> <p>Specific modules include:</p> <ul style="list-style-type: none"> ● Module 1: Equity and Foundational Skills (60 minutes) ● Module 2: Introduction to the Science of Reading (75 minutes) ● Module 3: Introduction to the Foundational Skills (30 minutes) ● Module 4: Foundational Skills Part 1: Emergent Skills (15 minutes) ● Module 5: Foundational Skills Part 2: Phonological & Phonemic Awareness (140 minutes) ● Module 6: Foundational Skills Part 3: Phonics (60 minutes) ● Module 7: Foundational Skills Part 4: Fluency (70 minutes) ● Module 8: Performance Task & Additional Resources (60 minutes) <p>For objectives 1 & 2, choose one resource from set 1:</p> <ul style="list-style-type: none"> ● Amplify’s Center for Early Reading’s Learning to Read, A Primer: Pt 1 AND Science of Reading, A Primer: Pt 2 are beginner level handbooks that break down the many components of how children learn to read. <p>OR</p> <ul style="list-style-type: none"> ● TN State Collaborative on Reforming Education’s (SCORE) The Science of Reading is a report sharing problematic misconceptions about reading instruction and critical research headlines that should inform instructional decision-making. It offers suggestions to carve a path forward that leads to the end of the reading crisis in Tennessee. Though performance data is specific to TN, the report shares information with broad

<p>or interventions of your program and explain how they exemplify the principles of evidence-based reading instruction.</p> <ol style="list-style-type: none"> 5. Explain how assessments allow you to monitor student progress and determine the specific activities, routines or interventions within your program to deliver to students (or content to plug into those routines), so that your tutoring is responsive to their demonstrated needs. Prepare to administer the assessments your program uses. 6. Describe research-based ways to support English Language Learners most effectively. 	<p>applicability, particularly through page 13.</p> <p>OR</p> <ul style="list-style-type: none"> ● Student Achievement Partners’ Early Reading Accelerators Prezi and Early Reading Accelerator Slide Summary offer a detailed overview (the prezi) and a research recap (the slide summary) of two critical pieces in systematic early reading instruction: securing foundational skills and building knowledge and vocabulary. These tools offer information about these critical concepts and resources to use to turn the ideas into actions. <p>OR</p> <ul style="list-style-type: none"> ● Deans for Impact’s The Science of Early Learning is a brief summarizing existing research related to how young children (from birth to age eight) develop skills across three domains: agency, literacy, and numeracy. Questions 5-8 are most relevant to early literacy tutors. This document is intended to serve as a resource to anyone who is interested in our best scientific understanding of how young children develop control of their own behavior and intentions, how they learn to read and write proficiently, and how they develop the ability to think mathematically. <p>OR</p> <ul style="list-style-type: none"> ● (PreK only) Cox Campus’ Foundations of Learning to Read is a 4-hour online course that teaches educators to formulate a three-part teaching strategy for teaching children specific skills; builds understanding of the components of phonological awareness, alphabet knowledge, and concepts of prints; and build judgment about how to teach those concepts at different development stages. <p>OR</p> <ul style="list-style-type: none"> ● Reading Rockets’ Reading 101: A Guide to Teaching Reading and Writing is an online course that presents some of the core information that educators need to help young children learn to read and write well and to support the children who struggle. Reading 101: A Guide to Teaching Reading and Writing - Introduction: How Children Learn to Read offers brief written summaries of how word recognition and oral language comprehension typically develop over time for children. It also provides basic information about dyslexia and dysgraphia and the role that executive function has in reading development. <p>(K-3 only) For objective 3, use resource set 2, which are sections of a National Institute for Literacy’s guide summarizing the findings of the National Reading Panel Report and providing analysis and discussion in each of the five areas of reading instruction. Each section defines the skill, reviews the evidence from research, suggests implications for classroom instruction, describes proven strategies for teaching reading skills, and addresses frequently raised questions.</p> <ul style="list-style-type: none"> ● K-3 Phonemic Awareness Instruction
---	---

- [Put Reading First: Part 1](#)
- K-3 Phonics Instruction
 - [Put Reading First: Part 2](#)
- K-3 Fluency Instruction
 - [Put Reading First: Part 3](#)
- K-3 Vocabulary Instruction
 - [Put Reading First: Part 4](#)
- K-3 Text Comprehension Instruction
 - [Put Reading First: Part 5](#)

And also consider resources from set 3 below to deepen K-3 tutor knowledge:

- Reading Rockets' Reading 101: A Guide to Teaching Reading and Writing is an online course that presents some of the core information that educators need to help young children learn to read and write well and to support the children who struggle. The following modules will be useful to tutors and contain a pre-test, in-depth information via short explanations and videos, example instructional practices, practice assignments to process what you are learning, and a post-test. Modules focus on the following big five components of literacy (amongst others):
 - [Phonological and Phonemic Awareness](#)
 - [Phonics](#)
 - [Fluency](#)
 - [Vocabulary](#)
 - [Comprehension](#)
- [UnboundED ELA Guide: Building Fluency: Unbound A Guide to Grades K-2 ELA Standards](#) is an online guide that defines reading fluency and why it matters to overall reading proficiency, offers insight into how fluency develops, and provides proven and practical activities to build fluency, tied to the Common Core State Standards. Though intended for classroom use, it can be adapted to the tutoring context.
- The Meadows Center's [10 Key Vocabulary Practices for All Schools](#) is a brief guide outlining instructional practices supported by research to build students' vocabulary. Though intended for classroom use, it can be adapted to the tutoring context.
- IES/WWC's [Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Practice Guide](#) offers educators specific, evidence-based recommendations for teaching foundational reading skills to students in Kindergarten through 3rd grade. After an introduction, the guide outlines four recommendations (pp. 6-37). For each recommendation, the guide briefly summarizes the evidence, offers an implementation timeline, and explains and illustrates how educators can carry out the recommendation.
- IES/WWC's [Improving Reading Comprehension in Kindergarten through 3rd Grade Practice Guide](#) offers educators specific, evidence-based recommendations for teaching reading comprehension to students in Kindergarten through 3rd grade. After an introduction, the guide outlines five recommendations (pp. 10-38). For each recommendation, the guide briefly summarizes the evidence, explains and illustrates how educators can carry out the recommendation, and describes common

roadblocks and possible solutions.

(Pre-K only) For objective 3, use resource set 2:

- [Executive Summary: Developing Early Literacy: Report of the National Early Literacy Panel](#) is an 11-page summary of the findings of the National Early Literacy Panel (NELP). It offers a very high-level description of the early literacy skills that are precursors to later literacy achievement and the instructional practices that enhance those skills.

- OR**
- National Center for Family Literacy's [What Works: An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction](#), a 73-page in-depth guide that describes ways educators can use the NELP research effectively for early childhood instruction, assessment, choosing curriculum, and helping parents better support their young children's language and literacy learning.

- AND**
- Reading Rockets' Reading 101: A Guide for Parents is an online guide designed to give parents key information about what it takes to learn to read and write and how to help children grow as readers, writers, and learners. It includes very brief but accurate information about how children learn and how adults can support them, in very brief paragraphs and bullets and short videos. It includes links to additional resources, including those in multiple languages.
 - Reading Rockets' [Reading 101: Print Awareness Activities for Your Pre-K Child](#)
 - Reading Rockets' [Reading 101: Phonological and Phonemic Awareness Activities for Your Pre-K Child](#)
 - Reading Rockets' [Reading 101: Vocabulary: Activities for Your Pre-K Child](#)
 - Reading Rockets' [Reading 101: Oral Language Comprehension: Activities for Your Pre-K Child](#)
 - Reading Rockets' [Reading 101: Writing Activities for Your Pre-K Child](#)
- National Institute for Literacy's [Learning to Talk and Listen: An Oral Language Resource for Early Childhood Caregivers](#) is a 20-page booklet that helps readers learn about the development of oral language skills in the preschool years, understand the important role that oral language skills play in children's later reading and thinking skills, and find out how to create an environment that helps children build strong oral language skills.

And also consider resources from set 3 below to deepen PreK tutor knowledge:

- Cox Campus' [Meaningful Conversations](#) is a 1.5 hour online course that prepares learners to apply complex vocabulary in conversations in a meaningful way; build connections with children and invite them into conversations; and modify the TALK strategy to each child's unique needs.

- Cox Campus' [Transforming Story Time](#) is a 3.5 hour online course that prepares learners to read interactively with preschool and PreK children; identify a focus book and explain why it should be read three times in a week; determine what to focus on during each of your three story reads.
- Cox Campus' [Building World Knowledge](#) is a 3 hour online course that will help learners choose REAL Time topics and identify the components of informational texts and choose appropriate informational texts to use with their children.
- Cox Campus' [Sharing Ideas Through Writing](#) is a 4 hour online course that will help learners describe the different stages of emergent writing for children; integrate strategies to support children's writing skill development; and design fun and exciting emergent writing activities to do with children.

For objective 4, use resource set 4, which you will provide:

- The specific instructional activities, routines, or interventions that tutors will likely implement with students in the first 2 weeks of tutoring

For objective 5, choose resources from set 5, one of which you will provide:

- Reading Rockets' Reading 101: A Guide for Parents is an online guide designed to give parents key information about what it takes to learn to read and write and how to help children grow as readers, writers, and learners. It includes very brief but accurate information about how children learn and how adults can support them, in very brief paragraphs and bullets and short videos. It includes links to additional resources, including those in multiple languages.
 - Reading Rockets' [Reading 101: A Guide to Teaching Reading and Writing: Assessment](#)
- Cox Campus' [Assessing Our Students](#) is a 1.5 hour online course that equips learners to outline the big 5 components of readers, compose a drill down method to identify areas of growth for students, and learn to backfill for students who need growth.
 - Cox Campus' [Virtual Assessment Toolkit](#) contains downloadable resources connected to the online course, including an assessment flowchart, universal screeners, and assessments you can deliver to students.
- The specific assessments that tutors need to administer to students in your program (if relevant).

For objective 6, choose resources from set 6:

- The Meadows Center's [10 Key Policies and Practices for Teaching English Language Learners](#) is a 12-page guide outlining practical guidance for educators of English Language Learners. Each instructional practice includes a concrete illustration of how an educator might apply it. The guide is developed for classroom educators and illustrations span K-12 grade levels, but tutors will still be able to learn from it.
- AFT Magazine's [Supporting English Learners' Oral Language Development](#) is an article that describes a framework for oral

	<p>language production; teacher’s moves that encourage productive student talk; six guidelines that promote quality language interactions; and five pitfalls to avoid in language learning. While some of the article’s illustrations feature secondary school classrooms, the content is still applicable to tutors teaching younger students.</p> <ul style="list-style-type: none"> • IES/WWW’s Teaching Academic Content and Literacy to English Learners in Elementary and Middle School offers educators specific, evidence-based recommendations for teaching English learners in the elementary and middle grades: building their English language proficiency while simultaneously building literacy, numeracy skills, and content knowledge of social studies and science. After an introduction, the guide outlines four recommendations (pp. 13-68). For each recommendation, the guide briefly summarizes the evidence, explains and illustrates how educators can carry out the recommendation, and describes common roadblocks and possible solutions. • (PreK) Cox Campus’ Supporting Dual Language Learners Right from the Start is a 4.5 hour online course that prepares learners to describe dual language development, the benefits of bilingualism, and the role of first language in DLL’s development; identify and explain the six essential ecosystem elements that contribute to an ecosystem for dual language learners to thrive; design culturally and linguistically responsive learning environments for dual language learners; and apply teaching practices that specifically support DLLs’ development and build their foundation in language and literacy.
<p><i>Content Area: Supporting the Whole Child</i></p>	
<p>Our primary responsibility as early literacy tutors is to accelerate children’s language and literacy skills. Though most of our time and energy goes directly toward this aim, we are most effective when we realize that literacy skills are a subset of the critical skills that children are building during the PreK and early elementary years. To be primed to do this cognitive work, children have other needs that also need to be addressed. The resources in this module will set you up to:</p> <ol style="list-style-type: none"> 1. Describe the critical socio-emotional and executive functioning skills that develop across childhood and how they can be enhanced. 2. Explain the neurosequential model and the basics of how to use the brain’s “regulate, relate, and reason” sequencing to help 	<p>Choose 2-3 resources from below and those you provide:</p> <ul style="list-style-type: none"> • The Collaborative for Academic, Social, and Emotional Learning’s The CASEL 5 SEL Framework is a 4-page overview of what socio-emotional learning is and why it matters; definitions of the five broad, interrelated areas of SEL competence and examples of each, and the settings in which these competencies are enhanced for students. • PBS Learning Media’s The Neurosequential Model: Stress, Trauma, and The Brain is a 7:03 minute video in which Dr. Bruce Perry describes his neurosequential model and its significance on how we interact with students and each other. • Harvard Center for the Developing Child’s Infographic: What is Executive Function? And How Does It Relate to Child Development? Is a brief infographic that defines executive function, explains when it typically develops in children, and describes the scaffolding that adults can use to help children develop it. The Center’s Video: How to Build Core Capabilities for Life is a 5:34 minute video that explores the development and use of core capabilities — known as executive function and self-regulation skills — from early childhood into adolescence and adulthood.

<p>children learn.</p> <p>3. Use specific strategies to help children regulate.</p>	<ul style="list-style-type: none"> ● Deans for Impact’s The Science of Early Learning is a brief summarizing existing research related to how young children (from birth to age eight) develop skills across three domains: agency, literacy, and numeracy. Questions 1-4 are most relevant to how children develop important skills that are not directly related to literacy but have significant impact on their ability to learn to read. This document is intended to serve as a resource to anyone who is interested in our best scientific understanding of how young children develop control of their own behavior and intentions, how they learn to read and write proficiently, and how they develop the ability to think mathematically. ● Edutopia has developed a series of videos called <i>How Learning Happens</i>, which explore how teaching practices grounded in the science of learning and human development. The videos linked below are from this series. Though they feature classroom teachers, the practices they highlight can be modified to the early literacy tutoring context and include: <ul style="list-style-type: none"> ○ Teaching Self-Regulation by Modeling ○ Demonstrating Self-Regulation with Tone of Voice ○ Activating the Brain with Movement Breaks ○ Getting Ready to Learn with Mindfulness ● (For virtual tutoring contexts) University of Florida’s Virtual Teaching Resource Hub offers: <ul style="list-style-type: none"> ○ Tips for managing students’ attention and behavior during virtual reading instruction ● The specific strategies your program supports tutors to implement to help children regulate
---	--

Content Area: Culturally Responsive and Sustaining Education

<p>Understanding CR-SE: When we become tutors, we begin working in (or near) public education systems that have the responsibility to educate all children. Unfortunately, we know that these systems do not support all children to achieve and thrive to their full potential. Culturally Responsive and Sustaining Education is a framework that helps us take into account the historic and contemporary ways that educational institutions participate in the production of an unequal society where opportunities and resources are unevenly distributed along the lines of race, socioeconomic status, gender and sexual identity, language and other socially significant identity markers.</p> <p>The resources in this module will support tutors to develop as Culturally Responsive-Sustaining Tutors in the following ways:</p> <ol style="list-style-type: none"> 1. Learn the orientations and mindsets of culturally responsive- 	<p>READ: Explore Culturally Responsive-Sustaining Education as a framework.</p> <ul style="list-style-type: none"> ● The New York State Education Department’s Culturally Responsive-Sustaining Education Framework is a booklet offering a vision and definition of culturally responsive and sustaining education, as well as recommendations for how students, teachers, school and district leaders, family and community leaders, higher education faculty and administrators, and policy makers can contribute to a CR-SE environment. We recommend the executive summary (p. 3-15) for building understanding of the framework. <p>AND one of the following:</p> <ul style="list-style-type: none"> ● In “Yes, but how do we do it?” Practicing Culturally Relevant Pedagogy, Gloria Ladson-Billings discusses the components of culturally relevant teaching and provides practical examples of how teachers might implement it. This 13-page chapter from a text is intended for classroom teachers but is instructive for tutors. <p>OR</p>
--	--

sustaining educators with a focus on examining how those mindsets influence the ways educators approach two important areas of their work -- relationship-building with students and families and holding high academic expectations for students.

2. Build emerging critical awareness of their beliefs and assumptions about schooling and the world.

- [Transforming Our Public Schools: A Guide to Culturally Responsive-Sustaining Education](#) is a 16-page infographic booklet from NYU Metro Center’s Education Justice Research and Organizing Collaborative that defines culturally responsive and sustaining education and offers illustrations of what it looks like in practice.

WATCH: The Culturally Responsive-Sustaining Education introductory videos contained in this section offer examples to see the model in action. Watch **either** the short or long version of the “Quick Intro on CRE” video, both produced by NYC Coalition for Educational Justice. The videos feature educators, parents, students, and community activists.

- A Quick Intro on CRE ([short](#) version: 2:09)
- A Quick Intro on CRE ([long](#) version: 7:55)

AND

Choose at least 1-2 additional videos to “see” CR-SE in action.

- From the Culturally Responsive Education Hub, [Raising a Critically Conscious Teaching Force](#) (5:51) highlights the work being done to build individual and district-wide understandings of race, power, and privilege.
- From the Culturally Responsive Education Hub, [Practicing Culturally Responsive Education](#) (9:57) features current and former teachers who share their experience learning and practicing culturally responsive education in their classrooms and beyond.
- From Dr. April Baker-Bell, [Linguistic Justice: Black Language, Literacy, Identity, Pedagogy](#) (4:58) describes a framework and pedagogical approach that intentionally and unapologetically centers the linguistic, cultural, racial, intellectual, and self-confidence needs of Black students.
- From #BlackLanguageSyllabus, [Black Language Education](#) is seen as central to educators understanding the beauty, brilliance, and resilience of Black Language through Black children and youth language practices. Tutors are encouraged to view the Black Language + Black Children video and engage with the corresponding reflection questions to deepen their practice of CR-SE.
- From Learning for Justice, [second grade classroom teacher](#) (5:07) Karen Schreiner, a winner of the Teaching Tolerance award in 2018, is an anti-bias educator with a firm and vocal commitment to racial equality. In her role as a second-grade teacher in a majority Latinx school, she developed a literacy-based curriculum that strengthens students' social-emotional skills, sharpens their sense of fairness and justice, and challenges them to engage in purposeful social activism to challenge the status quo and create change in their communities.
 - For more information on Teaching Tolerance and the awards process (including past award winners to study

	<p>and learn from) click here.</p> <p>REFLECT: Reflection questions are critical ways to get learners to process their own learning and apply those lessons to their own context. Consider offering 3-4 sample reflection questions for reflection after tutors watch the videos and engage with the readings.</p> <ul style="list-style-type: none"> ● What are your reactions to CR-SE as a model? ● How does this compare to your own school experiences? ● Where do you see educators leading with a commitment to CR-SE? How are they... <ul style="list-style-type: none"> ○ Maintaining high academic expectations? ○ Creating a welcoming and affirming environment? ○ Demonstrating an ongoing commitment to their professional learning? ● What underlying mindsets, beliefs and attitudes do you see teachers exhibiting? ● What can make CR-SE as a pedagogical approach effective in improving student outcomes? What can make this approach challenging? ● How can you imagine applying what you’re learning to your tutoring context? ● What concerns / questions do you have?
<p>Reflecting on Your Own Schooling: To relate authentically to others, including young children, it helps to have insight into who we are and the cultural forces that have shaped us. Once we meet the children we will tutor, we can act on a humble desire to learn about the cultures and contexts in which they are growing up, consider the similarities to and differences from our own, and discern the implications of those for relationship-building with and academic support for students. Before we meet the students we’ll tutor, we will use the resources in this module to:</p> <ol style="list-style-type: none"> 1. Understand the cultures and sociopolitical contexts in which we were schooled. 2. Consider the impact of your own schooling on your role as a tutor. 	<p>Watch: Tutors can explore the social, economic and political forces that shaped both their schooling and their decision to become tutors by taking two different training modulus.</p> <ul style="list-style-type: none"> ● Saga Coach is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Developed by Saga Education, a leader in high-impact math tutoring, the modules below are also relevant to early literacy tutors: <ul style="list-style-type: none"> ○ What does it mean to be a tutor? (10 minutes) offers tutors insights from others about what it means to them to be a tutor and prompts them to reflect on what motivates them to become a tutor. Key to this module is an introduction to the five guiding principles of high quality tutors. ○ Your Education Experience (10 minutes) supports tutors to consider how your lived experiences influence how you show up in the world and for your students. Understanding this helps make it possible for you to create a culture of inclusion and equity in your tutorials. <ul style="list-style-type: none"> ■ We recommend tutors read the full Jeff Duncan-Andrade article referenced in the above module, rather than relying on the brief excerpt included in the module. You can find it here: Gangtas, Wankstas, and Ridas: defining, developing, and supporting effective teachers in urban schools - Jeff Duncan-Andrade <p>AND choose at least one video from the set below to supplement the above modules. All videos are sourced from the Culturally Responsive</p>

	<p>Education Hub.</p> <ul style="list-style-type: none"> ● Being Culturally Responsive as a White Teacher (3:38) shares a teacher’s learning about what it means to be an ally who is responsive to community needs and to honor community voices. ● The Archeology of the Self (3:23) uses an archaeological approach to demonstrate to educators of all backgrounds how to do the “deep work” of excavating their personal histories and activating their racial consciousness as a precursor to working with students. ● Seen in the Classroom (3:14) offers the experience of a teacher of color in the classroom, and how race and ethnicity inform the role educators play in their students’ lives. <p>Review + Write: Intentional self-reflection provides an opportunity for tutors to deepen their understanding of their own stories by examining their experiences with inequity and privilege. Consider using the questions in the self-reflection exercise linked below to support tutors in creating their own archeologies of self.</p> <ul style="list-style-type: none"> ● Educational autobiography <p>Debrief: Debriefing offers an additional opportunity for tutors to process their own experiences in comparison to others. It invites opportunities for tutors to make connections between their stories and the stories of their peers / colleagues, while also providing space to challenge unexamined racial and cultural biases. In addition, it provides tutors with an opportunity to notice how their biases are connected to larger structures of oppression (i.e. white supremacy, anti-Black racism, hetero-patriarchy) that manifests in institutional racism.</p> <ul style="list-style-type: none"> ● What did you notice as you listened? What stood out to you? ● How do my experiences compare to the experiences of others? <ul style="list-style-type: none"> ○ Where did we see similarities? ○ Where did we see differences? ● How does this connect to our work as tutors?
<p><i>Content Area: Building Relationships with Young Children</i></p>	
<p>With greater insight into what has shaped us, we can consider the importance of relationships as a foundation for learning. We will engage with the resources in this module in order to:</p> <ol style="list-style-type: none"> 1. Explain how neuroscience helps us understand the importance to their learning of children having empathic bonds with adults who teach them. 2. Describe and practice what adults can do to build connected, empathic relationships with students. 	<p>Choose from 2-3 resources below and any relationship-building activities you provide, that tutors will implement with students::</p> <ul style="list-style-type: none"> ● PBS Learning Media’s The Power of Connection is a 7:03 minute video featuring Dr. Bruce Perry explaining the important role relationships have in learning and the practical ways to make true empathetic connections to students in academic settings. ● Edutopia has developed a series of videos called <i>How Learning Happens</i>, which explore how teaching practices grounded in the science of learning and human development. The videos linked below are from this series. Though they feature classroom teachers or school-based staff, the practices they highlight can be modified to the early literacy tutoring context and include: <ul style="list-style-type: none"> ○ The Power of Relationships (3:41) includes science-based explanations of the power of relationships and illustrations of relationship-building in practice in

- classrooms.
 - [Making Connections with Greetings](#) (2:44) takes us to Van Ness Elementary School and demonstrates the power of greetings at the door to begin the day.
 - [Cultivating Trust](#) (3:28) highlights the importance of one-on-one time with a trusted adult as a key component of relationship building.
- Search Institute's [Five Elements of Developmental Relationships Overview Video](#) is a 2:30 minute video that introduces the five elements that the Search Institute's research has determined are critical to strengthening and forming developmental relationships that young people need to grow and thrive. Kindergarteners share the five elements (express care; challenge growth; provide support; share power; expand possibilities) and 20 actions adults can take to create lasting developmental relationships. [Developmental Relationships in Real Life Video](#) is a 5-minute video that shows practitioners from five organizations that have partnered with Search Institute to implement the elements and actions of the developmental relationships framework. The video shows how leaders, youth, and practitioners grew as they put the practices into action. The [Developmental Relationships PDF](#) summarizes the five elements and 20 actions adults can take to create developmental relationships on a one-page document.
- In a blog entry, Dr. Bevin Reinen offers [33 adaptable strategies for building relationships with students in a K-12 virtual environment](#).
- Colorín Colorado offers [8 Strategies for Building Relationships with ELLs in Any Learning Environment](#), a compilation of brief videos, tips, and links for additional information.
- [Saga Coach](#) is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Developed by Saga Education, a leader in high-impact math tutoring, the relationships modules below are also relevant to early literacy tutors:
 - ***Right Relationships, Part 1*** grounds tutors in five key beliefs of tutors who will be champions for each student they tutor and highlights three relational pitfalls to avoid.
 - ***Tools For Tutoring: Relationship Building*** teaches tutors seven practical tools for building strong relationships with students.
- The specific relationship-building tools or routines tutors will likely implement with students in the first two weeks

Appendix: Considerations For and How to Access Saga Coach

Saga Coach is an online evidence-based tutor training program that gives educators tools they need to assist their learners. Developed by Saga Education, a leader in high-impact math tutoring, the portal is designed so that tutors can work at their own pace and, like all resources included in this tool, it is free of charge.

Providers weighing whether to have early literacy tutors use Saga Coach should consider:

- The Accelerator is recommending most, but not all, of the Saga Coach modules, based on our assessment of the relevance of the content to an early literacy tutor audience and the practical strength of the principles included.
- However, content in these modules is almost always illustrated with secondary math examples or secondary student scenarios, and tutors are asked to apply principles they learn to secondary practice examples. We recommend these modules because we find the content valuable and relevant to early literacy. You will need to determine whether the time investment is worth it in light of the mismatch of content area illustrations and practice.
- Tutors must complete Saga Coach modules in the order they are presented. Access to the next module is granted only when a tutor completes the previous module. Providers can advise tutors simply to move quickly through modules they do not want tutors to take (e.g., fast forwarding videos, writing one-word answers, etc.). Alternatively, providers can reach out to Saga Coach directly if interested in building a custom progression with only those modules they want tutors to take. This comes at cost.

To access Saga Coach, tutors must create a free account at: <https://www.sagaeducation.org/sagacoach>