



Nebraska Practice Guide Summaries Introduction

This page provides a brief overview of the practice guide summaries available on the NDE website. NDE and the Regional Educational Laboratory Central collaboratively developed these summaries from the What Works Clearinghouse (WWC) practice guides for literacy and math instruction.

This document provides a summary of Recommendation 1 from the WWC practice guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. Full reference at the bottom of this page.



Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge

Reading



Academic language skills include three skills: (1) use of inferential language (communicating about ideas across contexts); (2) use of narrative language (clearly describing a series of events); and (3) understanding a range of academic vocabulary and grammatical structures. These skills help students better comprehend academic texts both across subjects and within individual subjects. Unlike social language skills that develop naturally in communication with family and friends, academic language skills more often need to be taught.

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How to carry out the recommendation

1. Engage students in conversations that support the use and comprehension of inferential language.
2. Explicitly engage students in developing narrative language skills.
3. Teach academic vocabulary in the context of other reading activities.

Potential roadblocks

1. Student academic language skills can vary across a spectrum of ability, and some students may not be ready to engage in this level of skill-development activities.
2. It is hard to find adequate time to devote to language instruction.

Reference: Foorman, B., Beyer, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>



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Find the literacy practice guide summaries:
www.education.ne.gov/nebraskareads/evidence-based-practices/

This document provides a summary of Recommendation 2 from the WWC practice guide *Teaching Math to Young Children*. Full reference at the bottom of this page.

Teach geometry, patterns, measurement, and data analysis using a developmental progression



Understanding what skills and knowledge children already possess is the starting place for instruction. A developmental progression can provide a road map of next steps. To ensure that children have early opportunities to experience a wide range of math content, teachers should use a developmental progression to expose them to geometry and data. Teachers should ensure that children progress through each level of the developmental progression. Helping students build understanding beyond number and operations increases their likelihood of success in later math.

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How to carry out the recommendation

1. Help children recognize, name, and compare shapes, and then teach them to combine and separate shapes.
2. Encourage children to look for and identify patterns, and then teach them to extend, correct, and create patterns.
3. Promote children's understanding of measurement by teaching them to make direct comparisons and to use both informal or nonstandard (e.g., the child's hand or foot) and formal or standard (e.g., a ruler) units and tools.
4. Help children collect and organize information, and then teach them to represent that information graphically.

Potential roadblocks

1. It is challenging enough to cover everything I need to cover in a day without having to think about four more early math content areas.
2. Some children are struggling with basic vocabulary skills or are being exposed to English for the first time.

Reference: Frye, D., Baroody, A. J., Burchinal, M., Carver, S. M., Jordan, N. C., & McDowell, J. (2013). *Teaching math to young children* (NCEE 2014-4005). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://ies.ed.gov/ncee/wwc/PracticeGuide/18>



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Find the math practice guide summaries:
<https://www.education.ne.gov/math>



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Levels of Evidence

The phrase “levels of evidence” is used by the WWC and education agencies and in policies such as the Every Student Succeeds Act (ESSA). The following tables help to clarify the alignment between how the WWC and ESSA identify levels of evidence.

Definitions of WWC and ESSA Levels of Evidence


















































Level of Evidence	WWC Practice Guide Definition ^{a,b}	ESSA Definition ^{b,c}
Strong Evidence	Consistently supported by positive findings from multiple studies that (1) include a well-designed and well-implemented experimental study supporting causal claims and (2) include participants who represent the students whom the strategy is intended to support.	Supported by statistically significant and positive findings from one or more well-designed and well-implemented experimental studies.
Moderate Evidence	Supported by positive findings from studies that use a well-implemented quasi-experimental design, or by one or more studies using an experimental design that may not include participants who represent the students whom the strategy is intended to support.	Supported by statistically significant and positive findings from one or more well-designed and well-implemented quasi-experimental design studies.
Promising Evidence	Any recommendation with a “strong” or “moderate” rating can provide promising evidence, regardless of whether the guide was prepared under version 2.1 or higher of the WWC Handbook.	Supported by statistically significant and positive findings from one or more correlational studies with statistical control for selection bias.
Minimal Evidence / Demonstrates a Rationale	Supported by strong theory or descriptive research indicating that the strategy may result in positive outcomes, or at least is needed to support the other practice recommendations.	Supported by theory that is informed by research or program evaluation.

^a Definitions adapted from *Teaching Strategies for Improving Algebra Knowledge in Middle & High School: Level of Evidence*.

^b Definitions adapted from *U.S. Department of Education Definitions and Selection Criteria that Apply to Direct Grant Programs*.

^c Definitions adapted from *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*.

Alignment Between Level of Evidence for WWC Practice Guide Recommendations and ESSA Tiers

	Practice Guide	WWC	ESSA	Practice Guide	WWC	ESSA	Practice Guide	WWC	ESSA	
Literacy	<i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i>			<i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i>						
	Recommendation 1		ESSA Tier 3	Recommendation 1		ESSA Tier 1				
	Recommendation 2		ESSA Tier 1	Recommendation 2		ESSA Tier 1				
	Recommendation 3		ESSA Tier 1	Recommendation 3		ESSA Tier 3				
	Recommendation 4		ESSA Tier 2	Recommendation 4		ESSA Tier 2				
	<i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i>			<i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i>				<i>Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades</i>		
	Recommendation 1		ESSA Tier 3	Recommendation 1		ESSA Tier 3		Recommendation 1		ESSA Tier 3
	Recommendation 2		ESSA Tier 3	Recommendation 2		ESSA Tier 3		Recommendation 2		ESSA Tier 4
	Recommendation 3		ESSA Tier 3	Recommendation 3		ESSA Tier 3		Recommendation 3		ESSA Tier 3
	Recommendation 4		ESSA Tier 4	Recommendation 4		ESSA Tier 4		Recommendation 4		ESSA Tier 4
	Recommendation 5		ESSA Tier 3	Recommendation 5		ESSA Tier 3		Recommendation 5		ESSA Tier 4
	<i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i>			<i>Teaching Elementary School Students to Be Effective Writers</i>				<i>Teaching Secondary Students to Write Effectively</i>		
	Recommendation 1		ESSA Tier 3	Recommendation 1		ESSA Tier 3		Recommendation 1		ESSA Tier 1
	Recommendation 2		ESSA Tier 3	Recommendation 2		ESSA Tier 1		Recommendation 2		ESSA Tier 2
	Recommendation 3		ESSA Tier 3	Recommendation 3		ESSA Tier 2		Recommendation 3		ESSA Tier 3
	Recommendation 4		ESSA Tier 3	Recommendation 4		ESSA Tier 3				
Recommendation 5		ESSA Tier 3								
Math	<i>Teaching Math to Young Children</i>			<i>Improving Mathematical Problem Solving in Grades 4 Through 8</i>			<i>Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students</i>			
	Recommendation 1		ESSA Tier 2	Recommendation 1		ESSA Tier 3	Recommendation 1		ESSA Tier 3	
	Recommendation 2		ESSA Tier 3	Recommendation 2		ESSA Tier 1	Recommendation 2		ESSA Tier 3	
	Recommendation 3		ESSA Tier 3	Recommendation 3		ESSA Tier 1	Recommendation 3		ESSA Tier 2	
	Recommendation 4		ESSA Tier 3	Recommendation 4		ESSA Tier 2				
	Recommendation 5		ESSA Tier 3	Recommendation 5		ESSA Tier 2				