



Expert Roundtable Additional Information

Dr. Marcia Kosanovich is a literacy educator and researcher with over 25 years of educational experience in teaching and creating professional development and curriculum. She has classroom teaching experience at pre-k, elementary, undergraduate, and graduate levels. She has served as the Director of Curriculum and Instructional Projects at the Florida Center for Reading Research, the Deputy Director for the National Center on Instruction for Literacy, and Director of Intervention for the Targeted Reading Intervention at the University of North Carolina at Chapel Hill.

Q and A with Dr. Marcia Kosanovich, CEO, MK Educational Research & Practice, LLC and REL Southeast

1. What are your recommendations about the amount of time daily that explicit reading instruction is reasonable in remote learning?

Young kids can't sit too long in real life if front of a real teacher. I like the principal I heard saying that seat time does not equal mastery. So the best advice is for teachers to use whatever time they have very strategically. Then provide another way that students can practice on home or online with feedback. Trying for online instruction for a full day is not feasible nor smart. But I do believe that

reading should happen daily which is critically important especially for students who need intervention. My own children, in third and fifth grades, have live literacy instruction two days a week and recorded instruction two days a week. I believe that amount is adequate—not ideal but adequate.

1. What are the best strategies for providing practice and feedback on the practice?

I have appreciated when teachers give feedback, including not only the correct answer but an explanation. Teachers can easily provide that type of feedback online, using Google docs, for example.

2. How do we know that evidence-based practices are working under remote conditions?

We don't have the research to support exactly what to do under remote conditions. Best is to focus on practices that we know work: progress monitoring, instruction in small groups, providing multiple opportunities for practice, providing clear feedback.

We need to put teachers in touch with other teachers—collaborative opportunities to learn from each other. Professional learning about the foundational science of reading remains key.

Links to home-learning resources Dr. Kosanovich recommends:

Family Guide to At-Home Learning from CEEDAR Center at University of Florida:

<https://cedar.education.ufl.edu/wp-content/uploads/2020/05/CEEDAR-Family-Guide.pdf>

Remote Literacy Learning from National Center on Improving Literacy:

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/remote-literacy-learning-families-as-partners.pdf>

From REL Southeast Web collection on [Supporting Your Child's Reading at Home](#) K-3

Recommendations:

<https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/index.asp> and [Link to register for overview webinar](#)

From the Florida Center for Reading Research: Videos of literacy activities demonstrated at home:

https://www.youtube.com/playlist?list=PLP56SP4xkLxHjG9tDNFekA73_CumDXQhC

From the Florida Center for Reading Research, literacy lessons K-5: <https://fcr.org/student-center-activities>



From public television: <https://www.readingrockets.org/audience/parents>