

Module Outlines



TOOL 1

Knowledge

A Reading Teacher's Foremost Tool

Tool 1 sets the stage for the Top Ten Tools. It helps teachers understand that their most important tool is knowledge and that resulting from that knowledge, the ability to use resources wisely and choose the most beneficial teaching processes for students.

LEARNING OUTCOMES

- Describe the need for explicitly and systematically designed literacy instruction
- Explain how the simple view of reading is foundational to our understanding of reading comprehension
- Identify the five components of reading and their relevance to reading instruction
- Define the key systems of language and their relevance to oral language and literacy instruction
- Describe structured literacy principles and general instructional principles
- Identify effective instructional elements, effective teacher behaviors, and effective student behaviors
- Identify the basic instructional needs of students with dyslexia
- Identify the basic instructional needs of English learners

APPROXIMATE LENGTH

3 hours

TOOL 2

Oral Language

A Foundation for Literacy

In Tool 2 learn about the fundamental relationship between oral language and text reading, the importance of a teacher understanding language variation, the importance of instruction in the structure of language for our multilingual learners, and methods for including intentional language activities in our students' daily world to support both language development and reading abilities.

LEARNING OUTCOMES

- Describe oral language development and its role in supporting literacy development
- Identify the key elements of vocabulary acquisition
- Describe how language variation can be an asset in the classroom
- Explain how the reading rope is foundational to our understanding of skilled reading
- Explain how phonological working memory impacts oral language and literacy development
- Describe how oral language instruction supports English learners as they learn to read
- Identify the instructional adjustments needed to support English learners as they learn to read
- Explain the benefits of teaching multiple-meaning words, cognates, and idioms
- Describe activities that can develop oral language both in the classroom and at home
- Identify indicators of a language-rich classroom

APPROXIMATE LENGTH

2 hours

TOOL 3

Phonemes

Paving the Way to Print and Meaning

Tool 3 helps teachers understand why the phoneme is so important for meaning and for reading and presents many ways to include attention to phonemes throughout the school day. Teachers often think of phonemes as they relate to decoding and often forget that they combine to create meaning.

LEARNING OUTCOMES

- Explain why phonemic awareness is a strong predictor of reading and spelling success
- Describe the articulatory features and classification of English phonemes
- Define phonological processing, phonological awareness, phonological sensitivity, and phonemic awareness
- Explain how phonemic awareness contributes to decoding, reading comprehension, spelling, and vocabulary development
- Describe key recommendations for phonological awareness instruction
- Explain the speech-to-print approach to literacy development
- Describe activities that can develop phonemic awareness
- Explain effective methods for evaluating phonemic awareness

APPROXIMATE LENGTH

3 hours

TOOL 4

Phonics and Spelling

Effective Decoding and Encoding Instruction

Tool 4 explores the phonics element of reading. Teachers study the reading brain and the role of decoding in comprehension. The Tool candidly discusses the importance of teaching phonics and how to teach it so that we get strong results.

LEARNING OUTCOMES

- Define Ehri's phases of word recognition development
- Recognize students' word recognition phases and apply appropriate word-level instruction
- Identify the regions of the brain associated with reading
- Describe examples of explicit and systematic phonics instruction
- Describe exemplary routines for high-quality phonics and spelling lessons
- Understand how decoding and encoding instruction spans the elementary grades

APPROXIMATE LENGTH

5 hours

TOOL 5

Vocabulary

The Blueprint of a Word

Tool 5 explores vocabulary in ways that perhaps teachers have never considered before. The title, Vocabulary – The Blueprint of a Word, describes the framework for Tool 5 perfectly. Teachers will study the design of words and peer into the many rooms where words reside. There are multiple structural aspects of a word that are the basis for the overall blueprint and design of words.

LEARNING OUTCOMES

- Identify the phonological, orthographic, semantic, grammatical, and etymological properties that make up the blueprint of a word
- Explain how to use the blueprint of a word to plan for explicit vocabulary instruction
- Identify examples of explicit and implicit vocabulary instruction
- Explain why increased word consciousness can contribute to students' vocabulary development
- Describe how morphology can expand word learning
- Identify classroom activities that provide opportunities for active engagement and use of new vocabulary words
- Identify strategies that support vocabulary development for English learners

APPROXIMATE LENGTH

5 hours

TOOL 6

Comprehension

The Text and the Mental Model

In Tool 6 the Text and the Mental Model builds an understanding of comprehension through studying and differentiating between the process of reading comprehension and the product of reading comprehension. Several instructional processes are shared with teachers as they are guided to create a reading comprehension lesson using their own reading material. Teachers are led to consider both the process and product of reading comprehension in their planning.

LEARNING OUTCOMES

- Understand the processes for teaching reading comprehension instruction
- Explain how to create a comprehension lesson plan with a grade-appropriate text
- Define the mental model
- Identify instructional activities that can enhance the mental model before, during, and after reading
- Identify scaffolds for English learners that support reading comprehension

APPROXIMATE LENGTH

5 hours

TOOL 7

Fluency

Understanding Practice and Automaticity

In Tool 7 learn that fluency is a very important reading component. It is the automatic application of the skills it takes to read, to decode and even comprehend what we read. Teachers will learn about the strong relationships between reading fluency and other reading and language skills. They will learn how to improve reading fluency through well planned practice activities.

LEARNING OUTCOMES

- Define reading fluency
- Identify the skills that contribute to reading fluency
- Describe the process of assessing reading fluency
- Define high-frequency words, irregularly spelled words, and sight words
- Evaluate activities that develop reading fluency
- Identify factors that may interfere with the development of fluent reading for English learners and students with limited language skills

APPROXIMATE LENGTH

5 hours

TOOL 8

Writing

Write! Written Responses to Reading

In Tool 8 teachers build knowledge about both the underlying and higher-level language skills required to write. Providing daily writing opportunities in response to reading is a main focus in this writing tool.

LEARNING OUTCOMES

- Identify higher-level overarching skills and lower-level underlying skills related to writing
- Describe instructional activities that develop and reinforce the transcription skills needed for writing
- Describe instructional activities that develop and reinforce the language skills needed for writing
- Understand the purpose of a graphic organizer
- Identify instructional strategies that can support the development of oral sentences, which can then be transferred into student writing
- Understand and incorporate purposeful instruction in note-taking, sentence work, and summary writing
- Demonstrate various ways to utilize the TVF (topic, verb, finish) process to support students in their writing tasks
- Explain the role assistive technology can play in supporting students who struggle with writing
- Describe how instructional considerations differ when teaching writing to younger versus older students

APPROXIMATE LENGTH

5 hours

TOOL 9

Read Alouds

A Tool for Building Language Comprehension

Tool 9 describes how read alouds contribute to reading comprehension. Aside from the pleasure of shared time together and our love of a good story, a lot of positive language development happens through the simple joy of reading a book out loud. Explore research that outlines the significance of the read-aloud. It provides ideas for how to work this special time into the teacher's busy, fully scheduled day and get the most out of it.

LEARNING OUTCOMES

- Describe how read alouds contribute to reading comprehension for students of all ages
- Understand how an informal reading inventory helps differentiate language comprehension and reading comprehension skills
- Identify research-based interventions that can be used while reading aloud
- Review criteria for selecting narrative and expository texts to read aloud to students

APPROXIMATE LENGTH

5 hours

TOOL 10

Collaboration

Two Heads are Better Than One

Tool 10 shows how teaching as a community of teachers is the best approach for our students. Teachers don't have to do this work alone. Putting our heads and hearts together to plan responses to identified student needs is what our students deserve – combined talents and solution-makers working together, working to develop solutions and celebrating success together.

LEARNING OUTCOMES

- Describe the advantages of collaboration through a professional learning community
- Identify a professional learning community evaluation and reflection tool
- Describe what it means to be a reflective practitioner
- Identify the concrete steps involved in making instructional changes to enhance learning outcomes

45

estimated total duration
(hours)

APPROXIMATE LENGTH

2 hours