

Intensive Small Group Intervention for Struggling Readers in Grades K-2

Course Description:

This course addresses small group teaching for the lowest achieving children in the earliest grades. Topics include assessment and grouping, planning for instruction, using leveled texts, supporting English language learners, teaching phonemic awareness and phonics, teaching for fluency and phrasing, comprehension, vocabulary, and self-regulation strategies. Participants are required to work with at least on small group of children for 18 weeks.

Behind the Glass Observations:

Participants may be required to teach one group behind the glass (or videotaped) in selected training sessions to develop skill in observation and decision-making.

Course Principles:

- Reading is a complex process involving the use of meaning, language and print information.
- Observation of reading behavior informs teacher decision-making and provides evidence of learning.
- Children take different paths to common outcomes.
- Readers need to develop self-monitoring and self-correcting strategies.
- An understanding of language and language differences is essential to understanding the development of a reading process.
- Reading and writing are different but complementary processes.
- Reflection on and analysis of teaching practice are ways to improve teaching.
- Teacher knowledge of text levels and characteristics is critical in effective teaching.
- Phonological awareness is a critical factor in learning to read.
- Readers who are having difficulty are different from each other.
- Fluent responding is a necessary goal for effective reading and writing.
- Assessment informs ongoing teaching.
- Writings need to develop a flexible range of strategies.
- Comprehension within, beyond, and about the text is an important aspect of effective reading at each level.

Required Texts:

Fountas, I.C & Pinnell, G.S. *When Readers Struggle: Teaching that Works*. Heinemann: Portsmouth, NH

Fountas, I. C & Pinnell, G.S. *The Fountas and Pinnell Prompting guide 1: A Tool for Teaching*. Heinemann: Portsmouth, NH

Fountas, I.C & Pinnell, G.S. *The Continuum of Literacy Learning K-8: Behaviors and Understanding to Notice, Teach and Support*. Heinemann: Portsmouth, NH

Assignments:**I. Readings**

Read the assigned chapters and articles. Keep a two-column journal as you read. Write your understandings on the left and your comments and reactions to the content on the right. Bring your journal to class to help guide discussion.

II. Analyzing Change Over Time

Videotape two lessons (consecutive odd and even) early in the intervention. Take a reading record for each child in the group reading the same book. At the same time, get an independent writing sample for each child in this group (from the classroom if necessary).

Repeat this same process for this group late in the intervention: Videotape a lesson at least 5-6 weeks later.

Take a reading record for each child in the group reading the same book. Get an independent writing sample for each child in the group.

After viewing your videotapes, use the “Leveled Literacy Intervention Reflection Guide” to guide you in thinking about your teaching. Write an analysis of how the teaching changed from early to later in the group’s program. Also include an analysis of how each child in the group changed as a reader and a writer.

For the reading, code, score, and analyze each record completely. Your record must be accurately analyzed to receive a passing grade. Use *When Readers Struggle* as background information and complete the “Guide for Observing and Noting Reading Behaviors”. Use this information to choose your teaching moves

from *The Continuum of Literacy Learning* for the appropriate text level. Then note the language you will use to support this teaching from *Prompting Guide 1*.

For the writing, use “Early Writing Strategies.” Then use the writing section in *The Continuum of Literacy Learning* for the appropriate grade level to choose your teaching moves in the areas of craft and conventions. Then note the language you will use to support this teaching from *Prompting Guide 1*.

Include the analyzed reading records, the independent writing samples, and the information about your teaching moves and teaching language with your analysis and videotapes. You may include other evidence to support your analysis.

Course Evaluation:

Students must attend and participate in all sessions, complete all readings and complete all class assignments, achieving a B or better grade. 3 credits

Readings—20% of grade

Analyzing Change Over Time—50% of grade

Analysis—20% of grade

Attendance—10% of grade

Attendance Policy:

The academic integrity of the program depends on students attending all scheduled class meetings. Students should discuss with faculty, in advance, any portion of a class meeting they cannot attend. Absence from class may be reflected in the student’s grade.

Session	Topic(s)	Readings/Resources
Session 1 August 7, 2018 9:00-4:00	Introduction to intensive small group intervention Creating comprehensive, many-layered systems Keys to Effective Interventions Assessment: Coding, Scoring and Analysis of Reading Records Developing an effective reading process Observing reading behaviors and using the Guide for Observing and noting reading behaviors	<i>When Readers Struggle (WRS)</i> , Chapters 1 and 21 LLI System guide—Section 4 Learning how to take running records, analyzing use of sources of information Benchmark Assessment Guide <i>WRS</i> —Chapters 2,3 and 4 Guide for Observing and Noting Reading Behavior
Session 2 August 8, 2018 9:00-4:00	Using Assessment to inform instruction Introduction to the Continuum	<i>The Continuum of Literacy Learning</i> (Guided Reading) LLI System Guide—Section 4

	<p>Observing Change Over Time in Literacy processing Introduction to the Prompting Guide Using Leveled Text</p> <ul style="list-style-type: none"> • Text Characteristics • Selecting Texts to Support readers 	<p>Change over time in children’s progress <i>WRS, Chapters 5 and 6</i> <i>The Continuum of Literacy Learning</i></p>
<p>Session 3 August 9, 2018 9:00-4:00</p>	<p>Organizing for teaching in an intensive small group model</p> <ul style="list-style-type: none"> • Framework for the lessons • Lesson planning • Organization of materials • Classroom connection 	<p>Observe Odd and Even Lesson framework in class LLI System guide—Section 3 Using odd and even numbered lessons <i>The Continuum of Literacy Learning</i></p>
<p>Session 4 September 6, 2018 4:00-7:00</p>	<p>Reading within an intensive small group model</p> <ul style="list-style-type: none"> • Getting started lesson framework • Early reading behaviors • Searching for and using information: Language structure, Meaning and Visual information 	<p>Observe getting started lesson framework LLI System Guide section 2 Implementing LLI system <i>WRS Chapter 10</i> <i>The Continuum of Literacy Learning</i> (Guided Reading Levels A-C) <i>Prompting Guide—Early reading behaviors, Early writing behaviors</i> <i>K-2 Continuum</i></p>
<p>Session 5 October 4, 2018 4:00-7:00</p>	<p>Writing within an intensive small group model</p> <ul style="list-style-type: none"> • Three kinds of writing • Using writing to help struggling readers 	<p>Selected Instructional Routines <i>WRS Chapter 13</i> Prompting Guide <i>The Continuum of Literacy Learning</i> Writing about reading K-2</p>
<p>Session 6 November 1, 2018 4:00-7:00</p>	<p>Phonics and Word study within an intensive small group model</p> <ul style="list-style-type: none"> • Effective and efficient phonics • Building and using a repertoire of words 	<p>Selected Instruction Routines LLI System guide Sec. 3— Instructional routines <i>WRS Chapters 9, 11 and 12</i> <i>The Continuum of Literacy Learning—Phonics, Spelling and Word Study K-2</i> <i>Prompting Guide</i></p>
<p>Session 7 December 6, 2018 4:00-7:00</p>	<p>Oral language learning in an intensive small group model</p> <ul style="list-style-type: none"> • Teacher language • Conversation as a model of teaching 	<p>LLI System guide Section 3— Oral Language Learning in LLI and working with series books <i>WRS Chapters 7 and 8</i></p>

	<ul style="list-style-type: none"> Teaching for vocabulary 	<i>By Different Paths to Common Outcomes</i> , Chapter 2— Conversation as One Model of Teaching Interaction Article by Marie Clay—Talking, Reading and Writing
Session 8 January 3, 2019 4:00-7:00	Teaching for comprehension before, during and after reading Teaching for fluency and phrasing <ul style="list-style-type: none"> Six dimensions of fluency Teaching hard for fluency 	<i>WRS</i> Chapters 16 and 17 <i>The Continuum of Literacy Learning</i> Prompting Guide 1
Session 9 February 7, 2019 4:00-7:00	Teaching for Self-Regulation strategies Attention and memory—factors in successful learning	<i>WRS</i> Chapters 14, 15 and 19 <i>The Continuum of Literacy Learning</i> Prompting Guide 1
Session 10 March 7, 2019 4:00-7:00	Supporting English Language Learners	<i>WRS</i> Chapter 18 Systems Guide Section 1—LLI for English Language Learners Prompting Guide 1
Session 11 April 4, 2019 4:00-7:00	Emotions and Motivation—factors in successful learning	<i>WRS</i> Chapters 20 and 21 Guide to Effective Teaching
Session 12 May 2, 2019 4:00-7:00	Reflection and Analysis of teaching practice and Change over Time	<i>WRS</i> <i>The Continuum of Literacy Learning</i> Prompting Guide 1
May 9	Change Over Time Projects Due	