

Intensive Small Group Intervention for Struggling Readers in the Early Grades
Spring Semester, 2016

Instructor: Michael Moss, Teacher Leader
Northwest Vermont Reading Recovery Consortium

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 one small group of children for 18 weeks.

Behind the Glass Observations:

Participants may be required to teach one group behind the glass 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.
- Writers 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:

©2008 Fountas, I. C & Pinnell, G.S. *When Readers Struggle: Teaching that Works*. Heinemann: Portsmouth, NH.

©2008 Fountas, I. C & Pinnell, G.S. *The Fountas and Pinnell Prompting Guide 1: A Tool for Teaching*. Heinemann: Portsmouth, NH.

©2008 Fountas, I. C & Pinnell, G.S. *The Continuum of Literacy Learning preK-8: Behaviors and Understandings to Notice, Teach and Support*. Heinemann: Portsmouth, NH.

Required materials: Leveled Literacy Intervention System –Orange (K), Green (1st grade) or Blue (2nd grade)
Heinemann: Portsmouth, NH

Recommended Texts:

©2008 Fountas, I. C. & Pinnell, G. S. *Benchmark Assessment System 1, Assessment Guide*. Heinemann: Portsmouth, NH.

Session	Topic(s)	Readings
Session 1 January 26	Introduction to intensive small group intervention Keys to Effective Interventions Assessment: Observation and Analysis of Reading Behaviors	<i>When Readers Struggle</i> Chapters 1 and 21 LLI Program Guide (Green or Blue) – Section 1
Session 2 February 9	Assessing Fluency &Comprehension Using Assessment information to group students Developing An Effective Reading process Observing Change Over Time in Literacy Processing	<i>When Readers Struggle</i> –Chapters2, 3, 4 and 5 Guide for Observing and Noting Reading Behavior – pp. 523-524 (WRS)
Session 3 Feb 23	Implementing intensive small group intervention Using Leveled Text <ul style="list-style-type: none"> • Text Characteristics • Selecting Texts to Support Readers 	LLI Program Guide – Section 2 <i>When Readers Struggle</i> , Chapter 6 <i>The Continuum of Literacy Learning</i> pp.229-231
Session 4 March 8	Organizing for teaching in an intensive small group model <ul style="list-style-type: none"> • Framework for the Lessons • Lesson Planning • Organization of materials • Classroom connection 	Observe Odd and Even Lesson Framework (DVD) LLI Program Guide – Section 3 <i>The Continuum of Literacy Learning</i> pp.223-228, p.232 <i>When Readers Struggle</i> Chapter 21
Session 5 March 22	Reading within an intensive small group model <ul style="list-style-type: none"> • Getting Started Lesson Framework • Early Reading Behaviors • Searching for and Using Information: Language Structure, Meaning, and Visual 	Observe Getting Started Lesson Framework (DVD) LLI Program Guide – pp. 52-53 <i>When Readers Struggle</i> , Chapter 10 <i>The Continuum of Literacy Learning</i> p.234-245 <i>Prompting Guide 1</i>

	Information	
Session 6 April 12	<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 (DVD) LLI Program Guide – p.53 <i>When Readers Struggle</i> Chapter 13 <i>The Continuum of Literacy Learning</i> p.70-79, 99-127 <i>Prompting Guide 1</i></p>
Session 7 April 26	<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><i>When Readers Struggle</i> Chapters 9,11 and 12 LLI Program Guide – pp. 53-54 <i>The Continuum of Literacy Learning</i> pp.198-209 and Appendix <i>Prompting Guide 1</i></p>
Session 8 May 17	<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>Teaching for Vocabulary</p>	<p><i>When Readers Struggle</i>, Chapter 7 & 8 LLI Program Guide- Using Series Books <i>By Different Paths to Common Outcomes</i>, Chap. 2 – “Conversation as One Model of Teaching Interactions” Marie Clay – “Talking, Reading and Writing”</p>
Session 9 May 31	<p>Teaching for Comprehending before, during and after reading</p> <p>Teaching for Fluency and Phrasing</p> <ul style="list-style-type: none"> • Six Dimensions of Fluency • Teaching for Fluency 	<p><i>When Readers Struggle</i> Chapters 16 & 17 <i>The Continuum of Literacy Learning</i> pp.234-281 and pp. 204-209 Prompting Guide 1</p>

Course Evaluation:

Students must attend and participate in all sessions, complete all readings and complete all class assignments, achieving a B or better grade. 2 credits

Assignments:

I. Readings (20% of grade)

Read the assigned chapters and articles. Keep a two column journal as your 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 (50% of grade)

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. After viewing the two video-tapes, use the “Leveled Literacy Intervention Reflection Guide” (Lesson Guide, Section 5, Professional Development for LLI) to help you think about your teaching.

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*, Chapters 4, 14 and 16 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 Chapter 10, pages 228 – 229, “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*.

Repeat this **same process** for this **same group** late in the intervention, at least 5-6 weeks later.

Analysis (20% of grade)

Write an analysis of how your teaching changed over time. Also include an analysis of how each child in the group changed as a reader and a writer. 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.

Attendance (10%) of grade