

Small Group Literacy Support for Intermediate Grades (3-5)

Instructor: Ellen Reiling, Retired, Reading Recovery Teacher Leader
Northwest Vermont Literacy Consortium

Dates: August 14 & 15, 2019 (9:00 a.m.-3:30 p.m.)

September 12, October 17, November 14 & December 12 (4p.m-7p.m)

Location: Williston Central School, Williston School District

St. Michael's College Graduate Credit: 2 graduate credits

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Course Description:

This course will cover the design and delivery of effective literacy intervention in the intermediate grades. Teachers will need the grade-appropriate Leveled Literacy Intervention System: Red Level (3rd grade) Gold (4th) or Purple (5th). LLI is one of the components for a system for accelerated change within the school setting and is supplementary to quality small-group instruction in the classroom.

LLI provides a systematic instructional design that helps intermediate students make accelerated progress to meet grade level expectations. It incorporates fifteen key principals of effective literacy intervention that research reveals as essential for intermediate grade students who need to improve their reading competencies. In this course you will learn rationales and procedures for high-impact lessons that engage students' attention and thinking and help them read increasingly challenging text levels successfully. You will have opportunities to observe, discuss and implement three types of lessons –standard, novel and test preparation. You will know how to select procedures to best support comprehension, vocabulary, fluency and word solving strategies for each of your students.

The course includes:

- ✓ An introduction to the LLI Red, Gold and Purple systems with special attention on what research has shown to be effective instruction for older, struggling readers.
- ✓ Clear rationales for the instructional procedures in the LLI systems: comprehension, vocabulary development, fluency, phonics/word study and writing about reading and how they contribute to the development of effective processing strategies.
- ✓ Opportunities to observe, discuss and practice using the lesson frameworks, instructional procedures and resources in the LLI systems;
- ✓ A focus on supporting students to develop strategic actions for processing text using a gradient of high quality fiction and nonfiction texts.
- ✓ Specific instruction on the assessment and record keeping systems;
- ✓ An introduction to the Online Resources website for accessing materials

Requirements for trainees:

Prior training in LLI K-3 or experience implementing LLI in grades K-3

Experience using Running Records/Reading Records for formative assessment

Work with at least one group of four students, five days per week for 20-24 weeks.

Attend all days of the training.

Required texts:

All resources are by Irene C. Fountas & Gay Su Pinnell, Portsmouth, NH: Heinemann

The Continuum of Literacy Learning K-8

Prompting Guides 1 and 2

Systems Guide for the appropriate Level (Red, Gold, Purple)

Course Expectations: Analysis of Teaching and Reflection:

1. Implement LLI Intermediate Lessons with fidelity and consistency with small groups of four children, 4-5 times per week. (20%)
2. Keep on-going assessment, lesson observations and reflections. Use these to inform and guide instruction. Share and discuss observations, analyzed Reading Record and writing sample for one student with a small group. (30%)
3. Video one standard lessons. Observe and reflect on your teaching using the guide. Share your reflections with a small group. (30%)
4. Submit a written final reflection of your understanding of the LLI System and your experience. (No more than 5 pages). (20%)

*All classes to be held at Williston Central School, Williston School District.

Session	Topic(s)
Session 1 August 14, 2019 AM	Essential elements of effective intervention for intermediate students Analyzing reading behaviors to inform instruction Assessment procedures for guiding teaching decisions
Session 2 August 14 2018 PM	Systems or Strategic Action Using the Continuum of Literacy Learning to plan and coordinate instruction Understanding fiction and non-fiction texts-analyzing text characteristics
Session 3 August 15 AM	Teacher language that supports thinking within, about & beyond the text Lesson plan formats that support intermediate readers Understanding the structure, procedures and materials for a standard odd-numbered lesson
Session 4 August 15 PM	Understanding the structure, procedures and materials for a standard even-numbered lesson Role playing a complete LLI Lesson
Session 5 Sept. 12, 2019 4:00-7:00	Teaching for deep understanding of texts Close reading of texts Extending comprehension through focused writing about reading 3 levels of support for writing about reading Instructional procedures for writing about reading
Session 6 Oct. 17, 2019 4:00-7:00	Explicit Phonics instruction within a text-based intervention Six areas of word study Instructional procedures for developing word-solving skills Teaching for the six dimensions of fluency Instructional procedures for developing fluency
Session 7 Nov. 14, 2019	Building a network of knowledge around words Developing strategies for learning new words Instructional procedures for vocabulary Adapting lessons or English Language Learners Series text and their value for struggling readers
Session 8 December 12, 2019 4:00-7:00	Engaging students in the novel study lessons sequence Test preparation lessons Working effectively with the classroom teacher to support struggling readers
Make-up day Jan. 9, 2020	