

## SYLLABUS

*An Online Overview to Reading Workshop, Using the Units of Study for Teaching Reading (K-5)*

CVEDC, July 1 - September 30, 2019 - asynchronous

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### Course Description and Rationale:

The Common Core State Standards call on students to read equally well across various types of texts and be able to understand and make connections across texts using higher level thinking skills. Through reading workshop students can expand their understanding of fiction and nonfiction reading as they read increasingly complex texts.

Participants will gain an understanding of a reading workshop model that emphasizes explicit strategy instruction, independent reading of a wide range of authentic children's literature, choice, and differentiated instruction as tools to lift the level of student work in classrooms.

This course will be devoted to studying, planning for, and practicing various methods of reading instruction. Methods covered in this course will include: interactive read-aloud, explicit strategy instruction, independent reading, guided reading, shared reading, and phonics/word study. These will be learned through a combination of related readings, video clips, analyzing samples of student work, and a range of other engaging online resources.

Emphasis will be placed on methods that are responsive to the needs and goals of each individual student, and adjusting the use of each method according to the needs of the students.

Participants will explore specific methods of assessment including a progression of literacy learning that is aligned with the Common Core State Standards. This work will take into account special needs, as well as the needs of English Language Learners. Teachers who complete this course will:

Although this class is geared toward classroom teachers, especially teachers new to reading workshop, or new to their grade level, all educators and school administrators are welcome.

### Course Objectives (Aligned to Vermont Core Teaching Standards)

**Standard #3 Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning.

**Standard #4 Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### Required Readings and Materials:

Please note that due to the nature of this course, the books for this course are not included and must be purchased separately prior to beginning the course. Participants must have access to one complete grade level boxed set from the series *Units of Study for Teaching Reading* by Lucy Calkins et al (2015, Heinemann), including the accompanying trade book pack.

Participants will be required to read the Trade Book Pack of read-alouds and shared reading texts to match the selected *Units of Study* boxed set.

Participants will need access to internet service that allows for streaming video, as well as uploading and downloading documents.

Participants will need to be able to log in to CVEDC's EDU2.0 online platform.

It is not required, but it is recommended that students have access to a device for videotaping and/or photographing work for some assignments.

#### Recommended Readings:

The following texts are supplemental. They are not required.

*The Reading Strategies Book* by Jennifer Serravallo

*I Am Reading* by Kathy Collins and Matt Glover (best for pre-k & k)

*A Teacher's Guide to Reading Conferences Book* by Jennifer Serravallo

*It's All About the Books* by Tammy Mulligan and Clare Landrigan

#### Course Expectations

Participants are expected to come with a can-do attitude and a readiness to try out new instructional strategies in their classrooms. Questions and sharing of experiences are encouraged via the discussion platform provided by EDU2.0; the course will serve partly as a forum for problem-solving and celebrating successes.

The course is designed to be self-paced, allowing participants to work on sessions as schedules allow across the summer. Informal, formative assessments are embedded into each session. Most are ungraded and will count toward a final participation grade at the end of the course. See below for expectations for ungraded work.

### Course Outline

A tentative outline follows, subject to minor changes and adjustments:

Welcome, Introductions, and Professional Goal Setting	30 min
Underlying Philosophy & Research Base for Reading Workshop	60 min
Overview of Reading Workshop	90 min
Interactive Read-Alouds	90 min
Spy On Yourself as a Reader (Fiction)	45 min
Architecture of a Minilesson	90 min
Yearlong Curriculum Calendars for Reading Workshop	90 min
Conferring	90 min
Assessing & Analyzing Student Work: Running Records	90 min
Assessing & Analyzing Student Work: Student Response to Text	90 min
Small Group Work: Strategy Lessons	90 min
Small Group Work: Guided Reading	60 min
Systems for Managing Student Goals	90 min
Spy on Yourself as a Reader (Nonfiction)	45 min
Word Study, Grammar, and Mechanics to Support Reading Workshop	90 min
Research & Content Area Reading	90 min
Pre and Post Performance Assessments	90 min

Learning Progressions	60 min
Classroom Libraries	90 min
Reading Workshop Celebrations	30 min

Total of 25 hours.

Course Requirements:

Rubrics and/or checklists for Minilesson Plan, Practice Writing, and Final Reflection will be provided in class. Expectations for ungraded assignments are outlined below

Assignment	% of Final Grade
Participation (includes all ungraded assignments)	25%
Minilesson Plan	15%
Analyzing Student Work (includes Running Records and Response to Text)	25%
Final Reflection	10%

Expectations for Ungraded Assignments

- 1) All work is submitted according to the deadlines of the course
- 2) Work reflects the objectives of the assignment
- 3) Incorporates the readings from this course
- 4) Is grammatically and mechanically correct, makes sense, and is easy to read