

## **ELEMENTARY LITERACY WORKSHOP OUTLINE**

### **MIT WINTER 2009**

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#### **OVER-ARCHING GOALS**

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**Literacy section of winter portfolio should demonstrate capacity:**

- **To identify the nature of reading from the perspectives of psycho-social linguistics and brain physiology**
- **To explain the reading wars as they relate to:**
  - distinctions between conceptions about the nature of reading and writing;
  - how these skills should be taught in terms of scope, sequence and pedagogical strategies
  - psycho-social linguistics and brain physiology
- **To identify key principles for supporting the development of literacy**
  - Sample lesson illustrating how you apply those principles.
  - Reflection on strengths of lesson and insights gleaned from others on how to think about adapting lessons so that they capture these principles.
- **To understand basic phonics rules**
  - Take phonics pretest (Ask Sonja for answer key to phonics quiz when you have completed test.)
  - Self assessment on the areas that you need to learn, and plan for learning it. (e.g. work through *Phonics for the Teacher of Reading* by Marion Hull)
  - Demonstrated progress made on learning in those areas (i.e. via a second test)
- **To use assessment to make sense of what a reader's conceptions about reading, the reader's interests as they relate to reading and of what reader is doing.**
  - Burke reading inventory
  - Give miscue transcript and in portfolio – list what I know about what this reader is doing, what do I know this reader needs help with and are two things I would do to help this reader and why. What about this idea would help the reader address these issues.

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#### **WEEKS 2-3: CONCEPTIONS ABOUT LITERACY AND HOW IT SHOULD BE TAUGHT**

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## WEEK'S 4-6: EMERGING READING/WRITING.

Remember to explore how these strategies are pertinent in grades 3-8 literacy activities that you are observing in the field.

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### WEEK FOUR (Friday 10-1): How Miller's approaches relate to the National Reading Panel National Council of Teachers of English, and Socio-psycho linguistic explanations to reading?

#### Student preparation for workshop:

- Miller *Reading with Meaning*
- Bring in scope and sequence of literacy lessons that your teacher/school engages in. (The teachers guide to reading should have a chart in it/chapter in it that shows each step of the activities. The scope draws attention to where starting and ending up. The order and steps for the reading lessons from the beginning to the end of the year. It's often in the form of a chart. If you don't find a chart. Take the teacher's guide, look at the first lesson, then go about 1/5<sup>th</sup> of the way through and see what's there, then go another 1/5<sup>th</sup> of the way through, repeat to the end. Create a map of the steps the reading curriculum seems to be going through.
- Ask Sonja for answer key to phonics quiz when you have completed it.

#### Set up Teaching pairs for week 6 lesson plan.

### WEEK FIVE: Unlocking the code and analysis of what it means to help children acquire the alphabetic principles

**Goal:** Identify the principles and the justifications for what to attend to when teaching literacy.

#### Student preparation for workshop:

- Read Robert J. Tierney & Catherine Thome, "Is DIBELS leading us down the wrong path?" <http://www.foe.educ.ubc.ca/about/tierney/dibels.pdf>
- Explore the links and video clips related to the "5 big ideas in beginning reading" presented by the Center for Teaching and Learning, University of Oregon, "DIBELS Data System" (1<sup>st</sup>) go to home page: < <https://dibels.uoregon.edu/>> (2<sup>nd</sup>) click on icon in middle of page "Beginning Reading"

**Exit slip:** What are the principles you need to attend to when teaching literacy. What are your justifications for why these principles are important?

### WEEK SIX: Become a critical and informed consumer and test your understanding – adapt a lesson using principles that support learning

**Student preparation for workshop:** Take a reading lesson observed in K-3 schools that uses a scripted phonics based lesson (e.g. Readwell). Write a lesson plan together that modifies the reading lesson using Miller's insights. Come ready to present the lesson to the rest of your colleagues. Explain what you modified and why. Identify how you'd re-write the lesson to be appropriate for an older grade.

**Exit slip:**

- What were the kinds of things you attended to while revising the lesson – what principles were guiding your revisions.
- What kinds of things did people attend to in their revisions that seem important for you to remember? In what ways were the modifications significant?
- What are you now wondering about?

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**WEEK 7: EXPLORING THE CONTINUUM**

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**WEEK 7: Explore the continuum of literacy development**

Promoting student construction of shared meaning and knowledge about texts.  
Creating social and physical environments that foster literacy

**Student preparation for workshop:** Fontas and Pinnell Read Chapters 1-6

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**WEEKS 8& 9: ASSESSMENT AND MISCUAE ANALYSIS**

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**WEEK 8 (Friday 10-1):** Review of what we've learned so far. How does miscue analysis relate to these ideas?

**Student preparation for workshop:**

- Burke reading interviews
- Miscue Analysis chapter 1 & 2, and study chart on page 61.

**Exit slip:** What have you learned about readers from doing these two types of assessment? Why would they be important to use in the classroom?

**WEEK 9 (Friday 10-1):** What kind of information would I get from these practices, how would it help me as a teacher help individual readers

**Student preparation for workshop:**

- Burke reading interviews (Conceptions about print interviews?)
- Miscue Analysis (read/review?) chapters 4-6 with the aim of making sense of what procedure II & IV means and what over the shoulder means.
- Read chapter 7 & 8– what does it look like and why bother

**Activity:**

- We'll practice strategies in class.
- (If do case study will need to do procedure three and over the shoulder
- Compare and contrast kinds of information get from these strategies vs. Dibels.

**Exit slip:**

Analyze miscue transcript– list what I know about what this reader is doing, what do I know this reader needs help with and are two things I would do to help this reader and why. What about this idea would help the reader address these issues? *Perhaps finish reflection outside of class and add to portfolio..*

## **Essential Academic Learning Requirements—Reading**

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### **1. The student understands and uses different skills and strategies to read.**

To meet this standard, the student will:

- 1.1. Use word recognition and word meaning skills to read and comprehend text.
- 1.2. Use vocabulary (word meaning) strategies to comprehend text.
- 1.3. Build vocabulary through wide reading.
- 1.4. Apply word recognition skills and strategies to read fluently.

### **2. The student understands the meaning of what is read.**

To meet this standard, the student will:

- 2.1. Demonstrate evidence of reading comprehension.
- 2.2. Understand and apply knowledge of text components to comprehend text.
- 2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.
- 2.4. Think critically and analyze author's use of language, style purpose, and perspective in informational and literary text.

### **3. The student reads different materials for a variety of purposes.**

To meet this standard, the student will:

- 3.1. Read to learn new information.
- 3.2. Read to perform a task.
- 3.3. Read for career applications.
- 3.4. Read for literary/narrative experience in a variety of genres.

### **4. The student sets goals and evaluates progress to improve reading.**

To meet this standard, the student will:

- 4.1. Assess reading strengths and need for improvement.
- 4.2. Develop interests and share reading experiences.

## **Essential Academic Learning Requirements—Writing**

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### **EALR 1: The student understands and uses a writing process.**

Components:

- 1.1 — Prewrites to generate ideas and plan writing.
- 1.2 — Produces draft(s).
- 1.3 — Revises to improve text.
- 1.4 — Edits text.
- 1.5 — Publishes text to share with an audience.
- 1.6 — Adjusts writing process as necessary.

### **EALR 2: The student writes in a variety of forms for different audiences and purposes.**

Components:

- 2.1 — Adapts writing for a variety of audiences.
- 2.2 — Writes for different purposes.
- 2.3 — Writes in a variety of forms/genres.
- 2.4 — Writes for career applications.

### **EALR 3: The student writes clearly and effectively.**

Components:

- 3.1 — Develops ideas and organizes writing.
- 3.2 — Uses appropriate style.
- 3.3 — Knows and applies writing conventions appropriate for the grade level.

### **EALR 4: The student analyzes and evaluates the effectiveness of written work.**

Components:

- 4.1 — Analyzes and evaluate others' and own writing.
- 4.2 — Sets goals for improvement.

**Writing:** Writing is an act of discovery, of communication, of joy. It connects us to work, to culture, to society, to existing knowledge, and to the meanings of our lives.

<http://www.k12.wa.us/Writing/default.aspx>

## **Burke Reading Inventory**

### Reading Interview

1. When you are reading and you come to something you don't know, what do you do? Do you ever do anything else?
  2. Do you think that (ask teacher's name) is a good reader? Or who is a good reader?
  3. What makes him/her a good reader?
  4. Do you think that she/he ever comes to something she/he doesn't know? What do you think she/he does about it?
  5. YES - When she/he does come to something she/he doesn't know, what do you think she/he does about it?
- NO - Suppose/pretend that she/he does come to something that she/he doesn't know, what do you think she/he does about it?
6. If you knew that someone was having difficulty reading how would you help them?
  7. What would a/your teacher do to help that person?
  8. How did you learn to read? What did they/you do to help you learn?
  9. What would you like to do better as a reader?
  10. Do you think that you are a good reader?