

Santa Cruz County Reading Association,
University of the Pacific and Live Oak School District
Course Syllabus
2019-2020
4 Unit Class

Course Title: Strategic Reading Instruction: Supporting All Levels of Reader

Course Description:

This course is designed to support teachers in their reading instruction. Teachers will participate in a series of meetings, each focused on a strand of foundational skill needed to become a proficient reader. Teachers will be asked to complete readings from texts, Teacher's Editions and articles to help deepen their understanding of the reading process. Teachers will be asked to complete assignments of their choice based on their readings or the content of the meetings they have attended. They will be expected to discuss and contribute their experiences and perspectives on the reading work that is occurring in their classrooms. Additional units can be earned through discussions of observations throughout the year and a case study within their own classrooms three times a year.

Course Objectives:

Teachers will study best practices in reading instruction. Teachers will look to develop in the teaching of reading instruction through study of pedagogy/theory, English Language Learners and Emergent reading, the role of explicit phonemic awareness and phonics instruction, Guided Reading components and pacing as well as how to support Transitional readers as they navigate reading for content and reading for comprehension. Teachers will develop professionally through the reading of articles and completing assignments based on their reading, observations, case studies or reflections on lessons taught.

Course Requirements for Units:

- ✓ Teachers will read 6 professional chapters or articles.
- ✓ Teachers will attend all sessions.
- ✓ Teachers will complete assignments for each session based on the reading, observations, case studies or reflections on lessons taught in their classrooms.
- ✓ Teachers will submit their assignments by uploading them to their folder on Google Drive.
- ✓ Participants will submit their case study data (demonstration of growth) to their Google Drive folder three times during the course of the year (if applicable).
- ✓ Teachers earning units must also participate in ONE event. They can choose to attend a Board Meeting (TBD), the Book Giveaway (March 5th) or the Student Authors' Fair (May 2nd).

Course Outline:

DATE	TOPIC AND PRESENTER	READING
September 9	What's In Your Toolbox? How to Use Diagnostic Assessments to Plan Instruction with Lauren Pomrantz	Handouts
October 10	The Role of Systematic Phonemic Awareness and Phonics Instruction with Lauren Pomrantz	Phonics Articles
November 7	Learning About Your Readers: Formative Assessment and Planning with Jessica Middour	Becoming Literate, Chapter 9
December 12	How to Know What to Teach: Focusing on Students with Gaps in Their Learning with TBD	Articles
January 23	How to Keep the Fire Burning: The Role of Author Studies, Different Genres and Chapter Book Read Alouds with Jessica Middour	Becoming Literate, Chapter 14
February 13	English Language Learners and Guided Reading with Sofia Sorensen and Lauren Pomrantz	Becoming Literate, Chapter 4
March 12	How to Support Transitional Readers: Comprehension with TBD	Becoming Literate, Chapter
April 23	Keeping All Readers Engaged in Longer Reading Sessions: The Role of Word Study, Reader's Theaters, Plays and Performances with Jessica Middour	Becoming Literate, Chapter

READING:

- **Main Text: Becoming Literate: The Construction of Inner Control, Marie M. Clay**
 - ⇒ Chapter 4: Oral Language Support for Early Literacy
 - ⇒ Chapter 9: Choosing Texts: Contrived Texts, Story Book Texts and Transitional Texts
 - ⇒ Chapter 10: Progress of the First Reading Books
 - ⇒ Chapter 14: Extending the Inner Control
- **Phonics Articles:**
 - ⇒ International Literacy Association's Explaining Phonics Instruction: An Educator's Guide
 - ⇒ NSW Department of Education and Training's Literacy Teaching Guide: Phonics
- ⇒ TBD- articles about learning process from James Hughes

SCCRA Assignments for 2019-20

You will choose an assignment from this menu to earn your units. You MUST upload your assignment to your Google Drive folder that will be assigned to you.

Write a reflection about the article you read.	Create an anchor chart or poster you use to teach your lesson.	Write up a lesson plan.	Write a reflection on a lesson you taught. Include changes you would make and what went well during the lesson.
Make a video from a lesson.	Share activities you had the students do to the drive.	Find resources/videos to support literacy extension activities and add them to the drive.	Copy student work to share with group.
Write about your personal experiences with extending literacy activities.	Set goals for your classroom practice for the next in terms of bringing literacy to life in your teaching.	Describe how your teaching profession is changing as you implement new literacy curriculum or activities.	Choose another activity from the menu to do at a different time of the year.

MISSED SESSIONS:

You can makeup missed sessions by completing an extra assignment for that month or volunteering your time during one or more of our events.

SUBMITTING ASSIGNMENTS:

When you register for units, you will be assigned your own Google Drive folder by SCCRA. You will be responsible for uploading your assignments to your folder. You may submit assignments each month there is a session or you may wait and submit all assignments by **JUNE 4th**. You must label your assignments with the session date. Makeup assignments can be labeled accordingly.

OBSERVATION & CASE STUDY COURSE

Teachers will earn an additional 2 units for participating in the CLASSROOM OBSERVATIONS and CASE STUDY work in their own classes.

Classroom Observations will be held in ROOM 4 at Del Mar Elementary from 5-6:00pm, immediately following the regular session. Teachers will observe Small Reading Groups or watch videotaped lessons. There will be a 30-minute observation with a 30-minute discussion following the observation.

TEACHER	OCTOBER 10	JANUARY 23	MARCH 12
Lauren Pomrantz	Early Literacy Group/Guided Reading	Designated ELD Guided Reading Group	Book Clubs

Case Study Work: Teachers will select ONE student each trimester to closely track and support in their reading development. The work done with this study will be recorded and shared with the group during observations. Teachers will be asked to complete the Case Study form on Google Forms before attending the observation.

	<i>Timeline for Case Study</i>	<i>Type of Group</i>	<i>DATA to be collected</i>
CASE STUDY #1 <i>** 30 minutes per week</i>	August-October	Early Emergent English Only Student	Diagnostic Assessments & Running Record prior to meeting
CASE STUDY #2 <i>** 30 minutes per week</i>	November-January	Early Emergent/Emergent ELL	Oral Language Observations & Running Record Prior to meeting
CASE STUDY #3 <i>** 30 minutes per week</i>	February-March	Transitional or Proficient Reader	Book Interest Survey, growth mindset goals and Assessment on Decoding Multisyllabic words