

Annenberg/CPB
Professional Development Workshop Guide

Teaching Reading K–2 Workshop

An eight-part professional development workshop
for K–2 teachers

Produced by WGBH Educational Foundation

Teaching Reading K–2 Workshop

is produced by
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The notable series, workshops, and activities of Annenberg/CPB include *Teaching Reading, K-2: A Library of Classroom Practices*; the *Social Studies in Action* library and workshop; *The Arts in Every Classroom* library and workshop; *The Learning Classroom: Theory Into Practice*; the *Learning Math* courses; and the *Teaching Math* libraries.

To purchase copies of our videos and guides, or to learn more about our other professional development materials and the Annenberg/CPB Channel, contact us by phone, by mail, or on the Web.



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Table of Contents

Introduction	1
About the Workshop	1
Using the Materials	3
Assignments and Course Credit	6
Suggestions for Facilitators	7
Video Organizer Chart	8
Who's Who	9
Workshop 1. Creating a Literate Community	11
Workshop 2. Supporting the English Language Learner	33
Workshop 3. Word Study and Fluency	61
Workshop 4. Comprehension and Response	85
Workshop 5. Teaching Writing as a Process	107
Workshop 6. Differentiating Instruction	131
Workshop 7. Using Assessment To Guide Instruction	157
Workshop 8. Connecting School and Home	179
Appendix	209
Glossary	210
Credits	220

About the Workshop

Overview

Reading is intrinsic to everything children will learn in school. Creating a classroom community of eager and ready-to-read students presents you with a wealth of challenges and choices as teachers. This workshop will help you navigate the concerns of teaching beginning reading effectively.

The *Teaching Reading K–2 Workshop* introduces innovative research-based principles, teaching practices, and classroom activities designed to stimulate your teaching. Each of the eight workshop sessions examines a critical issue of early literacy. These sessions are designed to enhance the way you teach your K–2 students to read and write.

The eight video programs follow Professor Jeanne R. Paratore of Boston University and twelve K–2 teachers as they work through the major issues of teaching reading. Become a student yourself as you watch the lectures, classroom videos, and discussions, and complete a range of activities that you can use to improve your classroom reading instruction.

Session Summaries

Workshop 1. Creating a Literate Community

In this session, you will explore the ways in which classroom organization and routines influence both children's opportunities to read and write and their attitudes towards reading and writing. Classroom excerpts from the *Teaching Reading* video library provide illustrations to inspire discussion on the routines and arrangements shown in relation to your own classroom communities.

Workshop 2. Supporting the English Language Learner

Led by guest lecturer Dr. Mileidis Gort, you will examine research-based principles that support English Language Learners' literacy and language development. Classroom excerpts illustrate effective second language instruction and provide an opportunity to reflect on your teaching practices. You will observe a teacher-led activity that makes selected texts comprehensible and accessible to English Language Learners.

Workshop 3. Word Study and Fluency

The complex topic of teaching phonics sparks a challenging debate in this session, which examines the foundational elements of emergent literacy, the principles of effective word study instruction, and the explicit teaching of fluency. The principles serve as a lens for discussing the teaching practices viewed in classroom excerpts and analyzing a phonics lesson.

Workshop 4. Comprehension and Response

This session focuses on essential comprehension strategies that characterize good readers, and components of explicit and strategic instruction that promote these strategies. You will observe grade-level groups plan a lesson based on a strategy that supports student comprehension of and response to the story *Stone Soup*.

Workshop 5. Teaching Writing as a Process

Drawing the distinction between writing in response to reading and writing as a process, this session explores the challenges in instructing and inspiring students to create their own stories through narrative writing. As you watch classroom excerpts, you will consider opportunities for students to plan, draft, revise, and edit their work and your own writing programs.

About the Workshop, cont'd.

Workshop 6. Differentiating Instruction

In this session, Dr. Paratore engages the evidence that grouping students appropriately and providing them with equally appropriate literacy instruction enhances achievement in reading. Classroom excerpts illustrate good practices of different grouping models that support the needs of all students, and allow you to reflect on your teaching practices.

Workshop 7. Using Assessment To Guide Instruction

This session examines assessment practices used to measure student performance and inform instructional practice. You will observe assessment routines in classroom excerpts and reflect on your own classroom assessments. At the end of the session, you will observe teachers analyze a first-grader's reading assessment and writing sample, and discuss further instruction for the student.

Workshop 8. Connecting School and Home

Highlighting the importance of home-school partnerships, this session explores the factors influencing a child's home literacy habits, and the ways in which teachers can support them. You will view and discuss classroom excerpts illustrating ways to connect school and home literacy, and consider how to promote effective parent involvement.

Using the Materials

Structuring Sessions

The *Teaching Reading K–2 Workshop* is designed for individual or group professional development. Using this workshop guide, the videos, and the Web site, you can run a complete professional development workshop with colleagues or follow the videos by yourself and connect with others through the email discussion group, Channel-Talk (see page 5). If you are leading this workshop for a group, see Suggestions for Facilitators (page 7).

This guide (also available online at www.learner.org/channel/workshops/readingk2/) features pre- and post-viewing activities and discussion questions to help you use the videos in approximately two-hour workshop sessions. To help you get the most out of the workshop, the guide is organized into the following sections:

Introduction

The introduction for each session outlines the session’s learning goals and materials needed.

Before You Watch

This section includes a short summary of the video and the Session Preparation, which includes readings and activities to be completed before viewing the video. Complete the charts and review key terms to stimulate your thinking about the workshop session’s topic.

Watch the Video

This section divides each video program into three parts: Lecture, Classroom Excerpts, and Discussion. In the Lecture, watch Dr. Paratore present the research-based principles related to the topic. Then observe the principles in action in the Classroom Excerpts. Finally, in the Discussion segment, compare your observations with those expressed by the workshop participants shown in the video. Use the questions that follow each video segment to focus your viewing and response.

Examine the Topic

This section consists of up to three parts: Extend Your Knowledge, Analyze Your Teaching, and an activity. Extend Your Knowledge presents selected readings that expand on the principles discussed or examine an alternative point of view. In Analyze Your Teaching, you can reflect on your own instruction and better understand the continuum of teaching reading. The activity allows you to explore reading principles more thoroughly.

Wrap Up

This section encourages you to review what you have learned and to revise the notes you have taken. Answer the questions posed to summarize your understanding of the topic.

Put It Into Practice

This section helps you to apply what you have learned to your own teaching practices. The activities are designed to assist you in developing resources for your classroom and provide lesson-plan templates, record forms, and worksheets to use with your literacy instruction.

Assignments

The Assignments page provides a list of the required assignments for the workshop session. You can use this page to make sure you’ve completed all the assignments required for professional development or graduate credit.

Related Resources

The Related Resources page provides a list of books, articles, related resources, and other materials used in the video workshop or recommended as further reading.

Using the Materials, cont'd.

Using the Guide

If you are working alone:

- Identify your goals as you prepare for the session.
- Use the questions to generate self-reflection.
- Write responses to questions in a journal to review at a later date.

If you are working in a group:

- Prepare for the session before meeting with the group.
- Use the questions to stimulate discussion.
- Compare experiences to better understand literacy instruction in different grades.
- Collaborate in planning activities and developing resources.

Using the Videos

The *Teaching Reading K–2 Workshop* video programs introduce eight important topics of early literacy instruction. The videos are designed to stand alone or to be viewed as a whole. (If you are taking this workshop for credit, you must complete all eight sessions.)

Watch the video programs on the Annenberg/CPB Channel, tape the programs to watch at a more convenient time, or, if you have access to a high-speed connection, view the video programs online. Go to **www.learner.org** for the Channel broadcast schedule and Web viewing. You can also purchase the videos at **www.learner.org** or by calling 1-800-LEARNER.

Viewing Notes

Each one-hour video is divided into sections to help guide your viewing. Watch the video in its entirety before you begin, or watch it in segments as you take the workshop session. If you are watching the programs on the Channel, we recommend taping them so you can re-watch short video segments when prompted in each session.

In order to use the time codes in this guide, set your VCR index timer to zero when the Annenberg/CPB logo appears. Then you can locate where to begin watching a video segment by fast-forwarding to the image and approximate time code indicated.

To help you get the most out of the video programs, use “Today’s Schedule” throughout the video to navigate and structure your viewing time.

Using the Materials, cont'd.

Using the Web Site

Go to the workshop Web site at **www.learner.org/channel/workshops/readingk2/** for the Web guide, a downloadable PDF of this guide, the session readings, Interactive Activities, and Channel-Talk.

Channel-Talk

Use Channel-Talk, the workshop's email discussion list, to communicate with other workshop participants online. Share responses and post questions, particularly if you are taking this workshop on your own.

Technical Notes

To use the *Teaching Reading K–2 Workshop* Web guide and Interactive Activities, we recommend the following:

Web browser: You will need Netscape 4.7 (or a higher version) or Internet Explorer 5.0 (or a higher version). (Javascript should be enabled, if your browser allows you to disable it.) Text fonts and colors may not be displayed correctly in older browsers.

Plug-ins: These plug-ins will allow you to get the most out of the workshop. Links to sites where you can download these programs for free are provided on the workshop Web site.

- Adobe Acrobat Reader for viewing the readings, charts, and lecture posters
- Shockwave Flash for using the Interactive Activities

Assignments and Course Credit

Registration and Graduate Credit

Participation in this workshop is free, but you must register with the Annenberg/CPB Channel to receive certificates of completion that may be used for inservice or recertification credit. (Note: if you are taking this workshop with a group, only one person needs to register the entire site.) Graduate credit is available at a reasonable cost. Go to **www.learner.org** for more information.

Turning In Assignments

To receive credit, you must complete the eight workshop sessions and submit the assignments for each session. When you register with the Annenberg/CPB Channel for a certificate of completion and sign up for graduate credit, you will receive more information about turning in your assignments. If you are getting credit elsewhere, check with your local institution to determine how to submit the assignments.

Assignments are marked in this guide and compiled for reference at the end of each session.

If you are taking the workshop for credit, you are also required to submit the ongoing project: creating a **Handbook for Effective Literacy Practices**.

Create a Handbook

Planning successful reading instruction is complex and requires continuous decision-making. Effective instruction is tailored to your curriculum and the needs of your students.

To help you plan for effective literacy instruction, you will create a **Handbook for Effective Literacy Practices** based on the topics of this workshop. In this ongoing project, you will collect literacy resources to use in your classroom. Collect your resources in a three-ring binder. You will continue to add readings, book titles, lessons, and related materials at the end of each session. You will find resource suggestions to include for each topic in the final activity for each session.

Assignment: Submit the Handbook at the end of the workshop.

Suggestions for Facilitators

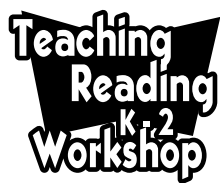
Leading a Workshop

You can use the workshop to provide professional development activities for teachers in a variety of settings:

- In reading methodology courses
- For teachers broadening their range of instructional practices
- For individual teacher study of a specific topic or grade level
- In a district or school workshop
- In professional development mentoring programs

The following facilitator tips can enhance the professional development experience:

- Register your group with the Annenberg/CPB Channel to receive certificates of completion.
- Review the Web or print guide and preview the video prior to running a study group or workshop.
- Print and duplicate charts, posters, and templates ahead of time.
- Have participants complete the Session Preparation prior to meeting.
- Identify participants' skill levels and build from there.
- Use sections that meet your needs and those of your participants.
- Begin with the suggested questions and continue with other questions that interest you and your colleagues.
- Allow enough time to wait for participants' responses.
- Encourage debate and discussion to help trigger and focus controversial issues.
- Promote reflection as a means to improving teaching.
- Organize participants into different groups for different activities to give everyone a chance to work with everyone else.
- Conclude by reviewing strategies and action items participants can use in their teaching practice.



Video Organizer Chart

Each workshop session focuses on one central methodology, as well as several related teaching and learning topics. Use this chart to see which topics are covered in each workshop session.

Workshop Sessions	Literate Community	English Language Learner	Word Study and Fluency	Comprehension and Response	Writing as a Process	Differentiating Instruction	Assessment	Home-School Connection
1. Creating a Literate Community		◆				◆		
2. Supporting the English Language Learner				◆	◆	◆	◆	
3. Word Study and Fluency	◆			◆		◆		
4. Comprehension and Response						◆		
5. Teaching Writing as a Process		◆	◆		◆	◆		
6. Differentiating Instruction		◆		◆		◆		
7. Using Assessment to Guide Instruction	◆	◆	◆	◆	◆			
8. Connecting School and Home		◆				◆		

Who's Who

Jeanne R. Paratore, Workshop Facilitator

Dr. Paratore is associate professor of education at Boston University. She was formerly a classroom teacher, reading consultant, and director of Title I. From 1989–1997, Dr. Paratore was an integral member of the Boston University/Chelsea, Massachusetts School Partnership, a comprehensive urban school reform effort. As part of this work, Dr. Paratore founded and now serves as advisor to the Intergenerational Literacy Project, a family literacy program that serves immigrant parents and their children. Her work on school change and family literacy is described in numerous monographs, book chapters, and journal articles. She has also authored and edited several books. Dr. Paratore is a frequent speaker on literacy instruction and has presented at local, national, and international reading and educational research conferences, as well as in school districts throughout the United States. She recently completed a three-year term as a member of the International Reading Association's Board of Directors.

Mileidis Gort, Guest Lecturer

Dr. Gort is assistant professor of bilingual education at the Neag School of Education, University of Connecticut, with experience as an English as a Second Language teacher, bilingual literacy consultant, and research project director. Her work in biliteracy development of English- and Spanish-dominant bilingual learners in dual language programs has been published in various journals and books. As an accomplished speaker, Dr. Gort has lectured on bilingualism at local and national educational conferences across the country. She was recently awarded first place in the AERA/Bilingual Education Research SIG and the NABE Outstanding Dissertation Competitions, and continues to serve as an advisory board member on the national "Portraits of Success" project to track successful bilingual education in the U.S.

Mary Matthews, Curriculum Developer

Dr. Matthews is curriculum coordinator for language arts in the Brookline, Massachusetts Public Schools. The former reading specialist and special education teacher has taught graduate courses in elementary language arts, reading instruction, and literacy assessment at Boston University and Bridgewater State College. She has also led workshops on reading instruction in many of Massachusetts's public schools. As a frequent speaker on effective practices in literacy instruction, Dr. Matthews has presented her area of expertise at both the International Reading Association and Massachusetts Reading Association. She recently led a three-year committee in Brookline to develop a curriculum handbook for literacy instruction for grades four to six. Dr. Matthews is past president of the Massachusetts Reading Association where she currently serves as publications editor.

Workshop Participants

The workshop participants represent a range of K–2 teachers from the Greater Boston area.

Adrienne Bradshaw, Q. E. Dickerman Elementary School, Dorchester, Massachusetts

Libby Croce, St. Francis of Assisi School, Medford, Massachusetts

Meynardo Gutierrez, The Morse Elementary School, Newton Center, Massachusetts

Kemp Harris, Bowen Elementary School, Cambridge, Massachusetts

Kirsten Nelson, Merriam Elementary School, Acton, Massachusetts

Ruth Oliver, Dr. William H. Ohrenberger Elementary School, West Roxbury, Massachusetts

Marcy Prager, Driscoll Elementary School, Brookline, Massachusetts

Robin Peterson, Belmont Day School, Belmont, Massachusetts

Cruz Sanabria, The Blackstone School, Boston, Massachusetts

Kristin Stoetzel, The Hardy School, Wellesley, Massachusetts

Lisa Wallace, Witchcraft Heights Elementary School, Salem, Massachusetts

Jodi Wollner, Mary Lee Burbank Elementary School, Belmont, Massachusetts

Who's Who, cont'd.

Classroom Teachers

Classrooms shown in the workshop are from *Teaching Reading K–2: A Library of Classroom Practices*. Teachers featured in the classroom excerpts represent a range of K–2 teachers from across the country.

Martha Duran-Contreras, Will Rogers School, Santa Monica, California

Charmon Evans, Richard E. Bard Elementary School, Port Hueneme, California

Shari Frost, Norwood Park Elementary School, Chicago, Illinois

Valerie Kostandos, Decius Beebe School, Melrose, Massachusetts

Sheila Owen, Wellwood School, Beaumont, California

Hildi Perez, Young Achievers School for Science and Math, Boston, Massachusetts

Becky Pursley, Barton Hills Elementary School, Austin, Texas

John Sinnett, Collins Elementary School, Houston, Texas

Stacey Soto, Hemenway Elementary School, Framingham, Massachusetts

James St. Clair, Amigos School, Cambridge, Massachusetts

Cindy Wilson, Josiah Quincy Elementary School, Boston, Massachusetts