

Annenberg Media  
Professional Development Workshop Guide

# Teaching Reading 3-5 Workshop

An eight-part professional development workshop with eight supplemental classroom videos for grades 3-5 reading teachers

**Produced by WGBH Interactive and WGBH Educational Productions**

***Teaching Reading 3-5 Workshop***

is produced by  
WGBH Interactive and WGBH Educational Productions

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# About the Workshop

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Students learn the basic components of reading in the early elementary grades, but learning to read doesn't end there. In the intermediate grades, students learn to become fluent readers, they build their vocabulary and word knowledge, and learn to comprehend and retain more meaning from what they read.

The *Teaching Reading 3-5 Workshop* is designed to give teachers the strategies they need to help all students become better readers and writers in the intermediate grades. Eight workshop sessions provide current research, questions for reflection, tips for new teachers, activities to enhance your teaching, and video segments from classrooms across the country.

Each workshop video features a leading literacy expert whose research and experience focus on a key element of teaching reading, from classroom organization and comprehension to teaching diverse learners, teaching English language learners, and assessment. Each video features classroom examples illustrating teaching strategies taken from actual classrooms across the country. The featured classrooms can also be viewed as whole 30-minute videos.

## Materials

The *Teaching Reading 3-5 Workshop* and featured classroom videos are designed for individual or group professional development. Using the workshop guide and the supplemental Web site, you can run a complete professional development workshop with colleagues or follow the videos by yourself and connect with others through Channel-Talk. Available from the Web site, Channel-Talk is an email discussion list through which you can communicate with other workshop participants online.

This guide features pre- and post-viewing activities and discussion questions to help you use the videos in a professional development setting. It also includes readings, a description of the interactive activities that can be found online, and individual or group activities that expand each topic beyond the video.

## Using the Guide

**To help you get the most out of the workshop**, the guide is organized into the following sections:

### Workshop Session Overview

The first page for each session gives an overview, presents the session's learning goals, and lists materials needed.

### Before You Watch

Before arriving for the session, you will review key terms, do a warm-up activity, and complete readings. Complete the charts to stimulate your thinking about the workshop session's topic.

### Analyze the Video

This section includes a summary of the video and divides the video into segments, organized by the guiding questions and main topics for the program. You can watch the video all at once (each video is 30 minutes long) or in segments. Use the questions that follow each video segment to focus your viewing and response.

### Extend Your Knowledge

This section consists of three parts: Examine the Topic, followed by an interactive (online) activity, and Tips for New Teachers. Examine the Topic presents selected readings that expand on the principles discussed or examine an alternative point of view. The interactive activity lets you explore reading principles and teaching strategies more thoroughly. Finally, the Tips for New Teachers section outlines things to consider about each session topic if you are new to teaching, or simply new to the topic at hand.

# About the Workshop, cont'd.

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## **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.

## **Reflect on Your Learning**

This final section encourages you to review what you have learned and think about changes you would like to make in your practice. Answer the questions posed to summarize your understanding of the topic. If you are taking the workshop for credit, you will be building a Literacy Practices Portfolio. This assignment completes each session.

## **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 helpful books, articles, and Web sites to supplement the information found in each session.

## **Handouts**

The final section includes the charts and any other materials needed for the workshop session. You may want to make copies of these instead of using the originals. This guide is also available on the workshop Web site, if you would like to print additional copies of the charts.

## **Tips for 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 notebook 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.

# About the Workshop, cont'd.

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## Assignments and Course Credit

The *Teaching Reading 3-5 Workshop* can be taken by groups or individuals for graduate credit. To receive credit, you must complete the eight workshop sessions and submit assignments for each session. Assignments are clearly marked 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, a Literacy Practices Portfolio.

For details on registering and completing the requirements for credit, go to [www.learner.org](http://www.learner.org) and click on the "Workshops & Courses" link and then on "Graduate Credit."

## Literacy Practices Portfolio

The most effective teaching relies on multiple strategies, tailored for the needs of your students and curriculum. To help you plan for effective literacy instruction, you will create a Literacy Practices Portfolio based on the topics of this workshop. In this ongoing project, you will document the things you have learned about your teaching, new strategies you would like to use, and actual changes you plan to implement. You may want to use a three-ring binder for your Literacy Practices Portfolio so that you can continue to add lessons and related materials at the end of each session. If you are taking the *Teaching Reading 3-5 Workshop* for credit, submit a copy of your portfolio at the end of the workshop.

## Certificates of Participation

Those taking the *Teaching Reading 3-5 Workshop* as part of a group may receive a Certificate of Participation as documentation. Individuals working alone are not eligible to receive Certificates. For information on registering as a group for certificates, go to [www.learner.org](http://www.learner.org) and click on the "Workshops & Courses" link and then on "Certificates."

## Technical Notes

To use the *Teaching Reading 3-5 Workshop* Web site ([www.learner.org/channel/workshops/teachreading35](http://www.learner.org/channel/workshops/teachreading35)), we recommend the following:

### Web Browser

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

To print a hard-copy version of this guide and the other materials provided, you will need the Adobe Acrobat Reader plug-in. You can download this plug-in for free.

To explore the interactive activities, you will need the Macromedia Flash plug-in. You can download this plug-in for free.

## Video Programs

The *Teaching Reading 3-5 Workshop* video programs introduce eight important topics of literacy instruction. The videos can stand alone or be viewed in sequence. If you are taking this workshop for credit, you must view all eight programs.

Each 30-minute video is divided into sections to help guide your viewing. You can watch the video in its entirety, or watch it in segments as you take the workshop session.

**To help you get the most out of the video programs**, use the questions for reflection provided in each session as you watch.

If you have access to a high-speed connection, you can view the video programs online. If you do not have access to a high-speed connection, watch the video programs on the Annenberg Channel, tape them from the Channel to view at a more convenient time, or purchase the videos at [www.learner.org](http://www.learner.org) or by calling 1-800-LEARNER.

# About the Workshop, cont'd.

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## Workshop Session Summaries

### **1. Creating Contexts for Learning**

This session examines how classroom organization, routines, and grouping practices can enhance literacy skills in the middle grades. Literacy expert Jeanne Paratore discusses teaching strategies and routines that foster reading and writing skills, illustrated by classroom examples.

### **2. Fluency and Word Study**

This session focuses on how students in the intermediate grades can build their vocabulary and reading fluency. Literacy expert Richard Allington discusses specific teaching strategies that help build fluency and vocabulary, illustrated by classroom examples.

### **3. Building Comprehension**

Comprehending text is one of the main goals of reading. In this session, literacy expert Nell Duke discusses what good readers do and strategies teachers can use to help students build comprehension skills. Classroom footage provides examples of comprehension strategies.

### **4. Writing**

This workshop examines the relationship between reading and writing in the intermediate grades. Literacy expert Nadeen Ruiz discusses the connections, conventions, and inventions that provide a framework for teaching writing, illustrated by classroom examples.

### **5. New Literacies of the Internet**

This workshop focuses on the evolving use of technology in education and the new literacies required by using the Internet. Literacy expert Donald Leu discusses strategies that help students effectively read, write, and communicate on the Internet, illustrated by classroom examples.

### **6. Teaching English Language Learners**

Changing classroom demographics call for a range of teaching strategies. In this session, literacy expert Robert Jiménez discusses strategies teachers can use to create a successful learning environment for all students, while supporting English language learners. Classroom examples illustrate the research.

### **7. Teaching Diverse Learners**

In this session, literacy expert Dorothy Strickland discusses how teachers can meet the diverse reading and writing needs among their students. Classroom examples show teaching strategies to address cultural, linguistic, and skill-level differences among students.

### **8. Assessment and Accountability**

This session explores assessment, standards, and outcomes. Literacy expert Kathy Au discusses the strategies teachers can use to assess students' understanding in reading and writing. Classroom examples illustrate how students can participate in their own assessment.



# About the Workshop, cont'd.

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## Classroom Program Summaries

Viewing of these videos is optional, but they do provide additional exploration of the topics discussed in the workshop sessions.

### 9. Investigating Word Meaning

**Angie Zapata—Grade 3, Matthews Elementary School, Austin, Texas**

Using a passage from *Charlotte's Web* by E. B. White, Angie Zapata teaches her third graders how to use context clues to discover the meaning of unfamiliar words. Ms. Zapata's mini-lesson also models individual and small-group work.

### 10. Fostering Book Discussions

**Maria Ruiz-Blanco—Grade 3, Belmont-Cragin School, Chicago, Illinois**

Maria Ruiz-Blanco's third-grade class uses immigration as a topic for a book group and writing exercise. Working in groups, students discuss what they read, ask questions, and make connections to their own lives.

### 11. Choosing Words Strategically

**Caroline Cockman—Grade 3, Rashkis Elementary School, Chapel Hill, North Carolina**

Caroline Cockman's third-grade class is learning how to revise biographies using transitions and more descriptive nouns. A whole-group exercise models the revision process, and small-group instruction focuses on students who need extra help in writing.

### 12. Revising for Clarity

**Tatiana With—Grade 4, Heath School, Brookline, Massachusetts**

Through a whole class mini-lesson and small group work, Tatiana With and her fourth-grade class explore the difference between editing and revising, with a focus on revision. In this lesson, Ms. With uses InFocus technology to model revision of an Indian folk tale.

### 13. Reading Across the Curriculum

**Gage Reeves—Grade 5, Vernon Elementary School, Portland, Oregon**

Gage Reeve's mixed-grade class is learning new vocabulary and main ideas in a lesson on global warming. Students write their questions and use an idea tree to record main ideas and supporting details.

### 14. Looking at Cause and Effect

**Holly Concannon—Grade 5, Murphy School, Boston, Massachusetts**

Holly Concannon and her fifth-grade class discuss cause and effect in a passage from Gary Paulsen's book, *Wood Song*. The lesson models grouping students for independent reading, as well as guided reading.

### 15. Close Reading for Understanding

**Dana Robertson—Grade 5, Estabrook School, Lexington, Massachusetts**

Fifth-grade teacher Dana Robertson models strategic reading, and teaches his students the strategies readers use to comprehend the text. He then continues with small-group instruction while other students work independently.

### 16. Summarizing Nonfiction

**Eleanor Demont—Grade 5, Heath School, Brookline, Massachusetts**

Eleanor Demont's fifth-grade class completes a mini-lesson using summarization as a comprehension strategy for reading non-fiction texts. Students examine the importance of differentiating what is interesting from what is important in a social studies unit on ancient Egypt.

# About the Contributors

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## Featured Experts

**Professor Richard Allington** is professor of education at the University of Tennessee. Previously he taught at the University of Florida, and chaired the Department of Reading at the University at Albany, SUNY. Professor Allington is president-elect of the International Reading Association and was recognized by the association for his work in the field of reading and learning disabilities. He also serves on the editorial boards of *Reading Research Quarterly*, *Remedial and Special Education*, *Journal of Literacy Research*, and other scholarly publications. Professor Allington is the author of more than 100 research articles and several books. His most recent book, *Big Brother and the National Reading Curriculum: How Ideology Trumped Evidence*, critically examines the influence of federal education policy on reading instruction and the teachers who provide it.

**Professor Kathryn H. Au** is professor of education at the University of Hawaii at Manoa. She is currently directing a teacher education program aimed at increasing the number of Native Hawaiian teachers in schools in their own communities. Her research interest is the school literacy development of students of diverse cultural and linguistic backgrounds. Professor Au has published more than 70 articles on the topic in addition to a textbook, *Literacy Instruction in Multicultural Settings*. She has served on the editorial advisory boards of *Reading Research Quarterly*, *The Reading Teacher*, and *Journal of Literacy Research*, among others. Professor Au served on the board of directors for the International Reading Association, and she has been elected to the Reading Hall of Fame.

**Professor Nell K. Duke** is an associate professor at Michigan State University, and has been a principal investigator with the Center for Improvement of Early Reading Achievement (CIERA). In addition to her teaching duties, Professor Duke speaks and consults widely on literacy education, and is an active member of several literacy-related organizations. Her work focuses on early literacy development, particularly among children living in poverty. Professor Duke is the recipient of several research awards, including the National Council of Teachers of English Promising Researcher Award and the International Reading Association Outstanding Dissertation Award.

**Professor Robert T. Jiménez** is a professor of language, literacy, and culture at Vanderbilt University, where he teaches courses in second-language literacy and issues related to the education of Latino students. He was a bilingual education teacher, and he has served as recruiter, teacher, and program director in migrant education for the state of Illinois. Professor Jiménez has received awards for his work, including a Garcia Robles Fulbright Fellowship to Mexico and the Albert J. Harris Award for research on struggling readers. He has published in numerous journals, including *Reading Research Quarterly*, *American Educational Research Journal*, and *Journal of Adolescent and Adult Literacy*.

**Professor Donald J. Leu** holds the John and Maria Neag Endowed Chair in Literacy and Technology at the University of Connecticut, and formerly taught at Syracuse University. He specializes in reading and Internet technologies. Professor Leu's work addresses issues of both theory and practice, as the Internet has fundamentally redefined what it means to be literate. His research has been published in *Reading Research Quarterly*, *Handbook of Reading Research*, *The Reading Teacher*, *Teaching with the Internet*, and *Effective Literacy Instruction*.

**Professor Jeanne R. Paratore** is associate professor of education at Boston University. She was formerly a classroom teacher, reading consultant, and director of Title 1. From 1989-1997, Professor Paratore was an integral member of the Boston University/Chelsea, Massachusetts School Partnership, a comprehensive urban school reform effort. As part of this work, Professor 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. Professor 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.

# About the Contributors, cont'd.

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**Professor Nadeen T. Ruiz** is the appointed director of the Elementary Education Program at Stanford University School of Education. She has taught on the subject of bilingual multicultural education at CSU Sacramento, where she also served as the director of the teacher preparation program. Her research focuses on the literacy development of bilingual, special education students and deaf students. She started her career in education as an elementary school teacher.

**Professor Dorothy S. Strickland** is a former classroom teacher, reading consultant, and learning disabilities specialist. She holds the Samuel DeWitt Proctor Chair in Education at Rutgers University, and she formerly taught at Columbia University's Teachers College. Professor Strickland is also past president of the International Reading Association and its Reading Hall of Fame. She has received the National Council of Teachers of English (NCTE) Award and was recognized in 1994 as the NCTE Outstanding Woman in the Teaching of English. She has numerous publications in the field of reading and language arts. Her latest scholarly contributions are *Teaching Phonics Today*, *Beginning Reading and Writing*, and *Supporting Struggling Readers and Writers*.

## Curriculum Developers

### Mary E. Matthews

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 Massachusetts 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 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.

### Joy R. Turpie

Dr. Turpie is Director of Curriculum and Instruction in the Sharon, Massachusetts Public Schools. The former English Language Arts Coordinator, reading specialist, elementary teacher, and special education teacher has taught graduate courses at Boston University and Bridgewater State College. She has provided professional development in literacy instruction and assessment for many school districts in Massachusetts and Connecticut. Dr. Turpie has presented her research and literacy expertise at the Massachusetts Reading Association, The American Educational Research Association, and the National Research Conference, and has published several articles and book chapters. She has led Sharon teachers in developing Learning Standards for English Language Arts.

# About the Contributors, cont'd.

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## Classroom Teachers

Teachers featured in the classroom excerpts represent a range of grade 3-5 teachers from across the country.

### **Caroline Cockman**

#### **Choosing Words Strategically**

Rashkis Elementary School, Chapel Hill, North Carolina

### **Holly Concannon**

#### **Looking at Cause and Effect**

Murphy School, Boston, Massachusetts

### **Eleanor Demont**

#### **Summarizing Nonfiction**

Heath School, Brookline, Massachusetts

### **Gage Reeves**

#### **Reading Across the Curriculum**

Vernon Elementary School, Portland, Oregon

### **Dana Robertson**

#### **Close Reading for Understanding**

Estabrook School, Lexington, Massachusetts

### **Maria Ruiz-Blanco**

#### **Fostering Book Discussions**

Belmont-Cragin School, Chicago, Illinois

### **Tatiana With**

#### **Revising for Clarity**

Heath School, Brookline, Massachusetts

### **Angie Zapata**

#### **Investigating Word Meaning**

Matthews Elementary School, Austin, Texas

# Helpful Hints

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## Suggestions for Facilitators

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 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.

# Notes

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