

Course Title: ED/D 9091 Putting Reading First in your Classroom, Grades K-2 (S)

Instructor: Instructors of Record – Dr. Vicente M. Ontiveros, Dr. Tim Ham

Course Description:

Putting Reading First In Your Classroom, Grades K-2 is an interactive, online, and in-person professional development course designed for all teachers of grades K-2. The seven online sessions focus on understanding the role of phonemic awareness, phonics, fluency, vocabulary, and text comprehension in early reading instruction.

- Session 1, the Course Introduction, includes a Course Keynote by the lead faculty who talks about the importance of beginning reading. A Self-Assessment follows the keynote.
- Session 2 focuses on the building blocks of reading-phonemic awareness and alphabet recognition. These two skill areas, cited by research as the two best predictors of early reading success, are essential for laying a strong reading foundation. In addition, the Stages of Reading Development are outlined in order to provide a framework in which all course learning can be placed.
- Session 3 focuses on the basics of phonics and decoding. Key characteristics of effective phonics instruction—such as using an appropriate scope and sequence, providing frequent blending models, using decodable text, and linking phonics to spelling—are defined and applied to classroom practices.
- Session 4 focuses on how to assess fluency, build fluency, and incorporate independent and small-group fluency-building activities into classroom routines. Techniques for helping children to master sight words are also included.
- Session 5 focuses on the role of vocabulary in early reading instruction. Attention is paid to building children's oral vocabularies, fostering word consciousness, and teaching important story words and academic language before and during reading.
- Session 6 focuses on comprehension, the ultimate goal of all reading instruction. Topics covered include teaching children techniques for previewing text, building and activating background knowledge, self-monitoring while reading, asking questions about text, and constructing oral and written retellings of text.
- Session 7 addresses the appropriate use of various genres in meeting instruction goals. Big Books, Read Alouds, decodable text, and trade books are all part of the reading instruction. This session discusses how to match children to appropriately-leveled text for independent reading and how to check children's comprehension from their written and oral retellings.

Lesson plans and classroom resources support all online sessions. The plans and resources ensure that the course content can be seamlessly integrated into classroom reading programs or subject-specific curriculum.

Course Objective/Goals:

On completing the course, participants will be able to:

- understand the role of alphabet recognition and phonemic awareness in laying the foundation for early reading growth and learn research-based classroom techniques for teaching both.

- identify the key characteristics of effective phonics instruction and apply them in your classroom.
- assess children's oral reading fluency and develop whole-group, small-group, and independent instructional activities for building fluency and mastering sight word vocabulary.
- use effective vocabulary learning strategies to build children's oral language and foster word consciousness, directly teach vocabulary before and during reading, and encourage wide reading.
- recognize the role of comprehension instruction in early reading and use techniques to teach children how to preview text, activate background knowledge, identify story elements, self-monitor their reading, ask questions about text, and construct oral and written retellings of reading materials.
- match children to text and use appropriate literature for specific instructional goals, such as using Big Books to teach concepts of print, Read Alouds to build vocabulary, decodable text to apply phonics skills, and leveled books for independent reading.

Course Outline:**1. Course Introduction**

- 1.1 Your Course Keynote
Self-Assessment

2. Building Blocks of Reading: Alphabet Recognition and Phonemic Awareness

- 2.1 The Foundations of Reading
- 2.2 Stages of Reading Development
- 2.3 Alphabet Recognition
- 2.4 Phonemic Awareness: Oral Blending and Segmentation
- 2.5 Phonemic Awareness: Phonemic Manipulation

3. The Basics of Phonics and Decoding

- 3.1 Characteristics of Effective Phonics Instruction
- 3.2 Scope and Sequence: Making It Work
- 3.3 Using Phonics Blending
- 3.4 Using Decodable Text
- 3.5 Linking Phonics to Spelling: Dictation

4. Building Toward Fluency

- 4.1 Characteristics of Fluency at K–2
- 4.2 Assessing Reading Fluency
- 4.3 Fluency: The Teacher's Role
- 4.4 Increasing High-Frequency Word Knowledge
- 4.5 Student Practice Activities and the Fluency Corner

5. Role of Vocabulary-Building

- 5.1 Reading and Vocabulary: The Link
- 5.2 Building Children's Oral Language
- 5.3 Pre-teaching Words
- 5.4 Using Context
- 5.5 Using Word Parts

6. Comprehension is Taught, Not Caught

- 6.1 The Role of Comprehension in Early Reading

- 6.2 Previewing Text and Building Background
- 6.3 Teaching Major Story Elements
- 6.4 Active Reading and Self-Monitoring: Nonfiction
- 6.5 Oral and Written Retellings

7. Using Books in the Classroom

- 7.1 Developing Life Long Readers
- 7.2 Using Big Books and Read Alouds
- 7.3 How to Match Children to Books
- 7.4 Responding to Literature Through Writing
- 7.5 How to Put Reading First in Your Classroom

Method of Evaluating Student's Performance:

Each participant will be evaluated on the basis of successfully completing the following activities, work products and tests. The evaluation process will be conducted through analysis of the following assignments:

Description	Estimated Time	Participation Hours
<i>Self-paced instruction includes the relevant reading research base. Participation in interactive simulations for practice of research-based strategies. Video modeling by teachers.</i>	<i>1 hour per session plus additional time to revisit concepts and key activities for ongoing practice.</i>	7
<i>Reflection on learned and applied skills; sharing of ideas and student work; lesson planning; facilitator modeling, in-person instruction and in-class coaching.</i>	<i>2 hours x 4 workshops; 3 hours in-class coaching</i>	11
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	1
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	1
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	7
<i>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</i>	<i>1 hour per session</i>	7
<i>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</i>	<i>1 hour per strategy; 1 strategy per week</i>	7
<i>Preparation and presentation of course learning.</i>	<i>1 hour</i>	1
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>1 hours</i>	1
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>2 hours</i>	2
Total Hours		45

End-of-Course Assessment: The final assessment for this course will assesses your ability to demonstrate an in-depth understanding of the course material and your final grade will be based on this assessment as follows:

Grade Score

A 18-20

B 16-17

C 14-15

D 12-13

F 11 and below

Textbooks and/or Other Materials:

All instructional materials are provided by Scholastic Red, professional development for raising student achievement

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Instructor Background:

See attached Resumes' for Dr. Tim Ham and Dr. Vicente M. Ontiveros

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