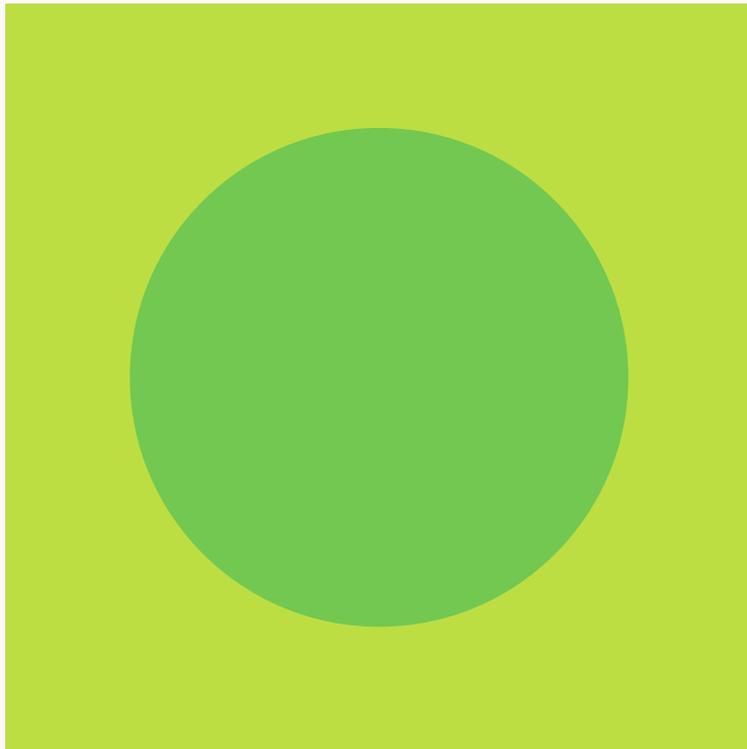


Module Outlines



TOOL 1

Knowledge

A Reading Teacher's Foremost Tool

Tool 1, sets the stage for the Top Ten Tools. It helps teachers understand that their most important tool is knowledge and that resulting from that knowledge, the ability to use resources wisely and choose the most beneficial teaching processes for students.

LEARNING OBJECTIVES

- Learn the rationale behind the development of Top 10 Tools; Instruction that Makes a Difference
- Become familiar with a conceptual model of reading – the WHAT to teach
- Consider effective teaching behaviors and compare them to your own teaching – the HOW to teach
- Plan for engagement in the course

APPROXIMATE LENGTH

3 hours

TOOL 2

Oral Language

A Foundation for Literacy

In Tool 2, learn about the fundamental relationship between oral language and text reading, the importance of a teacher understanding language variation, the importance of instruction in the structure of language for our multilingual learners, and methods for including intentional language activities in our students' daily world to support both language development and reading abilities.

LEARNING OBJECTIVES

- Plan targeted language opportunities for all students
- Apply teaching methods to increase student engagement through listening and spoken language
- Understand and include appropriate instruction for students whose language skills are strong, but for whom reading is a challenge
- Understand more deeply and appreciate the role of language in reading skill development.
- Learn ways to create a language rich classroom, one in which students frequently use language to engage with content and one in which models of language use are provided.

APPROXIMATE LENGTH

2 hours

TOOL 3

Phonemes

Paving the Way to Print and Meaning

Tool 3, helps teachers understand why the phoneme is so important for meaning and for reading and presents many ways to include attention to phonemes throughout the school day. Teachers often think of phonemes as they relate to decoding and often forget that they combine to create meaning.

LEARNING OBJECTIVES

- Define the importance of phoneme awareness
- Deepen an appreciation for the phoneme's role in word meaning, reading, and spelling
- Learn the correct articulation of the consonant and vowel phonemes
- Define the terms associated with phonological awareness
- Apply many brief phonological and phoneme awareness activities throughout the day

APPROXIMATE LENGTH

3 hours

TOOL 4

Phonics and Spelling

Effective Decoding and Encoding Instruction

Tool 4, explores the phonics element of reading. Teachers study the reading brain and the role of decoding in comprehension. The Tool candidly discusses the importance of teaching phonics and how to teach it so that we get strong results.

LEARNING OBJECTIVES

- Define Ehri's phases of word recognition development
- Recognize students' word recognition phases and apply appropriate word level instruction
- Identify the four areas in the reading brain and understand reading activation patterns
- Teach phonics and spelling explicitly and systematically
- Match reading materials to student word level reading
- Build practice activities into phonics lessons

APPROXIMATE LENGTH

5 hours

TOOL 5

Vocabulary

The Blueprint of a Word

Tool 5, explores vocabulary in ways that perhaps teachers have never considered before. The title, Vocabulary – The Blueprint of a Word, describes the framework for Tool 5 perfectly. Teachers will study the design of words and peer into the many rooms where words reside. There are multiple structural aspects of a word that are the basis for the overall blueprint and design of words.

LEARNING OBJECTIVES

- Bring a richer and deeper thinking about vocabulary to their classroom instruction
- Plan vocabulary lessons that teach words explicitly
- Plan multiple opportunities into the school day to expand student vocabularies through implicit instruction
- Increase their own and students' awareness of and interest in words

APPROXIMATE LENGTH

5 hours

TOOL 6

Comprehension

The Text and the Mental Model

In Tool 6, the Text and the Mental Model builds an understanding of comprehension through studying and differentiating between the process of reading comprehension and the product of reading comprehension. Several instructional processes are shared with teachers as they are guided to create a reading comprehension lesson using their own reading material. Teachers are led to consider both the process and product of reading comprehension in their planning.

LEARNING OBJECTIVES

- Incorporate learnings about the multiple processes of reading comprehension into instruction
- Reflect and determine how to guide the development of students' mental models during pre, while, and post reading.
- Use a Framework to plan comprehension lessons

APPROXIMATE LENGTH

5 hours

TOOL 7

Fluency

Understanding Practice and Automaticity

In Tool 7, learn that fluency is a very important reading component. It is the automatic application of the skills it takes to read, to decode and even comprehend what we read. Teachers will learn about the strong relationships between reading fluency and other reading and language skills. They will learn how to improve reading fluency through well planned practice activities.

LEARNING OBJECTIVES

- Define reading fluency with consideration of the many skills it takes to read fluently
- Understand at a deeper level the complex nature of reading fluency
- Identify the skills that contribute to fluent reading across the span of reading development
- Know how to assess fluency

APPROXIMATE LENGTH

5 hours

TOOL 8

Writing

Write! Written Responses to Reading

In Tool 8, teachers build knowledge about both the underlying and higher-level language skills required to write. Providing daily writing opportunities in response to reading is a main focus in this writing tool.

LEARNING OBJECTIVES

- Plan writing lessons that guide students to respond to what they are learning and reading
- Attend to the lower-level transcription skills during writing
- Provide instruction that helps students capture and formalize their thinking
- Understand and incorporate purposeful instruction in note taking, sentence writing, and summary writing

APPROXIMATE LENGTH

5 hours

TOOL 9

Read Alouds

A Tool for Building Language Comprehension

In Tool 9, aside from the pleasure of shared time together and our love of a good story, a lot of positive language development happens through the simple joy of reading a book out loud. Explore research that outlines the significance of the read-aloud. It provides ideas for how to work this special time into the teacher's busy, fully scheduled day and get the most out of it.

LEARNING OBJECTIVES

- Consider their students' language skills and target areas of language focus when reading aloud to the students
- Apply research findings into their read-aloud lessons to deepen student interaction with the text
- Choose a varied selection of expository and narrative texts to read to students

APPROXIMATE LENGTH

5 hours

Collaboration

Two Heads are Better Than One

In Tool 10, Teaching as a community of teachers is the best approach for our students. Teachers don't have to do this work alone. Putting our heads and hearts together to plan responses to identified student needs is what our students deserve – combined talents and solution-makers working together, working to develop solutions and celebrating success together.

LEARNING OBJECTIVES

- Develop a plan for ongoing review of Top Ten Tools pedagogy with your colleagues
- Engage in collaborative efforts with your teaching partners and administration that focus on student success
- Learn and use a model for assessing and planning appropriate and targeted instruction for students with learning concerns

APPROXIMATE LENGTH

2 hours

40

estimated total duration
(hours)