

Reading First Coach Institute

Institute Overview:

The 24-day Reading First Coach Institute consists of 48 modules focusing on providing Reading First Coaches, Content Experts, and Coach Coordinators an opportunity for professional development that includes current research on reading instruction, strategies for effective coaching, in-depth study of the district-adopted reading language arts curriculum (*Houghton Mifflin Reading*, *Open Court Reading 2002*, *Open Court Reading 2000*, or their two complementary Spanish reading programs, *Foro abierto* or *Lectura*).

Two modules are offered each Institute day (8:30 - 3:15).

Modules 1-40 will be available in four five-day sessions (Session I, Modules 1-10; Session II, Modules 11-20; Session III, Modules 21-30; Session IV, Modules 31-40) this summer through the Sacramento Reading Implementation Center (Sacramento RIC). For information on eligibility, dates, locations, cost, and application procedures, visit our website <http://www.csbe.ca.gov/register/coach.html>.

Module Titles:

	<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
Module 1	The 3 "Rs" of Coaching	The 3 "Rs" of Coaching
Module 2	The Teaching	The Teaching
Module 3	Fluency	Fluency
Module 4	Phonemic Awareness and the Alphabetic Principle	Phonemic Awareness
Module 5	Phonics	Phonics
Module 6	Advanced Phonics	Fluency Building K-3 rd Grade
Module 7	Fluency Building K-3 rd Grade	Coaching: Prepare, Teach, Reflect
Module 8	Gathering Evidence to Support the Teaching	Gathering Evidence to Support the Teaching
Module 9	Coaching: Demonstration Lessons	Coaching: Steps to Coaching

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	<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
Module 10.....	Vocabulary	Universal Access Time
Module 11.....	Unit Assessments	Theme Assessments
Module 12.....	Morphology	Vocabulary Instruction, Part 1
Module 13.....	Reading and Responding in the Big Books	Coaching Grade Level Meetings
Module 14.....	Coaching: Collaborative Grade Level Meetings	Morphology
Module 15.....	Reading and Responding in the Anthologies	Vocabulary Instruction, Part 2
Module 16.....	Strategies to Support English Learners	Comprehension Instruction, Part 1
Module 17.....	Writing Component Skills in K and 1 st	Writing I: Introduction
Module 18.....	Universal Access: Effective Use of Independent Work Time/Workshop	Writing II: Setting the Stage for Reading- Writing Workshop
Module 19.....	Writing Component Skills that Support Writing Fluency in 2 nd and 3 rd Grade	Writing III: Modeling the Writing Process
Module 20.....	Coaching: Refining the Three “Rs”	Mini Modules
Module 21.....	Coaching: Revisiting the Three “Rs”	Coaching: Revisiting the Three “Rs”
Module 22.....	Teaching the Core: Phonological and Phonemic Awareness	Teaching the Core: Phonological and Phonemic Awareness
Module 23.....	Assessment: Basis for Intervention	Assessment: Basis for Intervention
Module 24.....	Phonological and Phonemic Awareness Interventions for Intensive Students	Phonological and Phonemic Awareness Interventions for Intensive Students
Module 25.....	Coaching Outcome Drive Objectives	Coaching Outcome Drive Objectives

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	<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
Module 26.....	Fluency: Beyond Speed	Moving onto the Court with Sound/Spelling Cards and Word Pattern Boards
Module 27.....	Comprehension: Connecting All the Pieces	Fluency: Beyond Speed
Module 28.....	Writing Composition Instruction	Comprehension: Connecting All the Pieces
Module 29.....	Digging for Meaning: Teaching Text Comprehension presented by Louisa Moats Ed.D	Digging for Meaning: Teaching Text Comprehension presented by Louisa Moats Ed.D
Module 30.....	Special Event - "Enhancing Vocabulary Instruction in Horizontal and Vertical Programs: Ode to Voltaire presented by Dr. Edward Kame'enui	Special Event - "Enhancing Vocabulary Instruction in Horizontal and Vertical Programs: Ode to Voltaire presented by Dr. Edward Kame'enui
Module 31.....	Fluency: Focusing Our Coaching Support	Fluency: Focusing Our Coaching Support
Module 32.....	Workshop Options	Mini Modules
Module 33	Coaching the Study of Exploration/Inquiry	Writing Component Skills
Module 34	Workshop Options	Making the Most of Reading the Big Books
Module 35	OCR Kindergarten Writing Instruction	The 3rd R: Building Relationships
Module 36	The 3rd R: Building Relationships	Mini Modules
Module 37	Vocabulary: Research, Instructional Principles and Practice (North) Digging for Meaning: Teaching Text Comprehension (South)	Vocabulary: Research, Instructional Principles, and Practice (North) Digging for Meaning: Teaching Text Comprehension (South)
Module 38	Workshop Options	Coaching: Rewind, Play, and Fast Forward
Module 39	Pacing the Instructional Day	Coaching Universal Access Time to Differentiate Instruction
Module 40	Coaching: Rewind, Play, and Fast Forward	Mini Modules

Coach Institute Modules - Descriptors:

Set 1- Modules 1-10

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 1: The 3 "Rs" of Coaching</p> <p>Participants will consider the 3 "Rs" of Coaching- responsibility, role, and relationships and how the 3 Rs relate to the work of a Reading First Coach. They will identify responsibility as knowing the research, the framework, and the adopted reading program. They will analyze the job description for Reading First Coaches and identify effective ways to carry out their roles. Participants will also examine the characteristics of the coach-teacher relationship as it relates to change, implementation of the instructional program, and constructive conversations. Participants will be provided with a video example of a constructive conversation and will practice the techniques of effective feedback.</p>	<p>Module 1: The 3 "Rs" of Coaching</p> <p>Participants will consider the 3 "Rs" of Coaching- responsibility, role, and relationships and how the 3 Rs relate to the work of a Reading First Coach. They will identify responsibility as knowing the research, the framework, and the adopted reading program. They will analyze the job description for Reading First Coaches and identify effective ways to carry out their roles. Participants will also examine the characteristics of the coach-teacher relationship as it relates to change, implementation of the instructional program, and constructive conversations. Participants will be provided with a video example of a constructive conversation and will practice the techniques of effective feedback.</p>
<p>Module 2: The Teaching</p> <p>Participants will read and discuss convergent research findings on the characteristics of two instructional approaches: <i>teacher-centered</i> and <i>student-centered</i> and the impact of direct instruction on improving student achievement. They will understand the phases of direct instruction as demonstrated by the instructor and apply these steps to a lesson in the instructional program, <i>Open Court Reading</i>. Participants will discriminate between organizational lesson preparation and cognitive lesson preparation and identify cognitive lesson preparation activities that can positively impact teaching and student achievement.</p> <p>Readings, selected passages from the following: - Chall, Jeanne S. (2000), <u><i>The Academic Achievement Challenge, What Really Works in the Classroom?</i></u> New York: The Guilford Press.</p> <p>Joyce, Weil, and Calhoun (1999), <u><i>Models of Teaching, 6th Edition, Direct Instruction</i></u>, Chapter 20. Needham Heights, MA: Allyn & Bacon.</p>	<p>Module 2: The Teaching</p> <p>Participants will read and discuss convergent research findings on the characteristics of two instructional approaches: <i>teacher-centered</i> and <i>student-centered</i> and the impact of direct instruction on improving student achievement. They will understand the phases of direct instruction as demonstrated by the instructor and apply these steps to a lesson in the instructional program, <i>Houghton Mifflin Reading</i>. Participants will discriminate between organizational lesson preparation and cognitive lesson preparation and identify cognitive lesson preparation activities that can positively impact teaching and student achievement.</p> <p>Readings, selected passages from the following: - Chall, Jeanne S. (2000), <u><i>The Academic Achievement Challenge, What Really Works in the Classroom?</i></u> New York: The Guilford Press.</p> <p>Joyce, Weil, and Calhoun (1999), <u><i>Models of Teaching, 6th Edition, Direct Instruction</i></u>, Chapter 20 Needham Heights, MA: Allyn & Bacon.</p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 3: Fluency</p> <p>Participants will expand their knowledge of reading development related to fluency. They will connect the stages of reading development as it relates to teaching fluency, clarify the meaning of terms, and identify lesson components in the adopted curriculum that teach fluency. In addition, they will understand the difference between teaching and practicing fluency and will identify practice activities for fluency in the curriculum. Participants will outline procedures to establish classroom routines needed for fluency practice. Participants will become familiar with the procedures for formal fluency assessment and will study the state-provided Reading First fluency assessments.</p> <p>Readings:</p> <ul style="list-style-type: none"> - L.C. Moats (Spring/Summer1998). <i>Teaching Decoding</i> in <u>American Educator</u> 42-49, 95-96. - Clark (1995), <i>Teaching Students about Reading: A Fluency Example</i> - Samuels, Schermer, and Reinking. (1992) <i>Reading Fluency: Techniques for Making Decoding Automatic</i> - <u>Put Reading First: The Research Building Blocks for Teaching Children to Read</u> (2001) 	<p>Module 3: Fluency</p> <p>Participants will expand their knowledge of reading development related to fluency. They will connect the stages of reading development as it relates to teaching fluency, clarify the meaning of terms, and identify lesson components in the adopted curriculum that teach fluency. In addition, they will understand the difference between teaching and practicing fluency and will identify practice activities for fluency in the curriculum. Participants will outline procedures to establish classroom routines needed for fluency practice. Participants will become familiar with the procedures for formal fluency assessment and will study the state-provided Reading First fluency assessments.</p> <p>Readings:</p> <ul style="list-style-type: none"> - L.C. Moats (Spring/Summer1998). <i>Teaching Decoding</i> in <u>American Educator</u> 42-49, 95-96. - Clark (1995), <i>Teaching Students about Reading: A Fluency Example</i> - Samuels, Schermer, and Reinking. (1992) <i>Reading Fluency: Techniques for Making Decoding Automatic</i> - <u>Put Reading First: The Research Building Blocks for Teaching Children to Read</u> (2001)
<p>Module 4: Phonemic Awareness and the Alphabetic Principle</p> <p>Participants will enrich their understanding of the research base for phonemic awareness and the alphabetic principle and its foundational role in successfully learning to read English. They will study critical terminology, practice identifying the features of explicit and carefully sequenced phonemic awareness instruction, and apply this knowledge by sequencing example lessons from <i>Open Court Reading 2000</i> or <i>Open Court Reading 2002</i>. Participants will study a component of the OCR kindergarten program, <i>How the Alphabet Works</i> and design a tool to use with teachers to study and reinforce the importance of preparation. Participants will also consider potential problems teachers may bring to their coaches when implementing <i>Open Court Reading</i> in Kindergarten.</p> <p>Readings:</p> <ul style="list-style-type: none"> - <u>Put Reading First: The Research Building Blocks for Teaching Children to Read</u> (2001) - L.C. Moats (2000), <u>Speech to Print</u>. Baltimore: Paul H. Brookes, Publishing Co., Inc. 	<p>Module 4: Phonemic Awareness</p> <p>Participants will enrich their understanding of the research base for phonemic awareness and the alphabetic principle and its foundational role in successfully learning to read English. They will study critical terminology, practice identifying the features of explicit and carefully sequenced phonemic awareness instruction, and apply this knowledge by sequencing example lessons from <i>Houghton Mifflin Reading</i>. Participants will learn the two-part method needed to prepare a phonemic awareness lesson using the <i>Houghton Mifflin Reading</i> curriculum. Participants will engage in highly structured practice planning both the first and second part of preparing for a lesson by creating a lesson plan using current research, direct instruction, and the <i>Houghton Mifflin Reading</i> curriculum. Participants will also consider potential problems teachers may bring to their coaches when implementing <i>Houghton Mifflin Reading</i> in Kindergarten.</p> <p>Readings:</p> <ul style="list-style-type: none"> - <u>Put Reading First: The Research Building Blocks for Teaching Children to Read</u> (2001)

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>- V.E. Snider (1995), <i>A Primer on Phonemic Awareness: What It Is, Why It's Important, and How To Teach It</i></p> <p>- Adams, Foorman, Lundberg, & Beeler (1998), <i>The Elusive Phoneme- Why Phonemic Awareness Is So Important and How To Help Children Develop It</i></p>	<p>- L.C. Moats (2000), <u>Speech to Print</u>. Baltimore: Paul H. Brookes, Publishing Co., Inc.</p> <p>- V.E. Snider (1995), <i>A Primer on Phonemic Awareness: What It Is, Why It's Important, and How To Teach It</i></p> <p>Adams, Foorman, Lundberg, & Beeler (1998), <i>The Elusive Phoneme- Why Phonemic Awareness Is So Important and How To Help Children Develop It</i></p>
<p>Module 5: Phonics</p> <p>Participants continue to expand their knowledge of reading instruction related to fluency by examining the component of phonics and the research evidence on teaching the alphabetic principle as it relates to phonics instruction. They will review the sound-spelling system in the <i>Open Court Reading</i> program and the embedded instructional devices. After engaging in activities to reinforce the importance of these devices, participants will brainstorm sponge activities to build teachers' capacity to use the Sound/Spelling Cards. Participants will examine the Phonics lessons (<i>Preparing to Read</i>) in the first grade Teacher's Edition, identify areas requiring deeper preparation and study, and brainstorm strategies to encourage teachers to include the additional orthographic information during the lessons. Participants will review the four techniques for teaching the blending strategy and determine aspects of the teaching that may be challenging to teachers. There will be a simulation of a typical workbook lesson and participants will view a video of a Phonics Skills lesson to see effective pacing and delivery.</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - <u>Put Reading First: The Research Building Blocks for Teaching Children to Read</u> (2001) - L.C. Moats (1998), <i>Teaching Decoding</i> 	<p>Module 5: Phonics</p> <p>Participants continue to expand their knowledge of reading instruction related to fluency by examining the component of phonics and the research evidence on teaching the alphabetic principle as it relates to phonics instruction. They will review the sound-spelling system in the <i>Houghton Mifflin Reading</i> program and review additional devices supporting phonics instruction. After engaging in activities to reinforce the importance of these devices, participants will brainstorm sponge activities to build teachers' capacity to use the Sound/Spelling Cards to teach the sound-spelling system. Participants will examine the Phonics lessons in the <i>Learning to Read, Reading, and Word Work</i> sections in the Teacher's Edition Grades 1-3, to identify and discuss areas requiring deeper preparation and study, and brainstorm strategies to encourage teachers to include the additional orthographic information during the lessons.</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> - <u>Put Reading First: The Research Building Blocks for Teaching Children to Read</u> (2001) - L.C. Moats (1998), <i>Teaching Decoding</i> by Moats
<p>Module 6: Advanced Phonics- Word Knowledge</p> <p>Participants will delve into the <i>Word Knowledge</i> component of the <i>Open Court Reading</i> program. They will view a video example (Teachscape, <i>Word Knowledge for 2nd and 3rd Grade Teachers</i>) of a teacher preparing, teaching, and reflecting on a lesson. Participants will consider the sequence of the components of the <i>Word Knowledge</i> and <i>Phonics and Fluency</i> lessons in both editions of OCR as well as viewing a video of Dr. Louisa Moats commenting on the lesson content in the video examples.</p>	<p>Module 6: Fluency Building K-3rd Grade</p> <p>Participants will review and discuss the five techniques for teaching blending and the seven key principles for effective reading instruction identified in the research. They will collaboratively dialogue and identify ways to use this information to support K-3 teachers in improving student achievement.</p> <p>Participants will delve in to the topic of connected text, examining <i>Houghton Mifflin Reading</i> Kindergarten lessons on <i>Reading a Wordless</i></p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Participants will brainstorm coaching strategies to move the teaching of Word Knowledge to a deeper level.</p> <p><i>Readings:</i> - M.K. Henry (1988), <i>Beyond Phonics: Integrated Decoding and Spelling Instruction Based on Word Origin and Structure</i></p>	<p><i>Book and Reading a Decodable Book</i>, studying the fluency-building resources for 1st and 2nd grade, and considering the need for continued instruction with connected text in third grade.</p>
<p>Module 7: Fluency Building K-3rd Grade</p> <p>Participants will read and discuss the seven key principles for effective reading instruction identified in the research and will discuss ways to support K-3 teachers in improving student achievement. After examining lessons from the kindergarten, first, and second grade Teacher's Editions, participants will identify the culminating component of the direct instruction lesson. Participants will study how connected text is used and practiced at various grade levels by reviewing <i>Reading the Pre-Decodable Books</i>, <i>Reading a Decodable Book</i> (Kindergarten OCR 2002), the Program Appendix, and a lesson on <i>Reading a Decodable Book</i> in first, second, and third grade Teacher Editions. Participants will view video examples, brainstorm strategies for rereading decodable books, and identify effective corrective feedback strategies that foster students' independence. Participants will review the phonemic awareness, decoding and word recognition sub-strands of the California standards noting instructional progression and in small groups, identify, prepare, and teach a lesson that addresses multiple standards.</p> <p><i>Readings:</i> - B. Grossen (1997), <i>What We Know About How Children Learn To Read</i> - <u>Learning to Read</u> (1998) Module 2, <i>Structure of the English Language</i></p>	<p>Module 7: Coaching: Prepare, Teach, Reflect</p> <p>Participants will focus on planning lessons using the framework, <i>Prepare, Teach, Reflect</i>. Participants will view an online professional development course, Critical Skills (Teachscape). Applying knowledge gained from previous modules (4, 5, and 6), participants will "prepare, teach, and reflect" on a phonemic awareness lesson, a sound-spelling correspondence lesson, and a blending lesson in the <i>Houghton Mifflin Reading</i> curriculum.</p>
<p>Module 8: Gathering Evidence to Support the Teaching</p> <p>Participants will improve their skills in conducting classroom observations, constructive conversations, and planning "next-step support" for teachers. They will learn the characteristics of evidence and practice identifying the difference between statements of evidence and opinion. Participants will practice writing evidence statements and collaboratively review evidence to determine a coach's "Next Steps." Participants will be introduced to an observation guide as a tool for collecting evidence during classroom observations and will participate in a simulation of a constructive conversation based on evidence.</p>	<p>Module 8: Gathering Evidence to Support the Teaching</p> <p>Participants will improve their skills in conducting classroom observations, constructive conversations, and planning "next-step support" for teachers. They will learn the characteristics of evidence and practice identifying the difference between statements of evidence and opinion. Participants will practice writing evidence statements and collaboratively review evidence to determine a coach's "Next Steps." Participants will be introduced to an observation guide as a tool for collecting evidence during classroom observations and will participate in a simulation of a constructive conversation based on evidence.</p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 9: Coaching: Demonstration Lessons</p> <p>Participants will review critical components in professional development and discuss how the Staff Development Standards relate to their role as a Reading Coach. They will also investigate demonstration models, discussing the purpose and features of a single-coach demonstration lesson model, as well as sharing and/or brainstorming additional demonstration models to support teaching. Participants will review a variety of teaching scenarios, considering "next steps" for a Reading First Coach.</p> <p>Reading: - National Staff Development Council (2001), <i>Standards for Staff Development</i> (Rationale and Overview)</p>	<p>Module 9: Coaching-Steps of Coaching</p> <p>Participants will review the research on systems change and reflect on their role as an agent of change in the language arts curriculum adoption process. They will learn that different types of site-based professional development impact student achievement at varying levels. Participants will clarify the connection between Lesson Study, the Prepare-Teach-Reflect framework, and the Steps of Coaching. To strengthen their understanding of the 6-elements in the Steps of Coaching, participants will study and define key elements in sample pre-conference, demonstration lesson, and post conference documents.</p>
<p>Module 10: Vocabulary</p> <p>Participants will review the convergent, cogent research on vocabulary instruction and the relationship to beginning reading. They will examine the sub-strand <i>Vocabulary and Concept Development in the California English Language Arts Framework</i> and consider the progression of the standards in this sub-strand from kindergarten through third grade. Participants will study the <i>Open Court Reading Vocabulary</i> instruction in the third grade TE lessons to deepen their knowledge of how and when vocabulary is directly taught. Participants will identify and share a variety of lesson-connected activities that support the teaching to improve student achievement. In addition, participants will view and discuss a video teaching example of a <i>Selection Vocabulary</i> lesson in a second grade classroom.</p> <p>Readings: - Put Reading First: The Research Building Blocks for Teaching Children to Read (2001) - Shostak, Jerome (2002). <u>The Value of Direct and Systematic Vocabulary Instruction.</u> - <u>Reading/Language Arts Framework for California Public Schools</u> (1999), Chapter 3.</p>	<p>Module 10: Universal Access Time</p> <p>Participants will study the <i>California Language Arts Framework</i> to understand the purpose of Universal Access Time. They will study a four-part plan for a <i>Phasing-In</i> Universal Access (UA) Time and participate in a UA Time simulation identifying characteristics of each phase. Participants will also review sample classroom data to determine areas that would require differentiated instruction in the classroom.</p> <p>Readings: - <u>Reading/Language Arts Framework for California Public Schools</u>, (1999), Chapter 7.</p>

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Set 2 - Modules 11-20

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 11: Unit Assessments</p> <p>Participants will read and discuss portions of the <i>California Reading and Language Arts Framework</i> on assessments and their use in K-3 classrooms. They will review the rationale, design, purpose, and use of the state-provided <i>6-8 Week Assessments</i> and match Grade 3, Unit 3 lesson content to what is assessed in the subtests of the <i>6-8 Week Assessments-Checking Skills, Spelling, and Vocabulary</i>. Participants will consider the coach's role of assisting teachers with data analysis at <i>regular</i> grade level meetings. They will practice studying sample classroom data to determine areas that require instructional modifications and creating action plans based on the assessment data.</p> <p>Reading: - <u>Reading/Language Arts Framework for California Public Schools</u>, (1999), Chapter 6</p>	<p>Module 11: Unit Assessments</p> <p>Participants will read and discuss portions of the <i>California Reading and Language Arts Framework</i> on assessments and their use in K-3 classrooms. They will review the rationale, design, purpose, and use of the state-provided <i>6-8 Week Assessments</i> and match Grade 3, Unit 3 lesson content to what is assessed in the subtests of the <i>6-8 Week Assessments-Checking Skills, Spelling, and Vocabulary</i>. Participants will consider the coach's role of assisting teachers with data analysis at <i>regular</i> grade level meetings. They will practice studying sample classroom data to determine areas that require instructional modifications and creating action plans based on the assessment data.</p> <p>Reading: - <u>Reading/Language Arts Framework for California Public Schools</u>, (1999), Chapter 6</p>
<p>Module 12: Morphology</p> <p>Participants will read research-based information on what, why, and how morphological knowledge supports students in becoming fluent, independent readers. They will study concepts related to morphology and will survey <i>Open Court Reading Level 3 Unit 3 Teacher Edition</i> to identify lesson components that include morphological information supporting instruction. Participants will discuss the importance of explicitly teaching morphology and practice applying their knowledge of morphology and the relationship to instruction to their coaching roles at Reading First schools.</p> <p>Readings: - M.K. Henry (1988), <i>Beyond Phonics: Integrating Decoding and Spelling Instruction Based on Word Origin and Structure</i>, pp. 263-266 - L.C. Moats (2000), <u>Speech To Print</u></p>	<p>Module 12: Vocabulary Instruction Part 1</p> <p>Participants will review the convergent, cogent research on vocabulary instruction and the relationship to beginning reading. They will practice incorporating the phases of direct instruction with key vocabulary lessons. In addition, participants will become more knowledgeable regarding the two types of clarifying/monitoring strategies used for vocabulary instruction in <i>Houghton Mifflin Reading</i>: contexts clues and structural analysis.</p> <p>Reading: <u>Put Reading First: The Research Building Blocks for Teaching Children to Read</u> (2001)</p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 13: Reading and Responding in the Big Books</p> <p>Participants will build background knowledge on research related to teaching reading comprehension with Big Books in kindergarten and first grade. They will be provided an instructional model and time to study the Teacher's Edition, identifying first and second read objectives, potential distractions in the text, and other key points. Participants will also view a video teaching example to identify and discuss elements of an effective comprehension strategy and a comprehension skill lesson. Participants will review various teaching scenarios and prepare sample constructive conversations to provide feedback to teachers.</p> <p>Readings: - Beck & McKeown (2001), <i>Text Talk: Capturing the benefits of read-aloud experiences for young children.</i></p>	<p>Module 13: Coaching: Grade Level Meetings</p> <p>Participants will revisit the <i>National Staff Development Standards</i> reflecting on their role in supporting regular grade level meetings. They will learn about four different meeting leadership styles and contemplate which leadership style best describes their own. Participants will discuss and problem-solve challenges facing coaches as they lead grade level meetings at their Reading First Schools. They will consider the difference between the <i>content</i> of a meeting and the <i>process</i> of a meeting, and define the role of a meeting facilitator. Participants will read to enhance their understanding of the difference between objectives-driven and agenda-driven meetings as well as identifying key points for effectively focusing a meeting. In addition, participants will practice writing objectives and agendas for grade level meetings.</p> <p>Readings: - National Staff Development Council (2001), <i>Standards for Staff Development</i> - Fran Rees (2001), <u>How to Lead Work Teams: Facilitation Skills</u></p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 14: Coaching: Grade Level Meetings</p> <p>Participants will revisit the <i>National Staff Development Standards</i> reflecting on their role in supporting regular grade level meetings. They will learn about four different meeting leadership styles and contemplate which leadership style best describes their own. Participants will discuss and problem-solve challenges facing coaches as they lead grade level meetings at their Reading First Schools. They will consider the difference between the <i>content</i> of a meeting and the <i>process</i> of a meeting, and define the role of a meeting facilitator. Participants will read to enhance their understanding of the difference between objectives-driven and agenda-driven meetings as well as identifying key points for effectively focusing a meeting. In addition, participants will practice writing objectives and agendas for grade level meetings.</p> <p>Readings:</p> <ul style="list-style-type: none"> - National Staff Development Council (2001), <i>Standards for Staff Development</i> - Fran Rees (2001), <u>How to Lead Work Teams: Facilitation Skills</u> 	<p>Module 14: Morphology</p> <p>Participants will read research based on what, why, and how morphological knowledge supports students in becoming fluent, independent readers. They will study terms associated with morphology and will study and identify morphology-connected elements in <i>Houghton Mifflin Reading</i>, Grade 3 Theme 5.</p> <p>Participants will learn how to meet the morphological needs of students who are English Language Learners.</p> <p>Reading:</p> <ul style="list-style-type: none"> - M.K. Henry (1998) <i>Beyond Phonics Instruction: Integrated Decoding and Spelling Instruction Based on Word Origin and Structure</i>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 15: Reading and Responding in the Anthologies</p> <p>Participants will build background knowledge as to the purpose and procedures for teaching reading strategies and skills through the <i>Reading & Responding</i> lessons in <i>Open Court Reading</i>. They will review the importance of cognitive preparation, watch video examples of preparation sessions and the instructional lessons for both the first and second read of a selection. Participants will deepen their understanding of the purpose and procedures for the second read lesson and will consider a variety of ways to support students' knowledge and use of comprehension skills. Participants will also have the opportunity to reflect on the strategy and skills instruction at their Reading First schools and to set goals for coaching teachers in this component.</p> <p>Reading: - Pressley, Michael (2003). <i>Self-Regulated Comprehension Processing and Its Development Through Instruction</i>, Chapter 6 in <u>Best Practices in Literacy Instruction</u></p>	<p>Module 15: Vocabulary Instruction Part 2</p> <p>Participants will review the key findings of the cogent research related to vocabulary instruction and consider the impact of this information on the teaching of vocabulary at their Reading First school sites. They will watch a Grade 3, Key Vocabulary lesson and debrief on the content. Participants will examine Grade K-3 Teacher Editions, define key elements of <i>Houghton Mifflin Reading</i> vocabulary instruction, and outline possible Universal Access Time activities based on this vocabulary instruction.</p> <p>Readings: - Shostak, Jerome (2002). <u>The Value of Direct and Systematic Vocabulary Instruction</u> - Beck, McKeown, and Omanson, (1987) <i>The Effects and Uses of Diverse Vocabulary Instructional Techniques</i> in <u>The Nature of Vocabulary Acquisition</u></p> <p>Selected passages from: Allen, J., (1999) <u>Words. Words. Words: Teaching Vocabulary in Grades 4-12</u></p>
<p>Module 16: Strategies to Support English Learners</p> <p>Participants will revisit the guidelines for instructional support for English Learners as presented in the <i>California Reading/Language Arts Framework</i>. They will review five levels of English proficiency and discuss four strategies to support English Learners - content, connections, comprehensibility, and interaction. Participants will walk through a lesson in the <i>Open Court Reading 2000/2002</i> Teacher's Edition focusing on support for English learners. They will then examine additional lesson components to identify the elements of content, connections, comprehensibility, and interaction within the <i>Open Court Reading</i> instruction. Participants will have the opportunity to discuss and plan the application of this module's content to their work with teachers at their assigned sites.</p> <p>Readings: - <u>Reading/Language Arts Framework for California Public Schools</u>, (1999), Chapter 7, pp.232-236 <u>California English-Language Development Standards</u>, (1999), Introduction</p>	<p>Module 16: Comprehension Instruction Part 1</p> <p>Participants will review the research on comprehension instruction. They will revisit the components in <i>Houghton Mifflin Reading</i> (K-3) that support comprehension and brainstorm ideas for staff development. Participants will practice modeling a comprehension strategy think-aloud prompt. They will also investigate different <i>Houghton Mifflin Reading</i> program resources to support comprehension instruction.</p> <p>Readings: - Pressley, Michael (2000). <i>What Should Comprehension Instruction Be the Instruction Of?</i>, Chapter 30 in <u>Best Practices in Literacy Instruction</u></p>

Reading First Coach Institutes: 2003-2006

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 17: Writing Component Skills in Kindergarten and First Grade</p> <p>Participants will review the importance of developing writing skills (penmanship, spelling, grammar, usage, and mechanics) to support fluent composition in kindergarten and first grade. They will practice examining student work for evidence of spelling knowledge and development. Participants will study the <i>Open Court Reading</i> Teacher's Edition to highlight instructional components that support spelling knowledge and the writing component skills of grammar, usage, and mechanics. They will discuss how skills may be reinforced by "weaving in" or by emphasizing them throughout the lesson. Participants will also have the opportunity to discuss the application of the Teacher's Edition study to the coach's role in staff development and demonstration lessons.</p> <p>Reading: <u>Learning to Read</u>, (1998) Stages of Spelling Development, pp. 29-30</p>	<p>Module 17: Writing I: Introduction</p> <p>Participants will review the cogent research on writing process instruction. They will examine the <i>Houghton Mifflin Reading</i> components that support writing instruction and review the purpose and scope and sequence for Reading-Writing Workshop.</p> <p>Readings: Graves, Donald H. (1985), <i>All Children Can Write</i> Nagin, Carl and the National Writing Project (2003) <i>Because Writing Matters</i></p>
<p>Module 18: Universal Access: Effective Use of Independent Work Time/Workshop</p> <p>Participants will review the <i>California Reading/Language Arts Framework</i> and the <i>Open Court Reading (OCR) Program Appendix</i> to focus on why and how teachers address individual student's needs (Universal Access) through the instructional component of IWT (Independent Work Time) /Workshop. They will view video examples of a kindergarten workshop in an OCR 2002 kindergarten classroom and IWT/Workshop in Grades 2 and 3. Participants will also study the Teacher's Edition, identifying activities for IWT/Workshop that are connected to the core curriculum and will promote improved student achievement. They will review teaching scenarios and discuss ways to support the teacher in planning and implementing effective IWT/Workshop.</p> <p>Reading: <u>Reading/Language Arts Framework for California Public Schools</u>, (1999), Chapter 7.</p>	<p>Module 18: Writing II: Setting the Stage for Reading-Writing Workshop</p> <p>Participants will review the suggested pacing for <i>Houghton Mifflin Reading</i> components and Reading-Writing Workshop and discuss ways to schedule Reading-Writing Workshop to maintain pacing throughout the year. Participants will practice cognitive preparation for Reading-Writing Workshop by previewing the lessons and using a sample curriculum study meeting planning form. They will observe a video of a pre-conference meeting and discuss how the teacher introduces Reading-Writing Workshop providing appropriate scaffolds.</p>

Reading First Coach Institutes: 2003-2006

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 19: Writing Component Skills that Support Writing Fluency in 2nd and 3rd Grade</p> <p>Participants will revisit the importance of developing writing component skills (penmanship, spelling, grammar, usage, and mechanics) to support writing fluency in second and third grades. They will study and discuss the progression of the California standards on penmanship and spelling for kindergarten through third grade. Participants will review and practice second and third grade penmanship instruction in <i>Open Court Reading</i>. They will complete a word sort activity to illustrate the importance of actively and explicitly teaching spelling and will study the Teacher's Edition to identify the various activities used to teach spelling in the program. Participants will identify how to support teacher preparation and effective teaching of the Grammar, Usage, and Mechanics lessons through lesson study and the use of a video teaching example. A coaching scenario will be collaboratively reviewed to practice providing constructive feedback to teachers.</p> <p>Reading: California Reading Initiative (1998) <i>Learning to Read: Components of Beginning Reading Instruction K-8</i>.</p>	<p>Module 19: Writing III: Modeling the Writing Process</p> <p>Participants will watch a 3rd grade classroom video of each step of the writing process as taught in <i>Houghton Mifflin Reading Reading-Writing Workshop</i>. They will participate in structured activities and discussions with their colleagues to identify instructional scaffolds promoting student engagement and mastery. Participants will then examine the types of writing found in <i>Houghton Mifflin Reading Kindergarten and First Grade Teacher Editions</i> and formulate varying instructional strategies to support writing in these grades.</p>
<p>Module 20: Coaching: Refining the Three "Rs"</p> <p>Participants will review the coach's 3 "Rs"- responsibility, role, and relationships. They will practice distinguishing evidence by analyzing observational statements. Participants will review the four types of evidence recorded during observations, study a sample kindergarten Story Crafting lesson, and brainstorm possible evidence statements. Participants will have the opportunity to role-play constructive conversations based on using a sample observation guide. They will also reflect on coaching challenges and will collaboratively highlight strategies for organizing and working more effectively.</p>	<p>Module 20: Mini-Modules</p> <p>This module focuses on five optional topics, self selected by participants for study. The topics are:</p> <p>A. Different Text for Different Purposes: Participants will explore the research and purpose behind different types of text for early reading instruction and investigate types of text in <i>Houghton Mifflin Reading</i>. Reading: - Cooper, J. David (2001), <i>Using Different Types of Text for Reading Instruction; Learning to Read</i>, pp. 45-46</p> <p>B. Sound/Spelling Cards Revisited: Participants will analyze lessons in Grades 1-3 for opportunities to incorporate the Sound/Spelling Cards. Participants will practice using the Sound/Spelling Cards to scaffold student learning.</p> <p>C. Coaching: Curriculum Study on the Reading-Writing Workshop: Participants will cognitively plan, in collaborative groups, Reading-Writing Workshop lessons.</p> <p>D. Coaching: Constructive Conversations:</p>

Reading First Coach Institutes: 2003-2006

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
	<p>Participants will collaboratively problem solve common coaching issues at Reading First schools. They will have the opportunity to practice coaching strategies.</p> <p>E. Coach Coordinator Special: Participants will review the roles and responsibilities of the Reading First Coach Coordinator and identify how these roles impact student achievement and discuss state and regional support. In small groups, they will select one of three topics - coaching logs, district coach meeting schedules, or a district writing plan to discuss and explore.</p>

Reading First Coach Institutes: 2003-2006
Set 3 - Modules 21-30

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 21: Coaching Revisiting the 3 "Rs"</p> <p>Participants will review the 3 "Rs" of coaching- <i>Responsibility, Role, and Relationship</i> and identify which area of the 3 "Rs" occupies the majority of coaching time. They will examine research and current coaching practices to determine ways to improve the use of coaching time.</p> <p>Readings:</p> <ul style="list-style-type: none"> - Joyce, Weil, & Calhoun (2000), <u>Models of Teaching</u> - Newmann, et al. (2001), Improving Chicago's Schools; Consortium on Chicago School Research, - Learning First Alliance (2002), <u>Every Child Reading: A Professional Development Guide</u> - Joyce and Showers (1995), <u>Student Achievement Through Staff Development: Fundamentals of School Renewal</u>, - Sparks (2002), <u>Designing Powerful Professional Development for Teachers and Principals</u> 	<p>Module 21: Coaching Revisiting the 3 "Rs"</p> <p>Participants will review the 3 "Rs" of coaching- <i>Responsibility, Role, and Relationship</i> and identify which area of the 3 "Rs" occupies the majority of coaching time. They will examine research and current coaching practices to determine ways to improve the use of coaching time.</p> <p>Readings:</p> <ul style="list-style-type: none"> - Joyce, Weil, & Calhoun (2000), <u>Models of Teaching</u> - Newmann, et al. (2001), Improving Chicago's Schools; Consortium on Chicago School Research, - Learning First Alliance (2002), <u>Every Child Reading: A Professional Development Guide</u> - Joyce and Showers (1995), <u>Student Achievement Through Staff Development: Fundamentals of School Renewal</u>, - Sparks (2002), <u>Designing Powerful Professional Development for Teachers and Principals</u>
<p>Module 22: Teaching the Core: Phonological and Phonemic Awareness</p> <p>Participants will review the technical skill domain of phonological and phonemic awareness. They will identify lessons exemplifying phonological awareness, phonemic awareness, and phoneme manipulation and have the opportunity to refine and practice lesson-based phonological and phonemic awareness instructional techniques. Participants will also identify indicators of reflective coaching behaviors and activities.</p> <p>Readings:</p> <ul style="list-style-type: none"> - Ehri (2004) in <u>The Voice of Evidence in Reading Research</u> - Adams, et al. (1998), <u>Phonemic Awareness in Young Children</u> - Shaywitz and Shaywitz (2004) in <u>The Voice of Evidence in Reading Research</u> - Simmons & Kame'enui (1998), <u>What Reading Research Tells Us About Children with Diverse Learning Needs</u> 	<p>Module 22: Teaching the Core: Phonological and Phonemic Awareness</p> <p>Participants will review the technical skill domain of phonological and phonemic awareness. They will identify lessons exemplifying phonological awareness, phonemic awareness, and phoneme manipulation and have the opportunity to refine and practice lesson-based phonological and phonemic awareness instructional techniques. Participants will also identify indicators of reflective coaching behaviors and activities.</p> <p>Readings:</p> <ul style="list-style-type: none"> - Ehri (2004) in <u>The Voice of Evidence in Reading Research</u> - Adams, et al. (1998), <u>Phonemic Awareness in Young Children</u> - Shaywitz and Shaywitz (2004) in <u>The Voice of Evidence in Reading Research</u> - Simmons & Kame'enui (1998), <u>What Reading Research Tells Us About Children with Diverse Learning Needs</u>

Reading First Coach Institutes: 2003-2006

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 23: Assessment: Basis for Intervention</p> <p>In this module, participants will study the purpose of the Reading First Special Education Referral Reduction goal and develop an understanding of high-quality teaching as the first step to preventing unnecessary referrals to Special Education. They will review assessment terminology, examine multi-tiered approaches to intervention, and analyze and evaluate various assessments.</p> <p>Reading: - Torgesen (2004), <i>Lessons Learned from Research on Interventions for Students Who Have Difficulty Learning to Read</i>. Chapter 15 in <u>The Voice of Evidence in Reading Research</u></p>	<p>Module 23: Assessment: Basis for Intervention</p> <p>In this module, participants will study the purpose of the Reading First Special Education Referral Reduction goal and develop an understanding of high-quality teaching as the first step to preventing unnecessary referrals to Special Education. They will review assessment terminology, examine multi-tiered approaches to intervention, and analyze and evaluate various assessments.</p> <p>Reading: - Torgesen (2004), <i>Lessons Learned from Research on Interventions for Students Who Have Difficulty Learning to Read</i>. Chapter 15 in <u>The Voice of Evidence in Reading Research</u></p>
<p>Module 24: Phonological and Phonemic Awareness Interventions for Intensive Students</p> <p>Participants will review how students are identified for intervention and will highlight appropriate and effective intervention materials within the adopted curriculum materials. They will also examine one supplementary resource for an intervention related to phonological and phonemic awareness. In addition, they will revisit research-based principles for effective intervention instruction.</p> <p>Reading: - Adams et al. (2000). <u>A Classroom Curriculum: Phonemic Awareness in Young Children</u></p>	<p>Module 24: Phonological and Phonemic Awareness Interventions for Intensive Students</p> <p>Participants will review how students are identified for intervention and will highlight appropriate and effective intervention materials within the adopted curriculum materials. They will also examine one supplementary resource for an intervention related to phonological and phonemic awareness. In addition, they will revisit research-based principles for effective intervention instruction.</p> <p>Reading: - Adams et al. (2000). <u>A Classroom Curriculum: Phonemic Awareness in Young Children</u></p>
<p>Module 25: Coaching - Outcome Driven Action Plans</p> <p>Participants will recognize and practice writing effective objectives. The focus will be on writing objectives that address what is happening at their site and that achieve measurable outcomes supporting effective implementation. In addition, they will write objectives that will effectively guide future action plan(s).</p>	<p>Module 25: Coaching - Outcome Driven Action Plans</p> <p>Participants will recognize and practice writing effective objectives. The focus will be on writing objectives that address what is happening at their site and that achieve measurable outcomes supporting effective implementation. In addition, they will write objectives that will effectively guide future action plan(s).</p>

Reading First Coach Institutes: 2003-2006

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 26: Fluency: Beyond Speed</p> <p>Participants will identify and practice lessons that teach prosody. They will have an opportunity to plan the next steps for supporting ALL three dimensions of fluency (accuracy, automaticity, and prosody) and how to guide teachers to appropriate practice materials in the core program.</p> <p>Reading: - Rasinski, Timothy (2003). <i>Beyond Speed: Reading fluency is more than reading fast</i></p>	<p>Module 26: Moving onto the Court with Sound/Spelling Cards and Word Pattern Boards</p> <p>This module will focus on providing participants additional practice using the Sound/Spelling Cards skillfully to support decoding and encoding skills. They will also work collaboratively to build an effective 5-day Word Pattern Board. In addition, they will recognize, practice, and discuss effective coaching strategies to build teacher and student use of these two instructional components- the Sound/Spelling Cards and Word Pattern Boards.</p>
<p>Module 27: Comprehension: Connecting All the Pieces</p> <p>Participants will identify and explain how the components of the core program are interdependent when teaching comprehension. They will reflect on how to convey the critical role of discussion in improving comprehension to teachers as well as prepare discussion components for demonstration lessons. Participants will also determine ways to support teachers' understanding and practice of teaching ALL the program components to improve students' comprehension.</p> <p>Reading: - Carlisle and Rice (2002). <i>Teaching Comprehension at the Elementary Level</i>, Chapter 8 in <u>Improving Reading Comprehension</u>.</p>	<p>Module 27: Fluency: Beyond Speed</p> <p>Participants will identify and practice lessons that teach prosody. They will have an opportunity to plan the next steps for supporting the three dimensions of fluency (accuracy, automaticity, and prosody) and how to guide teachers to appropriate practice materials in the core program</p> <p>Reading: - Rasinski, Timothy (2003). <i>Beyond Speed: Reading fluency is more than reading fast</i></p>
<p>Module 28: Writing Composition Instruction</p> <p>Participants will describe the importance of the study process to effective writing composition instruction. They will participate in a study process that they will be able to replicate on their sites with their teachers. This module will also prepare the participants to demonstrate a writing composition lesson in a classroom using appropriate scaffolds and teacher models.</p>	<p>Module 28: Comprehension: Connecting All the Pieces</p> <p>Participants will identify and explain how the components of the core program are interdependent when teaching comprehension. They will reflect on how to convey the critical role of discussion in improving comprehension to teachers as well as prepare discussion components for demonstration lessons. Participants will also determine ways to support teachers' understanding and practice of teaching the program components to improve students' comprehension</p> <p>Reading: - Carlisle and Rice (2002). <i>Teaching Comprehension at the Elementary Level</i>, Chapter 8 in <u>Improving Reading Comprehension</u>.</p>

Reading First Coach Institutes: 2003-2006

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 29 and 30: Special Event</p> <p>Participants have the opportunity to attend a day long presentation of one of two nationally recognized reading researchers-</p> <ul style="list-style-type: none"> • Edward J. Kame'enui, Ph.D., University of Oregon speaking on <i>Enhancing Vocabulary Instruction in Horizontal & Vertical Programs: Ode to Voltaire</i> • Louisa Cook Moats, Ed. D., speaking on <i>Teaching Reading Comprehension is Teaching Language Comprehension</i> 	<p>Module 29 and 30: Special Event</p> <p>Participants have the opportunity to attend a day long presentation of one of two nationally recognized reading researchers-</p> <ul style="list-style-type: none"> • Edward J. Kame'enui, Ph.D., University of Oregon speaking on <i>Enhancing Vocabulary Instruction in Horizontal & Vertical Programs: Ode to Voltaire</i> • Louisa Cook Moats, Ed. D., speaking on <i>Teaching Reading Comprehension is Teaching Language Comprehension</i>

Reading First Coach Institutes: 2003-2006
Set 4 - Modules 31-40 (Modules 37-40 Available April 2005)

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 31: Fluency: Focusing Our Coaching Support</p> <p>Participants will review the dimensions of fluency through the <i>Teach, Assess, Practice</i> framework. They will examine monitoring and feedback techniques to support fluency development and will analyze fluency coaching scenarios to determine appropriate next steps.</p> <p>Readings:</p> <ul style="list-style-type: none"> - McCardle and Chhabra (2004). <u>The Voice of Evidence in Reading Research</u> - <u>Put Reading First: The Research Building Blocks for Teaching Children to Read</u> (2001) - Shaywitz, Sally (2003). <u>Overcoming Dyslexia</u> 	<p>Module 31: Fluency: Focusing Our Coaching Support</p> <p>Participants will review the dimensions of fluency through the <i>Teach, Assess, Practice</i> framework. They will examine monitoring and feedback techniques to support fluency development and will analyze fluency coaching scenarios to determine appropriate next steps.</p> <p>Readings:</p> <ul style="list-style-type: none"> - McCardle and Chhabra (2004). <u>The Voice of Evidence in Reading Research</u> - <u>Put Reading First: The Research Building Blocks for Teaching Children to Read</u> (2001) - Shaywitz, Sally (2003). <u>Overcoming Dyslexia</u>

Reading First Coach Institutes: 2003-2006

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 32: Workshop Options</p> <p>This module focuses on five optional topics, self selected by participants for study. The topics are:</p> <p>A. Professional Readings Participants will read, study, and discuss current articles related to early reading and writing instruction.</p> <p>Readings:</p> <ul style="list-style-type: none"> - Gersten and Baker (2000). <i>What We Know About Effective Instructional Practices for English-Language Learners</i> - Rasinski (2004), <i>Creating Fluent Readers</i> <p>B. Studying the Writing Lessons in OCR 2000 and 2002 This is a follow-up to Module 28 (Writing Composition Instruction). Participants, in small groups, will study, prepare, and discuss strategies for teaching of the Writing lessons in Level 3 Unit 6 specific to either 2000 or 2002 editions of <i>Open Court Reading</i>.</p> <p>C. Coaching Issues Participants will explore challenges in coaching through scenarios and role-playing. They will practice the use of constructive conversation stems and collaboratively plan the coaching next steps.</p> <p>D. Introduction to the NEW 2005 English Learner Support Guide Participants will study the support materials for English Learners in <i>Open Court Reading</i> (English-Language Development Guide, English Learner Support Guide and the core Teacher's Edition) followed by discussion and collaborative planning for use with teachers.</p> <p>E. The Sound/Spelling Cards and Blending in <i>Open Court Reading</i> Participants will view a classroom video on preparing and teaching the Sound/Spelling Cards and Blending in the OCR program. Recommended for first-year coaches.</p>	<p>Module 32: Mini-Modules</p> <p>This module focuses on four optional topics, self selected by participants for study. The topics are:</p> <p>A. Coaching: Constructive Conversations Participants will review effective coaching strategies and collaboratively problem solve common coaching issues at Reading First schools</p> <p>B. How English Works! Part 1: Five Principles of English Orthography Participants will define the Five Principles of English Orthography and examine how <i>Houghton Mifflin Reading</i> applies these principles in spelling and phonics instruction</p> <p>C. Revisiting Word Pattern Boards Participants will identify the purpose of the Word Pattern Board. They will review effective practices and tips for building and maintaining a Word Pattern Board and collaboratively will build a 5-day Word Pattern Board.</p> <p>D. Independent Application of Comprehension Strategies Participants will define and practice instructional techniques that will aid teachers in the transference of comprehension strategies for students' independent use.</p>

Reading First Coach Institutes: 2003-2006

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 33: Coaching the Study of Exploration/Inquiry</p> <p>Participants will describe the importance of the study process to effective instructional delivery of the Exploration/Inquiry component in <i>Open Court Reading</i>. They will discuss how to facilitate grade level planning on Exploration/Inquiry with teachers at their site. Through participation in this module, they will be prepared to demonstrate an Exploration/Inquiry lesson in a classroom using appropriate scaffolds and teacher models.</p>	<p>Module 33: Writing Component Skills</p> <p>Participants will review the writing component skills necessary for fluent composition. They will identify and cognitively plan lessons in the <i>Houghton Mifflin Reading Teacher's Edition</i> that teach writing component skills.</p> <p>Readings, selected passages from the following: - <u>Learning to Read</u> (2003), <i>Stages of Spelling Development</i>, pp 29-30</p>
<p>Module 34: Workshop Options</p> <p>This module focuses on four optional topics, self selected by participants for study. The topics are:</p> <p>A. Professional Readings Participants will read, study, and discuss current articles related to early reading/language arts instruction.</p> <p>Readings: - McCardle and Chhabra (2004). <u>The Voice of Evidence in Reading Research</u> Chapters 9 and 17 - Torgesen (2004). <i>Avoiding the Downward Spiral: The evidence that early intervention prevents reading failure</i> - Adams, M.J. (2000). <i>The Goals of Print Instruction</i> Chapter 10 in <u>Beginning to Read: Thinking and learning about print</u>.</p> <p>B. Studying the Teacher's Edition Across the Unit This follow-up to Module 31 (Fluency). Participants will practice cognitive preparation of corrective feedback teachers might provide during the reading of the anthology selection. In addition, participants will collaboratively study the following components across an <i>Open Court Reading</i> second grade unit:</p> <ul style="list-style-type: none"> • Writing (2000) / Writing Process Strategies (2002) • Phonics and Fluency (2000) / Word Knowledge (2002) • Vocabulary • Spelling (2000) / Word Analysis (2002) • Grammar, Mechanics and Usage (2000) / English Language Conventions (2002) 	<p>Module 34: Making the Most of Reading the Big Books</p> <p>Participants will apply research related to teaching comprehension using Big Books. They will examine the importance of language development in comprehension instruction and identify program components in <i>Houghton Mifflin Reading</i> that build language knowledge for English Language Learners.</p> <p>Reading: - Beck and McKeown (2001) <i>Text Talk: Capturing the benefits for read-aloud experiences for young children</i></p>

Reading First Coach Institutes: 2003-2006

<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<ul style="list-style-type: none"> • Across the Curriculum (2000) / Social Studies & Science Connections (2002) <p>C. Refining your Coaching Skills Participants will have the opportunity to evaluate and refine sample objectives and action plans. They will also be presented with current coaching challenges through scenarios. Discussion of possible coaching responses and next steps will be shared by workshop participants.</p> <p>D. How English Works! Part 1: Five Principles of English Orthography Participants will explore the five principles of English orthography (based on the work of Dr. Louisa Moats). They will participate in interactive applications of these principles to the Spelling and Word Knowledge lessons in <i>Open Court Reading</i>. Recommended especially for first year coaches.</p>	
<p>Module 35: OCR Kindergarten Writing Instruction</p> <p>Participants will describe the progression of the <i>Story Crafting</i> lessons in the kindergarten <i>Open Court Reading</i> program. They will identify critical elements to include in collaborative unit planning of the <i>Story Crafting</i> lessons. Participants will also cognitively prepare a <i>Story Crafting</i> lesson plan and practice sharing the plan in a simulation of the pre-conference step of the coach demonstration model. In addition, participants using the <i>Open Court Reading 2002</i> program will identify critical elements of the Writing Process Strategies lessons in the Kindergarten instruction.</p>	<p>Module 35: The 3rd R: Building Relationships with Teachers</p> <p>Participants will identify qualities of an effective literacy coach. They will practice examining teachers' perspectives related to instruction and implementation of core reading programs. In collaborative groups, participants will determine possible responses to common Reading First coaching situations.</p> <p>Reading: - Toll (2005). <i>What are the Qualities of an Effective Literacy Coach?</i> Chapters 4 and 8 in <u>The Literacy Coach's Survival Guide</u></p>
<p>Module 36: The 3rd R: Building Relationships with Teachers</p> <p>Participants will identify qualities of an effective literacy coach. They will practice examining teachers' perspectives related to instruction and implementation of core reading programs. In collaborative groups, participants will determine possible responses to common Reading First coaching situations.</p> <p>Reading: Toll (2005). <i>What are the Qualities of an Effective Literacy Coach?</i> Chapters 4 and 8 in <u>The Literacy Coach's Survival Guide</u></p>	<p>Module 36: Mini-Modules</p> <p>This module focuses on four optional topics, self selected by participants for study. The topics are:</p> <p>A. Professional Readings: Participants will have the opportunity to study and discuss research articles highlighting "what works" in early reading instruction.</p> <p>Readings: - Kame'enui and Carnine, <i>Effective Teaching Strategies for Teaching Writing</i> in <u>Effective Teaching Strategies That Accommodate Diverse Learners</u></p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
	<p>- Juel, Connie (1998), <i>Learning to Read and Write: A Longitudinal Study of 54 Children from First through Fourth Grade</i></p> <p>B. How English Works Part 2: In part one of the How English Works series, participants explored the five basic principles of English orthography. In this mini-module, participants will extend their learning and review the six types of syllables and identify how Houghton Mifflin applies the principles of syllabication when teaching students how to read and spell multisyllabic words.</p> <p>C. Coaching Issues: Participants will review the qualities of an effective literacy coach, and examine and discuss coaching situations regarding building relationships with teachers at our Reading First schools.</p> <p>D. Coaching: Kindergarten Phonics Lesson: Participants will review how the Steps of Coaching facilitate the transfer of learning by observing and discussing a kindergarten follow-up pre-conference, lesson, and post-conference from the video "Coaching: Kindergarten Phonics Lesson."</p>
<p>Module 37 (North): Vocabulary: Research, Instructional Principles, and Practice</p> <p>Participants will define the Language Gap and describe ways to close it. They will learn strategies for coaching teachers on the use of Scientific Learning Principles and the Principles of Effective Practice in vocabulary instruction. Participants will learn to facilitate the study of direct vocabulary instruction in the core curriculum. Participants will also provide support for teachers in maximizing specific word instruction.</p> <p>Readings: Carlisle & Rice (2002), <u>Improving Reading Comprehension</u>, Chapter 5</p> <p>Module 37 (South): Digging for Meaning: Teaching Text Comprehension</p> <p>Participants will describe major factors that influence comprehension. They will identify special challenges to comprehension at the phrase and sentence level. Participants will provide teachers with instructional strategies and practice activities that support students' sentence comprehension. In addition, participants will learn to facilitate teacher preparation of any text.</p> <p>Readings: Carlisle & Rice (2002), <u>Improving Reading Comprehension</u>, Chapter 6</p>	<p>Module 37 (North): Vocabulary: Research, Instructional Principles, and Practice</p> <p>Participants will define the <i>Language Gap</i> and describe ways to close it. They will learn strategies to coach teachers on how to use Scientific Learning Principles and the Principles of Effective Practice in vocabulary instruction. Participants will learn to facilitate the study of direct vocabulary instruction in the core curriculum. In addition, participants will provide support for teachers in maximizing specific word instruction.</p> <p>The above module is based on a Special Event presentation by Dr. Ed Kame'enui, January 2005 at the South Area Coach Institute.</p> <p>Module 37 (South): Digging for Meaning: Teaching Text Comprehension</p> <p>Participants will describe major factors that influence comprehension. They will identify special challenges to comprehension at the phrase and sentence level. Participants will provide teachers with instructional strategies and practice activities that support students' sentence comprehension. In addition, participants will learn to facilitate teacher preparation of any text.</p> <p>The above module is based on a Special Event presentation by Dr. Louisa Moats, January 2005 at the North Area Coach Institute.</p> <p>Readings: Carlisle & Rice (2002), <u>Improving Reading Comprehension</u>, Chapter 6</p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 38: Workshop Options</p> <p>This module focuses on four optional topics, self selected by participants for study. The topics are:</p> <p>A. Professional Readings</p> <p>Participants will read, study, and discuss current articles related to early reading/language arts instruction.</p> <p style="padding-left: 40px;">John Murphy (2004) <i>Attending to word-stress while learning new vocabulary</i></p> <p style="padding-left: 40px;">Andrew Biemiller (2004). <i>Teaching Vocabulary in the Primary Grades</i> in <u>Vocabulary Instruction: Research to Practice</u> Baumann and Kame'enui Eds.</p> <p style="padding-left: 40px;">Gail Gillon (2004). <i>Phonological Awareness Development in Phonological Awareness: From Research to Practice.</i></p> <p style="padding-left: 40px;">Marcia K. Henry (2003). <i>Decoding and Spelling: Keys to unlocking literacy</i> in <u>Unlocking Literacy: Effective Decoding & Spelling instruction.</u></p> <p>B. Studying the Teacher's Edition Across the Unit</p> <p>In this follow-up to Module 31 (Fluency), coaches will practice cognitive preparation of corrective feedback teachers might provide during the reading of the anthology selection.</p> <p>In addition, this module offers self-selected partner and small group study of the following components across this third grade unit:</p> <ul style="list-style-type: none"> • Writing (2000) / Writing Process Strategies (2002) • Phonics and Fluency (2000) / Word Knowledge (2002) • Vocabulary • Spelling (2000) / Word Analysis (2002) • Grammar, Mechanics and Usage (2000) / English Language Conventions (2002) • Across the Curriculum (2000) / Social Studies & Science Connections (2002) 	<p>Module 38: Coaching: Rewind, Play, and Fast Forward</p> <p>Participants will identify ways in which the 3 Rs of coaching are reflected in the Reading First Job Description. They will reflect on individual coaching actions taken during the past school year. In addition, participants will determine individual coaching goals for the next school year.</p> <p>Readings: Toll (2005). <i>How Do I Begin My Work as Literacy Coach?</i> Chapter 3 in <u>The Literacy Coach's Survival Guide</u></p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>C. Coaching the Study of Exploration/Inquiry</p> <p>In this follow-up to Module 33 (Exploration/Inquiry) coaches will collaborate in preparing to facilitate a grade level study of the Exploration/Inquiry component of the Grade 3 Friendship unit.</p> <p>D. How English Works! Part 2: Syllabication ~ Support for Decoding, Spelling, and Pronouncing Longer Words</p> <p>This workshop extends the study begun in Module 34D of the five principles of English orthography by offering an in-depth study of syllabication with activities to improve coaches' knowledge about the significance of syllable instruction to decoding, understanding and pronouncing unfamiliar words.</p>	
<p>Module 39: Pacing the Instructional Day</p> <p>Participants will identify causes for problems in pacing daily Open Court lessons. They will determine the approximate teaching time lesson components require. Participants will also generate plans to pre-correct for pacing problems in the new school year.</p>	<p>Module 39: Coaching Universal Access Time to Differentiate Instruction</p> <p>Participants will identify the purpose of Universal Access Time. They will define the teacher's role and students' role during Universal Access Time. In collaborative groups, participants will brainstorm activities for students that offer distributed practice in the areas of fluency, comprehension, vocabulary, spelling, and checking skills.</p>
<p>Module 40: Coaching: Rewind, Play, and Fast Forward</p> <p>Participants will identify ways in which the 3 Rs of coaching are reflected in the Reading First Coach Job Description. They will reflect on individual coaching actions taken during the past school year. In addition, participants will determine individual coaching goals for the next school year.</p> <p>Reading: Toll (2005) <u>The Literacy Coach's Survival Guide: Essential Questions and Practical Answers</u>, Chapter 3.</p>	<p>Module 40: Mini-Modules</p> <p>This module focuses on seven optional topics, self selected by participants for study. The topics are:</p> <p>A Professional Readings - Vocabulary Participants will have the opportunity to study and discuss research articles highlighting "what works" in vocabulary instruction.</p> <p>B How English Works Part 3: Morphology - The Final Layer of English In part one of the How English Works series, we explored the five basic principles of English orthography. In part two, we extended our learning by reviewing the six types of syllables and applied the principles of syllabication when teaching students how to read and spell multisyllabic words. In our final installment, we will delve into morphology, the study of meaningful units of language and how they are combined in word formation.</p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
	<p>C “Phasing In” Universal Access Time Participants will build a deeper understanding of the “Phasing In” procedures to establishing a successful Universal Access Time.</p>
<p>Module 41: Supporting the Teaching: Technology’s Role in Exploration/Inquiry</p> <p>Participants will define the role of Exploration/Inquiry in developing comprehension. They will study the Teacher’s Edition to outline the progression of the Exploration/Inquiry component across the <i>Fossils</i> unit. Participants will apply the research cycle to an investigation of integrating technology with the Exploration/Inquiry component as presented in the core curriculum and identify lessons for which technology provides appropriate support.</p>	<p>Module 41-42: Changing With Impact</p> <p>Participants will determine the elements of an action plan that impact desired change in teaching and improved student achievement, and generate follow-up strategies that insure RESULTS from observations and meetings. In addition, participants will collaboratively create action plans that emphasize the cohesive links between tasks and supporting steps</p> <p>Schmoker, M. (1999) <u>Results, The Key to Continuous School Improvement</u>, 2nd Edition, Association of Supervision and Curriculum</p>
<p>Module 42: Workshop Options</p> <p>A: Professional Readings</p> <p>Participants will read study and discuss current articles related to language arts instruction.</p> <p><u>Dimensions of Thinking: A Framework for Curriculum Instruction</u> (1988). Chapter 4, <i>Thinking Processes</i>. Association of Supervision and Curriculum.</p> <p>McCardle, P. & Chhabra, V. (2004). <u>The Voice of Evidence in Reading Research</u> (self-selected chapter).</p> <p>B: Studying the Teacher’s Edition across the Unit</p> <p>Participants will study a lesson component across the Second Grade <i>Fossils</i> unit.</p> <p>OCR 2000: Phonics and Fluency; Vocabulary; Grammar, Mechanics, and Usage; Spelling; Across the Curriculum; or Writing.</p> <p>OCR 2002: Word Knowledge; Vocabulary; English Language Conventions; Word Analysis; Social Studies/Science Connections; Writing Process Strategies.</p>	

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>C: Refining Coaching Skills</p> <p>Participants will have the opportunity to evaluate and revise sample objectives and action plans.</p> <p>D: Vocabulary Research Instructional Principles, and Practice</p> <p>This abbreviated version of Module 37 (North) includes video clips and practice activities from Dr. Ed Kame'enui's presentation on effective vocabulary instruction (January 2005).</p> <p>E: Sentence Comprehension featuring Dr. Louisa Moats</p> <p>This abbreviated version of Module 37 (South) includes video clips and practice activities from Louisa Moats' presentation on phrase and sentence comprehension (January 2005).</p>	
<p>Module 43-44: Changing With Impact</p> <p>Participants will determine the elements of an action plan that impact desired change in teaching and improved student achievement, and will generate follow-up strategies that insure RESULTS from observations and meetings. In addition, participants will collaboratively create action plans that emphasize the cohesive links between tasks and supporting steps</p> <p>Schmoker, M. (1999). <u>Results: The Key to Continuous School Improvement</u>, 2nd Edition. Association of Supervision and Curriculum.</p>	<p>Module 43: Motivating Students to Read: Building Conceptual Knowledge</p> <p>Participants will describe how cognitive preparation of the component will enhance students' conceptual knowledge over the course of the theme and increase students' motivation and engagement. In addition, participants will learn to facilitate a grade-level planning meeting on building students' conceptual knowledge</p>
	<p>Module 44 Mini- Modules</p> <p>A: Professional Readings</p> <p>Participants will read study and discuss current articles related to language arts instruction.</p> <p><u>Dimensions of Thinking: A Framework for Curriculum Instruction</u> (1988) Chapter 4 <i>Thinking Processes</i> , Association of Supervision and Curriculum</p> <p>McCardle P. & Chhabra V. (2004). <u>The Voice of Evidence in Reading Research</u> (self-selected chapter)</p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
	<p>B: Studying the Teacher’s Edition across the Theme</p> <p>Participants will study of the following components across the third grade <i>Animal Habitats</i> theme: Reading-Writing Workshop; Decoding Longer Words: Structural Analysis and Phonics; Writing and Language; Cross Curricular; Spelling/Vocabulary Skills Vocabulary Expansion</p> <p>C: Refining Coaching Skills</p> <p>Participants will have the opportunity to evaluate and revise sample objectives and action plans.</p> <p>D: Vocabulary Research Instructional Principles, and Practice</p> <p>This abbreviated version of Module 37 (North) includes video clips and practice activities from Dr. Ed Kame’enui’s presentation on effective vocabulary instruction (January 2005).</p> <p>E: Sentence Comprehension featuring Dr. Louisa Moats</p> <p>This abbreviated version of Module 37 (South) includes video clips and practice activities from Louisa Moats’ presentation on phrase and sentence comprehension (January 2005).</p>
<p>Module 45: Supporting the Implementation of IWT/Workshop</p> <p>Participants will learn to identify the implementation levels of IWT/Workshop for each teacher at their Reading First school. They will generate differentiated coaching strategies to support teachers in the full implementation of IWT/ Workshop.</p>	<p>Module 45: Refining Our Implementation & Dictation</p> <p>Participants will learn to identify the implementation levels of Reading the Anthology, Blending, and Sound/ Spelling Cards in order to support teachers in the full implementation of these components. They will also practice using the dictation routine to explicitly teach Sound/Spelling Card correspondence.</p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>Module 46 Workshop Options</p> <p>A: Professional Readings</p> <p>Participants read, study and discuss current articles related to language arts instruction.</p> <p style="padding-left: 40px;"><i>R. Gersten & S. Baker (2001). Practices for English Language Learners: An overview of Instructional Practices for English-Language Learners</i></p> <p style="padding-left: 40px;"><i>L. Helman (2004). Building on the Sound System of Spanish: Insights from the Alphabetic Spellings of English-Language Learners</i></p> <p>B: Studying the Teacher’s Edition Across the Unit</p> <p>Participants study a lesson component across the First Grade <i>Keep Trying</i> unit.</p> <p style="padding-left: 40px;">OCR 2000: Phonics and Fluency; Vocabulary; Grammar, Mechanics, and Usage; Dictation and Spelling; Across the Curriculum; Writing.</p> <p style="padding-left: 40px;">OCR 2002: Phonics and Fluency; Vocabulary; English Language Conventions; Word Analysis; Social Studies/Science Connections; Writing Process Strategies.</p> <p>C: How English Works! Part 3: Morphology – The Final Layer</p> <p>In this third workshop on the structure of English, participants engage in activities to identify how morphology and word origin enrich the teaching of spelling, pronouncing and understanding the meaning of English words.</p>	<p>Module 46 Workshop Options</p> <p>A: Back to Basics #1 “Sound, Sound, Blend, What’s the Word?”</p> <p>This mini-module will provide highly structured practice with three blending techniques. Participants will also have the opportunity to practice observing a blending lesson and providing coaching feedback.</p> <p>B: Back to Basics #2 “Beyond Wallpaper” Explicitly Teaching the English Sound-Spelling System”</p> <p>Participants will test their knowledge of the English sound-spelling system on the Sound/Spelling IQ Test. Participants will also observe video examples of using the Sound/Spelling Cards to teach English orthography.</p> <p>C: Back to Basics #3 “How Do You Pronounce Antidisestablishmentarianism?”</p> <p>This mini-module extends the study that began in How English Works Part 2 by offering an in-depth study of syllabication with activities to improve coaches’ knowledge about the significance of syllable instruction to decoding, understanding and pronouncing unfamiliar words.</p>

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<i>Open Court Reading 2000/2002</i>	<i>Houghton Mifflin Reading</i>
<p>D: Creating Action Plans: Highly Structured Practice</p> <p>This Workshop provides highly structured practice as participants are guided through the creation of an action plan based on the needs of teachers at their site.</p> <p>E: Core Instructional Routines – Kindergarten Sounds & Letters</p> <p>This workshop reinforces coaches’ knowledge and skill regarding the instructional routines of the kindergarten Sounds & Letters lessons through activities to review the procedures, studying the lessons and planning coach support.</p>	
<p>Modules 47 and 48: No Child Left Behind – Parts 1 and 2</p> <p>Participants will read quotes from current research and plan ways to facilitate ongoing discussions with staff about the research on reading instruction for ALL learners. They will identify strategies that provide support to ALL learners for each of reading’s technical skill domains. Participants will engage in activities that emphasize the importance of direct instruction and the principles of effective practice to the success of ALL learners.</p>	<p>Modules 47 and 48: No Child Left Behind – Parts 1 and 2</p> <p>Participants will read quotes from current research and plan ways to facilitate ongoing discussions with staff about the research on reading instruction for ALL learners. They will identify strategies that provide support to ALL learners for each of reading’s technical skill domains. Participants will engage in activities that emphasize the importance of direct instruction and the principles of effective practice to the success of ALL learners.</p>