



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Getting Started with Reading Workshop

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course will explore the components of Reading Workshop. The course will focus on the foundations of literacy, instructional strategies, and assessment through the lens of Reading Workshop. Participants will learn strategies to improve student literacy through the workshop model using a balanced literacy approach as well as the essentials required to establishing a workshop structure in the classroom at any level. Topics covered will include the stages of literacy, elements of guided reading, lesson planning, setting up and managing reading workshop in the classroom, phonics and word study, evaluation, flexible groupings, and more!

COURSE PREREQUISITES: None

LEARNING GOALS:

1. Examine and apply theories of Reading Workshop.
2. Implement techniques and strategies for designing Reading Workshop.
3. Develop and implement the before reading, during reading, and after reading components of a guided reading lesson.
4. Employ best techniques for analyzing student data to identify needs and to select appropriate texts.
5. Be able to construct, implement, and manage the essential elements of Reading Workshop.
6. Examine, evaluate, and determine appropriate strategies for designing guided reading lesson plans.
7. Critique the role of phonics and word study in guided reading lessons.
8. Demonstrate techniques to assess and evaluate student reading progress.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Fountas, I., & Pinnell, G. (1996). Designing and Organizing the Learning Environment. In Guided reading: Good first teaching for all children (Ch. 4). Portsmouth, NH: Heinemann.

Ford, M., & Opitz, M. (2008). Guided Reading: Then and Now. In M. J. Fresch (Ed.), An essential history of current reading practices (pp. 66-81). Newark, DE: International Reading Association.

Williams, C., Phillips-Birdsong, C., Hufnagel, K., Hungler, D., & Lundstrom, R.P. (2009, April). Word Study Instruction in the K-2 Classroom. *The Reading Teacher*, 62(7), 570-578.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** Participants are to design a lesson plan that will target a strategy or skill in a guided reading lesson. The participant is expected to include strategies and research discussed in class. This assignment is due at the close of the course/end of week 6. Participant lesson plans will include the following:

Required Elements

- Common Core State Standard being addressed (2 points)
- Target goal and/or objective for guided reading lesson in Reading Workshop (3 points)
- List of centers, stations, or independent work activities that match Common Core State Standard (23 points)
- Whole class mini-lesson (inclusion of a mentor text is optional) (23 points)
- One small group lesson to include:
 - Groups' reading levels (3 points)
 - Small group mini-lesson (mini-lesson should be designed for 10 to 15 minutes) (23 points)
- Assessment (can be for whole class or small group) (13 points)
- Summary activity (10 points)

Recommended Elements

- Follow-up procedures
- Reflections
- Inclusion of any graphic organizers, etc.

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. _As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy*.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - What is Reading Workshop?
 - Stages of Literacy: Emergent, Progressing, Transitional, & Fluent

Required Readings

Ford, M., & Opitz, M. (2008). Guided Reading: Then and Now. In M. J. Fresch (Ed.), *An essential history of current reading practices* (pp. 66-81). Newark, DE: International Reading Association. Reprinted with permission.

Other Assignments

One Page Written Response.

Week Two

- Topics Covered:
 - Setting Up & Managing Reading Workshop in the Classroom
 - Organizing the Classroom
 - Setting Up Literacy Centers
 - Teaching Students Procedures
 - Scheduling
 - Behavior Management

Required Readings

Fountas, I., & Pinnell, G. (1996). Designing and Organizing the Learning Environment. In *Guided reading: Good first teaching for all children* (Ch. 4). Portsmouth, NH: Heinemann.

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - Assessment & Evaluation in Reading Workshop
 - Phonemic Awareness
 - Phonics
 - Concepts of Print
 - Spelling Inventory
 - Benchmark Books
 - Running Records

- Oral Retelling
- Anecdotal Notes
- Reading Responses

Other Assignments

Discussion Post.

Week Four

- Topics Covered:
 - o Analyzing Data & Assessing Needs
 - o Flexible Groupings

Other Assignments

Discussion Post.

Week Five

- Topics Covered:
 - o Components of Guided Reading: Before, During, & After Reading
 - o Guided Reading Lesson Planning

Other Assignments

Discussion Post.

Week Six

- Topics Covered:
 - o Phonics & Word Study

Required Readings

Williams, C., Phillips-Birdsong, C., Hufnagel, K., Hungler, D., & Lundstrom, R.P. (2009, April). Word Study Instruction in the K-2 Classroom. *The Reading Teacher*, 62(7), 570-578.

Other Assignments

One Page Written Response.
Final Assignment.

* *Syllabus is subject to change.*

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<p><u>Week One</u></p> <ul style="list-style-type: none"> • Review Syllabus • Topics Covered: <ul style="list-style-type: none"> o What is Reading Workshop? o Stages of Literacy: Emergent, Progressing, Transitional, & Fluent <p>Required Readings Ford, M., & Opitz, M. (2008). Guided Reading: Then and Now. In M. J. Fresch (Ed.), <i>An essential history of current reading practices</i> (pp. 66-81). Newark, DE:</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<p>International Reading Association. Reprinted with permission.</p> <p>Other Assignments One Page Written Response.</p>		
<p><u>Week Two</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Setting Up & Managing Reading Workshop in the Classroom <ul style="list-style-type: none"> ▪ Organizing the Classroom ▪ Setting Up Literacy Centers ▪ Teaching Students Procedures ▪ Scheduling ▪ Behavior Management <p>Required Readings Fountas, I., & Pinnell, G. (1996). Designing and Organizing the Learning Environment. In Guided reading: Good first teaching for all children (Ch. 4). Portsmouth, NH: Heinemann.</p> <p>Other Assignments One Page Written Response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Three</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Assessment & Evaluation in Reading Workshop <ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Phonics ▪ Concepts of Print ▪ Spelling Inventory ▪ Benchmark Books ▪ Running Records ▪ Oral Retelling ▪ Anecdotal Notes ▪ Reading Responses <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Four</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Analyzing Data & Assessing Needs ○ Flexible Groupings <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Five</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Components of Guided Reading: Before, During, & After Reading ○ Guided Reading Lesson Planning <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><u>Week Six</u></p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Phonics & Word Study 	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites,</p>	<p>22.5</p>

<p>Required Readings Williams, C., Phillips-Birdsong, C., Hufnagel, K., Hungler, D., & Lundstrom, R.P. (2009, April). Word Study Instruction in the K-2 Classroom. <i>The Reading Teacher</i>, 62(7), 570-578.</p> <p>Other Assignments One Page Written Response. Final Assignment.</p>	<p>Discussion Board, Written Response</p>	
		<p>Total 135 hours</p>