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| **Professional Development Description** | |
| **Name of Entity:** Consortium on Reaching Excellence in Education (CORE) | |
| **Name of Product:** Elementary Reading Academy + Language Conventions & Writing Fundamentals | |
| **Publication Year:** 2018 | |
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| **Website:** <https://www.corelearn.com> | |
| **Audience:**  Principals and Administrators  K-3 Teachers  K-12 Teachers | **Delivery Format:**  Online asynchronous, independent  Online synchronous, live  Online with live component  In-person, face-to-face live  Hybrid |
| **Contact Hours:** 45+ hours: approximately 7 hours to complete each session |
| **Description of Professional Development:**  CORE’s professional development series for Colorado educators includes two components:  1. Elementary Reading Academy (6 days); and  2. Language Conventions & Writing Fundamentals (2 days)  A description of each component is included below.  The Elementary Reading Academy offers educators fundamental knowledge in effective standards-  aligned and evidence-based reading practices for all learners. The Academy also applies these practices  to evidence-based textbook series. By taking all six topical sessions, participants gain a comprehensive  understanding of the critical components for effective reading instruction and assessment, based on  the science of reading.  Participant Outcomes  · Identify the standards alignment to evidence-based reading instruction.  · Articulate the research on the essential components of reading instruction and link research to  practice.  · Gain clear and explicit models of instructional routines.  · Practice using instructional routines specific to the topic.  · Understand basic principles and purposes of different types of assessments and what a  comprehensive assessment blueprint looks like within the context of a three-tiered system.  · See table below for detailed descriptions of each daily session.   |  |  | | --- | --- | | **Topics and CCSS** | **Description** | | **1. Research, phonemes, phonic elements, print awareness, and letter knowledge**  RF 1, RF 2, RF 3, L 2 | This session provides an introduction to dyslexia and an overview of the scientific research on teaching reading, including basic linguistics, phonic elements, and print awareness and letter knowledge. | | **2. Phonemic awareness, phonics, and irregular high-frequency words**  RF 1, RF 2, RF 3, RF 4, RL, RI, L 2 | During this session, participants examine how to develop phonemic awareness. They learn a developmental instructional sequence and practice and see modeled engaging, explicit lessons. Also during this session, participants learn explicit, systematic phonics instruction, including effective corrective feedback and various forms of blending, and the application to decodable text. In the afternoon, participants gain techniques to effectively teach students irregular words that cannot efficiently be learned through sounding them out. | | **3. Multisyllabic words and fluency**  RF 3, RF 4, RL, L 2 | This session addresses the techniques that help students transition from reading single- syllable words to reading multisyllabic words. Multiple lesson models provide participants with various evidence-based methods to break up and learn large words. In addition, participants learn effective techniques to foster reading fluency: accuracy, appropriate rate, and expression. Lesson models will be provided along with participant practice. | | **4. Vocabulary development**  RF 3, RF 4, RL, RI, L 2, L 4, L 5, L 6 | This session focuses on vocabulary development. Participants study word-learning strategies and specific word instruction, and experience active ways to promote “word consciousness.” The needs of English learners are addressed. Over 30 lesson models are provided. | | **5. Comprehension strategies, narrative, and informational text**  RL, RI, L 4, L 5, L 6 | This session focuses on the different ways to assist students to access both narrative and informational texts. Specific reading skills and strategies — including questioning, graphic organizers, and monitoring techniques — are presented using explicit instruction, with hands-on lesson models and practice. Participants focus also on text structure and the application of selected strategies to different types of texts. | | **6. Assessment and intervention** | This session guides participants through *Assessing Reading: Multiple Measures* and also lays out the basic principles and purposes of different types of assessments and what a comprehensive assessment blueprint looks like within the context of a three-tiered system. |   *Common Core State Standards (CCSS) Legend*  *RF=Reading Foundation Standards; RL=Reading Literature; RI=Reading Informational Text; L=Conventions of English Language*  The **Language Conventions and Writing Fundamentals** workshop provides teachers with the knowledge and strategies for teaching language conventions and writing to both primary- and upper- grade elementary students, from basic sentence construction through longer compositions.  **Participant Outcomes**   * Become familiar with effective practices in writing instruction. * Understand the differences between modern and traditional grammar. * Understand the structure of English sentences and how to teach the sentence at a level of complexity appropriate for elementary students. * Become familiar with expository text structures. * Learn how to teach paragraph writing. * Understand the structure and organization of longer compositions and selected essay types.   Session 1 focuses on:   * The current state of student writing proficiency * Components of effective writing instruction * Introduction to modern English grammar * Sentence elements (subjects, verbs, adverbials, and objects) and parts of speech (adverbs, nouns, adjectives, pronouns, and conjunctions)   Session 2 focuses on:   * Syntax structures: Subordinate clauses and complex sentences * Sentence element: Complements * Prepositions, writing conventions, and clause patterns * Paragraph development * The structure of longer expository compositions, including opening and closing paragraphs and transitions   The organization of selected essay types | |