



# The Reading Teacher's Top Ten Tools: Instruction That Makes a Difference

Dr. Deborah Glaser

## Course Outline and Syllabus

The Reading Teacher's Top Ten Tools is an on-line reading course, unlike any reading course or professional development previously available to teachers. The course content is based upon a firm foundation of proven knowledge and pedagogy, research and practice that truly informs the daily work teachers do to teach their students to read.

The course design leads teachers through updated research and guides them to make connections to practice: How to transfer the knowledge to everyday practice in their classrooms.

The Reading Teacher's Top Ten Tools is developed around ten units, or Tools, each reflecting a component of reading instruction that has been neglected, misrepresented, or one that needs updating with new information that's been released over the past few years. Teacher knowledge is the primary tool that will impact instruction and student achievement. This is why, for this course, the use of the term tools refers to a combination of both knowledge and practice.

The ten tools in the course are listed here:

- 1) Knowledge – A Reading Teacher's Foremost Tool
- 2) Oral language – A Foundation for Literacy
- 3) Phonemes – Paving the Way to Print and Meaning
- 4) Phonics and Spelling – Effective Decoding and Encoding Instruction
- 5) Vocabulary – The Blueprint of a Word
- 6) Comprehension – The Text and the Mental Model
- 7) Fluency – Understanding Practice and Automaticity
- 8) Writing – Write! Written Responses to Reading
- 9) Read Alouds – A Tool for Building Language Comprehension
- 10) Collaboration – Two Heads are Better Than One

Each Tool begins with a knowledge update to ground teachers in current thinking about the “what to teach”, to whom, and the “how to teach”. Distinctive to this course, each tool offers unique video examples of real teaching in real classrooms with real students in grades kindergarten through 6<sup>th</sup> grade. Teachers have shared, “It was the real teaching, seeing what we learned, play out with kids, that made the content of this course so helpful.”



## The Reading Teacher's Top Ten Tools: Instruction That Makes a Difference



### **Knowledge and Practice Standards for Teachers of Reading**

#### **Statement:**

*The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21qdk2k1p3bnaqdfz1xy0v98j5ytl1wk>.*

#### **Course Instructor:**

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#### **Course Description (published):**

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### Course Calendar and KPS-Aligned Readings List:

**Calendar:** The Reading Teacher's Top Ten Tools is an online course. Learners can begin study at any time during the year. Once enrollment in the course is active, learners have one calendar year to complete the 45+ hour course.

**KPS-Aligned required readings list is below.** Readings are downloadable within the course.  
*Note - Learner will need to purchase - Fletcher, Lyons, Fuchs, and Barnes (2018). Learning disabilities: From identification to intervention, 2<sup>nd</sup> edition. New York, Guilford Press.*

The learners written responses to the readings demonstrate their content knowledge and understanding of the KPS and the substandards. A rubric is used to rate the learner's knowledge and understanding. Readings are downloaded from within the course.

#### 1) Knowledge – A Reading Teacher's Foremost Tool

Hudson, R.F., Pullen, P.C., Lane, H.B. & Torgesen, J.K. (2009). The complex nature of reading fluency: A multidimensional view. *Reading and Writing Quarterly*, 25, 4-32.





## The Reading Teacher's Top Ten Tools: Instruction That Makes a Difference

### 2) Oral language – A Foundation for Literacy

Catts, H., Adolf, S.M., Weismer, S.E. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. *Journal of speech language and hearing research*, 49, 278-293.

### 3) Phonemes – Paving the Way to Print and Meaning

Moats, L.C. (2005). How Spelling Supports Reading: And Why It Is More Regular and Predictable Than You May Think. *American Educator*, Winter 2005-06.

### 4) Phonics and Spelling – Effective Decoding and Encoding Instruction

Brady, S. (2011). Efficacy of phonics teaching for reading outcomes: Indications from post-NRP research. In S. Brady, D. Braze, and C. Fowler (Eds.), *Explaining Individual Differences in Reading: Theory and Evidence*. London: Psychology Press.

### 5) Vocabulary – The Blueprint of a Word

Perfetti, C. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading*, 11(4), 357–383.

### 6) Comprehension – The Text and the Mental Model

Adams, M.J. (2011). Advancing our students' language and literacy: The challenge of complex texts. *American Educator*, Winter 2010-11, Vol. 34(4). pp 3-11.

### 7) Fluency – Understanding Practice and Automaticity

Hudson, R.F., Pullen, P.C., Lane, H.B., & Torgesen, J.K., (2009). The complex nature of reading fluency; A multidimensional view. *Reading & Writing Quarterly*, 25, 4-32

### 8) Writing – Write! Written Responses to Reading

Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.

### 9) Read Alouds – A Tool for Building Language Comprehension

Swanson, E., Vaughn, S, Wanzek, J., Petscher, Y., Heckert, J., Cavanaugh, C., Kraft, G., & Tackett, K. A synthesis of read-aloud interventions on early reading outcomes among preschool through third graders at risk for reading difficulties. *Journal of learning Disabilities*, 44(3), p 258-275.

### 10) Collaboration – Two Heads are Better Than One

Fletcher, J., Lyon, G.R., Fuchs, L., & Barnes, L.A. (2018). *Learning disabilities: From identification to intervention, 2<sup>nd</sup> edition*. New York: Guilford.

## Required Assignments and Percent of Final Grade:

In order to satisfactorily complete the course, learners must complete the following:

- 50% of final grade - Devote the time necessary to view all narration and classroom videos, complete the anticipation guides, follow directions for downloading and using the learning supports provided, complete all formative and summative assessments.
- 30% of final grade - Read and respond to the required KPS aligned readings (listed above) using the private discussion board – *Connect to the Research*. There is one required reading per Tool. Also please note that the readings are supplied in the course, however one text *Learning disabilities: From identification to intervention, Fletcher, et.al.*, will need to be purchased. A grading rubric is used to determine levels of knowledge and understanding of the KPS Substandards: Outstanding, Proficient, Basic, and Below Expectations. Learner must achieve Outstanding or Proficient on each of the reading responses to satisfactorily complete the course. Feedback and support is provided to assist learners who receive a score of Basic or Below Expectations.
- 20% of final grade - Create posts and interact with other learners through the public discussion board a minimum of 2 times per Tool.

## Description of Aligned Key Assessments – Acquisition of the Knowledge and Practice Standards

The learners' knowledge and understanding of the Knowledge and Practice Standards is assessed through two processes: 1) embedded formative and summative assessments throughout the course and 2) through their reading responses. There is one reading response per Tool.

The learner will find a list of the Knowledge and Practice Standards addressed in each Tool in the following course outline-syllabus They are also listed on each reading response rubric.

### Assessments:

- The learner will encounter several brief formative assessments positioned at the end of each Part in each Tool.
- A final summative assessment positioned at the end of each Tool will assess the learner's knowledge and application of the Knowledge and Practice Standards that were addressed in that Tool content along with other information studied in the Tool.
- The reading responses are scored on a rubric based on how well the response connects the content to the identified KPS substandards: Outstanding, Proficient, Basic, Below Expectations.

- In Tool 6 (Reading Comprehension) and Tool 9 (Listening Comprehension - Read-Alouds) learners are guided through a process of planning a comprehension lesson. Learners are asked to submit one of their developed lessons.

## Tool Outlines and Descriptions



### **Tool 1: Knowledge – A Reading Teacher’s Foremost Tool**

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

This Tool content and summative assessment will address the following KPS: 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 2.1 through 2.5, 4A.1, 4A.2.

This Tool also includes a study of Dyslexia. Learners will complete a Study Guide that will be used to determine knowledge and understanding of KPS 2.1-2.5.

#### **Tool 1 Objectives:**

- Learn the rationale behind the development of *The Reading Teachers Top Ten Tools: Instruction that Makes a Difference*
- Become familiar with a conceptual model of reading – the WHAT to teach
- Consider effective teaching behaviors and compare them to your own teaching – the HOW to teach.
- Understand that dyslexia is a reading disability
- Plan for engagement in the course

#### **Part 1: Welcome**

##### **Topic 1:** Reason for the Course – Knowledge, Our Most Important Tool

- Rationale and explanation of the term Tool which is used throughout the course
- Tool = Knowledge + Practice

##### **Topic 2:** Course Design and Content

- Overview of the course, description, and what to expect

#### **Part 2: What to Teach – Research that Grounds Us**

##### **Topic 1:** The Five Components

- Teachers are reminded of the five components, there are no new components but we keep learning more deeply about them and the relationships they share during the course of learning to read.



- Teachers learn the definition of dyslexia and its defining characteristics: phonological and word recognition difficulties, reading fluency, reading comprehension, spelling, handwriting and written expression.

**Topic 2:** The Simple View of Reading

- Gough and Tunmer’s conceptual model The Simple View is introduced. It isolates two domains responsible for reading comprehension: Decoding (Word recognition) and Language Comprehension. Teachers fill out a template as they learn.
- Teachers reflect on their current teaching of decoding and language after studying the Simple View of Reading.

**Topic 3:** Dyslexia in the Classroom

- Diverse Reading Profiles, Including Dyslexia (KPS) are discussed and studied.
- Introduction to current research and understanding about dyslexia
- A presentation, Curing Dyslexia: What is Possible?, by Dr. Pat Mathes will be studied and a study guide completed
- The study guide will be submitted as a formative assessment of the learner’s acquisition and understanding of the KPS 2.1-2.5

**Part 3: How to Teach – The Top Ten in Your Classroom**

**Topic 1:** How to Teach

- This section presents a study of teacher and student behaviors found in highly successful classrooms.
- A Self-Evaluation Checklist is used to help teachers assess their own teaching behaviors.
- Teachers observe a brief lesson with the effective teaching behaviors identified throughout.
- Two downloads provide additional resources that outline effective teaching processes: 17 Principles of Effective Instruction and the NCTQ study Learning About the Six Instructional Strategies.

**Topic 2:** A Teaching Example for You

- Learners participate in a directed lesson that demonstrates effective teaching processes within a vocabulary lesson that teaches the word – pedagogy.

**Part 4: Planning**

**Connect to the Research – Required Reading**

Hudson, R.F., Pullen, P.C., Lane, H.B. & Torgesen, J.K. (2009). The complex nature of reading fluency: A multidimensional view. *Reading and Writing Quarterly*, 25, 4-32.

What skills contribute to reading fluency and what relationships do they share? Relate the Simple View of Reading to the content of this article. What personal reflections and connections did you have to your own teaching while reading this article?

**Topic 1:** Plan for Viewing the Course

- Teachers develop a plan and schedule for viewing and completing the course.
- Teachers respond to questions on a document titled: My Reading Pedagogy.

**Part 5: Wrap Up**

**Topic 1:** Summary

- A summary of Tool 1 content is provided.
- Conversation with an Expert – a video conversation with Dr. Marilyn Adams



**Tool 2: Oral language – A Foundation for Literacy**

In Tool 2, teachers learn about the fundamental relationship between oral language and written language, the language activation pathways in the brain that support reading development, and methods for including language in their students’ daily world to support both language development and reading abilities.

This Tool content and summative assessment will address the following KPS: 1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 4A.1, 4A.2.

**Tool 2 Objectives:**

In this tool, teachers will learn to

- Identify students whose language skills are weak and increase language learning opportunities
- Plan targeted language opportunities for all students
- Apply teaching methods to increase student engagement through listening and spoken language
- Understand and include appropriate instruction for students whose language skills are strong, but for whom reading is a challenge
- Seek advice from support personnel for students whose language skills are not developing as expected
- Understand more deeply and appreciate the role of language in reading skill development.
- Learn ways to create a language rich classroom, one in which students frequently use language to engage with content and one in which models of language use are provided.

**Part 1 – Introduction: Oral Language: A Foundation for Literacy**

This Part takes the learner into the world of language comprehension, language itself.

**Topic 1:** Setting the Stage for Language Study



- Teachers learn the elements of language to deepen their appreciation for language development, to help them informally assess students' language skills, and to purposefully teach language.

**Topic 2 - What Language Skills Are We Talking About?**

- Many features of language are defined to help teachers be more effective reading teachers.
- Language Components
- Phonological working memory
- Executive functioning

**Part 2: The Research**

The research on language development is rich with findings about the young child's early experiences with language, the relationship between language and reading, the English Language Learner, and word knowledge.

**Topic 1: Language – In the Beginning**

- Research on the importance of early language experiences are explored through Meaningful Differences in the Everyday Experience of Young American Children (Hart and Risley, 1995), 30 Million Words: Building a Child's Brain (Suskind, 2015), and 30 Million Word Initiative.

**Topic 2: Language and Literacy – The Relationship**

- This section reveals the importance of language to the development of literacy skills to stress the importance of a language focus in our classrooms.
- Research done in Spanish speaking homes is included.
- An article that teachers will read, is Talking to Children Matters: Early Language Experience Strengthens Processing and Builds Vocabulary
- Scarborough's Reading Rope is used to highlight the importance of language comprehension, the strands that make up language comprehension and how language skills develop over time.

**Topic 3: The English Language Learner**

- Several resources are discussed including Sheltered Instruction Observation Protocol (SIOP) which offers processes for making content comprehensible for English language learners.
- Teachers will explore The Word Knowledge Gap, (Nonie Lesaux, 2015), the present state of language cultivation in English Learners.

**Part 3: Practice – An Oral Language Focus in the Classroom**

Part 3 provides access to classroom videos in which teachers observe lessons being taught. The lessons demonstrate the knowledge and processes that were presented in Parts 1 and 2.

**Topic 1: The Teacher’s Verbal Behavior**

- This section discusses the importance of the language teachers use in classrooms.

**Topic 2: Challenge Yourself**

- Teachers are challenged to enrich the language they use in their daily interactions with students. Classroom videos demonstrate how this can be done.

**Topic 3: Positive Reflections**

- One way to enhance language in classrooms is to teach students how to share positive reflections with each other. Classroom videos show students giving appreciation messages to their peers.
- Studies on behavior challenged students, find that many of these students have low language skills preventing them from expressing themselves. Efforts to improve the language skills of all students can have payback beyond improved reading and writing skills.

**Topic 4: Everyday Routines**

- Several routines that target improving language skills are discussed and included in classroom videos.

**Part 4: Planning – Focus on Language**

Teachers reflect on the Tool content and are guided to plan how they will target language skills in their classrooms.

**Connect to the Research – Required Reading**

Catts, H., Adolf, S.M., Weismer, S.E. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. *Journal of speech language and hearing research*. 49, 278-293.

The authors suggest changing the way we assess and classify students based on their decoding skills and reading comprehension. What support do the authors offer for assessing language comprehension early? What language components do you think should be included in the assessment?

**Topic 1: The Language Rich Classroom**

- Improving oral language in our classrooms will not happen without conscious effort, specific goals, and knowledge about what needs to happen in order to improve language skills. This section will guide your thinking to help you plan for increased oral language participation and improved language comprehension in your classrooms

**Part 5 Wrap-Up**

**Topic 1: Summary: Language – A Foundation for Literacy**

- The Tool content is summarized. Simply asking our students to talk is not going to help improve their language skills. Teachers are reminded to model the use of language and provide guided and monitored language opportunities in their classrooms.

- Conversation with an Expert – Marilyn Adams talks about the importance of language to literacy growth.



## **Tool 3: Phonemes—Paving the Way to Print and Meaning**

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

This Tool content and summative assessment will address the following KPS: 1.4, 1.6, 1.7, 1.8, 1.9, 3.6, 4A.1, 4A.2, 4B.1 through 4B.7.

### ***Tool 3 Objectives: Teachers will:***

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

### **Part 1: Introduction: Phoneme Awareness in Spelling and Reading**

#### ***Topic 1:*** Phoneme Awareness is Important

- This topic lays the groundwork for understanding why the phoneme is so important for meaning and for reading.

#### ***Topic 2:*** Articulate Consonant Phonemes Correctly

- Teachers learn what consonant phonemes are and how to articulate them correctly, and why correct articulation is important.

#### ***Topic 3:*** Articulate Vowel Phonemes Correctly

- Teachers learn what vowel phonemes are and how to articulate them correctly
- Links to websites offering insight to the phoneme structures of other languages are included

### **Part 2: Research: Phoneme Awareness and Decoding, Spelling, and Vocabulary**

This section delves into critical findings from the research on phoneme awareness.

#### ***Topic 1:*** Phoneme Awareness and Reading Skills

- This Topic explains why it is important for students to develop awareness of phonemes.

**Topic 2:** Phonological Awareness—Key Terms

- Key terms that are often used when talking about phonological awareness are often confused. The terms are defined and explained for teachers.

**Part 3: Practice: Creating Phoneme Awareness**

The classroom videos show a developmental progression of phonological awareness lessons beginning with basic phonological skills, syllables and onset-rime, and working up to more advanced phoneme awareness segmentation and blending tasks.

**Topic 1:** Syllable Segmenting

**Topic 2:** Onset-rime

**Topic 3:** Articulation with Mirrors

**Topic 4:** Initial Continuant Sounds

**Topic 5:** Phoneme Segmentation using Head-Waist-Toes

**Topic 6:** Auditory Phoneme Blending using Secret Code with Hand Drop and Kid Sounds

**Topic 7:** Vowel Phoneme Associations using Short Vowel Motions

**Topic 8:** Daily Routines 1 - Phoneme Segmentation with Story

Daily Routines 2 - Warm-up for Phonics Lesson

Daily Routines 3 - Spelling with Sounds Beads

**Part 4: Planning: Add Phoneme Awareness to Daily Routines**

Teachers are guided to revisit the Tool content and then to plan for incorporating what they learned into their lessons.

**Topic 1:** Plan Daily Lessons

- Teachers consider their student needs and plan phoneme awareness into their whole group activities and then reinforce and provide more attention to phonemes during small group and with individuals who need extra attention to this critical skill.

**Topic 2:** How to Correct Your Articulation and Your Students' Articulation

- A stand-alone video is provided that teachers can refer to when they need reminders of the correct articulation of English phonemes.

**Part 5: Wrap Up**

**Topic 1:** Summary

- The content of Tool 3 is summarized to remind teachers of the importance of teaching phoneme awareness.

**Topic 2:** Conversation with an Expert – Mary Dahlgren, EdD discusses how phonological awareness continues to impact older struggling students' reading acquisition.



## **Tool 4: Phonics and Spelling – Effective Decoding and Encoding Instruction**

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

This Tool content and summative assessment will address the following KPS: 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 3.6, 4A.1, 4A.2, 4C.1 through 4C.8, 4D.1, 4D.2, 4D.3, 4G.3

### ***Tool 4 Objectives:***

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

### **Part 1: Introduction**

This Tool will provide some current thinking about the purpose of phonics and spelling, why it is important, and how to best teach these skills as part of a complete reading program for all of our students.

#### ***Topic 1:*** Introduction to the Phonics Tool

- All teachers know those kids who, despite all of their efforts, aren't moving forward with their reading skills. Teachers will strengthen an understanding of what they can do to make sure all students benefit from the teacher's knowledge and instruction.
- All students benefit from instruction that reveals the secrets of the written code.

#### ***Topic 2:*** The Phases of Word Recognition Development

- L. Ehri's phases of word recognition development provide a foundation for studying well documented phases students pass through as they learn the system of decoding.

#### ***Topic 3:*** Interpret the Phases

- The phases help teachers assess where students are in their development and provide the appropriate word level phonics instruction.
- Delightful videos and spelling samples help to make the phases come alive for teachers.



## **Part 2: Research: How the Brain Reads**

### **Topic 1:** The Reading Brain

- Thanks to fMRI and other imaging technologies, we have answers to many questions about the reading brain to help us teach reading more effectively. Teachers explore some of those findings in this section.

### **Topic 2:** Elements of Effective Phonics Instruction – How to Teach

- Explicit and systematic instruction is defined, explained, and many examples provided.
- Teachers are taken through samples of explicit and systematic instruction and asked to define the elements of both.

### **Topic 3:** Bonus: Learn a Little More About English Orthography

- Teachers are introduced to many interesting explanations for English spelling. These bonus tips can be integrated into reading and spelling lessons to enhance student interest in why words are spelled the way they are.
- The Six Syllable Types are included in this Bonus section.

## **Part 3: Practice: Phonics in the Classroom**

Teachers experience the video lessons in this section. They will view whole phonics lessons with large groups, and also practice activities they can use with both small and whole groups. The activities are presented in both lower (K-2(3) and intermediate (3-6) classrooms. The lower grades present basic grapheme phoneme instruction and the upper grade lessons are based on vocabulary and spelling lessons to demonstrate advanced phonics.

### **Topic 1:** Observe a Full Phonics Lesson

- Edited full phonics lessons are shown to demonstrate explicit and systematic phonics lessons for both lower and upper grades.

### **Topic 2:** Learn Practice Routines

- The practice activities in these videos are meant to provide practice after teachers' instruction because they do just that – provide practice with the elements teachers have taught them.
- Practice activities provide the additional time with the content necessary to build automaticity with decoding and word recognition.

## **Part 4: Planning: Explicit and Systematic Lessons**

This planning section provides guidance to help teachers plan and incorporate the content from Tool 4 into their daily phonics lessons for early alphabetic through consolidated phases of word recognition.

Several downloads, forms and ideas, help teachers plan explicit and systematic lessons using their reading programs or if they do not have a reading program, how to create appropriate lessons for all grades, k-6.

## Part 5: Wrap Up

### **Topic 1:** Summary

- All students benefit from instruction that teaches them how the written code works. The summary highlights the main content from Tool 4 to reinforce the importance of explicit and systematic instruction at the basic and advanced phonics levels.

### **Topic 2:** Conversation with an Expert

- Dr. Susan Hall, of 95% Group, speaks to teachers about phonics and what to consider when teaching phonics lessons for all students.



## **Tool 5: Vocabulary – The Blueprint of a Word**

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

This Tool content and summative assessment will address the following KPS: 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 4A.1, 4A.2, 4C.7, 4D.1, 4E.1 through 4E.4.

### **Tool 5 Objectives – Teachers will:**

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

## **Part 1 – Introduction: Vocabulary – The Blueprint of a Word**

### **Topic 1:** Words are Music

- Words have a musical quality about them. In addition, each word has a dynamic design. A word develops a unique design over time, its own structure and shared structures with context and other words.

### **Topic 2:** The Mental Lexicon

- This section initiates the discussion about vocabulary and what it really means to know a word.
- When we learn words, we don’t fill all the rooms for a word through one exposure, in one lesson, or by simply learning the definition of a word.



## **Part 2: Vocabulary – The Research**

A lot of research has been done to help teachers understand the relationship between vocabulary and comprehension and how we learn vocabulary. Part 2 focuses on the most relevant research findings for why we teach vocabulary and methods for how best to teach it.

### **Topic 1:** Breadth and Depth of Word Knowledge

- Teachers will learn about the levels of word knowledge and the roles of breadth and depth of word knowledge in reading comprehension.

### **Topic 2:** Lexical Quality of Word Knowledge

- Lexical quality refers to the quality of our knowledge about words. This section explores lexical quality which includes knowledge of word meaning and its word form, meaning its orthography and phonology.
- Vocabulary is considered through a study of the Reading Rope.

### **Topic 3:** Morphology

- The lexical quality of words includes knowing words' forms. This includes the morphology of words, and how they relate to other words that share the same or different meaningful parts.

## **Part 3: Practice – Vocabulary Lessons**

Teachers view several classroom videos demonstrating a glimpse into ways of teaching vocabulary that potentially builds high levels of lexical quality for students.

### **Topic 1:** Download the Video Lesson Activity Booklet

- As with all of the Tools, there is a classroom activity booklet that provides complete descriptions of the lessons shown in the videos. Additional teaching ideas are included.

### **Topic 2:** The Vocabulary Lesson – Choosing Words to Teach

- Choosing the words to teach in the first step in any vocabulary lesson. Topic 2 helps teachers understand how to choose the best words to teach and then ways to teach those words.

### **Topic 3:** The Vocabulary Lesson – How to Teach

There are many methods for teaching vocabulary. This topic presents a few important teaching and learning elements for teachers to include in their lesson planning.

## **Part 4: Planning**

The planning section of Tool 5 guides teachers through two approaches to planning vocabulary instruction – implicit instruction and explicit instruction. A vocabulary lesson structure is introduced to teachers that incorporates the many vocabulary elements discussed in the Tool.

## **Part 5: Wrap Up**

**Topic 1:** Summary

A summary of the blueprint of a word is provided along with reminders of the many elements that make up words and that teachers need to be aware of when planning their vocabulary lessons.

**Topic 2:** Video - Conversation with an Expert – Marilyn Adams



## **Tool 6: Comprehension – The Text and the Mental Model**

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

This Tool content and summative assessment will address the following KPS: 1.2, 1.4, 1.6, 1.7, 1.8, 1.9, 3.6, 4A.1, 4A.2, 4C.84D.14F.0 through 4F.5.

Learners will create a reading comprehension lesson during this Tool and will participate in a similar activity in Tool 9. Learners are asked to submit one lesson they create - either in Tool 6 or Tool 9.

**Tool 6 Objectives: Teachers will:**

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

**Part 1 – Introduction: Considering Reading Comprehension**

**Topic 1:** Common Approaches to Teaching Reading Comprehension

- This topic visits the world of reading comprehension that most teachers are familiar with: Using comprehension strategies. It sets the expectation that there is more to reading comprehension than the comprehension strategies commonly used to teach comprehension.

**Topic 2:** The Simple View Revisited



- The Reading Rope (Scarborough) is presented to remind teachers that there are many contributing skills that work together for reading comprehension to happen. Each of the strands in the rope are investigated as independent yet integrated components.
- The phases of word recognition development (Ehri) are revisited as well.

## **Part 2: Research – The Process and The Product of Reading Comprehension**

Researchers have worked to separate the *processes* that occur during reading comprehension from the *product* of reading comprehension. Once teachers understand this and can clearly differentiate between the two, approaches to reading comprehension will become better targeted and productive.

### **Topic 1: Process and Product, Understanding the Difference**

- Teachers are introduced to the Mental Model, the situation model, enduring understanding.
- The Mental Model is the overall representation of the meaning of the text. It is the result of the integration of the text and the reader's multiple interactions with that text

### **Topic 2: Comprehension - The Process**

- Teachers will be led to create a reading or listening comprehension lesson with their own reading materials as they work through this section of Tool 6.
- Knowledge of the *language comprehension skills* can help us understand the processes that are key players in reading comprehension.

### **Topic 3: The Product of Reading Comprehension aka The Mental Model**

- The product is a mental depiction that forms beyond a verbatim or literal recall of information that is read. The Mental Model defines one's own comprehension and understanding of the information that was read.

## **Part 3: Practice – Reading Comprehension in the Classroom**

### **Topic 1: Prepare for the Classroom Videos**

- As teachers watch the lessons presented in Part 3, they are guided to observe and identify when the teacher is targeting a process that will help students develop a product of their listening or reading comprehension.

### **Topic 2: The Comprehension Lesson**

- The classroom videos begin with highlights from two complete reading comprehension lessons. One is taught with a second grade group and the other is with a fifth grade class. In both lessons, children are reading expository text. Both use a process called TWA to guide the students through the comprehension process and focus on a product.

### **Topic 3: Linking Ideas Across Sentences**

- The video lessons in Topic 3 illustrate a clever way to help students understand that sentences have linking ideas that connect to each other. The linking ideas work together to help us create our Mental Model.

**Topic 4:** Learning About Connectives

- These video lessons demonstrate sentence combining using an engaging, systematic, and explicit process. The practice has positive effects on writing and for comprehension

**Topic 5:** Comprehension with Little Ones

- Comprehension does not need to take a back seat when students are reading simple text. These video lessons show how comprehension can be a part of a decodable text lesson.
- Expository text is very different from narratives and demands a lot from a young reader. Another lesson shows how to be explicit when teaching how informational text works.

**Part 4: Planning – The Process and The Product of Reading Comprehension**

**Topic 1:** Planning Framework

- The Berger Framework is used to guide teachers’ planning of comprehension lessons. Teachers are guided through steps to help them incorporate the content of Tool 6 and examine a text as they plan.
- A discussion of the important role of the questions we ask before, during and after comprehension lessons is discussed. Examples of open ended questions are provided and teachers are asked to keep the question stems close by during their lessons.
- Graphic organizers are included in the discussion.

**Part 5: Wrap-Up**

**Topic 1:** Summary

- A summary of the main learnings in Tool 6, reading comprehension, is provided. Teachers are reminded that teaching reading comprehension requires planning for both the process and the product.

**Topic 2: Conversation with an Expert**

- Dr. Danielle McNamara from Arizona State University discusses her research on reading comprehension.



## **Tool 7: Fluency – Understanding Practice and Automaticity**

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

This Tool content and summative assessment will address the following KPS: 1.4, 1.6, 1.7, 1.8, 1.9, 3.1, 3.4, 3.5, 3.6, 3.7, 4A.1, 4A.2, 4C.5, 4C.8, 4D1 through 4.D4.

### **Tool 7 Objectives: Teachers will:**

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

### **Part 1: What is Reading Fluency?**

How do we become accomplished with a skill? Through practice! Practice of skills that are taught systematically and explicitly helps to build fluency with reading.

#### **Topic 1: How do You Define Fluency?**

- Fluency is an indicator of reading proficiency. It does not mean that we read fast. And when students' reading rate is slow, we do not respond immediately to the symptom.

#### **Topic 2: The Researchers Define Fluency**

- Researchers define what they are researching. Several definitions are presented and analyzed for similarities.
- Fluency includes accurate decoding, sight recognition, word meaning, comprehending sentences, relating text to prior knowledge and making inferences.

#### **Topic 3: Should I be Teaching Fluency?**

- Teachers will learn what it means to teach fluency.

### **Part 2: The Research on Fluency**

#### **Topic 1: Unpacking Fluency and Investigating the Bottleneck Phenomenon**

- Unpacking fluency – revealing the many skills necessary for fluent reading with comprehension
- When the skills are not applied automatically, a bottleneck occurs and reading is not fluid nor is comprehension adequate.



**Topic 2:** Fluency Assessment - How to Make Sense of It

- Many skills are necessary for fluent reading. These skills are investigated and considered as teachers determine what skills are causing the bottleneck, keeping students from reading fluently.

**Topic 3:** Diagnostic Assessment – The Next Step

- Teachers will receive several tools to help them plan their assessment and instruction. A Decision Tree is provided, and an Assessment Matrix that lists simple observation and other assessments of critical skills.

**Part 3: Practice - Provide the Practice Students Need to Be Fluent Readers**

**Topic 1:** Prepare to view the Lesson Videos

- Download the Classroom Video Booklet which provides details about the video lesson along with additional ideas and tips.

**Topic 2:** Practice activities with individual words – Build a sight vocabulary

**Topic 3:** Extended practice activities with connected text

**Part 4: Planning**

**Topic 1:** Planning for Fluent reading

- Teachers review what they learned about assessment and planning appropriate practice opportunities for their students
- Teachers plan instruction and practice activities to meet their students' determined needs.
- Teachers receive a planning guide that leads them to make the decisions necessary for targeting instruction.

**Part 5: Wrap-Up**

**Topic 1:** Summary

- A summary of the fluency research is provided, along with a review of the most beneficial teaching and practice elements to include in instruction

**Topic 2:** Conversation with an Expert

- Dr. Jan Hasbrouck talks about her work with reading fluency and offers advice to teachers.



## **Tool 8: Writing – Write! Written Responses to Reading**

In this eighth module of The Reading Teacher’s Top Ten Tools, teachers build knowledge about both the underlying and higher level language skills required to write. Providing daily writing opportunities in response to reading is a main focus in this writing tool.

This Tool content and summative assessment will address the following KPS: 1.4, 1.6, 1.7, 1.8, 1.9, 3.6, 4A.2, 4G.1 through 4G.5.

### ***Tool 8 Objectives:***

In this tool, teachers will learn to

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

### **Part 1: Introduction – Writing Supports Stronger Comprehension Skills**

#### ***Topic 1:*** Teaching Writing is Complicated

- Yes, it’s true that writing is complicated. In fact, it’s the most complex of all the literacy skills.

#### ***Topic 2:*** Language Skills Share Qualities with Writing Skills

- Teachers are asked to list the writing skills they need to teach, and whether or not there is a sequence for teaching those skills.
- Teachers then participate in an activity whereby they compare their thinking with the list of skills provided that contribute to writing ability.

#### ***Topic 3:*** Writing Skill Acquisition Isn’t Sequential

- Writing skills consist of overlapping, parallel and discreet skills, but also skills from domains of related oral language skills.
- Decoding and word recognition play a role in writing. Teachers are led to understand that all of these skills are fundamentally *language* skills that need to be nurtured in a variety of ways to help students become strong writers
- When we ask our students to write about what they have read, it forces them to explore more deeply the ideas they have been exposed to in their learning.

### **Part 2: Research – The Complexity of Writing**



**Topic 1: Memory and Learning**

- Writing and thinking are strongly related. We want to ask students to write about what they have read, listened to, and learned across the content areas.
- Writing helps student form memories for the information they are learning.

**Topic 2: Underlying Skills**

- The underlying transcription skills must be applied automatically in order to transcribe, to put into print, one's formulated ideas.
- When it comes down to it, many of our students are able to voice quite insightful or meaningful thoughts, but the rubber meets the road when it's time for them to transfer those thoughts to paper to share with others.

**Topic 3: Overarching Skills**

- Teachers learn about the higher-level skills that require the contribution of language itself: Background knowledge, vocabulary, concept formation, verbal reasoning, the pragmatics writers bring to the careful choice of words when considering their audience, and knowledge of text structures.
- The Reading Rope (Scarborough) is used to discuss the language comprehension skills and how they also contribute to writing.
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**Part 3: Practice: Written Responses to Reading****Topic 1: Introduction**

- The classroom videos demonstrate writing instruction with several grade levels.
- Each topic – Notes, Writing Sentences, and Writing Summaries - starts with an opening discussion.

**Topic 2: Writing Notes**

- Writing notes provides young students with the important practice needed to build automaticity with transcription skills
- Writing notes with older students is critical for academic success.

**Topic 3: Writing Sentences**

- Sentences are the avenue through which we translate thought into writing, but writing sentences is not an innate skill.
- Teachers learn several techniques to help students write thoughtful, well-structured sentences.

**Topic 4: Writing Summaries**

- Methods for writing summary statements for young students and full summaries for older students are included.
- Teachers learn techniques that can help students write summaries. The techniques used strengthen all types of writing we ask students to do.



#### **Part 4: Planning: Daily Writing Prompts**

##### **Topic 1:** Strategies for Using Notes, Sentences, and Summaries in Daily Writing Exercises

- Teachers download and use a provided document to help them plan their writing instruction of notes, sentences, and summaries.
- Suggestions for how to incorporate daily writing responses to reading are provided for each of the three writing categories.
- Links to websites offering adaptive technologies is included to help plan for students with dysgraphia and other limiting conditions.

#### **Part 5: Wrap Up**

##### **Topic 1:** Summary

- Writing is a complex literacy skill. Teachers are asked to answer the following questions to review the information learned in Tool 8: Why is writing important? How does writing develop? How can we teach writing successfully?

##### **Topic 2:** Conversation with an Expert

- Joan Sedita from Keys to Literacy speaks about the importance of teaching writing as a part of our reading lessons.



## **Tool 9: Read Alouds – A Tool for Building Language Comprehension**

Aside from the pleasure of shared time together and our love of a good story, a lot of positive language development happens through the simple joy of reading a book out loud.

Tool 9 explores research that outlines the significance of the read-aloud. It provides ideas for how to work this special time into the teacher’s busy, fully scheduled day and get the most out of it.

This Tool content and summative assessment will address the following KPS: 1.4, 1.5, 1.6, 1.7, 1.9, 4A.1, 4F.1, 4F.3, 4F.5.

#### **Tool 9 Objectives:**

Following the completion of Tool 9, teachers will:

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



## **Part 1 – Introduction: Putting Read-Alouds in Perspective**

### **Topic 1:** We All Love a Good Book

- This brief introduction sets the stage for stepping back from our intense study of reading instruction in the previous eight tools, to look at the benefits of an indisputably beloved activity in our classrooms – reading to children.
- By turning attention to the read-aloud, teachers experience how all of their work with language comprehension and decoding in Tools 1-8, can be infused into the delightful practice of reading aloud.

### **Topic 2:** Read-Alouds – What They Can Do and What They Can't Do

- As it turns out, there is plenty of research that supports the use of the read-aloud in our daily routines. In fact, it suggests that the read-aloud should be one of our go-to tools.
- Teachers learn many supportive reasons to support the read aloud and also clear information about what read-alouds cannot be expected to do.

## **Part 2: Research – Understanding What Read-Alouds Can Do for Us**

### **Topic 1:** Read-Alouds and Listening Comprehension

- Teachers revisit the Simple View of Reading and the Rope Model, and then talk about what they can expect with regards to listening comprehension development through the read-aloud.
- Teachers are introduced to methods of assessing listening comprehension and also reading comprehension because the two are not synonymous. It is important to isolate a reading comprehension issue from listening comprehension to help us address student needs more accurately.

### **Topic 2:** Engaging Students Through Dialogic Reading

- This topic investigates one of the most researched and written about teaching techniques that demonstrates notable results with young children.

### **Topic 3:** Modeling Comprehension Behaviors during Read-Aloud

- Continuing to read to students can help keep a love of reading alive and at the same time we can model how to monitor reading, how to think deeply about what we are reading, in order to engage students as we read.
- National Reading Panel (1999) highlighted several reading comprehension teaching methods that that can be incorporated into the read-aloud lesson.
- Teachers are introduced to several of these methods: monitor reading comprehension, make your thinking visible, be a detective, visualize, summarize at set points, use queries to facilitate thinking.

## **Part 3: Practice**

### **Topic 1:** Prepare for the Classroom Videos

- As with each of the tools, teachers download a Classroom Video Lesson Descriptions booklet that outlines each of the lessons they observe during this section along with additional teaching methods, lesson ideas, and resources.

**Topic 2:** The Dialogic Reading Lesson

- The key feature of Dialogic Reading is that the child and teacher are engaged in shared dialogue about the text, the pictures in the text, and connecting ideas to existing knowledge.
- Dialogic Reading is demonstrated by a kindergarten teacher over three readings of a text.

**Topic 3:** Monitoring Comprehension Through the Read-Aloud

- Several brief read-aloud lessons are shown to demonstrate thinking aloud monitoring methods with young and older students.

**Topic 4:** Listening Comprehension – A Query is a Beautiful Thing

- The skill of asking those perfect open ended questions and working with students to answer those queries is supported during this section.

**Part 4: Planning – Making the Read-Aloud a Powerful Focus in Your Classrooms**

**Topic 1:** Planning Framework

- Teachers bring their study of listening comprehension and reading comprehension together and plan to apply it in their classrooms.
- Teachers access a planning form very similar to the Berger Framework they used to plan their reading comprehension lessons in Tool 6. The planning form contains reminders of many of the listening comprehension skills that were focused on in Tool 9.

**Part 5: Wrap Up – The Read-Aloud: A Tool to Build Language Comprehension**

**Topic 1:** Summary

- Making our thinking transparent during read-alouds can really help students learn how to monitor their comprehension toward the development of a Mental Model. Tool 9 talked about processes and products, just like in Tool 6. Teachers can model the processes of reading comprehension during the read-aloud with the goal always on the product – what did we learn?

**Topic 2:** Video Conversation with an Expert – Dr. Marilyn Adams



## **Tool 10: Collaboration – Two Heads are Better Than One**

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

This Tool content and summative assessment will address the following KPS: 1.6, 3.1, 3.2, 3.4, 3.8, 4A.1, 4A.3, 5.1 through 5.10.

### **Tool 10 Objectives:**

- Develop a plan for ongoing review of *The Reading Teacher's Top Ten Tools* pedagogy with your colleagues.
- Engage in collaborative efforts with your teaching partners and administration that focus on student success.
- Learn and use a model for assessing (screening, progress-monitoring, diagnostic testing, outcome assessments) and planning appropriate and targeted instruction for students for whom you have learning concerns.
- Recognize how the symptoms of dyslexia or other reading difficulties change as literacy develops and plan for changing instructional priorities and emphases as students improve their skills.

### **Part 1 – Introduction to Collaborative Models**

#### **Topic 1:** Collaboration – What Does It Look Like in Your School?

- The professional learning community is popular. Teachers are asked to reflect on whether or not their PLC is being implemented in ways that focus on student success.
- Collaborative models are important. There is good reason to put our heads together when problem solving or sharing successes.
- Teachers use an Anticipation Guide to help them reflect on current thinking about professional learning communities.

#### **Topic 2:** The Professional Learning Community

- This section helps teachers consider the original intent of the PLC.
- The importance of collaborating, sharing, and focusing on student learning through the PLC model has improved the work schools do with students in many ways.

### **Part 2 – The Research: Collaborative Models**

#### **Topic 1:** Analyze Data and Plan Instruction – The Outcomes Driven Model



- Teachers are guided through the steps of the Outcomes Driven Model which is a structure that fits nicely with PLCs in schools: identify individuals who need help, diagnose areas of weakness, plan instruction, monitor progress.
- The model focuses on student data and problem solving within collaborative settings.
- Teachers view several video snips from PLC meetings and experience shared problem solving.

### **Part 3: Practice**

#### **Topic 1: Share Successes and Challenges**

- It's always a great idea to start collaborative meetings with a general discussion of our successes.
- Challenges follow the discussion of review since the previous meeting.
- Teachers are encouraged to review content from professional development classes they have taken together as they work together to problem solve.
- Video snips from PLC meetings are viewed in this section.

#### **Topic 2: Review Meeting Content**

- An important component of PLC and Outcome Driven Model meetings is to review the decisions that were made during the meeting upon closing the meeting.
- Determine how well students responded to instruction. Consider dyslexic students and how they are responding to the amount of explicit and systematic instruction plus extended practice being provided.

#### **Topic 3: Observe Meetings**

- If possible, it is helpful to attend other grade level and PLC meetings to observe how other teachers collaborate and learn from them.

### **Part 4 – Planning: Identifying How Teaching Will Change and How Student Learning Will Change**

#### **Topic 1: Evaluating Ourselves and Our Students**

- True evaluation identifies how student learning will change and how teaching will change. Teachers are asked to follow these evaluation processes to engage in stronger data driven and teacher driven success.
- Specific direction is provided for students with dyslexia and other reading disabilities.
- Teachers download the Structured Literacy Instruction™ document and reflect on how deeply they have learned the elements of effective instruction outlined in the document.

### **Part 5 – Wrap Up**

#### **Topic 1: Summary**

- A school's culture is comprised of three elements: these three elements are artifacts and creations, values, and basic assumptions (*Evans, R., 2001*).
- Teachers reflect on their school's culture and define the culture that collaborative efforts produce.

**Topic 2:** Video Conversation with an Expert