

Effective Literacy for Grades 2 - 3



Grade Levels

- 2-3
- K-12 Special Education

Approved Areas of Professional Development

- Standards/Frameworks/Curriculum Alignment
- Instructional Strategies
- Cognitive Research
- Assessment
- Content
- Principles of Learning/Developmental Stages
- Building a Collaborative Learning Community

Description

Effective Literacy for Grades 2-3 is a professional development opportunity offered by the Arkansas Department of Education and the Arkansas Education Service Cooperatives. This professional development aligns to the Common Core State Standards for English Language Arts and Literacy. It is designed to provide a study of comprehensive literacy and the infrastructure components that support student learning by increasing teachers’ knowledge and skill in the areas of research-based, data-driven, and developmentally appropriate instructional practices. It focuses on a foundational understanding of the literacy learning progressions, an assessment system to plan differentiated instruction, and evidence-based practices that support contexts for learning. This two-year training consists of twelve days, with six hours of professional development credit for each full day completed.

Professional Development Schedule

Year 1	Content
Three-day initial summer institute	Overview of Effective Literacy, Literacy Block, Literacy Assessment System, Reading Workshop, Writing Workshop
Two sessions in the fall semester	Transitional Level Learners: Instruction in Fluency and the Reading Workshop Transitional Level Learners: Instruction in Word Study, Vocabulary, and the Writing Workshop
Two sessions in the spring semester	Genre Study: Integrating Reading and Writing Site-Based Observation Training (SBOT) in a classroom
Year 2	Content
Three-day summer institute	Self-Extending Level Learners: Instruction in Fluency, Word Study, and Vocabulary, Reading Workshop Instruction, Writing Workshop Instruction
One session in the fall semester	Self-Extending Level Learners and Comprehension Strategy Instruction: Thinking About, Through and Beyond Text Utilizing Structured Conversation and Writing in Response to Reading
One session in the spring semester	Site-Based Observation Training (SBOT) in a classroom

Research

- National Institute of Child Health and Human Development, NIH, DHHS. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Washington, DC: U.S. Government Printing Office. Accessed from <http://www.nationalreadingpanel.org/publications/researchread.htm>
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Accessed from <http://www.nationalreadingpanel.org/publications/publications.htm>
- National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences (2012). *Teaching Elementary School Students to Be Effective Writers* (NCEE 2012-4058). U.S. Department of Education, Washington, DC. Accessed from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Professional Texts

Participants need one grade-level specific text from this series:

- *Explorations in Nonfiction Writing: Grade 2* by Tony Stead and Linda Hoyt
- *Explorations in Nonfiction Writing: Grade 3* by Tony Stead and Linda Hoyt

All participants need the following texts:

- *Guiding Readers and Writers Grades 3-6* by Irene Fountas and Gay Su Pinnell
- *Is That A Fact? Teaching Nonfiction Writing, K-3* by Tony Stead
- *Teaching for Comprehending and Fluency; Thinking, Talking, and Writing About Reading, K-8* by Irene Fountas and Gay Su Pinnell
- *Teaching for Deep Comprehension* by Linda Dorn and Carla Soffos
- *Teaching Reading Sourcebook, 2nd Edition* by Bill Honig, Linda Diamond, and Linda Gutlohn
- *The Fluent Reader* by Timothy Rasinski
- *The Writing Workshop: Working Through The Hard Parts (and They're All Hard Parts)* by Katie Wood Ray
- *Words Their Way, Word Study for Phonics, Vocabulary, and Spelling Instruction*, 5th Edition by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston

Contact Information

For additional information, contact the literacy specialists at your local education service cooperative.