

Targeted Literacy Topics

Targeted, Literacy Professional Development Opportunities by Appropriate Grade Levels

K	1	2	3	4	5	6	7	8	9	10	11	12
Foundational Skills												
Phonics and Structural Analysis												
Informative/Explanatory Writing				Informative/ Explanatory Writing		Informative/ Explanatory Writing						
		Text Complexity				Text Complexity						
			Close Reading			Close Reading						
				Vocabulary: Greek and Latin Roots		Vocabulary						
						Argumentative Writing						
How to Conduct Research (available Summer 2014)			How to Conduct Research (available Summer 2014)			How to Conduct Research (available Summer 2014)			How to Conduct Research (available Summer 2014)			
						Disciplinary Literacy: Reading History						
						Disciplinary Literacy: Reading Science						

Topic	Description
<p>Text Complexity Grades 2-5</p> <p><u>Or</u></p> <p>Text Complexity Grades 6-12</p> <p>R.CCR.10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Reading complex texts closely is at the heart of the Common Core State Standards (CCSS). This module focuses on exposing students to grade-level texts of appropriate complexity. In addition, it focuses on instruction that reflects a balance of 50 percent informational text and 50 percent literature that students are expected to read in ELA, science, social studies and the arts.</p> <p>A Three Part Model for measuring text complexity will be used to help participants determine how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling.</p>
<p>Close Reading Grades 3-5</p> <p><u>OR</u></p> <p>Close Reading Grades 6-12</p> <p>R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>The Common Core State Standards (CCSS) document states that students must acquire the habits of reading independently and closely, which are essential to their future success. Close reading is fundamental for interpreting text. "Reading closely" means developing a deep understanding and a precise interpretation of a text that is based first and foremost on the words themselves. But a close reading does not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself.</p> <p>This module provides strategies that will enable participants to design instruction that promotes close reading behaviors.</p>
<p>Vocabulary: Greek and Latin Roots Grades 4-5</p> <p>L.4.4 and L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies.</p>	<p>The Common Core State Standards document stresses that the key to students' vocabulary development is building rich and flexible word knowledge. Vocabulary instruction should provide students with strategies that provide a framework for independent vocabulary development.</p> <p>This module provides strategies that will enable participants to design instruction that promotes behaviors, which increase students' vocabularies.</p>

<p>Vocabulary for Grades 6-12</p> <p>L.6-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies.</p>	<p>The Common Core State Standards document stresses that the key to students' vocabulary development is building rich and flexible word knowledge. Vocabulary instruction should provide students with strategies that provide a framework for independent vocabulary development.</p> <p>This module provides strategies that will enable participants to design instruction that promotes behaviors, which increase students' vocabularies.</p>
<p>Foundational Skills Grades K-5</p> <p>RF.K-1.1: Demonstrates understanding of the organization of basic features of print.</p> <p>RF.K-1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K-5.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.4: Read emergent reader texts wit purpose and understanding.</p> <p>RF.1-5.4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>The Common Core State Standards include standards that address foundational skills, which are directed toward fostering students' understanding and working of knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with a capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated. Students should be taught what they need to learn and not what they already know.</p> <p>This module will provide an overview of the foundational skills students need in order to achieve grade level expectations. For a deeper study of the phonics foundational skills, enroll in the Common Core State Standards' course: Phonics and Structural Analysis K-3.</p>
<p>Argumentative Writing Grades 6-12</p> <p>W.6-12.1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>The Common Core State Standards (CCSS) put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. A logical argument convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments.</p> <p>This module addresses strategies the writer uses to craft a convincing argument to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem.</p>

<p>Informative/Explanatory Writing Grades K-3</p> <p>W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>The Common Core State Standards (CCSS) document recommends instruction that focuses on three types of writing: argument, informational/explanatory, and narrative. Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</p> <p>This module will provide grade-appropriate learning strategies to enable students to name a topic, supply relevant facts, and provide closure.</p>
<p>Informative/Explanatory Writing Grades 4-5</p> <p>W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>The Common Core State Standards (CCSS) document recommends instruction that focuses on three types of writing: argument, informational/explanatory, and narrative. Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</p> <p>This module will provide grade-appropriate learning strategies to enable students to write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<p>Informative/Explanatory Writing Grades 6-12</p> <p>W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>The Common Core State Standards (CCSS) document recommends instruction that focuses on three types of writing: argument, informational/explanatory, and narrative. Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</p> <p>This module will provide grade-appropriate learning strategies to enable students to write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

**Phonics and Structural Analysis
Grades K-3**

RF.K-2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

L.K-3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K-3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.1-3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.

Required Text: *Phonics and Structural Analysis for the Teacher of Reading*, Tenth Edition, by Barbara J. Fox

The Common Core State Standards emphasize the importance of students reading grade-level, complex texts. In order to make this a reality, students must have strong decoding skills, which are addressed within the standards document.

Phonics instruction gives students the tools they need to decode single syllable words. Structural analysis instruction gives students the strategies they need to break up multisyllabic words into manageable "chunks" enabling them to read and comprehend longer words. This module addresses the phonics and structural analysis instruction that will enable students to decode and comprehend multisyllabic words.