

Arkansas State-Initiated Targeted Literacy Professional Development Topics

Targeted literacy topics are professional learning opportunities focused on big shifts in instruction under the Common Core State Standards for English Language Arts/Literacy and other literacy topics of high interest to Arkansas educators.

Targeted Literacy Topics by Grade Level

K	1	2	3	4	5	6	7	8	9	10	11	12
DIBELS/DIBELS Next: Data-Driven Decision Making												
Foundational Skills												
Phonics and Structural Analysis												
		Text Complexity				Text Complexity			Text Complexity			
			Close Reading			Close Reading			Close Reading			
Text Dependent Questions			Text Dependent Questions			Text Dependent Questions			Text Dependent Questions			
Vocabulary				Vocabulary		Vocabulary						
						Argumentative Writing		Argumentative Writing				
Informative/Explanatory Writing			Informative/Explanatory Writing			Informative/Explanatory Writing						
Researching to Build and Deepen Knowledge						Researching to Deepen Understanding						
				Disciplinary Literacy in Science		Disciplinary Literacy in Science						

Targeted Literacy Professional Development Topics	Description
<p>Argumentative Writing Grades 6-8, 1 day/6 hours</p> <p><u>OR</u></p> <p>Argumentative Writing Grades 9-12, 1 day/6 hours</p>	<p>The Common Core State Standards (CCSS) document places particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. The Standards place special emphasis on writing logical arguments. This professional learning opportunity 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>Close Reading Grades 3-5, 1 day/6 hours</p> <p><u>OR</u></p> <p>Close Reading Grades 6-8, 1 day/6 hours</p> <p><u>OR</u></p> <p>Close Reading Grades 9-12 1 day/6 hours</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. To read closely means developing a deep understanding and a precise interpretation of a text that is based first and foremost on the words themselves. However, a close reading does not stop there; rather, it embraces larger themes and ideas evoked and/or implied by the passage itself. This professional learning opportunity provides strategies that will enable participants to design instruction that promotes close reading behaviors.</p>
<p>DIBELS/DIBELS Next: Data-Driven Decision Making Grades K-2, 1 day/6 hours</p>	<p>Dynamic Indicators of Early Literacy Skills (DIBELS, 6th Edition and DIBELS Next) comprise a set of procedures and measures for assessing the acquisition of early literacy and reading skills. These measures allow teachers to assess student development of phonological awareness, letter knowledge, decoding, fluency, and comprehension. In addition, the DIBELS/DIBELS Next assessment is used to measure fluency and automaticity of each skill. By looking at students' success rates on the DIBELS/DIBELS Next measures, teachers can interpret the effectiveness of classroom instruction, identify students who are at risk for difficulties with literacy acquisition, and plan accordingly. Participants will learn how to interpret DIBELS/DIBELS Next scores and plan their next instructional steps toward moving students to proficiency in the foundational skills they must acquire in order to be successful readers.</p>

<p>Disciplinary Literacy in Science Grades 4-5, 1 day/6 hours</p> <p><u>OR</u></p> <p>Disciplinary Literacy in Science Grades 6-8, 1 day/6 hours</p>	<p>Designed specifically for science teachers, this professional development opportunity emphasizes literacy as an instructional tool that maximizes the learning of science content. The session offers evidence-based strategies and techniques to support building discipline-specific reading, writing, and research skills in the science classroom. Participants will 1) explore the definition of disciplinary literacy; 2) establish connections among CCSS, TESS, and Science Standards; 3) learn effective disciplinary literacy strategies to enhance science instruction and learning, and 4) consider how to include the effective use of literacy in science instruction.</p>
<p>Foundational Skills Grades K-5, 1 day/6 hours</p>	<p>The Common Core State Standards include standards that address foundational skills, which are directed toward fostering students' understanding and working 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. This professional learning opportunity provides an overview of the foundational skills students need in order to achieve grade level expectations.</p>
<p>Informative/Explanatory Writing Grades K-2, 1 day/6 hours</p> <p><u>OR</u></p> <p>Informative/Explanatory Writing Grades 3-5, 1 day/6 hours</p> <p><u>OR</u></p> <p>Informative/Explanatory Writing Grades 6-12, 1 day/6 hours</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 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. This professional learning opportunity focuses on grade-appropriate learning strategies to enable students to gather and convey information accurately.</p>

<p>Phonics and Structural Analysis Grades K-3, 1 day/6 hours</p>	<p>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 professional learning opportunity addresses the phonics and structural analysis instruction that will enable students to decode and comprehend multisyllabic words.</p> <p>Required text: <i>Phonics and Structural Analysis for the Teacher of Reading</i>, Tenth Edition, by Barbara J. Fox</p>
<p>Researching to Build and Present Knowledge Grades K-5, 1 day/6 hours</p> <p><u>OR</u></p> <p>Researching to Deepen Understanding Grades 6-12, 1 day/6 hours</p>	<p>The Common Core State Standards emphasize students' engagement in both short and extended research to gain deeper understanding about the topics they are investigating. Students will synthesize information from multiple sources and present the information in a variety of formats. This professional learning opportunity focuses on instructional practices that build students' proficiency in conducting research: developing and refining inquiry questions; finding, assessing, analyzing, and synthesizing sources to answer those questions; and organizing and using evidence from those sources to explain understanding in ways that avoid plagiarism. These sessions support the work of ELA/Literacy instructors, as well as social studies and science teachers, as they prepare students to meet the expectations of the Common Core State Standards.</p>
<p>Text Complexity Grades 2-5, 1 day/6 hours</p> <p><u>OR</u></p> <p>Text Complexity Grades 6-12, 1 day/6 hours</p>	<p>One of the key requirements of the Common Core State Standards for Reading is that all students must be able to read and comprehend texts of steadily increasing complexity as they progress through school. This professional learning opportunity focuses on a three-part model that combines qualitative and quantitative measures of text complexity with reader and task considerations. Teachers need to use their professional judgment as they draw on information from all three sources when determining the complexity of a text. 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>Text Dependent Questions Grades K-2, 1 day/6 hours</p> <p><u>OR</u></p> <p>Text Dependent Questions Grades 3-5, 1 day/6 hours</p> <p><u>OR</u></p> <p>Text Dependent Questions Grades 6-8, 1 day/6 hours</p> <p><u>OR</u></p> <p>Text Dependent Questions Grades 9-12, 1 day/6 hours</p>	<p>The Common Core State Standards emphasize students' ability to ask and answer text-dependent questions. Incorporating high-quality text-dependent questions into instruction is a critical step for educators and their students in the shift toward reading, writing, listening and speaking that is grounded in textual evidence. This professional learning opportunity focuses on developing questions that guide students back to the text to gain deeper understanding of what the text says and how the text conveys its message.</p>
<p>Vocabulary Grades K-3, 1 day/6 hours</p> <p><u>OR</u></p> <p>Vocabulary Grades 4-5, 1 day/6 hours</p> <p><u>OR</u></p> <p>Vocabulary Grades 6-12, 1 day/6 hours</p>	<p>The Common Core State Standards suggest that the key to students' vocabulary development is building rich and flexible word knowledge. The CCSS in ELA divides vocabulary development among a variety of instructional strands, including the Reading Strand and the Language Strand. This professional learning opportunity focuses on instructional strategies for direct, deep-level vocabulary instruction in a variety of contexts, as well strategies that provide for independent vocabulary development.</p>