

# Team Target Strategies for Professionals

## Literacy

### Learning Objective

As a result of participating and fully engaging in all eight interactive sessions, the participants will:

- Develop an awareness of a variety of instructional techniques to facilitate phonic instruction, vocabulary development, comprehension and writing in K-8 classrooms;
- Use assessments to identify strengths and weaknesses in the areas of literacy;
- Develop and use specific techniques and activities to meet the literacy needs of students in grades K-8; and
- Set goals for the continued instructional growth in the area of literacy.

### Format

This professional development strand will be delivered through a sequence of content-rich videos and interactive, customized sessions. During each session, the seminar leader will provide an overview of the coursework. The remainder of each session is interactive, with the seminar leader responding to participant's questions and providing feedback regarding participants' implementation of literacy instructional strategies. The seminar leader will provide further examples of strategies and methods for successful literacy instruction. The sessions will close with a synthesis by the seminar leader.

### Suggested Reading

Reutzel, D. Ray; Cooter, Robert, B. (2005) *The Essentials of Teaching Children to Read: What Every Teacher Needs to Know*, New Jersey: Pearson-Merrill Prentice Hall.  
Johns, Herry, L.; Lenski, Susan, D. (1997). *Improving Reading: A Handbook of Strategies*. Dubuque, Iowa: Kendall/Hunt Publishing Company.

## Session Descriptions

1. **Phonemic Awareness** – Participants in this session will learn about the components of phonemic awareness and its importance to the beginning reading process. They will be provided with a variety of resources, strategies, and assessments to include phonemic awareness instruction in the classroom.
2. **Phonics** – Participants in this session will learn about the elements of systematic and explicit phonics instruction. Websites and other resources and strategies will be provided to help guide classroom teachers. A phonics Inventory and an Onset and Rimes Test will be shared with participants.
3. **Sight Words/Fluency** – In this session, participants will examine the five types of vocabularies students encounter in schools. They will be provided with a variety of sight word lists including the Dolch List, the Fry Instant Words, and a list of High-Frequency words and will learn of the relationship of sight words to fluency. Informal assessments will be provided.
4. **Vocabulary Development**- Participants will learn methods to help students develop vocabulary through the use of context clues, structural analysis and concept development. List-Group-Label, and Possible Sentences are two techniques which will be discussed.
5. **Narrative Comprehension**- In this session, participants will learn strategies to help students effectively comprehend narrative texts. The discussion will focus on Anticipation/Reaction Guides and a variety of Story Maps for all grade levels, K-8.
6. **Informational Comprehension**- Participants in this session will learn of methods to help guide their students' comprehension of expository text. Selective Reading Guides and a variety of graphic organizers will be shared and discussed.
7. **Beginning Writing**- Participants in this session will examine a variety of strategies to promote writing in the primary grades. Paragraph and story organizers and structures will be addressed.
8. **Writing Across the Curriculum**- In this session, participants will gain knowledge about a variety of structures to incorporate writing into the content areas. Reading Response Journals and other informal writing strategies will be discussed.