

DELAWARE DEPARTMENT OF EDUCATION
CAREER & TECHNICAL EDUCATION



TEACHER ACADEMY V:
Instructional Strategies for Reading
Non-Dual Enrollment Option

EDUCATORS RISING STANDARDS

Standard 1: Understanding the Profession

Rising educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.

Standard 2: Learning About Students

Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.

Standard 3: Building Content Knowledge

Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.

Standard 4: Engaging in Responsive Teaching

Rising educators learn how to respond to students' needs through thoughtful planning.

Standard 5: Implementing Instruction

Rising educators learn effective instructional strategies to engage students and promote learning.

Standard 6: Using Assessment and Data

Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.

Standard 7: Engaging in Reflective Practice

Rising educators learn how reflective practice enables them to advance student learning and grow professionally.

CROSS CUTTING THEMES

CCT1: CULTURAL COMPETENCE

Developing cultural competence, the ability to successfully teach students who come from a culture or cultures other than one's own, is fundamental to becoming a skilled teacher. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.⁶ To achieve this level of understanding and respect, rising educators must build cultural competence early in their journeys.

CCT2: FAIRNESS, EQUITY, AND DIVERSITY

Teachers must work vigilantly to provide all students with fair and equitable access to resources and learning opportunities. This means teachers must achieve clear-eyed understandings of historical context and work proactively to nurture an anti-bias learning environment. In addition to infusing these tenets into their practice, teachers should actively facilitate meaningful discussions with students about fairness, equity, and diversity. These

conversations will prepare students as global citizens, helping them expand their worldviews and become productive members of a more just and equitable society.

CCT3: REFLECTIVE PRACTICE

Reflection is a habit of mind that is essential within all aspects of teaching, from planning through instruction, assessment, and adjustment. To promote student learning, teachers must find ways to evaluate themselves honestly and act responsively and resiliently. They must identify failures and successes so they can analyze their practice and determine what works in different contexts.

CCT4: ETHICS

Successful teachers commit themselves to be responsible, ethical professionals who do no harm. An ethical outlook guides their decision-making, inspiring them to elevate students' needs, honor diversity, and take action when necessary. It aligns their personal values and professional conduct. The responsibility that these teachers accept for their students, schools, communities, and profession encourages them to serve as role models in and out of the classroom.

CCT5: COLLABORATION

Building relationships through collaboration with students, peers, experts, leaders, families, and stakeholders is essential. It helps teachers strengthen their practice, enhance learning environments, and invigorate the profession. Thoughtfully aligned efforts between educators and stakeholders benefit students. Collaboration requires patience, hard work, and humility, but it is essential for any teacher who promotes student learning first and foremost.

CCT6: SOCIAL JUSTICE AND ADVOCACY

The teaching profession is a helping profession that advocates for education and opportunity for all. Rising educators' voices are important in working toward this vision. Teachers should be articulate and skilled in the ability to promote the interests of students and communities. They must learn the proper channels to take appropriate actions as change agents and to empower peers, students, and other stakeholders to express their views as well.

CCT7: SELF-EFFICACY

Promoting self-efficacy in students is about capacity-building — acquiring knowledge, skills, abilities, and dispositions to build confidence and achieve impact. Self-efficacy and empowerment develop when rising educators are recognized as important members of the teaching profession. They build networks, take initiative to broaden their perspectives, respond to feedback, reflect on what they learn, and proactively take on new projects.

Course Description (Include Prerequisites):

This is a work-based learning experience (without the dual enrollment addition), where students learn and are introduced to Instructional Strategies for Reading while simultaneously receiving hands-on experience working with students. Topics students will study include: The Science of Reading and the Pillars of Reading, Oral Language and Phonology, Phonics and Word Study, Vocabulary, Fluency, and Comprehension. Secondary students will then apply this knowledge toward helping younger elementary students develop these literacy skills.

Prerequisites: Level I and II required; Level III recommended but not required

Course Knowledge and Skills (what students will know and be able to do):**By the end of this course, students will:**

1. Gain a basic understanding of the Science of Reading and the Pillars of Reading in order to best support reading instruction for elementary students.
2. Gain a basic understanding of oral language and phonology in order to best support reading instruction for elementary students.
3. Gain a basic understanding of phonics and word study in order to best support reading instruction for elementary students.
4. Learn a variety of vocabulary development strategies in order to best support reading instruction for elementary students.
5. Learn a variety of fluency development strategies in order to best support reading instruction for elementary students.
6. Learn a variety of comprehension strategies in order to best support reading instruction for elementary students.
7. Learn additional reading strategies to best support reading instruction for elementary students.
8. Work one-on-one or in small groups with elementary students to support reading instruction.
9. Support whole class reading instruction.

Overview of the Science of Reading & The Pillars of Reading

Topics	Additional Experiences	Page
Science of Reading	Readings, Videos, Skill Assignments	6

Oral Language & Phonology

Topics	Additional Experiences	Page
Oral Language & Phonology	Readings, Videos, Skill Assignments, Work-Based Learning	7

Phonics & Word Study

Topics	Additional Experiences	Page
Phonics & Word Study	Readings, Videos, Skill Assignments, Work-Based Learning	8

Developing Vocabulary

Topics	Additional Experiences	Page
Vocabulary	Readings, Videos, Skill Assignments, Work-Based Learning	9

Fluency Development from Sounds to Sentences

Topics	Additional Experiences	Page
Fluency	Readings, Videos, Skill Assignments, Work-Based Learning	10

Reading Comprehension

Topics	Additional Experiences	Page
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Ways to Support Reading Instruction

Topics	Additional Experiences	Page
Reading Strategies	Readings, Videos, Skill Assignments, Work-Based Learning	12

Topic 1: Overview of the Science of Reading & The Pillars of Reading

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn about the Science of Reading and the Pillars of Reading in order to understand how young children develop their literacy skills. This will help prepare them to work with elementary students in a work-based learning setting.

Assessment(s):

- Formative: Students will complete their skill assignment, and the Reading Buddies supervisor will check for understanding.
- Summative: Students will write an essay at the end of the marking period detailing how they witnessed the science of reading and the pillars of reading in their work-based learning experience, and how they put their newly learned skills to practice.

Resource(s):

-  Teaching Is Rocket Science.pdf
-  Copy of Science of Reading video
- Skill Assignment: The Science of Reading: <https://forms.gle/f94UwMUdryKyVL2k9>
- Teacher Resource: Speech to Print: Language Essentials for Teachers by Louisa Cook Moats. (This is a book that is not required to purchase; however, it is super essential for teachers who are teaching about the Science of Reading for the first time to read for background knowledge. It gives content knowledge as well as exercise examples.)

Work-Based Learning Experience:

- N/A. The work-based learning placements will begin after students complete this learning topic.

Notes: This topic would be covered before students begin their placements so that they have an understanding of the Science of Reading and literacy basics before they start working with elementary students. The Skill Assignment covers both the video and the article; however, you could also have students jigsaw this information and then share out since they will not have started their placements yet.

Topic 2: Oral Language & Phonology

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn some basics of oral language and phonology and then apply those skills in their work-based learning placements.

Assessment(s):

- Formative: Students will complete their skill assignments, and the Reading Buddies supervisor will check for understanding.
- Summative: Students will write an essay at the end of the marking period detailing how they witnessed oral language and phonology in their work-based learning experience, and how they put their newly learned skills to practice.

Resource(s):

- Skill Assignment: Letter Names: <https://forms.gle/W79q8Gmn7ZRcxb5u5>
- Skill Assignment: Phonological Awareness: <https://forms.gle/tdTscZB68phXe2qG6>
- Skill Assignment: "B" and "D" and Short Vowels: <https://forms.gle/8NbkH51taSwcxyUJ7>
- Skill Assignment: Using Elkonin Boxes: <https://forms.gle/mQERK51S6wMZsxcZ9>
-  *Robbie-the-Robot-UFLI.pdf*

Work-Based Learning Experience:

- Students will attend their work-based learning placements.

Notes: Students will complete their skill assignments independently.

Topic 3: Phonics & Word Study

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn some basics of phonics & word study and then apply those skills in their work-based learning placements.

Assessment(s):

- Formative: Students will complete their skill assignments, and the Reading Buddies supervisor will check for understanding.
- Summative: Students will write an essay at the end of the marking period detailing how they witnessed phonics and word study in their work-based learning experience, and how they put their newly learned skills to practice.

Resource(s):

- Skill Assignment: Mastering Short Vowels & Reading Whole Words
<https://forms.gle/3pLNw3mUqe8UcNzw6>
- Skill Assignment: Reading Multi-syllable Words: <https://forms.gle/Q8RRxwJeN1wAGXfq9>
-  Syllable-Types.pptx
- Skill Assignment: Tutorial on Syllable Types: <https://forms.gle/ULzYLNbrpBBHxHRt6>
-  Digital Word Map

Work-Based Learning Experience:

- Students will attend their work-based learning placements.

Notes: The digital word map is an activity that high school students could do with their Reading Buddies, or elementary students. Students will complete their skill assignments independently.

Topic 4: Developing Vocabulary

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will differentiate between direct and indirect vocabulary learning, summarizing the importance of each in student learning.
- Students will analyze instructional practices and determine their impact on student vocabulary acquisition.

Assessment(s):

- Formative: Students will complete their skill assignments, and the Reading Buddies supervisor will check for understanding.
- Summative: Students will write an essay at the end of the marking period detailing how they witnessed vocabulary learning in their work-based learning experience, and how they put their newly learned skills to practice.

Resource(s):

- Skills Assessment: Introduction to Vocabulary instruction
<https://forms.gle/w8NjDTCNANt2eU2i8>
 - Reviews importance of direct and indirect vocabulary learning
- Skills Assessment: Strategies for Vocabulary Instruction <https://forms.gle/dEq7p8ZaVaQXPz88>
- Resource for teachers - [Choosing Words to Teach](#)
 - Consider having the students analyze a book they could use with their students. Have them determine which words they would focus on for vocabulary instruction and determine a strategy they would use to support with vocabulary instruction.

Work-Based Learning Experience:

- Students will attend their work-based learning placements.

Notes: Students can complete the skill assessment independently. The second assessment allows students to explore different strategies, selecting the ones that they would like to analyze.

Topic 5: Fluency Development from Sounds to Sentences

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn some basics of fluency development and then apply those skills in their work-based learning placements.
- Students will assess student fluency and analyze their results.

Assessment(s):

- Formative: Students will complete their skill assignments, and the Reading Buddies supervisor will check for understanding.
- Summative: Students will write an essay at the end of the marking period detailing how they witnessed fluency development in their work-based learning experience, and how they put their newly learned skills to practice.

Resource(s):

- Skill Assignment: Mastering the Silent 'e' and Becoming More Fluent: <https://forms.gle/vjVkl1vaCQn9THnKF8>
- Skill Assignment: Two Methods for Developing Fluency: <https://forms.gle/Dis81zhnNRrNcKRQA>
- Skill Assignment: Building Fluency, a Fundamental Foundational Skill: <https://forms.gle/6NdbYjPcmVZYFzms5>
- Skills Assignment: Fluency Assessment Practice <https://forms.gle/L2CrtJu56eoKxiUD9>

Work-Based Learning Experience:

- Students will attend their work-based learning placements.

Notes: Students will complete their skill assignments independently.

Topic 6: Reading Comprehension

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
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☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn some basics of reading comprehension and then apply those skills in their work-based learning placements.

Assessment(s):

- Formative: Students will complete their skill assignments, and the Reading Buddies supervisor will check for understanding.
- Summative: Students will write an essay at the end of the marking period detailing how they witnessed reading comprehension in their work-based learning experience, and how they put their newly learned skills to practice.

Resource(s):

- Skill Assignment: Building Background Knowledge: <https://forms.gle/x1d2NV3zASWBsBKF7>
- Skill Assignment: Reading Motivation: <https://forms.gle/wpjrDMmd62HsizrA9>
- Skill Assignment: Inferencing: <https://forms.gle/KybRqLwSaskyXBqJ9>

Work-Based Learning Experience:

- Students will attend their work-based learning placements.

Notes: Students will complete their skill assignments independently.

Topic 7: Ways to Support Reading Instruction

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn some strategies to use with their Reading Buddies that support reading instruction and then apply those strategies in their work-based learning placements.

Assessment(s):

- Formative: Students will complete their skill assignments, and the Reading Buddies supervisor will check for understanding.
- Summative: Students will write an essay at the end of the marking period detailing how they used strategies to support reading instruction in their work-based learning experience.

Resource(s):

- Skill Assignment: Content Area Literacy: <https://forms.gle/zNkyChB8BtKKm9Xx6>
- Skill Assignment: Dialogic Reading: <https://forms.gle/NAVmP823BbdoCark6>
- Skill Assignment: Paired Reading: <https://forms.gle/peAR2ptQRuSrGUTW8>

Work-Based Learning Experience:

- Students will attend their work-based learning placements.

Notes: Students will complete their skill assignments independently. Although this is listed as Topic 7, it may be a good idea to have students complete these skill assignments toward the beginning of the school year so that they have strategies in mind that will help them work with their Elementary Reading Buddies.