

CRLP Literacy Leadership Development Program Elementary

Outcomes

Participants will:

Understand a sequence of learning to read and apply it to word recognition scope and sequences of instruction

Understand the instructional implications of two very different models of reading acquisition

Understand the content and development of reading fluency

Identify three kinds of beginning reading materials and when they are appropriate to use

Understand what it means to be broadly literate in the 21st century and the level of reading, writing, speaking, listening and language required to prepare students for college, careers, and civic life

Become familiar with a comprehensive literacy framework that identifies the specific factors that affect overall literacy in reading, writing, speaking, listening and language, and the implications for instruction and intervention

Learn to implement instructional strategies and routines to help make complex text more accessible to all students, increase students' use of academic language, and improve motivation and engagement

Apply the basic components of backwards design and text and task analysis for lesson planning

Learn strategies for differentiation to facilitate access to core content for English learners across levels of English language proficiency (Integrated ELD)

Learn strategies to build into and from content instruction to develop the academic English language that English learners need for content learning in English (Designated ELD)

Understand the Literacy Framework for Assessment, Instruction and Intervention and its relationship to CCSS Foundational Skills, the CA ELD standards, and the CA ELA/ELD Framework

Understand the content of the four components of the foundational skills and their importance in learning to read and spell

Conduct Action Research on one element of new learning

Develop lessons collaboratively and receive feedback about lesson design and delivery

Identify and develop leadership skills and qualities

Practice facilitating and/or presenting new content to colleagues

General Schedule

Intensive Literacy Institute

Dates: September 19, September 20, October 24, October 25

Focus: Content and Instruction

Time: 9:00am - 3:00pm

Location: Sunset Center, Carmel

Leadership Follow-ups

Option #1:

Dates: January 17, March 7 (Wednesdays)

Focus: Refinement in best instructional practices & Leadership skill development

Time: 9:00am - 3:00pm

Location: Santa Cruz

Option #2: Leadership Skill Development

Dates: January 20, March 3 (Saturdays)

Focus: Leadership Skill Development

Time: 9:00am - 3:00pm

Location: Santa Cruz

Option #3:

Dates: Four Wednesdays in October, December, February, and April

Focus: Professional Reading Group

Location: La Selva Beach home

Action Research Retreat

Dates: May 4 - May 5 (Overnight)

Focus: Culminating event-**optional and conditional**

(must attend the intensive institute and one follow-up option)

Time: 4:30pm Friday - 3:30pm Saturday

Location: Asilomar Conference grounds or a similar venue

Intensive Literacy Institute Schedule

Day 1

9:00 - 9:45: Introductions, overview, outcomes, agenda

9:45 - 12:00: ELA/ELD Framework and CCSS overview:

Components of a comprehensive literacy program

12:00 - 1:00: Lunch (provided)

1:00 - 3:00: CRLP Literacy Framework for instruction assessment and intervention

Day 2

9:00-9:30: Welcome, review

9:30-10:30: Complex text, language demands

10:45-12:00: Text and Task analysis

12:00-1:00 Lunch (provided)

1:00-2:00: Text and Task analysis (cont.)

2:00-2:30: Motivation, Vocabulary and Background Knowledge

2:30-3:00 Choose texts for use, assign homework to analyze text for vocabulary and background knowledge, language demands

Day 3

9:00-9:15: Welcome, agenda

9:15-10:00: Share results of homework

10:00-12:00: CRLP Literacy Framework: Decoding and encoding components and instructional implications

- Concepts of print
- Phonological awareness-content, sequence

12:00-1:00: Lunch (provided)

1:00-2:45: Literature Framework: Decoding and encoding components and instructional implications

- Phonological awareness-content, sequence (cont.)

2:45-3:00: Wrap up

Day 4

9:00-11:00: Decoding and encoding

- Phonics content, scope and sequence

11:00-12:00: Decoding and encoding

- Sight words and fluency

12:00-1:00: Lunch (provided)

1:00-2:15: Theories of reading acquisition and implications for instruction

- Grouping and choosing the appropriate materials

2:15-3:00: Reflection, action plan, and evaluation