

Theory into Practice

# Reading Workshop in World Language Classrooms



Course Packet

PREVIEW

READING WORKSHOP  
IN WORLD LANGUAGE



Hello!

Welcome to the course **Theory into Practice: Reading Workshop!** You can register and pay for the course [at this link](#). Within three business days, you will receive your course packet.

My name is Elena Overvold and I am a Spanish teacher in Portland, OR. I will help you get registered and complete your coursework and I am here to answer any questions you might have about registration, payment, and logistics of completing the course.

Tina Hargaden is the instructor for the course. Tina is a former French, Spanish, English, and Social Studies teacher in Portland, OR. She is available to help you with any questions regarding your assignments.

We are also good friends in real life and current and past union leaders who love helping fellow professional educators learn, improve their practice, and **move up the salary scale** by earning graduate-level, semester credits!

Thank you so much for joining us and trusting us to support your professional development, and we look forward to a positive learning experience for you!

Here we are! I'm the one on the right; Tina's on the left.

We're here for YOU!



### **A little about the instructor:**

Tina Hargaden taught French, Spanish, Reading, Language Arts, English Language Development, and Social Studies from 2003 until she (rather reluctantly) left the classroom to work as a consultant, curriculum developer, and teacher coach in 2019. She holds a Masters in Curriculum and Instruction from Portland State University, a Bachelor's in French Language and Literature from the University of Georgia, and has pursued extensive training in literacy and language acquisition through Teachers College, Columbia University. Tina is passionate about language development, equitable access to successful outcomes for all students, and helping teachers find more ease and joy in their vocations.

### **About the course:**

#### **Registration and payment:**

On the next page, you will find the registration form for the University of the Pacific, University College. You will use this form to register and pay for the graduate-level, semester credits.

Information on how to fill out the form is found on the following page of this packet.

# How to Fill Out Your Registration Form:

Course Number - **XXXXXXXX**

Course Title - **Theory Into Practice: Reading Workshop**

Number of Semester Units of Credit - **Choose 1, 2, or 3 credits**

*Note: Please be sure to look over the assignments/ workload carefully (included in this packet) for your chosen number of credit hours, before selecting a number of college credits, as you want to budget enough time to do the assignments as well as keep up with other obligations.*

Tuition Submitted - **\$62, \$124, \$186**

Enrollment Date - **Date you enroll**

Completion Date - Choose one of the following completion windows within the next nine months:

**September 5-10, December 5-10, March 5-10, June 5-10**

*Note: Please be sure to look over the assignments/ workload carefully (included in this packet) for your chosen number of credit hours, before selecting a completion date, as you want to budget enough time to do the assignments as well as keep up with other obligations.*

## **Payment:**

Payment consists of two parts. There is a **course fee** paid at this link, for running the teaching part of the course, and a **credit fee** payable to the University of the Pacific, University College for processing the paperwork and issuing credit. The University of the Pacific/University College cannot issue credit until payment of the course fee has been received either via credit card or check.

## **Course fee:**

Pay online for the course (\$460) at [this link](#). The course fee is the same regardless of the number of credit hours sought.

You can also request a purchase order by emailing [help@ciliftoff.com](mailto:help@ciliftoff.com).

Please be sure that your PO specifies your name, what course you are enrolling in, and the amount of the tuition.

## **Credit fee:**

The **credit fee is separate from the course fee**. It is paid directly to the University of the Pacific.

Pay for the credits (\$186 for three credits, \$124 for two, and \$62 for one) on the registration form by credit card or check.

If you are paying by credit card, you will submit the form electronically via email (email provided to registrants).

Credit cards are usually processed within 1-2 weeks after the Registrar's Office at University of the Pacific/University College receives the form.

If you are paying by paper check, you will submit your paper form and check to the mailing address on the form. Checks take 2 weeks to process and clear.

Please note the University of the Pacific, University College offers *no refunds* after enrollment. However, they gladly provide generous extensions to complete coursework without penalty.

## **Completing and Submitting Your Work:**

The assignment details and all course materials are included in this packet. You should be able to proceed through the course at your own pace.

You will submit your assignments via email to Tina Hargaden at (email provided to registrants) for evaluation and grading.

The timeframe for submitting assignments is **ONLY** during these dates as Tina will need to be able to plan to set aside time to reading your work.

In the unlikely event that your work is found to be lacking during the submission window, she will let you know and you can resubmit any missing elements by September 15, December 15, March 15, or June 15. But as this is a teacher-centered course, as long as your work shows that you interacted with the material and found ways to apply it to your teaching context that will improve your practice, the work is generally acceptable. It is our goal to assist you in completing work that will earn an A. We will support you and continue to work with you until your work meets the requirements for an A.

If you have any questions on the assignments while you are working on them, feel free to email Tina at [help@ciliftoff.com](mailto:help@ciliftoff.com).

We want you to learn a lot, try new things in your classroom, and feel successful when you are done with your course!

**PLEASE DO NOT SUBMIT ANY QUESTIONS ON YOUR ASSIGNMENTS TO THE (EMAIL PROVIDED) ACCOUNT AS THIS ACCOUNT IS ONLY ACTIVE DURING THE SUBMISSION WINDOW. IT IS ONLY SET UP TO RECEIVE YOUR COMPLETED ASSIGNMENTS. WE WILL NOT RECEIVE YOUR QUESTIONS IN A TIMELY MANNER UNLESS YOU SEND THEM TO (EMAIL PROVIDED)!**

To repeat, any questions about your work, prior to submitting assignments, should be directed to Tina at [help@ciliftoff.com](mailto:help@ciliftoff.com).

### **Submission Windows:**

Email your completed assignments as **PDFs** to (email provided to registrants) during the following submission windows:

September 5-10

December 5-10

March 5-10

June 5-10

Please be sure to enroll in the online course and look at the assignments/workload carefully **before** selecting a completion date, as you want to budget enough time to do the assignments.

When you have selected a completion window, please email your chosen date to me at (email provided to registrants) so that Tina and I can keep track of when to expect your assignments.

In the event of unforeseen circumstances, you can request an extension by emailing me at (email provided to registrants).

### **Grades and Transcripts:**

We submit grades to the University of the Pacific/University College on September 16, December 16, March 16, and June 16.

## **Transcripts:**

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment. Go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts.

You can also request your official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

Don't forget to write your P EDU numbers very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/ Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option "After Grades Are Posted". If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

## **Turnaround Time Regarding Grades:**

Summer is the University's busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.



**Grades:**

The University only assigns letter grades.

**University Phone Support for Registered Students:**

You can call Dr. Allan Lifson 1-800-459-1995 or 949-646-9696. He has dedicated office hours Tuesday, Wednesday, and Thursday from 8 AM -12 noon Pacific time.

You can email Dr. Lifson at [ecg1@ecg1.net](mailto:ecg1@ecg1.net).

**About the University of the Pacific Graduate-Level Credit:**

The credits offered are post-baccalaureate, graded, graduate- level semester credits, provided directly through the University of the Pacific, University College. They are specifically designed to meet the needs of educators for Salary Advancement and Recertification. These Professional Development Courses are for participants who are NOT pursuing an advanced degree at University of the Pacific. The credits are acceptable where local districts approve and applicable to state licensing where authorized. We always encourage that you check with your employer for acceptability of these credits. All participants are responsible to determine acceptability of these credits for their intended use.

Looking forward to helping you along the way!

Elena and Tina

# **Theory Into Practice: Reading Workshop Methods and Materials**

## **Content and Purpose**

This one- two- or three-credit semester-length graduate-level online course is designed for K-12 teachers who wish to strengthen their classroom library and literacy instruction for multilingual students.

Our national standards and student learning outcomes from the American Council on the Teaching of Foreign (or World) Languages (ACTFL), as well as the California and Texas standards, and most other states as well, direct World Language teachers to include literacy in their classes and programs. However, many World Language teachers have not had the opportunity to develop their literacy teaching skills, as many teacher preparation programs do not include courses specific to literacy teaching in a World Language context.

While the foundational principles of general literacy development are, of course, applicable to students in World Language courses, there are also many specific challenges and opportunities inherent to teaching literacy in a standards-based World Language course.

Students will read background information on literacy and language acquisition, and also nuts-and-bolts information on methods for developing literacy and materials in the form of a collection of digital texts, to conduct an Action Research project in their World Language class(es).

Expect to spend fifteen hours completing course requirements per credit hour, thus:

15 hours of work for one credit  
30 hours of work for two credits  
45 hours of work for three credits

All work is to be completed independently.  
If you have questions, please email [help@ciliftoff.com](mailto:help@ciliftoff.com).

# Outcomes

## Participants will be able to:

1. (1, 2, or 3 credit options)  
Describe foundational principles of literacy, including: (1) the role of comprehensible input and, specifically, reading in vocabulary acquisition and language development, (2) the effect of text complexity and topic on comprehension, (3) the use of skills-based rubrics to support instructional decisions for individual readers, and (4) standards-based instruction in literacy for World Language classes.
2. (1, 2, or 3 credit options)  
Draw upon their experiences as readers to make connections with best practices in supporting comprehension and helping readers to find “just right” texts in the World Language classroom.
3. (1, 2, or 3 credit options)  
Assess reading using tools that motivate and show next steps, and allow for variation in students’ levels of literacy.
4. (2 or 3 credit options)  
Guide and instruct readers to find “just-right” texts, by developing an understanding of the effects of (1) genre, (2) topic, (3) length, (4) format, (5) text complexity and level, and (6) pre-teaching upon student comprehension.
5. (2 or 3 credit options)  
Confer with individual readers and keep conference notes using an organizational system that works for their needs and goals, and collect data on individual readers during reading workshop by using “scan the class” strategies for data collection.
6. (3 credit option)  
Apply principles of adult learning to develop, present, and reflect upon a professional development opportunity for colleagues, as well as analyze two professional development experiences which they attend.

## Methods

Depending on the number of credit hours selected, participants will:

(1) (1, 2, or 3 credit options)

Read foundational texts on literacy (e.g. *The Power of Reading* by Dr. Stephen Krashen) and professional trade books (e.g. selections from *Stepping Stones* by the instructor) and keep a three-page, double-spaced reading response log (9 hours).

(2) (1, 2, or 3 credit options)

Keep a metacognitive journal on their reading life to integrate their learning from the foundational readings to their own experiences as readers (2 hours).

(3) (1, 2, or 3 credit options)

Explore rubrics, and keep a reflection journal on their connections with the foundational texts and professional books, and their possible application to their specific practice (4 hours).

(4) (2 or 3 credit options)

Read information from websites on text comprehensibility and supporting struggling readers. Explore a digital text collection and keep a reading response log on the reading skills needed to comprehend texts at three or more levels (8 hours).

(5) (2 or 3 credit options)

Read excerpts from websites and professional books, on working to support readers and conduct reading conferences, and ways to track data and keep a six-lesson log of reading conferences with students (or a young reader outside of a school setting). Write a three-page reflection on the goals and implementation of the reading conferences, and on their effectiveness (8 hours)

(6) (3 credit option)

Learn principles of effective adult training by reading and watching videos, and keeping a reflective journal (4 hours).

(7) (3 credit option)

Prepare a presentation or resource to share with colleagues in a professional learning context (PLC meeting, faculty meeting, committee, conference presentation, family curriculum night, etc.) (6 hours).

(8) (3 credit option)

Review course work in the course packet, and write a one-page double-spaced summative reflection piece on learning from the course, to synthesize and process the information (4 hours).

# Methods of Evaluation

(1) (1, 2, or 3 credit options)

Your three-page, double-spaced reading response log contains at least two specific references to each provided text, and makes connections to your teaching practice.

(2) (1, 2, or 3 credit options)

Your metacognitive journal contains at least eight reflections on reading experiences, and each reflection contains information from the foundational readings. Each entry makes explicit connections from the foundational readings to your own experiences.

(3) (1, 2, or 3 credit options)

Your reflection contains at least four entries on the rubrics and provided resources. Each entry discusses at least two ways that these tools show connections with the information in the foundational texts (from step one), and at least two ways they could possibly be applied in your teaching.

(4) (2 or 3 credit options)

Each entry on the four resources provided contains at least two references to the information in the foundational texts and two possible applications to your teaching. You review texts from three levels, at least two texts from each level, and your review includes information from the level descriptors and also refers to text features that make the text easier to comprehend.

(5) (2 or 3 credit options)

Your notes on the content of the four resources provided explain how they relate to the foundational texts and possible applications to your teaching. Your whole-class reading observation reflection uses a tool from the resources, reflects on the data, and plans next steps for whole-class and/or individual teaching using the resources provided to assist in preparing reading goals. Your individual reading conferences describe the reader using terms from the resources in this section, and

explains next steps based on the resources.

(6) (3 credit option)

Your notes on the adult learning content makes possible applications to your professional sharing, and you connect professional development that you have been participating in recently with the information on effective adult learning. Your professional sharing uses four or more strategies or principles from the resources provided or other resources on adult workplace training.

(7) (3 credit option)

Your summative document is complete and contains references to course material and your past, current, and future application of the ideas to your teaching.

Should work not meet standards, teachers will be notified that more work is needed on a certain component of the coursework, and a grade of “incomplete” will be entered until requirements are satisfied.

## **Textbooks and Other Materials:**

Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Oxford: Pergamon, 1982.

VanPatten, Bill. "Mental Representation and Skill in Instructed SLA." Language Learning and Language Teaching. 2013.

Van Patten, Bill. "Creating Comprehensible Input and Output." The Language Educator. 2014.

Asher, James. "TPR - Breakthrough in Brain Research." 2014.

Krashen, S. D., & Terrell, T. D. (1983). "The natural approach: Language acquisition in the classroom." Hayward, Calif: Alemany Press.

Other materials (videos, websites) as provided online by instructor

## **Bibliography/Resource Material:**

Maestrini, Vieri et al. The Action Research Cycle Reloaded: Conducting Action Research Across Buyer-Supplier Relationships. 2016, <https://www.sciencedirect.com/science/article/pii/S1478409216300280>. Accessed 18 Mar 2018

List, Dennis. "Action Research Cycles For Multiple Futures Perspectives". Science Direct, 2006, <https://www.sciencedirect.com/science/article/pii/S0016328705001710>. Accessed 18 Mar 2018.

Tesol. "Incorporating Project Work In EFL Teacher Training". Tesol.Org, 2008, [http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-5-issue-1-\(march-2008\)/incorporating-project-work-in-efl-teacher-training](http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-5-issue-1-(march-2008)/incorporating-project-work-in-efl-teacher-training). Accessed 18 Mar 2018.

"Grammatically Speaking- March 2008". Tesol.Org, 2008, <http://www.tesol.org/read-and-publish/journals/other-serial-publications/grammatically-speaking/grammatically-speaking-march-2008>. Accessed 18 Mar 2018.

krashen, S. "Development Of First Language Is Not A Barrier To Second Language Acquisition". Sdkrashen.Com, 2001, [http://www.sdkrashen.com/content/articles/2001\\_nguyen,\\_shin\\_krashen\\_.pdf](http://www.sdkrashen.com/content/articles/2001_nguyen,_shin_krashen_.pdf). Accessed 20 Mar 2018.

Krashen, S, and Lao. "Language Acqisition Without Speaking Or Studying". Sdkrashen.Com, 2014, [http://www.sdkrashen.com/content/articles/2014\\_lao\\_and\\_krashen.\\_language\\_acquisition\\_without\\_speaking\\_and\\_study.pdf](http://www.sdkrashen.com/content/articles/2014_lao_and_krashen._language_acquisition_without_speaking_and_study.pdf). Accessed 20 Mar 2018.

AATF Publication. "Interactive Ideas For The French Classroom". AATF Store". Store.Frenchteachers.Org, [http://store.frenchteachers.org/index.php?main\\_page=product\\_info&products\\_id=155](http://store.frenchteachers.org/index.php?main_page=product_info&products_id=155). Accessed 20 Mar 2018.

Tesol. "Motivating Language Learners To Succeed". Tesol.Org, 2008, [http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-5-issue-2-\(june-2008\)/motivating-language-learners-to-succeed](http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-5-issue-2-(june-2008)/motivating-language-learners-to-succeed). Accessed 20 Mar 2018.



# Submission Form

wlppcollegecredit@gmail.com

Theory into Practice

## Reading Workshop in World Language Classrooms



Name:

Email:

Phone:

Check the box if OK to text this number.

Submission Window:

September 5-10

December 5-10

March 5-10

June 5-10

Number of Semester Credits:

1

2

3

PREVIEW

## Assignments Required

(Check the box by your completed assignments.)

### Required for All Courses:

- 1. Foundational Information
- 2. My Reading Life
- 3. Rubrics and Assessments

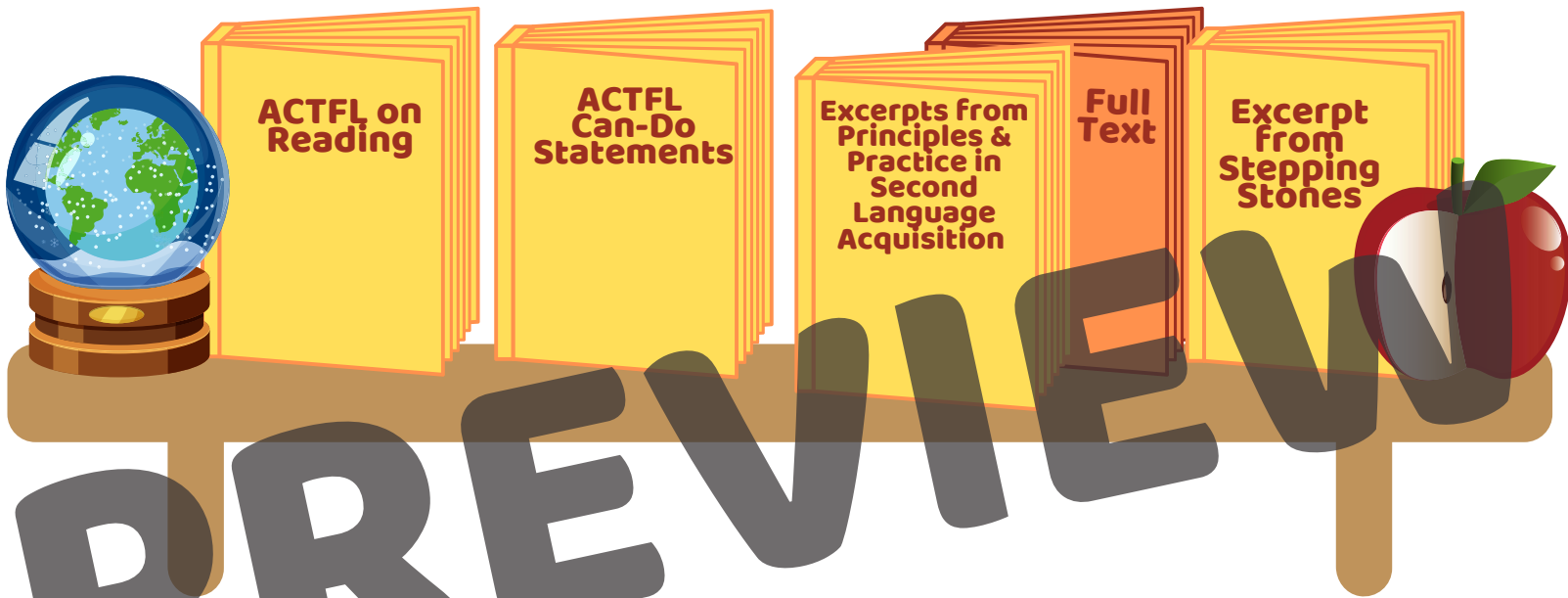
### For Two/Three Credits, add the following:

- 4. Exploring Characteristics of Texts
- 5. Conferring and Setting Focal Students

### For Three Credits, add the following:

- 6. Principles of Professional Training
- 7. Reflections and Synthesizing Your Learning

# 1. Foundational Information



**Instructions:** This part should take you about eight hours.

**1. Read the selections above. As you read, keep a learning log on the next pages, or use another digital format. (NOTE: In order to SAVE your work, you must download a copy of this PDF to your device, and then save the document each time you work in it. Otherwise, YOU WILL LOSE YOUR WORK.)**

**2. Write ways that the theory can be applied to your teaching, or ways that you are already applying it to your teaching.**

**Title of the Reading:**

**Notes from the Reading:**

**Implications for Teaching**

**Title of the Reading:**

**Notes from the Reading:**

**Implications for Teaching**

**Title of the Reading:**

**Notes from the Reading:**

**Implications for Teaching**

**PREVIEW**

**Title of the Reading:**

**Notes from the Reading:**

**Implications for Teaching**

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**Title of the Reading:**

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**Implications for Teaching**

**Title of the Reading:**

**Notes from the Reading:**

**Implications for Teaching**

**PREVIEW**

**Title of the Reading:**

**Notes from the Reading:**

**Implications for Teaching**

## 2. My Reading Life



**Instructions:** This part should take you about two hours.

- 1. For three days, make a note of all the reading you do in your life. This is everything from reading books, to e-readers, to social media, to magazines, to websites.**
- 2. Write the purpose, whether it was self-selected or required, and what your motivation was for sticking with the reading.**
- 3. Make notes on your prior knowledge or any text features that made the reading easier or more attractive to you.**

**What I was reading**

**Why I was reading  
(and was it self-  
selected or required)**

**My motivation for  
sticking with this text**

**Prior knowledge or  
text features that  
made the text easier  
to understand or  
attractive to me**

**PREVIEW**


**What I was reading**

**Why I was reading  
(and was it self-  
selected or required)**

**My motivation for  
sticking with this text**

**Prior knowledge or  
text features that  
made the text easier  
to understand or  
attractive to me**

**PREVIEW**

**What I was reading**

**Why I was reading  
(and was it self-  
selected or required)**

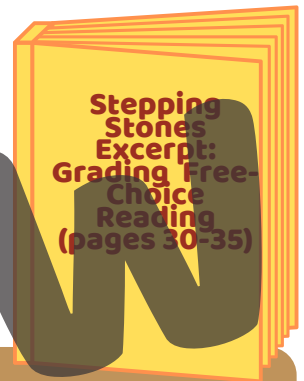
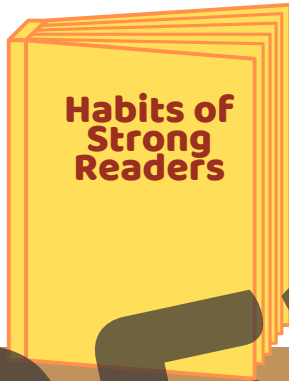
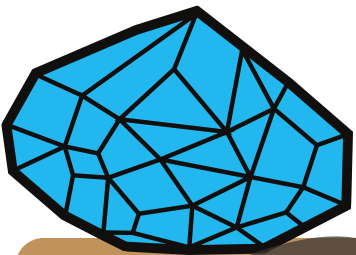
**My motivation for  
sticking with this text**

**Prior knowledge or  
text features that  
made the text easier  
to understand or  
attractive to me**

**PREVIEW**



# 3. Rubrics and Assessments



**PREVIEW**

**Instructions:** This part should take you about four hours.

**1. Read the excerpts above and look at the rubrics.**

**2. Write ways that these tools show connections with the information in the foundational texts (from step one), and their possible application to your teaching.**

**Title of the Resource:**

**Notes on the Resource:**

**Connections with the foundational information**

**Possible applications**

**Title of the Resource:**

**Notes on the Resource:**

**Connections with the  
foundational information**

**Possible applications**

**Title of the Resource:**

**Notes on the Resource:**

**Connections with the  
foundational information**

**Possible applications**

**Title of the Resource:**

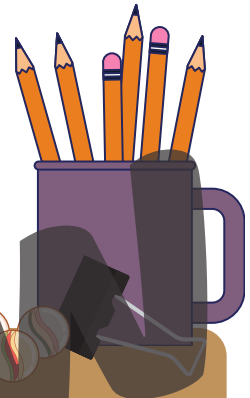
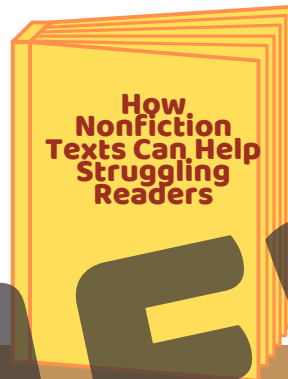
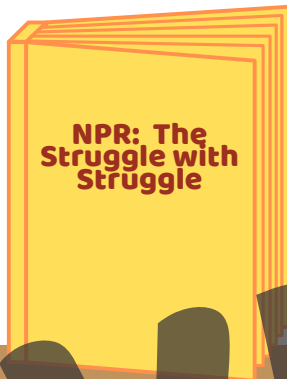
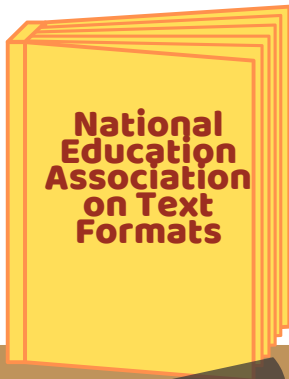
**Notes on the Resource:**

**Connections with the  
foundational information**

**Possible applications**

**PREVIEW**

# 4. Exploring Characteristics of Texts



# PREVIEW

**Instructions:** This part should take you about ten hours.

- 1. Read the excerpts above and keep notes on their application to your teaching.**
- 2. Read at least two texts at each level, for at least three levels of the Text Ladder e-lit in your digital classroom library subscription, and make notes on the reading skills needed to comprehend the texts, and text features that make the level more accessible.**

**Title of the Reading:**

**Notes on the Reading:**

**Possible applications**

**Title of the Reading:**

**Notes on the Reading:**

**Possible applications**

**Title of the Reading:**

**Notes on the Reading:**

**Possible applications**

**Title of the Reading:**

**Notes on the Reading:**

**Possible applications**

**PREVIEW**

**Text Ladder Level:**

**Title of the Text:**

**Skills needed to comprehend:**

**Text features that support comprehension:**

**Title of the Text:**

**Skills needed to comprehend:**

**Text features that support comprehension:**

**PREVIEW**

**Title of the Text:**

**Skills needed to comprehend:**

**Text features that support comprehension:**

**Overall notes on the level:**

**Text Ladder Level:**

**Title of the Text:**

**Skills needed to comprehend:**

**Text features that support comprehension:**

**Title of the Text:**

**Skills needed to comprehend:**

**Text features that support comprehension:**

**Title of the Text:**

**Skills needed to comprehend:**

**Text features that support comprehension:**

**Overall notes on the level:**

**PREVIEW**

**Text Ladder Level:**

**Title of the Text:**

**Skills needed to comprehend:**

**Text features that support comprehension:**

**Title of the Text:**

**Skills needed to comprehend:**

**Text features that support comprehension:**

**Title of the Text:**

**Skills needed to comprehend:**

**Text features that support comprehension:**

**Overall notes on the level:**

**PREVIEW**

# 5. Conferring and Setting Focal Students



**Instructions:** This part should take you about ten hours.

- 1. Read the excerpts above and make notes on the content and possible applications to your teaching.**
- 2. Plan and implement a whole-class reading observation using a tool from the excerpts above. Use the data that you collected to plan next steps for whole-class and/or individual teaching.**
- 3. Plan and implement six reading conferences, using a notetaking tool from the excerpts above. Reflect on the reading conferences below.**

**Thoughts and Prior Knowledge/Experience with Conferences and Collecting Data on Readers:**



**Title of the Reading:**

**Notes on the Reading:**

**Possible applications**

**Title of the Reading:**

**Notes on the Reading:**

**Possible applications**

**PREVIEW**

**Title of the Reading:**

**Notes on the Reading:**

**Possible applications**

## Whole-class reading observation

Description of whole-class data collection process:

Findings and Analysis:

Next steps/using the data:

# PREVIEW

## Six Individual Conferences

1. Description of reader and summary/ reflection on the conference:

Findings and Analysis:

Next steps/using the data:

2. Description of reader and summary/ reflection on the conference:

Findings and Analysis:

Next steps/using the data:

**3. Description of reader and summary/ reflection on the conference:**

**Findings and Analysis:**

**Next steps/using the data:**

**4. Description of reader and summary/ reflection on the conference:**

**Findings and Analysis:**

**Next steps/using the data:**

**5. Description of reader and summary/ reflection on the conference:**

**Findings and Analysis:**

**Next steps/using the data:**

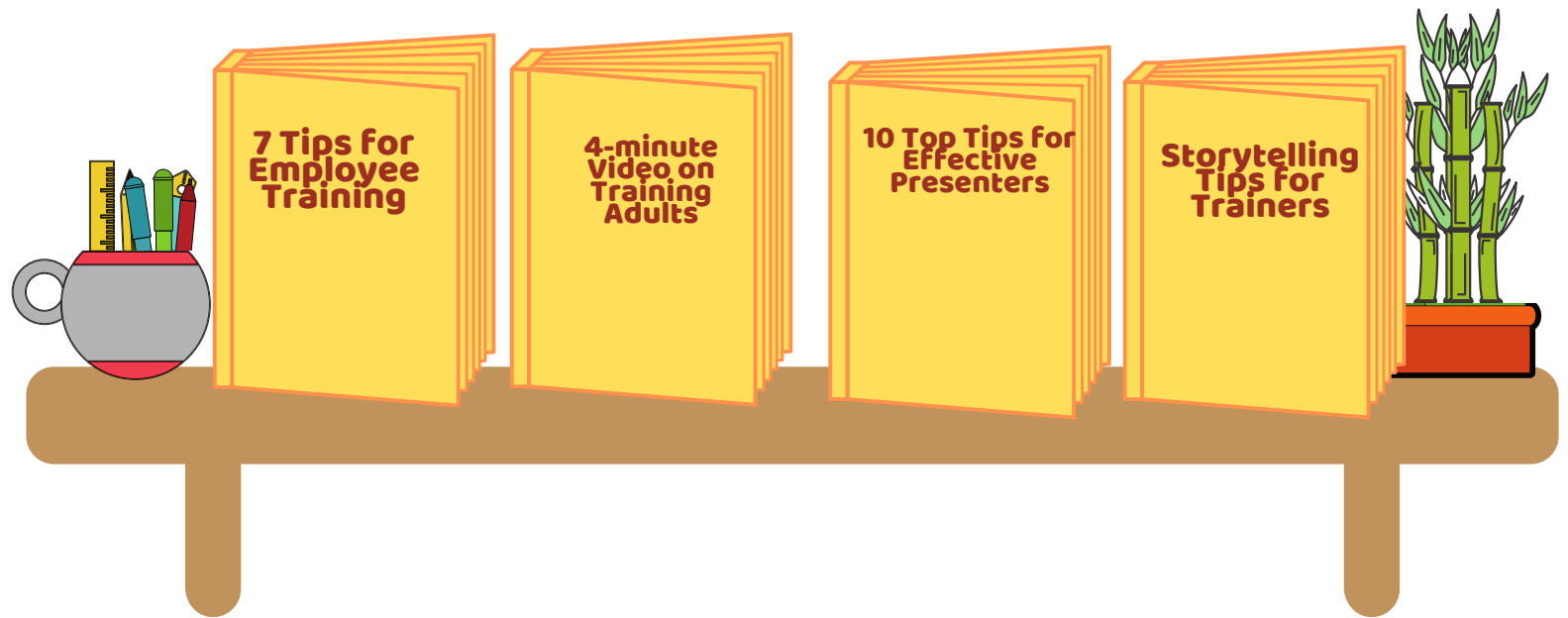
**6. Description of reader and summary/ reflection on the conference:**

**Findings and Analysis:**

**Next steps/using the data:**

**PREVIEW**

# 6. Principles of Professional Training



**Instructions:** This part should take you about four hours.

- 1. Read the resources above, or other resources on adult learning, and make notes on the content and possible applications to your professional sharing.**
- 2. Plan your professional sharing using some of the strategies from the resources above or other sources. This sharing can be in-person or virtual. You can also pre-record the presentation and share it remotely with colleagues, perhaps through a blog or social media network.**
- 3. Reflect on the next two professional learning experiences you have, and which (if any) of the principles from the excerpts above are evident in the training.**

**Title of the Resource:**

**Possible applications**

**Notes on the Resources**

**PREVIEW**

**Title of the Resource:**

**Notes on the Resource:**

**Possible applications**

**Title of the Resource:**

**Notes on the Resource:**

**Possible applications**

**Planning The Presentation:**

**Objective:**

**Subtopic**

**Subtopic**

**Subtopic**

**Strategies/Principles applied from the resources on adult learning**

**Procedure/Plan:**

**PREVIEW**

**Reflection on Two Professional Developments I Attended after Learning from these Resources:**

**Title:**



**Elements of adult learning best practices evidenced:**

**Suggestions for improvement, using ideas from the resources in this lesson:**



**PREVIEW**

**Title:**

**Elements of adult learning best practices evidenced:**



**Suggestions for improvement, using ideas from the resources in this lesson:**



# 7. Reflections and Synthesizing Your Learning



## 1. Foundational Principles of Literacy

Describe in your own words and give possible applications to your teaching.

**The role of comprehensible input and, specifically, reading in vocabulary acquisition and language development**

**This means...**

**Possible applications**

**The effect of text complexity and topic on comprehension**

**This means...**

**Possible applications**

**How skills-based rubrics can support instructional decisions for individual readers**

**This means...**

**Possible applications**

**PREVIEW**

## Standards-based instruction in literacy for World Language classes

This means...

Possible applications

## 2. What Helps Readers

Describe three ways to support comprehension, in your own words, and give possible applications to your teaching. Make connections to your own reading life.

1.

This means...

Possible applications

For me as a reader...

2.

This means...

Possible applications

For me as a reader...

PREVIEW



3.

This means...

Possible applications

For me as a reader...

### 3. Assessment and Data-Driven Instruction

Describe how you can use the following assessment formats to collect performance data that informs your next steps to support the individual reader or the class

Conferring with individual readers and keeping conference notes

How-To

Data I Might Collect

Possible Next Steps

Using "scan the class" strategies for data collection

How-To

Data I Might Collect

Possible Next Steps

Using observable reading behaviors to assess students' time on text

How-To

Data I Might Collect

Possible Next Steps

Portfolio Performance Assessments

How-To

Data I Might Collect

Possible Next Steps

## 4. Matching Readers with Texts

Describe how the following text features can support students' reading comprehension.

Genre

Topic

Length

Format/Appearance

Text Complexity/Level

PREVIEW

## 5. Reflecting on Professional Sharing

(Reflect on the three learning outcomes for your professional sharing.)

**Learning Goals for My Colleagues**

**The suggestions for adult learning that I used and reflection on their effectiveness**

**Ideas for next time, next steps, or follow-up**

1.

2.

3.

**PREVIEW**

# The Finish Line!



## How to Submit Your Work

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PREVIEW