



Professional Development Institute

Flex Course Syllabus

Targeted Instruction and Interventions with Reading Strategy Groups (K-5)

PDI Course Number: 131T02

UCSD Course Number: EDUC42267

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you searching for new and innovative ways to target reading instruction and interventions? If so, look no further because reading strategy groups are specifically designed to do just this. Strategy groups are a type of small group instruction which enable teachers to target specific reading skills that particular groups of students need, regardless of their independent reading level. The course begins by discussing the elements and benefits of reading strategy groups. Since strategy groups are based on assessment, the course delves into a variety of assessment types and approaches. Throughout the course, teachers learn how to use research-based best practices to choose strategies, books, and activities for before, during, and after reading. Teachers will also learn specific reading strategies for working with English language learners and those who struggle with reading. Teachers will learn how to build students' stamina and engagement as they work to become successful, independent readers. Teachers will learn the importance of relying on the science of reading as they work with their students across all areas of reading. By the end of this course, teachers will feel more confident and successful in their quest to embed best practices into their own small reading strategy groups.

Educational Outcomes

1. Teachers will understand the various structures of different small groups.
2. Teachers will understand best practices as it pertains to reading instruction.
3. Teachers will learn specific strategies for addressing the various elements of reading strategy groups.
4. Teachers will understand the benefits of engaging in reading strategy groups.
5. Teachers will be introduced to the different types of assessment, and they will learn strategies for assessing their students before, during, and after reading strategy groups.
6. Teachers will learn about the various resources that are available to help them choose specific reading strategies for their strategy groups.
7. Teachers will learn how to choose books for reading strategy groups, and they will understand that their choices reflect as mirrors, windows, and sliding glass doors into their students' diverse backgrounds.
8. Teachers will understand the basic framework for reading strategy groups.
9. Teachers will take a deep dive into a variety of strategies that can be used before, during, and after reading.
10. Teachers will learn a variety of strategies for working with English language learners during reading strategy groups.
11. Teachers will learn a variety of strategies for working with students who are below grade level during reading strategy groups.
12. Teachers will learn a variety of strategies for working with students affected by trauma, poverty, and the pandemic during reading strategy groups.
13. Teachers will explore various strategies for helping make their students more independent during independent work time.
14. Teachers will be provided with an overview to the various types of reading instruction, and they will learn how to teach reading strategies using a mini-lesson format.
15. Teachers will learn how to use strategy groups in other areas of literacy, including writing and phonics instruction.
16. Teachers will learn strategies for achieving and maintaining engagement and stamina during reading.
17. Teachers will learn about the science of reading, including how those principals apply to reading strategy groups.
18. Teachers will learn how to teach and support fluency using reading strategy groups.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Respond to Some Common Literacy Problems Using Strategy Groups (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Small Group Instruction
- Elements of Reading Strategy Groups
- The Benefits of Reading Strategy Groups
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about using reading strategy groups to help students become successful, independent readers in the K-5 classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Student Assessment
- Choosing a Strategy
- Choosing Books
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Before Reading
- During Reading

- After Reading
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to using reading strategy groups to help students become successful, independent readers in the K-5 classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Working with English Language Learners
- Working with Struggling Students
- Trauma, Poverty, and the Pandemic
- **Test #4**

Unit Five

- Independent Work
- Teacher Instruction
- Using Strategy Groups in Other Areas of Literacy Instruction
- **Test #5**

Unit Six

- Engagement and Stamina
- Print Work
- Teaching Fluency in Strategy Groups
- **Assignment #4**
Review each of the scenarios presented in Assignment 4. As you do so, think about what you have learned about reading strategy groups and how it can be applied to all areas of the “Big Five.” Create a specific plan for each of the scenarios that can be used before, during, or after reading as part of each strategy group’s lesson. For each scenario, write a one-paragraph response explaining your plan for addressing each specific reading deficit within each strategy group. Each paragraph should be written in no less than six detailed sentences and should be directly related to each scenario.
- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those

goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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