



Reading, Writing & Language Professional Learning Services

BUILD ELA INSTRUCTIONAL KNOWLEDGE AND SKILLS
SO ALL STUDENTS THRIVE IN SCHOOL AND BEYOND



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Improve Reading, Writing and Language Results

Professional learning that delivers lasting instructional change

This overview of CORE's professional learning services for reading, writing and language will help you select the offerings and products that align best with the needs of your district or school. If you'd like a free consultation with a CORE Professional Learning Expert about leveraging our expertise and experience to improve outcomes for your students, please call us at **888.249.6155** or email **info@corelearn.com**.

Without strong reading, writing and language skills students will struggle in school and in their careers. CORE's ELA professional learning services provide PreK–12 schools with a common framework of knowledge and pedagogy to implement and ensure the consistent use of evidence-based reading and writing instructional programs and practices so that students learn the skills they need for lifelong success.

Working with CORE Instructional Implementation Experts, teachers deepen their knowledge of the science of reading and ELA instruction, learn to implement their specific ELA program, and enhance their instructional skills. CORE also works with school leaders to implement consistent processes to develop teachers' ELA practices, implement MTSS, and create a professional learning culture that fosters high achievement for all students.

CORE's approach to reading, writing and language professional learning builds knowledge and skills through:

- Well-structured courses & workshops – online and on-site
- Site-based coaching
- Modeling
- Mentoring

CORE's professional learning services address the learning needs of ALL students including English language learners, students with dyslexia and students with special needs.



TABLE OF CONTENTS

Site Implementation and Coaching Support Services

Site Implementation, Standards Alignment, Consultation, Material Selection, and Program Implementation	4
Designing and Implementing Multi-Tiered Systems of Support (MTSS)	7

Foundational and Topical PreK and Elementary Literacy Offerings

Elementary Reading Academy	8
Reading Fundamentals	10
Reading Assessment for Effective Instruction	11
Vocabulary Workshop	11
Language Conventions and Writing Fundamentals	12
Close Reading: Building Independent Readers	13
Building Comprehension and Collaborative Conversations	14
Argumentative and Opinion Writing: Taking a Stand	15
Narrative and Informative/Explanatory Writing	16

Foundational and Topical Adolescent Literacy Offerings

Adolescent Literacy Solutions	17
Effective Vocabulary Instruction Across Content Areas	19
Building Comprehension and Collaborative Conversations	20
The Close Reading Classroom for Grades 6–12	21
Argumentative and Opinion Writing: Taking a Stand	22
Narrative and Informative/Explanatory Writing	23

Instructional Resources

<i>Teaching Reading Sourcebook</i>	24
<i>Assessing Reading: Multiple Measures</i>	24
<i>Vocabulary Handbook</i>	24

Online Course

Online Elementary Reading Academy	25
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Specialized Services for Our Partners

Ancora Publishing: <i>The Third Quest</i>	27
Center for the Collaborative Classroom: <i>SIPPS</i> and <i>Being a Writer</i>	29

Success Stories

Educator Professional Learning that Leads to Sustained Improvement in Student Achievement	30
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SITE IMPLEMENTATION AND COACHING SUPPORT SERVICES

Site Implementation and Coaching Support Services for Sustainable Improvement in Literacy

Levels: PreK–12

Audience: Specific services are determined during planning for each visit. The principal or site administrator and other instructional leaders are requested to participate in all visits.

Format: The needs of each school determine the focus of visits. 4–14 days are recommended.

CORE Site Implementation, Standards Alignment, and Consultation

Research and CORE's own experience have shown that coaching and support are vital for professional development to be effective. CORE's Site Implementation, Standards Alignment, and Consultation are essential components of CORE expert support. Site assistance is provided in tandem with whole district implementation to develop a seamless system that ensures equity across all sites. Specific content is determined in consultation between CORE and the school and/or district leadership. During the site visit, CORE Educational Consultants work informally with small groups of teachers, coaches, and administrators.

Site visits and/or demonstration site visits provide the following important services:

Collaborative Planning

The first CORE site visit is a crucial planning day to identify specific implementation issues and plan for organization, resources, and support needs. A CORE Educational Consultant initiates or reviews your comprehensive school literacy plan, including organization of instruction, implementation of a multi-tiered model, student grouping, time allocations, materials, personnel usage, and planned staff development. In addition, the Consultant helps you develop a pacing calendar. The Consultant conducts initial walk-through visits to classrooms. This session should include your leadership team.

Classroom Teacher Coaching, Lesson Study, Program Planning

The Consultant provides a number of services directly to classroom teachers. With the local coach, she or he coaches classroom teachers based on direct observation and feedback. The Consultant also conducts collaboratively planned demonstration lessons, using your adopted materials. With the coach, the Consultant works with small groups of teachers to plan grade-level grouping and interventions based on analysis of assessment data. The Consultant also works with small groups of teachers to provide review and deeper understanding of adopted instructional materials, resolve implementation issues, and provide coaching on implementing effective instructional techniques. The number of classrooms and teachers visited during any one day depends on the priorities of the school leadership and the specific issues the Consultant needs to address.

Multi-tiered System of Supports/ Response to Instruction and Intervention

A CORE Consultant can provide support with data analysis, planning for robust materials and appropriate assessments, and goal setting and problem solving.

Executive Coaching

For school administrators, the Consultant provides personal coaching sessions that combine professional development with a discussion of instructional materials and visits to selected classrooms to calibrate observations and monitor program implementation. The Consultant works closely with the building administrator to ensure he or she understands how the instructional program is designed, what effective implementation of a core curriculum and supplemental intervention programs looks like, and how to use data to leverage improved achievement. Through regular classroom walk-throughs and facilitated sessions, the CORE Consultant supports the building leadership to have the knowledge, tools, and confidence to lead sustained literacy improvement efforts.

Mentored Practice for Coaches

Part of the site visit allocation is devoted to building expertise of coaches and teacher leaders. The Consultant mentors the coaches as they model lessons, observe and debrief teachers, conduct data study sessions, and analyze test data. The Consultant assists the coaches to facilitate on-site collaborative conversations and develop solutions to implementation challenges.

Alignment of Instruction to Standards

The CORE Consultant will work with staff to map instruction and your curriculum materials to ensure tight alignment of instruction to your state standards.

Assessment Support

Regular use of screening and progress-monitoring data can make intervention planning dramatically more effective. The Consultant provides assistance in the use of assessment instruments, including diagnostic data, screening and progress-monitoring instruments, both CBM and curriculum-embedded assessments. The Consultant works closely with teachers, the principal, curriculum specialists, and coaches to show them how to analyze the data to plan student groupings and specific interventions. Teachers who have learned to incorporate such data into their teaching practice frequently respond positively to the growth they see in their own students' reading proficiency.

Implementation of Scientifically-Based Instructional Materials

The Consultant can provide, if needed, help with an analysis of your program needs and your choice of the optimal program. Since CORE does not publish instructional materials and is not aligned with any one textbook publisher, the Consultant can provide impartial advice. The CORE Consultant team is familiar with many comprehensive, intervention, and supplemental materials supported by scientific research.

Specialized Program Review and Lesson Study Sessions for Preschool, Elementary School, or Middle/High School Intervention or Core Programs

The Consultant can provide a two-day customized review and refresher for teachers new to a program. A third day can focus on setting up the classrooms. Following initial publisher training, the CORE Consultant will work for two days with elementary or middle/high school staffs by grade level or team to review routines as follows:

Day 1: Preschool, K, and grade 1, each for three hours

Day 2: Grades 2–3 and 4–6, each for three hours

For middle/high school intervention programs, teachers may be supported in teams.

Demonstration Site Implementation and Practice

When CORE is supporting the implementation of a comprehensive, district-wide literacy approach, selected sites are identified by the district to serve as the venues for district literacy specialist, coach, and site and district administrator practice. During visits to demonstration sites, district leadership will practice their observation skills, calibrate observations, observe model lessons, and observe data study. Coaches will practice their coaching skills together and also calibrate observations and practice model lessons.

Off-site Continued Support

Through a combination of on-site, phone and email support, reports, and development of client resources (agendas, planning templates) the Consultant manages the CORE program of services closely with site administrators and teacher leaders, and serves as the liaison to CORE.

Participant Outcomes

- Identify specific implementation issues and plan for organization, resources, and support needs.
- Deepen the expertise of school leaders through training on instructional materials and assessment, as well as visits to selected classrooms to observe instruction and practice coaching and feedback.
- Improve classroom instruction as the CORE Consultant models lessons in classrooms and conducts classroom observations and coaching
- Help teachers more deeply understand adopted instructional materials and resolve implementation-related issues.
- Enable all instructional staff to use data to plan student groupings and interventions.
- Help coaches learn to analyze test data, facilitate on-site collaborative conversations, and develop solutions to implementation challenges.
- Alignment of instruction to standards.

[BACK TO TABLE OF CONTENTS](#)

Designing and Implementing Multi-Tiered Systems of Support (MTSS)

Levels: PreK–12

Audience: School administrators and key school-site leadership team members

Format: 3 days, consecutive or separate, depending on the situation

Materials: Participant Resource Guide; CORE's *Teaching Reading Sourcebook*; CORE's *Assessing Reading Multiple Measures*; and Internet access will be necessary

This three-day institute is designed to support school leadership teams to implement MTSS as a coordinated PreK–12 system of academic and behavior support designed to ensure that all students get off to a healthy start (prevention) and facilitate early and appropriately intensive evidence-based intervention(s) for students at risk. This institute focuses on academics within MTSS. Beginning with key yet compact background knowledge that differentiates MTSS from Response to Intervention (RtI), including 10 of the most important lessons learned in decades of school-based implementation, the MTSS Institute systematically details the following:

- The key roles of school leaders, including principals and teachers.
- Which school-based teams perform which roles and functions
- Comprehensive and proactive design of coordinated reading and language arts and mathematics evidence-based instruction and interventions across tiers of increasing intensity, including strategies to increase intensity.
- The use of scientifically sound measures for universal screening to identify students at risk.
- The use of scientifically sound measures for more frequent progress monitoring for students in interventions to determine efficacy of the intervention and any changes that might be needed.
- Processes for determining whether students qualify for special education due to a specific learning disability, and the creation of more appropriately specific and rigorous individualized education program (IEP) goals.

The MTSS Institute includes selected key readings, opinions of implementation status, and tools to evaluate fidelity of implementation.

Daily Content Coverage

Day 1 focuses on what MTSS is and isn't, the similarities and differences between MTSS and Response to Intervention (RtI), and lessons learned in attempts to implement RtI over the last decade. Key roles of site personnel are also covered this day.

Day 2 focuses on the elements in implementing the academic side of MTSS. The morning looks at "what we do," identifying the essential core elements in reading and mathematics; "whom do we support," the use of universal screening to support early identification of students needing additional support; and "how we do it," issues around the logistics of time, size, and duration for intervention. The afternoon also covers the essential element of progress monitoring, the "how do we know an intervention is working."

Day 3 takes a closer look at effective instruction, Tier 3, and special education. Participants also have an opportunity to explore some of the resources identified in the institute. The afternoon focuses on full implementation, issues related to sustaining systems, and a variety of planning tools for school teams.

[BACK TO TABLE OF CONTENTS](#)

FOUNDATIONAL AND TOPICAL PREK AND ELEMENTARY LITERACY OFFERINGS

Elementary Reading Academy

Levels: K–6

Audience: Limited to 45 administrators and teachers

Format: 5 sessions with an optional 6th session

Materials: If all 5 or 6 sessions are taken, participants receive *Assessing Reading: Multiple Measures*, *Teaching Reading Sourcebook*, a practical guide to scientifically-based reading instruction; online access to 2 CORE instructional videos: *Blending Routines* and *Foundational Skills*; and a Participant Resource Guide for all topics.

The Reading Academy offers educators fundamental knowledge in effective standards-aligned and evidence-based reading practices for all learners. The Academy also applies these practices to evidence-based textbook series. By taking all five topical sessions, participants gain a comprehensive understanding of the critical components for effective reading instruction, based on the science of reading.

Note: Sessions one and two must be taken together. Sessions three through six may be taken separately.

Participant Outcomes

- Identify the standards alignment to evidence-based reading instruction.
- Articulate the research on the essential components of reading instruction and link research to practice.
- Gain clear and explicit models of instructional routines.
- Practice using instructional routines specific to the topic.

See next page for detailed descriptions of sessions offered.

[BACK TO TABLE OF CONTENTS](#)

Topics and CCSS	Description
1. Research, phonemes, phonic elements, print awareness, and letter knowledge RF 1, RF 2, RF 3, L 2	This session provides an overview of the scientific research on teaching reading, including basic linguistics, phonic elements, and print awareness and letter knowledge.
2. Phonemic awareness, phonics, and irregular high-frequency words RF 1, RF 2, RF 3, RF 4, RL, RI, L 2	During this session, participants examine how to develop phonemic awareness. They learn a developmental instructional sequence and practice and see modeled engaging, explicit lessons. Also during this session, participants learn explicit, systematic phonics instruction, including effective corrective feedback and various forms of blending, and the application to decodable text. In the afternoon, participants gain techniques to effectively teach students irregular words that cannot efficiently be learned through sounding them out.
3. Multisyllabic words and fluency RF 3, RF 4, RL, L 2	This session addresses the techniques that help students transition from reading single-syllable words to reading multisyllabic words. Multiple lesson models provide participants with various evidence-based methods to break up and learn large words. In addition, participants learn effective techniques to foster reading fluency: accuracy, appropriate rate, and expression. Lesson models will be provided along with participant practice.
4. Vocabulary development RF 3, RF 4, RL, RI, L 2, L 4, L 5, L 6	This session focuses on vocabulary development. Participants study word-learning strategies and specific word instruction, and experience active ways to promote "word consciousness." The needs of English learners are addressed. Over 30 lesson models are provided.
5. Comprehension strategies, narrative, and informational text RL, RI, L 4, L 5, L 6	This session focuses on the different ways to assist students to access both narrative and informational texts. Specific reading skills and strategies — including questioning, graphic organizers, and monitoring techniques — are presented using explicit instruction, with hands-on lesson models and practice. Participants focus also on text structure and the application of selected strategies to different types of texts.
6. Assessment and intervention (separate session)	This session guides participants through <i>Assessing Reading: Multiple Measures</i> and also lays out the basic principles and purposes of different types of assessments and what a comprehensive assessment blueprint looks like within the context of a three-tiered system. This session may be taken as an individual day.

Common Core State Standards (CCSS) Legend

RF=Reading Foundation Standards; RL=Reading Literature; RI=Reading Informational Text; L=Conventions of English Language

Reading Fundamentals

Levels: K–12

Audience: Administrators and teachers

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 3 sessions

Virtual: 12, 90-minute sessions scheduled flexibly to meet your needs

Materials: *Teaching Reading Sourcebook*, *Assessing Reading: Multiple Measures*, and online access to 2 CORE instructional videos: *Blending Routines* and *Foundational Skills*

This three-session course covers the fundamentals of teaching reading in an abbreviated format. It is neither as extensive nor as deep as the Reading Academy; however, it can serve as a review or a short overview of five critical topics: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The course addresses the foundational concepts regardless of the grade level of participants, covering the early grade basics as well as adolescent literacy and intervention topics. The topics are aligned to the Common Core state standards.

- Session 1 focuses on phonemic awareness and phonics.
- Session 2 focuses on multisyllabic words and fluency.
- Session 3 focuses on vocabulary and comprehension, with an emphasis on strategies that help students understand either narrative or informational text.

Participant Outcomes

- Understand the basic principles of five critical reading foundational skills, based on the science of reading.
- Leave with models for developing vocabulary and teaching literature and informational texts.
- See models of instructional lessons.
- Practice specific routines.

[BACK TO TABLE OF CONTENTS](#)

Reading Assessment for Effective Instruction

Levels: K–12

Audience: PreK–12 classroom teachers, PreK–6 intervention and reading teachers, English learner and special education staff, site and district literacy administrators, and literacy coaches

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 1 day

Virtual: 4, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide, *Teaching Reading Sourcebook*, and *Assessing Reading: Multiple Measures*

The Reading Assessment for Effective Instruction workshop explains basic principles and terminology of assessments used to plan classroom instruction and provides participants with the knowledge they need to select, administer, score, and interpret the results of assessment measures in each of the main areas of reading instruction. Participants practice administering key assessments and using assessment results to plan instruction. The *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures* provide the texts for this workshop. This workshop may be joined to the Reading Academy or taken separately.

Participant Outcomes

- Identify the four major types of assessments and their purposes.
- Become familiar with the content and administration of various assessments in phonemic awareness, decoding and word attack, fluency, vocabulary, and comprehension.
- Learn to use assessment as a basis for instructional decision making.
- Identify the role of assessment within a multi-tier comprehensive literacy model.

[BACK TO TABLE OF CONTENTS](#)

Vocabulary Workshop

Levels: K–6

Audience: Administrators, classroom teachers, English learner teachers, special education teachers, literacy coaches, and reading specialists

Format: In Person: 1 day

Virtual: 4, 90-minute sessions scheduled flexibly to meet your needs

Materials: *Vocabulary Handbook* and Participant Resource Guide

This one-day workshop provides educators with current research and effective practices to develop in elementary students vocabulary knowledge, aligned to the Language Standards. Participants learn and practice evidence-based methods to directly teach important content vocabulary, teach students to figure out unknown words using simple word-learning techniques, and engage in fun and stimulating activities that foster “word consciousness.” Participants receive more than 30 sample lesson models with easy application to any basal reading or literature-based program.

Participant Outcomes

- Know the current research on vocabulary development.
- Learn effective techniques for teaching specific words.
- Know effective strategies for teaching students to figure out unfamiliar words while reading.
- Have a repertoire of active strategies for promoting “word consciousness.”
- Be able to apply the techniques and strategies to classroom texts.
- Leave with lessons developed to connect to existing materials.

Note: Add a site visit for hands-on follow-up and lesson development!

[BACK TO TABLE OF CONTENTS](#)

Language Conventions and Writing Fundamentals

Levels: K–6

Audience: Classroom teachers, resource teachers, and school administrators who are implementing writing instruction for elementary-level students

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 2 Days

Virtual: 8, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide

This workshop provides teachers with the knowledge and strategies for teaching language conventions and writing to both primary- and upper-grade elementary students, from basic sentence construction through longer compositions.

Participant Outcomes

- Become familiar with effective practices in writing instruction.
- Understand the differences between modern and traditional grammar.
- Understand the structure of English sentences and how to teach the sentence at a level of complexity appropriate for elementary students.
- Become familiar with expository text structures.
- Learn how to teach paragraph writing.
- Understand the structure and organization of longer compositions and selected essay types.

Session 1 focuses on:

- The current state of student writing proficiency
- Components of effective writing instruction
- Introduction to modern English grammar
- Sentence elements (subjects, verbs, adverbials, and objects) and parts of speech (adverbs, nouns, adjectives, pronouns, and conjunctions)

Session 2 focuses on:

- Syntax structures: Subordinate clauses and complex sentences
- Sentence element: Complements
- Prepositions, writing conventions, and clause patterns
- Paragraph development
- The structure of longer expository compositions, including opening and closing paragraphs and transitions
- The organization of selected essay types

[BACK TO TABLE OF CONTENTS](#)

Close Reading: Building Independent Readers

Levels: K–6

Audience: Classroom teachers, literacy coaches, district and school leadership, and specialists

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 2 days

Virtual: 8, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide

This two-day workshop will support participants in analyzing and applying the close reading skills students need to become strong text critics through modeling, mini lectures, guided practice, and various activities. Four strategies – text dependent questions, annotation, text deconstruction for English learners, and discussion – will be examined, with participants focusing on grade-level application. Scaffolds supporting student engagement in text as well as the importance of informational text and the use of read-alouds will be explored. Guidance will be provided to determine text complexity related to quantitative, qualitative, and task elements as participants identify appropriate grade-level text.

Participant Outcomes

- Recognize the importance of close reading and observe grade-appropriate models.
- Determine appropriate grade-level tools and strategies to teach close reading of informational and literary text.
- Develop appropriate grade-level text-dependent questions that encourage students to think critically using evidence in the text.
- Review and use quantitative and qualitative elements in text complexity as well as reader and task considerations to identify appropriate grade-level text.
- Examine current grade-level selections for proportion of informational text and identify additional selections as needed.
- Create a plan for instruction that supports student development of close reading habits.

Session 1 topics include the following:

- The Common Core state standards and Close Reading expectations
- Theory and research base
- Text dependent questions and questioning strategies
- Annotation for elementary students
- Text complexity measures

Session 2 topics include the following:

- Deconstructing language at the word, clause, and text level
- Supportive text-based classroom discussions
- Read-alouds for young children and struggling readers
- Enhancing close reading with scaffolds
- Using and increasing the use of informational text
- Planning next steps

[BACK TO TABLE OF CONTENTS](#)

Building Comprehension and Collaborative Conversations

Levels: K–6

Audience: Classroom teachers, literacy coaches, district and school leadership, and specialists

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 1 day

Virtual: 4, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide

This workshop focuses on moving through questioning levels using a variety of text and discipline-based content. Participants will understand how Webb's Depth of Knowledge (DOK) levels and the revised Bloom's Taxonomy levels support expectations of rigorous standards and develop questions and instructional prompts to facilitate partner, small-group, and whole-class discussions. Discussion structures, such as look-lean-whisper, think-pair-share, buzz groups, snowball, sliding groups, save the last word for me, and fishbowl, will be explored, providing a variety of rich opportunities for student collaboration and conversation to deepen comprehension. A video lesson will provide a model of exemplary classroom conversations and teacher questioning. Participants will receive checklists for rigor (application of DOK and Bloom's Taxonomy) and components of effective collaboration and academic conversations.

Participant Outcomes

- Recognize and create series of question prompts supporting understanding text at various levels.
- Review and use checklists for examining questions and instruction related to rigor: Webb's Depth of Knowledge (DOK) and Bloom's Taxonomy.
- Determine the components for structuring and/or guiding effective whole and small-group discussion.
- Explore a variety of discussion structures designed to increase student collaboration and academic conversation.
- Develop a series of questions and a lesson plan supporting collaboration and discussion for a participant selected sample text.

[BACK TO TABLE OF CONTENTS](#)

Argumentative and Opinion Writing: Taking a Stand

Levels: K–6

Audience: Classroom teachers, literacy coaches, district and school leadership, and specialists

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 2 days

Virtual: 8, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide

Recommended prerequisite: CORE's 2-day *Language Conventions and Writing Fundamentals* or a strong background in teaching writing

This workshop targets the techniques needed to prepare elementary students to become strong opinion writers. The workshop will address four important aspects of opinion writing: asserting a claim, supporting the claim with evidence or grounds for the claim, providing additional backing to support the evidence, and articulating the exceptions or qualifiers to the argument. Although young children may not be able to produce fully developed logical arguments, the elementary sessions will provide teachers with a variety of methods to support students' extension and elaboration of their writing by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. This workshop builds on CORE's Language Conventions and Writing Fundamentals.

Participant Outcomes

- Recognize the rationale for the importance of argumentative and/or opinion writing in most states' standards and review grade-appropriate writing samples of opinions and arguments.
- Identify the components of writing and the role of clarity, voice, and stance in producing quality writing.
- Determine appropriate grade-level tools for supporting students' writing arguments and/or opinions to validate claims with clear reasons and relevant evidence.
- Create a plan for instruction that supports student development of opinion and/or argumentative writing.

[BACK TO TABLE OF CONTENTS](#)

Narrative and Informative/Explanatory Writing

Levels: K–6

Audience: Classroom teachers, literacy coaches, district and school leadership, and specialists

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 1 day

Virtual: 4, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide

This workshop focuses on both narrative and informative/explanatory writing. We break down narrative writing by setting up a problem or situation (the beginning), developing the plot and character (the middle), and crafting strong conclusions or resolutions. Information will be provided to help young children have techniques to narrate an event or series of events, and to teach upper elementary students to develop real or imagined experiences. Such topics as sequencing, use of descriptive details, and writing with strong transitions form the basis of the morning session. The afternoon session centers on informative/explanatory writing starting with ways to teach young children to introduce a topic and writing a short explanation and to provide ways to teach older students to explain and inform with concrete details, logically ordered information, and conclude the explanation strongly.

Participant Outcomes

- Learn to develop ideas with details, evocative language, and facts and sequenced events.
- Understand the different types of narrative text and ways to organize narratives.
- Understand ways to develop explanations that are coherent.

[BACK TO TABLE OF CONTENTS](#)

Adolescent Literacy Solutions

Without a firm foundation in the basic skills of reading, many middle and high schools will struggle to meet the rigorous expectations of the state standards. This series equips educators with the knowledge and skills necessary to accelerate underperforming students. Combine the **Decoding and Fluency workshops** (below) for an intensive intervention-focused solution for your teachers of struggling adolescent readers. Combine with the **Adolescent Vocabulary and Comprehension workshops** ([next page](#)) to address the needs of all learners.

CORE Intensive Intervention Series – Strand A: Decoding Instruction for Adolescents and Fluency Development

Levels: 6–12

Audience: Intervention teachers, English learner teachers, special education teachers, reading teachers, and coaches

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 2 days

Virtual: 8, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide, *Teaching Reading Sourcebook*, *Assessing Reading: Multiple Measures*, and online access to 2 CORE instructional videos: *Blending Routines and Foundational Skills*

Many middle and high school teachers have not had the preparation needed to teach struggling adolescent readers. This two-day workshop will provide a starting point and foundational information about the science of reading to begin to make informed instructional decisions and address the needs of adolescent struggling readers, and to gain a basic understanding of decoding instruction and fluency development.

Note: Each day may be taken separately, but the two-day series is ideal.

Session 1: Decoding Instruction for Adolescents

The topics covered in this session include basic linguistics, basic phonics, high-frequency words, and multisyllabic word instruction.

Participant Outcomes

- Understand the concept of phonemic awareness as the underpinning of learning to decode.
- Learn specific ways to teach phonics and why phonics instruction is vital for struggling readers.
- Learn strategies for teaching high-frequency words.
- Practice ways to teach students to recognize multisyllabic words.

Session 2: Fluency Development

This session focuses on instructional methods, based on the science of reading, for teaching students to become fluent readers and spotlights the relationship between fluency and comprehension.

Highlights include specific techniques to increase time on text and promote rereading: readers theatre, active learning, and repeat reading.

Participant Outcomes

- Understand the concept of fluency and its importance to reading achievement.
- Learn methods and tools for fluency assessment.
- Learn strategies for building reading fluency.

[BACK TO TABLE OF CONTENTS](#)

Academic Literacy Series – Strand B: Adolescent Vocabulary and Comprehension Strategies and Text Structures

Levels: 6–12

Audience: Administrators, academic content-area teachers, English learner teachers, special education teachers, reading specialists, and coaches

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 2 days*

Virtual: 8, 90-minute sessions scheduled flexibly to meet your needs

*Each day may be taken separately, but the 2-day series is ideal.

Materials: Comprehension Instruction booklet, Participant Resource Guide from day 5 of the Adolescent Reading Academy, and *Vocabulary Handbook* and Participant Resource Guide from the Adolescent Vocabulary Workshop

If all 4 days are taken, the *Teaching Reading Sourcebook* replaces the *Vocabulary Handbook* and the Comprehension section.

This workshop focuses on enhancing vocabulary knowledge for all middle and high school students and on improving content understanding through comprehension strategies that work for both literary and informational text. These two sessions are appropriate for intervention, English learner, and all content educators, especially when implementing instruction aligned to the state standards.

Session 1: Adolescent Vocabulary

Participants learn and practice evidence-based methods to directly teach important content vocabulary, teach students to figure out unknown words using contextual analysis and morphemic analysis skills, and engage in fun and stimulating activities that foster “word consciousness.” Participants will receive more than 30 sample lesson models with easy application to classroom text in any academic content area.

Participant Outcomes

- Know the current research on vocabulary development.
- Know effective techniques for teaching specific words.
- Know effective strategies for teaching students to figure out unfamiliar words while reading.
- Have a repertoire of active strategies for promoting “word consciousness.”
- Be prepared to apply the techniques and strategies to classroom text.
- Leave with lessons developed to connect to existing materials.

Session 2: Comprehension Strategies and Text Structures

Participants learn about current, validated research in comprehension instruction, and receive an overview of the factors known to positively impact comprehension. Participants receive in-depth instruction in selected instructional techniques that have broad application in both narrative and informational text at all grade levels, including content classes.

These techniques encompass the following:

- Teacher interaction with students with an emphasis on question techniques
- Instruction in recognizing informational text structures
- Specific strategies for helping students understand Internet sources
- Identifying the main idea, summarizing, and making inferences

Participant Outcomes

- Understand seminal research on text comprehension.
- Apply a set of strategies to your own text.
- Understand different text structures and their signal words.
- Understand ways to improve instruction in content-area texts.

[BACK TO TABLE OF CONTENTS](#)

Effective Vocabulary Instruction Across Content Areas

Levels: 4–12

Audience: Classroom teachers, resource teachers, and school administrators

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 2 days

Virtual: 8, 90-minute sessions scheduled flexibly to meet your needs

Materials: CORE *Vocabulary Handbook*, Participant Resource Guide, and CD loaded with lesson template, planning template, and word map templates

Participants learn and practice evidence-based methods to directly teach important content vocabulary, provide effective instruction to allow students to figure out unknown words using contextual analysis and morphemic analysis skills, and use technological and web-based resources to create effective and engaging vocabulary lessons. Participants will receive an electronic file loaded with a PowerPoint lesson template for specific word instruction, lesson-planning templates, and PowerPoint word map templates designed for student use either as handouts or as downloads. In addition, the CORE *Vocabulary Handbook* contains more than 30 sample lesson models with easy application to classroom text in any academic content area. Workshop content is directly aligned to Common Core State Standards, and relevant standards are provided and discussed.

Participant Outcomes

- Learn the current research on vocabulary development.
- Know the Common Core State Standards relating to vocabulary development.
- Understand the role of independent reading in promoting vocabulary learning.
- Learn effective techniques for teaching specific words.
- Demonstrate effective strategies for teaching students to figure out unfamiliar words while reading.
- Learn best-practices to support English language learners' vocabulary development.
- Be prepared to apply the techniques and strategies to classroom text.
- Understand how to choose words from text for specific instruction.
- Leave with lessons developed to connect to existing materials and a toolkit of tech-savvy resources for teaching vocabulary.

[BACK TO TABLE OF CONTENTS](#)

Building Comprehension and Collaborative Conversations – Using Questions to Deepen Understanding

Levels: 6–12

Audience: Classroom content teachers, English learner resource teachers, literacy coaches, district and school leadership, and specialists

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 1 day

Virtual: 4, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide

This seminar focuses on moving through questioning levels using a variety of text and discipline-based content. Participants will understand how Webb's Depth of Knowledge (DOK) levels and the revised Bloom's Taxonomy levels support the expectations of most states' standards and will develop questions and instructional prompts to facilitate partner, small, and whole class discussions. Discussion structures, such as fishbowl, pinwheel, and Socratic seminar, will be explored providing a variety of rich opportunities for student collaboration and conversation to deepen comprehension. Video lessons will provide models of exemplary classroom conversations and teacher questioning. Participants will receive checklists for rigor (application of DOK and Bloom's Taxonomy) and components of effective collaboration and academic conversations.

Participant Outcomes

- Recognize and create series of question prompts supporting understanding text at various levels.
- Review and use checklists for examining questions and instruction related to rigor – Webb's Depth of Knowledge (DOK) and Bloom's Taxonomy.
- Determine the components for structuring and/or guiding effective whole and small group discussion.
- Explore a variety of discussion structures designed to increase student collaboration and academic conversation.
- Develop a series of questions and a lesson plan supporting collaboration and discussion for a participant selected sample text.

[BACK TO TABLE OF CONTENTS](#)

The Close Reading Classroom for Grades 6–12

Levels: 6–12

Audience: Language arts teachers for sessions 1–3 and social studies/history and science teachers for sessions 1 and 2 only

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 3 days

Virtual: 12, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide

Through modeling, mini-lecture, guided practice, and various activities, participants will learn and practice the close reading skills that students need to be college and career ready and meet rigorous state standards. Participants will learn routines for teaching close reading, how to select texts, and the appropriate ways to introduce as well as guide students through and beyond the close reading process with both literary and informational texts. Throughout the three-day seminar, instructors will demonstrate how to incorporate various methodologies, including discussion, writing, and self-reflection into the lessons. Sessions one and two are targeted for English, social studies/history, and science educators, while session three is reserved for English educators. Homework, critical to the effectiveness of the workshop, is assigned between session one and two and also between session two and three for those who continue with the course series.

Topics covered include the following:

Introduction to the Close Reading Classroom

- How to define close reading
- Modeling and guided practice
- Standards and close reading

Tools for Close Reading

- Selecting texts
- The teacher-apprentice framework
- “Through the text”: modeling, annotating, note-taking, highlighting
- Assessing close reading

What Works in the English Classroom (Day 3 Only)

- Working toward literary analysis: reading inductively
- Textual support for assertions: diction, imagery, details, language, syntax
- Incorporating writing into the close reading classroom

Participant Outcomes

- Learn routines for teaching close reading.
- Become skilled at incorporating various close reading methodologies.
- Learn how to select texts.
- Gain knowledge on how to incorporate discussion, writing, and self-reflection into lessons.

[BACK TO TABLE OF CONTENTS](#)

Argumentative and Opinion Writing: Taking a Stand

Levels: 6–12

Audience: Classroom teachers, literacy coaches, district and school leadership, and specialists

n Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 2 days

Virtual: 8, 90-minute sessions scheduled flexibly to meet your needs

Recommended prerequisite:

CORE's 2-day Language Conventions and Writing Fundamentals or a strong background in teaching writing

Materials: Participant Resource Guide

This workshop equips educators with the skills and knowledge to help middle and high school students become strong argumentative or opinion writers, essential to mastering state standards and leave high school prepared for college or careers. The workshop will address four important aspects of argumentative writing: asserting a claim, supporting the claim with evidence or grounds for the claim, providing additional backing to support the evidence, and articulating the exceptions or qualifiers to the argument. The workshop builds on CORE's [Language Conventions and Writing Fundamentals](#) trainings.

Participant Outcomes

- Recognize the rationale for the importance of argumentative and/or opinion writing in state standards and review grade-appropriate writing samples of opinions and arguments.
- Identify the components of writing and the role of clarity, voice, and stance in producing quality writing.
- Determine appropriate grade-level tools for supporting students' writing arguments and/or opinions to validate claims with clear reasons and relevant evidence.
- Create a plan for instruction that supports student development of opinion and/or argumentative writing.

[BACK TO TABLE OF CONTENTS](#)

Narrative and Informative/Explanatory Writing, Adolescent Level

Levels: 6–12

Audience: Classroom teachers, literacy coaches, district and school leadership, and specialists

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 1 day

Virtual: 4, 90-minute sessions scheduled flexibly to meet your needs

Materials: Participant Resource Guide

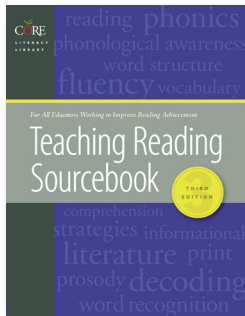
This one-day session focuses on both narrative and informative/explanatory writing. We break down narrative writing by setting up a problem or situation (the beginning), developing the plot and character (the middle), and crafting strong conclusions or resolutions. At this level, the focus is on descriptive details and coherent sequences, writing with a point of view, and using dialogue effectively. The afternoon session centers on informative/explanatory writing, starting with ways to organize and analyze the topic, and using organizational structures such as cause and effect, compare and contrast, and definition. The afternoon will also address transitions and strong conclusions.

Participant Outcomes

- Learn to develop ideas with details, evocative language and facts, and sequenced events.
- Understand the different types of narrative text and ways to organize narratives.
- Understand ways to develop explanations that are coherent.
- Learn different order structures for both narrative and explanatory writing.

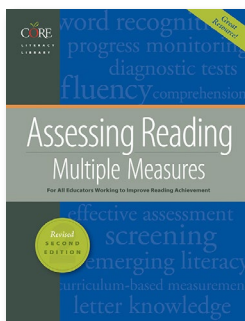
[BACK TO TABLE OF CONTENTS](#)

INSTRUCTIONAL RESOURCES



Teaching Reading Sourcebook

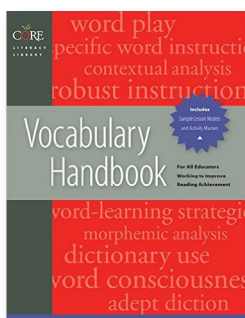
The *Teaching Reading Sourcebook* is a comprehensive reference about reading instruction. Organized according to the elements of explicit instruction (what? why? when? and how?), the *Sourcebook* includes both a research-informed knowledge base and practical sample lesson models. It teaches the key elements of an effective reading program — phonemic awareness, decoding, vocabulary development, fluency, and comprehension — in a practical hands-on teacher's guide. The new version contains Standards information, cross-references, and graphic explanations to identify how best practices in teaching reading align with the standards.



Assessing Reading: Multiple Measures

Assessing Reading: Multiple Measures provides a collection of tests for the comprehensive assessment of skills related to reading. These assessments can help identify why a student is having reading difficulty, determine what the next step in instruction should be to remediate that difficulty, and monitor progress throughout the course of instruction.

The majority of the tests are individually administered. Easy-to-follow instructions are given for the administration and scoring of each test along with reproducible record forms. Interpretation is based on skill mastery and comparison of performance among students in the classroom. Spanish assessments are also included for the early grades, where students may be in bilingual programs.



Vocabulary Handbook

For all educators who are working to improve reading achievement, this handbook provides clear instructional approaches for successfully building students' vocabulary knowledge — knowledge essential for strong reading comprehension.

[BACK TO TABLE OF CONTENTS](#)

ONLINE COURSE

Online Elementary Reading Academy

Levels: K–6

Audience: Teachers and reading specialists, principals, assistant principals, reading instructional coaches, pre-service teachers or classes

Format: 7 asynchronous online modules taken over 7–10 weeks at participants' own pace

Materials: Materials are sent to participants and include the *Teaching Reading Sourcebook*, *Assessing Reading: Multiple Measures*, and online access to 2 CORE instructional videos: *Blending Routines* and *Foundational Skills*

Learn foundational skills and effective instructional practices, based on the science of reading, to teach all learners to be strong readers.

The Online Elementary Reading Academy takes the best of CORE's nationally acclaimed *Teaching Reading Sourcebook* and packages it into a facilitated, seven-session asynchronous, online course. The course teaches educators the essential components of reading instruction with clear and explicit models immediately applicable to the classroom.

Participant Outcomes

1. Understand the definition of dyslexia, common warning signs by grade level, and evidence-based instructional practices and accommodations to meet the educational needs of students with dyslexia.
2. Articulate the research on the essential components of reading instruction
3. Gain clear and explicit models of instruction immediately applicable to the classroom
4. Identify the best practices and explicit methods to develop phonemic awareness, phonics and irregular and multisyllabic word knowledge, fluency, vocabulary, comprehension, and literary and informational text knowledge
5. Understand the structure of the English and Spanish language system
6. Identify and use techniques to support academic language development for English learners
7. Understand how to use informal diagnostic measures of phonological awareness, decoding, fluency vocabulary and comprehension as a basis for instructional decision
8. Optional Continuing Education Graduate Credit

Course Syllabus

The course is divided into weekly sessions:

Session 1 – Orientation

Session 2 – The Structure of Language

Session 3 – Phonemic Awareness, Explicit Phonics Instruction and Irregular Word Reading

Session 4 – Multisyllabic Word Reading and Fluency

Session 5 – Vocabulary

Session 6 – Comprehension

Session 7 – Reading Assessment for Effective Instruction

Two Zoom sessions are also included to bring the group together for additional Q and A, discussion and problem solving.

[Download the Complete Syllabus](#)

Flexibility to Learn on Your Own Time

Educators take the online course with a cohort of their peers, engaging with the online coursework and participating in moderated weekly online discussions.

CORE Senior Instructors facilitate the course and are available 24/7 for questions.

Materials Included

- *Teaching Reading Sourcebook*
- *Assessing Reading: Multiple Measures*
- CORE *Blending Routines* and CORE *Foundational Skills* videos

For more information, visit www.corelearn.com/online-elementary-reading-academy.

[Preview the Course](#)

[Register](#)

[BACK TO TABLE OF CONTENTS](#)

SPECIALIZED SERVICES FOR OUR PARTNERS

ANCORA PUBLISHING: *The Third Quest*

Levels: 5–12

Audience: Late Elementary, middle and high school educators, specialists, instructional assistants, literacy coaches, and administrators

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 2 days

Virtual: 8, 90-minute sessions scheduled flexibly to meet your needs

Materials: Handout provided

Initial *Third Quest* Basic Training – Extended Schedule

This initial training is two days and includes an overview of the program along with instruction on how to implement the program, including time to practice. The training focuses on intervention for students in 5th grade through high school who experience reading difficulties. This training will include an overview of the structure and organization of *The Third Quest*, the underlying design principles, why it is effective, and how to implement the curriculum. Participants will have the opportunity for supported practice presenting a full *Third Quest* lesson with colleagues in a jigsaw format at the end of the second day of training.

Participant Outcomes

- Recognize the structure and organization of *The Third Quest*
- Identify and learn how to teach key instructional routines
- Access program resources
- Practice teaching key routines and a full lesson with colleagues
- Learn to work diagnostically by listening to students
- Connect the curriculum to the science of reading

Levels: 5–12

Audience: Teachers, specialists, instructional assistants, literacy coaches, and administrators working to treat/remediate reading difficulties in 5th grade through high school. Administrator Training is targeted for administrators and coaches

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: 2 days

Virtual: 8, 90-minute sessions scheduled flexibly to meet your needs

Materials: Handout provided

Initial Basic Training and Administrative Training

This initial training is two days and includes an overview of the program along with instruction on how to implement the program, including time to practice. This training focuses on intervention for students in 5th grade through high school who experience reading difficulties. This training will include an overview of the structure and organization of *The Third Quest*, the underlying design principles, why it is effective, and how to implement the curriculum. In addition, a special session of approximately 90 minutes will provide administrators with recommendations on how to provide support for a *Third Quest* implementation. Administrators will learn useful “look fors” when completing walk throughs during *Third Quest* lessons. “Look fors” can prompt positive feedback to encourage continued fidelity of implementation and student engagement and also prompt possible topics for improvement and follow up.

Participant Outcomes

- Recognize the structure and organization of *The Third Quest*
- Identify and learn how to teach key instructional routines
- Access program resources
- Practice teaching key routines with colleagues
- Learn to work diagnostically by listening to students
- Connect the curriculum to the science of reading
- Learn key “look fors” when observing *The Third Quest* lessons
- Learn how to use an observation tool during walkthroughs
- Learn how to provide positive feedback and how to share topics for improvement

Additional *Third Quest* Trainings

The following sessions are 90 minutes each:

Implementing *The Third Quest* with Fidelity: This training is focused on implementation fidelity. After having the opportunity to teach the program for several weeks, instructors will learn strategies focused on continuous improvement when implementing *The Third Quest*. This session will include review of audio or video lessons to identify positive practice along with next steps for improvement. This session is for educators who have completed the basic training and have some experience teaching the program.

Teaching Coaches to Help Teachers with Fidelity of Implementation: This session provides strategies for helping teachers with continuous improvement when implementing *The Third Quest*. Coaches will learn strategies for a) co-teaching and debriefing, b) observing and debriefing, and c) how to review in-program progress monitoring data and determine appropriate recommendations.

Progress Monitoring and Enhanced Effectiveness: This training is intended for interventionists using *The Third Quest*. The training provides a deeper dive into the assessment and continuous progress monitoring of students in *The Third Quest*. Interventionists will learn how to analyze data and deliver diagnostic-prescriptive support to individual students who may lag behind other students in the group or who are not making adequate progress.

[The above sessions will be combined with site implementation visits and coaching support to schedule full days onsite.](#)

[BACK TO TABLE OF CONTENTS](#)

CENTER FOR THE COLLABORATIVE CLASSROOM (CCC) SERVICES

Levels: K–12 for *SIPPS*;
Elementary for *Being a Writer*

Audience: Teachers and reading specialists, principals, assistant principals, reading instructional coaches, preservice teachers or classes

In Person: Limited to 45 participants

Virtual: Limited to 40 participants

Format: In Person: Generally, 1 day with more than 1 level and overview

Virtual: 4, 90-minute sessions scheduled flexibly to meet your needs

Materials: A small *SIPPS* handout to be copied by the client; Participants are expected to bring their *SIPPS* materials

CORE provides initial and ongoing support for CCC products. Services include full day sessions, as well as on-site follow-up. CORE supports *SIPPS* and *Being a Writer*. Trainings are customized to meet the needs of the school/district.

***SIPPS* Initial Training**

Sessions include an in-depth overview of Beginning, Extension, Challenge, and *SIPPS* Plus levels as needed to successfully prepare for the first weeks of instruction. Topics will include the research base underpinning the program, placement and formative assessments, suggestions for grouping, modeling and practice of the routines, and lesson and program design. An overview of the online resources in the Learning Portal will also be included.

***Being a Writer* Initial Training**

Sessions include an in-depth overview of the program to successfully prepare for the first weeks of instruction. Topics will include the research base underpinning effective writing instruction, lesson and program design, formative and summative assessment options, how to structure teacher conferencing, and managing the writing classroom, and. An overview of the online resources in the Learning Hub will also be included.

Classroom Teacher Coaching, Lesson Study, Program Planning

The Consultant provides a number of services directly to classroom teachers and school administrators to support effective implementation. With the local coach, teachers, and/or principal, she or he coaches classroom teachers based on direct observation and feedback. The Consultant also conducts collaboratively planned demonstration lessons, using your CCC materials. With the coach, the Consultant works with groups of teachers to plan grade-level grouping and interventions based on analysis of assessment data. The Consultant also works with groups of teachers to provide review and deeper understanding of the selected CCC programs, provide lesson study, practice routines, and/or resolve implementation issues related to the programs. The number of classrooms and teachers visited during any one day depends on the priorities of the school leadership and the specific issues the Consultant needs to address.

[BACK TO TABLE OF CONTENTS](#)

SUCCESS STORIES

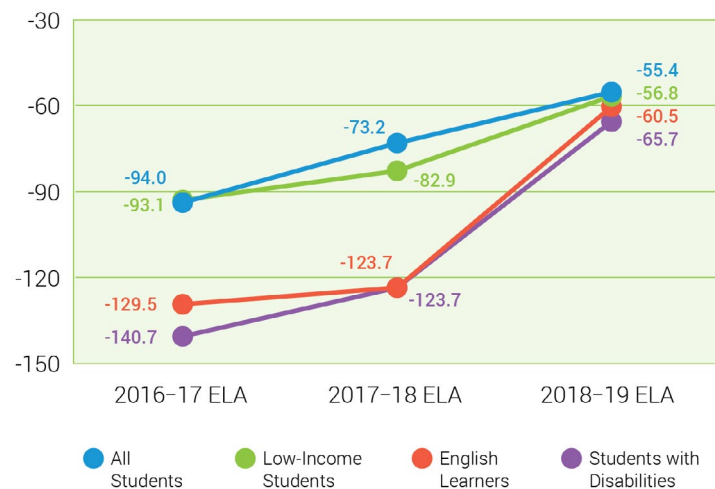
Educator Professional Learning that Leads to Sustained Improvement in Student Achievement

CORE has helped elementary, middle and high schools across the country build their instructional practices and improve reading, writing and language results by equipping administrators and teachers with the knowledge and skills they need to implement effective, evidence-based classroom practices that result in sustainable academic excellence.

In fact, a **third-party research firm** found that CORE's professional learning services improve reading scores and meet the requirements of the Every Student Succeeds Act (ESSA) guidance for Moderate Evidence.

Woodbine Elementary School, CA

CORE coaching on the implementation of *SIPPS* (*Systematic Instruction in Phonological Awareness, Phonics, and Sight Words*) has led to a significant reduction in the distance from standard in reading for all students while also closing the achievement gap for historically disadvantaged groups.



“As a system, we’re focusing more and more on making sure students are reading by third grade. With this goal in mind, there are a variety of strategies we use, and CORE is one of them. Our relationship with CORE is an essential part of our initiative. We also see changes at the leadership level. There’s a better understanding of what’s going to deliver on student success.”

– Nadia Hillman, Former Executive Director of Elementary Education
Santa Ana Unified School District, CA

Visit www.corelearn.com/success-stories to learn more about the successes the schools we’ve worked with have had. We’re here to support your district or school achieve similar positive results. Schedule a free consultation with a CORE Instructional Implementation Expert to review your current instructional practices and professional learning program. Call 888.249.6155 or email info@corelearn.com.