

Overview

Editorial leadership came to PLU to help design and develop an overview series of interactive modules on the topic of Reading Instruction. The company was in the planning stages of creating a new Reading curriculum. They needed help to train editors who had curriculum experience, but lacked the subject matter expertise for how to teach young students to read.

Key Stakeholders and Subject Matter Experts

- Ingrid Hoogendoorn, Senior Language Arts Editor
- Cathy Harrington, Editorial Director, Humanities

Summary of discussions

Current mindset and skills:

- The “Humanities” group is composed of editors who have deep expertise in developing curriculum for the K-6 education market.
- Specific team member curriculum subject matter expertise was either Language Arts, Social Studies, or World Languages
- Editors with Social Studies expertise were going to be assigned to the new program. Both they and their Language Arts colleagues were a bit anxious about having the appropriate support to be successful

Organizational factors to consider

- Recent company reorganization of teams into either “Humanities” or “Math & Science” was done to maximize use of labor resources

Ideas for training format and topics

- Provide overview content for Social Studies editorial to help ground them in the topic
- Recommend editorial teams plan a partnering/coaching approach during content development

Preliminary training proposal

To meet skill development needs, Reading Subject Matter Experts identified four topics to pursue for training and support:

Topic 1: Reading Instruction: The Critical Challenge

Topic 2: An Introduction to Phonemic Awareness and Phonics

Topic 3: An Introduction to Fluency and Vocabulary

Topic 4: An Introduction to Text Comprehension

Topic 1: Reading Instruction: The Critical Challenge

Learning Objective Identify key challenges in teaching children to read.

Learning Outcomes/Topics

- Recognize why learning to read is challenging for most students.
- Identify five key elements of effective reading instruction.
- Identify the ways in which families can support effective reading instruction.

Topic 2: An Introduction to Phonemic Awareness and Phonics

Learning Objective Identify the importance and key aspects of teaching phonemic awareness and phonics in helping children learn to read.

Learning Outcomes/Topics

- Recognize the importance of teaching phonemic awareness.
- Recognize the importance of teaching phonics.

Topic 3: An Introduction to Fluency and Vocabulary

Learning Objective To learn more about the importance of fluency and vocabulary development in helping children learn to read.

Learning Outcomes/Topics

- Recognize the importance of fluency.
- Understand how vocabulary is classified and how it is developed.

Topic 4: An Introduction to Text Comprehension

Learning Objective To learn more about the importance of teaching text comprehension strategies in helping children learn to read.

Learning Outcomes/Topics

- Identify strategies good readers use to enhance comprehension.
- Recognize the importance of explicit instruction.