Comprehensive School Wide Reading

UNIVERSITY OF DELAWARE MONTESSORI ACADEMY
SAMPLE PROFESSIONAL DEVELOPMENT CURRICULUM PROPOSAL

Background: This Montessori School Program is placing a new emphasis on reading instructional practices that align with the science of reading. The school will be digging deeply into the understanding of the Science of Reading and how the materials they currently use may support and align with the science of reading, what needs to be added, and ways to apply the science of reading while maintaining the culture of the Montessori classroom.

Proposed Plan 2023/24 SY and 2024/25 SY

The Montessori School Program will work to build consistency, continuity, and coherence in the literacy program within and across program levels to ensure that they are aligning with the most current information from the science of reading for all children.

The goal of the program outlined is to support the school in a common understanding of what the research tells us about the teaching of reading and how to apply that to the Montessori classroom. One outcome of this work would be to create an addendum to the Montessori Albums that will support teacher's growth in using research-based approaches with children in the Montessori classroom. A sample table of contents for this album is attached to this proposal.

Linda works to meet the needs of individual schools based on their existing knowledge and expertise. She draws on her research on what excellent teachers of reading do in their classrooms and brings that knowledge to her work.

This plan will have the best impact if Linda is working closely with a person or coaches identified at the school as the key support person/people for this work. Linda will work closely with this team who will lead discussions and support teachers between sessions with Linda. These discussions will help them with implementation, trouble shooting, and will facilitate communications with Linda about what teachers may be using and confusing.

Please find the attached details for specific topics that may be covered. These may be approached in person or over Zoom. However, it is recommended that we begin our work together in person so that relationships are built, and Linda begins to understand the school and your needs. Support can be provided via Zoom to the school for selection of reading materials, professional materials, and to support a leadership team in this work between times that Linda works with teachers.

Day 1 – May 3, 2024 (Linda could also visit the school on May 2nd to observe in classrooms).

The Science of Reading

1) The Science of Reading: What it is and why it is important for Montessori teachers.
2) An exploration of the frameworks that have developed because of the focus on the science of reading.
3) A survey will be conducted prior to the workshop to prompt consideration by teachers of what they are doing and what they may need to add to their repertoire. This survey will be used to further develop the PD days for the year. If possible, we will do this survey in early August and refer to it in this PD session.
4) Depending on the leadership's thoughts about the needs of teachers we will focus in depth on each of the components as needed. For example, often Montessori teachers need to focus on phonemic awareness.

The use of continuums in child-centered Montessori classrooms

Continuums provide a framework for teachers to follow children's individual progress as readers as well to build consistency and continuity within and across program levels.

1) An exploration of several continuums that help teachers to track children's progress and plan instruction. Language continuums will be used for classroom-based assessment in our Montessori classrooms and reviewed and planned during all weekly level meetings and PLC's.
2) The development of commonly held agreements among teachers about how to use the continuums for instructional guidance, communication with parents, and to monitor children's progress across program levels.

Summer/Fall 2024 – Future Work and Topics as determined by the school and Linda

Reading Assessment in the Montessori Classroom

Linda focuses on assessment tools and their purposes:

1) Progress Monitoring
2) Screening
3) Formative Assessment in a child centered Montessori classroom

Instructional Components of a Comprehensive Reading Program

Linda focuses on the various components of teacher supported reading in the classroom from those requiring high teacher support to those requiring low teacher support. This session will be personalized according to the school's needs. These PD topics will be structured according to the needs identified by the teachers, and the school leadership. A general outline will include:

Topics include:

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1) Small group reading
2) Interactive read aloud
3) One on One reading
4) Shared reading
5) Independent reading
6) Reciprocal Teaching, Book Clubs, Literature Circles
7) Phonemic awareness, phonics, and word study
8) Managing the various components of reading instruction in a child-centered Montessori classroom

Supporting reading comprehension at all age levels
Supporting the writing as a pathway to reading comprehension

We will delve into what the research tells us about comprehension instruction. We will explore specific strategies that teachers can implement in small group reading, interactive read aloud, and shared
reading building a common language for how teachers and children think about reading. These include:

1) Graphic and Semantic organizers
2) Concept mapping
3) Think alouds
4) Text structures across genres
5) Genre studies and their connection to writing/ cultural curriculum
6) Retellings
7) Question Answer Responses (QAR)
8) The role of social interaction in comprehension
9) Vocabulary development