



NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT

Rx for Reading - Fundamentals

Workshop Syllabus

I. WORKSHOP DESCRIPTION

The Rx for Reading - Fundamentals training is a didactic and practicum workshop. The professional learning provides pre-school through third-grade educators with foundational understandings from brain research on how reading develops from a biological and cognitive developmental perspective and the instructional implications. Specific topics include the neurobiological basis for literacy development, literacy foundations for multilingual learners, and developing higher level language skills to build reading comprehension. Educators will explore how reading impacts thinking and learning and examine the link between reading, spelling, and writing. Mediated learning is the overarching instructional approach used to facilitate the norms, learning tasks, and discourse in the educational context. The training focuses on broadening educators' conceptions of structured literacy instructional practices that support reading success for all learners. Key literacy instruction covered includes phonology, syllable instruction, fluency, morphology, reading comprehension, and cognition. Successful completion of this workshop will enable educators to use evidence-informed strategies to teach students basic reading skills.

- A. **EVIDENCED-BASED:** Based on meta-analyses research from the Institute of Education Sciences (*Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* (2016); *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (2010); *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades* (2007); What Works Clearing House (Practice Guides)
- B. **PHILOSOPHY:** Multi-modal, structured literacy approach (Carreker & Birsh, 2018) based on Scarborough's Reading Rope (2001) and the Simple View of Reading (Gough & Tunmer, 1986) within a mediated learning instructional framework (Feuerstein, 1996)
- C. **INSTRUCTION:** Didactic and practicum learning experiences with hands-on, role-playing activities and lesson plan development

- D. **ASSESSMENT:** Participants will practice implementing a reading lesson plan with a small group and receive feedback on their demonstrations. Proficiency with designing and implementing multi-modal lesson plans that include the Big Picture of Reading Instruction will be assessed as well as the use of mediated learning instructional framework.

II. WORKSHOP OBJECTIVES

- A. **GENERAL:** Successful completion of this workshop will enable educators to use evidence-based strategies to teach JK – Grade 3 students basic literacy skills.
- B. **SPECIFIC:** Upon completion of this workshop, participants will be able to:
1. Understand the neurological basis of reading development and what educators should know about teaching reading
 2. Articulate how reading is related to spelling, written composition, and thinking
 3. Understand the *Reading Rope* and *Simple View of Reading* and how they provide a framework for the elements of a structured literacy approach to teaching reading
 4. Understand higher level language skills traits and how to use language skills to develop students' reading comprehension
 5. Use a multi-model, structured literacy approach to design and implement reading lesson plans
 6. Implement Mediated Learning as the instructional methodology in decoding and reading comprehension instruction
 7. Conduct informal assessments of students' literacy skills

III. WORKSHOP MATERIALS

- A. Rx for Reading – Fundamentals *training manual* (provided by NILD Canada)
- B. Research and Journal Articles (provided below and in the training manual)
- *Please bring with you to the training.**

IV. WORKSHOP REQUIREMENTS

- A. **Asynchronous Learning Activities**
1. Watch three didactic PowerPoint lectures.
 - a. Neurobiological basis of Literacy Development
 - b. Multi-Modal Reading: Language by Ears, Eyes, Mouth, Hand, Mind, and Heart

- c. Mediated Learning
2. Read these six research/journal articles
 - a. [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade –Practice Guide Summary](#) (IES, 2016)
 - b. [Readers Who Struggle: Why Many Struggle and a Modest Proposal for Improving Their Reading](#) (Rasinski, 2017)
 - c. [Increasing Higher Level Language Skills to Improve Reading Comprehension](#) (Hogan et al., 2011)
 - d. [Contribution of Spelling Instruction to the Spelling, Writing, and Reading of Poor Spellers](#) (Graham et al., 2002)
 - e. [Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching](#) (Denton, 2008)
 - f. [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades – Practice Guides](#) (IES, 2007)
3. Review these online resources and watch the videos
 - a. [How Children Learn to Read](#) (Konnikova, 2015)
 - b. [Closing the Gap Between What We Know About Dyslexia and What We Do in Our Schools and Classrooms](#) (Lyon, 2013/14)
 - c. [The Reading Brain in the Digital Age: The Science of Paper versus Screens](#) (Jabr, 2013)
 - d. [Reader Come Home](#) (Wolf, 2019)
 - e. [Improving Reading Comprehension in Kindergarten Through 3rd Grade – all five video vignettes](#) (IES, 2010)
 - f. [The Science of Reading: An Overview](#) (Hasbrouck, 2019)

B. Synchronous Learning Activities

1. Engage in lectures and practicum activities
2. Observe instructor implementing a lesson plan
3. Create a reading lesson plan
4. Implement a lesson plan while role-playing with other participants

V. WORKSHOP WORKLOAD

Asynchronous learning – time required is approximately 8 hours

Synchronous learning – time required is 8 hours

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