



NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT

Rx for Reading

Workshop Syllabus

I. WORKSHOP DESCRIPTION

The Rx for Reading training is a didactic and practicum workshop. The professional learning provides educators teaching grade 4 - 12 knowledge from reading science research on how to develop students' literacy skills. Specific topics include components of structured literacy instruction, research supporting instructional practices, and how to implement the NILD Gray Matter Literacy technique. The training focuses on deepening educators' conceptions of structured literacy instructional practices that support reading success for all learners. Key literacy instruction covered includes phonology, syllable instruction, orthography, fluency, morphology, reading comprehension, and cognition. Successful completion of this workshop will enable educators to use evidenced-informed strategies to enhance students' literacy skills.

The following topics are discussed in the course:

- A. **Evidenced-based** - Based on meta-analyses research from the National Reading Panel (NRP, 2000) and Teaching Reading Is Rocket Science (Moats, 2020);
- B. **Philosophy** - Multi-modal structured literacy approach (Carreker & Birsh, 2018) based on Scarborough's Reading Rope (2001) within a mediated learning (Feuerstein, 1996) and meta-cognitive instructional framework (NRP, 2000)
- C. **Instruction** - Didactic and practicum learning experiences with hands-on, role-playing activities and lesson plan development
- D. **Assessment** - Participants will practice implementing aspects of a reading lesson with a small group of peers and receive feedback on their demonstrations

II. WORKSHOP OBJECTIVES

- A. **GENERAL:** Successful completion of this workshop will enable educators to use evidenced-based strategies to further develop the literacy skills of grade 4 - 12 students.
- B. **SPECIFIC:** Upon completion of this workshop, participants will be able to:

1. Understand how to develop students' literacy thinking and learning using a structured literacy approach, mediated learning, cognitive functions, and corrective feedback
2. Understand how NILD's cognitive literacy approach addresses the literacy needs of English Language Learners and ACE students (academically, culturally, and economically diverse students)
3. Demonstrate knowledge of fluency factors and how fluency develops reading comprehension skills
4. Situate the Gray Matter Literacy technique and materials within the research-informed best-practices to develop students' literacy abilities
5. Demonstrate knowledge of morphemes and how to develop students' morphological knowledge to build vocabulary and reading comprehension skills.

III. WORKSHOP RESOURCES

- A. Didactic resources including PPT handouts and literacy development resources (provided by NILD Canada)
- B. Research articles (Copies provided by NILD Canada)
- C. Gray Matter Literacy Materials – Rx Kit (to be purchased from The Learning House)
NOTE: If you have these materials from a previous 2022 training, you only need to purchase the [Gray Matter Guide: Rx Student](#).
- D. [Speech to Print by Louisa Moats](#) (to be purchased from The Learning House)

IV. WORKSHOP REQUIREMENTS

- A. Asynchronous Learning Activities
 1. Watch five didactic PowerPoint lectures:
 - A. [Components of Reading Instruction](#)
 - B. [Stages and Ages of Reading Instruction](#)
 - C. [NILD Cognitive Literacy Triangulation](#)
 - D. [NILD Cognitive Literacy Research & Rationale](#)
 - E. [NILD Cognitive Literacy Perspectives](#)
 2. Read three articles:
 - A. [Teaching Reading Is Rocket Science \(Moats, 2020\)](#)
 - B. [Academic and Cognitive Remediation for Students with Learning Disabilities: A Comparison Between Orton-Gillingham and NILD Educational Therapy \(Stebbins & Kline, 2020\)](#)
 - C. [Integrating the Science of Learning and Culturally Responsive Practice](#)
 3. Watch four videos:
 - A. Gray Matter Literacy Technique – [Formative Reader](#)
 - B. Gray Matter Literacy Technique – [Emerging/Proficient Reader](#)
 - C. Gray Matter Literacy Technique – [Advanced Reader](#)

D. [The Science of Reading: An Overview \(Hasbrouck, 2019\)](#) (start at the 4:45 minute mark)

4. Complete the knowledge assessment. [Rx for Reading: Knowledge Assessment](#)

B. Synchronous Learning Activities

1. Engage in lectures and practicum activities
2. Observe instructor implementing literacy instructional strategies
3. Develop a short reading lesson in the relevant content area
4. Implement the lesson plan while role-playing with other participants

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