



## 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 – Gray Matter Educator 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](#).

### 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

## SELECTED BIBLIOGRAPHY

August, D., Shanahan, T., & Escamilla, K. (2009). English Language Learners: Developing literacy in second-language learners – Report of the National Literacy Panel on language-minority children and youth. *Journal of Literacy Research*, 41, 432-452. doi: 10.1080/108629609033401

Birsh, J. R., & Carreker, S. (2018). *Multisensory teaching of basic language skills*. Baltimore: Paul H. Brookes Publishing Co.

Bloom, B. (1956). *Taxonomy of educational objectives: The classification of educational goals- Handbook 1, Cognitive domain*. David McKay Publisher.

Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick. The science of successful learning*. Cambridge, MA: Harvard University Press.

Bui, Y., & Fagan, Y. (2013). The effects of an integrated reading comprehension strategy: A culturally responsive teaching approach for fifth-grade students' reading comprehension. *Preventing School Failure*, 57(2), 59-69. doi:10.1080/1045988X.2012.664581

Cárdenas-Hagan, E. (2020). *Literacy Foundations for English Learners: A comprehensive guide to evidence-based instruction*. Paul Brooks Publishing Co.

Clark, G. I., & Egan, S.J. (2015). The Socratic Method in cognitive behavioral therapy: A narrative review. *Cognitive Therapy and Research*, (pp. 863-879). <https://doi.org/10.1007/s10608-015-9707-3>.

Dehaene, S. (2009). *Reading in the brain: The new science of how we read*. Penguin Books.

Depka, E. (2017). *Raising the rigor: Effective questioning strategies and techniques for the classroom*. Solution Tree Press.

Feifer, S. (personal communication, December 16, 2021)

Feuerstein, R. (1980). *Instrumental enrichment: An intervention program for cognitive modifiability*. University Park Press.

Gall, M.D. (1977). The importance of context variables in research on teaching skills. *Journal of Teacher Education*, (pp.43-48). <https://doi.org/10.1177/002248717702800309>

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2<sup>nd</sup> ed.). Teachers College Press.

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6–10. <https://doi.org/10.1177/074193258600700104>

Hulme, Charles, & Snowling, M. J. (2013). Learning to read: What we know and what we need to understand better. *Child Development Perspectives*, 7(1), 1–5. <https://doi.org/10.1111/cdep.12005>

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf).

Kilpatrick, D. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Wiley

King, A., & Rosenshine, B. (1993). Effects of guided cooperative questioning on children's knowledge construction. *The Journal of Experimental Education*, (pp. 127-148). <http://www.istor.org/stable/20152365>

Lewis, K. (2012). *Developing questioning skills*. Center for Teaching Effectiveness at The University of Texas at Austin.

Moats, L. C. (2020). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. *American Educator*, 44(2), 1– 44. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1260264.pdf> and <https://www.readingrockets.org/sites/default/files/teaching-reading-is-rocket-science-2020.pdf>

Muzi, J. (2017). Road tested/Five ways to strengthen student questioning. *ASCD Education Update*, (59),1. <https://www.ascd.org/el/articles/five-ways-to-strengthen-student-questioning>

National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. In *NIH Publication No. 00-4769* (Vol. 7). <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

Ontario Human Rights Commission. (2022, February, 28). *Right To Read: Public inquiry into human rights issues affecting students with reading disabilities*. Ontario, Canada: Author.

Rasinski, T. (2017). Readers who struggle; Why many struggle and a modest proposal for improving their reading. *The Reading Teacher*. 70(5). 519-524.

Rose, J. (2009). Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties: an Independent report from Sir Jim Rose to the Secretary of State for Children, Schools and Families, (June, 2009). Retrieved from <http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-report.1294933674.pdf>

Rosenshine, B. & Meister, C. (1992). *The use of scaffolds for teaching higher-level cognitive strategies*. Educational Leadership (26-33). Association of Curriculum and Supervision.

Stanovich, K. E. (2000). *Progress in understanding reading*. Guilford

Stebbing, J. & Kline, E. (2020). Academic and Cognitive Remediation for Students with Learning Disabilities: A Comparison Between Orton-Gillingham and NILD Educational Therapy. *International Journal for Research in Learning Disabilities*, 4(2). 15-34.  
<https://www.nild.org/wp-content/uploads/2022/04/NILD-OG-RCT-study-for-cog-lit-workshop.pdf>

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.