



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 evidence-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 evidence-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. Rx for Reading training manual (provided by NILD Canada)
- B. Didactic resources including PPT handouts and literacy development resources (provided by NILD Canada)
- C. Research articles (Copies provided by NILD Canada)
- D. Gray Matter Literacy Materials (purchased through The Learning House):
 1. [Gray Matter Educator Kit ND058](#): (\$458.50 + tax)
 - i. Gray Matter Guide: Educator
 - ii. Gray Matter Guide: Student (WITHOUT Buzzer and Copy & Dictation Book)
 - iii. SOAR 1
 - iv. SOAR 2
 - v. SOAR 3
 - vi. Anchors Away Decks 1 & 2
 - vii. Anchor Bingo Cards
 - viii. Anchor Cards
 - ix. Anchor Word Booklet
 - x. Sound Boxes
 - xi. Gray Matter Lesson Plans (Digital)
 2. Decodable Readers: (\$88.50 + tax)
 - i. [Pals and Pets Formative Three Book Set ND074](#) OR [The Best of Pals Emerging Three Book Set ND075](#) (participants choice)

NOTE: If you have these materials from a previous training, you only need to purchase the [Gray Matter Guide: Rx Student](#).

****OPTIONAL – SUGGESTED BUT NOT REQUIRED****

3. [Speech to Print](#), by Louisa Cook Moats ND010 (\$76.99 + tax)
4. [Ahoy! Anchor Word Card Game](#) ND076 (\$29.99 + tax)

IV. WORKSHOP REQUIREMENTS

A. Asynchronous Learning Activities

1. Watch three didactic PowerPoint lectures
2. Read four articles
3. Watch four videos

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

V. WORKSHOP WORKLOAD

Asynchronous learning – time required is approximately 8 hours

Synchronous learning – time required is 8 hours

VI. COURSE EVALUATION

Participants will practice the reading intervention techniques with a small group and receive feedback on their own demonstrations.

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