

# NATIONAL INSTITUTE FOR LEARNING DEVELOPMENT

## Course Syllabus

### I. WORKSHOP DESCRIPTION

The Rx for Discovery Reading – Standard training is a didactic and practicum workshop. The professional learning provides educators teaching 4th-12th grade 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.

- 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 4th-12th grade 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. REQUIRED RESOURCES**

- A. Rx for Discovery Reading *training manual* (provided by NILD)
- B. Gray Matter Literacy Materials – Therapist Kit (to be purchased from NILD) – includes: Gray Matter Guide: Educator, Gray Matter Guide: Student, SOAR 1, SOAR 2, SOAR 3, Anchor Word Booklet, Anchor Word Bingo, Anchor Cards, Anchors Away Decks 1 & 2, Sound Boxes - **Bring these materials to the workshop**
- C. Decodable Readers - Vols 1, 2 & 3 of either Pals & Pets (Formative) or The Best of Pals (Emerging) - participant choice. Purchase from NILD e-store and **Bring these materials to the workshop**
- D. *OPTIONAL—SUGGESTED BUT NOT REQUIRED.* Ahoy! Anchor Word Card Game. Purchase from NILD e-store.

### **IV. WORKSHOP REQUIREMENTS**

#### ***A. Pre-Workshop Preparation***

- 1. **Watch** 5 asynchronous PowerPoint lectures.
- 2. **Read** 4 articles
- 3. **Watch** four videos

#### ***B. Workshop 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

#### ***C. Workshop Workload***

- 1. Asynchronous learning – time required is approximately 8 hours
- 2. Synchronous learning – time required is 8 hours

### **V. COURSE EVALUATION**

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