



Reading First
Teacher
Education
Network

SCIENTIFICALLY-BASED READING INSTRUCTION FOR AT-RISK READERS WEBCONFERENCE COURSE

Norfolk State University
Norfolk, VA
Thursday, June 15, 2006
9:00 - 11:00 a.m. (EST)

COURSE SYLLABUS

Course Facilitators

Timothy Shanahan, Ph.D., President, International Reading Association (IRA)
Mary Abouzeid, Ph.D., University of Virginia; Virginia State Reading First Director
Shannon Amiotte, M.Ed., Oglala Lakota College; National Board Certified Teacher
Erica Simon, M.Ed., University of Texas at Austin

Course Description

The major purpose of the live webconference course of the Reading First Teacher Education Network (RFTEN) at the National Council for Accreditation of Teacher Education (NCATE) is to enhance preservice and inservice teachers' knowledge and skills in reading assessment and instructional methodology for struggling readers. Emphasis is placed on assessing, instructing, and monitoring the progress of students who experience difficulties in reading, particularly among elementary school students (K-5). Course facilitators will model principles of effective teaching. These principles will help students practice the implementation of the content to be mastered in this course. This course is designed for undergraduate and master's level students. Upon completion of assigned activities, this course can be fulfillment for one credit hour of continuing education units (CEU) from Norfolk State University.

Course Objectives

Upon completion of this web-conference course, the student will be able to:

1. Demonstrate knowledge of research related to effective reading instruction.
2. Identify and describe the components and features of a research-based reading program for K-3students.
3. Identify and use effective tools for assessing and monitoring performance in reading.
4. Write well-constructed lesson plans that support the goals and objectives for the student and classroom.
5. Use strategies and interventions that effectively influence students' reading acquisition.

Course Requirements and Grading Procedures

Webconference participants are expected to register and log in to view the delivery of instruction and to participate in other related activities on the topic, the five components of effective reading. Along with registration and participation in the webconference, **for those individuals who wish to receive one credit hour of CEU, a three-page, single-spaced, response paper is required.**

The following areas must be included:

- Description or summary of the content discussed in each of the sessions;
- Analysis of content in relation to one's own teaching;
- Reflection on implications for future teaching/learning experiences

Upon completion of your assignment, please e-mail the document to **Alex Sorto** (alex@ncate.org) or if you have any questions related to the submission of your assignment, you may contact Alex at (202) 416-6184. Please mail the completed CEU application along with a \$15.00 (processing fee for CEU) to the following:

Mr. Richard Lodge
Assistant Director for Continuing Education
Virginia Beach Higher Education Center
1881 University Dr.
Virginia Beach, VA 23453
757-368-4157
rlodge@nsu.edu

In order to receive your CEU, the submission of the completed CEU application and payment should be postmarked by **Friday, June 30, 2006**. Once a satisfactory review of the materials is completed, Norfolk State University will award the requisite materials pertaining to the CEU. If you have any specific questions about the awarding of the CEU, please contact Mr. Lodge.

Webconference Design

<i>Sessions and Topic</i>	Suggested reading to accompany activities and information presented at each section of the webconference
SESSION 1: Course Overview: Reading First Teacher Education Network and an overview of SBRR and SBRI The achievement gap and a rationale for SBRI SBRR: Scientifically-based reading research SBRI: Scientifically-based reading instruction	Brown, K. J. (1999/2000, Dec-Jan.). What kind of text: For whom and when? Textual scaffolding for beginning readers. <i>The Reading Teacher</i> , 53(4), 292-307. Moats, L. (1999). <i>Teaching reading IS rocket science: What expert teachers of reading should know and be able to do</i> . Washington, DC: American Federation of Teachers. National Institute for Literacy. (2001). <i>Put reading first: The research building blocks for teaching children to read</i> . Jessup, MD: Author. National Reading Panel. (2000). <i>Report of the National Reading Panel: Teaching children to read: An evidence based assessment on the scientific research literature on reading and its implications for reading instruction</i> . Bethesda, MD: National Reading Panel, National Institute of Child Health and Human Development (download from website http://www.nichd.nih.gov/publications/nrppubskey.cfm)

<p>SESSION 2: Reading Comprehension Assessment Strategies Reading Comp Strategies</p>	<p>Blachowicz, C., & Ogle, D. (2001). <i>Reading comprehension: Strategies for independent learners</i>. New York: Guilford Press.</p> <p>Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D. (2001). <i>From clunk to click: Collaborative strategic reading</i>. Longmont, CO: Sopris West.</p> <p>Roit, M. L. (2006). Essential comprehension strategies for English learners. In T. A. Young & N. L. Hadaway (Eds.), <i>Supporting the literacy development of English learners: Increasing success in all classrooms</i> (pp. 80-95). Newark, DE: International Reading Association.</p> <p>Vaughn, S., & Klingner, J. K. (1999). Teaching reading comprehension through collaborative strategic reading. <i>Intervention in School and Clinic, 34</i>, 284-292.</p>
<p>SESSION 3: Vocabulary Assessment Vocabulary Strategies</p>	<p>Baumann, J. F., & Kame'enui, E. J. (2004). <i>Vocabulary instruction: Research to practice</i>. New York: Guilford Press.</p> <p>Beck, I. L., McKeown, M. G., & Kucan, L. (2002). <i>Bringing words to life</i>. New York: The Guilford Press.</p> <p>Graves, M. (2005). <i>The vocabulary book: Learning and instruction</i>. New York: Teachers College Press.</p>
<p>SESSION 4: Phonemic Awareness</p>	<p>Jerger, M. A. (1996). Phoneme awareness and the role of the educator. <i>Intervention in School and Clinic, 32</i>, 5-13.</p> <p>Lane, H.B., Pullen, P.C., Eisele, M., & Jordan, L. (2001). Preventing reading failure: Phonological awareness assessment and instruction. <i>Preventing School Failure, 45</i>(3), 101 (Available electronically).</p> <p>National Association for the Education of Young Children. (1998). Learning to read and write: Developmentally appropriate practices for young children. <i>Young Children, 53</i>(4), 30-46.</p> <p>Troia, G. A., Roth, F. P., & Graham, S. (1998). An educator's guide to phonological awareness: Assessment measures and intervention activities for children. <i>Focus on Exceptional Children, 31</i>(3), 1-12.</p>
<p>SESSION 5: Phonics and Word Study Assessment Strategies Word Study Strategies</p>	<p>Chard, D. J., & Osborn, J. (1999). Phonics and word recognition instruction in early reading programs: Guidelines for accessibility. <i>Learning Disabilities Research & Practice, 14</i>, 107-117.</p> <p>Smith, C. R. (1998). Effective decoding instruction. <i>Teaching Exceptional Children, 30</i>(6), 20-25.</p> <p>Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C., & Donnelly, K. (1996). Procedures for word learning: Making discoveries about words. <i>The Reading Teacher, 50</i>, 312-327.</p> <p>Zutell, J. (1996). The directed spelling thinking activity (DSTA): Providing an effective balance in word study instruction. <i>The Reading Teacher, 50</i>, 98-108.</p>
<p>SESSION 6: Reading Fluency Assessment Strategies Fluency Strategies</p>	<p>Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). Strategies to increase reading fluency. <i>Intervention in School and Clinic, 34</i>, 278-283.</p> <p>Hasbrouck, J., & Tindal, G. (2005). <i>Oral reading fluency: 90 years of measurement (Tech. Rep. No. 33)</i>. Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Training.</p> <p>Rasinski, T. V. (2000). Speed does matter in reading.</p>

	<i>The Reading Teacher</i> , 54, 146-151.
SESSION 7: DISCUSSION--QUESTIONS AND ANSWERS (**Some discussion may occur during the previous sessions),	

Recommended Texts and Readings/Bibliography:

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Adams, M. J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 66–80). New York: Guilford Press.
- Baumann, J. F., & Kame'enui, E. J. (2004). *Vocabulary instruction: Research to practice*. New York: Guilford Press.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way*. Lebanon, IN: Pearson.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life*. New York: The Guilford Press.
- Beck, I. (2006). *Making sense of phonics: The Hows and whys (solving problems in teaching of literacy)*. New York: The Guilford Press.
- Blachowicz, C., & Fisher, P. (2005). *Teaching vocabulary in all classrooms*. Englewood Cliffs, NJ: Prentice Hall.
- Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York: Guilford Press.
- Brown, K. J. (1999/2000, Dec-Jan.). What kind of text: For whom and when? Textual scaffolding for beginning readers. *The Reading Teacher*, 53(4), 292-307.
- Carreker, S. (1999a). Teaching reading: Accurate decoding and fluency. In J. R. Birsh (Ed.), *Multisensory teaching of basic language skills* (pp. 141–182). Baltimore: Brookes.
- Chard, D. J., & Osborn, J. (1999). Phonics and word recognition instruction in early reading programs: Guidelines for accessibility. *Learning Disabilities Research & Practice*, 14, 107-117.
- Committee on the Prevention of Reading Difficulties in Young Children., Snow, C. E., Burns, M. S., Griffin, P., & NetLibrary Inc. (1998). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press.
- Cooper, J. D., Chard, D. J., Kiger, N. D. (2006). *The struggling reader: Interventions that work*. NJ: Theory and Practice.
- Duke, N., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In Farstrup & J. Samuels (Eds.), *What research has to say about reading instruction, 3rd ed.*, (pp. 205–242). Newark, DE: International Reading Association.
- Ebbers, S. (2003). *Vocabulary through morphemes*. Longmont, CO: Sopris West.

- Gaskins, I. W., Ehri, L. C., Cress, C., O'Hara, C., & Donnelly, K. (1996). Procedures for word learning: Making discoveries about words. *The Reading Teacher*, 50, 312-327.
- Graves, M. (2005). *The vocabulary book: Learning and instruction*. New York: Teachers College Press.
- Graves, M. F., Juel, C., & Graves, B. B. (2001). *Teaching reading in the twenty-first century* (2nd ed.). Boston: Allyn and Bacon.
- Hasbrouck, J., & Tindal, G. (2005). *Oral reading fluency: 90 years of measurement (Tech. Rep. No. 33)*. Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Training.
- IES of Department of Education. (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide*. Washington, DC: Coalition for Evidence-Based Policy. (Available electronically).
- Jerger, M. A. (1996). Phoneme awareness and the role of the educator. *Intervention in School and Clinic*, 32, 5-13.
- Kame'enui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C., & Coyne, M. D. (2002). *Effective teaching strategies that accommodate diverse learners* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Klingner, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D. (2001). *From clunk to click: Collaborative strategic reading*. Longmont, CO: Sopris West.
- Lane, H.B., Pullen, P.C., Eisele, M., & Jordan, L. (2001). Preventing reading failure: Phonological awareness assessment and instruction. *Preventing School Failure*, 45(3), 101 (Available electronically).
- Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). Strategies to increase reading fluency. *Intervention in School and Clinic*, 34, 278-283.
- Mercer, C., & Mercer A. (2001). *Teaching students with learning problems*. Upper Saddle River, N.J. Merrill.
- Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.
- Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore: Brookes.
- National Association for the Education of Young Children. (1998). Learning to read and write: Developmentally appropriate practices for young children. *Young Children*, 53(4), 30-46.
- National Institute for Literacy. (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: Author.
- National Reading Panel. (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*. Bethesda, MD: National Reading Panel, National Institute of Child Health and Human Development (download from website <http://www.nichd.nih.gov/publications/nrppubskey.cfm>)
- Neuhaus Education Center (1991). *Reading readiness*. Neuhaus Education Center: Bellaire, TX.
- Peregoy, S. F., & Boyle, O. F. (2005). *Reading, writing, and learning in ESL: A resource*

book for K–12 teachers (4th ed.). Boston, MA: Pearson.

- Rasinski, T. V. (2000). Speed does matter in reading. *The Reading Teacher*, 54, 146-151.
- Roit, M. L. (2006). Essential comprehension strategies for English learners. In T. A. Young & N. L. Hadaway (Eds.), *Supporting the literacy development of English learners: Increasing success in all classrooms* (pp. 80–95). Newark, DE: International Reading Association.
- Rivera, D. P., & Smith, D. D. (1997). *Teaching students with learning and behavior problems* (3rd ed.). Boston, MA: Allyn & Bacon.
- Smith, C. R. (1998). Effective decoding instruction. *Teaching Exceptional Children*, 30(6), 20-25.
- Stahl, S. (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.
- Stanovich, K. E. (2000). *Progress in understanding reading: Scientific foundations and new frontiers*. New York: Guilford Press.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, Va.: ASCD.
- Troia, G. A., Roth, F. P., & Graham, S. (1998). An educator's guide to phonological awareness: Assessment measures and intervention activities for children. *Focus on Exceptional Children*, 31(3), 1-12.
- Vaughn, S., & Klingner, J. K. (1999). Teaching reading comprehension through collaborative strategic reading. *Intervention in School and Clinic*, 34, 284-292.
- Vaughn, S., & Linan-Thompson, S. (2004). *Research-Based methods of reading instruction: Grades K-3*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Zutell, J. (1996). The directed spelling thinking activity (DSTA): Providing an effective balance in word study instruction. *The Reading Teacher*, 50, 98-108.