

Course Title: Decoding Strategies to Enhance Reading Instruction (Ed/B 9256)

Instructor: Dr. Tim Ham and Dr. Vince Ontiveros

Course Credit: 3 Credit Hours

Target Audience: K-3 teachers, and other K-12 Ancillary instructional staff that support student reading

Course Description:

I. Course Goals

These courses has been developed to help build the teachers knowledge and skills in Scientifically Based Reading Research which will enable them to teach all children to master reading by the end of grade three. By providing teachers and instructional support personnel with quality training through the application of Scientifically Based Reading Research (SBRR) - to reading instruction, assessment, diagnosis, progress monitoring and intervention, reading instructional effectiveness will occur. Included in the program, the participants will learn added skills in the following areas:

- Fluency: The effortless, automatic ability to read words in isolation (orthographic reading) and connected text.
- Vocabulary Development: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- Comprehension: The complex cognitive process involving the intentional interaction between reader and text and construct meaning.

Learning will occur as participants explore Fluency, Vocabulary Development, and Comprehension as they participate in activities such as:

- Engage in independent, small group, and peer activities in order to develop an understanding of the concepts of fluency, vocabulary, and comprehension.
- Use evidence-based classroom assessment measures to determine student measure of fluency, word use, and comprehension.
- Provide explicit and systematic instruction in each of the course areas.
- Learn the components of effective lessons; modeling and guiding practice in vocabulary instruction, as well as strategies such as questioning, summarizing, clarifying, retelling and predicting.

II. Course Description

This course follows the educator-training program, the Reading Academy developed by Voyager U, a division of Voyager Expanded Learning.

The dynamic nature of the learning experience is created through the utilization of four major components:

1. Online Learning Modules which provide standardized, high quality curriculum, personal journals, survey opportunities, learning activities, assessments, assignments, state announcements, and communication with peers and coaches. Each of the learning modules contains three units of instruction: Unit I “Learn About”; Unit 2: “Learn to Measure”; and Unit 3: “Learn to Apply”.

2. Learning Groups are formed at the school level with all K-3 participants. Group meetings are lead by a trained Coach. They provide feedback, reflection, discussion, planning and assessment of the online learning, classroom activities and projects. Opportunities for peer interaction and support during each learning module enhance the teacher’s experience.

3. Lab Experiences provide job embedded activities for each learning module that enable teachers to practice what they have learned in a manner that builds confidence, reflection/feedback and adoption.

4. Coaching support for each teacher provides the necessary leadership to move through the curriculum experience with fidelity and provide feedback and support to the teacher as they apply newly learned practices.

III. Course Outline and Objectives

Module 3: Fluency Participants will complete learning activities through learning activities which are expected module activities and group meetings. Participants also have choice in the module activities, as well as the option for additional learning activities.

Fluency	Various Activities		Classroom Application		Case Studies		Group / Partner		Additional		
	Expected		Choice				Meeting				
Learn About	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
Video Survey	10	10									
Self Assessment	20	20									
Self Assessment	20	20									
Group Discussion							50	125			
Learn to Measure	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
RCT/OR - RTF/RF Tutorial	100	100							10	50	
RCT/ORF - RTF/RF Classroom Application			100	500							
Group Discussion							50	125			
Learn to Apply	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
Case Study #1					50	50					
Case Study #2					50	50					
Instructional Plan-Primary									25	25	
Instructional Plan-Intermediate									25	25	
Program Evaluation	25	25									
Classroom Plan: Design			50	50							
Classroom Plan: Report			20	100							
Supplemental Classroom Lessons			25	250					25	625	
Optional Readings									50	250	
Group Discussion							50	125			
CheckPoint	50	50									
Minimum Required Points for Completion=	225		200				150		---		575

Module 4: Vocabulary Participants will complete learning activities through learning activities which are expected module activities and group meetings. Participants also have choice in the module activities, as well as the option for additional learning activities.

Vocabulary	Various Activities		Classroom Application		Case Studies		Group / Partner		Additional		
	Expected		Choice				Meeting				
Learn About	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
Video Survey	10	10									
Self Assessment	20	20									
Self Assessment	20	20									
Group Discussion							50	125			
Learn to Measure	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
WUF Tutorial	100	100							10	50	
WUF Classroom Application			100	500							
Group Discussion							50	125			
Learn to Apply	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	
Case Study #1					50	50					
Case Study #2					50	50					
Instructional Plan-Primary									25	25	
Instructional Plan-Intermediate									25	25	
Program Evaluation	25	25									
Classroom Plan: Design			50	50							
Classroom Plan: Report			20	100							
Supplemental Classroom Lessons			25	250					25	999	
Optional Readings									50	250	
Group Discussion							50	125			
CheckPoint	50	50									
Minimum Required Points for Completion=	225		200				150		---		575

Module 5: Comprehension Participants will complete learning activities through learning activities which are expected module activities and group meetings. Participants also have choice in the module activities, as well as the option for additional learning activities

Comprehension	Various Activities		Classroom Application		Case Studies		Group / Partner		Additional	
	Expected		Choice				Meeting			
	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts	Min Pts	Max Pts
Learn About										
Video Survey	10	10								
Self Assessment	20	20								
Self Assessment	20	20								
Group Discussion							50	125		
Learn to Measure										
Informal Assessment Informational Reading	50	50							10	50
Informal Informational Classroom Application			100	500						
Informal Assessment Narrative Reading	50	50							10	50
Informal Narrative Classroom Application			100	500						
Group Discussion							50	125		
Learn to Apply										
Case Study #1					50	50				
Case Study #2					50	50				
Case Study #3					50	50				
Case Study #4					50	50				
Instructional Plan-Primary									25	25
Instructional Plan-Intermediate									25	25
Program Evaluation	25	25								
Classroom Plan: Design			50	50						
Classroom Plan: Report			20	100						
Supplemental Classroom Lessons			25	250					25	999
Optional Readings									50	250
Group Discussion							50	125		
CheckPoint	50	50								
Minimum Required Points for Completion=	225		200		150		---		575	

IV. Evaluation

Each participant will be evaluated on the basis of successfully completing the following activities, work products and tests. The evaluation process conducted through analysis of the course learning items and points earned.

Grading Scale

- A = 2,240 – 2,071**
- B = 2,070 – 1,896**
- C = 1,895 – 1,725**
- D = 1,724 – 1,550**
- F = Below 1550**

V. Bibliography

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