

Beginning Reading Instruction: A Comprehensive Approach to Teaching Children to Read

3 graduate credits issued by the University of Rhode Island

Course Description:

This course reviews the scientific research base in beginning reading instruction. The core components of phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension are examined. Best practices for explicit, systematic instruction are included. Assessment practices are those specifically required of Reading First programs in Rhode Island.

Course Goals:

After completing this course, participants will be able to:

- Discuss the scientific research base (SBRR) for reading instruction;
- Demonstrate that understanding by using classroom practices that apply the SBRR knowledge base;
- Select and use appropriate instructional strategies based upon students need, as determined by data from specific assessments; and,
- Integrate the state and local Grade Level Expectations and Primary Literacy Standards into classroom practice.

Course Schedule (for READING FIRST):

- Reading First Summer Institute participation – participants may choose which week
- Participation: one Saturday workshop on assessment - DIBELS™
- After-school sharing session with Reading First Institute Team Leaders – to be scheduled during Fall 2005

Course Requirements: In order to receive 3 graduate credits, a participant must complete all the course requirements listed:.

1. Response To Research and/or Strategies Presented (10) – Before lunch and at the end of each day, participants will take five minutes to complete an entry in the journal. Rationale: Because the content will be delivered over five intensive days of instruction, this activity will allow participants to “capture” thoughts, ideas and possible ideas for the required lesson plans.
2. Lesson Plans (6) – to be shared and collected at the After-school Sharing Session. Each participant will be required to design, share and submit six (6) lesson plans. Five of the lesson plans will demonstrate application of the basic concepts of each of the core components:
 - Phonemic Awareness Instruction

- Explicit Phonics Instruction
 - Fluency Instruction
 - Vocabulary Instruction
 - Text Comprehension Instruction
 - The sixth lesson plan will be participant choice.
3. Class Attendance – Due to the intensity of instruction and the specific requirements of the Reading First Program, participants **MUST** attend each day (5 consecutive days) for the scheduled length of time. Participants must also attend DIBELS™ training
*Emergency circumstances will be considered on a case-by-case basis.
 4. Class Participation – Being actively engaged in the learning process requires that each participant participate in group and class discussions and activities. An individual may also be asked to “report out” on behalf of his/her group.

GRADING:

Attendance: 28 pts. 4 pts. X 7 classes

Lesson Plans: 30 pts. 5 for each lesson

Response Journals: 30 pts. 10 responses x 3 pts.

Participation: 12 pts.

Required Texts:

1. *Phonemic Awareness in Young Children* – received at Reading First Winter Institute
2. *Phonics A to Z* – received at the Reading First Winter Institute
3. *The Fluent Reader* – received at the Reading First Winter Institute
4. *Bringing Words to Life* – received at the Reading First Winter Institute
5. *Reading with Meaning* – received at the Reading First Winter Institute
6. Beginning Reading Instruction manual – to be provided
7. Various articles – to be provided

Teachers should also bring their copy of the READING Grade Level Expectations (Kindergarten through Grade 5).

URI Statement of Accommodation: If you have a documented disability that requires accommodations, please make an appointment with the instructor by the end of the first day. We will discuss how to meet your individual needs to ensure your full participation and fair assessment procedures.

Participants who have not previously taken a course at the University of Rhode Island will be responsible for a nominal, one-time fee (approximately \$35).

Summer Schedule:

Day	Session	Topic(s)
MONDAY	Morning	<ul style="list-style-type: none"> ▪ Overview of Scientifically-based Reading Research ▪ Stages of Reading Development
ARTICLE: <i>Catch Them Before They Fall</i>		
MONDAY	Afternoon	<ul style="list-style-type: none"> ▪ Overview of the Core Components ▪ Link to the Primary Literacy Standards (GLEs)
ARTICLE: The Elusive Phoneme		
TUESDAY	Morning	<ul style="list-style-type: none"> ▪ Phonemic Awareness
ARTICLE: Supporting Phonemic Awareness Development In The Classroom		
TUESDAY	Afternoon	<ul style="list-style-type: none"> ▪ Phonemic Awareness Tasks
ARTICLE: <i>Teaching the Alphabet to Young Children</i>		
WEDNESDAY	Morning	<ul style="list-style-type: none"> ▪ Phonics ▪ Alphabetic Principle ▪ Word Building
ARTICLE: <i>The Role of Decoding in Learning to Read</i>		
WEDNESDAY	Afternoon	<ul style="list-style-type: none"> ▪ Syllable Types ▪ Syllasearch
ARTICLE: The Method Of Repeated Readings		
THURSDAY	Morning	<ul style="list-style-type: none"> ▪ Fluency
ARTICLE: The Early Catastrophe		
THURSDAY	Afternoon	<ul style="list-style-type: none"> ▪ Vocabulary
ARTICLES: Teaching Vocabulary Why Reading to Children is Important		
ARTICLE: <i>Bringing Words to Life</i>		
FRIDAY	Morning	<ul style="list-style-type: none"> ▪ Comprehension
ARTICLE: Text Talk		
FRIDAY	Afternoon	<ul style="list-style-type: none"> ▪ Comprehension Instruction
ARTICLE: Developing Questions That Promote Comprehension Putting It All Together		

Daily Schedule:

8:00 AM – classes convene
 NOON – lunch
 1:00 PM – classes resume
 4:00 PM – daily dismissal

LESSON PLAN TEMPLATE

Lesson Title: Component:	
Instructional Materials & Resources	
Age Group/Ability	
Individual Needs and Accommodations	
Purpose and Objectives	
Content and/or Performance Standards	
Assessment Activities	
Length of Class Time	

Lesson Plan Sketch:	<p>OPENING</p> <p>MIDDLE</p> <p>CLOSING</p>
*Extended Practice	
Detailed Lesson Plan	

Reflection on the lesson
And any additional questions.

**Rhode Island Reading First Summer Institute
URI/RIFTHP's Beginning Reading Instruction**

Course Assignment Rubric

5	<ul style="list-style-type: none">❑ The student demonstrates in-depth understanding of the relevant and important ideas connected to the topic.❑ The response is fully developed and includes specific facts and examples.❑ The organization of the writing assignment is logical, sequential, and well-written.❑ The content represents the student's full potential.
4	<ul style="list-style-type: none">❑ The student is knowledgeable about the topic.❑ The student includes some of the important ideas related to the topic.❑ The organization of the writing is clear and easy to follow.❑ The content fulfills the requirements of the assignment.
3	<ul style="list-style-type: none">❑ The student demonstrates some knowledge and understanding of the topic.❑ The student demonstrates limited understanding of the ideas related to the topic.❑ The organization of the writing tends to be vague and/or not well developed.❑ The content indicates some difficulty in meeting the requirements of the assignment.
2	<ul style="list-style-type: none">❑ The student has limited knowledge or understanding of the topic.❑ The response contains an important idea, or part of an idea, but does not show relevance to the topic.❑ The organization of the writing is poor, difficult to follow, and/or includes grammatical errors.❑ The content indicates a lack of effort and does not fully meet the requirements of the assignment.
1	<ul style="list-style-type: none">❑ The student shows no knowledge or understanding of the topic.❑ The student writes about the topic using irrelevant or inaccurate information.❑ The writing is unclear and poorly written with many grammatical and spelling errors.❑ The requirements of the assignment are not met.