

## Florida Community College Educator Preparation Institutes

### Foundations of Research-Based Practices in Reading EPI 0010

This course teaches language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. This instruction is grounded in scientifically-based research.

#### I. COURSE INFORMATION

- Location:
- Time: 8:00 a.m. – 5:00 p.m.
- We will take a 30 minute **working lunch period**. Bring your lunch and/or snacks with you, as we will not be leaving for a lunch break.
- Day: Monday – Friday or Consecutive Saturdays (45 hours)
- Instructor:
  - E-mail:
  - Phone :
- Texts:
  - Reutzel, R. & Cooter, R. B. (2005). The Essentials of Teaching Children to Read. Upper Saddle River, NJ: Prentice-Hall.
  - CIERA. (2001). Put Reading First. Jessup, MD: National Institute for Literacy at ED Pubs.
  - Tovani, C. (2004). Do I Really Have to Teach Reading? Portland, ME: Stenhouse.
  - Evidence Based Reading Instruction. International Reading Association.
  - Billmeyer, R. & Barton, M.L. (1998). Teaching reading in the content areas (2nd ed.) Aurora, CO: McRel.

#### II. COURSE OBJECTIVES

At the end of this component, you will be able to:

1. connect scientific evidence to reading instruction
2. identify phonemes, morphemes, inflection, and deprivations
3. demonstrate strategies for teaching basic decoding
4. identify techniques for building vocabulary
5. implement strategies for building fluency
6. identify skills for vocabulary and reading comprehension instruction
7. demonstrate the connection between reading and writing
8. apply skills for reading in the content area.

#### III. OUTLINE OF COURSE CONTENT

##### **Florida Educator Accomplished Practices:** **Planning and Reading**

- Review Evidence about Learning to Read (Day 1)
  - National Institute of Child Health and Human Development. (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. (NIH Publication No. 00-4769. Washington, DC: US Department of Health and Human Services.

- Billmeyer, R. & Barton, M.L. (1998). Teaching reading in the content areas (2nd ed.) Aurora, CO: McRel. pp 1-39.
- Adams, M.J. (1990). Beginning To Read: Thinking And Learning About Print. Boston: MIT Press. pp 39-51.
- Video from the National Reading Panel, Teaching Children to Read
- Introduction to Phonology (Day 1)
  - The Essentials of Teaching Children to Read, Chapter 1
  - Do I Really Have to Teach Reading?, Chapter 1
  - Put Reading First, pp. 1-5
  - Fry, E.B., Kress, J.E., & Fountoukidis, D. L. (2000). Reading Teachers Book of Lists (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
  - Stahl, S. (1992, April). Saying the “P” word: Nine guidelines for exemplary phonics instruction. The Reading Teacher, 45(8), pp. 618-625.
  - Moustafa, M. & Maldonado-Colon, E. (1999, February). Whole-to-parts phonics instruction: Building on what children know to help them know more. The Reading Teacher, 52(5).
- Phoneme Awareness for Teachers (Day 2)
  - Reutzel, R. & Cooter, R. B. (2005). The Essentials of Teaching Children to Read. Upper Saddle River, NJ: Prentice-Hall. Chapter 2.
  - Fry, E.B., Kress, J.E., & Fountoukidis, D. L. (2000). Reading Teachers Book of Lists (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
  - CIERA. (2001). Put Reading First. Jessup, MD: National Institute for Literacy at ED Pubs. pp. 1-10.
- Practice Phoneme Awareness (Day 2)
  - Fry, E.B., Kress, J.E., & Fountoukidis, D. L. (2000). Reading Teachers Book of Lists (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
  - Yopp, H.K., & Yopp, R.H. (2000, October). Supporting phonemic awareness development in the classroom. The Reading Teacher, 54, pp. 130-143.
  - Tankersley, K. (2003). The threads of reading; Strategies for literacy development. Alexandria, Va: ASCD. pp. 5-30.
  - CIERA. (2001). Put Reading First. Jessup, MD: National Institute for Literacy at ED Pubs. pp. 11-19.
- Techniques for Building Fluency (Day 3)
  - Reutzel, R. & Cooter, R. B. (2005). The Essentials of Teaching Children to Read. Upper Saddle River, NJ: Prentice-Hall. Chapter 5.
  - CIERA. (2001). Put Reading First. Jessup, MD: National Institute for Literacy at ED Pubs. pp. 21-32.
  - Kuhn, M. (2004, December) Helping students become accurate expressive readers: Fluency instruction for small groups. The Reading Teacher, 58(4).
  - Pikulski, J. & Chard, J. (2005, March) Fluency: Bridge between decoding and reading comprehension. The Reading Teacher, 58(6), pp. 510 – 519.
  - Griffith, L & Rasinski, T. (2004, October) A focus on fluency: How one teacher incorporated fluency with her reading curriculum. The Reading Teacher 58(2), pp. 126-137.
  - Hudson, R., Lane, H, & Pullen, P. (2005, May) Reading fluency assessment and instruction: What, why, and how? The Reading Teacher, 58(8), pp. 702 – 714.

- Strategies for Teaching Basic Decoding (Day 3)
  - Fry, E.B., Kress, J.E., & Fountoukidis, D. L. (2000). Reading Teachers Book of Lists (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
  - Tankersley, K. (2003). The threads of reading; Strategies for literacy development. Alexandria, Va: ASCD. pp. 31-51.
  - Cunningham, P.M & Cunningham, J.W. (1992, October) Making words: Enhancing the Invented Spelling-Decoding Connection Making words. The Reading Teacher, 46(2), pp. 106-112.
  - CIERA. (2001). Put Reading First. Jessup, MD: National Institute for Literacy at ED Pubs. pp. 21-33.
  - Carbo, M. (2005 September/October). What principals need to know about reading instruction. Principal, 85(1), pp. 46-49.
  
- Principles of Vocabulary Instruction (Day 4)
  - CIERA. (2001). Put Reading First. Jessup, MD: National Institute for Literacy at ED Pubs. pp. 33-45
  - Reutzel, R. & Cooter, R. B. (2005). The Essentials of Teaching Children to Read. Upper Saddle River, NJ: Prentice-Hall. Chapter 3.
  - Billmeyer, R. & Barton, M.L. (1998). Teaching reading in the content areas (2nd ed.) Aurora, CO: McRel. pp.70 -89.
  
- Vocabulary and Reading Comprehension (Day 4)
  - Reutzel, R. & Cooter, R. B. (2005). The Essentials of Teaching Children to Read. Upper Saddle River, NJ: Prentice-Hall. Chapters 3 and 4.
  - Ivey, G, & Fisher, D. (2005, October). Learning from what doesn't work, Educational Leadership 63(2), pp. 7-14.
  - Biancarosa, G. (2005, October)After third grade. Educational Leadership, 63(2), pp. 16-21.
  - CIERA. (2001). Put Reading First. Jessup, MD: National Institute for Literacy at ED Pubs. pp. 47 -57
  - Fry, E.B., Kress, J.E., & Fountoukidis, D. L. (2000). Reading Teachers Book of Lists (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
  - Pardo, L. (2004, November). What every teacher needs to know about comprehension. The Reading Teacher. 58(3), pp. 272 – 280.
  
- Using Writing for Reading Comprehension (Day 5)
  - Bloom's Taxonomy
  - Tovani, C. (2004). Do I Really Have to Teach Reading? Portland, ME: Stenhouse. Chapter 5.
  - Billmeyer, R. & Barton, M.L. (1998). Teaching reading in the content areas (2nd ed.) Aurora, CO: McRel. pp.90-102, pp. 107,142-163.
  
- Instructional Strategies for Comprehension Instruction (Day 5)
  - Billmeyer, R. & Barton, M.L. (1998). Teaching reading in the content areas (2nd ed.) Aurora, CO: McRel. pp. 90-163
  - CIERA. (2001). Put Reading First. Jessup, MD: National Institute for Literacy at ED Pubs. pp. 47-57
  - Tovani, C. (2004). Do I Really Have to Teach Reading? Portland, ME: Stenhouse. Chapters 2 and 6.
  - Tompkins, G. (2004) 50 Literacy Strategies. Upper Saddle River, NJ: Prentice-Hall.
  - Carbo. M. (2003 November/December). Achieving with struggling readers, Principal. 83(2), pp. 20-24.

#### IV. RESOURCES

- On the Web:
  - Just Read Florida <http://www.justreadflorida.org/>
  - Put Reading First  
[http://www.nifl.gov/partnershipforreading/publications/reading\\_first1.html](http://www.nifl.gov/partnershipforreading/publications/reading_first1.html)
  - Big Ideas in Beginning Reading <http://reading.uoregon.edu/index.php>
  - International Reading Association <http://www.reading.org/>
  - ASCD <http://www.ascd.org/portal/site/ascd/index.jsp/>
  - Strategies that Work: Technology Integration Resources  
[http://www.mayer.cps.k12.il.us/Strategies\\_that\\_Work/STW.htm](http://www.mayer.cps.k12.il.us/Strategies_that_Work/STW.htm)
  - National Reading Styles Institute <http://www.nrsi.com/home.htm>
- Journals:
  - Educational Leadership  
<http://www.ascd.org/portal/site/ascd/menuitem.a4dbd0f2c4f9b94cdeb3ffdb62108a0c/>
  - The Reading Teacher <http://www.reading.org/publications/journals/rt/>
  - Phi Delta Kappan <http://www.pdkintl.org/kappan/kappan.htm>
  - TEACH magazine <http://www.teachmag.com/>

#### V. GRADING POLICY

Grades assigned for this module will be Letter Grade.

- This unit is designed to utilize time efficiently; therefore, attendance is mandatory and punctuality is expected. Missing any part of instruction time will negatively impact your learning experience. The teaching profession highly regards time as a crucial component, and is an integral facet of this module.
- It is expected that the individual who participates in this program is a self-motivated, high achieving adult that is capable of directing their own personal learning activities. Portfolio assignments will be clearly addressed. Inclusion of excellent professional quality performance is expected to be reflected in the artifacts.
- The final exam will be comprehensive in scope covering the objectives and competencies.

#### VI. PORTFOLIO PROJECTS

**A complete lesson plan and activity demonstrating one reading strategy with correlating Sunshine State Standards will be required.**

**Cheating and plagiarism will not be tolerated. It is the student's responsibility to be aware of the college's policy concerning cheating and plagiarism. Violations of this policy will result in a failing grade.**