

The Science of Reading and Direct Instruction: How to prepare new teachers to teach K-2 literacy skills using both.

Introduction

This course is designed for university and college professors who want to learn more about how to develop high-quality literacy courses based on evidence from the Science of Reading (SoR). The course will focus on the Direct Instruction (DI) approach, using *Direct Instruction Reading* (Carnine et al., 2017) as the primary text. Further, the course will address how to develop literacy courses according to criteria generated by NCTQ and the IDA Knowledge and Practice Standards. Additional reading will be assigned and/or recommended for use with new teachers and as background for participants.

The course will be taught in two parts. The focus of Part I will be on beginning reading instruction (grades K-2) and reading interventions while the focus of Part II will be on intermediate reading instruction (grades 3-5) and content area literacy. Participants will be guided in developing their own literacy courses in concert with designing field experiences coordinated with those courses to provide practice for their students in teaching, assessing student progress and designing interventions for struggling students. Additionally, participants will be given the opportunity to discuss the possibility of linking their reading methods courses with required assessment courses. Notably, the course will address instruction for *all* students including those who struggle with learning to read and those with diverse needs.

Content covered in Part I will include beginning reading instruction along with instruction on the critical language skills that provide the foundation for reading comprehension. In addition, the relationship between beginning reading and the need for interventions will be highlighted.

This course will include strategies for:

- teaching critical information about all 5 components of effective reading instruction (i.e., phonemic awareness, beginning phonics, vocabulary, fluency, and comprehension) appropriate for students in grades K-1.
- designing practice activities to assist future teachers in applying their knowledge to teaching and assessing their student's progress with the 5 components.
- designing interventions for older, struggling readers who typically make due to their poor initial reading instruction.
- reading and critically analyzing the current research underlying SoR that participants might use in their own coursework.
- assessing student progress using valid and reliable tools.
- determining methods for carefully evaluating beginning reading curricula in order to identify high quality beginning reading programs.

Required Reading

Carnine, D., Silbert, J., Kame'enui, E., Slocum, T, and Travers, P. (2016). *Direct instruction reading* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Additional readings to be determined.

Session Outline

Session 1 - Overview of Direct Instruction and introduction to the course

Reading Assignment: Part I Perspective, Chapters 1-2, *Direct Instruction Reading*

Additional Readings - TBD

Chapter 1 - Objectives

1. Identify the expectations of the course.
2. Identify the underlying principles and legacy of Direct Instruction.
3. Explain the differences between Direct Instruction and "direct instruction."

Chapter 2 - Objectives

1. Describe the essential features of systematic instruction and explicit instruction and the four major stages of reading
2. Discuss the importance of reading instruction for English language learners.
3. Identify and briefly describe the five critical areas from the National Reading Panel Report
4. Discuss the IDA Knowledge and Practice Standards for Teachers of Reading
5. Identify instruction that has been demonstrated NOT to improve student reading.

Session 2 - Overview of classroom reading instruction and delivery of instruction

Reading Assignment - Part I Perspective, Chapters 3-4, *Direct Instruction Reading*

Additional Readings - TBD

Chapter 3 Objectives:

1. Discuss the nature of the instructional materials that teachers use in a classroom including a comprehensive core reading program and supplemental and intervention materials.
2. Identify the specific modifications required for comprehensive core reading programs to meet the needs of at-risk readers.
3. Describe four different kinds of reading assessment tools used to evaluate students' reading performance.
4. List the elements involved in the organization of reading instruction in a classroom.

Chapter 4 Objectives:

1. Identify the six elements of the design of a direct instruction reading program.
2. Describe the direct instruction teaching techniques for delivering reading instruction to groups of children.
3. Discuss the major steps associated with diagnosing reading problems, motivating student to read, and accelerating reading instruction for struggling readers.

Session 3 - Overview of Beginning Reading

Reading Assignment - Part II Beginning Reading, Chapters 5-6, *Direct Instruction Reading*

Additional Readings - TBD

Chapter 5 Objectives:

1. Explain the key terminology associated with the beginning reading in general and a Direct Instruction approach to teaching beginning reading in particular.
2. Identify the primary difference between a "code-emphasis" approach to teaching beginning reading and a "meaning-emphasis" approach.
3. Describe the specifics of an explicit and systematic approach to teaching reading during the beginning reading stage.
4. Discuss the main findings of the research on beginning reading instruction.

Chapter 6 Objectives:

1. Explain the important difference between the terms, *phonological awareness*, *phonemic awareness*, and *phonics*.
2. Explain the important difference between the terms, *alphabetic awareness*, *alphabetic understanding*, and *alphabetic principle*.
3. Identify the preskills for "sounding out" words.
4. Discuss the features of commercial reading programs and the potential modifications required of them.

Session 4 - Letter-Sound Correspondences and Word Identification Strategies

Reading Assignment - Part II Beginning Reading, Chapters 7-8, *Direct Instruction Reading*

Additional Readings - TBD

Chapter 7 Objectives:

1. Explain the guidelines for introducing the order of letter-sound correspondences.
2. Specify the rate of introducing letter-sound correspondences.
3. Describe the procedures for teaching letter-sound correspondences, including critical teaching presentation techniques.
4. Discuss the potential modifications that may be required of commercial reading programs when teaching letter-sound correspondences.

Chapter 8 Objectives:

1. Specify the meaning of a "regular word" and the rationale for the teaching procedures.
2. Explain the scope and sequence for teaching regular words.
3. Describe the teaching procedures for teaching regular words in isolation, word lists, and during passage reading, including the critical teacher presentation behaviors.
4. Discuss the potential modifications that may be required of commercial reading programs when teaching regular words.

Session 5 - Sight Reading and Irregular Words

Reading Assignment - Part II Beginning Reading, Chapters 9-10, *Direct Instruction Reading*

Additional Readings - TBD

Chapter 9 Objectives:

1. Explain the meaning of "sight reading" and the rationale for the teaching procedures.
2. Describe the formats for introducing and practicing sight-reading words.
3. Specify the teaching procedures for teaching sight reading in word lists, and passages, including the critical teacher presentation behaviors.
4. Discuss the potential modifications that may be required of commercial reading programs when teaching sight reading.

Chapter 10 Objectives:

1. Explain the meaning of an "irregular word" and the rationale for the teaching procedures.
2. Describe the scope and sequence for teaching irregular words.
3. Specify the teaching procedures for teaching irregular words in isolation, word lists, and passage reading, including the critical teacher presentation behaviors.
4. Discuss the potential modifications that may be required of commercial reading programs when teaching irregular words. reading.

Session 6 - Vocabulary

Reading Assignment - Part II Beginning Reading, Chapters 11 & 17*, *Direct Instruction Reading*
(*Note non-consecutive chapters)

Additional Readings - TBD

Chapter 11 Objectives:

1. Explain what is required of vocabulary in the beginning reading stage.
2. Describe the procedures for teaching vocabulary to instructionally naive students.
3. Identify the teaching procedures for teaching vocabulary through modeling of examples, synonyms, definitions, and teacher read-alouds.
4. Discuss the potential modifications that may be required of commercial reading programs when teaching vocabulary during the beginning reading stage.

Chapter 17 Objectives:

1. Explain the importance of vocabulary instruction after the beginning reading stage.
2. Describe the strategies for teaching the meaning of specific words directly, including selecting the words to teach and the procedures for teaching a new word for a known concept, a related word, or an unknown word.
3. Discuss the procedures for teaching word learning strategies, including learning word parts, context clues, and the use of a dictionary.
4. Compare the teaching strategies for relating vocabulary instruction to improving reading comprehension, including strategies for deep processing and multiple exposures with another popular approach.

Session 7 - Phonemic Analysis and Structural Analysis

Reading Assignment - Part II Beginning Reading, Chapters 13-14, *Direct Instruction Reading*
Additional Readings - TBD

Chapter 13 Objectives:

1. Explain the specific requirements of reading phonetically regular single-syllable words.
2. Discuss the requirements for reading words with letter combinations, including teaching isolated sounds for letter combinations, and reading words with letter combinations.

3. Describe the procedures for teaching reading words with a VCe pattern, including introductory and discrimination formats.
4. Describe how to correct mistakes in reading words with letter combinations or a VCe pattern.

Chapter 14 Objectives:

1. Discuss the use of structural analysis for reading words formed by adding prefixes, suffixes, and other meaningful words to a base word.
2. Describe the teaching procedures for reading words formed by adding *-ed* (e.g., *begged, jumped, lifted*).
3. Describe the teaching procedures for reading words that are VCe derivatives formed by adding *s* (e.g., *hopes*) or ending other than *s* (e.g., *hopeful*) to a VCe word.
4. Explain the teaching procedures for reading *Y* derivatives (e.g., *happy - happiest*) and multisyllabic words formed with prefixes and suffixes.

Session 8 - Irregular Words and Fluency

Reading Assignment - Part II Beginning Reading, Chapters 15-16, *Direct Instruction Reading*

Additional Readings - TBD

Chapter 15 Objectives:

1. Explain the meaning of an "*irregular word*" and the rationale for teaching procedures for the primary and intermediate grades.
2. Describe the requirements for the systematic introduction of irregular words.
3. Discuss the teaching procedures for introducing and reviewing irregular words, including the teaching of minor sounds, and using context as a cue.
4. Compare the teaching procedures for reading CVCVC words (e.g., *petal*), words that have difficult-to-determine sounds (e.g., *camel*), and multisyllabic irregular words (e.g., *isolation*) with another popular approach.

Chapter 16 Objectives:

1. Explain the difference between the constructs of *automaticity* and *fluency*.
2. Describe the teaching procedures for story reading, including the critical behaviors for pacing, monitoring, correcting errors, and making modifications for higher grades.
3. Discuss the teaching procedures for increasing reading fluency, including reading with expression, increasing reading rate, oral reading fluency checks for rate and accuracy, and providing extra practice.
4. Explain the teaching requirements for duet reading, increasing student's self-image, and reading outside of school.

Session 9 - Designing a Literacy Course based in the Science of Reading

Reading Assignment - Part VI School-wide Organization of Reading Instruction, Chapter 22, *Direct Instruction Reading*

Additional Readings - TBD

Chapter 22 and General Course Objectives:

1. Identify and explain the features of a Multi-tiered System of Support (MTSS) as a model for organizing reading instruction in a school.
2. Develop a course syllabus based on *Direct Instruction Reading* that addresses the critical content from the science of reading.
3. Generate options for providing students with opportunities to practice teaching Direct Instruction reading programs.
4. Discuss the criteria used by NCTQ and IDA to evaluate higher education literacy courses.
5. Generate options for providing students with opportunities to practice assessing the critical components of reading.