



Reading Fundamentals #2:

Laying the Foundation for Effective Reading Instruction

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Introduction

Learning to read is the most important skill students learn in school because it serves as the foundation for all other coursework. Given the importance of this foundational skill, evidence-based practices in literacy development should be employed. This three-course Reading Fundamentals series will help improve your knowledge of evidence-based practices. This knowledge will make you a more informed consumer and an even better advocate for students.

The purpose of this second course in this three-course series is to lay the foundation for effective reading instruction. As part of this course, you will learn about the elements of effective instruction. It is important that all teachers have a firm understanding of effective instructional procedures. Teachers benefit, and more importantly, students benefit, both in terms of their behavior and their academic performance, from effective instruction. Further, you will learn about the importance of reading instruction and read some sobering statistics on reading performance in this country and what happens when individuals are not proficient in reading.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

Title: *Reading Fundamentals #2: Laying the Foundation for Effective Reading Instruction*
Author: Nancy Marchand-Martella, Ph.D.
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Academic Integrity Statement

The structure and format of most distance-learning courses presumes a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course with application to educational settings. The curriculum suggestions and teaching strategies explained here were designed to be used for the teaching and remediation of students in kindergarten through 12th grade. Some alterations may be needed for those working with specific populations such as gifted, English Language Learners (ELLs), or special education.

Expected Learning Outcomes

As a result of this course, participants will demonstrate their ability to:

1. Describe the elements of effective instruction.
 2. Discuss the importance of reading instruction.
 3. Explain the before, during, and after reading management tips.
 4. Outline how behavior management approaches can be integrated into instruction.
 5. Describe the reading theories/models.
 6. Differentiate between core/comprehensive, strategic/supplemental, and intensive/intervention reading programs.
 7. Describe the continuum of effective instructional approaches including the continuum of constructivism.
 8. Provide information on reading psychology and development.
 9. Trace the evolution of reading from Adams (1990) to Snow et al. (NRC, 1998) to the National Reading Panel Report (2000) and Put Reading First (2006) to recent evidence-based practice guides developed for the Institute of Education Sciences by What Works Clearinghouse and the International Literacy Association.
 10. Describe key legislation and funding that affect reading.
 11. Discuss what key legislation means to educators.
 12. Describe what is meant by Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS).
 13. Provide information on how to differentiate instruction for ELLs.
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Course Description

Reading is the cornerstone of an effective education. Without this skill we are limited in so many important life activities. We cannot access the newspaper, read the directions of a new recipe, enjoy a favorite novel, or read a prescription bottle of medication. The list goes on and on. Reading is tied to all other academic areas. Without reading, mathematics, writing, spelling, and the content areas such as science and social studies are difficult, if not impossible, to participate in or complete at an adequate level. College becomes out of the question and many jobs are simply out of reach because they require some basic level of reading or other skill that hinges on reading. An inability to read renders these individuals almost powerless in our society.

Further, a report of the Commission on Reading (1985) entitled *Becoming a Nation of Readers* noted the following, more than 30 years ago:

Economics research has established that schooling is an investment that forms human capital—that is, knowledge, skill, and problem-solving ability that have enduring value. While a country receives a good investment in education at all levels from nursery school and kindergarten through college, the research reveals that the returns are highest from the early years of schooling when children are first learning to read. (p. 1)

Unfortunately, a vast number of our students are failing in learning to read and/or reading to learn in our schools. The problem does not go away over time. In fact, the majority of these students continue a trend of failure in reading. This problem has not gone without notice. Reading initiatives have tried to tackle this critical academic area “head on” by focusing on evidence-based practices. Further, five essential components of effective reading programs have been identified for grades K-3 and a separate set of components have been targeted for grades 4-12. K-3 components include phonemic awareness, phonics, fluency, vocabulary, and text comprehension; components for grades 4-12 include word study, fluency, vocabulary, comprehension, and motivation. Empirical studies have shown that students need to acquire skills in these areas to become proficient readers.

Student Expectations

As a student you will be expected to:

- Complete all four information sections showing a competent understanding of the material presented in each section.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Course Overview

Chapter 1: Importance of Effective Instruction

This course will shed some light on effective instruction by breaking it down into parts. Three critical elements of effective instruction lead to student success in the classroom: the organization of instruction, curriculum design; and instructional delivery (Carnine, Silbert, Kame'enui, Slocum, & Travers (2017).

When we look at how reading curricula or programs are designed, we must examine six curricular variables: (a) specifying objectives, (b) devising instructional strategies, (c) developing teaching procedures, (d) selecting examples, (e) sequencing skills, and (f) providing practice and review (Carnine et al., 2017).

In addition to examining the organization of instruction and how our reading program is designed, we should assess our instructional delivery techniques. That is, how do we actually provide instruction to our students? Remember, we can have good classroom organization and an effective reading program, but if we do not have the skills to deliver the program in an effective manner, we will struggle to teach our students at high levels. Instructional delivery techniques include: (a) small-group instruction, (b) unison oral responding, (c) teacher signaling, (d) pacing, (e) monitoring, (f) correcting errors and teaching to mastery, (g) diagnosing, (h) motivation, (i) accelerating student learning, and (j) whole-class instruction (Carnine et al., 2017). Before, during, and after reading management tips will

also be covered as outlined by Marchand-Martella, Martella, and Lambert (2015).

Finally, a description of how effective behavior management approaches can be integrated within instruction will be provided and include behavior management related to organizing instruction, effective instruction, self-management, and social development.

Chapter 2: An Overview of Reading Instruction

This chapter details staggering statistics that describe the failure we see in our society. These statistics note the progression of failure if we do not teach reading effectively and early in school. Further, phenomena such as reification and the Matthew Effects are described.

The chapter describes various reading models. A continuum of effective instructional practices as they relate to reading is proposed to help draw light on using both approaches—but it is a matter of *when* each should be done. Additionally, information is provided on core/comprehensive reading programs as well as on strategic/supplemental and intensive/intervention programs, given their emphasis in our schools.

A further description of this continuum will be provided with a focus on the forms of constructivism including the endogenous, exogenous, and dialectical forms.

The chapter also provides important information on reading psychology and development. It is important for teachers to have this background to be better prepared to provide instruction in the classroom so that *every* child learns to read at a proficient level.

Chapter 3: The Evolution of Reading

Chapter 3 details the reports that set the stage for the National Reading Panel (2000) report. These included the Adams (1990) report and the Snow et al. (NRC, 1998) report.

In 1997, Congress asked the National Institute of Child Health and Human Development (NICHD), in concert with the Secretary of Education, to convene a national panel to assess the effectiveness of various approaches to teaching children to read. That report is discussed in this chapter, along with a publication titled *Put Reading First* (2006). Further, recent evidence-based practice guides developed for the Institute of Education Sciences by What Works Clearinghouse and the International Literacy Association are highlighted.

Chapter 4: Reading Intervention Strategies

Congress significantly changed the way in which schools could determine a child's eligibility for special education under the specific learning disabilities category when it reauthorized IDEA in 2004. The current research has led to an alternative approach to diagnosing reading problems and delivering services. Two broad approaches will be covered in this chapter that address the diagnosis and delivery issues. This chapter will focus on Response to Intervention (RTI) and Multi-Tier System of Supports (MTSS) and on a differentiated instruction approach to individualizing instruction. Additionally, methods of differentiating instruction for ELLs is explained in detail.

Examinations

At the end of each course chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may impact your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. **Refer to the Essay Grading Guidelines which were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum which was sent as an attachment with your original course link, to determine if you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.**

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D. or similar, on the topic outlined within each JAS section in the "Required Essays" portion of the course (blogs, abstracts, news articles or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words with a 400 word maximum per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

You must click SAVE before you write another summary or move on to another part of the course.

Facilitator Description

Reading Fundamentals #2: Laying the Foundation for Effective Reading Instruction has been developed by a team of professionals with educational backgrounds in the areas of clinical psychology, direct reading, and phonetic instructional practices. Mick Jackson is a Behavioral Intervention Specialist with a Master's Degree in Special Education with a focus on Behavioral Theory and a minor in Reading Remediation. He has 15 years' combined experience in self-contained special education classrooms, resource rooms, and a hospital day treatment setting. He has conducted oral seminars, presenting to school districts and teacher groups, as well as at educational conferences. **Please contact Professor Jackson if you have course content or examination questions.**

Instructor Description

Karen Lea holds a Ph.D. in education. Dr. Lea has fifteen years' experience teaching at the K-12 level and another fourteen years' experience teaching education courses at the undergraduate and post-graduate level. Currently she is a coordinator for a cadre of instructional developers and project manager for aerospace online training. Dr. Lea

has been professionally published over fifteen times and has served on over a dozen panels and boards, including serving on the NCATE (CAEP) Board of Examiners. **Please contact Professor Jackson if you have course content or examination questions.**

Contacting the Facilitator

You may contact the facilitator by emailing Professor Jackson at mick@virtualeduc.com or calling him at 509-891-7219 Monday through Friday, 8:00 a.m. - 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call (509) 891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

Bibliography

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Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization's web home page.

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COURSE SYLLABUS ADDENDUM **Important - Please Read - Do Not Discard**

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the **GRADE IS FINAL**.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letter grades will be assigned as follows:	90% to 100%	A
	80% to 89%	B
	70% to 79%	C
	69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions

- **Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.**
- **Course Evaluation:** Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.

- **Print Certificate:** You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance. Instructions are found at this link: [Transcript Instructions | Distance and Continuing Education | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.