



CORE: Reading Fundamentals Leader Institute

EDUO 9348

1 Semester Credit/Unit

Instructor: Mary Lou Varni

mlvarni@dominicancaonline.com

Syllabus

Course Learning Objectives:

Participant Outcomes In this course you will:

- Understand the basic principles of five critical reading foundational skills, based on the science of reading.
- Leave with models for developing vocabulary and teaching literature and informational texts.
- See models of instructional lessons.
- Practice specific routines.

Outline and Scope and Sequence

Each module (I, II, III, IV, etc.) is 90 minutes, either virtual or in-person. All 20 modules equal 30 hours of instruction. However, most districts do not sign up for all 20 modules. Course should be one (1) unit of credit with a requirement that a participant complete at least 10 of 20 modules (15 hours or more).

Grading

This is a pass/fail course unless otherwise requested. You are allowed multiple attempts to complete assignments if you would like to improve your score.

Learning Modules

Three of the 20 modules for the course.

For a full list of the modules, please email Instructor: Mary Lou Varni
mvarni@dominicancaonline.com

I. Instructional Leadership

- a. Research on Effective Leadership
- b. What We Know: Key Practices
- c. John Hattie Mind Frames: Instructional Leadership
- d. The Wallace Foundation Report on Effective Leadership Practices
- e. Leaders' Mindsets and Beliefs
- f. CORE's Foundation for Success and Leadership Approach
- g. Principal's School-based Action Theories

II. Science of Reading and Structured Literacy Overview

- a. State of Reading Today
- b. Downward Spiral of Reading
- c. The Matthew Effect
- d. Science of Reading is and is not
- e. False Theories about SOR
- f. Brain Wired to Talk Not to Read
- g. The Reading Brain
- h. Brain Patterns of Dyslexia
- i. Neural Response to Intervention
- j. Simple View of Reading
- k. Scarborough's Rope
- l. Intro to Structured Literacy
- m. Key Features of Structured Literacy
- n. Nancy's Young's Ladder of Reading
- o. Profiles of Reading Difficulties
- p. Dyslexia Defined
- q. Misconceptions About Dyslexia
- r. Understanding Dyslexia White Paper
- s. NLP Findings on Language Minority Children
- t. Effective Reading Instruction for English Learners

III. Structure of English

- a. Phoneme Definition
- b. Consonant vs Vowel Phonemes
- c. Consonant Phonemes
- d. Continuous or Stop Sounds
- e. Voiced or Unvoiced Sounds
- f. Consonant Pairs
- g. Consonant Phonemes to Note
- h. Vowel Phonemes
- i. Articulating Vowel Sounds
- j. Phonemes of English
- k. Syllables
- l. Onset-Rime
- m. Morphemes
- n. Structure of Spanish
- o. Spanish Letter/Sound System
- p. Spanish Language Instruction
- q. Spanish Elements with Positive Transfer to English
- r. English Spanish Cognates