**EDU 5647/6647 - 030**

**Language Essentials for Teachers of Reading & Spelling:**

*Foundations for Reading Instruction (Modules 5-6)*

**Professor:** Dr. Kathleen J. Brown, Director: University of Utah Reading Clinic  
office – 801-265-3951  
email – kathleen.brown@utah.edu

**Logistics:**  
- University of Utah Reading Clinic, 5282 South 320 West, Suite D100  
call 801-265-3951 to register for seminar  
contact time: 12 hours  
undergraduate or graduate AOCE credit optional & available  
1 credit hour = $100 - course does not apply toward degree  
presentation of university transcript to USOE earns 18 re-licensure points

**Course Description and Expectations**

This credit/no-credit continuing education course is designed to help educators develop in-depth theoretical and practical knowledge of the foundations for effective, research-based reading instruction. The course is open to all educators, including, but not limited to: classroom teachers, paraprofessionals, special educators, reading specialists, administrators, and English-Language-Learning (ELL) personnel.

Educators will be expected to extend their knowledge of the following topics: fluency development, fluency measurement, fluency instruction & intervention, current models of reading comprehension, the relationship among word recognition, fluency, and comprehension, the role of background knowledge in comprehension, text structure, academic written language, and instructional techniques that help students maximize their comprehension.

Throughout the seminar, educators will be expected to apply what they learn to their own classroom and school situations as they participate in discussions with course leaders and colleagues.

**Textbooks & Materials**

**Required**


**Course Schedule: Topics and Readings**

UURC, 3-24-10 KJB
Session 1/Getting Up to Speed: Developing Fluency
Topics: After completing this module, educators should be able to:
- understand and explain the concepts of automaticity and reading fluency
- explain fluency’s relationship with comprehension
- identify common causes and consequences for dysfluency
- understand poor reader subtypes (i.e., single & double deficits)
- identify which readers may benefit from fluency-building instruction
- understand, calculate, record, and, interpret fluency data
- evaluate the effectiveness of several fluency-building strategies
- understand how to use the most effective fluency-building strategies


Session 2/Digging for Meaning: Teaching Text Comprehension
Topics: After completing this module, educators should be able to:
- explain the major factors that influence comprehension
- explain how text, task, context, and the reader can influence reading comprehension
- understand the challenge of “academic language” at phrase, sentence, and discourse levels
- understand instructional techniques for directly teaching sentences and text structure
- summarize important research on comprehension strategy instruction
- develop instruction to enhance reading comprehension (i.e., dividing text into major sections, identifying key vocabulary and points, generating questions to ask during reading, and planning specific activities)
- evaluate the reading comprehension instruction in classroom reading program


Course Credit
To receive credit for the course and/or re-licensure points, participants must satisfactorily meet the criteria outlined below.
1. Arrive on time and attend no fewer than 12 seminar hours.
2. Contribute orally and constructively in all whole and small-group discussions.
3. Participate actively in all seminar activities.
4. Review that day’s module in preparation for subsequent module.

Note: Participants who fail to meet one or more of the criteria described above will receive neither university credit nor re-licensure hours.