



Reading Assist

Course: Reading Assist Intervention Program

Instructor: The Instructor for this program has earned certification from Reading Assist at the teaching level (teaching students) and as an Instructor of the teaching level as required by our accrediting organization, IMSLEC (International MultiSensory Language Education Council). This means they are qualified to teach students with language-based learning disabilities including dyslexia. In addition, an Instructor of the Reading Assist Training Program has completed an additional 90 clock hours in lecture/discussion sessions and has had a minimum of 600 hours (2 years) of teaching experience in the accredited Reading Assist program. In order to maintain their certification, both interventionists and instructors must also earn 30 continuing education units (CEUs) every three years.

Rationale

Weaknesses in the areas of phonemic awareness, slow, inefficient decoding skills, inaccurate spelling skills and related language processing challenges are the hallmark of poor readers. It is understood, through research by the National Institute of Child Health and Human Development (NICHD) that prevention and intervention programs that combine instruction in phoneme awareness, phonics, fluency development, vocabulary and reading comprehension can increase reading skills. When the instruction is provided by linguistically-informed, well trained teachers, reading skills may be increased to average or above.

Course Description

This course is designed to develop qualified practitioners in structured literacy instruction based on the Science of Reading who can plan and deliver effective instruction to struggling readers so they can acquire foundational reading skills. The course is comprised of two parts:

Course Work (45 hours): includes learning the research based background knowledge for understanding how we learn to read and what constitutes effective instructional practices. This part continues with teaching participants how to use the Reading Assist Intervention Program and its materials. Participants learn how to plan and deliver explicit lessons



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according to the program's scope and sequence. Principles of diagnostic and prescriptive instruction are addressed, so that participants learn how to target and adjust their instruction to meet the needs of each student. A structured lesson plan and instructional routines are taught to equip the practitioner with the skills needed to help struggling readers.

Practicum: (60 hours) The participant teaches a minimum of 60 hours of individualized lessons (40 min each) to students. The participant is coached during the practicum to support their successful delivery of the intervention and the student's progress.

Course Objectives

1. Define the Science of Reading and Structured Literacy
2. Understand how skilled reading develops and why some students struggle to acquire this skill
3. Define and understand the term, dyslexia
4. Explain the Simple View of Reading and the Reading Rope models and how they inform the development and instruction of reading skills
5. Understand the five essential components of early literacy instruction, why they are necessary and the effective instruction associated with each:
 - a. Phonological and Phonemic Awareness
 - b. Alphabetic principle and Phonics (including spelling)
 - c. Fluency and the role of orthographic mapping
 - d. Vocabulary
 - e. Reading Comprehension
6. Know how to administer the Reading Assist Program Assessment and analyze results in order to decide on initial placement of a student in the program



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7. Learn to prepare and effectively deliver explicit, targeted lessons using the *Reading Assist Intervention* program and all the related instructional routines and materials
8. Understand the teaching of phonetically irregular high frequency words
9. Understand the role and use of decodable text to support reading practice
10. Administer and evaluate student's on going progress with End of Level program assessments
11. Successfully complete a minimum 60 hour practicum (40 min student sessions) using the *Reading Assist Intervention* program demonstrating a high level of competency in delivery of this instruction to a struggling reader

Certification

The Reading Assist Intervention Training Course has been accredited by IMSLEC: *International Multisensory Structured Language Education Council*. The purpose of IMSLEC is to accredit quality training courses for the professional preparation of multisensory structured language education (MSLE) specialists. Under this accreditation, Reading Assist is able to offer certification to individuals at the Teaching Level.

Certification as a Reading Assist Interventionist depends upon passing competencies during each part of the program. Part one requires passing an exam with a score of at least 90% and demonstrating competencies in lesson development and delivery to peers within the course. Participants are evaluated using observation checklists and are required to achieve at least 80% for each lesson. Part two requires a minimum of 5 observations during the 60 hour practicum by the course instructor or assigned coach, with the participant demonstrating at least 90% competency when graded with the observation checklist. Student sessions must be a minimum of 40 minutes each.



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Maintaining Certification

Complete a minimum of 30 clock hours of approved continuing education over each 3 year period following the original certification date
Pay ongoing certification fees

Program Materials

Reading Assist Intervention Program Manual
Student Workbooks
Composition book (primary lined) for spelling
Readiness Keyword Picture Deck
Grapheme Deck
Colored blocks or other manipulatives
Magnetic dry erase board
Magnetic letter tiles
Decodable books

Additional Reading and References

IDA Dyslexia Basics

<https://dyslexiaida.org/dyslexia-basics-2/>

Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties

<https://dyslexiaida.org/structured-literacy-effective-instruction-for-students-with-dyslexia-and-related-reading-difficulties/>

The Article that Introduced the Simple View of Reading by David Kilpatrick

<https://docslib.org/doc/10928168/the-article-that-introduced-the-simple-view-of-reading-by-david-a>

Scarborough's Reading Rope: A Groundbreaking Infographic

<https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/>

The Simple View of Reading

<https://www.readingrockets.org/article/simple-view-reading>



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The Science of Reading Defining Guide

<https://www.thereadingleague.org/what-is-the-science-of-reading/>

A New Model for Teaching High Frequency Words

<https://www.readingrockets.org/article/new-model-teaching-high-frequency-words>

The Role of Orthographic Mapping in Learning to Read

<https://keystoliteracy.com/blog/the-role-of-orthographic-mapping-in-learning-to-read/>

Teaching Reading is Rocket Science

<https://www.aft.org/ae/summer2020/moats>

What Are Decodable Books and Why Are They Important?

<https://www.readingrockets.org/article/what-are-decodable-books-and-why-are-they-important>