

### [Humanities Accelerator Course Proposal](#)

- This is the proposal for the three period class David discussed towards the end of the Q&A, which is being piloted next school year in Denver.

### Foundational Skill Sprinkles with Content Vocabulary

- [Overview with the steps and exemplar](#)
- [Practice pages with directions](#)
- [Answer keys](#)
- [Here](#) is the study that informed the tool design

### [How We Read: A Graphic Guide to Literacy](#)

- What happens in our brains when we read? It turns out, a lot. Reading is a complex process that involves multiple parts of the brain working together. Not everyone learns to read at the same pace, but all students can learn to read with instruction that is grounded in the science of reading.
- This graphic booklet, designed for student and adult use, explains how we learn to read. It invites students to be partners in their learning--explaining how certain instructional methods can help them learn to read, and why becoming a strong reader is worth the work!
- See [Center for Cartoon Studies](#) for more information on ordering low-cost print copies or licensing usage rights.
- The Libens will be writing some prefatory material to go with this so they recommend waiting before giving this out. The book will make clear one of the most important points is for students to understand that problems with reading begin with improper instruction in K-2. It will also make clear that the parts of the brain involved in beginning reading are completely independent of intelligence. In other words, their problems with reading do not mean they are less intelligent than students who did not have this problem.

### [HD WORD](#) (Intervention Program)

- David mentioned this program when answering the first question ““At what point is it unrealistic for a secondary level teacher to scaffold grade level text for a student? 3 years below grade level? 4?”.
- It is part of a larger program, REALLY GREAT READING. It is a foundational skills program well aligned with research and geared towards students in grades 2-12. It does move very fast but offers a number of ways to slow down for students who need it. It is far, far easier to learn than many phonics based programs.

### [Dr. Linnea Ehri’s List of Instructional Guidelines for Enhancing Orthographic Mapping and Word Learning](#)

- David mentioned this study when answering “What intervention would you suggest for middle school (grades 5-8) students lacking multisyllabic decoding skills?”. He highlighted some of what he likes best in this document.

## DIBELS assessments

- [Here](#) are the assessments free from the University of Oregon to download and use.
- [Here](#) is more information about a Teachable course that Linda Rhyne, one of IROS course facilitators, designed to support those who are new to the assessments. It explains some of the updates to the DIBELS assessments and how a user might use the data to inform instruction.