

**Newburgh Teacher Center**  
**In-service Course Proposal**  
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**Return by October 30, 2009**

Title:	Children of the Code: The Code and the Challenge of Learning to Read It		
Curriculum Area:	Reading		
Learning Standards:	New York State English Language Arts Standards		
Presenter(s):	Aileen Barone	Email:	abarone@necsd.net
Dates:	1/7, 1/14, 1/21, 1/28, 2/4 (reserve 2/11 & 2/18 for make-up (weather))		
Time:	4:15 - 7:15		
Location:	Meadow Hill School - Computer Lab		
Credit(s):	1		
Hours:	15		
Target Audience:	Elementary teachers, special education teachers K-12, reading teachers K-12, teaching assistants. <b><u>Preference will be given to those who have taken <i>Translating Reading Research Into Best Practices</i></u></b>		
Course Description:	<p>This course consists of a study of the comprehensive website on reading acquisition, <i>Children of the Code</i>. Video chapters include:</p> <ul style="list-style-type: none"> <li>We Have a Problem</li> <li>Confusion: Causes and Contributing Factors</li> <li>Readiness: Early Learning Trajectories</li> <li>Shame: The Dark Heart of Reading Difficulties</li> <li>A Brief History of the Code: Part 1</li> <li>A Brief History of the Code: Part 2</li> </ul> <p>In addition, extensive interviews with more than 40 nationally-recognized reading scientists are available for study, and the class will read, discuss, reflect upon, and respond to the ideas of selected researchers.</p>		
Course Requirements:	<p>Participation at all sessions.</p> <p>Completion of all required course work and evaluations.</p>		
Maximum Enrollment:	20		

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*Credit and permission granted by Jay McTighe – UBD*

<b>Name of In-service Proposal:</b>	Children of the Code
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<b>Name of Instructor(s):</b>	Aileen Barone
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**Desired Results**

**Goal(s):** Increased student achievement in reading, as a result of improved instruction, based upon teachers' increased understanding of the elements necessary for optimum reading instruction.

**Understanding(s):**

Because this website explores the topic of reading both broadly and deeply, each participant will have many opportunities to fill any gaps in his or her personal knowledge base about the teaching of reading and about learning to read.

**Essential Question(s):**

Why is it so difficult for some students to learn to read?  
What are the best ways to help students having difficulty learning to read?

**Knowledge/Skills:**

Increased knowledge about our "code."  
The importance of language development and how meaningful differences among children impact learning to read.  
What brain research can tell us about reading development.  
What is at stake and what is involved in learning to read.

**Assessment Evidence**

**Direct Evidence:**

Participation in whole-group and small-group discussions and presentations.  
Written reflections/responses to website material.

**Learning Plan**

**Learning Activities:**

Viewing video presentations from *Children of the Code*.  
Reading interviews of selected reading scientists from *Children of the Code*.  
Classroom discussions and presentations.  
Reflecting upon and responding in writing to one's learning.