



## About UFLI

The University of Florida Literacy Institute (UFLI, pronounced "you fly") is an ongoing effort by UF faculty and students to improve literacy outcomes for students who struggle to learn to read by supporting both reader development and teacher development.

## UFLI Instructional Models

UFLI began in 1998 as a method for tutoring struggling beginning readers. Since then, it has grown to encompass a wide range of literacy projects designed to help teachers provide more effective reading instruction and intervention. In addition to the original tutoring method, our team has developed additional models including small group and one-on-one intervention for students with dyslexia and other reading difficulties. Our most recent model, UFLI Foundations, is designed to be used for whole class reading instruction.



## Teacher Development

Developing excellent reading teachers is one of UFLI's primary areas of focus. UF stands out among the nation's best teacher preparation programs. The National Council on Teacher Quality recently reviewed the quality of over 1,000 reading teacher preparation programs nationwide, and UF was one of only 15 programs to earn an A+ rating. Through the James Patterson Literacy Challenge, UFLI also supports the development of practicing teachers in school districts across Florida.

**A+**

## Reader Development

UFLI's reader development programs offer direct support for students who are having difficulty learning to read and write. Each fall and spring semester, UF students provide one-on-one tutoring for more than 50 struggling beginning readers. Each summer, UFLI facilitates Summer Adventures in Literacy, a comprehensive intervention program for children with dyslexia. We also offer community-based tutoring through the America Reads Challenge.



## What are "foundational reading skills" and why are they important?

Foundational reading skills are the basic building blocks of reading and writing. Knowing how letters and sounds work together in systematic ways to form words is essential for decoding skills and fluent reading. A large body of research confirms that these skills are best developed through explicit and systematic phonics instruction.

Many children fail to learn to read independently during the early grades due, in part, to poor instruction in foundational reading skills. This early failure can lead to lifelong difficulties in reading, which can lead to poor academic and social outcomes.

Unfortunately, many teachers in the primary grades lack the knowledge and skills they need to provide effective reading instruction. As a result, they struggle to meet the literacy needs of their students.

The good news is that, through targeted professional development and the use of educative curriculum materials, teachers can gain the knowledge and skills they need to improve their students' literacy outcomes.

## This is where UFLI Foundations comes in.

UFLI Foundations was created to develop and deepen teachers' knowledge and skills and to address the needs of beginning readers. The focus of this model is to support the development of foundational reading skills of children in kindergarten, first, and second grade.

The program follows a scope and sequence of the skills and concepts that children need to acquire to become competent, confident readers. The scope and sequence begins with the introduction of sounds and letters and the correspondences between them. Students apply this knowledge as they learn to read and spell increasingly complex words and text.



UFLI Foundations is also an example of an educative curriculum. This means that simply using the materials and lesson structure facilitates teacher learning of essential knowledge and skills:

- The process of reading acquisition
- Key linguistic elements necessary for reading
- Instructional methods that promote reading proficiency

A key component of the UFLI Foundations model is professional development. We prepare teachers to implement the lessons, and we help instructional coaches and school leaders develop the expertise to support the teachers in their schools. This approach builds the capacity in a district to make the model sustainable.