



Consortium on Reaching Excellence in Education®

Your Implementation Partner  
for Literacy and Math Achievement



Learning Reimagined™

## **Course Title: Online Elementary Reading Academy**

**Class Type:** 7-module asynchronous course; 5 to 6 hours per module, over 7-10 weeks

### **Course Description**

This asynchronous course, based on the science of reading, provides participants with an introduction to dyslexia along with fundamental knowledge in effective standards-aligned and research-based reading and assessment practices for all learners. Participants form an intellectual community as they reflect on the course content, including readings from research and from CORE's *Teaching Reading Sourcebook, Third Edition, and Assessing Reading: Multiple Measures, Revised Second Edition*. The highly engaging modules, completed on your own time during the course dates, include video models, narrated screencasts, interactive activities, simulations, weekly notebook reflections, self-checks, and online discussion forums. Participants have direct contact with a personalized course facilitator and are also invited to two live Q&A/review webinars.

This course is for individuals or teams of educators who want to learn effective standards-aligned and evidence-based reading practices for all learners. Participants are expected to have regular access to computers and proficiency with email and current Internet browsers.

### **Course Textbooks (included in Course Fee)**

*Assessing Reading: Multiple Measures, Revised 2nd Edition* (2018) edited by Linda Diamond & B.J. Thorsnes. Novato, CA: Arena Press.

*Teaching Reading Sourcebook, 3rd Edition* (2018) by Bill Honig, Linda Diamond & Linda Gutlohn. Novato, CA: Arena Press.

### **Readings from Research**

"Cutting to the Common Core: Analyzing Informational Text" (2017) by Kate Kinsella. Language Magazine.

"Fluency Interventions May Increase Fluency and Comprehension" in *Improving Reading Outcomes for Students with or at Risk for Reading Disabilities: A Synthesis of the Contributions from the Institute of Education Sciences Research Centers* (2014) by Carol M. Connor et al. Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education.

"Quick Start Guide for Online Student Success" (2012) by Sidneyeve Matrix. Slideshare.net.

"Time Management for Online Learners: 10 Tricks" (1999-2018) by Jan Yager. elearners.com.

"Tips and Strategies for the Successful Online Student" (2018) by Randy Accetta. Education.org.

## Learning Outcomes

At the conclusion of this course, participants will be able to:

1. Identify the five essential components of evidence-based reading instruction.
2. Understand the definition of dyslexia, common warning signs by grade level, and evidence-based instructional practices and accommodations to meet the educational needs of students with dyslexia.
3. Describe how to provide explicit instruction in phonological and phonemic awareness.
4. Identify how instruction in phonics and irregular word reading contributes to automatic word reading.
5. Explain how to provide explicit instruction in multisyllabic word reading.
6. Describe the relationship between reading fluency and text comprehension.
7. Understand the importance of vocabulary knowledge to reading comprehension.
8. Understand the factors that contribute to and affect reading comprehension.
9. Learn the structures of literary and informational text and how to use that knowledge to improve comprehension.
10. Become familiar with the content and administration of assessments in phonological awareness, decoding and word attack, fluency, vocabulary, and comprehension.
11. Understand how to use reading assessments as a basis for instructional decision making.

## Teaching/Learning Strategies

- Reading from course textbooks
- Watching video clips and narrated screencasts
- Completing interactive learning activities with built in feedback
- Completing weekly Notebook reflections (optional)
- Completing self-check exercises with immediate feedback
- Participating in weekly online discussions with peers
- Participating in synchronous webinars
- Collaborating on activities
- Conferencing with instructors
- Role playing/simulation

For each module, participants will complete interactive activities, view and reflect on video lessons and screencasts, and read and discuss articles and textbook selections. Participants will form an intellectual community as they collaborate on a range of new ideas and consider the implications of these new ideas for their practice as educators.

## Required Readings

Each module contains several required readings along with required learning activities. Specific readings are listed in the table below. During each module, participants will read sections of the *Teaching Reading Sourcebook, 3rd Edition*, and watch accompanying video clips and screencasts that demonstrate selected lesson models and strategies highlighted in the text. Participants will also complete interactive activities to help apply what they are learning.

## ORIENTATION MODULE

The Orientation module is designed to help you get to know (or review) some basics about online learning in general and this course in particular. You will learn about the benefits of online learning and strategies for a successful experience in an online course. You will receive an overview of the reading research, explore how the brain learns to read, and discuss the nature of reading difficulties. You will also learn the definition of dyslexia, myths and misconceptions surrounding dyslexia, common warning signs by grade level, and ideas for providing accommodations.

### Required Readings

#### *Readings from Research*

- “Quick Start Guide for Online Student Success” (2012) by Sidneyeve Matrix.
- “Tips and Strategies for the Successful Online Student” (2018) by Randy Accetta.
- “Time Management for Online Learners” (2018) by Jan Yager.

#### *Teaching Reading Sourcebook*

- About the *Teaching Reading Sourcebook*, pp. xiv–xv
- About the Common Core State Standards and the *Teaching Reading Sourcebook*, pp. xvi–xix
- **The Big Picture, pp. 2–18**
  - The Reading Deficit
  - The Brain and Reading
  - Scientific Approach to Reading Instruction
  - Essential Components of Reading Instruction
  - Reading Assessment
  - Downward Spiral of Reading Failure
  - Academic Language
  - Differentiated Instruction

#### *Dyslexia*

- Understanding Dyslexia White Paper, pp. 1-3
- Myths and misconceptions - pdf
- Warning signs/characteristics – pdf
- Accommodations and assistive technology - pdf

### Assignments

- Complete the required readings and watch the video clips for this module
- Watch the CORE dyslexia webinar
- Explore the course environment
- Explore the website
- Post two substantive posts to the Orientation Discussion Forum
- Respond to the reflection questions in your notebook (optional)
- Complete the Orientation Survey

**MODULE 1: WORD STRUCTURE, PRINT AWARENESS, LETTER KNOWLEDGE**

In this module, you will explore the structure of English words (and Spanish, optionally), focusing on recognition of phonemes, voicing, details of articulation, and continuous and stop sounds. You will learn the most common sound/spellings and spelling generalizations. You will investigate print awareness and focus on letter iconicity and the use of letter names to learn sounds. You will then explore the role of letter knowledge in early literacy the role that handwriting plays in early literacy

**Required Readings**

**Assignments**

*Teaching Reading Sourcebook*

**Section I: Word Structure**

Chapter 1: Structure of English

- Phonemes, pp. 22–23
- Consonant Phoneme Classifications, pp. 24–25
- Vowel Phoneme Classifications, pp. 26–27
- Sound/Spellings, pp. 28–35
- Syllables, pp. 36–37
- Morphemes, pp. 42–47

Chapter 2: Structure of Spanish (optional)

- Spanish Letter/Sound System, pp. 50–55
- Spanish Sound/Spelling Sequence, pp. 56–57
- Spanish Syllable Types & Patterns, pp. 58-59
- English/Spanish Language Differences, pp. 60–61
- Spanish/English Cross Language Transfer, pp. 62–63
- English/Spanish Cognates, pp. 64–66

**Section II: Early Literacy**

- Introduction, pp. 69–70

Chapter 3: Print Awareness

- What? Why? When? pp. 72–77  
Elements of Print and Book Awareness  
Print Referencing  
Examples of Informal Assessment Questions
- Print Referencing in Shared Storybook  
Reading lesson model, pp. 78–82.

Chapter 4: Letter Knowledge

- What? Why? pp. 84–93  
Letter-Name Iconicity  
Letter Characteristics  
Use of Letter Names to Learn Letter Sounds  
Handwriting

Chapter 4: Letter Knowledge

- Handwriting: Uppercase Letter Forms lesson model, pp. 99–102
- Letter-Sound Strategy lesson model, pp. 110–113

*Spelling Generalizations - pdf*

- Complete the required readings and watch the video clips for this module
- Explore the interactives in Activities 1 and 3
- Post two substantive posts to the Module 1 Discussion Forum using the Discussion Board Expectations
- Respond to the reflection questions in your Notebook (optional)
- Complete the Module 1 Self-Check

**MODULE 2: PHONOLOGICAL AWARENESS, EXPLICIT PHONICS INSTRUCTION, IRREGULAR WORD READING**

In this module, you will explore phonological awareness and effective instruction in phonemic awareness. You will study the explanations of how the reading process works and learn more about the concept of automaticity. In the next activity, you'll explore blending and decodable text. You will finish reading the Understanding Dyslexia White Paper and learn how teaching advanced phonemic awareness skills is important for supporting students with word reading difficulties. Finally, you'll begin to consider the strategies used for reading irregular words.

**Required Readings**

**Assignments**

- Teaching Reading Sourcebook*
- Chapter 5: Phonological Awareness
- Why? When? pp. 122–127
  - What? pp. 116–121
    - Levels of Phonological Awareness
    - Effective Phonological Awareness Instruction
    - As you explore the Phonological Awareness Skills by Level tables (pp. 118–119), pay special attention to the examples and try to make up some alternate examples for each skill listed.
  - Say-It-and-Move-It lesson model, pp. 154–155
- Section III: Decoding and Word Recognition**
- Introduction, pp. 161–168
    - The Adams Model of Skilled Reading
    - Ehri's Phases of Word Recognition Development
    - Decoding Is Connected to All Aspects of Reading
- Chapter 6: Phonics
- Systematic and Explicit Phonics Instruction, pp. 170–171
    - Good Phonics Instruction, pp. 174–175
    - Blending Routines, pp. 181–182
    - Decodable Text, pp. 183–185
- Chapter 7: Irregular Word Reading
- What? Why? pp. 242–249
    - High-Frequency Irregular Words in Printed Text
    - Most Frequent Words in School and College Text
- Understanding Dyslexia White paper, pp. 3-7*

- Complete the required readings and watch the video clips for this module
- Explore the interactive in Activity 1
- Post two substantive posts to the Module 2 Discussion Forum using the Discussion Board Expectations
- Respond to the reflection questions in your Notebook (optional)
- Complete the Module 2 Self-Check

## MODULE 3: MULTISYLLABIC WORD READING AND FLUENCY

In this module, you will explore multisyllabic word reading and fluency. You'll investigate strategies for teaching students to read multisyllabic words, study the elements of reading fluency, and learn why fluency is critical to student success in reading. You'll read about choosing the right text for students to develop fluency and complete a short application activity. You'll also explore fluency-building activities at the subword and word levels in addition to activities that build fluency with connected text, such as independent silent reading, assisted reading, and oral reading.

### Required Readings

#### *Teaching Reading Sourcebook*

##### Chapter 8: Multisyllabic Word Reading

- What? pp. 260–267
  - Syllabication
  - Syllable Types and Division Principles
  - Affixes as Syllables
  - Flexible Syllabication

#### **Section IV: Reading Fluency**

##### Chapter 9: Fluency Assessment

- What? When? Why? pp. 328–339
  - Assessment of ORF: Rate and Accuracy
  - ORF Performance Expectations
  - Oral Reading Fluency Norms
  - ORF CBM and Upper-Grade Students
  - Assessment of Prosodic Reading
  - Prosody Assessment Rating Scale
  - Diagnosis of Dysfluent Reading
- Assessment of ORF Rate and Accuracy lesson model, pp. 340–348
- Digital Graphing of ORF Scores lesson model, pp. 349–354
- Assessment of Prosodic Reading lesson model, pp. 355–358

##### Chapter 10: Fluency Instruction

- What? pp. 360–365
  - Independent Silent Reading
  - Assisted Reading
  - Repeated Oral Reading
- Choosing the Right Text pp. 367-369

#### *Readings from Research*

- *Improving Reading Outcomes for Students with or at Risk for Reading Disabilities* (2014) by Carol M. Connor et al.  
“Fluency Interventions May Increase Fluency and Comprehension,” pp. 32–34

### Assignments

- Complete the required readings and watch the video clips for this module
- Complete the Connect to Theory activity on p. 369 of the Sourcebook
- Explore the interactives in Activities 1 and 4
- Post two substantive posts to the Module 3 Discussion Forum using the Discussion Board Expectations
- Respond to the reflection questions in your Notebook (optional)
- Complete the Module 3 Self-Check

## MODULE 4: VOCABULARY

In this module, you will explore specific word instruction, word-learning strategies, and word consciousness. You will review the forms of vocabulary, the links between vocabulary and comprehension, and the components of vocabulary instruction, including instruction for English-language learners. Finally, you will investigate context clues and lesson models for specific word instruction, word-learning strategies, and word consciousness.

### Required Readings

#### *Teaching Reading Sourcebook*

#### **Section V: Vocabulary**

- [Introduction](#), pp. 407–418
  - Forms of Vocabulary
  - Extent of Word Knowledge
  - Vocabulary Size
  - The Vocabulary Gap
  - Links Between Vocabulary and Comprehension
  - Components of Vocabulary Instruction
  - Instruction for English-Language Learners (ELLs)

#### Chapter 11: Specific Word Instruction

- [What? Why? When?](#) pp. 420–431
  - Selecting Words to Teach
  - The Three-Tier System
  - Sequence of Word Acquisition
  - Connect to Theory: “Marine Mammals”
  - Rich and Robust Instruction
- [Text Talk lesson model](#), pp. 436–442
- [Meaning Vocabulary lesson model](#), pp. 443–452
- [Word Map lesson model](#), pp. 481–483
- [Method for Independently Read Text lesson model](#), pp. 453–461

#### Chapter 12: Word-Learning Strategies

- [What? Why?](#) pp. 488–503
  - Dictionary Use
  - Morphemic Analysis
  - Cognate Awareness
  - Contextual Analysis
  - Combined Morphemic and Contextual Analysis
- [Practicing the Vocabulary Strategy lesson model](#), pp. 562–568

#### Chapter 13: Word Consciousness

- [What?](#) pp. 570–577
  - Adept Diction
  - Word Play
  - Word Histories and Origins
- [Animal Idioms lesson model](#), pp. 580–583
- [Antonym Scales lesson model](#), pp. 588–591
- [Poetry as Word Play lesson model](#), pp. 598–600

### Assignments

- Complete the required readings and watch the video clips for this module
- Explore the interactives in Activities 3 and 4
- Interact with the Now Comment activity in Activity 3
- Complete The Three-Tier System Guidelines Worksheet
- Complete The Vocabulary Strategy Worksheet
- Post two substantive posts to the Module 4 Discussion Forum using the Discussion Board Expectations
- Respond to the reflection questions in your Notebook (optional)
- Complete the Module 4 Self-Check

## MODULE 5: COMPREHENSION

The ultimate goal of all reading instruction is for students to comprehend diverse texts. Teaching students strategies to gain meaning from text, alongside their decoding, fluency, and vocabulary skills, will enable them to be more successful at reading complex texts. In this module, you will explore strategies for literary and informational reading. You will examine the three key elements of comprehension: reader, text, and context for reading. You will focus on literary text structure and the application of comprehension strategies to literary text.

### Required Readings

*Teaching Reading Sourcebook*

#### Section VI: Comprehension

Introduction, pp. 609–613, 631

- Fundamentals of Comprehension
  - The Reader
  - The Text:  
Common Core State Standard’s Model for Measuring Text Complexity  
Qualitative Measures of Text Complexity
  - The Activity and Related Tasks
  - The Context
- What Good Readers Do
- Instruction for English-Language Learners (ELLs)

Chapter 14: Literary Text

- What? pp. 634–643  
Story Structure  
Strategy Application  
Reader Response
- Story Structure lesson model, pp. 651–658

*Readings from Research*

- “Cutting to the Common Core: Analyzing Informational Text” (2017) by Kate Kinsella.

*Teaching Reading Sourcebook*

Chapter 15: Informational Text

- What? pp. 682–697  
Informational Text Structure  
Considerate Texts  
Strategy Application  
Reader Response  
Motivation and Engagement with Reading  
Web-Based Text
- QAR (Question-Answer Relationships) lesson model, pp. 702–71

### Assignments

- Complete the required readings and watch the video clips for this module
- Explore the interactive in Activity 2
- Post two substantive posts to the Module 5 Discussion Forum using the Discussion Board Expectations
- Respond to the reflection questions in your Notebook (optional)
- Complete the Module 5 Self-Check



**MODULE 6: READING ASSESSMENT FOR EFFECTIVE INSTRUCTION**

Understanding how to use reading assessments as a basis for instructional decision making is essential. During Module 6, you will focus on becoming familiar with the content and administration of assessments in phonological awareness, decoding and word attack (including spelling), fluency, vocabulary, and comprehension. You will identify the four major types of assessment and their purposes. Finally, you will complete a final reflection in your notebooks and participate in a culminating discussion activity focusing on linking research to practice in your own classrooms.

<b>Required Readings</b>	<b>Assignments</b>
<p><i>Assessing Reading: Multiple Measures</i></p> <ul style="list-style-type: none"><li>■ Introduction to Assessing Reading, pp. 5–11</li><li>■ Assessment Sequences, pp. 12–13</li><li>■ Diagnostic Plans, pp. 14–15</li><li>■ CORE Phonological Segmentation Test, pp. 25–29</li><li>■ CORE Phoneme Segmentation Test, pp. 30–33</li><li>■ CORE Phonics Survey, pp. 41–52</li><li>■ CORE Graded High-Frequency Word Survey, pp. 63–67</li><li>■ MASI-R Oral Reading Fluency Measures, pp. 77–119</li><li>■ CORE Reading Assessment Profile Forms, pp. A2–A7</li></ul> <p><i>Teaching Reading Sourcebook</i></p> <ul style="list-style-type: none"><li>■ Assessment of Comprehension: Literary Text, pp. 646–647 Informational Text, pp. 700–701</li><li>■ Assessment of Vocabulary: Specific Word Instruction, pp. 434–435 Word-Learning Strategies, p. 505</li></ul>	<ul style="list-style-type: none"><li>■ Complete the required readings and watch the video clips for this module</li><li>■ Explore the interactives in Activity 1 and 3</li><li>■ Post two substantive posts to the Module 6 Discussion Forum using the Discussion Board Expectations</li><li>■ Respond to the reflection questions in your Notebook (optional)</li><li>■ Complete the Module 6 Self-Check</li></ul>