



# An Overview of CORE's Online Elementary Reading Academy

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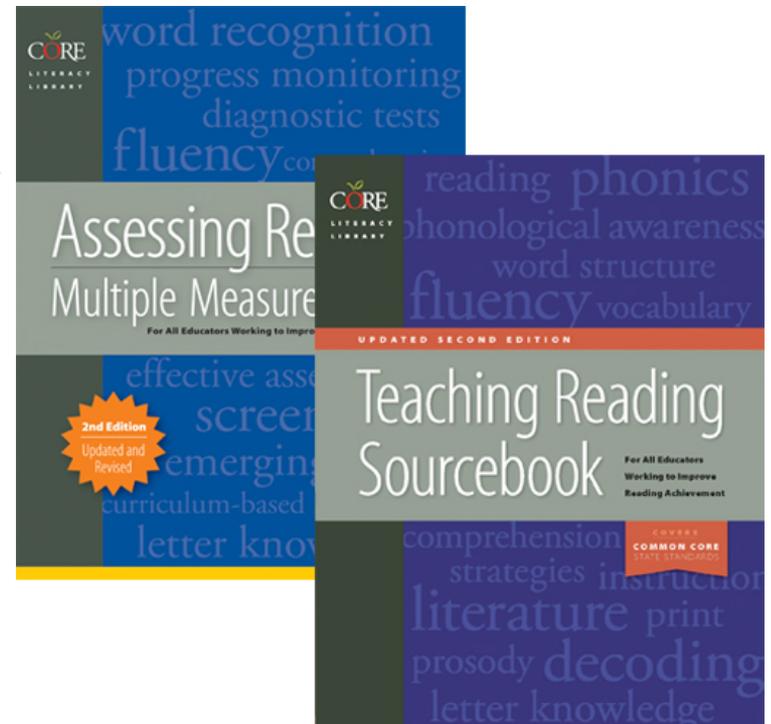
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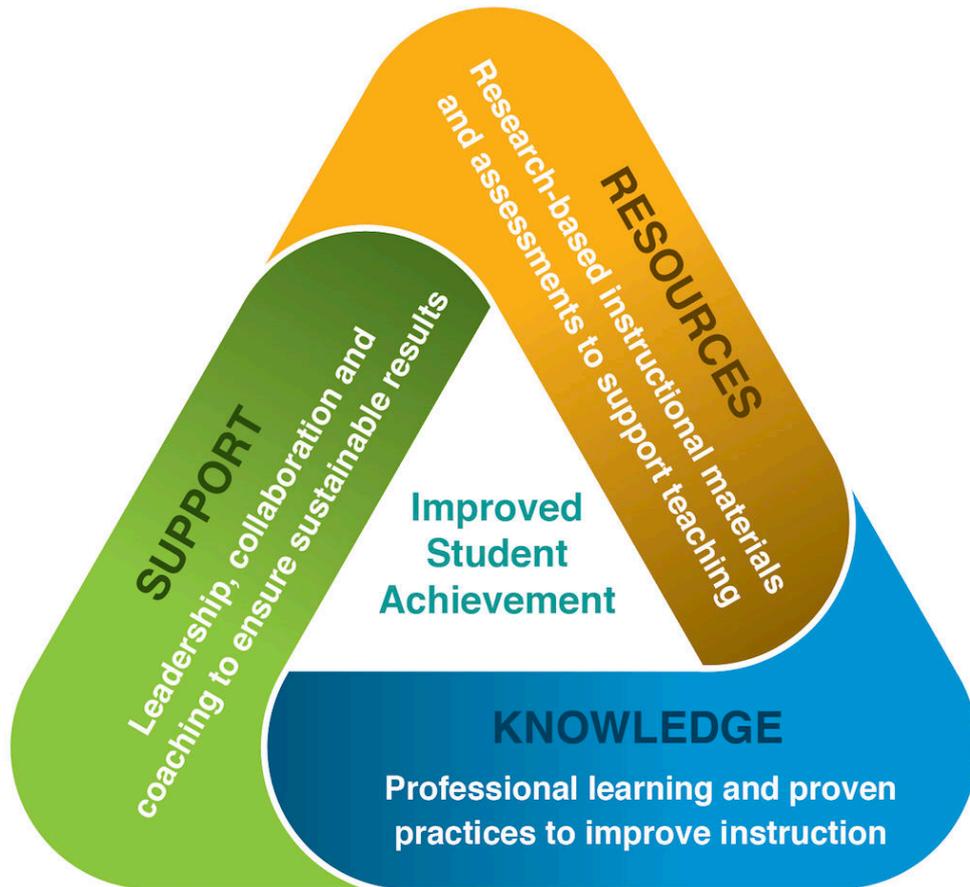
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# About CORE

- CORE provides professional learning (face to face training, online training, and site implementation support) to improve literacy and math instruction, Pre-K-12.
- Founded by former CA State Supt, Bill Honig and Linda Diamond in 1995.
- Nationally recognized for the *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures*.



# What We Believe



- Foundational knowledge (Reading/ Math Academies)
- Research based instructional tools: (curriculum & assessments)
- Job-embedded support

# The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

## LANGUAGE COMPREHENSION

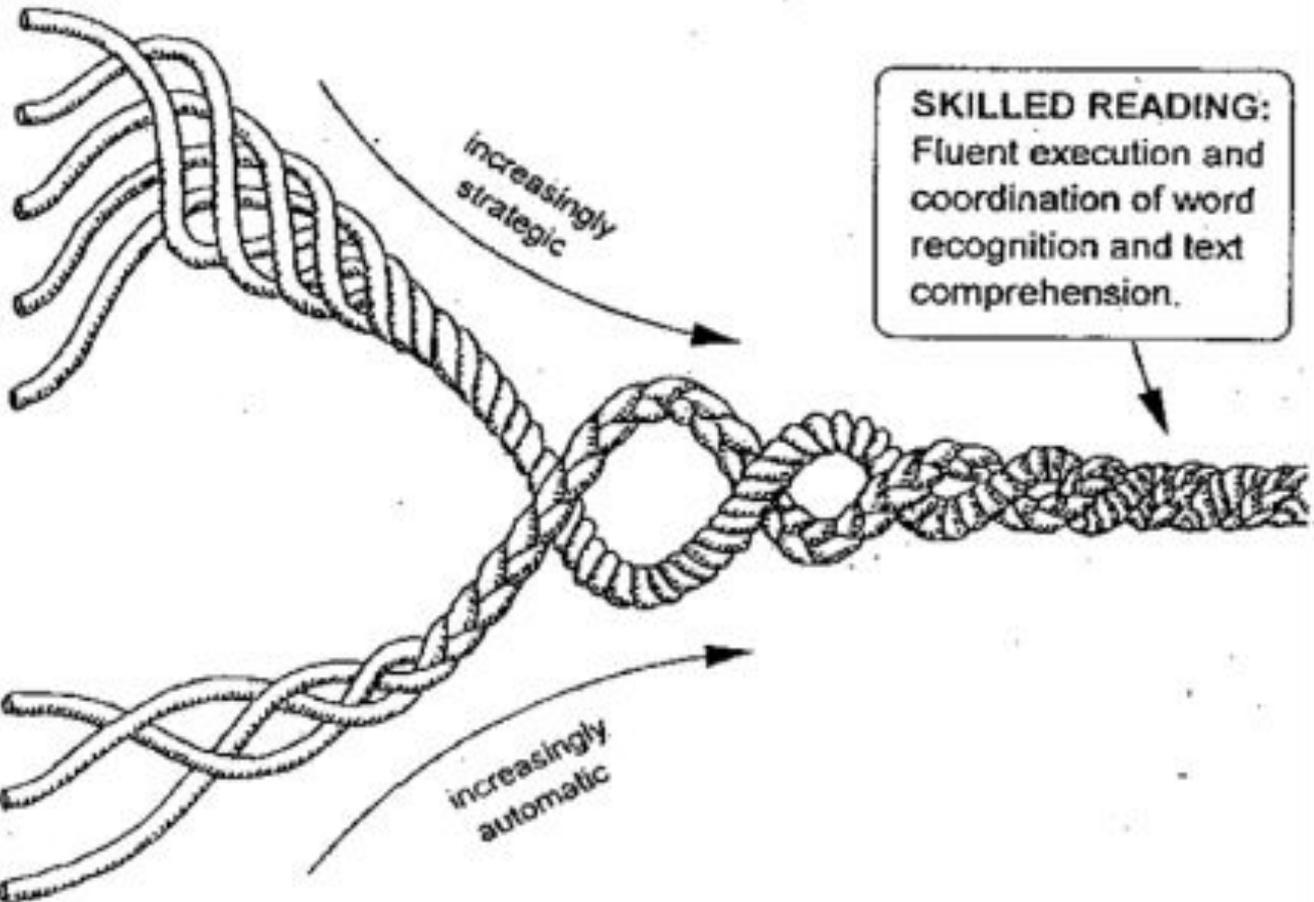
BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

LITERACY KNOWLEDGE  
(print concepts, genres, etc.)



**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)

# Online Elementary Reading Academy (OERA) Outcomes

- Articulate the research on the essential components of reading instruction
- Gain clear and explicit models of instruction immediately applicable to the classroom
- Identify the best practices and explicit methods to develop phonemic awareness, phonics and irregular and multisyllabic word knowledge, fluency, vocabulary, comprehension, and literary and informational text knowledge

# OERA Outcomes

- Understand the structure of the English and Spanish language system
- Identify and use techniques to support academic language development for English learners
- Understand how to use informal diagnostic measures of phonological awareness, decoding, fluency vocabulary and comprehension as a basis for instructional decisions

# Academic Language Skills (from Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade)



## Academic language

the formal communication structure and words that are common in books and at school

## Academic language skills

the skills that enable students to use and comprehend academic language



## Inferential language skills

the ability to discuss topics beyond their immediate context



## Narrative language skills

the ability to clearly relate a series of events



## Academic vocabulary knowledge

the ability to comprehend and use words and grammatical structures common to formal writing



# Who should take the course

This course is for individuals or teams of elementary educators who want to learn effective standards-aligned and scientifically research-based reading practices for all learners.

- Teachers (general and special ed)
- Reading specialists/ interventionists
- Principals/assistant principals
- Reading instructional coaches
- Pre-service teachers

# Teaching Reading Sourcebook Design

## what?

a thorough but concise graphic explanation of research-based content and best practices

## why?

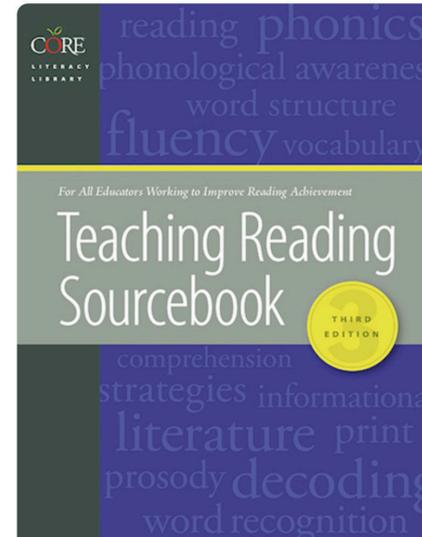
a readable summary of scientifically based research, selected quotes from researchers, and a bibliography of suggested reading

## when?

information about instructional sequence, assessment, and intervention strategies.

## how?

sample lesson models with suggestions for corrective feedback; providing a bridge between research and practice, and making explicit instruction easy



- User-friendly text
- Plentiful charts and tables
- Interactive activities for the reader (Connect to Theory)
- Opportunities to review and interpret content

## Vocabulary



### Section V: Vocabulary 405

#### Introduction 407

Forms of Vocabulary 408

Extent of Word Knowledge 409

Vocabulary Size 410

The Vocabulary Gap 412

Links Between Vocabulary and Comprehension 414

Components of Vocabulary Instruction 415

Instruction for English-Language Learners (ELLs) 418

#### Chapter 11 Specific Word Instruction 419

what?

Specific Word Instruction 420

Selecting Words to Teach 421

Rich and Robust Instruction 427

why?

Specific Word Instruction 432

when?

Specific Word Instruction 434

how?

Sample Lesson Models:

Text Talk: Read-Aloud Method 436

Meaning Vocabulary: Direct Explanation Method 443

Method for Independently Read Text 453

Introducing Function Words 462

Concept Picture Sort 467

Semantic Map 470

Semantic Feature Analysis 474

Possible Sentences 478

Word Map 481

Keyword Method 484

*Sourcebook*  
Table of  
Contents

Link to a  
sampler of  
the *Sourcebook*  
in the chat

# Structure of the Course

- Seven modules completed asynchronously
- 7-10 weeks
- Each module is one or two weeks long
- Content Covered:
  1. Course Orientation and Introduction to Dyslexia
  2. The Structure of Language & Early Literacy
  3. Phonemic Awareness, Explicit Phonics Instruction and Irregular Word Reading
  4. Multisyllabic Word Reading and Fluency
  5. Vocabulary
  6. Comprehension
  7. Reading Assessment for Effective Instruction

# Learning Methods

- Read the *Teaching Reading Sourcebook*
- Participate in the online discussion board
- Complete self-checks for every module
- See videos of instruction
- Engage with interactive simulations
- Watch short, narrated screencasts
- Participate in two synchronous webinars

# Let's Take a Quick Look!

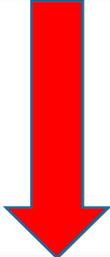
# Feedback About the Course

## Internal Review of the Feedback Surveys:

- approx. 500 respondents
- 99% said the course met or exceeded their expectations
- *The research strategies and the videos were the most valuable for me. I really liked how the book provided a sample lesson plan, materials and a video demonstration. The videos were not perfect and were used in real classrooms. That is what I like the best.*
- *I really loved all of the new strategies that I learned to teach vocabulary in a more engaging way. There were so many other strategies that were given through this course that I will definitely use in my classroom.*

# Feedback About the Course

- *The videos and interactive modules were highly effective. I also am happy to have the course books to bring back to my class and utilize.*
- *This course was very informative and the pacing was perfect. I like the discussion boards, these helped me to further clarify something I may have been confused about.*
- *Everything that I learned in this course was amazing. I am totally revamping so many areas of my teaching for next year.*
- *This course has been amazing. I learned more about reading in this course than I ever did in college. I can't wait to take everything that I have learned and use it in the classroom (or virtual classroom).*



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# Science of Reading Resource Library

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