CORE®
Consortium on Reaching Excellence in Education®
Your Implementation Partner
for Literacy and Math Achievement

Course Title: **Online Elementary Reading Academy**
Class Type: **7- session Asynchronous Course; 5-6 hours per week/session, 7 consecutive weeks**

Course Description

This asynchronous course provides participants 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, Updated 2nd Edition and Assessing Reading: Multiple Measures, 2nd Edition.* The highly engaging sessions, **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 webinars.

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

Materials Included

Honig, B., Diamond, L., & Gutlohn, L. *Teaching Reading Sourcebook, Updated 2nd Edition*. Novato, CA: Arena, 2013.

Diamond, L., & Thorsnes, B.J. (Eds.). *Assessing Reading: Multiple Measures, 2nd Edition*. Novato, CA: Arena, 2008.

CORE Blending DVD; CORE Reading Foundational Skills DVD

Learning Outcomes

At the conclusion of this course, participants will be able to:
1. Identify the five essential components of scientifically based reading instruction
2. Describe how to provide explicit instruction in phonological and phonemic awareness
3. Identify how instruction in phonics and irregular word reading contributes to automatic word reading
4. Explain how to provide explicit instruction in multisyllabic word reading
5. Describe the relationship between reading fluency and text comprehension
6. Understand the importance of vocabulary knowledge to reading comprehension
7. Understand the factors that contribute to and affect reading comprehension
8. Learn the structures of literary and informational text and how to use that knowledge to improve comprehension
9. Become familiar with the content and administration of assessments in phonological awareness, decoding and word attack, fluency, vocabulary, and comprehension
10. 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 session, 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 session contains several required readings along with required learning activities. Specific readings are listed in the table below. Each week participants will read sections of the main text, *Teaching Reading Sourcebook, Updated 2nd Edition*, and watch accompanying videos and screencasts that model selected lessons and strategies highlighted in the text. Participants will also complete interactive activities to help apply what they are learning.

Cost and College Credit Options
$500 per participant including the course fees, materials and shipping. Group discounts are available for 12 or more seats. Class size – minimum of 12 not to exceed 30 participants.

College Credit Options:

Option 1: Participants may receive 3 graduate level semester extension units for an additional cost of $285. These units are typically used for salary advancement. There are no additional requirements beyond successful completion of the course for a total of 45 hours.

Option 2: Participants may receive 3 Graduate Credits for an additional cost of $575. Requirements include successful completion of the course and completion of additional assignments for a total of 135 hours.

See Course Outline and Timeline on next page

Course Outline and Timeline

Week or Class	Topic	Reading	Assignment
1	**Orientation** The Orientation session 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 read about and watch a video introducing you to CORE and	What are the Benefits of Online Learning?, The Virginia Adult Learning Resource Center Tips and Strategies for the Successful Online Student, Randy Accetta, Ph.D. Time Management for Online Learners, eLearners.com About the Teaching Reading Sourcebook, CORE Literacy Library, Arena Press, 2012	☐ Explore the course environment ☐ Explore the CORE website ☐ Post two substantive posts to the Orientation Discussion Forum ☐ Respond to the reflection questions in your notebook (optional)

		the professional services CORE offers.	About the Common Core State Standards and the Teaching Reading Sourcebook, CORE Literacy Library Selected Readings from: Honig, B., Diamond, L. & Gutlohn, L., *Teaching Reading Sourcebook, Updated 2nd Edition*. Novato, CA: Arena, 2013. The Big Picture, Sourcebook pages 2–3 The Brain and Reading, Sourcebook pages 4–5 The Big Picture, Sourcebook pages 6–18.	☐ Complete the Orientation Survey
2	**The Structure of Language** In this session, you will explore the structure of English, focusing on recognition of phonemes, voicing, details of articulation, and continuous and stop sounds. You will investigate the concept of print awareness, focusing on letter iconicity and the use of letter names to learn sounds. You will then explore the role of letter knowledge in early literacy and investigate the role that handwriting plays in early literacy.	Selected Readings from: Honig, B., Diamond, L. & Gutlohn, L.. *Teaching Reading Sourcebook, Updated 2nd Edition*. Novato, CA: Arena, 2013. ☐ The charts on page 23 that demonstrate the difference in the manner and place of articulation of the consonant versus vowel phonemes ☐ The chart on page 25 illustrating sounds that are voiced and others that are unvoiced ☐ The chart on pages 29–35 that links the sounds to spelling and provides the most useful phonic elements and patterns ☐ The charts on pages 36–37 that show important syllable principles and patterns for multisyllabic word instruction ☐ The charts on pages 44–47 that provide the most useful affixes and roots, which become increasingly important in grade 3 and remain so through high school Read Early Literacy, Sourcebook, pages 69–82. ☐ How might a primary grade (pre–	☐ Complete the required readings ☐ Watch the videos for this session ☐ Explore the interactives in Activities 1 and 3 ☐ Post two substantive posts to the Session 1 Discussion Forum using the Discussion Board Expectations ☐ Respond to the reflection questions in your Notebook (optional) ☐ Complete the Session 1 Self-Check

		K through grade 2) teacher use the chart on page 73?	
		☐ How might a primary grade teacher use the informal assessment questions on page 77 to assess and remediate students' understanding of print awareness?	
		☐ Explore the lesson model on pages 78–82, what do you notice about the teacher's language and the questions the teacher asks?	
		☐ Review the teaching note on page 81.	
		☐ Letter Knowledge, Sourcebook pages 89–92.	
		☐ Structure of Spanish, pages. 50–66	
		☐ Early Literacy, pages 69–82	
		☐ Handwriting, pages 99 – 102	
3	**Phonemic Awareness, Explicit Phonics Instruction and Irregular Word Reading** In this session, 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. Finally, you'll begin to consider the strategies used for reading irregular words.	Selected Readings from: Honig, B., Diamond, L. & Gutlohn, L., *Teaching Reading Sourcebook, Updated 2nd Edition*. Novato, CA: Arena, 2013. ☐ Phonological Awareness: Why? and When?, pages 122–127 ☐ Phonological Awareness: What pages 116–121. As you explore the charts on pages 118 and 119, pay special attention to the examples and try to make up some alternate examples for each skill listed. ☐ Say-It-and-Move-It model lesson for phoneme segmentation and blending on pages 154–155 (and watch video) ☐ Phases of word recognition development, pages 161–168 ☐ Systematic and Explicit Phonics Instruction, pages 170–171 ☐ Good Phonics Instruction, pages 174–175 ☐ Blending Routines, pages 181–182 ☐ Decodable Text, Sourcebook pages 183–185 ☐ Irregular Word Reading, pages 242–249. ☐ Most Frequent Words in School	☐ Complete the required readings ☐ Watch the videos for this session ☐ Explore the interactive in Activity 1 ☐ Post two substantive posts to the Session 2 Discussion Forum using the Discussion Board Expectations ☐ Respond to the reflection questions in your Notebook (optional) ☐ Complete the Session 2 Self-Check

		and College on pages 244–245	
4	**Multisyllabic Word Reading and Fluency** In this session, 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 also explore fluency-building activities, such as independent silent reading, assisted reading, and oral reading.	Selected Readings from: Honig, B., Diamond, L. & Gutlohn, L., *Teaching Reading Sourcebook, Updated 2nd Edition*. Novato, CA: Arena, 2013. ☐ Fluency Assessment: What? When? Why?, pages 328–339 ☐ Chart of ORF norms, grades 1–8, on page 331 ☐ Prosody Assessment Rating Scale chart on page 334 ☐ Fluency Assessment: How?, pages 340–358 ☐ Instructional Options for Nonprosodic Readers, page 358 ☐ Fluency Instruction, pages 360–365 ☐ Multisyllabic Word Reading, pages 260–266 ☐ Fluency Assessment: How?, pages 340–358 ☐ Instructional Options for Nonprosodic Readers, Sourcebook page 358 ☐ Fluency Interventions May Increase Fluency and Comprehension, pages 32–34 of 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.	☐ Complete the required readings and watch the videos for this session ☐ Explore the interactives in Activities 1 and 4 ☐ Post two substantive posts to the Session 3 Discussion Forum using the Discussion Board Expectations ☐ Respond to the reflection questions in your Notebook (optional) ☐ Complete the Session 3 Self-Check
5	**Vocabulary** In this session, 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, and you will examine word-learning	Selected Readings from: Honig, B., Diamond, L. & Gutlohn, L., *Teaching Reading Sourcebook, Updated 2nd Edition*. Novato, CA: Arena, 2013. ☐ Read Vocabulary, pages 407–418 ☐ What, Why, When, and How for Specific Word Instruction" page 421; ☐ Rich and Robust Instruction, page 427 ☐ Marine Mammals, page 768, (Mark any words that you think	☐ Complete the required readings and watch the videos for this session ☐ 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

	strategies. Finally, you will investigate context clues and word-learning strategy model lessons.	might qualify as Tier-Two words) ☐ Sequence of Word Acquisition, pages 423–426 ☐ Text Talk Lesson pages 436–442 ☐ Meaning Vocabulary: Direct Explanation Method, pages 443–452 ☐ Word Map, pages 481–483 ☐ Method for Independently Read Text, pages 453–461 ☐ Word-Learning Strategies, pages 488–503 ☐ The Vocabulary Strategy Worksheet, page 794 ☐ Practicing the Vocabulary Strategy, pages 562–568 ☐ Word Consciousness, pages 570–577 ☐ Animal Idioms, pages 580–583 ☐ Antonym Scales, 588–591 ☐ Poetry as Word Play, pages 598–606	☐ Post two substantive posts to the Session 4 Discussion Forum using the Discussion Board Expectations ☐ Respond to the reflection questions in your Notebook (optional) ☐ Complete the Session 4 Self-Check
6	**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 session, 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.	Selected Readings from: Honig, B., Diamond, L. & Gutlohn, L., *Teaching Reading Sourcebook, Updated 2nd Edition*. Novato, CA: Arena, 2013. ☐ Introduction to Comprehension, pages 609–613 ☐ The Common Core State Standard's Model for Measuring Text Complexity chart, page 610 ☐ Qualitative Measures of Text Complexity chart, page 611 ☐ Instruction for English Language Learners (ELLs), page 631 ☐ Literary Text: What?, pages 634–643 ☐ Story Structure, pages 651–658 ☐ Cutting to the Common Core: Analyzing Informational Text ☐ Informational Text: What?, pages 682–697 ☐ QAR (Question-Answer Relationships) pages 702–710	☐ Complete the required readings and watch the videos for this session ☐ Explore the interactive in Activity 2 ☐ Post two substantive posts to the Orientation Discussion Forum using the Discussion Board Expectations ☐ Respond to the reflection questions in your Notebook (optional) ☐ Complete the Session 5 Self-Check
7	**Reading Assessment for Effective Instruction**	Selected Readings from: Diamond, Linda, B.J. Thorsnes (Eds.).	☐ Complete the required readings and watch the videos for this session

Understanding how to use reading assessments as a basis for instructional decision making is essential. During Session Six, you will focus on becoming familiar with the content and administration of assessments in phonological awareness, decoding and word attack, fluency, vocabulary, and comprehension. You will identify the four major types of assessment and their purposes and understand the role of assessment in a three-tiered comprehensive reading model. 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.	*Assessing Reading: Multiple Measures, 2nd Edition*. Novato, CA: Arena, 2008. ☐ Introduction to assessing reading, pages 5–15 ☐ CORE Phonological Segmentation Test, pages 25–29 ☐ CORE Phoneme Segmentation Test, Assessing Reading pages 30–33 ☐ CORE Phonics Survey, pages 41–48 ☐ CORE High-Frequency Word Survey pages 63–67 ☐ MASI-R Oral Reading Fluency, pages 77–119 ☐ CORE Data Entry Forms Selected Readings from: Honig, B., Diamond, L. & Gutlohn, L., *Teaching Reading Sourcebook, Updated 2nd Edition*. Novato, CA: Arena, 2013. ☐ Assessment of Comprehension: Literary Text, pages 646–7 ☐ Assessment of Comprehension: Informational Text, pages 700–1 ☐ Assessment of Vocabulary: Specific Word Instruction, pages 434–5, 505 ☐ Assessment of Vocabulary: Word-Learning Strategies, page 505. ☐ Comprehensive Reading Model, pages 744–754	☐ Explore the interactives in Activity 1 and 3 ☐ Post two substantive posts to the Orientation Discussion Forum using the Discussion Board Expectations ☐ Respond to the reflection questions in your Notebook (optional) ☐ Complete the Session 6 Self-Check