

# Ohio's Introduction to the Science of Reading K-12 Courses

## OVERVIEW OF COURSE CONTENT

Module	Grade Band(s)	Content Overview	Hours
<b>Introduction to Evidence-Based Language and Literacy Instruction, K-12* (Parts 1 &amp; 2)</b>	K-5, 6-12, Administrators	<ul style="list-style-type: none"> <li>• The stages of reading development</li> <li>• The five components of reading</li> <li>• The Reading Rope and Simple View of Reading models</li> <li>• Levels of language (phonology, orthography, morphology, semantics, syntax, discourse, pragmatics)</li> <li>• Principles of effective teaching</li> <li>• How the brain learns to read</li> <li>• Overview of adolescent literacy</li> <li>• Evidence-based writing instruction: K-12</li> <li>• Culturally responsive practice</li> <li>• Connection to Ohio's efforts to raise literacy achievement and state literacy standards</li> </ul>	3.5
<b>Supporting Learners with Difficulties, K-12</b>	K-5, 6-12	<ul style="list-style-type: none"> <li>• Causes of literacy difficulty</li> <li>• Specific learning disabilities</li> <li>• Dyslexia and learning to read</li> <li>• Executive functions and learning to read</li> <li>• English learners</li> <li>• Literacy intervention, K-12</li> </ul>	2.5
<b>Data-Driven Decision Making to Support All Learners, K-12</b>	K-5, 6-12	<ul style="list-style-type: none"> <li>• Overview of the MTSS (Multi-Tiered System of Supports) model</li> <li>• Types &amp; purposes of reading assessment and assessment terminology</li> <li>• Using screening, diagnostic, progress monitoring, and summative assessment across the school year</li> <li>• Assessment frameworks, K-4 and 5-12</li> <li>• The problem-solving process</li> <li>• Analyzing assessment data and matching students to interventions</li> <li>• Analyzing data: teachers and teams</li> </ul>	2

Module	Grade Band(s)	Content Overview	Hours
<b>Access to Rigorous Grade-Level and Complex Text, K-12</b>	K-5, 6-12, Administrators	<ul style="list-style-type: none"> <li>• Three types of text for different purposes</li> <li>• Explanation of high-quality complex text and why it is important</li> <li>• How to measure and select complex text</li> <li>• The role of background knowledge in supporting comprehension</li> <li>• Using text sets to build knowledge</li> </ul>	1
<b>Phonemic Awareness for K-5</b>	K-5	<ul style="list-style-type: none"> <li>• The umbrella of phonological awareness</li> <li>• Word, syllable, alliteration, and rhyme awareness</li> <li>• Onset &amp; rime, precursors to phonemic awareness</li> <li>• The role of phonemic awareness in learning to read</li> <li>• Overview of the English speech sounds</li> <li>• Routines for basic phonemic awareness tasks</li> <li>• Phoneme blending, segmenting, and manipulation instructional activities</li> </ul>	2
<b>Phonics for K-5 (Parts 1 &amp; 2)</b>	K-5	<ul style="list-style-type: none"> <li>• The alphabetic principle and the role of phonics in reading explicit and systematic instruction, including use of a phonics scope and sequence</li> <li>• Guidelines for effective phonics instruction</li> <li>• Letter recognition and naming</li> <li>• Letter-sound correspondences</li> <li>• Blending and segmenting</li> <li>• Spelling instruction</li> <li>• The orthographic mapping process</li> <li>• High frequency and irregularly spelled words</li> <li>• Automaticity and decodable text</li> <li>• Advanced word study: syllable types and division</li> <li>• Multi-syllable word reading: structural analysis, schwa</li> <li>• Word parts: prefixes, suffixes, roots</li> </ul>	3
<b>Fluency for K-5</b>	K-5	<ul style="list-style-type: none"> <li>• Fluency explained</li> <li>• Measuring fluency</li> <li>• Fluency across grades</li> <li>• Developing fluency for letter-sound correspondences</li> <li>• Developing fluency for word, phrase, sentence reading</li> <li>• Developing fluency using connected text</li> <li>• Prosody (reading with expression)</li> </ul>	1

Module	Grade Band(s)	Content Overview	Hours
<b>Vocabulary for K-5</b>	K-5	<ul style="list-style-type: none"> <li>• Oral language and literacy</li> <li>• Vocabulary acquisition</li> <li>• Previewing prior to reading or read aloud</li> <li>• Selecting and teaching targeted words in-depth</li> <li>• Making connections among words (semantic mapping, semantic feature analysis)</li> <li>• Teaching use of context and word parts</li> <li>• Fostering word consciousness</li> </ul>	2
<b>Reading Comprehension for K-5*</b>	K-5	<ul style="list-style-type: none"> <li>• The language processes that impact reading comprehension</li> <li>• Research about effective comprehension instruction</li> <li>• The connection between vocabulary knowledge, background knowledge, and comprehension</li> <li>• Making inferences</li> <li>• Metacognition and comprehension strategies</li> <li>• Main ideas and note taking</li> <li>• Retell and summary</li> <li>• Generating and answering questions</li> <li>• Teaching text structure to support comprehension</li> <li>• Designing and planning effective comprehension instruction in all subjects</li> </ul>	2.5
<b>Writing for K-5*</b>	K-5	<ul style="list-style-type: none"> <li>• Writing instruction models</li> <li>• Transcription skills: spelling and handwriting</li> <li>• Engaging a community of writers</li> <li>• Stages of the writing process</li> <li>• Drawing and labels - first steps to writing</li> <li>• Teaching sentence and paragraph writing</li> <li>• Text structure for opinion, informational, narrative writing</li> <li>• Writing about text, using writing to learn</li> </ul>	2.5

Module	Grade Band(s)	Content Overview	Hours
<b>Advanced Word Study and Phonics for 6-12</b>	6-12	<ul style="list-style-type: none"> <li>Advanced word study as a component of adolescent literacy</li> <li>Older students with word reading difficulties</li> <li>Phonics and advanced word study overview</li> <li>Structured language instruction</li> <li>Automaticity and decodable text</li> <li>Reading and spelling multisyllabic words</li> <li>The schwa vowel sound</li> <li>Syllable and syllable division instruction</li> <li>Morphology and structural analysis</li> <li>Spelling instruction</li> </ul>	2.5
<b>Fluency for 6-12</b>	6-12	<ul style="list-style-type: none"> <li>Fluency defined and explained</li> <li>Fluency and reading comprehension</li> <li>Measuring fluency</li> <li>Supplemental fluency instruction for students with reading difficulties</li> <li>The role of prosody in fluency</li> </ul>	1
<b>Vocabulary for 6-12</b>	6-12	<ul style="list-style-type: none"> <li>Why vocabulary instruction is needed</li> <li>Academic vocabulary</li> <li>Previewing prior to reading or a read aloud</li> <li>Selecting and teaching targeted words in-depth</li> <li>Making connections among words (semantic mapping, semantic feature analysis)</li> <li>Teaching use of context and word parts</li> <li>Fostering word consciousness</li> </ul>	2.5
<b>Motivation and Engagement for 6-12</b>	6-12	<ul style="list-style-type: none"> <li>Adolescent motivation and engagement explained</li> <li>Differences between the motivation of proficient readers and struggling readers</li> <li>Instructional suggestions associated with improved motivation</li> </ul>	0.5

Module	Grade Band(s)	Content Overview	Hours
<b>Reading Comprehension for 6-12*</b>	6-12	<ul style="list-style-type: none"> <li>• The language processes that impact reading comprehension</li> <li>• Research about effective comprehension instruction</li> <li>• The connection between vocabulary knowledge, background knowledge, and comprehension</li> <li>• Making inferences</li> <li>• Metacognition and comprehension strategies</li> <li>• Main ideas and note taking</li> <li>• Summarizing</li> <li>• Generating and answering questions</li> <li>• Teaching text structure to support comprehension</li> <li>• Designing and planning effective comprehension instruction in all subjects</li> </ul>	2.5
<b>Writing for 6-12*</b>	6-12	<ul style="list-style-type: none"> <li>• Writing instruction models</li> <li>• Teaching principles</li> <li>• Using mentor models</li> <li>• Writing in the content areas</li> <li>• Stages of the writing process</li> <li>• Writing sentences and paragraphs</li> <li>• Patterns of organization and text structure</li> <li>• Writing about reading, writing to learn</li> </ul>	3
<b>Leading the Science of Reading</b>	Administrators	<ul style="list-style-type: none"> <li>• The role of administrators in leading literacy efforts</li> <li>• Key components of literacy that every administrator should know</li> <li>• Implementing the science of reading in a building or district</li> <li>• Managing time and scheduling to maximize literacy</li> <li>• Ensuring quality of instruction for all students</li> <li>• Providing high-quality professional development to improve literacy</li> <li>• Assessment and intervention</li> </ul>	2.5

*\*Indicates module is included in abbreviated sequence for K-5 and/or 6-12*