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

OVERVIEW OF COURSE CONTENT

Module	Grade Band(s)	Content Overview	Hours
Introduction to Evidence-Based Language and Literacy Instruction, K-12* (Parts 1 & 2)	K-5, 6-12, Administrators	• The stages of reading development • The five components of reading • The Reading Rope and Simple View of Reading models • Levels of language (phonology, orthography, morphology, semantics, syntax, discourse, pragmatics) • Principles of effective teaching • How the brain learns to read • Overview of adolescent literacy • Evidence-based writing instruction: K-12 • Connection to Ohio's efforts to raise literacy achievement and state literacy standards	3.5
Supporting Learners with Difficulties, K-12	K-5, 6-12	• Causes of literacy difficulty • Specific learning disabilities • Dyslexia and learning to read • Executive functions and learning to read • English learners • Literacy intervention, K-12	2.5
Data-Driven Decision Making to Support All Learners, K-12	K-5, 6-12	• Overview of the MTSS (Multi-Tiered System of Supports) model • Types & purposes of reading assessment and assessment terminology • Using screening, diagnostic, progress monitoring, and summative assessment across the school year • Assessment frameworks, K-4 and 5-12 • The problem-solving process • Analyzing assessment data and matching students to interventions • Analyzing data: teachers and teams	2

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Module	Grade Band(s)	Content Overview	Hours
Access to Rigorous Grade-Level and Complex Text, K-12	K-5, 6-12, Administrators	• Three types of text for different purposes • Explanation of high-quality complex text and why it is important • How to measure and select complex text • The role of background knowledge in supporting comprehension • Using text sets to build knowledge	1
Phonemic Awareness for K-5	K-5	• The umbrella of phonological awareness • Word, syllable, alliteration, and rhyme awareness • Onset & rime, precursors to phonemic awareness • The role of phonemic awareness in learning to read • Overview of the English speech sounds • Routines for basic phonemic awareness tasks • Phoneme blending, segmenting, and manipulation instructional activities	2
Phonics for K-5 (Parts 1 & 2)	K-5	• The alphabetic principle and the role of phonics in reading explicit and systematic instruction, including use of a phonics scope and sequence • Guidelines for effective phonics instruction • Letter recognition and naming • Letter-sound correspondences • Blending and segmenting • Spelling instruction • The orthographic mapping process • High frequency and irregularly spelled words • Automaticity and decodable text • Advanced word study: syllable types and division • Multi-syllable word reading: structural analysis, schwa • Word parts: prefixes, suffixes, roots	3
Fluency for K-5	K-5	• Fluency explained • Measuring fluency • Fluency across grades • Developing fluency for letter-sound correspondences • Developing fluency for word, phrase, sentence reading • Developing fluency using connected text • Prosody (reading with expression)	1

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Module	Grade Band(s)	Content Overview	Hours
Vocabulary for K-5	K-5	• Oral language and literacy • Vocabulary acquisition • Previewing prior to reading or read aloud • Selecting and teaching targeted words in-depth • Making connections among words (semantic mapping, semantic feature analysis) • Teaching use of context and word parts • Fostering word consciousness	2
Reading Comprehension for K-5*	K-5	• The language processes that impact reading comprehension • Research about effective comprehension instruction • The connection between vocabulary knowledge, background knowledge, and comprehension • Making inferences • Metacognition and comprehension strategies • Main ideas and note taking • Retell and summary • Generating and answering questions • Teaching text structure to support comprehension • Designing and planning effective comprehension instruction in all subjects	2.5
Writing for K-5*	K-5	• Writing instruction models • Transcription skills: spelling and handwriting • Engaging a community of writers • Stages of the writing process • Drawing and labels - first steps to writing • Teaching sentence and paragraph writing • Text structure for opinion, informational, narrative writing • Writing about text, using writing to learn	2.5

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Module	Grade Band(s)	Content Overview	Hours
Advanced Word Study and Phonics for 6-12	6-12	• Advanced word study as a component of adolescent literacy • Older students with word reading difficulties • Phonics and advanced word study overview • Structured language instruction • Automaticity and decodable text • Reading and spelling multisyllabic words • The schwa vowel sound • Syllable and syllable division instruction • Morphology and structural analysis • Spelling instruction	2.5
Fluency for 6-12	6-12	• Fluency defined and explained • Fluency and reading comprehension • Measuring fluency • Supplemental fluency instruction for students with reading difficulties • The role of prosody in fluency	1
Vocabulary for 6-12	6-12	• Why vocabulary instruction is needed • Academic vocabulary • Previewing prior to reading or a read aloud • Selecting and teaching targeted words in-depth • Making connections among words (semantic mapping, semantic feature analysis) • Teaching use of context and word parts • Fostering word consciousness	2.5
Motivation and Engagement for 6-12	6-12	• Adolescent motivation and engagement explained • Differences between the motivation of proficient readers and struggling readers • Instructional suggestions associated with improved motivation	0.5

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Module	Grade Band(s)	Content Overview	Hours
Reading Comprehension for 6-12*	6-12	• The language processes that impact reading comprehension • Research about effective comprehension instruction • The connection between vocabulary knowledge, background knowledge, and comprehension • Making inferences • Metacognition and comprehension strategies • Main ideas and note taking • Summarizing • Generating and answering questions • Teaching text structure to support comprehension • Designing and planning effective comprehension instruction in all subjects	2.5
Writing for 6-12*	6-12	• Writing instruction models • Teaching principles • Using mentor models • Writing in the content areas • Stages of the writing process • Writing sentences and paragraphs • Patterns of organization and text structure • Writing about reading, writing to learn	3
Leading the Science of Reading	Administrators	• The role of administrators in leading literacy efforts • Key components of literacy that every administrator should know • Implementing the science of reading in a building or district • Managing time and scheduling to maximize literacy • Ensuring quality of instruction for all students • Providing high-quality professional development to improve literacy • Assessment and intervention	2.5

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

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