OL&LA
ONLINE LANGUAGE and LITERACY ACADEMY

SYLLABUS v1.0

Course Title: *Online Language & Literacy Academy (OL&LA)*

Course Type:

9-module asynchronous course

4 to 6 hours per module

typically completed over 18 weeks

Course Description:

OL&LA (The Online Language & Literacy Academy) is an asynchronous course that personalizes professional learning for literacy by integrating cutting-edge reading science with techniques tailored to a wide range of students, including those with diverse language backgrounds like Multilingual Learners, English language variety speakers, and students with dyslexia. Participants form an intellectual community (cohort) 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, reflections, self-checks, and online discussion forums. Depending on the course pathway purchased, participants can have direct contact with a personalized CORE facilitator that includes three live 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.

Learning Outcomes

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

1. Deliver standards-aligned and evidence-based reading instruction.
2. Articulate the research on reading instruction and link research to practice.
3. Identify and use techniques to support academic language development for multilingual learners.
4. Understand how to use informal diagnostic measures of phonological awareness, decoding, fluency, vocabulary, and comprehension as a basis for instructional decisions.

Teaching/Learning Strategies

▪ Reading from course textbooks

▪ Watching video clips and narrated screencasts

▪ Completing interactive learning activities with built-in feedback

▪ Completing Learning Journal reflections (optional)

▪ Completing self-check exercises with immediate feedback

▪ Participating in online discussions with peers

▪ Collaborating on activities

▪ Roleplaying/simulation

▪ Participating in synchronous webinars (when OL&LA with a CORE facilitator model is purchased)

▪ Conferencing with instructors (when OL&LA with a CORE facilitator model is purchased)

In each OL&LA 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

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

College Credit Option

Participants may receive 3 graduate-level semester extension units for an additional cost of $327. These units are typically used for salary advancement. There are no additional requirements beyond the successful completion of the 45-hour course. See this document for more information.

MODULE 1: WELCOME	
The Welcome 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 read about and watch a video introducing you to CORE and the professional services CORE offers. You will receive an overview of the reading research, explore how the brain learns to read, and begin to discuss the relationship between language and literacy development.	
Required Readings	**Assignments**
Teaching Reading Sourcebook ● No *Sourcebook* reading	☐ Explore the course environment ☐ Opening Self-Survey (*Unit 4*) ☐ Optional: Learning Journal reflection questions (*Unit 7*) ☐ Respond to the prompt in the Community Chat and reply to one other response (*Unit 11*)

MODULE 2: BIG PICTURE

In this module, you will explore the big picture of how strong spoken language influences strong literacy skills. You will build an understanding of how the language areas of the brain operate with two other areas during the process of reading. You will unpack the five essential components of reading as they apply to all languages, structured literacy, reading assessment, and differentiated instruction. You will study the structure of the English language by identifying phonemes, the differences between consonant and vowel phonemes, and the details of phoneme articulation. You will study the structure of the English language by identifying graphemes and their relationship to phonemes in the written language (sound/spelling correspondence). You will study the structure of the English language by identifying syllable and morpheme types. You will then look at an example of other language structures outside of English by identifying Spanish/English cross-language transfer and non-transfer, and English/Spanish cognates, as well as the Spanish letter/sound system, sound/spelling sequence, syllable types, and patterns.

Required Readings	Assignments
Teaching Reading Sourcebook **Welcome to Module 2 (Unit 1)** ● No *Sourcebook* reading **The Big Picture (Units 2-5)** ● Pages 2–3: The Current State of Reading ● Pages 4–5: The Reading Brain ● Pages 6–12: The Scientific Approach to Reading Instruction, Essential Components of Reading Instruction, and Reading Assessment ● Pages 14–18: Academic Language and Differentiated Instruction **Word Structure (Units 6-11)** ● Pages 22–23: The What of Phonemes ● Pages 24–27: Phoneme Classifications **More on Word Structure (Units 12-17)** ● Pages 28–35: The What of Sound/Spellings ● Pages 36–37: The What of Syllables ● Pages 42–47: The What of Morphemes ● Pages 49–66: The Structure of Spanish **Module 2 Review (Unit 18)** ● No *Sourcebook* reading	☐ Knowledge Pre-Check *(Unit 1)* ☐ Write to Learn prompts *(Units 2, 7, 12, 15, and 17)* ☐ Optional: Learning Journal reflection questions *(Units 3 and 6)* ☐ Section Reflections *(Units 5, 11, and 17)* ☐ In Practice prompts *(Units 5 and 17)* ☐ *Community Chat* and reply to one other response *(Unit 7)* ☐ Quick Check activities *(Unit 7, 9, 13, 14)* ☐ Module 2 Knowledge Check *(Unit 18)* ☐ Optional: Explore the Additional Resources provided at the end of Module 2

MODULE 3: EFFECTIVE INSTRUCTION-LANGUAGE AND EARLY LITERACY

In this module, you will begin by learning about the key aspects of early literacy and how they form the foundation on which literacy rests. Then, you will spend the rest of the module learning about the "three pillars" of early literacy: concepts of print, letter knowledge, and phonological and phonemic awareness.

Required Readings	Assignments
Teaching Reading Sourcebook	☐ Knowledge Pre-Check *(Unit 1)*
Welcome to Module 3 (Units 1-2)	☐ Section Reflections *(Units 2, 4, 6, 9, and 13)*
● No *Sourcebook* reading	☐ *Community Chat* and reply to one other response *(Unit 4)*
Effective Instruction (Units 3-4)	☐ Optional: Learning Journal reflection questions *(Units 6 and 13)*
● No *Sourcebook* reading	☐ In Practice prompts *(Units 9 and 13)*
Print Awareness (Units 5-6)	☐ Write to Learn prompts *(Units 10 and 13)*
● Pages 69–70: Introduction to Early Literacy	☐ Quick Check activities *(Units 7, 11, 12, and 13)*
● Pages 72–77: The What, Why, and When of Print Awareness	☐ Complete the Module 3 Knowledge Check *(Unit 14)*
Letter Knowledge (Units 7-9)	☐ Optional: Explore the Additional Resources provided at the end of Module 3
● Pages 84–113: The What, Why, When, and How of Letter Knowledge	
Phonological and Phonemic Awareness (Units 10-13)	
● Pages 116–126 and 154–158: The What, Why, When, and How of Phonological Awareness	
Module 3 Review (Unit 14)	
● No *Sourcebook* reading	

MODULE 4: PHONICS, DECODING, AND IRREGULAR WORDS

In this module, you will identify the "steps" on the Road to Reading Words. You will explain why decoding is essential to reading comprehension, supporting your explanation with insights from the Adams Model of Skilled Reading, and Ehri's Phases of Word Recognition Development. You will then identify the parts of an Explicit Phonics Lesson Sequence and learn how to provide explicit instruction in phonics. You will learn how to teach recognition of irregular words and build sight word recognition, and understand how instruction in phonics and irregular word reading contributes to automatic word reading. Finally, you will make connections to classroom practice.

Required Readings	Assignments
Teaching Reading Sourcebook **Welcome to Module 4 (Unit 1)** ● No *Sourcebook* Reading **Decoding and Word Recognition (Units 2-3)** ● Pages 161–168 **Phonics and the Six Steps of the Explicit Instruction (Units 4-6)** ● Pages 170–173 ● Pages 174–176 ● Pages 177–178 **Steps 1 and 2: Developing Phonemic Awareness and Introducing Sound-Spelling (Units 7-9)** ● Pages 204 and 205 **Steps 3 and 4: Blending Words and Building Automatic Word Recognition (Units 10-12)** ● Pages 179–183 **Steps 5 and 6: Decodable Text and Word Work (Units 13-15)** ● Pages 183–186 ● Pages 187–189 **Irregular Word Reading (Units 16-17)** ● Pages 252–257 **Module 4 Review (Unit 18)** ● No *Sourcebook* Reading	☐ Knowledge Pre-Check *(Unit 1)* ☐ Write to Learn prompts *(Units 1, 4, 11, 12, 13, and 15)* ☐ Section Reflections *(Units 2, 3, 6, 9, 12, 15, and 17)* ☐ Quick Check activities *(Units 3, 5, 6, 8, and 10)* ☐ *Community Chat* and reply to one other response *(Unit 6)* ☐ Optional: Learning Journal reflection questions *(Units 6 and 17)* ☐ In Practice prompts *(Units 9 , 12, and 14)* ☐ Module 4 Knowledge Check *(Unit 18)* ☐ Optional: Explore the Additional Resources provided at the end of Module 4

MODULE 5: MULTISYLLABIC WORD READING, SPELLING, AND FLUENCY

In this module, you will describe the syllable types and divisions and their relationship to morphemes, and learn how to provide explicit instruction in multisyllabic word reading. You will explain how instruction in multisyllabic word reading contributes to word reading. You will understand the five principles of spelling instruction, then learn and practice instructional routines for spelling. You will examine spelling instructional examples and make program connections, and analyze spelling errors for diagnostic purposes. You will understand the importance of reading fluency and learn how to assess oral reading fluency. Finally, you will examine the relationship between reading fluency and text comprehension.

Required Readings	Assignments
Teaching Reading Sourcebook **Welcome to Module 5 (Unit 1)** ● No *Sourcebook* Reading **Multisyllabic Words (Units 2-5)** ● Page 260: The What of Multisyllabic Word Reading ● Pages 261–262: Syllabication ● Page 263: Syllable Types ● Pages 264–267: Division Principles ● Pages 283–291: Lesson Model: Syllable Division Strategy ● Pages 292–297: Lesson Model: Syllable Segmentation Strategy ● Pages 304–307: Lesson Model: Introducing Affixes ● Pages 308–313: Lesson Model: Flexible Strategy for Reading Big Words ● Pages 268–271: The Why and When of Multisyllabic Word Reading **Spelling (Units 6-11)** ● Pages 219–220: Word Work: Sound-by-Sound Dictation **Fluency: Assessment and Instruction (Units 12-15)** ● *Sourcebook* pages 321–325: Introduction to Reading Fluency ● *Sourcebook* pages 328–339: What What, Why, and When of Fluency Assessment ● Sourcebook pages 355-358: Prosody ● Sourcebook pages 360-373: Fluency Instruction ● *Sourcebook* pages 374–404: Lesson Model for Developing Fluency ● *Sourcebook* pages 336–339: The Why and When of Fluency Assessment **Module 5 Review (Unit 16)** ● No *Sourcebook* Reading	☐ Knowledge Pre-Check *(Unit 1)* ☐ Write to Learn prompts *(Units 2, 6, 9, 11, 12, and 14)* ☐ In Practice prompts *(Units 2 and 15)* ☐ Quick Check activities *(Units 2, 3, 4, 7, 8, 13, and 14)* ☐ Section Reflections *(Units 5, 11, and 15)* ☐ Optional: Learning Journal reflection questions *(Units 5, 8, and 15)* ☐ *Community Chat* and reply to one other response *(Unit 11)* ☐ Module 5 Knowledge Check *(Unit 16)* ☐ Optional: Explore the Additional Resources provided at the end of Module 5

MODULE 6: VOCABULARY

In this module, you will explain the importance of vocabulary knowledge to reading comprehension. You will describe how to determine appropriate words to teach, and learn how to teach specific words actively and deeply. You will understand why students need independent word-learning strategies and learn methods for teaching students how to use word-learning strategies. You will connect the components of effective instruction to vocabulary instruction. You will then explore the nature of word consciousness and its importance in learning new words. You will learn ways to increase student awareness and enjoyment of words. And finally, you will make connections to classroom practice.

Required Readings	Assignments
Teaching Reading Sourcebook **Welcome to Module 6 (Unit 1)** ● No *Sourcebook* Study **Introduction to Vocabulary (Units 2-4)** ● Pages 407–413 ● Pages 414–418 **Specific-Word Instruction (Units 5-8)** ● Pages 420–426 ● Pages 427–435 **Effective Instruction: Responses and Feedback (Units 9-11)** ● "How" Lessons: ○ Text Talk - pages 436–442 ○ Word Map - pages 481–483 **Word-Learning Strategies (Units 12-16)** ● Pages 488–505 ● "How" Lessons: ○ Dictionary Use - pages 516–520 ○ Morphemic Analysis - pages 521–540 ○ Context Clues - pages 541–561 **Word Consciousness (Units 17-18)** ● Pages 570–579 **Module 6 Review (Unit 19)** ● No *Sourcebook* Study	☐ Knowledge Pre-Check *(Unit 1)* ☐ Quick Check activities *(Units 2, 7, 10, and 11)* ☐ Write to Learn prompts *(Units 3, 8, 12, and 17)* ☐ Section Reflections *(Units 4, 8, 11, 16, and 18)* ☐ *Community Chat* and reply to one other response *(Unit 4)* ☐ Optional: Learning Journal reflection questions *(Units 7 and 18)* ☐ In Practice prompts *(Units 11, 13, 14, and 16)* ☐ Module 6 Knowledge Check *(Unit 19)* ☐ Optional: Explore the Additional Resources provided at the end of Module 6

MODULE 7: SYNTAX - THE STRUCTURE OF LANGUAGE AND WRITING

In this module, you will identify and explain how syntax contributes to language structure within Scarborough's Reading Rope. You will describe how semantics, morphology, and syntax operate in English, and articulate the significance of syntax in language acquisition. You will apply deliberate strategies for enhancing morphosyntax comprehension in reading. Then, you will incorporate tailored instructional examples for words, phrases, clauses, sentences, cohesive ties, and challenging sentences into teaching. You will recognize the importance of sentences as building blocks in all language domains. You will prioritize explicit instruction of academic language, and implement effective English syntax instruction in speaking, addressing vocabulary acquisition, and complex syntax for language-diverse students. You will understand the purpose of Language Frames, how to build them, and how to use them in instruction. You will learn how to ensure students understand and apply syntax rules in English for sentence comprehension and construction. Finally, you will enhance writing instruction by reviewing the developmental progression of writing and exploring strategies to support emerging writers in connecting spoken and written language.

Required Readings	Assignments
Teaching Reading Sourcebook ● No *Sourcebook* reading **Welcome to Module 7** (Unit 1) **Building Meaning, Parts of Speech, Syntax, and Grammar** (Units 2-8) **Sentence Comprehension: Deeper Knowledge to Practice** (Units 9-12) **Constructing Language with Language Frames** (Units 13-15) **Syntax Levels** (Units 16-17) **Writing Instruction** (Units 18-21) **Module 7 Review** (Unit 22)	☐ Knowledge Pre-Check *(Unit 1)* ☐ Write to Learn prompts *(Units 2, 6, 9, 13, 15, 16, and 18)* ☐ Section Reflections *(Units 8, 12, 15, 17, and 21)* ☐ Quick Check activities *(Units 3, 4, 5, 6, 8, 10, 12, 14, 19, and 20)* ☐ *Community Chat* and reply to one other response *(Unit 17)* ☐ Optional: Learning Journal reflection questions *(Units 7, 8, 11, and 20)* ☐ In Practice prompts *(Units 7, 8, 11, and 15)* ☐ Module 7 Knowledge Check *(Unit 22)* ☐ Optional: Explore the Additional Resources provided at the end of Module 7

MODULE 8: COMPREHENSION - LANGUAGE AND READING

In this module, you will review and discuss researchers' definitions of reading comprehension and descriptions of its complexity. You will recognize how the interactions between the reader, the text, the context, and the purpose influence comprehension. You will identify and analyze the contributions of literacy knowledge, verbal reasoning, and background knowledge to extracting and constructing the meaning of text and the implications for instruction. You will differentiate between comprehension processes and products, and reflect on the purpose of key comprehension strategies and their roles in comprehension text. You will investigate literary and informational text structures and consider ways to use these structures and related strategies to support comprehension. Finally, you will practice ways to prepare and deliver instruction that supports students' ability to comprehend text.

Required Readings	Assignments
Teaching Reading Sourcebook **Welcome to Module 8 (Unit 1)** ● No Sourcebook reading **The Complexity of Reading Comprehension (Units 2-5)** ● Pages 609–612: Introduction to Comprehension ● Pages 770–773: "Pioneers on the Oregon Trail" **Reading Comprehension: Processes versus Products (Units 6-8)** ● Pages 629–630: Reader Response **The Skilled Reader and the Effective Teacher (Units 9-10)** ● Pages 613–622: What Good Readers Do ● Pages 623–628: Multiple-Strategy Instruction ● Pages 631–632: Instruction for English Language Learners (ELLs) ● Pages 770–773: "Pioneers on the Oregon Trail" **Literacy Knowledge: Text Structures (Units 11-15)** ● Pages 634–647: The What, Why, and When of Literary Text ● Pages 765–766: "Common Sense: Anansi's Tale" ● Pages 648–658: Lesson Models ● Pages 682–701: The What, Why, and When of Informational Text ● Pages 758–759: "Albert Einstein Asks a Question" ● Pages 702–710: Lesson Model: Question-Answer Relationship (QAR) **Preparing for Instruction: An Instructional Planning Framework (Units 16-17)** ● No *Sourcebook* reading **Module 8 Review (Unit 18)** ● No *Sourcebook* reading	☐ Knowledge Pre-Check *(Unit 1)* ☐ Write to Learn prompts *(Units 2, 5, 9, 11, 15, and 16)* ☐ Optional: Learning Journal reflection questions *(Units 2, 4, and 7)* ☐ Quick Check activities *(Units 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15)* ☐ Section Reflections *(Units 5, 8, 10, 15, and 17)* ☐ In Practice prompts *(Units 10 and 17)* ☐ *Community Chat* and reply to one other response *(Unit 17)* ☐ Module 8 Knowledge Check *(Unit 18)* ☐ Optional: Explore the Additional Resources provided at the end of Module 8

MODULE 9: ASSESSING READING
In this module, you will identify the four major types of assessment and their purposes. You will become familiar with the content and administration of assessments in phonological awareness, decoding and word attack, fluency, vocabulary, and comprehension. You will then explore how to use assessments as a basis for instructional decision-making. Finally, you will investigate the role of assessment in a multi-tiered system of support.

Required Readings	Assignments
Welcome to Module 9 (Unit 1) ● No readings **Important Concepts in Reading Assessment (Units 2-3)** *Assessing Reading: Multiple Measures* ● pages 5–15 **Assessment of Phonological Awareness, Decoding, and Word Attack Skills (Units 4-5)** *Assessing Reading: Multiple Measures* ● Pages 19–23: CORE Phonological Segmentation Test ● Pages 30–33: CORE Phoneme Segmentation Test ● Pages 24–29: CORE Phoneme Deletion Test ● Pages 34–40: CORE Spanish Phonemic Awareness Test ● Pages 41–52: CORE Phonics Survey and the Record Form ● Pages 53–62: CORE Spanish Phonics Survey ● Pages 63–67: CORE Graded High-Frequency Word Survey and Record Forms **Assessment of Oral Reading Fluency (Units 6-7)** *Assessing Reading: Multiple Measures* ● Pages 77–117: Multi-Level Academic Skills Inventory, Revised, Oral Reading Fluency (MASI-R ORF) Measures **Assessment of Vocabulary and Comprehension (Units 8-9)** *Teaching Reading Sourcebook* ● Pages 434–435, 505: Assessment of Vocabulary: Specific Word Instruction ● Page 505: Assessment of Vocabulary: Word-Learning Strategies *Assessing Reading: Multiple Measures* ● Pages 118–144: CORE Vocabulary Screening ● Pages 145–147: Critchlow Spanish Verbal	☐ Knowledge Pre-Check *(Unit 1)* ☐ Write to Learn prompts *(Units 2, 3, 5, and 9)* ☐ Quick Check activities *(Units 2, 5, 6, 9, 10, and 11)* ☐ Section Reflections *(Units 3, 5, 7, 9, and 11)* ☐ Optional: Learning Journal reflection questions *(Units 4, 6, and 10)* ☐ In Practice prompts *(Units 4, 7, 8, 9, and 11)* ☐ *Community Chat* and reply to one other response *(Unit 12)* ☐ Module 9 Knowledge Check *(Unit 12)* ☐ Closing Survey *(Unit 13)* ☐ Prepare and submit your portfolio *(Unit 13)* ☐ Optional: Explore the Additional Resources provided at the end of Module 9

Language Scale
- Pages 148–177: CORE Reading Maze Comprehension Test

MTSS for Reading Success (Units 10-11)
Teaching Reading Sourcebook
- Pages 744–752: MTSS for Reading Success
- Pages 752–754: Data-Based Decision-Making and Problem-Solving

Module 9 Review (Unit 12)
- No Readings

Course Completion (Unit 13)
- No Readings

Note on *Assessing Reading: Multiple Measures*
The page number references for the Assessing Reading: Multiple Measures book refer to the latest, second edition. If you have a previous edition, the page numbers may be slightly off.