



What the Research Says: Effective Reading Instruction for All Students

Overarching Purpose of this Course: We know how important it is for educators to understand what the research says about how children learn how to read. We also know that some of the existing programs that build teachers' knowledge of this topic are lengthy and expensive, which in some cases can result in limited time and attention spent on HQIM and implementation support. We are designing and sharing this freely available course in alignment with the Illinois Comprehensive Literacy Plan and with the goal of building educators' understanding of the reading research so they can more effectively ensure equitable literacy instruction in their contexts. In each module, we'll unpack a component of Scarborough's Reading Rope¹ and make connections to best practice for instruction.

Intended Audience: This course will deepen understanding of evidence-based reading instruction and its implications on instruction for staff members. This course is beneficial for teachers, school leaders, and other stakeholders in education who want to build their knowledge of how children learn to read with the goal of improving student outcomes. While some of the foundational skills topics will feel more relevant to elementary audiences, we have designed all sessions to be applicable to a K-12 audience. Additionally, in light of the lasting impact of Covid-19, we believe it is more important than ever for those supporting secondary readers to be well-versed in foundational reading skills so they can identify and address unfinished instruction.

Approximate Number of Hours for Completion: 12-15 hours

Embedded Assessment: There are 12 embedded "Module Checkpoints" which are designed to assess understanding of key concepts in the preceding modules. Each Module Checkpoint consists of five multiple-choice questions.

Cost: Free (Registration Required)

Course Syllabus

Number	Title	Objectives
Module 1	Introduction to the Reading Research	<ul style="list-style-type: none">Define the components of skilled reading.Articulate what the research says about how children learn to read.
Module 2	Reading Foundational Skills and Best Practices for Instruction	<ul style="list-style-type: none">Define the four foundational skills.Learn about the role of structured, systematic foundational skills instruction to support internalization of the foundational skills.
Module Checkpoint #1		

¹ Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice.

Module 3	Introduction to Emergent Literacy Skills	<ul style="list-style-type: none"> Learn about the first foundational skill and other emergent literacy skills, including oracy. Review a scope and sequence of how students develop emergent literacy skills across time. Identify instructional strategies to support emergent literacy.
Module Checkpoint #2		
Module 4	Word Recognition: Phonological Awareness	<ul style="list-style-type: none"> Identify the difference between phonological and phonemic awareness. Learn the scope and sequence of how students develop phonological awareness. Identify what these skills look like in action. Learn instructional strategies to support each of these skill sets.
Module 5	Word Recognition: Phonemic Awareness	<ul style="list-style-type: none"> Identify the difference between phonological and phonemic awareness. Learn the scope and sequence of how students develop phonemic awareness. Identify what these skills look like in action. Learn instructional strategies to support each of these skill sets.
Module Checkpoint #3		
Module 6	Word Recognition: Basic and Advanced Phonics	<ul style="list-style-type: none"> Define phonics. Learn the scope and sequence of how students acquire these skills over time.
Module 7	Research-Based Practices for Teaching Phonics	<ul style="list-style-type: none"> Engage with a video analysis to identify which phonics skill is being practiced. Learn about instructional strategies and approaches to support phonics acquisition.
Module Checkpoint #4		
Module 8	Reading Fluency: The Bridge to Comprehension	<ul style="list-style-type: none"> Define fluency. Learn the scope and sequence of how students acquire fluency skills over time. Identify instructional strategies to support fluency.
Module Checkpoint #5		
Module 9	Language Comprehension: Text-Centered Instruction and Text Complexity	<ul style="list-style-type: none"> Understand what makes a text complex and the role text complexity plays in developing skilled readers. Analyze an annotated passage for text complexity. Understand the importance of shifting to a text-centered approach in literacy instruction and explore how to make that shift.
Module Checkpoint #6		
Module 10	Language Comprehension: Background Knowledge	<ul style="list-style-type: none"> Experience how readers develop understanding by building knowledge about topics.

		<ul style="list-style-type: none"> Describe the relationship between content knowledge and reading comprehension. Examine HQIM examples to illustrate best practices for building knowledge to support language comprehension.
Module Checkpoint #7		
Module 11	Language Comprehension: Vocabulary	<ul style="list-style-type: none"> Learn about the importance of vocabulary for comprehension. Explore two approaches for building students' vocabulary. Review aligned resources and tools to support direct and indirect vocabulary instruction.
Module Checkpoint #8		
Module 12	Language Comprehension: Language Structures (Syntax and Semantics)	<ul style="list-style-type: none"> Learn how syntax, or sentence structure, can support knowing a word and comprehension. Learn practice activities to build sentence level understanding. Learn how semantics, or words, phrases, and sentences, convey meaning and support students' reading comprehension. Explore sample materials to support students' understanding of semantics. Practice identifying textual complexities related to syntax in order to guide providing support.
Module Checkpoint #9		
Module 13	Language Comprehension: Verbal Reasoning (The Role of Inferencing in Making Meaning)	<ul style="list-style-type: none"> Define verbal reasoning. Learn the role inference making plays in comprehending text. Learn how a reader makes different types of inferences when reading. Learn about instructional strategies and approaches to teaching inferences. Engage in creating questions that support readers in making inferences.
Module Checkpoint #10		
Module 14	Language Comprehension: Literacy Knowledge (Genre and Text Structure)	<ul style="list-style-type: none"> Form an understanding of the literacy knowledge strand of the rope. Differentiate between the purposes and features of narrative and expository text structures. Explore strategies and resources for explicit comprehension and writing instruction within different text structures and genres.
Module Checkpoint #11		
Module 15	Reading with Adolescents	<ul style="list-style-type: none"> Reflect on adolescent readers as human beings and on our experiences working with them.

		<ul style="list-style-type: none"> ● Examine some of the reasons why adolescents continue to struggle with reading in order to build purpose and empathy. ● Preview two instructional methods to support adolescent readers. (Note: These methods will be covered in depth in Module 16.)
Module 16	Supporting Adolescents with Fluency and Decoding	<ul style="list-style-type: none"> ● Build an understanding of why it is advisable to center foundational skills support for adolescent readers on core instructional materials. ● Learn what fluency is, why fluency is important, and how to support fluency in the classroom using small moments with core anchor texts. ● Learn what the research says about phonics and older readers, and one highly transferable approach to supporting middle and upper grade readers with tackling multisyllabic words.
Module Checkpoint #12		

