

Science of Reading Package (12 credits, HUMBOLDT)



This series of courses provide an in-depth understanding of new research on the Science of Reading (SOR) and how it impacts classroom instruction. Participants explore research findings and theories that inform understanding of reading development, literacy acquisition, and challenges associated with reading. Participants will explore how they can implement this research in the classroom as they dive deeper through a combination of practice tasks and other learning activities. Practical tools, demo videos and printable templates guide the teacher's journey to strengthen their reading instruction.

The four online courses that form this Science of Reading package are:

- **Reading Foundations:** *In the course on Reading Foundations, participants gain an understanding of the history of reading instruction, research, and reflect on their own teaching practices. Learn about the five components of the science of reading and how research is shaping classroom instruction today.*
- **Instructional Strategies in Reading:** *The course on Instructional Strategies in Reading introduces teaching methodologies and involves crafting aids and activities. Participants develop skills in designing, implementing, and evaluating effective instructional strategies.*
- **Reading and Writing in Content Areas:** *In the course on Reading and Writing in Content Areas, participants gain skills in implementing reading and writing routines, that help transform reading comprehension and strengthen classroom engagement across subject areas.*
- **Assessment Strategies for Reading:** *The course on Assessment Strategies for Reading is full of tools that teachers can use along with the science of reading methods to assess progress in reading skills.*

Reading Foundations



Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Reading is a crucial life skill: it equips children with the ability to communicate, think critically, navigate the world independently, access information, and acquire knowledge from multiple sources. Effective reading instruction is based on a range of needs, the complexity of language, developmental variation among students, continual assessment and adjustment. In this course, educators learn to implement skillful teaching practices that can transform students into master readers.

Through a comprehensive understanding of the history of reading instruction, research, and a reflection on their own teaching practices, teachers will be able to narrow reading gaps in their classrooms. Assignments include planning lessons, developing materials, writing, practicing skills, and recording a sample teaching session.

Renew a Teaching License by Professional Learning Board is an approved R2S provider in South Carolina.



Official Transcript:
**3 Post-
Baccalaureate
Credits**



Online Content



Quizzes and
Assignments

Reading Foundations

Course Objectives

Upon completion of this course, the participant will be able to:

- Build an understanding of how reading instruction has changed over the years by learning about reading wars' history, balanced literacy strategy, and the science of reading.
- Design and implement engaging and effective lessons for early reading instruction, incorporating research-based strategies and methodologies.
- Plan and execute a variety of activities and exercises aimed at fostering early reading skills, including phonemic awareness, phonics instruction, fluency practice, vocabulary development, and reading comprehension strategies.
- Implement evidence-based strategies for teaching reading, including explicit, systematic instruction and comprehension strategies to align teaching with current research in the field of education.
- Select and utilize appropriate instructional materials, including books, resources, and technology tools to support reading instruction and meet the diverse needs of all learners in classrooms.

Hours/Credits: 60 Hours

Target Audience: Teachers, Educators, Literacy Specialists (K-5)

Cal Poly
Humboldt.
Regionally Accredited



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Resources & Tools for
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Reading Foundations

Sequence of Study

Section 1: An Introduction to Early Reading Skills (5 Hours)

- Early Reading Skills
- Teaching and training reading skills in the early years
- Language development in children

Assessment: Review key concepts with a 20 question quiz

Section 2: The Science of Reading (10 Hours)

- Reading Wars History
- Balanced Literacy Strategy
- Science of Reading
- Systemic and Explicit Reading Instruction
- The Brain in Reading
- Simple View of Reading (SVR)
- Reading Rope

Assessment: Write a report (1000- 1500 words) on the science of reading, describing the important elements and strategies. Participants share their own thoughts about how this research needs to impact classrooms today.

Section 3: Phonemic Awareness (3.5 Hours)

- Phonemic Awareness Instructional Strategies
- Phonemic Awareness Skills

Assessment: Review key concepts with a 10 question quiz

Section 4: Phonics Instruction (11.5 Hours)

- Phonics Instruction Strategies
- Scope and Sequence for Teaching Phonics
- Multisensory approach to Phonics

Assessment: Create a 5 minute demo video teaching a lesson where you are explicitly teaching phonics. Participants also submit a report explaining the various instructional strategies, methodology and materials used.

Reading Foundations

Sequence of Study

Section 5: Fluency Instruction (6 Hours)

- Reading Fluency Strategies
- The Importance of Fluency for Comprehension
- Building Fluency with Text

Assessment: You are teaching a student who is struggling with reading fluency. Describe a hypothetical student, their age and current struggles. Based on your understanding of fluency instruction, name and describe any three strategies that you will implement to help this learner become a fluent reader. (800- 1000 words)

Section 6: Vocabulary Instruction (9 Hours)

- Strategies for Explicit Vocabulary Instruction
- Building Word Knowledge

Assessment: Create a 20 minute lesson plan for teaching vocabulary.

Section 7: Reading Comprehension Instruction (10 Hours)

- The Science of Reading Comprehension
- Reading Comprehension Strategies

Assessment: Create a 30 minute lesson plan for teaching reading comprehension skills.

Section 8: Using Books for Reading Instruction (5 Hours)

- Using picture books for explicit reading instruction
- How to select books for teaching children
- Choosing “Just Right” books

Assessment: Plan a reading instruction lesson using a children’s book.



Practice Skills



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Classroom
Instruction Demos

Instructional Practices in Reading



Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Mastery of instructional practices in reading provides teachers with the necessary tools to deliver high-quality instruction. By understanding various methodologies and strategies, teachers create engaging and effective lessons that cater to the diverse needs of all students. Proficiency in reading is also foundational to academic success across all subjects. When teachers hone their instructional practices in reading, they can better support students in developing essential literacy skills, which are fundamental for comprehension, critical thinking, and communication.

From diving into teaching methodologies to crafting aids and activities, participants will develop their skills in designing, implementing, and evaluating effective instructional strategies.

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Official Transcript:
**3 Post-
Baccalaureate
Credits**



Online Content



Quizzes and
Assignments

Instructional Practices in Reading

Course Objectives

Upon completion of this course, the participant will be able to:

- Implement evidence-based strategies for teaching reading, including explicit, systematic instruction and comprehension strategies to align teaching with current research in the field of education.
- Select and utilize appropriate instructional materials, including books, resources, and technology tools to support reading instruction and meet the diverse needs of all learners in classrooms.
- Research and analyze strategies for key components of reading, including phonemic awareness, phonics instructions, fluency, vocabulary instruction, and reading comprehension.
- Implement instructional strategies in real or simulated classroom settings and deliver lessons that target specific reading skills, adapting approaches based on student feedback and performance.
- Assess the effectiveness of instructional strategies through reflection and analysis.
- Explore technology tools to enhance reading instruction and implement technology-based activities aimed at improving student reading comprehension.

Hours/Credits: 60 Hours

Target Audience: Teachers, Educators, Literacy Specialists (K-5)

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Humboldt.
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Instructional Practices in Reading

Sequence of Study

Section 1: Science of Reading (6 Hours)

- Explicit and Systematic Reading Instruction
- 5 components of reading instruction

Assessment: Review key concepts with a 20 question quiz

Section 2: Instructional Strategies for Phonemic Awareness (7 Hours)

- A range of strategies to teach, build and practice Phonemic Awareness

Assessment:

Write about any 3 instructional strategies for Phonemic Awareness. In your article, describe the implementation of each of these 3 strategies. For 1 of them, identify a teaching aid that you will create and explain how you will use it. (1000-1500 Words)

Create the instructional activity aid and upload a photo.

Section 3: Instructional Strategies for Phonics Instruction (7 Hours)

- Phonics Instruction Strategies
- Scope and Sequence for Teaching Phonics
- Multisensory approach to Phonics

Assessment:

Write about any 3 instructional strategies for Phonics Instruction. In your article, describe the implementation of each of these 3 strategies. For 1 of them, identify a teaching aid that you will create and explain how you will use it. (1000-1500 Words).

Create the instructional activity aid and upload a photo.

Section 4: Fluency Instruction (7 Hours)

- A range of strategies to teach, build and practice Reading Fluency

Assessment:

Write about any 3 instructional strategies for teaching Reading Fluency. In your article, describe the implementation of each of these 3 strategies. For 1 of them, identify a teaching aid that you will create and explain how you will use it. (1000-1500 Words).

Create the instructional activity aid and upload a photo.

Instructional Practices in Reading

Sequence of Study

Section 5: Vocabulary Instruction (7 Hours)

- Strategies for Explicit Vocabulary Instruction
- Building Word Knowledge

Assessment:

Write about any 3 instructional strategies for teaching Vocabulary. In your article, describe the implementation of each of these 3 strategies. For 1 of them, identify a teaching aid that you will create and explain how you will use it. (1000-1500 Words). Create the instructional activity aid and upload a photo.

Section 6: Reading Comprehension Instruction (8 Hours)

- The Science of Reading Comprehension
- Reading Comprehension Strategies

Assessment:

Write about any 3 instructional strategies for teaching Reading Comprehension. In your article, describe the implementation of each of these 3 strategies. For 1 of them, identify a teaching aid that you will create and explain how you will use it. (1000-1500 Words). Create the instructional activity aid and upload a photo.

Section 7: Research-Based Instructional Practices (10 Hours)

- Examine old practices in instruction and looking at the current research. Identify practices that are research-supported.

Assessment: Write about 3 things you will change about the way you teach? (500 Words). Write about 3 practices, ideas or strategies you will introduce into your instructional methods. (1000 Words)

Section 8: Reading with Technology (8 Hours)

- Learning about a range of technology tools that can be used for reading instruction and reading in content areas.

Assessment: Review with a 20 question quiz. Develop a lesson plan using a technology tool.



Practice Skills



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Assessment Strategies for Reading



Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Assessment is a key aspect of teaching methodologies. It helps teachers monitor their students' progress over time, identify the strengths and weaknesses in their understanding and skills, evaluate the effectiveness of their teaching practices and curriculum materials, and inform important educational decisions. It is not without its challenges: time constraints and the need to avoid biases in student evaluations and align them with standards can make it difficult for teachers to properly assess their students.

In this course, we offer educators a comprehensive exploration of assessment methodologies specifically tailored to literacy instruction. Through interactive lessons and quizzes, participants gain practical skills in designing, implementing, and evaluating assessments to support student learning and growth.

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Official Transcript:
3 Post-Baccalaureate Credits



Online Content



Quizzes and Assignments

Assessment Strategies for Reading

Course Objectives

Upon completion of this course, the participant will be able to:

- Design and implement a variety of assessment strategies, including formative and summative assessments, to evaluate student literacy skills effectively.
- Gain proficiency in utilizing assessment tools such as DIBELS by understanding their features, methodology, and implications for literary instruction.
- Plan and execute formative-assessment focused lessons, integrating strategies to enhance reading fluency and comprehension in the classroom.
- Develop strategies for incorporating RTI principles into their teaching practices to support struggling readers.
- Create and evaluate various assessments, including Cloze tests, vocabulary knowledge scales, and technology-based assessments, tailored to the grade level and content area they teach.
- Support students with Dyslexia through reading assessments, ensuring inclusivity and equity in literacy instruction.

Hours/Credits: 60 Hours

Target Audience: Teachers, Educators, Literacy Specialists (K-8)

Cal Poly
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Assessment Strategies for Reading

Sequence of Study

Section 1: Assessment Strategies and Types (5 Hours)

- Approaches to Assessments
- Types of Assessments
- Standards-based Assessments

Assessment: Review key concepts with a 20 question quiz.

Section 2: DIBELS (6 Hours)

- Components of the DIBELS Assessment
- Training in administering the DIBELS Assessment
- Features of DIBELS
- Downloadable Assessment Materials

Assessment: Write a report (1000 words) on the key features of the DIBELS Assessment.

Section 3: Formative Assessment (9 Hours)

- What is Formative and Summative Assessment
- How to conduct and design Formative Assessments
- Strategies for building Reading Fluency

Assessment: Review key concepts with a 20 question quiz.
Create a formative assessment lesson for building reading fluency.

Section 4: RTI and Literacy Interventions (7 Hours)

- RTI (Response To Intervention)
- Literacy Interventions
- Progress Monitoring

Assessment: Review key concepts with a 20 question quiz.
Write an article on the benefits of using the RTI approach in Literacy. (500 Words)

Assessment Strategies for Reading

Sequence of Study

Section 5: Effective Evaluations (7 Hours)

- Assessment FOR learning, Assessment AS learning, Assessment OF learning
- Section on strategies for Reading Comprehension.

Assessment: Write an article about how you can use all three methods to assess Reading Comprehension in your literacy classroom. Describe one strategy you can use for each of these: Assessment FOR Learning, Assessment AS Learning and Assessment OF Learning. (1000 words)

Section 6: San Diego Reading Assessment (4 Hours)

- Training in administering the San Diego Reading Assessment
- Downloadable Assessment Materials.

Assessment: Implement the San Diego Reading assessment with a child, friend or family member (in person or online). Upload the scoring sheet and your interpretation of the results. Write a paragraph answering the question: How can using this assessment help you in your role as a teacher? (300 words)

Section 7: Cloze (4 Hours)

- Creating a Cloze
- Administering a Cloze
- Assessing a Cloze
- Using an Online tool to create a Cloze

Assessment: Create a Cloze and upload a picture of the Cloze.

Section 8: Vocabulary Knowledge Scale (5 Hours)

- Using the Vocabulary Knowledge Scale to assess Vocabulary skills.
- Downloadable assessment materials.

Assessment: Create a Vocabulary Knowledge Scale for the grade level and content area that you primarily teach. Implement the test with someone you know: a child, friend or family member. Upload a picture of the completed assessment with the score.

Assessment Strategies for Reading

Sequence of Study

Section 9: Reading Comprehension Assessments (5 Hours)

- Assessment Tools for Silent Reading, Read Alouds and Oral Reading
- Downloadable Assessment Materials

Assessment: Explain 1 assessment from each category (Silent Reading, Oral Reading and Read Aloud). You may also write about why you like this test, or how you hope to use it. (1000 words total)

Section 10: Understanding Dyslexia (2 Hours)

- Signs of Dyslexia
- Challenges that students with Dyslexia face that impact Reading development.
- Approaches to support students with Dyslexia

Assessment: Review key concepts with a 10 question integrated quiz.

Section 11: Technology-based Assessments (6 Hours)

- Technology Assessment Tools
- Learning to implement assessments using technology.
- Section on Vocabulary assessment strategies

Assessment: Create a technology-based assessment for assessing Vocabulary. Upload evidence of your work. It can be photos, video, or a link to an online assessment. Use the text box to paste a link or upload relevant files.



Practice Skills



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Reading and Writing in Content Areas



Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Content area reading and writing enables students to engage with subject-specific materials effectively. By developing strong reading comprehension and writing skills, children can better understand complex concepts and theories, and think critically about the information they encounter. Teaching students content area reading and writing activities can also help them develop the academic language skills necessary for communicating their ideas.

Throughout this course, participants will delve into the fundamentals of reading comprehension, explore effective writing techniques in content areas, and apply research-based instructional routines to facilitate student learning. Participants will engage in hands-on activities and reflective practices.

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Official Transcript:
3 Post-Baccalaureate Credits



Online Content



Quizzes and Assignments

Reading and Writing in Content Areas

Course Objectives

Upon completion of this course, the participant will be able to:

- Design and implement reading comprehension routines in the classroom that include asking and answering questions, identifying the author's purpose, analyzing cause-and-effect relationships, and comparing or contrasting information.
- Demonstrate the ability to apply reading and writing strategies, such as identifying main topics and key details, making connections, and drawing inferences.
- Develop read-aloud lessons tailored to their grade level and curriculum objectives by selecting appropriate texts, pre-teaching vocabulary, generating discussion questions, and incorporating strategies to encourage text-to-self and text-to-world connections.
- Explore various content area reading strategies and resources aimed at bridging subject area content with reading instruction. Participants will use specific strategies to build student background knowledge, integrate literacy skills into content areas, and foster reading proficiency across disciplines.
- Utilize instructional tools such as seed discussions and concept circles to support academic vocabulary development.

Hours/Credits: 60 Hours

Target Audience: Teachers, Educators, Literacy Specialists (K-12)

Cal Poly
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Reading and Writing in Content Areas

Sequence of Study

Section 1: Reading Comprehension (3 Hours)

- Foundations for Reading Comprehension
- Understanding Reading Comprehension
- Science of Reading

Assessment: Review key concepts with an interactive quiz.

Section 2: Writing in Content Areas (2 Hours)

- Elements of Writing
- Building Writing Skills
- Text Structures in Writing

Assessment: Review key concepts with an interactive quiz.

Section 3: Reading & Writing Routines: Highlighting Comparisons (8 Hours)

- Learning to implement reading and writing instruction routines
- Ask and Answer Questions
- Authors Purpose
- Cause and Effect
- Compare and Contrast
- Includes downloadable and editable graphic organizers

Assessment: Practice each of the strategies introduced in this section using the graphic organizers provided. Upload the reading text and completed graphic organizers.

Section 4: Reading & Writing Routines: Finding Emphasis (7 Hours)

- Learning to implement reading and writing instruction routines
- Main Topic and Key Details
- Make Connections
- Make an Inference
- Includes downloadable and editable graphic organizers

Assessment: Practice each of the strategies introduced in this section using the graphic organizers provided. Upload the reading text and completed graphic organizers.

Reading and Writing in Content Areas

Sequence of Study

Section 5: Reading & Writing Routines: Analyzing Text (8 Hours)

- Learning to implement reading and writing instruction routines
- Narrative Text Elements
- Sequence Narrative Text
- Summarize Narrative Text
- Includes downloadable and editable graphic organizers

Assessment: Practice each of the strategies introduced in this section using the graphic organizers provided. Upload the reading text and completed graphic organizers.

Section 6: Read Alouds (7 Hours)

- Using Read Alouds to teach Reading Comprehension.
- Preparing students to comprehend text before it is read to them.

Assessment: Identify text relevant to the grade level that you teach. Plan a read-aloud lesson that you could use with your students. Mention the following details: What vocabulary will you pre-teach? What questions will you ask before, during and/or after reading? What can you do to encourage text-to-self connections? What can you do to encourage text-to-world connections?

Section 7: Content Area Reading Strategies (9 Hours)

- Bridging subject area content and reading instruction
- Building background knowledge
- Identifying texts suitable for students

Assessment: Write an article describing 3 approaches to Content Area Reading that you can adopt in your classroom to help students build their Content Area Reading skills. Explain the strategies and how you will implement them. (1000 words)

Section 8: Reading Comprehension Checklist (8 Hours)

- Using the Reading Comprehension Checklist as a tool to examine a content-area text.
- Downloadable version of the checklist.

Assessment: Practice using the Reading Comprehension Checklist and upload your results.

Reading and Writing in Content Areas

Sequence of Study

Section 9: Seed Discussions for Content Areas (4 Hours)

- Learning to implement Seed Discussions
- Using Seed Discussions to introduce New Topics
- Downloadable graphic organizer.

Assessment: Write an article about how you will use Seed Discussions. Explain your strategy, the content area and the grade level you will use it with as well as what the objectives will be and how you will help your students engage and learn. (500 words)

Section 10: Concept Circles for Academic Vocabulary (4 Hours)

- Learning to use Concept Circles to introduce and talk about New Vocabulary.
- Setting up various types of Concept Circles.
- Using concept circles in a range of disciplines.

Assessment: Write an article about Concept Circles and how you will use them. Explain your strategy, the content area and grade level you will use it with, what the objectives will be and how you will help your students engage and learn. (500 Words)



Practice Skills



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