



# Unlocking Potential | The Science of Reading for Effective Literacy Instruction

## Course Syllabus

### Instructor(s) Information

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### Course Information

Class Times: 4:00 pm - 6:00 pm

Location: ESC of Eastern Ohio

Credits:

- 2 hours for Pathways A & C
- 1 hour for Pathways B, D, & E

Cost: \$155/credit hour

### Course Description

This course offers educators a deep dive into the science of reading, providing them with research-based strategies to improve reading instruction and support all students. Participants will gain practical tools to create a more engaging classroom environment and boost student achievement in reading and writing.

### Course Objectives

1. Foundational Knowledge and Development: Gain a comprehensive understanding of reading models, brain development in reading, and key literacy topics.
2. Supporting Diverse Learners: Learn about common reading difficulties, Multi-Tiered Systems of Support, specific learning disabilities, and effective interventions for K-12 students.
3. Assessment and Data-Driven Decisions: Understand the purpose and types of reading assessments (screening, diagnostic, progress monitoring, summative) and how to use data to match students with interventions. Utilize collaborative teaming approaches for effective decision-making.
4. Building Comprehension with Complex Texts: Explore the importance and selection methods for complex texts, the role of background knowledge, and the implementation of text sets.

5. Developing Foundational Reading Skills: Gain in-depth knowledge of phonological awareness, phonics instruction, and fluency development. Additionally, learn about vocabulary acquisition strategies and key comprehension strategies.

## Required Texts and Materials

- ❖ Online modules to be completed before each session date
- ❖ Completed Response Notebooks for each session topic

## Grading Policy

Must attend all sessions and complete all assignments to receive grad credit.

## Course Policies

- ❖ **Attendance:** Participants are required to inform their course instructors prior to any absence from a session. It is essential to communicate promptly to discuss any necessary arrangements or make-up work.
- ❖ **Late Work:** Participants are required to inform their course instructor if work will be late.

## Course Schedule

Grad Credit Information Session (All Pathways)
September 12th 4:00 - 5:00 pm <a href="#">Zoom Link</a>

*See below for Course Schedule for each Pathway*

Pathway A	
Date & Time	Session Topics
September 24th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Introduction to Evidence-Based Language &amp; Literacy</li> <li>● Supporting Learners with Reading Difficulties (<a href="#">PART 1</a>)</li> </ul>
October 29th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Supporting Learners with Reading Difficulties (<a href="#">PART 2</a>)</li> <li>● Data-Driven Decision-Making to Support All Learners</li> <li>● Access to Rigorous Grade Level &amp; Complex Text</li> </ul>
November 21st <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Phonemic Awareness</li> <li>● Phonics</li> </ul>
January 28th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Fluency</li> <li>● Vocabulary</li> </ul>
February 25th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Reading Comprehension</li> <li>● Writing</li> <li>● Summarize your learning</li> </ul>

## Assignment Descriptions

### Pathway A: Ohio's Introduction to the Science of Reading Course, Kindergarten-Grade 5

2 graduate credit hours available, complete the following work:

1. Complete all modules in Pathway A
2. Identify a need for more evidence-based instruction in at least one area (word recognition, vocabulary, reading comprehension, or writing) that you currently need to address or that you have seen as a recurring problem in your classroom.
3. Using your current curriculum and supplemental materials, plan an evidence-based lesson to address the demonstrated need you currently have in your classroom or a need you see most prominent.
4. Write a short paper (1-2) pages explaining the problem.
5. Turn in the lesson plan you have developed.
6. Create a follow-up activity that can be used to document improvement.
7. Provide a screenshot or electronic copy of the Completion Certificate.

Pathway B	
Date & Time	Session Topics
September 24th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>• Introduction to Evidence-Based Language &amp; Literacy</li> <li>• Supporting Learners with Reading Difficulties (<a href="#">PART 1</a>)</li> </ul>
February 25th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Writing</li> <li>• Summarize your learning</li> </ul>

## Assignment Descriptions

### Pathway B: Ohio's Introduction to Science of Reading, Kindergarten – 5, Abbreviated Course

1 graduate credit hours available, complete the following work:

1. Complete all modules in Pathway B
2. Identify a need for more evidence-based instruction in at least one area (word recognition, vocabulary, reading comprehension, or writing) that you currently need to address or that you have seen as a recurring problem in your classroom.
3. Using your current curriculum and supplemental materials, plan an evidence-based lesson to address the demonstrated need you currently have in your classroom or a need you see most prominent.
4. Write a short paper (1-2) pages explaining the problem.
5. Turn in the lesson plan you have developed.
6. Provide a screenshot or electronic copy of the Completion Certificate.

Pathway C	
Date & Time	Session Topics
September 24th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Introduction to Evidence-Based Language &amp; Literacy</li> <li>● Supporting Learners with Reading Difficulties (<u>PART 1</u>)</li> </ul>
October 29th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Supporting Learners with Reading Difficulties (<u>PART 2</u>)</li> <li>● Data-Driven Decision-Making to Support All Learners</li> <li>● Access to Rigorous Grade Level &amp; Complex Text</li> </ul>
November 18th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Advanced Word Study &amp; Phonics</li> <li>● Fluency</li> </ul>
January 30th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Motivation &amp; Engagement</li> <li>● Reading Comprehension (<u>Part 1</u>)</li> </ul>
February 27th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Reading Comprehension (<u>Part 2</u>)</li> <li>● Writing</li> <li>● Summarize your learning</li> </ul>

## Assignment Descriptions

### Pathway C: Ohio Introduction to Science of Reading, Grades 6-12

2 graduate credit hours available, complete the following work:

1. Complete all modules in Pathway C
2. Identify a need for more evidence-based instruction in at least one area (word recognition, vocabulary, reading comprehension, or writing) that you currently need to address or that you have seen as a recurring problem in your classroom.
3. Using your current curriculum and supplemental materials, plan an evidence-based lesson to address the demonstrated need you currently have in your classroom or a need you see most prominent.
4. Write a short paper (1-2) pages explaining the problem.
5. Turn in the lesson plan you have developed.
6. Create a follow-up activity that can be used to document improvement
7. Provide a screenshot or electronic copy of the Completion Certificate

Pathway D	
Date & Time	Session Topics
September 24th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Introduction to Evidence-Based Language &amp; Literacy</li> <li>● Supporting Learners with Reading Difficulties (<u>PART 1</u>)</li> </ul>
January 30th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Motivation &amp; Engagement</li> <li>● Reading Comprehension (<u>Part 1</u>)</li> </ul>
February 27th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Reading Comprehension (<u>Part 2</u>)</li> <li>● Writing</li> <li>● Summarize your learning</li> </ul>

## Assignment Descriptions

### Pathway D: Ohio's Introduction to Science of Reading, Grades 6-12, Abbreviated Course

1 graduate credit hours available, complete the following work:

1. Complete all modules in Pathway D
2. Identify a need for more evidence-based instruction in at least one area (word recognition, vocabulary, reading comprehension, or writing) that you currently need to address or that you have seen as a recurring problem in your classroom.
3. Using your current curriculum and supplemental materials, plan an evidence-based lesson to address the demonstrated need you currently have in your classroom or a need you see most prominent.
4. Write a short paper (1-2) pages explaining the problem.
5. Turn in the lesson plan you have developed.
6. Provide a screenshot or electronic copy of the Completion Certificate

Pathway E	
Date & Time	Session Topics
September 24th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Introduction to Evidence-Based Language &amp; Literacy</li> <li>● Supporting Learners with Reading Difficulties (<u>PART 1</u>)</li> </ul>
October 29th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Supporting Learners with Reading Difficulties (<u>PART 2</u>)</li> <li>● Data-Driven Decision-Making to Support All Learners</li> <li>● Access to Rigorous Grade Level &amp; Complex Text</li> </ul>
January 30th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Motivation &amp; Engagement</li> <li>● Reading Comprehension (<u>Part 1</u>)</li> </ul>
February 27th <b>In-Person @ ESC</b> 4:00 - 5:30 pm 4:00 - 6:00 pm grad credit	<ul style="list-style-type: none"> <li>● Reading Comprehension (<u>Part 2</u>)</li> <li>● Writing</li> <li>● Summarize your learning</li> </ul>

## Assignment Descriptions

### Pathway E: Ohio's Introduction to the Science of Reading Course, Grades 6-12 Content Areas

1 graduate credit hour available, complete the following work:

1. Complete all modules (four required and four optional) in Pathway E
2. Provide a written summary of each topic and how it relates to your content.
3. Choose one of the topics and create a lesson within your content using the concepts to address potential reading problems.
4. Turn in the plan you created.
5. Provide a screenshot or electronic copy of the Completion Certificate.