

Amplify.



Science of Reading: The Learning Lab

COURSE 2

Advanced Topics in the Science of Reading

Pacing Guide



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Welcome

Welcome and thank you for participating in the second course in the Amplify's Science of Reading: The Learning Lab series. The **Advanced Topics in the Science of Reading: Assessment and Reading Difficulties** self-paced course will provide an in-depth examination of assessments, a deeper understanding of reading difficulties, and knowledge of pertinent legal frameworks for educators, all of which influence instructional decision making.

With learning lectures facilitated by Susan Lambert, Chief Academic Officer and host of Science of Reading: The Podcast, this comprehensive, eight-module course is designed to provide you with a deep understanding of literacy development and the application of that knowledge to effective classroom practices. It will require approximately 20–25 hours to complete. As you move through modules, the lessons will engage you in:

- Research-based learning resources.
- Checks for understanding.
- Key activities and applications.

Unlock the world of literacy for your students.

Empower your students with the enchantment of literacy and unleash their boundless potential. [Contact us](#) to provide this course to your professional learning community or visit myshop.amplify.com to begin an independent study of the Science of Reading.



The following guidance will help you to manage your time as you work through the course at your own pace. The suggested pacing assists you in completing this course within your 12-month window of access.

Modules	Learning goals	Suggested pacing
Welcome! Course overview and introduction	Watch the course introduction (2:52) , featuring Susan Lambert.	Month 1
Module 1: Assessment essentials	Watch this brief introduction (3:28) to Module 1 , featuring Susan Lambert.	Month 1
Lesson 1: What are the different types of reading assessments?	Identify the purposes of screening, progress monitoring, diagnostic, and outcome based assessments.	
Lesson 2: What are the basic elements of test construction?	Describe the basic elements of test construction, including: reliability, validation, criterion, and normed.	
Lesson 3: How can basic statistics in assessments be interpreted effectively?	Demonstrate the ability to interpret the basic statistics used in formal and informal assessments.	
Module 2: Screening and understanding reading difficulties	Watch this brief introduction (4:35) to Module 2 , featuring Susan Lambert.	Month 2
Lesson 1: What is the purpose of screening assessments and how are they used?	Explain the purpose of screening assessments and how they are used.	
Lesson 2: How do reading difficulties evolve, and how can reliable screening tests predict challenges in reading?	Understand how symptoms of reading difficulty are likely to change over time and explain how well-validated screening assessments can identify risks of reading difficulty.	
Lesson 3: What insights can be gathered from screening assessment data?	Interpret screening assessment data from various student profiles.	

Module 3: Progress monitoring and reading development

[Watch this brief introduction \(4:02\) to Module 3,](#) featuring Susan Lambert.

Month 3

Lesson 1:

How can progress monitoring be used to track student growth and inform instructional decisions?

- Understand the purpose of progress monitoring.
- Explain the principles of progress monitoring and reporting with curriculum-based measurement.

Lesson 2:

What reading sub-skills impact fluency and how can they be developed through focused instruction and progress monitoring?

- Describe reading sub-skills that influence reading fluency.
- Understand how focused instruction and progress monitoring are used to develop reading subskills that lead to reading proficiency.

Lesson 3:

What insights can be gathered from progress monitoring data?

Interpret screening assessment data from various student profiles.

Module 4: Diagnostics and identifying instructional needs

[Watch this brief introduction \(3:04\) to Module 4,](#) featuring Susan Lambert.

Month 4

Lesson 1:

What is the purpose of diagnostic assessments, and how do informal diagnostics help identify students' instructional needs?

Understand the purpose of diagnostic assessments and how to use informal diagnostics to identify student instructional needs.

Lesson 2:

How do informal and formal diagnostics differ, and what is the purpose of formal diagnostic assessments?

Explain the purpose of formal diagnostic assessments and how they are used.

Lesson 3:

What insights can be gathered from diagnostic assessment data?

Interpret diagnostic assessment data from various student profiles.

Module 5: Legal frameworks and best practices

[Watch this brief introduction \(2:04\) to Module 5,](#) featuring Susan Lambert.

Month 5

Lesson 1:
What are the key components of the federal and state laws that protect the rights of students with learning disabilities?

- Identify true and false statements related to the three federal laws that pertain to students with disabilities.
- Compare and contrast the differences in state laws that provide additional support and accommodations for students with disabilities.
- Differentiate between IEP goals and objectives that are clear, specific, appropriate to students' needs and attainable.

Lesson 2:
What ethical principles shape educators' actions in the classroom?

Demonstrate an understanding of the principle "do no harm" and how to act in the best interest of every child in the classroom.

Lesson 3:
What instructional approaches are most effective for students with varying degrees of reading disabilities, and how do you identify indicators of a primary disability in reading fluency?

- Recognize levels of instructional intensity, frequency, and duration appropriate for different degrees of reading disabilities.
- Identify the indicators of a primary disability in reading fluency.

Module 6: Understanding dyslexia

[Watch this brief introduction \(2:27\) to Module 6,](#) featuring Susan Lambert.

Month 6

Lesson 1:
What is dyslexia and what are the key terms included in the IDA definition?

Identify key terms in the IDA definition of dyslexia.

Lesson 2:
What are the characteristics, risk indicators, and misconceptions of dyslexia?

Identify characteristics, risk indicators, and misconceptions of dyslexia.

Lesson 3:
How can assessment data be examined for key indicators and supports of dyslexia?

Examine assessment data for key indicators and supports of dyslexia.

Module 7: Adapting Instruction

[Watch this brief introduction \(1:39\) to Module 7,](#)
featuring Susan Lambert.

Month 7

Lesson 1:

How can instruction be adapted to meet the needs of all learners?

Categorize instructional adaptations as accommodations or modifications.

Lesson 2:

What are the types of assistive technology that support students in developing reading and writing proficiency?

Determine how each type of assistive technology aids students in reading or writing.

Lesson 3:

What instructional adaptations can be used to support students in meeting learning objectives?

Determine instructional adaptations and use of assistive technology based on student profiles.

Module 8: Instructional decision making and reporting

[Watch this brief introduction \(2:08\) to Module 8,](#)
featuring Susan Lambert.

Month 8

Lesson 1:

What is the significance of displaying accuracy and objectivity in reporting data?

Determine if statements about the reporting of data are true or false.

Lesson 2:

How can data be utilized and reported to support student learning?

Outline the process of integrating, summarizing, and communicating the implications of assessment data.

Lesson 3:

How can I personalize the assessment roadmap to better support student learning in the classroom?

Personalize the assessment roadmap by incorporating your own assessment tools and practices to better support student learning in the classroom.

Thank you!

At the conclusion of this course, you'll be prompted to submit a brief recording as a culmination of your coursework before downloading your certificate of completion.