Keys to Beginning Reading: IDA Accredited Program

Keys to Beginning Reading is an accredited teacher training program by the International Dyslexia Association (IDA). Educators seeking to prepare to earn CERI certification (*Structured Literacy Classroom Teacher Knowledge Certificate*) and take the KPEERI exam have a choice of completing *Keys to Beginning Reading* in the all-live format or in the facilitated online format (see details below). PLEASE NOTE: educators interested in taking *Keys to Beginning Reading* for the purposes of CERI certification MUST take a CERI designated course delivered by a Keys to Literacy trainer that includes the additional guided independent study work and supplemental fee (see details below).

About IDA Accreditation

The IDA accreditation program rigorously reviews educator preparation courses to be sure they are aligned with IDA's Knowledge and Practice Standards for Teachers of Reading (KPS). Educators who complete an IDA accredited course are assured that the content includes instructional practices that are aligned with a structured literacy approach (i.e., systematic, explicit, and diagnostic reading instruction that incorporates speaking, listening, reading, and writing). According to the IDA, "When an educator preparation program displays the IDA Accredited Program seal, the public is assured that program completers have engaged in a rigorous, standards-based program designed to promote candidate mastery of the principles and practices of Structured Literacy."

Format Options & Requirements: IDA Accredited Version of *Keys to Beginning Reading*

Educators seeking to take the course for CERI certification must be registered to take a designated CERI course prior to starting the course. There are two formats that are approved by IDA:

> **All-live training** is delivered face-to-face onsite at a school district, an educational institute site or at a Keys to Literacy training site, OR virtually using Zoom online meeting technology. Course delivery time: minimum of 36 hours.

> **Facilitated online training** uses a combination of an online course and virtual-live facilitated meetings using Zoom online meeting technology. Course delivery time: 32-36 hours of online modules, plus 12 hours of facilitated sessions.

> In addition to the above, participants taking the course for CERI Certification must complete a minimum of 10 hours of guided independent study that includes accountable readings and related assignments.

Important note: There are multiple versions of the *Keys to Beginning Reading* course – i.e., state-specific versions, asynchronous online version, and training delivered by district-based facilitators. The ONLY course that can be used for CERI certification is a version delivered by Keys to Literacy trainers that is designated as a CERI course. Contact Keys to Literacy to find out when and how you can take a CERI designated course sponsored by your school or district.

Certificate of Completion Requirements

In order to receive a certificate attesting to full completion of the CERI Candidate version of *Keys to Beginning Reading*, participants must meet the following requirements:

- Attendance
  - For all-live format: Participants must attend all training sessions that are delivered at a training location or virtually online using Zoom meeting software.
  - For facilitated online format: Participants must complete all modules of the *Keys to Beginning Reading* online course. Participants must attend all virtual-live facilitated sessions.
  - Excused absences for documented illness or family emergencies: Participants need to make up the coursework missed by watching recorded videos of training sessions or completing online course modules.

- Participants must complete all assignments related to accountable readings and submit them on time to the course instructor. If the instructor deems that the assignment is not sufficiently completed, the participant will have an opportunity to improve the assignment after receiving feedback from the instructor.

- Participants must meet high expectations for professional interactions with instructors and other participants, as well as for academic integrity and honesty.

CERI Certification Supplement Fee

There is a supplemental fee for taking the IDA accredited version of *Keys to Beginning Reading* as a candidate for CERI Certification. This covers the cost of individualized monitoring and support for the minimum 10 hours of guided independent study that includes accountable readings and related assignments. The supplemental fee for 2024 is $900.

Course Support

Participants who choose to complete the IDA Accredited version of *Keys to Beginning Reading* as a candidate for CERI certification will be assigned a Keys to Literacy instructor who will be available to monitor and support completion of course requirements. The additional cost of the CERI supplement registration fee goes toward the time this instructor uses to review accountable reading assignments and monitor attendance. Participants are also eligible to receive up to three hours of support from this instructor to answer questions they may have about course content or course reading assignments. As participants prepare for the KPEERI exam, if they would like additional support from the KTL instructor, this is available at a rate of $70 per hour.

 Keys to Literacy

For additional information, please contact Keys to Literacy:
Email: info@keystoliteracy
Phone: 978-948-8511

Course Syllabus and Assigned Readings

Keys to Beginning Reading is organized around 11 modules covering these topics:

- Module 1: Reading Basics
- Module 2: Oral Language
- Module 3: Phonological Awareness
- Module 4: Phonics
- Module 5: Fluency
- Module 6: Vocabulary
- Module 7: Sentence Structure
- Module 8: Text Structure
- Module 9: Comprehension
- Module 10: Students with Reading Difficulties
- Module 11: Reading Assessment

IDA Statement: Knowledge and Practice Standards for Teachers of Reading

The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy^{TM} teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk.

Accountable Readings for a CERI Designated Course

Accountable readings are from the following texts:

<u>BOOKS</u>

- Sedita, J. (2019). *Keys to Beginning Reading*. Rowley, MA: Keys to Literacy. **(This training manual is included in the Keys to Beginning Reading course registration fee.)**

- Birsh, J. & Carreker, S. (Eds.) (2018). *Multisensory Teaching of Basic Language Skills, Fourth Edition*. Baltimore, MD: Paul H Brookes. Chapters used in the course: 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 15, 16, 17, 19. **(Participants will need to purchase this text.)**

<u>ARTICLES, RESEARCH REPORTS</u>

- See details for each module. These texts will be provided.

Module 1: Reading Basics

Accountable Readings & Assignments for this Module	
Readings	*Assignments*
Chapter 1: Reading Basics. In Sedita, J. *Keys to Beginning Reading*.	completion of chapter activities during training
Chapter 1: Connecting Research to Practice. In Birsh & Carreker. Chapter 2: Structured Literacy Instruction. In Birsh & Carreker.	written chapter summaries
Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties, International Dyslexia Association	written two-column notes of essential main ideas and details
Dyslexia Basics. International Dyslexia Association	written two-column notes of essential main ideas and details
Culturally Responsive Literacy Instruction. Callins, T.	written two-column notes of essential main ideas and details

Module Topics
Literacy Achievement: Early Precursor Skills & Abilities
Chall's Stages of Reading Development
Five Components of Reading
The Simple View of Reading
Scarborough's Reading Rope
Levels of Langauge: Phonology, Orthography, Morphology, Semantics, Syntax, Discourse Pragmatics
Research-Based Instruction
Culturally Responsive Literacy
Structured Language Teaching Principles: Gradual Release of Responsibility, Differentiation, Scaffolding, Explicit Instruction, Multi-Sensory Instruction
Dyslexia Basics *(dyslexia is also addressed in more detail in Module 10)*
Common Core Literacy Standards
Simulation: Learning to Decode

Module 2: Oral Langauge

Accountable Readings & Assignments for this Module	
Readings	*Assignments*
Chapter 2: Oral Language. In Sedita, J. *Keys to Beginning Reading*.	completion of chapter activities during training
Chapter 3: Oral Language Development and Its Relationship to Literacy. In Birsh & Carreker.	written chapter summary
Recommendation 1: Teach Students Academic Language Skills. In *Foundational skills to support reading for understanding in kindergarten through 3rd grade,* Foorman et al. (pp.6-13)	written two-column notes of essential main ideas and details

Module Topics
The Langauge-Litearcy Connection, Language Rich Classrooms
Suggestions for Explicitly Teaching Listening Skills
Developing Discussion Skills, Elaboration with W Words
Scaffolding Language During Discussions
Using Talk Moves
Developing Language Through Read Aloud
Connect to the Classroom Resources

Module 3: Phonological Awareness

Accountable Readings & Assignments for this Module	
Readings	*Assignments*
Chapter 3: Oral Language. In Sedita, J. *Keys to Beginning Reading*.	completion of chapter activities during training
Chapter 6: Teaching Phonemic Awareness. In Birsh & Carreker.	written chapter summary
Recommendation 2: Develop Awareness of the Segments of Sound in Speech and How They Link to Letters. In *Foundational skills to support reading for understanding in kindergarten through 3rd grade*, Foorman et al. (pp.14-21)	written two-column notes of essential main ideas and details

ModuleTopics
The "Phon" Words, Why teach Phonological Awereness
Phonological Awareness Teaching Scope and Sequence
Word Awareness, Instructional Suggestions
Syllable Awareness, Instructional Suggestions (Compound Words, Syllables)
Sensitivity to Rhyme, Instructional Suggestions
Alliteration, Instructional Suggestions
Onset and Rime, Instructional Suggestions
Phonemic Awareness, Connection to Phonics
English Speech Sounds
Articulating Sounds: Consonant Sounds, Vowel Sounds, Phonic Variations
Instructional Implications and Suggestions
Phonemic Awareness Tasks (Isolation, Identification, Blending, Segmenting, Manipulatin)
Routines for Basic Phonemic Awareness Tasks: Blending and Segmenting
Instructional Suggestions (Including Elkonin Boxes, Say It Move It, Rubber Band, Arm Blending)
Phoneme Manipulation, Instructional Suggestions
Assessing Phonological Awareness
Connect to the Classroom Resources

Module 4: Phonics

Accountable Readings & Assignments for this Module	
Readings	*Assignments*

Chapter 4: Phonics. In Sedita, J. *Keys to Beginning Reading*.	completion of chapter activities during training
Chapter 5: Alphabet Knowledge – Letter Recognition, Letter Naming, and Letter Sequencing. In Birsh & Carreker. Chapter 9: Teaching Reading – Accurate Decoding. In Birsh & Carreker. Chapter 10: Teaching Spelling. In Birsh & Carreker. Chapter 11: Multi-Modal Handwriting Instruction for Pencil and Technology. In Birsh & Carreker.	written chapter summary
Recommendation 3: Teach Students to Decode Words, Analyze Word Parts, and Write and Recognize Words. In *Foundational skills to support reading for understanding in kindergarten through 3rd grade,* Foorman et al. (pp.22-31)	written two-column notes of essential main ideas and details

Module Topics
Precursor: Concepts of Print
The Alphabetic Principle and Phonics: Explicit Instruction
Phonemic Awareness and Phonics
Decoding and Encoding, Why Spelling Can Be More Difficlt Than Decoding
History of English Spelling
Guidelines for Effective Phonics Instruction: Multi-Sensory Instruction, Automaticity
Suggested Phonics Lesson Routine, Phonics Instruction Progress Through Grades
Letter Naming and Learning to Read, Instrucitonal Suggestions
Letter Recognition, Instructional Suggestions
Multi-Sensory Activites to Learn Letter Shapes, Writing Letters
Letter-Sound Correspondences, Multi-Sensory Instruction, Prompts (Key Word Picture, Kinesthetic, Alliteration, Story/Rhyme Prompts)
Letter-Formation with Sound: Sky Writing
Sound-Letter Learning – Instructional Suggestions; Teaching Handwriting
Phonics Concepts Scope and Sequence
Blending and Segmenting, Instructional Suggestions (Elkonin Boxes, Say It Move It, Phoneme-Grapheme Mapping, Finger Tapping,)
Segmenting to Spell Words, Segmenting Routine
Orthographic Mapping
Decodable Text for Phonics Instruction
Teaching Spelling, Instrucitonal Suggestions
Spelling Rules and Generalizations
Phonics Assessment Through Student Spelling, Stages of Spelling Development,
Using Spelling Inventories, Analyzing Student Spelling Errors
Sound Spelling Cards, Sound Walls
Word Families and Word Chains, Instrucitonal Suggestions
High Frequency Words (Decodable and Irregular), Instrucional Suggestions
Advanced Word study – Multisyllable words
Syllable Instruction, Six Syllable Types, Instructional Suggestions
Principles of Syllable Division, Instrucitonal Suggestions
The Schwa Sound in Unaaccented Syllables

Common Prefixes and Suffixes, Structural Analysis of Multisyllable Words
Reading Connected Text
Connect to the Classroom Resources

Module 5: Fluency

Accountable Readings & Assignments for this Module	
Readings	*Assignments*
Chapter 4: Fluency. In Sedita, J. *Keys to Beginning Reading*.	completion of chapter activities during training
Chapter 12: Fluency in Learning to Read. Birsh & Carreker.	written chapter summary
Recommendation 4: Ensure That Each Student Reads Connected Text Every Day to Support Reading Accuracy, Fluency, and Comprehension. In *Foundational skills to support reading for understanding in kindergarten through 3rd grade,* Foorman et al. (pp.32-37)	written two-column notes of essential main ideas and details

Module Topics
Fluency Defined – Accuracy, Prosody, Automaticity, Rate
Connections: Fluency and Vocabulary and Comprehension
Assessing Fluency: Using Words Correct Per Minute
Fluency and Text Difficulty
Progression of Fluency Instruction Across Grades
Fluency Practice: Letter Naming and Letter Sounds
Fluency Practice: Letter-Sound Correspondences
Fluency Practice: Words, Word Parts
Fluency Practice: Phrases and Sentences
Developing Fluency Using Connected Text, Text Levels
Group Instructional Suggestions: Choral, Echo, and Cloze Reading
Structured Partner Reading
Developing Prosody, Instructional Suggestions
Timed Repeated Readings, Fluency Graphing Charts
Determing Instructional Needs
Connect to the Classroom Resources

Module 6: Vocabulary

Accountable Readings & Assignments for this Module	
Readings	*Assignments*
Chapter 6: Vocabulary. In Sedita, J. *Keys to Beginning Reading*.	completion of chapter activities during training
Chapter 15: Working with Word Meaning – Vocabulary Instruction. Birsh & Carreker.	written chapter summary
A Review of the Current Research on Vocabulary Instruction, Butler et al.	written two-column notes of essential main ideas and details

Text Talk, Beck et al.	written two-column notes of essential main ideas and details

Module Topics
Vocabulary: One of Five Components, Connection to Comprehension
How Students Acquire Vocabulary, Breadth and Depth
Key Vocabulary Routine: Multiple Direct and Indirect Instructional Practices
Previewing Unfamiliar Words, Instructional Suggestions
Activities to Connect Vocabulary (Semantic Mapping, Categorizing, Semantic Feature Analysis, Opposites/Scaling)
Selecting Words to Teach In-Depth, Three Tiered Model
Read Aloud for Vocabulary Development, Text Talk
Strategies/Activities for Teaching Words In-Depth, Word Templates (Frayer/Four Square, Two-Column)
Word-Learning Stragegy: Use of Context
Morphology – Using Word Parts, Compounding,
Using Prefixes, Roots, Suffixes to Make Meaning, Instructional Suggestions
Promoting Word Consciousness, Instructional Suggestions
Putting It Together: Vocabulary Lesson Plan
Connect to the Classroom Resources

Module 7: Sentence Structure

Accountable Readings & Assignments for this Module	
Readings	*Assignments*
Chapter 7: Sentence Structure. In Sedita, J. *Keys to Beginning Reading*.	completion of chapter activities during training

Module Topics
Connection Between Sentences and Comprehension
Syntactic Awareness Defined
"Troublesome" Sentences and Implications for Teaching
Sentence Writing Instruction to Support Comprehension and Writing
Sentence Activities: Sentence Scramble, Sentence Elaboration (W Questions, Kernel Sentence Expansion), Sentence Combining
Connect to the Classroom Resources

Module 8: Text Structure

Accountable Readings& Assignments for this Module	
Readings	*Assignments*
Chapter 8: Text Structure. In Sedita, J. *Keys to Beginning Reading*.	completion of chapter activities during training
Chapter 17: Composition: Evidence-Based Instruction. In Birsh & Carreker.	written chapter summary
Recommendation 2: Teach Students to Identify and Use the Text's Organizational Structure to Comprehend,	written two-column notes of essential main ideas and details

Learn, and Remember Content. In *Improving reading comprehension in kindergarten through 3rd grade: A practice guide*. Shanahan et al. (pp 17-22)	
The Strands That Are Woven into Skilled Writing, Sedita	written two-column notes of essential main ideas and details

Module Topics
Teaching Text Structure Supports Comprehension and Writing
Narrative Text Structure, Instructional Suggestions
Informational Text Structure, Instructional Suggestions
Text Features: Clues to Meaning and Organizing Writing
Paragraph Structure, Instructional Suggestions
Patterns of Organization and Transitions (Decription/Explanation, Sequence, Cause and Effect, Compare and Contrast, Problem and Solution), Instructional Suggestions
Cohesive Ties
The Strands That Are Woven Into Skilled Writing
Connect to the Classroom Resources

Module 9: Comprehension

Accountable Readings & Assignments for this Module	
Readings	*Assignments*
Chapter 9: Comprehension. In Sedita, J. *Keys to Beginning Reading*.	completion of chapter activities during training
Chapter 16: Strategies to Improve Reading Comprehension in the Multisensory Classroom. In Birsh & Carreker.	written chapter summary
Recommendation 3: Guide Students Through Focused, High-Quality Discussion on the Meaning of Text. In *Improving reading comprehension in kindergarten through 3rd grade: A practice guide*. Shanahan et al. (pp 23-29)	written two-column notes of essential main ideas and details

Module Topics
The Simple View: Language Comprehension, Role of Decoding and Fluency in Enabling Comprehension
Metacognition: Monitoring for Understanding
Role of Inference-Making, Situtational Model
Explicit Teaching of Comprehension Strategies, Comprehension Strategy Routines
Categorizing and Main Ideas, Instructional Suggestions
Big Picture Graphic Organizer: Top-Down Topic Webs, Instructional Suggestions
Topic Webs to Represent Text Structure for Comprehension and Writing
Big Ideas and Details Graphic Organizer: Two-Column
Retell and Summary, Instructional Suggestions
Answering and Generating Questions, Text Talk, Instructional Suggestions
Writing About Reading: The Writing Process (Think, Plan, Write Revise), Writing From Sources
Connect to the Classroom Resources

Module 10: Instruction for Struggling Students

Accountable Readings & Assignments for this Module	
Readings	*Assignments*
Instruction for Struggling Students Handout Packet Sedita.	completion of chapter activities during training
Chapter 19: Language and Literacy Development Among English Language Learners. In Birsh & Carreker.	written chapter summary
Dyslexia and the Brain. Baltimore, International Dyslexia Association	written two-column notes of essential main ideas and details
Assistive Technology Tools: Reading, Stanberry, K, & Raskind, M. H.	written two-column notes of essential main ideas and details
Assistive Technology Tools: Writing, Stanberry, K, & Raskind, M. H.	written two-column notes of essential main ideas and details
Code of Ethics, Council for Exceptional Children.	written two-column notes of essential main ideas and details
Standards for Professional Practice, Council for Exceptional Children.	written two-column notes of essential main ideas and details

Module Topics
Tiered Literacy Instruction, Multi-Tiered Systems of Support (MTSS)
Causes of Literacy Difficulty (Environmental and Constitutional)
Specific Learning Disabilities Defined, Common Learning Disabilities
About Dyslexia
How the Brain Learns to Read, The Brain and Struggling Readers
How Learning Difficultes Affect Learning to Read, The Simple View of Reading
Dyslexia and Learning to Read/Wrtie, Instructional Suggestions
Executive Functions and Learning to Read/Write, Instructional Suggesitons
English as a Second Language and Learning to Read/Write, Instructional Suggestions
Assistive Technology to Support Reading and Writing
Standards for Professional Practice Related to Teaching and Assessment, Professional Develpment and Colleagues, Parents/Families/Students)

Module 11: Reading Assessment

Accountable Readings & Assignments for this Module	
Readings	*Assignments*
Reading Assessment Handout Packet, Sedita.	completion of chapter activities during training
Chapter 7: Assessment of Reading Skills: A Review of Select Ideas and Best Practices. In Birsh & Carreker.	written chapter summary

Universal Screening: K-2 Reading, International Dyslexia Association	written two-column notes of essential main ideas and details

Module Topics
Reading Assessment and The Simple View
Reliability and Validity
Types of Reading Assessments: Screening & Benchmark, Progress Monitoring, Diagnostic, Summative)
Assessment Terms: Norm-Referenced, Criterion-Referenced, Curriculum Based Measurement
Reading Assessments by Reading Component: Phonological Awareness, Phonics, Fluency, Semantics/Vocabualry, Listening and Reading Comprehension
Assessing Concepts of Print
The Assessment Process, Assessment Across the School Year, Student Profiles
Assessment for Students At-Risk: Early Screening, Screening for Dyslexia
School and Teacher Level Data Evaluation, Teacher Use of Data
The Role of Assessment in the MTSS Framework

For additional information, please contact Keys to Literacy:
     Email: info@keystoliteracy
     Phone: 978-948-8511