



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
 - o For all-live format: Participants must attend all training sessions that are delivered at a training location or virtually online using Zoom meeting software.
 - o 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.
 - o 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 the 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: Literacy Basics
- Module 2: Oral Language
- Module 3: Phonological & Phonemic Awareness
- Module 4: Phonics & Advanced Word Study
- Module 5: Fluency
- Module 6: Vocabulary
- Module 7: Sentence Structure
- Module 8: Text Structure
- Module 9: Comprehension
- Module 10: 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 outlines 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™ 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/21qdk2k1p3bnagdfz1xy0v98j5ytl1wk>.

Accountable Readings for a CERI Designated Course

Accountable readings are from the following texts:

BOOKS

- 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.)**

ARTICLES, RESEARCH REPORTS

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

Module 1: Reading Basics

Accountable Readings & Assignments for this Module	
<i>Readings</i>	<i>Assignments</i>
Chapter 1: Reading Basics. In Sedita, J. <i>Keys to Beginning Reading</i> .	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
<i>Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties</i> , International Dyslexia Association	written two-column notes of essential main ideas and details
<i>Dyslexia Basics</i> . International Dyslexia Association	written two-column notes of essential main ideas and details
<i>Culturally Responsive Literacy Instruction</i> . Callins, T.	written two-column notes of essential main ideas and details

Module Topics
Emergent Literacy: Early Precursor Skills and Abilities
Chall's Stages of Reading Development
The Science of Reading, areas of the brain involved in reading
The <i>Simple View of Reading</i> , types of readers, <i>Scarborough's Reading Rope</i>
5 components of reading, connections to the Simple View, grade level focus
The <i>Writing Rope</i> framework, integrating reading and writing instruction, comparing the Reading and Writing Ropes
Language components: phonology, orthography, morphology, syntax, discourse, pragmatics, levels of language
Decoding simulation: a new reader's experience
Principles of effective teaching, gradual release of responsibility
Overview of structured literacy
Culturally responsive literacy instruction
Dyslexia basics
Considerations for ELs
Introduction to MTSS

Module 2: Oral Language

Accountable Readings & Assignments for this Module	
<i>Readings</i>	<i>Assignments</i>
Chapter 2: Oral Language. In Sedita, J. <i>Keys to Beginning Reading</i> .	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 <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> , Foorman et al. (pp.6-13)	written two-column notes of essential main ideas and details
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Module Topics
The language and literacy connection
What is language?
Developing listening and speaking skills
Collaborative conversations K-3
Collaborative discussions 4-5
Discussion about text: text talk, dialogic reading, talk moves
Accountable talk

Module 3: Phonological Awareness

Accountable Readings & Assignments for this Module	
<i>Readings</i>	<i>Assignments</i>
Chapter 3: Oral Language. In Sedita, J. <i>Keys to Beginning Reading</i> .	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 <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> , Foorman et al. (pp.14-21)	written two-column notes of essential main ideas and details

Module Topics
Phonology and phonics
Phonological awareness: word, syllable, rhyming, and alliteration awareness
Phonological onset and rime
Phonemic awareness and phonics connection
Phoneme blending, segmenting, and manipulating
The challenge of phonemic awareness
Routine for basic phonemic awareness tasks
Say it move it, Elkonin boxes
Phoneme manipulation
Assessing phonemic awareness

Module 4: Phonics

Accountable Readings & Assignments for this Module	
<i>Readings</i>	<i>Assignments</i>
Chapter 4: Phonics. In Sedita, J. <i>Keys to Beginning Reading</i> .	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 <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> , Foorman et al. (pp.22-31)	written two-column notes of essential main ideas and details

Module Topics
Print awareness, the alphabetic principle, English orthography, and principles of effective phonics instruction
The challenge of phonics and English spelling, decoding, and encoding
Effective phonics instruction
Eri's phases of word development
Letter recognition and naming, beginning handwriting
Letter-sound correspondences
Phonics scope and sequence
Phonics for ELs
Blending and segmenting routines to decode and spell
The orthographic mapping process
Automaticity and decodable text
Spelling instruction
Decoding and spelling assessment
Word families, chains, and ladders
High-frequency words
Advanced word study, multisyllabic words: <ul style="list-style-type: none"> o Morphology (prefixes, suffixes, roots) o Syllable types and syllable division o Structural analysis of multisyllabic words, schwa
Using high-quality text for multiple purposes

Module 5: Fluency

Accountable Readings & Assignments for this Module	
<i>Readings</i>	<i>Assignments</i>
Chapter 4: Fluency. In Sedita, J. <i>Keys to Beginning Reading</i> .	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 <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> , Foorman et al. (pp.32-37)	written two-column notes of essential main ideas and details

Module Topics
Fluency explained
Progression of fluency instruction: letter-sound association, word parts, syllables, word reading, continuous text
Measuring fluency
Activities to develop fluency: choral, echo, cloze whisper reading, wide reading
Explicit, data-driven instruction; progression of fluency practice; measuring fluency
Developing prosody
Repeated reading

Module 6: Vocabulary

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

Module Topics
Vocabulary basics: connection to reading comprehension, direct and indirect effective instruction practices
The Key Vocabulary Routine
Previewing unfamiliar vocabulary prior to reading
Activities to connect words: semantic mapping, semantic feature analysis, categorizing, opposites, scaling
Selecting and teaching essential words in-depth
Word learning strategies: use of context, knowledge of meaningful word parts

Promoting word consciousness

Module 7: Sentence Structure

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

Module Topics
Syntax and language comprehension, syntactic awareness to support reading and writing
Sentence basics: 2 parts, 4 types
Sentence elaboration and sentence combining

Module 8: Text Structure

Accountable Readings& Assignments for this Module	
<i>Readings</i>	<i>Assignments</i>
Chapter 8: Text Structure. In Sedita, J. <i>Keys to Beginning Reading</i> .	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, Learn, and Remember Content. In <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> . Shanahan et al. (pp 17-22)	written two-column notes of essential main ideas and details
<i>The Strands That Are Woven into Skilled Writing</i> , Sedita	written two-column notes of essential main ideas and details

Module Topics
Role of text structure for reading and writing
Overall text structures: narrative, informational, opinion
Paragraph structure
Patterns of organization: description, sequence, compare/contrast, cause/effect, problem/solution
Transition words and phrases
The challenge of cohesive ties

Module 9: Comprehension

Accountable Readings & Assignments for this Module	
<i>Readings</i>	<i>Assignments</i>
Chapter 9: Comprehension. In Sedita, J. <i>Keys to Beginning Reading</i> .	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 <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> . Shanahan et al. (pp 23-29)	written two-column notes of essential main ideas and details

Module Topics
Overview of reading comprehension, the <i>Simple View</i> , connections to writing
Background knowledge and reading comprehension
The role of metacognition while reading, making inferences
Comprehension strategy instruction: <ul style="list-style-type: none"> ○ Categorizing and main idea skills ○ Graphic organizers: topic webs and two-column notes ○ Retell and summary ○ Answering and generating questions
Planning comprehension instruction

Module 10: Instruction for Struggling Students

Accountable Readings & Assignments for this Module	
<i>Readings</i>	<i>Assignments</i>
<i>Instruction for Struggling Students</i> 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
<i>Dyslexia and the Brain</i> . Baltimore, International Dyslexia Association	written two-column notes of essential main ideas and details
<i>Assistive Technology Tools: Reading</i> , Stanberry, K, & Raskind, M. H.	written two-column notes of essential main ideas and details
<i>Assistive Technology Tools: Writing</i> , Stanberry, K, & Raskind, M. H.	written two-column notes of essential main ideas and details
<i>Code of Ethics</i> , Council for Exceptional Children.	written two-column notes of essential main ideas and details

<i>Standards for Professional Practice</i> , Council for Exceptional Children.	written two-column notes of essential main ideas and details
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Module Topics
Multiple causes of reading difficulties: environmental and neurobiological
Reading instruction for English learners
The Reading Brain and dyslexia
Effects of dyslexia and executive functions on learning to read

Module 11: Reading Assessment

Accountable Readings & Assignments for this Module	
<i>Readings</i>	<i>Assignments</i>
<i>Reading Assessment</i> 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
<i>Universal Screening: K-2 Reading</i> , International Dyslexia Association	written two-column notes of essential main ideas and details

Module Topics
Reading assessments: screening, diagnostic, progress monitoring, summative
Assessment drives instruction: a problem-solving model for analyzing data



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