

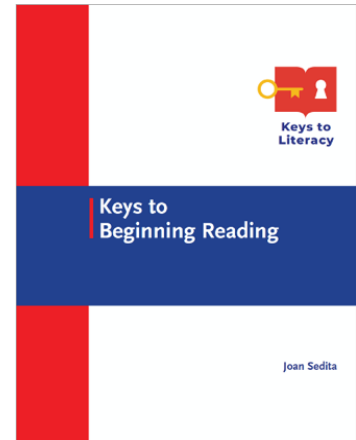
Keys to Beginning Reading

A reading survey course for K-5 educators

Would you like to learn evidence-based instructional practices for teaching reading skills? This professional development course is just what you need!

The course is organized into 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



This practical course provides the background knowledge needed to teach all the components of beginning reading instruction using an explicit instruction approach. The teaching suggestions are practical and designed to easily transfer to classroom lessons and can be integrated with any reading curriculum or published reading program. The course is tightly aligned with state literacy standards.

The full course takes 40 to 50 hours to complete, depending on the format used, and the modules range from 1.5 to 7.5 hours each. Educators and schools can choose to take some or all of the modules. One training manual (460 pages) covers all modules. Optional classroom application activities and make-and-take suggestions are included with every module.

International Dyslexia Association (IDA) Accredited

Keys to Beginning Reading is an IDA-accredited teacher training program. The course was rigorously reviewed by IDA and is aligned with the *Knowledge and Practice Standards for Teachers of Reading*.



What formats are available?

Option 1: Live Training

Participate in live training delivered by Keys to Literacy trainers using a virtual-live format (using Zoom meeting software) or onsite at your school district that includes a training manual. Keys to Literacy will develop a customized professional development plan to provide training for some or all of the modules following a schedule that meets your needs. The full course covering all 11 modules takes 40 hours to complete. Optional “Connect to the Classroom” implementation coaching is available. Contact us to learn more.

Option 2: Online Course

A companion *Keys to Beginning Reading* online course is available which is organized into 11 modules that cover the same content as live training and is aligned with the *Keys to Beginning Reading* training manual. The full course takes approximately 40 hours to complete. It is an asynchronous course, which means users can log on and off multiple times to complete the course assignments at their own pace. Individual educators can register to take the course, or schools can register groups. The course registration fee includes a copy of the training manual. Contact us to learn more.

Option 3: Facilitated-Online Course

This facilitated online option is for educators who would like to complete the online course and participate in live, debrief sessions facilitated by a Keys to Literacy trainer. These sessions provide a collaborative opportunity to debrief activities completed during online modules, share ideas for connecting course content to classroom instruction, and have the facilitator review key topics from the online course. In addition to the time spent taking the asynchronous course, there are 10 hours of facilitated sessions that are scheduled following a flexible schedule that meets the needs of your school district. Contact us to learn more, including details about our **Certified Facilitator** option for schools that would like to offer the facilitated online course using in-house facilitators.

State-Specific Versions

Keys to Literacy has customized versions of *Key to Beginning Reading* that are approved to meet professional development requirements for numerous states. Contact us to learn more.

Who should participate?

K-5 educators including classroom teachers, intervention educators, literacy coaches, and administrators

Graduate credit is available.

View the course outline on the next page.

Keys to Beginning Reading Outline

Module 1: Literacy Basics

- 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 *Simple View of Reading*, types of readers, *Scarborough's Reading Rope*,
- 5 components of reading, connections to the Simple View, grade level focus
- The *Writing Rope* 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

- 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 & Phonemic Awareness

- 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 & Advanced Word Study

- 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:
 - Morphology (prefixes, suffixes, roots)
 - Syllable types and syllable division
 - Structural analysis of multisyllabic words, schwa
- Using high-quality text for multiple purposes

Module 5: Fluency

- 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

- 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

- 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

- 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

- Overview of reading comprehension, the *Simple View*, connections to writing
- Background knowledge and reading comprehension
- The role of metacognition while reading, making inferences
- Comprehension strategy instruction:
 - 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: Reading Difficulties

- 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

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



Contact Keys to Literacy for more information:

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