

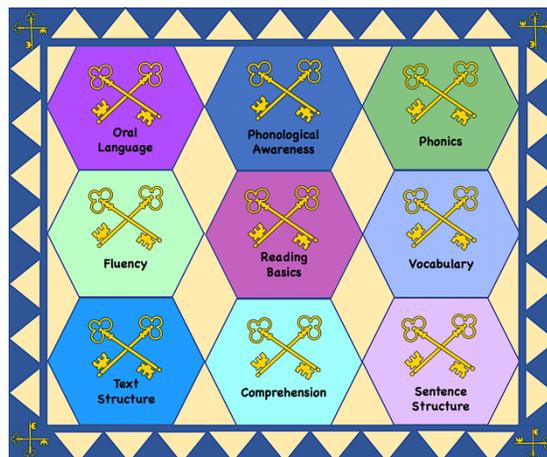
Keys to Beginning Reading Instruction

... a reading survey course for K-3 educators!

Would you like to learn science-based instructional suggestions for teaching foundational reading skills? This course is just what you need!

The course is organized into modules covering these topics:

- Reading Basics
- Oral Language
- Vocabulary
- Phonological & Phonemic Awareness
- Phonics & Advanced Word study
- Fluency
- Sentence and Text Structure
- Comprehension



This practical course provides the background knowledge needed to teach all the components of beginning reading instruction. The instructional practices are 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. View the course outline on the next page.

The core module content takes approximately 32 hours to deliver; the modules range from 1.5 to 7.5 hours each. Modules can be delivered as a week-long course, bundled into two- or three-day sessions, or individually on single days. One training manual (450 pages) with handouts for all of the modules is economically priced at \$99 per person. Beyond the 32-hour coursework: Optional classroom application activities and make-and-take suggestions are included with every module.

How can educators access the course?

- Keys to Literacy trainers can deliver course modules onsite at your school, district, or educational organization following a flexible schedule that meets your time frame.
- A Train-the-Trainer model is available for districts and educational organizations that wish to train large numbers of educators.



Contact Keys to Literacy to learn more:

info@keystoliteracy.com

Phone: 978-948-8511, Ext. 205

Graduate level credits available through University of the Pacific.

Course Title: Keys to Beginning Reading Instruction

Course Author: Joan Sedita, Keys to Literacy (www.keystoliteracy.com)

Description:

A survey course that provides background knowledge needed to teach all the components of beginning reading instruction to children in grades kindergarten through grade 3. Participants learn science-based instructional practices that can be integrated with any reading curriculum or published reading program.

Course Materials

- Course manual (450 pages) that includes handouts, practice activities, and resources for use in the classroom

Course Outline

Module 1: Reading Basics

- Chall’s stages of reading development
- The five components of reading
- The *Simple View* of Reading
- Language components related to reading development (phonology, orthography, morphology, semantics, syntax, discourse, pragmatics)
- Learning to Decode Simulation

Module 2: Oral Language

- Related language and speaking/listening standards
- The language-literacy connection
- Teaching listening skills
- Developing discussion skills: “W” questions, responding cards
- Increasing classroom discussion – using talk moves
- Developing language through read aloud

Module 3: Phonological Awareness

- The role of phonological awareness in learning to read
- Word awareness, syllable awareness, instructional suggestions
- Alliteration, onset/rime, and rhyme awareness, instructional suggestions
- Phonemic awareness
 - Speech and phoneme production
 - Phoneme segmenting and blending, instructional suggestions
 - Phoneme manipulation, instructional suggestions
- Assessing phonological awareness

Module 4: Phonics

- The alphabetic principle
- Difficulties learning the English phonics system to read and spell
- Precursor: concepts of print
- Research findings related to effective phonics instruction
- Phonics scope and sequence
- Letter recognition and naming
- Letter sound correspondences
- Multisensory cuing systems for learning sound-letter correspondence
- Letter combination patterns
- Blending and segmenting to read and spell words

- Word families and word chains
- Advanced word study: syllable types, syllable division, structural analysis
- High frequency sight words
- Using decodable text

Module 5: Fluency

- Definition of fluency: accuracy, rate, prosody, automaticity
- Text difficulty and fluency
- Fluency instruction
 - Fluency in letter-sound association
 - Word-part, syllable fluency
 - Word reading fluency
 - Phrase and sentence reading fluency
 - Connected text fluency
- Developing prosody, role of punctuation
- Assessing and measuring fluency progress

Module 6: Vocabulary

- Research on effective vocabulary instruction
- How students learn new vocabulary
- Previewing strategies before students read or are read to
- Activities to connect vocabulary (semantic mapping, semantic feature analysis, categorizing, opposites)
- Beck's three-tiered model for selecting words to teach in-depth
- How to teach a word in-depth (multiple exposures, use in context)
- Frayer, Concept Definition Map, Two-Column word templates
- Using context for unfamiliar words
- Word parts: prefixes, suffixes, roots
- Developing a word-conscious classroom

Module 7: Sentence Structure

- Sentence structure – developing syntactic awareness
- Classroom activities to develop sentence skills
 - Sentence Scrambles
 - Sentence Elaboration
 - Sentence Combining

Module 8: Text Structure

- Patterns of organization: description, sequence, cause and effect, problem and solution, compare and contrast
- Transition words and phrases
- Paragraph structure
- Graphic organizers
- Narrative and expository text structures

Module 9: Comprehension

- The role of decoding and vocabulary in comprehension
- Inference skills
- Metacognition and comprehension strategy instruction
- Categorizing and main idea skills
- Topic web graphic organizer
- Two-column graphic organizer
- Retelling and summarizing skills