|  |
| --- |
| **Topic-Specific Professional Development Description** |
| **Name of Entity:** Keys to Literacy |
| **Name of Product:** Keys to Beginning Reading |
| **Publication Year:** 2019 |
| **Contact Name**: Lisa Klein |
| **Phone Number:** 978-948-8511  |
| **Email Address:** lisa@keystoliteracy.com |
| **Website:** <https://keystoliteracy.com/offering/keys-to-beginning-reading/> |
| **Delivery Model:** Face-to-Face (in person or virtual-live, synchronous), Online (self-paced, asynchronous), Blended |
| **Audience:** Administrators, Coaches, Teachers, Paraprofessionals, Tutors  |
| **Description of Professional Development:**The *Keys to Beginning Reading* course is available as a face-to-face option (either onsite at the district, or virtual-live), AND as a blended hybrid online/virtual live option. Keys to Literacy will develop a customized PD delivery plan to fit each school or district’s needs. A 458-page, hard-copy manual is used along with activity packets and handouts. As a supplement to the course, we can also provide implementation coaching support to help teachers integrate the instructional practices learned in the training into their daily teaching. This 36- to 45-hour *Keys to Beginning Reading* course is organized into modules that cover every component of K-3 beginning reading instruction (see the outline below). It provides foundational knowledge about evidence-based instructional practices that are practical and applicable regardless of the reading curriculum or program being used in a school. The 45-hour version is the same course that is being used by CDE trainers to deliver the face-to-face option of reading PD to meet the READ requirement. **Summary of delivery options:**FACE-TO-FACEOption 1: The 36- to 45-hour PD course can be provided onsite over consecutive days or spread out. Option 2: The virtual-live delivery option format uses Zoom video conferencing and online interactions using breakout rooms, chat, Padlet, and Good drive to support collaboration in real time. Using this platform, the course content can be chunked into full- or half days, or into shorter, 90- or 120-minute sessions. Cohorts for either option are capped at 35 to ensure interactive support for all participants. BLENDED HYBRID ONLINE COURSE This delivery option combines the use of the *Keys to Beginning Reading* online course (average time to complete is 36 hours) with 12 hours of live, virtual facilitation meetings (total = 48 hours). The online course is asynchronous - participants complete 1 to 2 modules at a time, followed by one-hour facilitation meetings. Course completion time is flexible and can be scheduled over weeks or months. **Topical Outline:**

|  |
| --- |
| **Module 1: Reading Basics**Training delivery time: 1.5 hoursConnect to the Classroom time: 30 minutes**Topic Outline:*** Overview of the 5 components of reading
* Chall’s Stages of reading development
* The Simple View of Reading, Scarborough’s Reading Rope
* Language Components: phonology, orthography, morphology, semantics, syntax, discourse, pragmatics
* Teaching principles, Gradual Release of Responsibility
* Overview of dyslexia
* Decoding Simulation
 |
| **Module 2: Oral Language**Training delivery time: 1.5 hoursConnect to the Classroom time: 30 minutes **Topic Outline:*** The language-literacy connection
* Listening and discussion skills
* Talk moves
* Developing language through read aloud
* Extended Activities, Make and Takes
 |
| **Module 3: Phonological Awareness**Training delivery time: 3 hoursConnect to the Classroom time: 60 minutes**Topic Outline:*** Introduction to phonology, why teach it
* Word awareness, syllable awareness; instructional suggestions
* Alliteration, onset/rime, and rhyme awareness; instructional suggestions
* Introduction to phonemic awareness
* Phoneme identification, blending, segmenting; instructional suggestions
* Phoneme manipulation; instructional suggestions
* Informal assessment of phonological awareness
* Extended Activities, Make and Takes
 |
| **Module 4: Phonics**Training delivery time: 7.5 hoursConnect to the Classroom time: 90 minutes**Topic Outline:*** The alphabetic principle, the Simple View of Reading (the decoding side)
* History of phonics instruction, explicit vs. incidental instruction
* Phonemic awareness and phonics connection
* Guidelines for effective phonics instruction, suggested phonics lesson routine
* Systematic phonics scope and sequence
* Letter naming; instructional practices
* Letter-sound correspondences; instructional practices
* Blending and segmenting to read and spell words
* Orthographic Mapping
* Decodable text
* Spelling rules and generalizations; using spelling inventories
* Word families and word chains
* Advanced word study: syllable types
* High frequency sight words – decodable and irregular
* Syllable types; syllable division
* Schwa in unaccented syllables
* Common affixes and structural analysis for multisyllable words
* Connected text
* Extended Activities, Make and Takes
 |
| **Module 5: Fluency**Training delivery time: 3 hoursConnect to the Classroom time: 60 minutes**Topic Outline:*** Fluency defined: accuracy, rate, prosody, automaticity
* Measuring fluency - Words Correct Per Minute; using fluency norms
* Text difficulty and fluency
* Fluency instruction for letter-sound association, word parts, syllables; instructional suggestions
* Determining independent, instructional and frustrational levels of text
* Fluency practice with connected text; instructional suggestions
* Assessing and measuring fluency progress
* Extended Activities, Make and Takes
 |
| **Module 6: Vocabulary**Training delivery time: 6 hoursConnect to the Classroom time: 90 minutes**Topic Outline:*** How students learn words; effective vocabulary instruction
* Previewing strategies before students read or are read to
* Activities to connect vocabulary (semantic mapping, semantic feature analysis, categorizing, opposites)
* Selecting words to teach in-depth; three tier model
* Using read aloud and text talk to teach vocabulary
* Templates for teaching words (Frayer, Concept Definition Map, Two-Column)
* Using context and word parts for unfamiliar words
* Developing a word-conscious classroom
* Extended Activities, Make and Takes
 |
| **Module 7: Sentence Structure**Training delivery time: 1.5 hoursConnect to the Classroom time: 30 minutes**Topic Outline:*** Connection between syntactic awareness and comprehension
* Troublesome sentence structure
* Activities to develop sentence skills: sentence scramble, sentence elaboration, sentence combining
* Extended Activities, Make and Takes
 |
| **Module 8: Text Structure**Training delivery time: 1.5 hoursConnect to the Classroom time: 30 minutes**Topic Outline:*** Connection between knowledge of text structure and comprehension
* Narrative text structure; instructional suggestions
* Informational text structure; instructional suggestions
* Text features – clues to meaning
* Paragraph structure; instructional suggestions
* Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
* Transition words/phrases
* Extended Activities, Make and Takes
 |
| **Module 9: Comprehension**Training delivery time: 6 hoursConnect to the Classroom time: 90 minutes**Topic Outline:*** The Simple View of Reading (the language comprehension side)
* Metacognition; instructional suggestions
* Inference skills
* Strategy instruction; using routines
* Categorizing and main idea skills; instructional suggestions
* Topic web graphic organizer; instructional suggestions
* Two-column graphic organizer, instructional suggestions
* Retelling and summarizing skills; instructional suggestions
* Answering and generating questions; instructional suggestions
* Extended Activities, Make and Takes
 |
| **Supplemental Module: Course Review**Training delivery time: 2 hours**Topic Outline:*** Course review card sort activity and debrief
* Final reflection activity
* Two-Column Take Away Review – Implementations goals and action steps
 |
| **Supplemental Module: Instruction for Students with Reading Difficulty**Training delivery time: 2 hours**Topic Outline:*** Causes of reading difficulty: environmental and neurobiological
* Learning disabilities and dyslexia defined
* The reading brain
* Effects on phonemic awareness, phonics, fluency, vocabulary and comprehension skills from:
	+ Learning disabilities and dyslexia
	+ Deficits in executive function skills
	+ English language learning
* Tiered literacy instruction
 |
| **Supplemental Module: Reading Assessment**Training delivery time: 2 hours**Topic Outline:*** Types of assessment: reliable/valid, formal/informal; screening, diagnostic, progress monitoring, summative
* Assessment tasks for phonological awareness, phonics, fluency, vocabulary, comprehension
* Assessment for students at risk
* Assessment data analysis to drive instructional decisions within an MTSS framework
 |
| **Connect to the Classroom**The goal for these sessions is for teachers to make connections between the content in the core modules and their classroom instruction. The length of each session varies based on the length of the module, as listed below. * Module 2: Oral Language **30 min.**
* Module 3: Phonological Awareness **60 min.**
* Module 4: Phonics **90 min.**
* Module 5: Fluency **60 min.**
* Module 6: Vocabulary **90 min.**
* Module 7: Sentence Structure **30 min.**
* Module 8 Text Structure **30 min.**
* Module 9: Comprehension **90 min.**
 |

 |

**Topic Areas**

|  |  |
| --- | --- |
| **Fully Met** | Administration and Interpretation of Assessments, Literacy Development, Phonology Development, Phonics and Word Recognition Development, Fluency Development, Vocabulary Development, Text Comprehension Development, Structure of Language |
| **Partially Met** |  |