

Public Consulting Group

Building a Strong Foundation for Lifelong Literacy Success

A comprehensive online professional development course based on the science of reading for developing successful readers.

With over 30 years of experience in education, Public Consulting Group (PCG) is proud to offer the Building a Strong Foundation for Lifelong Literacy Success course to enhance professional development for teachers of literacy. Building a Strong Foundation for Lifelong Literacy Success will help ensure that your teachers have the knowledge, strategies, and skills to teach all children how to read. This economical solution provides interactive and engaging professional learning for k-12 teachers, support staff, and administrators wanting to fill the reading gap. It's designed to complement a range of budgets at the state, district, and school levels.

Through six progressive modules, teachers will gain an understanding of the relationships and foundations of effective, multisensory, and developmentally appropriate instruction based on the science of reading. Building a Strong Foundation for Lifelong Literacy Success will ensure that teachers have the knowledge, strategies, and skills to teach all children how to read.



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Foundational Literacy Modules: Grades K-3



Module 1 (Grades K-3): **Understanding The Science Of Reading**

Understanding the Science of Reading introduces the science of reading and the importance of understanding the science. Topics addressed include how reading develops, the effective instruction framework including the gradual release of responsibility model, and an overview of the reading assessment process. This module examines the conceptual models of the Simple View of Reading and Scarborough's Reading Rope Model to illustrate the reading process and how reading deficits may occur. Finally, it explores how the brain processes language and learns to read, as well as challenges that English learners may face, and factors that contribute to reading difficulties.



Module 2 (Grades K-3): **Introducing Oral Language And Phonology**

The Introducing Oral Language and Phonology module examines the language foundations of reading, oral, and written language systems related to literacy. Topics addressed in this module include the progression of oral language development and how a language-rich environment in the classroom can help further develop students' oral language and literacy learning. Additionally, it explores the importance of phonological awareness and the developmental progression of phonological awareness skills, as well as the importance of explicit phonemic awareness instruction and how to assess phonological awareness skills.



Module 3 (Grades K-3): **Exploring Phonics And Word Study**

Exploring Phonics and Word Study provides an overview of phonics and spelling instruction, the syllable structure of English, an introduction to prefixes, suffixes, and roots, and what kindergarten through third graders need to know about morphemes. The module reinforces the research on the science of reading and the relationships of the conceptual models, the components of effective reading instruction, and how the brain learns to read. Additionally, it introduces structured literacy and illustrates a sequence for effective phonics lessons as well as providing explicit sound pronunciation and blending techniques to make words to help children develop a large sight word vocabulary. Finally, the use of spelling and phonics inventories and their role in informing instruction is discussed.



Module 4 (Grades K-3): **Creating Fluent Readers**

The Creating Fluent Readers module focuses on creating fluent readers and explores the importance of fluency as a bridge to comprehension. Topics addressed by the module include the components of fluency and the progression of skills students need to become fluent readers. The module explores explicit evidence-based instructional strategies and what the focus of oral reading fluency instruction should be at different grade levels. Lastly, it examines fluency assessment including screening and diagnosing fluency, determining reading fluency, accuracy levels, and prosody levels as well as determining fluency-building goals for children who lack accuracy, rate, or prosody.



Module 5 (Grades K-3): **Developing Vocabulary**

The Developing Vocabulary module first examines how children develop oral language and oral language's effect on vocabulary and reading development. Then the module explores types of vocabulary instruction, including direct and explicit methods for teaching vocabulary as well as the importance of a language-rich classroom. Interactive and engaging activities to expand and develop vocabulary are also presented. The module addresses the multi-faceted aspect of words and provides guidance on learning morphemes for meaning, semantic analysis ideas, the use of graphic organizers, sentence stems, word webs, and teaching shades of meaning. Finally, the module concludes with the need for children to develop independent strategies for acquiring vocabulary through morphemic analysis, context clues, and independent reading.



Module 6 (Grades K-3): **Increasing Reading Comprehension**

Increasing Reading Comprehension explores how to provide the type of instruction and practices needed for students to successfully become readers of complex grade-level text. Connections are made to what was learned in the previous online modules about oral language, phonological skills, phonics, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, and vocabulary—and how they all contribute to comprehension. The final module reviews the gradual release of responsibility model and conceptual models embedded throughout the previous modules, and reviews literacy and language practices to help English learners achieve reading success. The module examines the importance of text selection and effective comprehension strategy instruction. The module concludes with an exploration of informal comprehension assessment.

Adolescent Literacy Modules: Grades 4-12



Module 1 (Grades 4-12): **Understanding The Science Of Reading**

Understanding the Science of Reading introduces the science of reading and the importance of understanding the science. Topics addressed include how adolescent reading develops, the framework for effective instruction including the gradual release of responsibility model, and an overview of the reading assessment process. This module examines the conceptual models of the Simple View of Reading and Scarborough’s Reading Rope Model to illustrate the adolescent reading process and how reading deficits may occur. Finally, it explores how the adolescent brain processes language and learns to read, challenges that may be faced by English learners, and factors that contribute to reading difficulties.



Module 2 (Grades 4-12): **Introducing Oral Language Development**

The Introducing Oral Language and Phonology module examines the language foundations of adolescent reading, oral, and written language systems related to literacy. Topics addressed in this module include the progression of oral language development and how a language-rich environment in content-area classrooms can help further develop students’ oral language and literacy learning. Additionally, it explores the developmental progression of adolescent literacy skills, the importance of explicit instruction, and how to assess adolescent literacy skills.



Module 3 (Grades 4-12): **Exploring Word Study**

Exploring Phonics and Word Study provides an overview of adolescent word study, the syllable structure of the English language, and an introduction to morphology to include Greek and Latin affixes and roots. The module reinforces the research on the science of reading and the relationships of the conceptual models, the components of effective reading instruction, and how the adolescent brain learns to read. Additionally, it introduces structured literacy and illustrates a sequence for effective word study lessons. Finally, the use of spelling inventories and their role in informing adolescent literacy instruction is discussed.



Module 4 (Grades 4-12): **Creating Fluent Readers**

The Creating Fluent Readers module focuses on creating fluent adolescent readers and explores the importance of fluency as a bridge to comprehension. Topics addressed by the module include the components of fluency and the progression of skills that adolescent readers need to become fluent. The module explores explicit evidence-based instructional strategies and what the focus of oral reading fluency instruction should be across different grade levels. Lastly, it examines fluency assessment including screening and diagnosing fluency, determining reading fluency, accuracy levels, and prosody levels as well as determining fluency goals for adolescent readers who lack accuracy, rate, or prosody.

Module 5 (Grades 4-12): **Developing Vocabulary**



The Developing Vocabulary first examines how adolescent readers develop oral language and the effect oral language has on vocabulary and reading development. Then, the module explores varied types of vocabulary instruction, including direct and explicit methods for teaching vocabulary. Interactive and engaging activities to expand and develop students' vocabulary skills are also presented. The module addresses the multi-faceted aspect of words and provides guidance on learning for meaning, semantic analysis ideas, the use of graphic organizers, sentence stems, word webs, and teaching shades of meaning. Finally, the module concludes with the need for adolescent readers to develop independent strategies for acquiring vocabulary through morphemic analysis, context clues, and independent reading.

Module 6 (Grades 4-12): **Increasing Reading Comprehension**



Increasing Reading Comprehension explores how to provide the instruction and practices needed for adolescent students to become efficient readers of complex grade-level text. Connections are made to what was learned in the previous modules to include oral language development, word study, morphology, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, and vocabulary—and how they all contribute to comprehension. The final module reviews the gradual release of responsibility model and conceptual models embedded throughout the previous modules, and reviews literacy and language practices to help English learners achieve reading success. The module examines the importance of text selection and effective comprehension strategy instruction. Module six concludes with an exploration of informal comprehension assessment.

About Public Consulting Group

Public Consulting Group (PCG) is a leading public sector solutions implementation and operations improvement firm that partners with health, education, and human services agencies to improve lives. Founded in 1986 and headquartered in Boston, Massachusetts, PCG has over 2,500 professionals in more than 60 offices worldwide. PCG offers education consulting services and technology solutions that help schools, school districts, and state education agencies/ ministries of education to promote student success, improve programs and processes, and optimize financial resources.

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