



AIM Institute[®]
for Learning & Research

Pathways to Proficient Reading

Description: The **Pathways to Proficient Reading** course is designed for educators who are committed to learning about the connection between reading research and theoretical models (such as the Simple View of Reading and Scarborough’s Reading Rope) and classroom practices and language and literacy instruction. The course is aligned with the International Dyslexia Association’s Knowledge and Practice Standards for Teachers of Reading and is a good opportunity to gain knowledge about designing and delivering effective instructional practices that will benefit all students, including those at risk for or with language-based learning disabilities. It is a solid preparation for literacy instructors working toward their KPEERI certification and provides an optional ongoing Virtual Community of Practice providing real time support and learning as educators work to implement instructional practices in the classroom.

❖ **Section 1: Introduction to Proficient Reading**

- The Importance of Teacher Knowledge
 - ◆ Is Teaching Reading Really Rocket Science?
 - ◆ The Evidence for Teacher Knowledge

❖ **Section 2: Oral Language Provides the Foundation**

- What are the Language Systems?
 - ◆ What are the Language Systems?
 - ◆ Connections Between Oral and Written Language
 - ◆ Connections to Instruction

❖ **Section 3: What is Reading Proficiency?**

- Theoretical Models of Reading
 - ◆ The Simple View and More
 - ◆ Unraveling the Reading Rope
- The Reading Brain
 - ◆ The Brain's Reading Systems
 - ◆ Connections to Dyslexia

❖ **Section 4: Introduction to Structured Literacy**

- What We Teach, How We Teach
 - ◆ Principles of Structured Literacy

❖ **Section 5: Phonological Awareness: Working with the Speech Sound System**

- A Closer Look at Phonology
 - ◆ Phonology and Phonological Processing
 - ◆ Features of Phonemes
- Structured Literacy: How We Teach Phonological and Phonemic Awareness
 - ◆ Phonological Awareness Instruction

❖ **Section 6: Decoding: Diving into Orthography**

- A Closer Look at Orthography
 - ◆ Overlaying Orthographic Knowledge
- The ABCs of Word Recognition: Decoding
 - ◆ Beginning Alphabet Instruction and Phonics
- Structured Literacy: How We Teach Phonics
 - ◆ Teaching Phonic Decoding

❖ **Section 7: What We Know About Spelling (Part 1)**

- The ABCs of Word Recognition: Encoding
 - ◆ Understanding English Orthography
- Phoneme-Grapheme Correspondences - Position & Pattern
 - ◆ Positions and Orthographic Patterns
 - ◆ Syllable-Spelling Patterns
 - ◆ Irregular Words

❖ **Section 8: What We Know About Spelling (Part 2)**

- Meaning and Word Origin
 - ◆ A Closer Look at Morphology
 - ◆ Word Origin and History: Etymology

❖ **Section 9: Phases of Literacy Development**

- Understanding Typical Reading Development
 - ◆ Phases of Reading Development
 - ◆ Spelling Error Analysis

❖ **Section 10: Reading Fluency Matters**

- Reading is the Bridge
 - ◆ What is Fluency?

- ◆ Structured Literacy: How We Teach Fluency

❖ **Section 11: The Complexity of Comprehension**

- What is Comprehension?
 - ◆ Comprehension is Not Just ONE Thing
 - ◆ The Simple View of Reading Difficulties
 - ◆ The Reading Writing Connection

❖ **Section 12: Vocabulary: Working with Word Meaning**

- Working with Word Meaning
 - ◆ Semantics and Vocabulary
 - ◆ Vocabulary Acquisition & Instruction
- Intentional On-Purpose Instruction
 - ◆ Choosing Which Words to Teach
 - ◆ Explicit Vocabulary Routines
- Incidental On-Purpose Language Experiences
 - ◆ Indirect Approaches to Instruction
- Intentional Independent Word-Learning Strategies
 - ◆ Direct Strategies for Independent Word Learning

❖ **Section 13: Language Structures: Making Sense of Sentences**

- Making Sense of Sentences
 - ◆ Syntax and Sentence Comprehension
 - ◆ Structured Literacy: How We Teach Sentence Comprehension

❖ **Section 14: Language Structures and Verbal Reasoning: Cohesive Devices**

- Cohesion and Coherence
 - ◆ What is Inference - Local Coherence?
 - ◆ Cohesive Devices
 - ◆ Structured Literacy: How We Teach Cohesive Devices

❖ **Section 15: Background Knowledge and Verbal Reasoning: Making Inferences**

- Working with Inferences
 - ◆ What is Inference - Global Coherence?
 - ◆ Activating, Building and Connecting Background Knowledge
 - ◆ Structured Literacy: How We Teach Comprehension

❖ **Section 16: Literacy Knowledge: Text Structure Matters**

- What is Literacy Knowledge?
 - ◆ Print Awareness and Text Structures
 - ◆ What is Narrative Text?
 - ◆ What is Expository Text?

❖ **Section 17: Assessment**

- Overview of Assessment
 - ◆ What is Assessment?
 - ◆ Types of Assessment
- Analyzing and Applying Multiple Data Sources
 - ◆ Response to Intervention and Multi-Tiered Systems of Support
 - ◆ Using Data
- Now You Try- Simulations
 - ◆ Using the Data Driven Decision-making Process
 - ◆ Identify, Diagnose, Intervene