

# FOUNDATIONS OF Reading INSTRUCTION & INTERVENTION

PROFESSIONAL LEARNING SERIES

This **three-part learning series** is designed to provide educators with the knowledge, skills, and tools necessary to address a variety of students' needs in reading.

**Audience:** K-5 Classroom teachers, Title teachers, special education teachers, interventionists, coaches and administrators that wish to improve outcomes for all students in the area of reading.

## HYBRID-STYLE LEARNING SERIES

SITE FACILITATORS WILL GUIDE PARTICIPANTS IN MINOT, VALLEY CITY, OR BISMARCK LOCATIONS WHILE A REMOTE INSTRUCTOR DELIVERS SERIES CONTENT.

### Cohort 1

Session 1:

**October 4th, 2021**

Session 2:

**November 8th, 2021**

Session 3:

**November 29th, 2021**

### Cohort 2

Session 1:

**February 7th, 2022**

Session 2:

**March 7th, 2022**

Session 3:

**April 4th, 2022**

**COST:**

\$250/Participant

FOR QUESTIONS OR  
MORE INFORMATION,  
CONTACT:

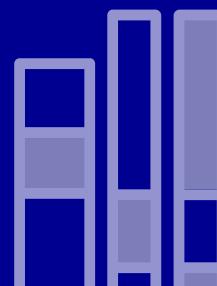
COLETTE.CUNNINGHAM  
@K12.ND.US

**CLICK FLYER TO REGISTER, OR GO TO:**

[HTTPS://FORMS.OFFICE.COM/R/B5MDYARDT8](https://forms.office.com/r/B5MDYARDT8)

## ALIGNMENT TO THE SCIENCE OF READING

The **Foundations of Reading** learning series is aligned with the **Science of Reading**. The 2000 National Reading Panel Report states that students need instruction in the essential components of reading, also known as the **Five Big Ideas of Reading**: phonological awareness, phonics, fluency, comprehension, and vocabulary.



# FOUNDATIONS OF *Reading* INSTRUCTION & INTERVENTION

This Professional Learning Series targets the **Five Big Ideas of Reading**



in three key areas:

## *1. Instruction*

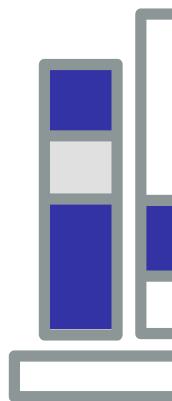
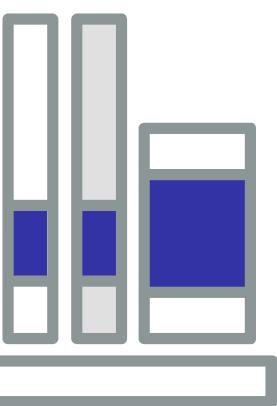
Session 1 introduces research examining what it takes to be a successful reader and provides strategies for teaching those skills.

## *2. Assessment*

Session 2 explores how assessing reading skills can help students succeed when data is used to help them improve.

## *3. Intervention*

Session 3 provides participants with a multitude of intervention strategies that will match diverse student needs and help students at the varying stages of their reading journeys.



"WE TEACH READING IN DIFFERENT WAYS;  
THEY [STUDENTS] LEARN TO READ  
PROFICIENTLY IN ONLY ONE WAY."

*David Kilpatrick*