



Ashlock Consulting, Inc.



Catalog

Fall, 2023

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Reading Academy—Series A

Focus on Foundational Skills Standards

This 30-hour professional development course is designed to provide general education teachers with the skills needed to present Structured Literacy lessons connected to Foundational Skills Standards. Our *Templates for Effective Instruction* are used throughout the course to demonstrate lessons that fall under a Structured Literacy model using scientifically-based reading research. The course is divided into workshops by topic as shown in the chart below.



Workshops are organized by topic and instruction typically follows this pattern:

- Explain topic connected to reading instruction
- Connect to key scientific research ideas related to topic
- Common patterns of instruction
- Models of effective instruction
- Practice and feedback for enrollees
- Compare Course learning to instructional materials

Reading Academy—Series A Workshops	
A1	Science of Reading Overview—Series A
A2	Phonological Awareness
A3	Phonics & Word Reading—Part 1
A4	Phonics & Word Reading—Part 2
A5	Structural Analysis & Word Reading—Part 1
A6	Structural Analysis & Word Reading—Part 2
A7	Fluency
A8	MTSS, RTI2 and Comprehensive Assessment Plan
A9	Strengthening the Core with Practice Sets
A10	K-1 Intervention and Enrichment
A11	Understanding and Recognizing Dyslexia

This course is recommended for General Education and Special Education elementary staff and Special Education secondary staff.

This course, along with our Series A course, meets a number of state-related initiatives. Please see the full list on our Course Highlights page (below).



Reading Academy—Series B

Focus on Informational Text and Literature Standards



This 30-hour professional development course is designed to provide general and special education teachers with the skills needed to present Structured Literacy lessons connected to Informational Text and Literature Standards. Our *Reading Strategy and Skill Resource* is used throughout the course to demonstrate lessons that fall under a Structured Literacy model using scientifically-based reading research connected to the Gradual Release of Responsibility. The course is divided into workshops by topic as shown in the chart below.

Workshops are organized by topic and instruction typically follows this pattern:

- Explain topic connected to reading instruction
- Connect to key scientific research ideas related to topic
- Examples of effective instruction
- Common patterns of instruction
- Practice and feedback for enrollees
- Compare Course learning to instructional materials

This course is recommended for General Education and Special Education elementary staff and Special Education secondary staff.

Reading Academy—Series B Workshops	
B1	Science of Reading Overview—Series B
B2	Vocabulary—Word Learning Strategies
B3	Vocabulary—Specific Word Instruction
B4	Story Structure
B5	Text/Graphic Features and Text Structure
B6	Draw Inferences and Note Key Details
B7	Question/Answer Relationships
B8	Topic and Main Idea
B9	Summarize
B10	Data-driven Instruction and Success with Standards
B11	Written Expression and Spelling

This course, along with our Series A course, meets a number of state-related initiatives. Please see the full list on our Course Highlights page (below).



Expert Certification

- Series A—Focus on Foundational Skills
- Series B—Focus on Informational and Literature Standards

Our Expert Certification Courses are designed to train those who will support implementation of Reading Academy course content at school sites (e.g., coaches, demonstration classroom teachers, grade level leads). Each 30-hour Reading Academy course is designed to provide general and special education teachers with the skills needed to present Structured Literacy lessons connected to grade level standards. Reading Academy Courses are a prerequisite to our Expert Certification Courses, which allow enrollees to download and use Reading Academy materials to train staff in their school agencies based on Ashlock Consulting's Master License Agreement. Concurrent enrollment in Reading Academy and Expert Certification is recommended.

This course is recommended for General Education and Special Education elementary staff and Special Education secondary staff.

Reading Academy—Series A Workshops	
A1	Science of Reading Overview—Series A
A2	Phonological Awareness
A3	Phonics & Word Reading—Part 1
A4	Phonics & Word Reading—Part 2
A5	Structural Analysis & Word Reading—Part 1
A6	Structural Analysis & Word Reading—Part 2
A7	Fluency
A8	MTSS, RTI2 and Comprehensive Assessment Plan
A9	Strengthening the Core with Practice Sets
A10	K-1 Intervention and Enrichment
A11	Understanding and Recognizing Dyslexia

Reading Academy—Series B Workshops	
B1	Science of Reading Overview—Series B
B2	Vocabulary—Word Learning Strategies
B3	Vocabulary—Specific Word Instruction
B4	Story Structure
B5	Text/Graphic Features and Text Structure
B6	Draw Inferences and Note Key Details
B7	Question/Answer Relationships
B8	Topic and Main Idea
B9	Summarize
B10	Data-driven Instruction and Success with Standards
B11	Written Expression and Spelling



Science of Reading Research Anthology

The Science of Reading Research Anthology contains current, topical articles from lead researchers in the field of literacy education. This is an online, asynchronous Anthology designed to be taken at any pace, and qualifies for certain state-specific initiatives (see final page of catalog).

Checkpoint activities connected to anthology readings will be added for certain state-specific requirements.

Examples of articles:

1. "The Simple View of Reading: Three Assessments of Its Adequacy." Hoover, Wesley A., and William E. Tunmer. *Remedial and Special Education* 39, no. 5 (2018): 304-312.
2. "The Simple View of Reading: Advancements and False Impressions." Catts, Hugh W. *Remedial and Special Education* 39, no. 5 (2018): 317-323.
3. "Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities." Spear-Swerling, Louise. *Teaching Exceptional Children* 51, no. 3 (2019): 201-211.
4. "The Science of Learning to Read Words: A Case for Systematic Phonics Instruction." Ehri, Linnea C. *Reading Research Quarterly* 55 (2020): S45-S60.
5. "Orthographic Mapping in the Acquisition of Sight Word Reading Spelling Memory and Vocabulary Learning." Ehri, Linnea C. *Scientific Studies of Reading* 18, no. 1 (2014): 5-21.
6. "The Science of Reading Comprehension Instruction." Duke, Nell K., Alessandra E. Ward, and P. David Pearson. *The Reading Teacher* 74, no. 6 (2021): 663-672.

Content is continually updated with the most current research on Science of Reading and Structured Literacy.



Analyzing Student Data

In our Reading Academy courses, we explain how to use comprehensive data to place students in instructional focus groups using universal screening/progress monitoring in combination with regular program-independent and program-dependent progress monitoring measures and specific skills assessments. This course gives the enrollee experience with analyzing K-5 student data at a deeper level.

Enrollees will be shown models, followed by practice, using carefully selected data samples that present a variety of situations that commonly show up when analyzing K-5 data. The following information is included in the data samples for analysis:

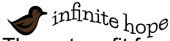
- Comprehensive diagnostic assessment
- Universal screening/progress monitoring (BOY/MOY/EOY)
- Current progress monitoring trajectory information
- Ashlock Foundational Skills Survey (Includes Phonological Awareness, Letter Names, Letter/Sounds, Phonics, Structural Analysis, Spelling Survey/Feature Analysis)
- K-1 Student Record Form (Includes Clipboard Check data)
- K-1 Flowchart for Instructional Focus Groups
- 2-3 Flowchart for Instructional Focus Groups
- 2-5 program-dependent Exit Ticket data (Priority Standards Instruction related to Informational Text and Literature Standards)
- Anecdotal notes from the teacher
- Student portfolio writing samples
- Writing Rubrics
- Student-Centered Master Schedule Tutorial

This course includes master scheduling information as well as instructional placement information.

The image shows two overlapping forms. The top form is titled 'Data Collection Overview' and includes a list of assessment types: 'PROGRAM INDEPENDENT - UNIVERSAL BENCHMARK PROGRESS MONITORING', 'Phoneme Segmentation Fluency (See Benchmark - Beginning Grade 1)', 'Nonsense Word Fluency Correct Letter Sounds: 45 - At Benchmark/Low Risk', 'Nonsense Word Fluency Whole Words Read: 8 - At Benchmark/Low Risk', 'Oral Reading Fluency Words Correct: 14 - Well Below/Below/At Risk', and 'Oral Reading Fluency Accuracy: 90% - Well Below/Below/At Risk'. The bottom form is titled 'Data Meeting Student Review Form' and contains ten numbered questions for a data meeting. A red stamp on the form reads 'Enrollees will complete the same set of student data.'



Template Card Tutorial



The net profit from this product goes to the non-profit, *Infinite Hope International, Inc.*

This tutorial is designed to help educators refine their instruction with our *Templates for Effective Instruction* routines and examples related to the Foundational Skills instruction taught in Reading Academy—Series A. There are multiple steps participants are taken through for each Template Card or Example to help them master the critical aspects of the routines. Instruction is demonstrated, then followed by prompts asking the participant to practice. Routines cover all or some of the following steps listed below (as applicable):

- Step 1: Signaling Pattern
- Step 2: Signaling Pattern with a Complete Practice Set
- Step 3: Complete Routine without Errors
- Step 4: Complete Routine with Errors and Corrections
- Step 5: Common Errors
- Step 6: Check for Understanding-Right or Wrong?

This tutorial is designed for elementary General Education and Special Education staff.

Card #	Template for Sound-by-Sound Blending																																																
	<table border="1"> <thead> <tr> <th>Steps</th> <th>Explanation/Script</th> </tr> </thead> <tbody> <tr> <td>TASK</td> <td>Sound by Sound Blending</td> </tr> <tr> <td>PREPARATION</td> <td>Have words from Lesson Hap available.</td> </tr> <tr> <td>SIGNALING PROCEDURE</td> <td>Use appropriate signals to elicit student responses.</td> </tr> <tr> <td>Focus</td> <td>Sound/Spelling</td> </tr> <tr> <td>Wait time</td> <td>30 seconds</td> </tr> <tr> <td>Signal for student response</td> <td>Tap under spelling</td> </tr> <tr> <td></td> <td>Do</td> </tr> <tr> <td></td> <td>Say</td> </tr> <tr> <td>Wait response</td> <td>Touch just to the left of first spelling</td> </tr> <tr> <td></td> <td>Do</td> </tr> <tr> <td></td> <td>Say</td> </tr> <tr> <td>Wait response</td> <td>Touch just to the left of word</td> </tr> <tr> <td></td> <td>Do</td> </tr> <tr> <td></td> <td>Say</td> </tr> <tr> <td>Wait response</td> <td>Touch just to the left of mask</td> </tr> <tr> <td></td> <td>Do</td> </tr> <tr> <td></td> <td>Say</td> </tr> <tr> <td>Wait response</td> <td>Touch just to the left of mask</td> </tr> <tr> <td></td> <td>Do</td> </tr> <tr> <td></td> <td>Say</td> </tr> <tr> <td>Wait response</td> <td>Touch just to the left of mask</td> </tr> <tr> <td></td> <td>Do</td> </tr> <tr> <td></td> <td>Say</td> </tr> </tbody> </table>	Steps	Explanation/Script	TASK	Sound by Sound Blending	PREPARATION	Have words from Lesson Hap available.	SIGNALING PROCEDURE	Use appropriate signals to elicit student responses.	Focus	Sound/Spelling	Wait time	30 seconds	Signal for student response	Tap under spelling		Do		Say	Wait response	Touch just to the left of first spelling		Do		Say	Wait response	Touch just to the left of word		Do		Say	Wait response	Touch just to the left of mask		Do		Say	Wait response	Touch just to the left of mask		Do		Say	Wait response	Touch just to the left of mask		Do		Say
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Customized Professional Learning

We work with school agencies to design custom professional learning sessions for General Education and Special Education staff connected to **K-12 English Language Arts standards**.



Courses can be customized for K-12 General Education and Special Education staff.



Implementation Support

- Series A—Part 1: Phonological Awareness and Phonics
- Series A—Part 2: Structural Analysis and Fluency
- Series B—Part 1: Informational Text Standards
- Series B—Part 2: Literature Standards

Each Implementation Support Series course contains five two-hour sessions and is designed to provide **ongoing implementation support** for site administrators and Reading Experts

(who have taken or are enrolled in our Reading Expert Certification course). Reading Expert enrollment is required for the asynchronous option. Reading Expert or Reading Academy teacher enrollment is required for synchronous options. The course is structured for site administrators and Reading Experts to view one session approximately every four-to-six weeks. If the school site has enrolled teachers in Reading Academy and there is no Reading Expert enrollment, our consultants can facilitate that role with the site administrators in synchronous options.

Our *Templates for Effective Instruction* and *Reading Strategy and Skill Resource* are used throughout the course to demonstrate lessons that fall under a Structured Literacy model using scientifically-based reading research connected to the Gradual Release of Responsibility.



These courses are recommended for General Education and Special Education elementary staff.



Each session includes the following:

- Principal Implementation Checklist
- Reading Expert Implementation Checklist
- Recommended Demonstration/Coaching Assignments
- Principal/Reading Expert Discussion Assignments
- Principal Walkthrough Forms
- Instructional Observation Forms



Virtual Coaching

We offer **Virtual Coaching** sessions for school agency Coaches, Reading Experts (currently or previously enrolled in Ashlock Consulting's Reading Expert Certification course), classroom teachers, and paraprofessionals. Our consultants will review short video clips of instruction recorded on a Virtual Coaching Platform of your choice* and provide written and/or video feedback. Ashlock Consulting recommends that school agencies subscribe to an approved student-safe platform that allows video libraries to be posted and viewed as models of good instruction.

*There are a variety of platforms that can be used. The cost for school agencies to use a virtual coaching platform is not part of this service. We will work with the system you have that has been approved by your school agency. If you need a place to start, ask us for examples.



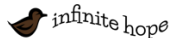
Custom Technical Assistance

We offer live webinar or onsite sessions to provide technical assistance to school agencies. These sessions are **uniquely designed** in advance to meet the needs of students and staff. Each session might include (but is not limited to): data review and recommendations, demonstration of instruction by consultant, observation of classroom instruction via live feed or onsite classroom observation, review of virtual coaching sessions, facilitation of learning walks, professional learning community meetings, grade level meetings, and support for site principals with monthly walkthrough plans by grade level. Technical Assistance by Ashlock Consulting is incredibly agile; our staff and consultants work with School Agency leaders, site principals, and individual coaches to meet the needs of classrooms and students.

Virtual Coaching and Technical Assistance sessions are appropriate for K-12 staff.



Reading Strategy and Skill Resource—2nd Edition



The net profit from this product goes to the non-profit, *Infinite Hope International, Inc.*

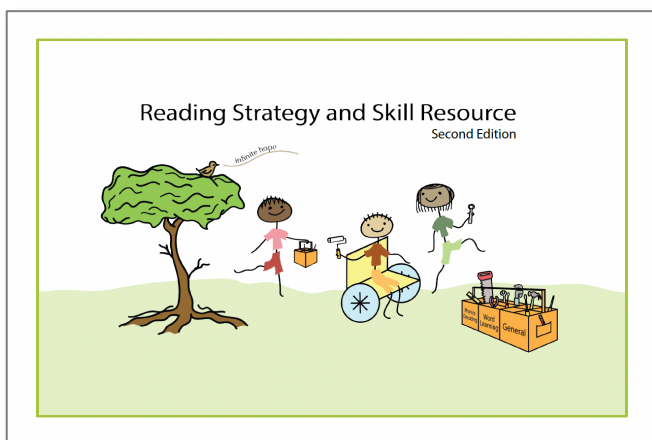
Overview

- This resource provides classrooms with explicit explanations for the most common Reading Strategies and Skills.
- Reading Strategies Included: Analyze/Evaluate, Connect to Prior Knowledge, Monitor/Clarify, Phonics/Decoding, Predict, Question, Story Structure, Summarize (Informational), Summarize (Narrative), Text Structure, Visualize, and Word Learning
- Reading Skills Included: Author's Purpose, Categorize/Classify, Cause/Effect, Central Message, Character, Chronology, Compare/Contrast, Conflict/Resolution, Description, Draw Conclusions, Draw Inferences, Fact/Opinion, Fantasy/Realism, Main Idea (Informational), Main Idea (Narrative), Make Generalizations, Make Judgments, Note Key Details, Plot, Problem/Solution, Sequence Events, Setting, Text/Graphic Features, Theme, and Topic

Description of Books

- 88 pages + front and back cover, printed back to back (book is two-sided)
- Flat and Final sizes: 17" x 5.5" flat (book open), 8.5" x 5.5" finish (Landscape format, book closed)
- Stock: 80# Endurance coated velvet text, matching 110# cover
- Ink: 4 color process + Aqueous coating, 2 sides, throughout
- Press: Komori 6c

This product is limited to School Agency only and must be paid for using a School Agency purchase order. These books are copyrighted, and no permission is granted to copy or reproduce in any form. The minimum order is 200 books. If you have a special quantity need, contact Ashlock Consulting for more information. Please allow 6-8 weeks for delivery. ALL SALES ARE FINAL.



This resource is recommended for all K-8 staff and students in grades 2-8.



English Language Arts Priority Plans

Ashlock Consulting's **English Language Arts Priority Plans** grew out of a project we were asked to work on for the Western Regional Reading First Technical Assistance Center in 2006. Following the project, the University of Oregon used our *Templates for Effective Instruction*, *Reading Academy* training, and *Lesson Maps* as part of a grade 1 study (Project ECRI: Enhancing Core Reading Instruction in First Grade) that is now cited in the **What Works Database** (Examining the Efficacy of a Multitiered Intervention for At-risk Readers in Grade 1). Our current **English Language Arts Plans** are updated and expanded versions of what was previously known in the original project as “Lesson Maps”.

Our English Language Arts Priority Plans are licensed for use within school agencies (e.g., complex, district, charter region), and are based on Ashlock Consulting's Master License Agreement. Pricing is per component and per grade level. Our *Templates for Effective Instruction* and *Reading Strategy and Skill Resource* will be referenced throughout the Priority Plans.



ENGLISH LANGUAGE ARTS PLANS COMPONENTS

1. PRIORITY READING PLANS

Priority Reading Plans are documents developed to show the priority "MUST DO" pieces of reading instruction in the curriculum. These plans also show participants where to use the *Templates for Effective Instruction*, *Signaling Box Examples*, *Task Cards*, and our *Reading Strategy and Skill Resource* (RSSR) if applicable. Priority Reading Plans include the following pieces:

- **Practice Sets**
Practice Sets are added pieces of instruction developed uniquely for the curriculum being used by the students. They are typically designed to be done as a preteach or reteach at the beginning or end of reading blocks. The time allotted in the ELA plans for Practice Sets and the needs of the population of learners will determine the quantity and frequency of the sets.
- **Daily Reading Lesson Maps**
Once the components for the English Language Arts Plans above have been created, Ashlock Consulting will incorporate all of the priority components into a daily Lesson Map Format for teachers. The cost for this format includes extracting page numbers and words/references from the curriculum into the daily plan to help teachers understand where to apply *Templates for Effective Instruction*, *Reading Strategy and Skill Resource connections*, and *Priority Reading Standards*.



English Language Arts Priority Plans (Continued)

- **Priority Reading Standards Maps**

Priority Reading Standard Maps are documents developed to show the priority "MUST DO" reading standards connected to each selection students will read in their grade level plan. Based on grade level pacing guides, Priority Reading Standards are chosen, and a detailed map is developed with attention to distributed practice and intensity in order to prepare students for their end of year high stakes assessments, typically taken in the spring.

2. **PRIORITY LANGUAGE ARTS PLANS**

Priority Language Arts Plans are documents developed to show the priority "MUST DO" pieces of Language Arts instruction in the curriculum (grammar, spelling, and process writing).

3. **K-1 STAR LESSON PLANS AND CLIPBOARD CHECKS**

K-1 Star Plan Lessons are developed to use for differentiated Tier 2 K-1 instruction. Clipboard Checks are weekly assessments to determine reteach needs and placement into K-1 Star Lesson Plans.

4. **EXIT TICKETS**

Exit tickets are short progress monitoring/summative measures to assess how students are progressing towards mastery of priority standards. One Exit Ticket will be created for each week/cycle of learning. Depending on the grade level, Exit Tickets usually take 15-45 minutes for students to complete.

We also offer **Modified Priority Reading Plans** and **Modified Exit Tickets** for Special Education and Modified Classrooms.

We create ELA Priority Plans for grades K-12. Contact us for current availability.



Course Highlights Connected to State-Specific Certificates

COURSE HIGHLIGHTS

		ARIZONA K-5 LITERACY ENDORSEMENT	ARIZONA DYSLLEXIA TRAINING DESIGNEE CERTIFICATE (DTD)	OREGON DYSLLEXIA-RELATED TRAINING CERTIFICATE
Reading Academy Series A <ul style="list-style-type: none"> • Focus on Science of Reading / Structured Literacy connected to Foundational Skills Standards • 11 Workshops • Online content presentation with limited downloads • Multiple Choice / True-False Final 	<ul style="list-style-type: none"> • Focus on Science of Reading / Structured Literacy connected to Foundational Skills Standards • 11 Workshops • Online content presentation with limited downloads • Multiple Choice / True-False Final 	<p>Meets the requirement for A & B for K-5 Literacy Endorsement.</p>	<p>Meets the requirement for ALL THREE AREAS:</p>	<p>Meets the requirements for ALL THREE PILLARS of Oregon Dyslexia Training Certificate</p>
ENROLLEE COST: \$575	ESTIMATED CLOCK HOURS: 30 HOURS		(I) Reading Instruction	
Reading Academy Series B <ul style="list-style-type: none"> • Focus on Science of Reading / Structured Literacy connected to Informational Text and Literature Standards • 10 Workshops • Online content presentation with limited downloads • Lesson Plan Final 	<ul style="list-style-type: none"> • Focus on Science of Reading / Structured Literacy connected to Informational Text and Literature Standards • 10 Workshops • Online content presentation with limited downloads • Lesson Plan Final 	<p>Includes ALL THREE AREAS for DTD Certificate:</p>	(II) Intensifying Instruction	
ENROLLEE COST: \$575	ESTIMATED CLOCK HOURS: 30 HOURS	(I) Reading Instruction	(URD) Understanding and Recognizing Dyslexia	
Science of Reading Research Anthology <ul style="list-style-type: none"> • Science of Reading Research Articles • Research Checkpoint Assignments • Online content presentation 	<ul style="list-style-type: none"> • Science of Reading Research Articles • Research Checkpoint Assignments • Online content presentation 	(II) Intensifying Instruction		
ENROLLEE COST: \$295	ESTIMATED CLOCK HOURS: 15 HOURS	(URD) Understanding and Recognizing Dyslexia		
Analyzing Student Data <ul style="list-style-type: none"> • Practice analyzing K-5 comprehensive student data • Application Assignments • Student-Centered Master Schedules • Online content presentation 	<ul style="list-style-type: none"> • Practice analyzing K-5 comprehensive student data • Application Assignments • Student-Centered Master Schedules • Online content presentation 			
ENROLLEE COST: \$295	ESTIMATED CLOCK HOURS: 15 HOURS			
Expert Certification Series A* <ul style="list-style-type: none"> • License to download, duplicate and distribute Expert Materials • Contains additional content segments to support implementation • Ideal for professional development presenters, coaches, demonstration classroom teachers and grade level leads • Multiple Choice / True-False Final 	<ul style="list-style-type: none"> • License to download, duplicate and distribute Expert Materials • Contains additional content segments to support implementation • Ideal for professional development presenters, coaches, demonstration classroom teachers and grade level leads • Multiple Choice / True-False Final 			
ENROLLEE COST: \$400	ESTIMATED CLOCK HOURS: 15 HOURS			
Expert Certification Series B* <ul style="list-style-type: none"> • License to download, duplicate and distribute Expert Materials • Contains additional content segments to support implementation • Ideal for professional development presenters, coaches, demonstration classroom teachers and grade level leads • Multiple Choice / True-False Final 	<ul style="list-style-type: none"> • License to download, duplicate and distribute Expert Materials • Contains additional content segments to support implementation • Ideal for professional development presenters, coaches, demonstration classroom teachers and grade level leads • Multiple Choice / True-False Final 			
ENROLLEE COST: \$400	ESTIMATED CLOCK HOURS: 15 HOURS			



www.AshlockConsulting.com

* REQUIRES CONCURRENT ENROLLMENT IN READING ACADEMY