

Shifting the Balance

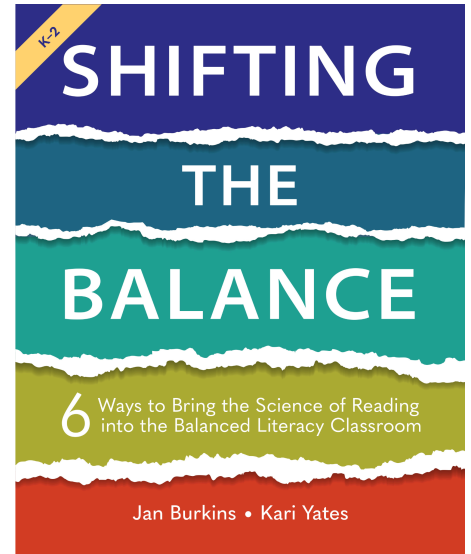
6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom
Virtual Book Study for K-2 Teachers

[CLICK HERE TO REGISTER](#) for the K-2 book study

Facilitator: Katie Swejk, Literacy Consultant, Tri County ESC

Description: Participants will read *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom* by Jan Burkins & Kari Yates as they participate in asynchronous online module activities. Both books provide practical strategies for teachers to implement in their reading classrooms as they transition from balanced to structured literacy instruction.

Required Text: *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom (K-2)* by Jan Burkins & Kari Yates. A limited number of books are available through Tri County ESC, or you can purchase your own book [HERE](#). Contact Katie Swejk at tesc_kswejk@tccsa.net to check on book availability.



Class Schedule: This book study will be an asynchronous course, consisting of independent reading and completion of online modules through the Tri-County ESC Canvas platform. The course consists of 6 learning modules, focused on specific shifts that teachers can make in their classrooms. To earn a certificate of completion for this book study, participants must complete all of the online modules. Participants may complete the course at their own pace.

Online Module Activities: Course content is broken down into six learning modules, focused on specific shifts that teachers can make in their classrooms. While exploring each shift, teachers will uncover misconceptions about literacy instruction, understand the science behind the shift, and explore recommendations for implementing the shift in their classrooms.

Certificate of Completion for Contact Hours: Educators can earn 15 contact hours through participation in this course. Upon completion of the online modules, participants will be issued a certificate of completion from Tri-County Educational Service Center.

Ashland Graduate Workshop Credit: Educators can earn 1 credit hour toward license renewal through participation in this course. If you would like to earn graduate credit for this course, you must complete and submit a 2-page reflection paper summarizing how all of the contact hours you have submitted will be used in your position, to the specific content specialist, along with documentation of contact hours (certificate of completion).

Submit to: Katie Swejk – tesc_kswejk@tccsa.net

[CLICK HERE FOR INFORMATION ON GRADUATE CREDIT](#)

Online Course Outline

Each module will include a reading assignment, online activities/resources to review and a reflection. Modules become available as the previous module is completed (in order to access module 2, you must complete module 1, and so on). Participants may complete the course at their own pace.

Module	Required Reading	Activity
1	Shift 1: Rethinking How Reading Comprehension Begins (p. 9-32)	Review Key Concepts Reflection
2	Shift 2: Recommitting to Phonemic Awareness Instruction (p. 33-62)	Review Key Concepts Reflection
3	Shift 3: Reimagining the Way We Teach Phonics (p. 63-88)	Review Key Concepts Reflection
4	Shift 4: Revisiting High-Frequency Word Instruction (p. 89-108)	Review Key Concepts Reflection
5	Shift 5: Reinventing the Ways We Use MSV (p. 109-133)	Review Key Concepts Reflection
6	Shift 6: Reconsidering Texts for Beginning Readers (p. 135-158)	Review Key Concepts Reflection

**Participants who intend to submit for graduate credit through Ashland University must submit, via email, a 2-page reflection paper summarizing how you will use this learning experience in your position. Papers are due via email by June 10, 2027 to Katie Swejk at tesc_kswejk@tccsa.net.

SCROLL TO PAGE 3 FOR INFORMATION ON THE 3-5 BOOK STUDY

Shifting the Balance

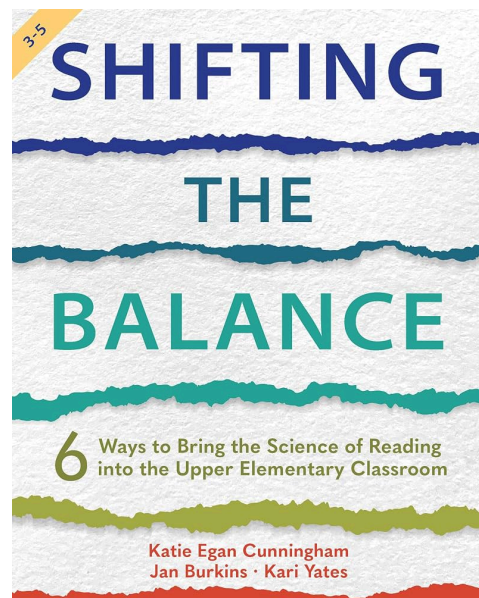
6 Ways to Bring the Science of Reading into the Upper Elementary Classroom
Virtual Book Study for 3-5 Teachers

[CLICK HERE TO REGISTER](#) for the 3-5 book study

Facilitator: Katie Swejk, Literacy Consultant, Tri County ESC

Description: Participants will read *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom* by Katie Egan Cunningham, Jan Burkins & Kari Yates as they participate in asynchronous online module activities. This book provides practical strategies for teachers to implement in their reading classrooms as they transition from balanced to structured literacy instruction.

Required Text: *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom* by Katie Egan Cunningham, Jan Burkins & Kari Yates. A limited number of books are available through Tri County ESC, or you can purchase your own book [HERE](#). Contact Katie Swejk at tesc_kswejk@tccsa.net to check on book availability.



Class Schedule: This book study will be an asynchronous course, consisting of independent reading and completion of online modules through the Tri-County ESC Canvas platform. The course consists of 6 learning modules, focused on specific shifts that teachers can make in their classrooms. To earn a certificate of completion for this book study, participants must complete all of the online modules. Participants may complete the course at their own pace.

Online Module Activities: Course content is broken down into six learning modules, focused on specific shifts that teachers can make in their classrooms. While exploring each shift, teachers will uncover misconceptions about literacy instruction, understand the science behind the shift, and explore recommendations for implementing the shift in their classrooms.

Certificate of Completion for Contact Hours: Educators can earn 15 contact hours through participation in this course. Upon completion of the online modules, participants will be issued a certificate of completion from Tri-County Educational Service Center.

Ashland Graduate Workshop Credit: Educators can earn 1 credit hour toward license renewal through participation in this course. If you would like to earn graduate credit for this course, you must complete and submit a 2-page reflection paper summarizing how all of the contact hours you have submitted will be used in your position, to the specific content specialist, along with documentation of contact hours (certificate of completion).

Submit to: Katie Swejk – tesc_kswejk@tccsa.net

[CLICK HERE FOR INFORMATION ON GRADUATE CREDIT](#)

Online Course Outline

Each module will include a reading assignment, online activities/resources to review and a reflection. Modules become available as the previous module is completed (in order to access module 2, you must complete module 1, and so on). Participants may complete the course at their own pace.

Module	Required Reading	Activity
1	Shift 1: Reconsidering How Knowledge Impacts Comprehension (p. 11-39)	Review Key Concepts Reflection
2	Shift 2: Rethinking the Role of Strategy Instruction in Learning to Comprehend (p. 41-73)	Review Key Concepts Reflection
3	Shift 3: Recommitting to Vocabulary Instruction (p. 75-111)	Review Key Concepts Reflection
4	Shift 4: Reclaiming Word-Reading Instruction in the Intermediate Grades (p. 112-149)	Review Key Concepts Reflection
5	Shift 5: Revisiting Fluency Instruction (p. 151-177)	Review Key Concepts Reflection
6	Shift 6: Reimagining Independent Practice in the Literacy Classroom (p. 179-210)	Review Key Concepts Reflection

**Participants who intend to submit for graduate credit through Ashland University must submit, via email, a 2-page reflection paper summarizing how you will use this learning experience in your position. Papers are due via email by June 10, 2027 to Katie Swejk at tesc_kswejk@tccsa.net.