



## NEW OPTIONS!

### Fall 2020 Virtual Structured Literacy™ Series

One 2-hr session/week for 15 weeks: September 8 – December 19, 2020

Choose one: Tues. 7-9 pm (9/8-12/15); Wed. 1-3 pm (9/9-12/16); OR Sat. 10 am-12 pm (EDT) (9/12-12/19)

In this 30-hour virtual course developed by Dr. Margie Gillis, a Certified Academic Language Therapist and founder of Literacy How, teachers will learn how to explicitly and systematically teach word recognition skills to students with SLD/Dyslexia. The series will also demonstrate how to combine word recognition instruction that teaches foundational skills (i.e., phonemic awareness, decoding, and encoding) with methodology in reading comprehension, vocabulary development, and written expression.

This course will empower teachers with knowledge to enhance their tiered intervention or special education specialized instruction. The instructional strategies and techniques that teachers will learn may be used with an existing program or as part of a *Structured Literacy* approach.

**This 30-hr course is delivered over 15 weeks with one, 2-hour virtual (live ZOOM) session/week.** Pick an option.

**Option 1:** Tuesdays, 7-9 pm; **Option 2:** Wednesdays, 1-3 pm; **Option 3:** Saturdays, 10 am-12 pm (EDT)

#### 1. Understanding and Assessing SLD/Dyslexia: The Role of Phonology in Reading

Most students with learning disabilities have difficulties with some aspect of language. Learn about dyslexia, the most prevalent and best understood language-based learning disability. Recognize the warning signs and how to use a variety of assessments – screening, diagnostic and progress monitoring – to identify and understand your students' phonological processing difficulties. Understand the relationship between language and reading acquisition. **Weeks 1-3**

#### 2. The Alphabetic Principle and Phonics: Building on the Foundation of Phonemic Awareness

Most students with word recognition problems have difficulty becoming fluent readers. They may struggle with phonemic awareness, decoding, and/or spelling. Understand how to link assessment data to reading material selection and learn how to engage children in key instructional strategies and activities that teach these essential skills. Participants will also learn how to integrate handwriting into foundational skill instruction. **Weeks 4-6**

#### 3. Advanced Phonics and Morphology Instruction: Linking Sounds, Symbols, and Meaning

Once phoneme proficiency and basic phonics skills are mastered, students learn how to identify six syllable/vowel patterns in order to read and spell multisyllabic words including those that are comprised of more than one unit of meaning. Morphology – the study of base/root words and affixes – helps readers decode and unlock the meanings of complex words. Learn how to teach these advanced skills, including morphology, in engaging and meaningful ways. **Weeks 7-9**

#### 4. Grammar and Syntax: The Building Blocks for Comprehending and Writing Sentences

Many children with comprehension problems have difficulty understanding sentences. Students must learn the function of the words in sentences and how their arrangement changes meaning. Learn engaging ways to improve students' ability to speak, read, and comprehend different types of sentences with a variety of structures. Participants will also learn techniques to support their students' ability to write coherent, interesting, and complex sentences. **Weeks 10-12**

#### 5. Semantics: Strengthening Vocabulary and Text Comprehension

Semantics refers to meaning conveyed by words and sentences that help make sense of the world. Reading comprehension depends on knowing what words and sentences mean in context. Students with dyslexia and other language-based learning disabilities have difficulty with this important element of language. Learn how to incorporate explicit vocabulary instruction into your reading comprehension lessons, building on the first four workshops in the series. **Weeks 13-15**

## Expert teaching is the treatment for students with SLD/Dyslexia!

**Learner Outcomes** Participants completing the **Structured Literacy™ Series** will be able to:

- Describe the warning signs of Dyslexia and list several assessments that can be used both for identification and monitoring students' progress.
- Summarize the six elements of structured literacy, including phonology, sound-symbol association, syllables, morphology, syntax, and semantics and describe several ways that these elements can be integrated into lessons using a *Structured Literacy* approach.
- Practice developing and delivering lessons that incorporate these six elements and the principles of instruction that are associated with *Structured Literacy* – that is, systematic, explicit, cumulative to mastery, diagnostic, and prescriptive.
- Deliver lessons using strategies and techniques learned throughout the course, and with frequent practice, should see improvement in students' word recognition skills.

In between sessions, participants are expected to practice newly learned knowledge and skills and in subsequent sessions, will receive explicit feedback from the Instructor so they will be prepared to take the [KPEERI exam](#) and/or continue study.

### What is [Structured Literacy™](#)?

**Structured Literacy™** instruction is the umbrella term used by the International Dyslexia Association (IDA) to unify and encompass evidence-based programs and approaches that are aligned to their Knowledge and Practice Standards for Teachers of Reading (<https://dyslexiaida.org/knowledge-and-practices/>) and are effective for students identified with SLD/Dyslexia.

### Why Structured Literacy?

Since **Structured Literacy™** includes all of the elements of language, students with **language-based** learning disabilities and difficulties benefit from this explicit, diagnostic and prescriptive instruction. Teachers who understand these elements are better able to provide specialized instruction based on individual student profiles.

### Is Structured Literacy considered a multisensory approach?

Yes. **Structured Literacy™** instruction incorporates evidence-based practices that teach the structure of English based on sound pedagogical principles, including the use of multisensory techniques to engage students in learning the elements of language.

### Why an approach versus a program?

**Structured Literacy™** is a problem-solving **approach** – that is, it is adaptable to the needs of individual students. A **Structured Literacy program** uses a standard treatment protocol that follows a specific sequence based on evidence-based practices. Teachers who are trained to use a **Structured Literacy approach** have a deeper understanding of the elements of language and the principles of instruction so they can deliver a **Structured Literacy program** more effectively.

**Cost:** 30-hr series is \$975/person; includes all materials and three knowledge-to-practice books in the Literacy How Professional Learning Series: *Phonemic Awareness and Phonics, Vocabulary, and Syntax*.

NOTE: Books will be delivered by mail after attendance at the first session.

**To Register:** <https://www.surveymonkey.com/r/GRLTC8L> **Questions?:** <mailto:kimherard@literacyhow.com>

<http://www.literacyhow.org>