



Fall 2019 Structured Literacy Series

In this five-day (30 hour) 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.

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

Thursday, September 26, 2019, 8:30 am—3:30 pm, Literacy How, 101 Merritt Blvd, Suite 210, Trumbull, CT

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.

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

Tuesday, October 29, 2019, 8:30 am—3:30 pm, Literacy How, 101 Merritt Blvd, Suite 210, Trumbull, CT

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.

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

Thursday, November 14, 2019, 8:30 am—3:30 pm, Literacy How, 101 Merritt Blvd, Suite 210, Trumbull, CT

Once 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.

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

Thursday, December 12, 2019, 8:30 am—3:30 pm, Literacy How, 101 Merritt Blvd, Suite 210, Trumbull, CT

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 write 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.

5. Semantics: Strengthening Vocabulary and Text Comprehension

Thursday, January 16, 2020, 8:30 am—3:30 pm, Literacy How, 101 Merritt Blvd, Suite 210, Trumbull, CT

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.

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 will receive explicit feedback from the Instructor so they will be prepared to continue the program of study through a supervised practicum. Once the course is completed, additional job-embedded coaching, application of learning, and consultation is available from Dr. Gillis and her mentors at *Literacy How* on a fee-for-service basis.

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: 5-session series is \$975/person (includes all materials and three books in the Literacy How Professional Learning Series).

For school teams of three or more, \$875/person for 5-session series (includes all materials and books).

Contact Kim Herard at 203-239-7323 (READ) or <mailto:info@literacyhow.com> for more information.

<http://www.literacyhow.org>