



Title: Building the Brain for Literacy™ Workshop

Audience: All K-12 educators, language and literacy specialists, and administrators

Instructional Level: Intermediate

Course Description: This recording of the Summer 2020 Building the Brain for Literacy online workshop with SPELL-Links author Dr. Jan Wasowicz will empower you with practical knowledge and the ability to deliver effective speech-to-print structured literacy instruction—instruction that enables individuals of all ages to leverage their biological wiring for oral language and functionally integrate multiple linguistic processes to successfully read, write, and spell. In this dynamic workshop, you'll advance your instructional skills through hands-on experience with evidence-based methods for structured literacy instruction. You'll gain confidence with a variety of activities that promote your students' application of phonological, orthographic, and morphological knowledge, skills, and strategies to reading and writing across the academic curriculum. You'll also explore and gain access to a variety of tools and resources that enable you to provide a comprehensive range of services along each step of the road to language and literacy success – from cradle to college.

Key Benefits of Attending:

1. *Deepen your knowledge of the language structures of written language.*
2. *Hone your clinical teaching skills with instructional methods that benefit ALL students, including students with dyslexia and dysgraphia.*
3. *Receive instruction and mentoring by SPELL-Links author Dr. Jan Wasowicz.*
4. *Earn up to 17 hours of professional development credits accepted by ASHA and most other agencies.*
5. *Collaborate with colleagues across multiple disciplines.*
6. *Network with new and seasoned users of SPELL-Links to Reading & Writing™.*
7. *Meet workshop requirement for SPELL-Links certification.*

Learning Objectives:

1. Identify how a speech-to-print approach for structured literacy instruction maximizes students' success in reading and writing.
2. Complete a variety of word study, reading, and writing activities.
3. Demonstrate how to explicitly teach a variety of meta-linguistic strategies and techniques that support independent, successful writing and reading across the curriculum.



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