



Title: Building the Brain for Literacy, from Speech to Print Workshop

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

Instructional Level: Intermediate

Course Description: This 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. *Observe Dr. Wasowicz working online with a rising 8th grade student who has the diagnosis of oral and written language disorder.*
5. *Earn up to 17 hours of professional development credits accepted by ASHA and most other agencies.*
6. *Collaborate with colleagues across multiple disciplines.*
7. *Network with new and seasoned users of SPELL-Links to Reading & Writing™.*
8. *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.



Session 1:

We'll begin with a quick review of the key elements of the SPELL-Links approach which form the framework for the remainder of the workshop, and you'll engage in role-playing activities to build your confidence in advocating for a speech-to-print structured literacy approach in your work setting.

Session 2:

After an overview of SPELL-Links products and various implementation models, you'll take a deep dive into getting started with a student using the SPELL-Links assessment (SPELL-2 software program). You'll work with case study reports from SPELL-2 and SPELL-Links eStickers, and you'll have an opportunity to ask questions about using your own student's SPELL-2 and SPELL-Links eStickers reports (if you're already using these products). You'll advance your skill in using diagnostic prescriptive assessments to create a clear step-by-step road map for implementing SPELL-Links' structured literacy program with students and monitoring student progress over time.

Session 3:

You'll take a closer look at various SPELL-Links implementation models – for core instruction, supplemental instruction, and intervention -- and take a guided tour through the SPELL-Links to Reading & Writing word study curriculum. You'll carefully examine the organization, components, and materials of one complete lesson, from start to finish, and advance your understanding of why we do what we do in speech-to-print structured literacy and how we do it with SPELL-Links.

Session 4:

You'll observe and role-play word study activities featured in Lesson 10 Soft 'g' to experience the speech-to-print, multi-linguistic, and meta-linguistic instruction that is the hallmark of SPELL-Links' structured literacy instruction. Through observation, role-playing, and discussion, you'll deepen your understanding of why we do what we do and how we do it with SPELL-Links.

Session 5:

You'll observe and role-play word study activities featured in Lesson 66 Derived Word with Suffixes to deepen your understanding of why we do what we do and how we do it with SPELL-Links.

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Session 6:

We'll wrap up our examination of word study activities in Lesson 66 Derived Words with Suffixes to deepen your understanding of why we do what we do and how we do it with SPELL-Links. We'll also discuss your observations and answer your questions about the recorded Lesson 66 activities you viewed in the recorded session of Dr. Wasowicz working with a student. As the workshop comes to an end, we'll discuss how to modify a common classroom assignment to make it a more impactful learning experience, address common implementation questions including modifying word lists to match student level, working with groups of students, maximizing instructional minutes, and when to use a pattern-specific vs. strategy approach, and we'll revisit advocating for a speech-to-print structured literacy program in your work setting.

