



**Title:** The Language of Reading & Spelling, Part 1: Overview of Current Best Practices

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

**Instructional Level:** Introductory

**Course Description:**

Reading, writing, and spelling – *it's about oral language and building the brain for literacy!* Success in reading and spelling requires a systematic way of learning, practicing, and applying knowledge about sounds, letters, and meanings of spoken and written words. Whether you're a classroom teacher new to the study of language structure or a seasoned specialist, this course will provide essential and practical knowledge to deliver word study instruction more effectively.

In this module, you'll gain an understanding of the brain's biological wiring and organization for oral language and how the brain is re-wired when we learn to read and write; consider genetic, neuronal and neuroanatomical, perceptual, cognitive, and environmental factors that can interfere with the development of efficient reading and writing neural circuits; begin to explore the core areas of language that must be developed and functionally connected for effective reading and spelling: *phonology (sounds), orthography (letters), and morphology (meanings)*; become familiar with the impact of speech-to-print, multi-linguistic and meta-linguistic approaches for developing reading and spelling skills and the role of statistical learning processes on literacy learning; and gain valuable insights on best practices for the teaching of decoding and encoding of words and developing automaticity of written word recognition and written word production.

After completing this course, you'll have a foundational framework needed to implement word study instruction more effectively and a new-found level of confidence in your ability to deliver literacy instruction based on current best practices.



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## **Learning Objectives:**

1. Define word study and describe the dynamic, interactive relations of word-level reading and spelling within The Language Literacy Network of skilled reading and writing.
2. Describe Lexical Quality Hypothesis and Triple Word Form Theory and their implications for teaching reading and spelling.
3. Define and differentiate between phonological processing, phonological representations, and phonological awareness; between orthographic processing, orthographic representation, and orthographic pattern awareness; and between semantic processing, semantic representations, and semantic awareness.
4. Explain how reading and writing automaticity and fluency is achieved and identify instructional practices that promote automaticity and fluency.
5. Explain how the human brain, wired for oral language, must be re-wired for written language.
6. Describe how behavioral and brain-imaging research has changed our understanding of best practices for teaching literacy.
7. Compare and contrast speech-to-print and print-to-speech methods of teaching word-level reading and spelling and explain the advantages of speech-to-print methods over print-to-speech methods.
8. Compare and contrast multi-linguistic and stage model approaches of teaching word-level reading and spelling and explain the advantages of a multi-linguistic approach over a developmental/stage model approach.
9. Define and describe a meta-linguistic approach to word-level reading and spelling and give specific examples of how meta-linguistic skills support learning to read and write and independent reading and spelling of unfamiliar words.
10. Define statistical learning and describe the role it plays in learning to speak, listen, read, and write.

