



**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 Certified Provider and Trainer, Adria Leno, MS, CCC-SLP will empower you with practical knowledge and the ability to deliver effective speech-to-print 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 professional skills through hands-on experience with evidence-based methods for literacy instruction and intervention. You'll gain confidence with a variety of activities that develop your students' phonological, orthographic, and morphological knowledge, skills, and strategies and facilitate application of these foundational skills to authentic reading and writing across the academic curriculum.

**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 Certified Provider and Trainer, Adria Leno, MS, CCC-SLP.*
4. *Observe SPELL-Links Certified Provider and Trainer, Adria Leno, MS, CCC-SLP working with a rising 5<sup>th</sup> grade student who has the diagnoses of dyslexia and ADHD.*
5. *Explore and gain access to a variety of teaching tools and resources.*
6. *Earn up to 18 hours of professional development credits accepted by ASHA and most other agencies.*
7. *Collaborate with colleagues across multiple disciplines.*
8. *Network with new and seasoned users of SPELL-Links to Reading & Writing.*
9. *Meet workshop requirement for SPELL-Links certification.*

**Learning Objectives:**

1. Identify how a speech-to-print approach for literacy instruction maximizes students' success in reading and writing.
2. Complete a variety of word study, reading, and writing activities.



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3. Demonstrate how to explicitly teach a variety of meta-linguistic strategies and techniques that support independent, successful writing and reading across the curriculum.
4. Demonstrate how to use these strategies and techniques to provide targeted corrective feedback whenever a student misreads or misspells an unfamiliar word.

### Agenda

#### TUESDAY, July 19, 2022

**Morning Session (2 hours) 10:00am – 12:00pm CENTRAL.** We'll begin with a quick review of the key elements of The Language Literacy Network and the SPELL-Links approach which form the framework for the remainder of the workshop. You'll share information about your current implementation and the challenges you're facing and explore solutions. **Asynchronous assignment to be completed after this session:** Share your reflections and take-aways from this session on the SPELL-Link'd feed.

**Afternoon Session (2 hours) 2:00pm – 4:00pm CENTRAL.** You'll hear an overview of the SPELL-Links products and various implementation models—for core instruction, supplemental instruction, and prescriptive intervention. **Asynchronous assignments to be completed after this session:** 1) Share your reflections and take-aways from this session on the SPELL-Link'd feed; 2) Examine Lesson 21 Short Vowel e Sound and post on SPELL-Link'd five things you notice about the organization of Lesson 21 and its activities and five questions you have about the lesson and its activities; 3) Familiarize yourself with Lesson 17 Consonant Digraph 'ch' and Trigraph 'tch'.

#### WEDNESDAY, July 20, 2022

**Morning Session (2 hours) 10:00am – 12:00pm CENTRAL** You'll take a guided tour of a SPELL-Links to Reading & Writing Word Study Curriculum lesson by examining 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 literacy instruction and how we do it with SPELL-Links. 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 you'll have an opportunity to ask questions about using your own student's SPELL-2 reports (if you're already using this product). You'll advance your skill in using diagnostic prescriptive assessments to create a clear step-by-step road map for implementing SPELL-Links' literacy program with students. **Asynchronous assignments to be completed after this session:** 1) Share your clinical impressions and/or questions about a student's SPELL-2 report on the SPELL-Link'd feed; 2) Examine Lesson 17 Consonant Digraph 'ch' and Trigraph 'tch' and post on SPELL-Link'd five things you notice about the organization of Lesson 17 and its activities and five questions you have about the lesson and activities;



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3) Watch a recording of Adria Leno working with a student between today's morning and afternoon sessions and bring your questions from your viewing to the next session.

**Afternoon Session (2 hours) 2:00pm – 4:00pm CENTRAL** You'll observe, discuss, and role-play word study activities featured in Lesson 17 Consonant Digraph 'ch' and Trigraph 'tch' to experience the speech-to-print, multi-linguistic, and meta-linguistic instruction that is the hallmark of SPELL-Links' literacy instruction. You'll deepen your understanding of why we do what we do and how we do it with SPELL-Links. **Asynchronous assignments to be completed after this session:** 1) Do one of the Lesson 17 activities and the curriculum extension activity with a child, pet, or stuffed animal. Post your insights related to Lesson 17 on SPELL-Link'd and bring your questions from your experience to the next session; 2) Examine Lesson 43 /aʊ/ Diphthong as in "cow, mouth" and post on SPELL-Link'd five things you notice about the organization of Lesson 43 and its activities and five questions you have about the lesson and activities.

### THURSDAY, July 21, 2022

**Morning Session (2 hours) 10:00am -12:00pm CENTRAL** You'll observe, discuss, and role-play word study activities featured in Lesson 43 /aʊ/ Diphthong as in "cow, mouth" to deepen your understanding of why we do what we do and how we do it with SPELL-Links. **Asynchronous assignment to be completed after this session:** 1) Watch a recording of Adria Leno working with a student between today's morning and afternoon sessions. Bring questions from your viewing to the afternoon session.

**Afternoon Session (2 hours) 2:00pm – 4:00pm CENTRAL** We'll wrap up our examination of word study activities in Lesson 43 /aʊ/ Diphthong as in "cow, mouth" to deepen your understanding of why we do what we do and how we do it with SPELL-Links by discussing your observations and answering your questions about the recorded Lesson 43 activities you viewed of Adria Leno working with a student. You'll get a brief explanation and demonstration of the 14 SPELL-Links Strategies for Reading & Spelling Success, and explore solutions to questions you may have, for example: how to modify a common classroom assignment to make it a more impactful learning experience; how to modify word lists to match student level; how to modify an activity when working with groups of students; how to maximize instructional minutes; and when to use a pattern-specific vs. strategy approach. As the workshop comes to an end, we'll engage in role-playing activities to build your confidence in advocating for a speech-to-print literacy program in your work setting. **Asynchronous assignments to be completed after this session:** 1) Watch the remaining recordings of Lesson 43 sessions of Adria Leno with student; 2) Do one of the Lesson 43 activities and the curriculum extension activity with a child, pet, or stuffed animal. Post your insights and questions related to Lesson 43 on SPELL-Link'd; 3) Respond to questions posted on the SPELL-Link'd feed, including: How is SPELL-Links different from OG? What are the advantages of a speech-to-print approach? How do you get colleagues on board when making a paradigm shift?



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