



Title: A Speech-to-Print Approach to Reading: What, Why, and How

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

Instructional Level: Introductory

Course Description:

Speech-to-print as an instructional method of teaching word-level spelling and reading is not new. In recent years, however, this method of instruction and intervention has been more widely implemented as education professionals become more aware of this approach and become more tuned in to the behavioral and brain imaging research which reveals the close integration of the oral language, reading, and writing systems. A strong research base is accumulating, too, that supports speech-to-print as an evidence-based method of teaching word-level reading and spelling.

This session will provide a clear definition of speech-to-print instruction (the what), helpful examples of research to explain the importance of speech-to-print instruction (the why), and practical teaching ideas to put into immediate practice (the how). You'll learn what speech-to-print instruction is and what it *isn't* so you can focus precious instructional minutes on methods supported by research, and you'll have an opportunity to self-assess to what degree your methods of teaching are aligned with a current speech-to-print approach vs. traditional print-to-speech approaches.

Whether you're a classroom teacher, classroom aide, literacy coach or consultant, or interventionist this course will empower you with specific, easy, and practical ideas that can have a large impact on students' reading and spelling learning and performance. From word walls to word sorts to word study and spelling homework, you'll see how easy it is to make these everyday teaching practices more effective by giving them a speech-to-print "tweak".

Learning Objectives:

1. List the essential elements of a speech-to-print instructional approach.
2. Explain the "speech-to-print advantage" and describe relevant research that supports a speech-to-print approach to reading instruction.
3. Explain the difference between a word wall, a speech articulation wall, and a phoneme wall and explain why a phoneme wall is most appropriate.
4. Describe how you can modify one or more current teaching practices to make it more consistent with a speech-to-print approach.