

Guided by Language Structure—An introductory overview of the rules that support decoding the English language—July 14/15— Liz Tuecke

This 15-hour, interactive course will contribute to participants understanding many of the rules that provide the foundation to accurate reading and spelling of the English language. Participants in the course will be introduced to tools that serve as a guide in pinpointing decoding difficulties and will experience a single concept of language structure at the Classroom, Intervention, and Special Education Levels within a multi-tiered system of support. The course will provide an overview of more complex rules that support success for even the most severely impacted student with a language processing disorder.

Participant-focused activities will engage the learner in applying rules for both encoding and decoding language. The activities will provide each participant with the opportunity to internalize the information for use in his or her practice upon return to the classroom. Activities interspersed throughout the two-day course include: mini lessons with active participation, video testimonial of families impacted by dyslexia, video of struggling readers applying knowledge of syllable structure, participation in a multi-sensory, structured language lesson at the classroom, intervention, and special education level as a student, and numerous opportunities to apply previous knowledge within the context of language structure.

Course Objectives: *Understanding foundational structures of the English language*

- ◆ Each participant will understand and be able to identify the syllable types of the English language as well as their exceptions
- ◆ Each participant will be able to identify and explain the rules that govern the spelling options of /k/
- ◆ Each participant will complete and be able to score a phonemic awareness screener for a student with a language processing disorder
- ◆ Each participant will recognize the differences between Tier 1 (classroom), Tier 2 (intervention), and Tier 3 (special education) instruction for the same concept, as well as understand the impact of a multi-tiered approach
- ◆ Each participant will understand and be able to apply the rules of syllable division to unknown words
- ◆ Each participant will grasp the emotional impact that structured language support carries for families and students impacted by dyslexia or other language processing disorders
- ◆ Each participant will analyze student writing samples and identify the impact of language structure knowledge in encoding
- ◆ Each participant will understand and be able to provide an overview of the essential components of an effective language lesson for individuals with dyslexia other language processing disorders
- ◆ Each participant will understand the importance of providing consistent resources for students to access in a variety of settings used for reading and writing
- ◆ Each participant will be able to employ questioning to guide others in drawing conclusions about words in both reading and writing
- ◆ Each participant will design an intervention lesson plan that supports concepts introduced at the classroom level

Course Requirements

100% Attendance for both days

Active participation

Complete all in-course activities

Use resources provided to create an activity or resource for a Tier 2 setting that supports one of the rules of language highlighted in the course

Participant Evaluation

To **Pass** the participant will complete the following:

Engage in discussions and all in-course activities through individual and/or collaborative work

Complete all in-course activities through individual and/or collaborative work

Create an activity or resource appropriate for the Tier 2 setting to support student learning from a Tier I lesson

Note: Course failure will result if the participant does not meet course requirements outlined above

Presenter: Liz Tuecke, M.A., and MSED; Certified as a *Wilson Dyslexia Therapist*; Designated as a *Structured Literacy Dyslexia Specialist* by the *Center for Effective Reading Instruction* (a subsidiary of *The International Dyslexia Association*); Member of *The International Dyslexia Association*, Iowa Teaching License – *Dyslexia Specialist Endorsement*

Learning & Activity Modules	<i>In Class Hours</i>
DAY 1	
◆ <i>Welcome and Introduction to the Course</i>	<i>0.5</i>
◆ <i>Examine the Impact of Structured Literacy within a Tiered System</i>	<i>1.0</i>
◆ <i>Explore screeners for phonemic awareness, score screener</i> ◆ <i>Participate and guide a phonological/ phonemic awareness lesson</i>	<i>1.0</i>
◆ <i>Investigate the foundation of letter tiles or cards, keywords, and sounds for PK – K.</i> ◆ <i>Introduce terms and syllable information used systemically</i>	<i>2.0</i>
◆ <i>Explore Grade 1 standards as tied to structured literacy,</i> ◆ <i>Participate as 1st grade students in a classroom level (Tier 1) lesson</i>	<i>1.5</i>
◆ <i>Observe 1st grade intervention lesson</i> ◆ <i>Materials exploration</i> ◆ <i>Begin developing an intervention (Tier 2) lesson plan to build from previous Tier 1 lesson</i>	<i>1.25</i>
◆ <i>Review impact to families (video statements), electronic Day 1 exit survey</i>	<i>0.25</i>
DAY 2	
◆ <i>Outline of Day 2 topics and Kahoot warm up</i>	<i>0.5</i>
◆ <i>Explore Grade 2 and 3 standards as tied to structured literacy</i>	<i>0.5</i>
◆ <i>Share option for aligning screening information with instruction</i>	<i>0.5</i>
◆ <i>Participate as a student in a special education lesson (Tier 3) from previous concept</i> ◆ <i>Compare and contrast lesson structure within the multi-tiered examples</i>	<i>2.0</i>
◆ <i>Explore spelling options as related to encoding</i> ◆ <i>Observe guided application of spelling option use in small group writing lesson</i> ◆ <i>Analyze student writing samples for the use of anchors to enhance spelling</i>	<i>2.0</i>
◆ <i>Complete intervention plan and materials to execute</i>	<i>1.25</i>
◆ <i>Review Course Content and Share Resources for Application</i>	<i>0.75</i>
Total Hours: 15	