

# Structured Literacy Modules On-Demand | Syllabus

For clients and prospective clients only

Structured Literacy Modules are a set of modules that discuss the components of evidence-based structured literacy instruction. The modules provide an in-depth explanation of the ways research, grounded in the science of reading, informs structured literacy, why the components of structured literacy are necessary for developing skilled readers, and how these components can be practically applied during direct instruction.

All times are estimated lesson playback times and do not include time to complete activities, discussions, or quizzes.

## 1 | Foundations of Reading Instruction (~65 min.)

In the “Foundations of Reading” module, participants:

- examine the definition of reading and the origins of spoken and written language;
- explore several evidence-based models of literacy development;
- examine the research into reading acquisition and instruction;
- explore best practices for reading instruction in the classroom;
- identify the foundational skills necessary to become a skilled reader; and
- develop a conceptual framework for what an effective teacher must know about reading.

1   Foundations of Reading Instruction Pre-quiz
1-01   What is Reading?
1-02   Models of Reading
1-03   The Science of Reading and Structured Literacy
1-04   The Big Picture Part 1
1-05   The Big Picture Part 2
1-06   The Big Picture Part 3
1   Foundations of Reading Instruction Quiz

## 2 | Domains of Language (~30 min.)

In the “Domains of Language” module, participants:

- identify and explore the domains of language;
- examine the ways each domain is important to proficient reading and writing; and
- explore ways to include each of the domains of language in classroom instruction.

2   Domains of Language Pre-quiz
2-01   Understanding the Domains of Language Part 1
2-02   Understanding the Domains of Language Part 2
2-03   Domains of Language in the Classroom
2   Domains of Language Quiz

### 3 | Teaching Phonology (~85 min.)

In the “Teaching Phonology” module, participants:

- explore the phonological domain of language and the role phonology plays in reading acquisition;
- review the sounds of the English language and their correct academic pronunciation;
- examine the impact of a student’s background or home language on learning to pronounce sounds and developing phonological awareness; and
- discover how to build students’ phonological awareness skills towards phonemic awareness using specific activities.

#### 3 | Teaching Phonology Pre-quiz

- 3-01 | Why Phonology Matters Part 1
- 3-02 | Why Phonology Matters Part 2
- 3-03 | Sounds in the English Language
- 3-04 | Phoneme Inventory
- 3-05 | Phonology and Instructional Context Considerations
- 3-06 | How to Teach Phonological Awareness
- 3-07 | Phonological Activities Part 1
- 3-08 | Phonological Activities Part 2
- 3-09 | How to Teach Phonemic Awareness Part 1
- 3-10 | How to Teach Phonemic Awareness Part 2

#### 3 | Teaching Phonology Quiz

### 4 | Letter Recognition (~15 min.)

In the “Letter Recognition” module, participants:

- examine the importance of letter recognition and its relationship to decoding; and
- explore strategies for teaching letter recognition.

#### 4 | Letter Recognition Pre-quiz

- 4-01 | Letter Recognition

#### 4 | Letter Recognition Quiz

### 5 | Teaching Phonics (~73 min)

In the “Teaching Phonics” module, participants learn:

- how to use letter-sound correspondences as a reliable strategy for reading unfamiliar words;
- how to explicitly teach sound/symbol correspondences;
- reliable letter patterns for reading and the six syllable types;
- why some English words are irregular for reading and a procedure for identifying them, and
- strategies for reading longer words, including syllable division and identifying prefixes and suffixes.

#### 5 | Teaching Phonics Pre-quiz

- 5-01 | Teaching Phonics
- 5-02 | Multisensory Instruction of Phonics
- 5-03 | Reliable Reading Patterns
- 5-04 | Six Syllable Types: Introduction
- 5-05 | Six Syllable Types: Open, Closed, and Vowel-e
- 5-06 | Six Syllable Types: Vowel Pair, Vowel-r, FSS
- 5-07 | Irregular Words for Reading
- 5-08 | Teaching Longer Words Part 1
- 5-09 | Teaching Longer Words Part 2
- 5-10 | Teaching Longer Words Part 3

#### 5 | Teaching Phonics Quiz

## 6 | Teaching Fluency (~48 min.)

In the “Teaching Fluency” module, participants:

- discuss reading fluency, its importance, and its interconnection with other reading subskills;
- practice identifying underlying instructional needs based on observed reading habits;
- identify appropriate types of texts for building fluency and effective instructional strategies for improving fluency; and
- learn how to assess different features of fluency and determine when additional fluency intervention is needed.

### 6 | Teaching Fluency Pre-quiz

6-01 | Understanding Fluency

6-02 | Fluency Terms Review

6-03 | Fluency Instruction Part 1

6-04 | Fluency Instruction Part 2

6-05 | Fluency Assessment

### 6 | Teaching Fluency Quiz

## 7 | Teaching Morphology (~39 min.)

In the “Teaching Morphology” module, participants:

- learn about the meaningful parts in words, including prefixes, suffixes, and roots;
- gain an understanding of the origin of words in the English language as an aid to understanding, pronouncing, and spelling unfamiliar words; and
- learn specific methods for teaching this knowledge.

### 7 | Teaching Morphology Pre-quiz

7-01 | Understanding Morphology

7-02 | Word Endings

7-03 | Word Origins

7-04 | Teaching Morphemes

### 7 | Teaching Morphology Quiz

## 8 | Teaching Text Comprehension (~82 min.)

In the “Teaching Text Comprehension” module, participants:

- examine the foundational skills necessary for skilled comprehension, oral language and world knowledge;
- learn how to build depth of language and world knowledge in their students,
- learn the role of grammar, inferencing, and other variables in comprehension; and
- learn effective strategies and best practices for improving comprehension skills.

### 8 | Teaching Text Comprehension Pre-quiz

8-01 | Foundations of Comprehension Part 1

8-02 | Foundations of Comprehension Part 2

8-03 | Oral Language and World Knowledge

8-04 | Building Depth of Language

8-05 | Building World Knowledge

8-06 | Syntax, Inferencing, and Standards of Coherence

8-07 | Syntactic Knowledge and Grammar

8-08 | Inferencing and Strategic Thinking

8-09 | Building Comprehension Part 1

8-10 | Building Comprehension Part 2

### 8 | Teaching Text Comprehension Quiz

## 9 | Teaching Vocabulary (~36 min.)

In the “Teaching Vocabulary” module, participants:

- explore ways to build the breadth and depth of their students’ vocabulary;
- learn how vocabulary is acquired;
- learn how to select vocabulary words for instruction with the most impact; and
- explore effective classroom activities for vocabulary instruction.

### 9 | Teaching Vocabulary Pre-quiz

9-01 | Foundations of Vocabulary

9-02 | Selecting Vocabulary Words

9-03 | Teaching Vocabulary Part 1

9-04 | Teaching Vocabulary Part 2

### 9 | Teaching Vocabulary Quiz

## 10 | Teaching Handwriting (~31 min.)

In the “Teaching Handwriting” module, participants:

- explore research-based reasons why handwriting instruction is important in the digital age; and
- learn effective handwriting practices to help students develop fluid and automatic handwriting.

### 10 | Teaching Handwriting Pre-quiz

10-01 | Why Handwriting Matters

10-02 | Handwriting Instruction Part 1

10-03 | Handwriting Instruction Part 2

### 10 | Teaching Handwriting Quiz

## 11 | Teaching Spelling (~57 min.)

In the “Teaching Spelling” module, participants learn:

- the characteristics of children's spelling as they gain proficiency in literacy skills;
- the foundational skills necessary to spelling;
- the reliable patterns and rules of spelling the English language;
- strategies for spelling irregular words;
- effective strategies for teaching spelling; and
- to assess student spelling efforts to provide diagnostic, prescriptive, and differentiated instruction.

### 11 | Teaching Spelling Pre-quiz

11-01 | Spelling Development Part 1

11-02 | Spelling Development Part 2

11-03 | Spelling Foundations

11-04 | Spelling Patterns and Rules

11-05 | Spelling Irregular Words

11-06 | Spelling Instruction

11-07 | Monitoring Spelling Progress

### 11 | Teaching Spelling Quiz

## 12 | Teaching Written Composition (~59 min.)

In the “Teaching Written Composition” module, participants explore:

- the underlying skills for written composition;
- ways to introduce the parts of speech;
- how to help students begin writing sentences with their grammatical knowledge; and
- effective methods for teaching and supporting the steps of the writing process.

12   Teaching Written Composition Pre-quiz
12-01   Introduction to Written Composition
12-02   Teaching Grammar and Sentence Structure Part 1
12-03   Teaching Grammar and Sentence Structure Part 2
12-04   Teaching Written Composition Part 1
12-05   Teaching Written Composition Part 2
12-06   Teaching Written Composition Part 3
12   Teaching Written Composition Quiz

## 13 | Assessment (~37 min.)

In the “Assessment” module, participants:

- learn assessment terminology;
- explore key concepts about assessment and their role within a Multi-Tiered System of Support (MTSS);
- examine types of formal and informal tests; and
- practice how to read and interpret test results.

13   Assessment Pre-quiz
13-01   Assessment and Monitoring Progress Part 1
13-02   Assessment and Monitoring Progress Part 2
13-03   Formal Tests Part 1
13-04   Formal Tests Part 2
13   Assessment Quiz

## 14 | Dyslexia and Related Learning Differences (~43 min.)

In the “Dyslexia and Related Learning Differences” module, participants:

- examine how dyslexia is defined and characterized and its impact on students;
- clarify some common questions and misconceptions about dyslexia; and
- examine learning differences and disabilities related to dyslexia.

14   Dyslexia and Related Learning Differences Pre-quiz
14-01   What is Dyslexia? Part 1
14-02   What is Dyslexia? Part 2
14-03   Related Learning Differences and Disabilities Part 1
14-04   Related Learning Differences and Disabilities Part 2
14   Dyslexia and Related Learning Differences Quiz

## 15 | Structured Literacy for Emergent Bilingual Students (~38 min.)

In the “Structured Literacy for Emergent Bilingual Students” module, participants explore how structured literacy benefits emergent bilingual students and considerations for instruction to better meet their specific needs.

15   Emergent Bilingual Students Pre-quiz
15-01   SL for Emergent Bilingual Students Part 1
15-02   SL for Emergent Bilingual Students Part 2
15-03   SL for Emergent Bilingual Students Part 3
15   Emergent Bilingual Students Quiz

## 16 | Multi-tiered Systems of Support (~35 min.)

In the “Multi-tiered Systems of Support” module, participants learn:

- the definition of an MTSS Framework with considerations for emergent bilingual students;
- types of assessments that help determine the necessary level of intervention;
- the differences in instruction at each tier of MTSS; and
- how to use data to drive instructional decisions.

### 16 | MTSS Pre-quiz

16-01 | Support Students within MTSS

16-02 | Effective MTSS Implementation

16-03 | Progress Monitoring and Referrals

16-04 | Supporting Emergent Bilinguals in MTSS

### 16 | MTSS Quiz

## 17 | Working with Older Students (~33 min.)

In the “Working with Older Students” module, participants explore how structured literacy benefits older students and effective strategies to support their reading development.

### 17 | Working with Older Students Pre-quiz

17-01 | Structured Literacy for Older Students Part 1

17-02 | Structured Literacy for Older Students Part 2

17-03 | Structured Literacy for Older Students Part 3

### 17 | Working with Older Students Quiz

## 18 | Oral Language Development (~36 min.)

In the “Oral Language Development” module, participants:

- learn how language develops;
- explore the relationship between written and spoken language;
- define oral language and world knowledge;
- learn why the development of oral language and world knowledge is vital to reading success;
- learn a variety of activities to develop oral language and world knowledge in young learners;
- explore how structured literacy supports emergent bilingual students when building oral language and world knowledge.

### 18 | Oral Language Development Pre-quiz

18-01 | Spoken vs. Written Language

18-02 | Early Foundations of Reading

18-03 | Developing Oral Language

18-04 | Practical Application

18-05 | Support for Emergent Bilingual Students

### 18 | Oral Language Development Quiz

## 19 | Ethical Standards for Teachers of Literacy (~8 min.)

In the “Ethical Standards” module, participants:

- learn about the code of ethics for teachers of reading set forth by the International Dyslexia Association;
- examine scenarios and determine the ethicalness of the actions described.

### 19 | Ethical Standards Pre-quiz

19-01 | Ethical Standards for Teachers of Literacy

### 19 | Ethical Standards Quiz