Structured Literacy is systematic and cumulative instruction combining listening, speaking, reading, and writing skills.

You! Teachers who complete this training are equipped with the knowledge and instructional practices needed to deliver reading instruction over a sustained period of time to students with persistent word reading deficits. Such instruction is often delivered to students as part of Tier 3 or Special Education.

Structured literacy instruction, along with opportunities to develop fluency and comprehension, does foster the development of reading skills needed to support academic success.

Your Students! Structured literacy instruction, along with opportunities to develop fluency and comprehension, does foster the development of reading skills needed to support academic success.

Why this class?

You will receive 2 weeks of classroom training during the summer and 4 one-day follow-up training days once every 9 weeks during the school year.

Plus, this class includes a practicum supervised by an Instructor of Certified Academic Language Practitioners. In your practicum, you will provide instruction to a small group of students using the Structured Literacy methods and submit five video lessons to your instructor to demonstrate ability.

And, you benefit from mentoring and coaching from your instructor, as well as the support of your fellow classmates.

Increase your knowledge in:

- Language and Reading Development
- Reading Instruction
- Skills Based Assessments of Reading
- Structure of the English Language
- Dyslexia and Reading Disabilities

Areas of Instruction:

- phonological (phonemic) awareness
- letter knowledge
- sound-symbol association
- spelling
- syllabication
- reading fluency
- morphology
- oral and written expression
- listening
- and reading comprehension
- handwriting

July 17 - July 28, 2017
Monday-Friday, 8:00-4:30
plus, 4 one-day sessions
during the school year
MTSU’s Center for Dyslexia
$1,275.00
registration info:
www.mtsu.edu/dyslexia/structured_literacy.php

Enhance your ability to meet the needs of students with characteristics of dyslexia.