

Dyslexia Success Series

Essential Components of Reading Instruction: A 7-Part Series

The 2018-19 Dyslexia Success Series educator workshops (parents welcome, too) will focus on the five essential pillars of reading instruction:

- **phonemic awareness**
- **phonics**
- **reading fluency**
- **vocabulary, and**
- **reading comprehension.**

These essential skills, identified by the National Reading Panel (2000), should be understood by every reading teacher in order to assess and respond to students' needs and to teach all students to read with confidence and proficiency.

The Dyslexia Success Series workshops will include definition of key terms, research overview, assessment of student skills, and strategies for explicit, systematic instruction. The content is aligned with Tennessee Foundational Literacy Standards.

Presenting the 2018-19 workshops are center staff:

- **Jennifer Cooper**, Ph.D., CALP, Director
- **Melinda Hirschmann**, Ed.D., CALP, Assistant Director for Educational Services and School Outreach
- **Erin Alexander**, Ed.S., CALP, Assistant Director for Clinical Services

Workshops are 12:30-3:30 p.m. Central

Workshops will be held at MTSU; dates and details on page 2
\$25 for each workshop, or \$150 for all 7 workshops
Secure online payment is available online: mtsu.edu/dyslexia
Invoices issued upon request
Payment must be received one week prior to the workshop.
Details, registration, and payment at

mtsu.edu/dyslexia

September 15, 2018

Reading Begins with the
Sounds of Language:
Phonological Awareness
Erin Alexander, Ed.S., NCSP, CALP

October 6, 2018

Three Layers of Decoding:
Part 1—Phonemes
Melinda Hirschmann, Ed.D., CALP

November 10, 2018

Three Layers of Decoding:
Part 2—Syllables
Melinda Hirschmann, Ed.D., CALP

December 8, 2018

Three Layers of Decoding:
Part 3—Morphemes
Melinda Hirschmann, Ed.D., CALP

January 26, 2019

Reading with Accuracy,
Automaticity, and
Expression
Melinda Hirschmann, Ed.D., CALP

February 23, 2019

Direct Vocabulary
Instruction: Listening,
Speaking, Reading,
and Writing
Jennifer Cooper, Ph.D., CALP

March 16, 2019

Reading Comprehension
Strategies at the
Sentence, Paragraph, and
Text Level
Jennifer Cooper, Ph.D., CALP

**MIDDLE
TENNESSEE**
STATE UNIVERSITY.
I AM *true* **BLUE**

Tennessee Center for the Study and Treatment of Dyslexia

mtsu.edu/dyslexia dyslexia@mtsu.edu 615-494-8880

September 15, 2018

Reading Begins with the Sounds of Language: Phonological Awareness

A solid foundation for reading starts with an awareness of the sounds of oral language. These skills develop over time and are vital for reading and spelling achievement. Explicit instruction in phonological awareness from pre-kindergarten through first grade is especially important for future reading development. (aligned with Tennessee Foundational Literacy Standard 2—Phonological Awareness)

October 6, 2018

Three Layers of Decoding: Part 1—Phonemes

Research shows that teaching phonemic awareness to young children significantly increases later reading achievement. Understanding the correspondence between phonemes (the smallest unit of speech sound) and graphemes (the letter or letters that represent those speech sounds) is essential for teaching the blending and segmenting skills needed for both reading and spelling. (aligned with Tennessee Foundational Literacy Standard 3—Phonics and Word Recognition)

November 10, 2018

Three Layers of Decoding: Part 2—Syllables

Integrating syllabication into decoding instruction supports predictable reading and spelling based on the six syllable types: closed, open, silent-e, vowel team, r-controlled, and consonant -le. Knowledge of syllable patterns also helps students read longer words accurately and fluently. (aligned with Tennessee Foundational Literacy Standards 3—Phonics and Word Recognition)

December 8, 2018

Three Layers of Decoding: Part 3—Morphemes

Morphology instruction is a powerful building block for success with decoding, spelling, vocabulary development, and reading comprehension. Knowledge of word structure (prefixes, suffixes, bases, and roots) should be integrated into reading instruction from early elementary through 12th grades. (aligned with Tennessee Foundation Literacy Standards 3—Phonics and Word Recognition)

January 26, 2019

Reading with Accuracy, Automaticity, and Expression

Students need more than word reading accuracy to support proficiency with reading comprehension. They must also develop automaticity with word reading and be able to appropriately group words into meaningful phrases read with the same rate and expression used in speech. (aligned with Tennessee Foundational Literacy Standard 5—Fluency)

February 23, 2019

Direct Vocabulary Instruction: Listening, Speaking, Reading, and Writing

Knowledge of word meanings supports decoding and reading comprehension. Direct, explicit vocabulary instruction provides students with the multiple exposures they need for deep understanding. In addition to participating in reading and writing tasks structured around key terms, students also need to hear and discuss new words orally in different contexts. (aligned with Tennessee Foundational Literacy Standard 7—Vocabulary Acquisition; 6–12 Language Standards 4 and 6—Vocabulary Acquisition and Use)

March 16, 2019

Reading Comprehension Strategies at the Sentence, Paragraph, and Text Level

Comprehension is the ultimate goal of reading instruction. Research has shown that direct, explicit instruction in comprehension strategies improves student understanding of written text. Comprehension at the sentence level is necessary in order to build understanding within the larger written units of paragraphs, passages, and full-length texts. (aligned with Tennessee Reading Standards 1—Key Ideas and Details and 5—Craft and Structure)

Details,
registration,
and payment:
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