

Course Objectives for Course 2: Multisensory, Structured Literacy Intervention

If you did not take Course 1 or if you missed reading this report as part of Course 1 we suggest you read it now. It is the perfect introduction to the objectives for this course!

- [Hard Words: Why aren't kids being taught to read?](#) (Emily Hanford, American Public Media Reports, September 10, 2018)

OBJECTIVES:

By the end of the course you will be able to:

- List the principle components of the *Simple View of Reading* and explain their importance and utility.
- Describe how dyslexia is differentiated from other types of reading and writing disorders.
- List at least four characteristics of research-backed language-literacy interventions.
- List at least four characteristics of a structured literacy (aka Orton-Gillingham) therapy session.
- Define these characteristics of structured literacy methods and explain their importance: a) explicit. b) systematic & structured. c) multisensory.
- Administer two online assessments of word reading.
- Describe a process-oriented language-literacy assessment and how it differs from a traditional approach to evaluation.
- Describe the essential elements of a multilinguistic approach to intervention.
- Describe both the strengths and the weaknesses of a phonics, syllable-types approach.
- Describe the most effective way(s) to teach non-phonetic ("sight") words to a student.
- Use the word inquiry procedure to investigate a word, create a word sum.
- Explain the difference between spoken and written syllables.
- Identify the linguistic level of specific word elements in the *Lexercise Structured Literacy* scope & sequence and relate them to the expectations reflected in the Common Core State Standards (CCSS).
- Use assessment data to place a mock client at the appropriate beginning level of the *Lexercise Structured Literacy Curriculum*.
- Administer *Lexercise Structured Literacy Curriculum* lessons to a mock client.