

# Introductory Course Syllabus

Each day we will cover the material listed, however we have observed that the exact timeframe needed for each topic varies a bit for each group. It is a core belief of Wired for Reading to plan extensively but remain flexible to respond to the needs of participants. As such, while we include times for each topic, we may adjust the pace of learning to meet the unique needs of each class. To increase active engagement and model recommended best practices, there will be extensive turn and talk and reflective review of material, as well as large group and small group practice and application of concepts. On week nights, we will take a 20-minute dinner break. There will not be time to go out for food so we encourage you to bring a sack dinner.

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## ***The Big Picture***

### ***First Thursday***

- 4:30 Welcome, Introduction, Registration for Credit***
- 5:00 Why Can I Read This? Dyslexia 101 Presentation***
- 6:15 Dinner Break***
- 6:35 Baddeley & Hitch's model of the Working Memory***

### ***First Friday***

- 4:30 Review***
- 5:00 Word Triangle & Response to Intervention***
- 5:30 Wired For Reading® Teaching philosophy***
- 5:45 Wired For Reading® Scope and Sequence Charts:  
The Three-Story House of English  
The Learning Spiral***
- 6:00 Dinner Break***
- 6:20 Brief History of the English Language  
Spelling Characteristics Based on Word Origin***

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## ***Mouthy Day***

### ***First Saturday***

- 8:15 Review***
- 8:45 The Reading Brain***
- 9:45 The Language Lab and Galloping Zebras (Articulatory Awareness)***
- 10:15 Break***
- 10:30 Set One Mouth Clones (f/v, th/th, p/b, t/d, k/g, silent gh)  
Galloping Zebras, Snoring Zebras, The Ghost (Articulatory Sequencing)  
Small Group Work***

- 11:30** *Noses (m, n,-ng) and Curlers (l, r)*  
*Meditating Zebras, Race Car Zebras (Articulatory Sequencing)*  
*Small Group Work*
- 12:15** *Lunch*
- 1:10** *Set Two Mouth Clones (s/z, sh/zh, ch/j)*  
*Zebra sneeze, Full Zebra story (Articulatory Sequencing and Organizing)*  
*Small Group Work*
- 1:30** *Vowel Facts*  
*The Superstars (Universal vowels: /ee/, /o-/, /oo/)*  
*Wannabe's Semi-Vowels (Consonant y-, w-, wh-, h-)*
- 2:15** *Break*
- 2:30** *Make it Match (Core Phonological Awareness activity)*  
*Small Group Work*
- 3:15** *Introduction of The Vowel Key (Linguistic mapping of English Vowel sounds)*  
*Vowel Key Superstars*  
*Vowel Key Games (Listening practice, Speaking practice, Mouth Cue Lip-Reading practice)*  
*Vowel Key Midways (/e-/, /a/, /o/)*  
*Vowel Key Betweeners (/i-/, /oo/as in book, /aw/, a-/)*  
*Small Group Work*

## **Core Anglo Saxon Phonics**

### **Second Thursday**

- 4:30** *Vowel Key Review*  
*Vowel Key Gliders (/i/, /u/, /oi/, /ou/)*  
*Small Group Practice*
- 5:30** *Make it Match with Vowel Key*  
*Group Practice*
- 6:15** *Dinner Break*
- 6:35** *Small Group Work Letters on the Vowel Key: Beginning the Phonics Stories*  
*Baby Short Vowels and Consonant Babysitters (Closed Syllables)*  
*Open Teenagers (Open Syllables)*  
*Magic E (Silent e: VCe)*  
*Diva y says /i/ (single y as vowel in base words)*

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**Second Friday**

- 4:30** *Review Phonics Stories*
- 4:50** *Crazy R, Crazy R vs. r Blends, Spelling Lifelines (R controlled)*
- 5:20** *Tippy V and Jobs of Silent e (Role of Silent e in base words)*
- 5:30** *Practice Activities: Vowel Sound Spell Sort (BORN to Spell)*  
*Small Group Work*
- 6:00** *Dinner break*
- 6:20** *Clarence and the Other Copy Consonants (Introduction of the c expectancy and qu-/x)*  
*Review and Group Practice*
- 7:00** *Decoding practice games: Safe Reading/Hidden Word*

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**Sketch Pad Work (Sight words)/Core and Complex Anglo Saxon Phonics**

**Second Saturday**

- 8:15** *Review and group practice*
- 9:00** *Quick discussion of Booster Babysitters (Co-Articulation of -ng/-nk)*
- 9:10** *O-Team (Vowel digraphs Part One)*  
*Add to BORN spell sort*
- 9:50** *Gadget and Just So Jay (G expectancy)*
- 10:10** *Break*
- 10:25** *Application: Safe Sentences and Picture-Ade*  
*Small Group Practice*
- 10:55** *Quick Words and Sketch Pad Spelling (Reading and spelling sight words)*  
*Small Group Work*
- 11:25** *Fluency Packets (Automaticity and fluency work)*
- 11:45** *Brief discussion of Supported Reading Ideas*
- 12:15** *Lunch*
- 1:05** *Brief Flip & Schwa Pre-teach (Vowel flexibility)*
- 1:15** *Two Vowels Go Walking (Vowel digraphs Part Two)*  
*Vowels 1 2 3 Demonstration (managing vowel spelling choices)*  
*Small Group Work*
- 2:00** *Break*

- 2:15** *Leftovers and Waffle Words (Vowel digraphs Part Three and other vowel patterns)*  
*Flashback Sentences (mnemonic spelling choice strategy)*
- 3:00** *Falls and Check: The Overprotective and Nervous Babysitters (Consonant doubling and -ck/-tch in Anglo Saxon roots)*  
*Gadget Cannot Multi-Task (-dge pattern)*  
*Small Group Work*
- 3:45** *Overly Helpful Silent e and Solo Diva y (suffix y says /ee/)*
- 4:15** *Class wrap up: Clock hour/Credit forms and Certificates of Completion*