

Remediating Reading, Spelling, and Writing Difficulties Through Multimodal, Structured Language Instruction



Nancy Cushen White, Ed.D.

University of California, San Francisco, Dyslexia Center

Use this webinar companion document to further explore the webinar topic with colleagues. Below is a list of discussion prompts and resources to guide conversation and deepen your understanding of the topic.



- According to Dr. Cushen White, how does a multimodal, Structured Literacy approach specifically support students who struggle with reading and writing difficulties due to dyslexia and dysgraphia?
- Consider the lesson plan template offered in Dr. Cushen White's presentation. How does this align with or differ from your current literacy instruction?
- What role does practice play in concept mastery within a multimodal, Structured Literacy approach? What implications are there for future practice?

More to Explore



Read **CHAPTER 11** of the *California (CA) Dyslexia Guidelines* titled *Effective Approaches for Teaching Students with Dyslexia*. The chapter begins on page 63.

- In the *CA Dyslexia Guidelines*, what components of instruction should be present in a curriculum in order for it to be evidence-based?
- When researchers refer to multimodal instruction, which four modalities are they referring to? Why is this important for students with dyslexia?
- The *CA Dyslexia Guidelines* explain that evidence-based, multimodal Structured Literacy instruction should be direct, explicit, sequential, systematic, and cumulative. Compare this description with your current literacy instruction. What implications are there for future implementation?



Listen to the **PODCAST** interview with Dr. Louise Spear-Swerling titled *Intervention for Students with Dyslexia: A Structured Literacy Approach*.

- What are some key takeaways from Dr. Spear-Swerling's explanation of the differences between Balanced Literacy and Structured Literacy?
- According to Dr. Spear-Swerling, in what ways can "good educational practices in literacy" prevent difficulties as a result of "curriculum casualties"?
- What practices are actually "counterproductive" to literacy learning according to Dr. Spear-Swerling?
- What do administrators need to know about foundational skill development to make informed decisions about the implementation of high-quality curriculum and instruction?



Watch the **VIDEO** featuring Dr. Louisa Moats as she addresses *Teaching Spelling Using a Structured Literacy Approach*.

- According to Dr. Moats, what evidence is there that spelling instruction accelerates not just writing progress, but also reading growth?
- How might explicit instruction support spelling accuracy, especially in the case of students who may confuse phonemes with similar features? What might a teacher need to know about phonology in order to provide that explicit instruction?
- According to Dr. Moats, what should an educator look for from an explicit, structured, and cumulative spelling curriculum?

