



Sound Thinking Training Certification



PRESENTED BY
Judy Hiller



SERIES SESSIONS

Date	Time
November 30, 2017	8:30 AM - 3:30 PM
December 01, 2017	8:30 AM - 3:30 PM
December 02, 2017	8:30 AM - 12:00 PM



LOCATION

**Medicine Hat 76 Central Office - 601 1 Ave
SW**

FEE

\$0.00

QUESTIONS?

Contact Us:
403-381-5580

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Program

Research-based reading strategies can build a foundation for reading success in students of all ages. (When Older Students Can't Read; Louisa C. Moats, Ed.D.)

The focus on early intervention is well-conceived, given the strong evidence that research-based instruction beginning in kindergarten significantly reduces the number of children who experience reading difficulty. (National Institute of Child Health and Human Development, 2000)

If children receive instruction in phonological and alphabetic skills and learn to apply that knowledge to decoding words, they are very likely to succeed at reading. Reading level in 1st grade, moreover, is an astonishingly good predictor of reading achievement into high school (Catts et al., 1999; Cunningham and Stanovich, 1997; Shaywitz et al., 1999; Fletcher et al. 1994.) Reading failure begins early, takes root quickly and affects students for life.

Most reading scientists agree that a core linguistic deficit underlies poor reading at all ages (Catts et al., 1999; Shaywitz et al., 1999). At any age, poor readers as a group exhibit weaknesses in phonological processing and word recognition speed and accuracy, as do younger poor readers (Stanovich & Siegel, 1994; Shankweiler et al., 1995). At any age, when an individual's reading comprehension is more impaired than his or her listening comprehension, inaccurate and slow word recognition is the most likely cause. (Shankweiler et al., 1999).

Presenters

Judy Hiller

Registration Notes

*Lunch will not be provided



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