

# How To Teach Reading And Spelling

## June 22, 2020

**Sasha Borenstein**

I will teach twice a week, Mondays and Wednesdays at 4:00 Pacific Coast time for two hours. I will give my teachers' manual, for free, to the first 100 participants to register and attend.

So many teachers feel at a loss when faced with reading and spelling lessons – the rules and regularities, as well as the exceptions to the rules can be overwhelming. When a student asks, “Why is it spelled that way?” And, all too often teacher training doesn’t cover this knowledge about our language.

The purpose of this class is to guide teachers, educational therapists, tutors and parents actively through the process of acquiring the linguistic concepts that underlie and govern English orthography, the English spelling/reading system, as well as the words, questions and activities which will help the students understand the logic and elegance of how to spell and read words thoughtfully.

I will use many of the ideas from Structured Literacy research and practices.

“The key components of Structured Literacy, a meeting of research and classroom teaching approaches that are highly effective in teaching all students to read and spell thoughtfully, delineates what and how reading and spelling can be taught carefully and clearly.” (Spear-Swerling, 2018)

- Follow a clear, carefully orchestrated sequence of literacy skills:
  - directly teach letters and their sounds
  - spelling/reading patterns
  - syllable types
  - morphemes,
- Cycle back and forth, reviewing learned skills frequently
- Dialogue between the teacher and students
- Teach using carefully selected examples and non-examples

- Have students practice what they learn by reading decodable texts
- Give prompt, precise feedback to students

This class will meet on Zoom from 4-6 P.M. on Mondays and Wednesdays for 8 weeks starting June 22 and ending August 12, 2020. I plan to have interactive teaching sessions with teachers and to demonstrate the ideas and methods taught with a student once a week.

This class takes commitment on all of our parts. I begin with the faith based on my experiences with hundreds of students of all ages, that we can teach all of our students to read and spell individual words thoughtfully using these methods.

**Please join me in making a difference in as many students' lives as we can.**

**To register contact Sasha at:**

**[HowToTeachReadingAndSpelling@gmail.com](mailto:HowToTeachReadingAndSpelling@gmail.com)**

**To learn more about Sasha and this program visit her Facebook Page at:**

**<https://www.facebook.com/HowToTeachReadingAndSpelling>**

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## **About the trainer**



Sasha Borenstein has worked in the fields of Special Education and literacy for 50 years. She has been a classroom teacher, a remediation specialist, a diagnostician, a college teacher and an educational consultant.

Her undergraduate training was at UCLA in Psychology and Special Education and her graduate work was at Teachers' College, Columbia University in Special Education.

In 1977 she founded and then directed a private remediation clinic, The Kelter Center in Los Angeles, California for 36 years. During that time, she taught students,

trained, mentored and supervised teachers in their work with children and adults with learning disabilities and dyslexia.

During her years at the Kelter Center, she served as a consultant/trainer/mentor with many educational establishments: Los Angeles USD, Santa Monica/ Malibu USD, Culver City and Long Beach Unified School Districts, Oakpark USD and the Manhattan Beach USD. She also worked with private and charter schools: Pressman Hebrew Academy, El Jardin de Las Familias, Camino Nuevo Charter School, Synergy Charter School, Summit View School, Landmark West School, the Dunn School and Charles Armstrong School.

Ms. Borenstein has been a presenter for the International Dyslexia Association, the California Association of Resource Specialists, the Bureau of Jewish Education and the Learning Disabilities Association. She also created classes and remedial programs for medical students at Drew University of Science and Medicine.

The overarching principle throughout her career has been to understand and translate rigorous educational research into classroom practices. Among the programs that she has worked with extensively are The LiPs Program, Dr. Mel Levine's Neurodevelopmental Constructs, Step Up to Writing, the Revised Bloom's Taxonomy and Marcia Henry's work with Orthography and Morphology.

Sasha currently lives in Oregon and doesn't know how to stop teaching. She is in private practice serving individual students and she trains classroom teachers in several schools. This book will help teachers and parents to guide children, adolescents and adults to become thoughtful, engaged readers and spellers.