



## **LETRS Suite of Professional Learning**

**Language Essentials for Teachers of Reading and Spelling**

*Transform literacy education and change lives*



**Lexia**<sup>®</sup>  
Minnesota



## Why Lexia?

Lexia® is the Structured Literacy expert. For 40 years, the company has focused solely on literacy, and today provides a full spectrum of solutions for both students and teachers. From curriculum to assessment and professional learning, Lexia solutions can be used together or individually to meet all Structured Literacy needs for any student. We also offer solutions that build teacher confidence in teaching literacy, providing the background, depth of knowledge, and tools necessary to effectively instruct a range of students. Our solutions are designed for implementation at scale, currently serving more than 5.5 million students across more than 20,000 school districts.

## Why LETRS?

The Lexia LETRS® (Language Essentials for Teachers of Reading and Spelling) Suite is comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Developed by Dr. Louisa Moats and leaders in the field of literacy, LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

The LETRS Suite is designed for educators and leaders of pre-K–3 students—as well as for teachers who work with fourth and fifth grade students who struggle to learn to read—to accelerate teacher knowledge, improve instruction, and change students' literacy journeys. **LETRS aligns to the Minnesota Read Act** and is on the **state-approved** professional development list.



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Teachers are the most important factor in student success. Informed teachers can explain language to students, including sounds, spellings, and word meanings that might be confusing. They use lessons based on reading science and understand the process of learning to read and write.

Research proves it. Science matters.

— Louisa Moats, Ed.D.



## Language Essentials for Teachers of Reading and Spelling

Professional Learning Solutions



### **LETRS professional learning for elementary educators**

is an investment in teachers' literacy knowledge and professional practice. Teachers gain essential knowledge to master the fundamentals of literacy instruction required to transform student learning.

LETRS meets the International Dyslexia Association® (IDA) standards for teachers of reading.



### **Lexia LETRS for Early Childhood Educators® professional learning**

provides deep knowledge of literacy instruction for the youngest learners. The more children know about language and literacy before they begin kindergarten and first grade, the better equipped they are to succeed in literacy learning and beyond.

**Lexia LETRS for Administrators®** equips instructional leaders to create systems and structures in their schools and districts to achieve high levels of academic performance and growth in literacy. Designed to target the needs of instructional leaders, the LETRS for Administrators professional learning course of study teaches how to build capacity, collaborate with school leadership teams, manage goal setting, develop assessment plans, and make effective data-based decisions to have a systemic impact on student literacy achievement.

## The LETRS Suite benefits literacy educators and leaders by helping to:

- Distinguish between the research base for best practices and other competing ideas not supported by scientific evidence
- Understand how language, reading, and writing are related to one another
- Make instructional decisions and program choices with reference to scientific research evidence, strategic use of assessments, and observations of students
- Deliver comprehensive, integrated language and literacy instruction as defined by standards and by research for a given grade, age, or ability level
- Facilitate early identification and intervention with reading challenges, including dyslexia
- Provide an educator experience that validates and affirms diverse experiences and promotes an inclusive understanding of the world



## The LETRS Suite supports effective professional learning with:

- A modern, blended approach with the availability of digital and print resources and professional learning practice to meet staff development needs
- Face-to-face or live online professional learning sessions for each unit
- Customized pacing for an optimal learning experience
- Optional LETRS Customer Success Partnerships to further support the implementation and fidelity of LETRS in the school or district

## How Does LETRS Accelerate Teacher Knowledge?

LETRS addresses four critical outcomes for effective literacy instruction: understanding the science of reading, converting research to practice, enhancing teacher effectiveness, and transforming instruction. By understanding the “why” behind the science and evidence-based research, educators can effectively aid students in learning to read. LETRS professional learning is relevant, applicable, and designed to be the cornerstone of a multiyear systemic literacy improvement initiative.



### Science of reading

LETRS leverages decades of research—including the latest neuroscience—to help educators identify the source of reading difficulties and how to teach more effectively.



### Converts research to practice

Evidence-based research and strategies explain the “why” behind the comprehensive literacy instruction, providing explicit instruction about “how” to effectively teach for the best results.



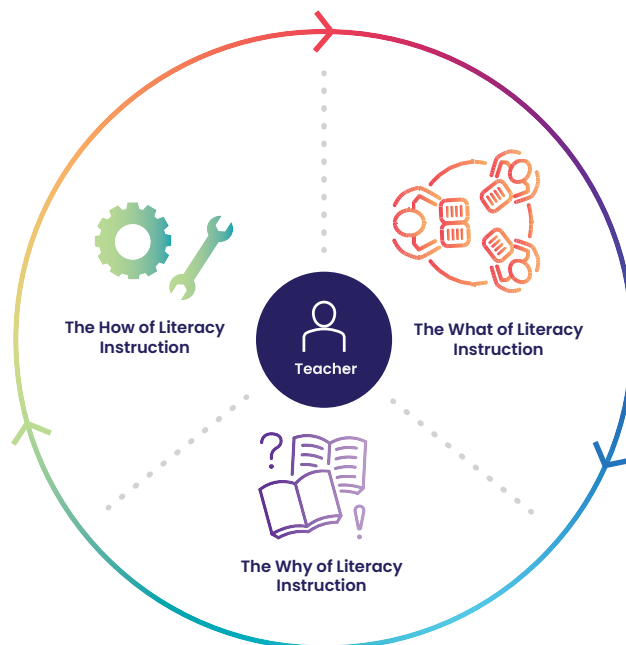
### Enhances teacher effectiveness

Teacher effectiveness is more significant to student achievement than any other factor; when teachers know the “why” and “how” of reading, they can change lives.



### Transforms instruction

LETRS provides a common language and understanding of evidence-based reading practices; promotes effective and consistent literacy instruction across a school, district, and state; and helps prevent and remediate reading difficulties for all students.



## What Makes LETRS Unique?

Reading requires multiple parts of the brain learning to work together. Teaching reading requires a deep understanding of the science behind how we learn to read, why we spell the way we do, and how phonemic awareness and phonics lead to comprehension.

Without this understanding, teachers are left feeling ill-prepared. That's why LETRS bridges decades of evidence-based research into classroom success.

**Research shows** that only 35% of students are reading proficiently, but 95% of students can learn to read. And while teachers are the most essential factor in student success, **only 49% of teaching institutions** effectively prepare teachers for literacy instruction. Teaching reading requires a deep understanding of the processes and science behind it. The LETRS Suite is the professional learning that empowers teachers with that knowledge.

Most teaching institutions have a huge deficit in the number of programs that actually prepare teachers with all five essential components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

With more than a decade of demonstrated success in schools and districts across the U.S., LETRS fills the gaps in language structure and language development that were not taught in teacher-preparation courses.

## How Does LETRS Change Lives?

When general education and intervention teachers learn and apply the information contained in LETRS, such substantive professional learning has been shown to have powerful beneficial effects on student learning, including:

- An increase in overall achievement levels and fewer students experiencing reading difficulties—take a look at the successes in Mississippi and Ohio highlighted on page 14
- Effective teachers who are more content and whose sense of efficacy and empowerment will replace burnout and low expectations

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Going through LETRS, you sit there, moment by moment, thinking, 'I should have known this.' It's the tool to change lives and change communities.

— Ebony Lee, Ph.D., Assistant Superintendent, Curriculum, Instruction, and Assessment, Clayton County Public Schools, Georgia





## What Will Teachers Learn?

LETRS addresses each essential component of reading instruction and the foundational concepts that link each component. This includes: theoretical models from reading science, phonology, basic and advanced phonics, screening and educational diagnostic assessment, as well as teaching vocabulary, language and reading comprehension, and writing. Each LETRS Suite course of study has its own unique scope and sequence of topics, activities, and tools for educators to learn, practice, and apply what they learn. Take a look at the samples provided on the next pages.

## Volume 1

### Unit 1 The Challenge of Learning to Read

- Why reading is difficult
- The connection between language and literacy
- What the brain does when a person is reading
- The skills that support proficient reading
- How children learn to read and spell
- Major types of reading difficulties
- How to use assessment for prevention and early intervention
- Using assessment to differentiate instruction
- Think About Your Students: A Summary Activity

### Unit 2 The Speech Sounds of English

- Phonology related to reading and spelling
- How phonological skills develop
- The importance of phonemic awareness
- The consonant phonemes of the English language
- The vowel phonemes of the English language
- Dialects, language differences, and allophonic variation
- How phonological skills should be taught
- Which phonological skills should be assessed
- Administer the PAST: A Summary Activity

### Unit 3 Teaching Beginning Phonics, Word Recognition, and Spelling

- The role of the strands of the Reading Rope in word recognition
- The role of phonics in reading instruction
- Compare code-emphasis instruction with meaning-emphasis instruction
- Explore phoneme-grapheme correspondence system of English
- Classify phonics elements
- Understand some basic patterns of position-based spelling in English

- Instruction sequence: letter names and letter formation; key word for sound-symbol associations; teach correspondences explicitly; use sound-blending routines
- Word practice and word meaning routines
- How to teach spelling using dictation
- Decodable text and when it is important to use
- Using data to further student success

### Unit 4 Advanced Decoding, Spelling, and Word Recognition

- Advanced word study
- Position-based spelling correspondences and other orthographic conventions
- Phoneme-grapheme mapping
- The six syllable types and how they should be taught
- Distinguish syllables from morphemes
- Suffix rules
- Spelling screeners and how to interpret the results
- Best practices for teaching spelling
- Relationship between reading fluency and reading comprehension
- Building word, sentence, and passage reading fluency
- Interpret phonological, phonics, spelling, and fluency data
- Aligning practices with scientific evidence

## Volume 2

### Unit 5 The Mighty Word: Oral Language and Vocabulary

- The relationship among vocabulary knowledge, background knowledge, oral language proficiency, and reading comprehension
- Mental map of a well-known word
- Words that should be taught directly
- Introducing new words
- Effective practice of new words
- Creating a language-rich classroom



## Unit 6 Digging for Meaning: Understanding Reading Comprehension

- The language and cognitive skills that support reading comprehension
- Distinguish comprehension products from comprehension processes
- The goal of comprehension instruction is to create a coherent mental model of the text
- Characteristics of students who struggle with language and reading comprehension
- The connection among vocabulary, background knowledge, and reading comprehension
- Process for teaching texts
- The importance of syntax and how to teach it
- The importance of text coherence and its relationship to mental coherence
- How text structure affects comprehension

## Unit 7 Text-Driven Comprehension Instruction

- The balance of foundational skills with language comprehension
- Which comprehension strategies are supported by research
- Effective strategies during and after reading
- Student-generated questions before, during, and after reading
- The importance of generating questions that deepen understanding of text
- Reread and revisit text for various purposes
- The process for planning an entire reading comprehension lesson for narrative and informational text
- Adapting instruction for special populations

## Unit 8 The Reading-Writing Connection

- Writing is important because it benefits reading
- Understand the foundational and language skills necessary for writing
- The phases of the writing process
- Letter formation and handwriting fluency
- Explicit instruction for spelling
- How students gain competence in building sentences
- Narrative writing development
- Informational and opinion writing development
- Methods for assessing student progress in writing
- Effective practice of new words
- Creating a language-rich classroom

## Authors



**Louisa C. Moats, Ed.D.,** is a nationally recognized authority on literacy education and is acclaimed as a researcher, speaker, consultant, and trainer.

Dr. Moats received her doctorate in reading and human development at the Harvard Graduate School of Education and is widely published on reading instruction, the professional learning of teachers, and the relationship between language, reading, and spelling. Dr. Moats' awards include the prestigious Samuel Torrey Orton Award from the International Dyslexia Association® for outstanding contributions to the field and the Eminent Researcher Award from Learning Difficulties Australia. Dr. Moats also received the Benita A. Blachman Award from The Reading League.



**Carol A. Tolman, Ed.D.,** has presented LETRS hundreds of times, in all states and districts, as the lead trainer of trainers. With unparalleled talent as a teacher of teachers

and enabler of school change, Dr. Tolman also has more than 25 years of experience in public schools and the juvenile justice system. In addition to spearheading many successful, long-term literacy initiatives, Dr. Tolman organized and delivered curriculum for the Massachusetts Licensure Program and conducted a four-year project for the Maryland Department of Education supporting literacy knowledge for professors.



**Unit 1 Early Literacy Foundations**

- Defining trends for early childhood education
- The role of assessment in early childhood education
- Early childhood trends and assessment:  
A Summary Activity

**Unit 2 Oral Language Connections**

- The relation between phonology and oral language development
- How semantics, morphology, syntax, and prosody are related to oral language development
- The developmental stages of oral language
- Strategies for facilitating oral language development
- Developing Children's Oral Language:  
A Summary Activity

**Unit 3 Phonological "Ph"oundations**

- How phonological processing works
- The developmental sequences of phonological awareness
- Phonological "Ph"oundations:  
A Summary Activity

**Unit 4 Print Knowledge ABC to XYZ**

- The essential components of print knowledge
- How young children become writers
- Developing Print Knowledge and Writing Skills:  
A Summary Activity

**Authors** *(continued)*



**Lucy Hart Paulson, Ed.D.,**

**CCC-SLP**, is a speech language pathologist by profession and holds a doctorate degree in education with a focus in

early literacy. Dr. Paulson has many years of experience working with young children and their families in public school, Head Start, and private and university settings. She brings a unique and broad-based perspective to early childhood development, blending together areas of social communication, language, and literacy, which result in effective and engaging interventions for children of all ages and abilities. Dr. Paulson is the lead author of Good Talking Words, social communication skills program for young children.



- An overview of all eight units of the LETRS professional development course
- Learn to create efficient methods of analyzing student data
- Learn to establish effective instructional blocks in literacy
- Examine resources for all tiers of instruction
- Support LETRS professional development participants
- Leverage resources for supporting literacy improvement in districts/schools
- Learn to use the data and accountability tools



**Melody Ilk, M.A.**, is a national literacy consultant with years of successful experience in schools and districts around the country. She holds degrees and teaching licenses in

special and regular education as well as in administration. She has in-depth experience in Title I schools as a classroom educator, special educator, interventionist, coach, literacy coordinator, and consultant. She has a strong history of involvement in the implementation of scientifically based literacy practices, school-improvement systems, and infrastructures at the local, state, and national levels.

## Authors *(continued)*



**Anne Whitney, Ed.D., CCC-SLP**, is a speech-language pathologist and special educator who has been a national LETRS facilitator since the first edition. She has conducted

hundreds of LETRS sessions throughout the country and has prepared teachers to become local facilitators who provide sustainability in their districts and schools. Dr. Whitney was a member of the LETRS advisory board for the third edition and supported its rollout in a pilot program in Ohio.

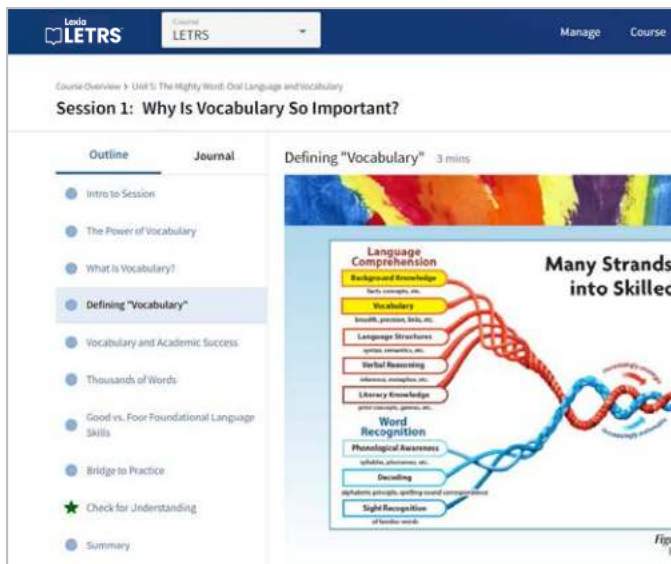
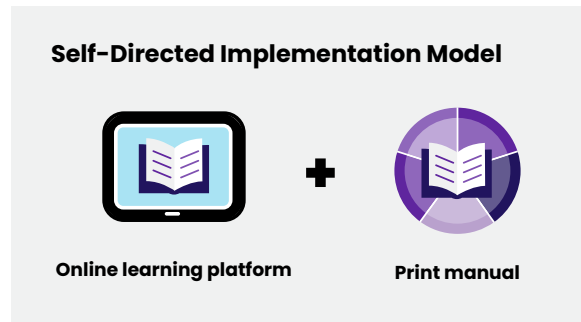
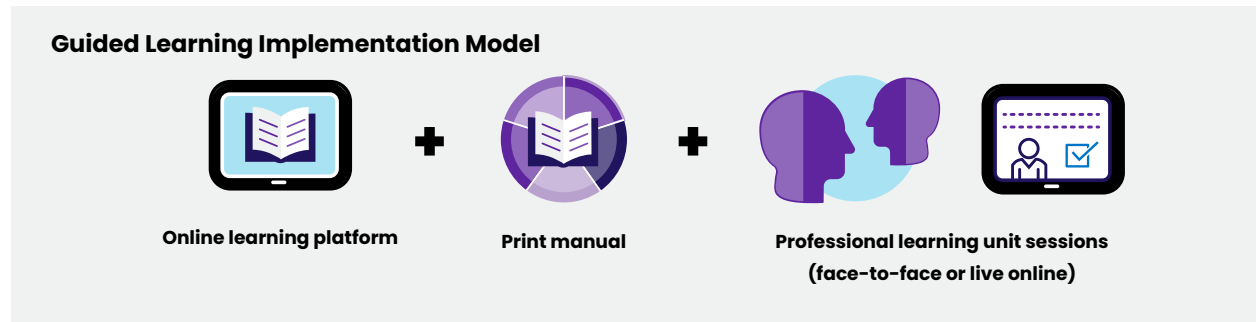
Dr. Whitney was a member of the clinical and teaching faculties at the University of Colorado's Boulder campus, teaching numerous university courses. She has extensive clinical and teaching expertise in dyslexia and language-learning disabilities in children, adolescents, and adults. Often using LETRS as a framework, she has also clinically trained graduate students in methods for assessment and intervention of children and adults with dyslexia and other language-learning disabilities.

Ms. Ilk is an approved consultant for the state of Colorado and guides schools through the construction of scientifically based literacy systems and infrastructures through assessment, data analysis, differentiated tiers of instruction, and shared leadership. Her strength is her ability to analyze school-improvement systems and infrastructures necessary for increased literacy performance. By aligning professional development components with a school or district committed to instructional data and by developing a comprehensive assessment and data-analysis system, she helps schools celebrate drastic improvement in literacy outcomes. This work with educators, administrators, and superintendents has led to significant gains in literacy achievement and instructional effectiveness in all tiers of instruction. She has been a LETRS facilitator since the release of the first edition and is the lead author and facilitator for LETRS for Administrators.

# What Does LETRS Include?

## Flexible implementation models

LETRS provides practical support to teachers with tools that are available 24/7—online, print, and face-to-face or live online professional learning unit sessions—and ongoing support throughout the school year with strategies specific to instruction. LETRS meets educators where they are in terms of resources and options and can be used with any quality literacy program. Additionally, LETRS implementations are set in research-based implementation science to deliver the most effective and impactful professional learning to help teachers succeed.



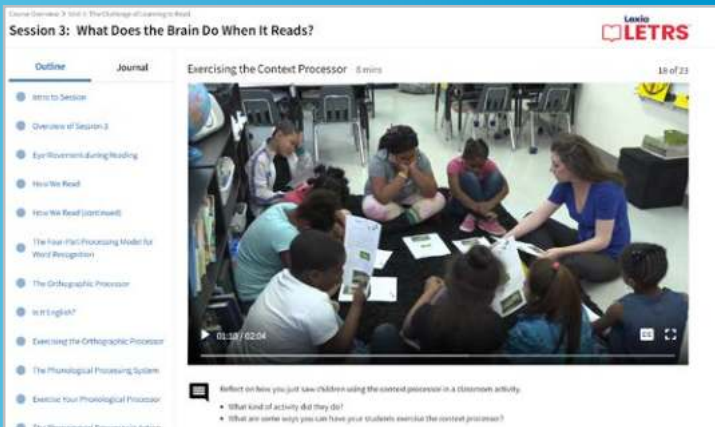
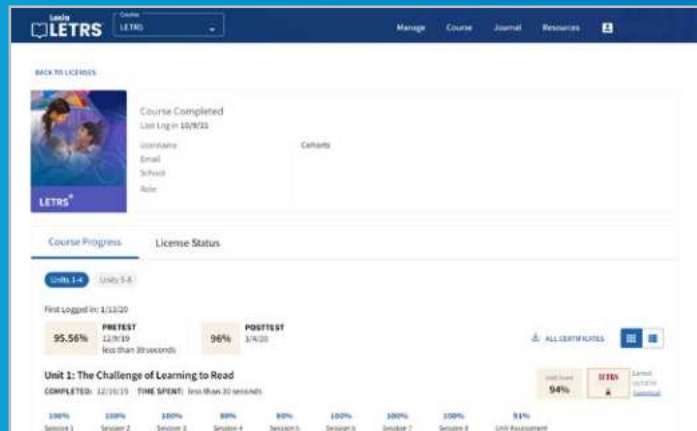


## Integrated Bridge to Practice exercises

Throughout LETRS, Bridge to Practice opportunities allow teachers to apply evidence-based concepts and best practices to daily classroom instruction. The online Bridge to Practice exercises are designed to bolster transference of knowledge to classroom practice. Explicit directions are provided, as well as downloadable tools for support.

## Detailed dashboards and reporting

LETRS gives participants and administrators the ability to measure participation and knowledge gains, along with the flexibility for teachers to have agency over their learning.

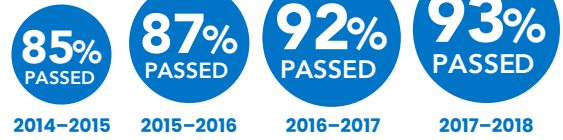


## Embedded video modeling of instruction

Embedded video modeling demonstrates how to deliver effective instruction that teachers understand, along with how to apply concepts to classroom practice.

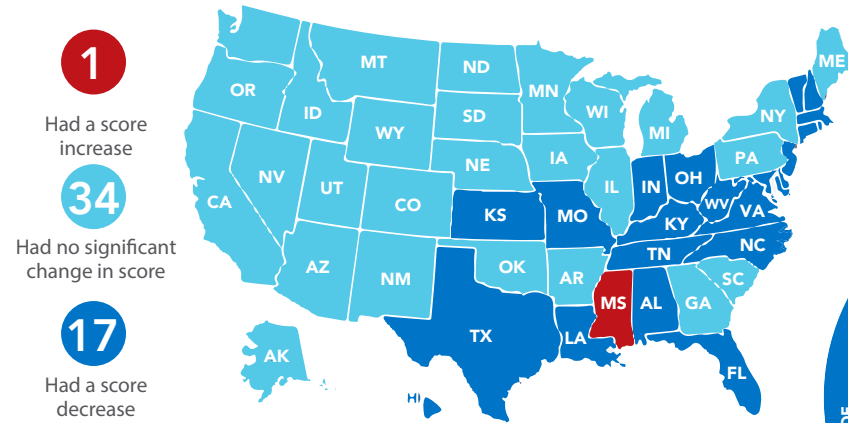
## Transformation in Mississippi

Mississippi is one of many shining examples of how instruction rooted in the science of reading and backed by scientific research can transform outcomes. A statewide LETRS implementation catapulted Mississippi to No 1. in the U.S. on the 2019 NAEP.

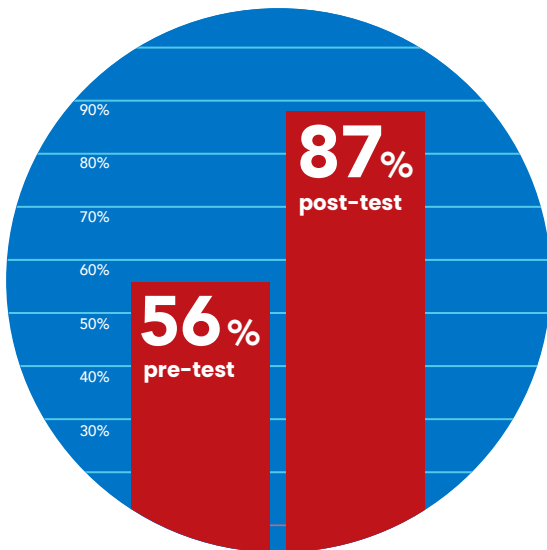
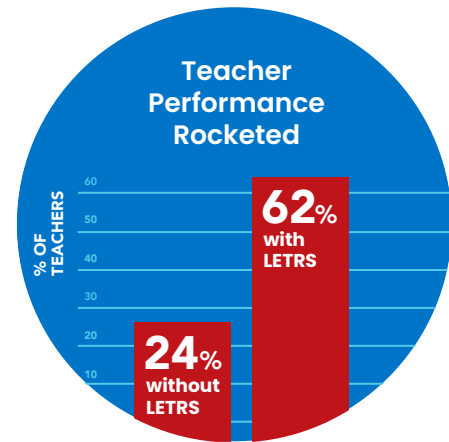


### Statewide End-of-Third-Grade Reading Passing Rates

[mdek12.org/OPR/Reporting/Reports](http://mdek12.org/OPR/Reporting/Reports)



All States/Jurisdictions 2017-2019



Students At or Above Average Reading Level

## Success in Ohio

In Ohio, where Niles City Schools (NCS) implemented LETRS, the district's K-3 students reading at or above average increased from 56% to 87% within one school year.

In just one year, student literacy success at NCS improved dramatically, according to the district's universal screening measure.

## What Educators Say About LETRS

“

**LETRS** has been a difference-maker in providing a consistent direction on how to teach reading. We are so impressed with the materials and feel this training has made our staff better educators.”

—Patrick Freeman  
Murray County Central  
School District, Minnesota

“

After several years of not seeing significant growth in reading and realizing that we were not going to be able to intervene our way out of the situation we were in, we were looking for a systemic approach to teach the foundational skills, but we also realized we needed to ensure that our teachers had a good understanding of why this was important. **LETRS** was our solution. Our district decided to ensure that all our teachers, pre-K-5, understood the science of reading. We believe we are well on our way to ensuring a solid foundation of reading across the district.”

—Randall Rader  
Assistant Superintendent of Elementary  
Enid Public Schools, Oklahoma

“

The results have been incredible.”

—Alana Cohen  
District Curriculum Specialist  
Rapides Parish, Louisiana

“

It gave us the springboard to change our instructional practices.”

—Ann Marie Thigpen  
Superintendent  
Niles City Schools, Ohio

“

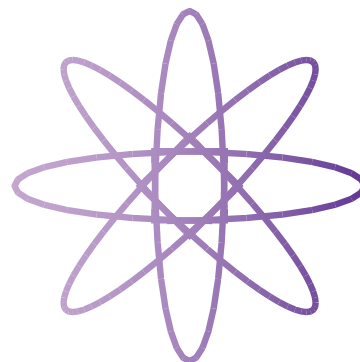
**LETRS** is the best training I have received in my career.”

—Carrie Orcutt  
Instructional Coach  
Littleton, Colorado

“

**LETRS** was the missing piece, especially with the shift in education where so many teachers are coming from nontraditional backgrounds to teach.”

—Kimberly Bennett  
Executive Assistant Superintendent  
Rapides Parish, Louisiana





**Contact the Lexia  
Minnesota team  
to learn more!**

# Lexia®

Lexia®, a Cambium Learning Group company, is a leader in science of reading-based solutions. For 40 years, the company has focused on pre-K–12 literacy and today provides solutions for every student and educator. With a complete offering of professional learning, curriculum, and embedded assessment, Lexia helps more learners read, write, and speak with confidence.



[lexialearning.com](https://www.lexialearning.com)

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