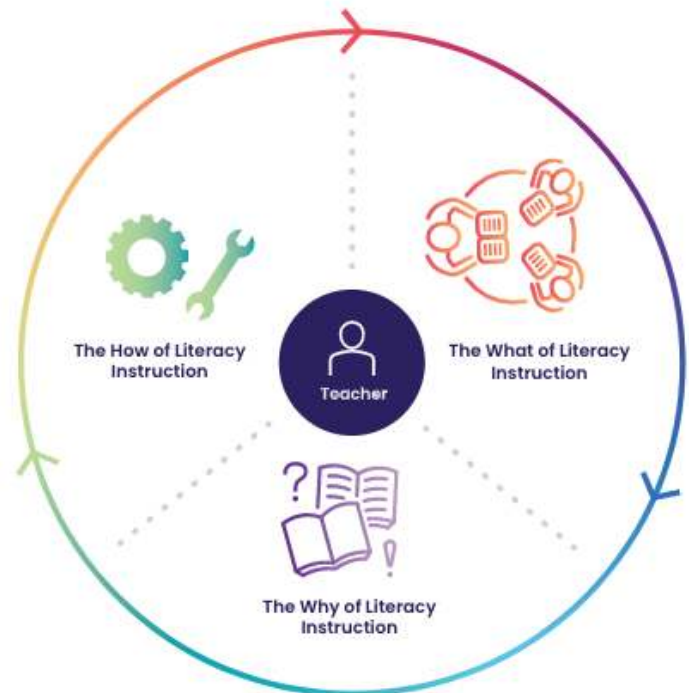


## Lexia LETRS<sup>®</sup> for Early Childhood Educators

### Pennsylvania Department of Education Structured Literacy Program Framework Guidelines: Grades PK-4 Educators

Lexia LETRS<sup>®</sup> for Early Childhood Educators professional learning provides deep knowledge of literacy instruction for the youngest learners. The more educators can equip children with language and literacy skills before they begin kindergarten and first grade, the more likely they are to succeed in literacy learning and beyond.



### Using This Resource

This document demonstrates how the course content of LETRS for Early Childhood Educators aligns to Pennsylvania's Structured Literacy Knowledge and Practice Standards of Grades PK-4 Educators. **LETRS for Early Childhood Educators is professional learning designed for teachers of multiage preschool, pre-K, and kindergarten students.** As Pennsylvania's Structured Literacy Knowledge and Practice Standards of Grades PK-4 educators address competencies that range from pre-K to fourth grade, LETRS for Early Childhood Educators addresses only those skills that are developmentally appropriate for pre-K and kindergarten students. Lexia LETRS, a professional learning offering designed for teachers of kindergarten-fifth grade students, addresses the remaining standards.

State Departments of Education, district leaders, and school leaders can use this resource to demonstrate how LETRS for Early Childhood Educators meets the structured literacy standard requirements for PK-4th grade educators in the state of Pennsylvania.

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK–4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
<b>Competency 1: Phonological and Phonemic Awareness</b>				
SL-PK-4 1.A	Understand rationale for identifying, pronouncing, classifying, and comparing all the consonant phonemes and vowel phonemes of English.	Unit 2: Oral Language Connections	Session 3: How Is Phonology Related to Oral Language Development?	3.1 3.2
SL-PK-4 1.B	Understand and apply in practice considerations for levels of phonological sensitivity (word boundaries, compound words, syllables, and onset rime).	Unit 2: Oral Language Connections  Unit 3: Phonological “PH”oundations	Session 4: How Are Semantics, Morphology, and Prosody Related to Oral Language Development?  Session 7: How Does Phonological Processing Work?	4.2  7.1
SL-PK-4 1.C	Understand and apply in practice considerations for phonemic-awareness difficulties.	Unit 1: Early Literacy Foundations  Unit 3: Phonological “PH”oundations	Session 2: What Is the Role of Assessment in Early Childhood Education?  Session 8: What Are the Developmental Sequences of Phonological Awareness?	2.2  8.1, 8.2, 8.3, 8.4
SL-PK-4 1.D	Know and apply in practice considerations for the progression of phonemic-awareness skill development, across age and grade.	Unit 1: Early Literacy Foundations  Unit 2: Oral Language Connections	Session 2: What Is the Role of Assessment in Early Childhood Education?  Session 3: How Is Phonology Related to Oral Language Development?  Session 5: What Are the Developmental Stages of Oral Language?	2.2  3.3  5.1

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK–4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
		Unit 3: Phonological “PH”oundations	Session 8: What Are the Developmental Sequences of Phonological Awareness?	8.2, 8.3
SL-PK-4 1.E	Know and apply in practice considerations for the general and specific goals of phonemic-awareness instruction.	Unit 2: Oral Language Connections	Session 3: How Is Phonology Related to Oral Language Development?	3.2
		Unit 3: Phonological “PH”oundations	Session 6: What Strategies Facilitate Oral Language Development?	6.1, 6.2, 6.3
			Session 8: What Are the Developmental Sequences of Phonological Awareness?	8.2, 8.3
SL-PK-4 1.F	Know and apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.	Unit 3: Phonological “PH”oundations	Session 7: How Does Phonological Processing Work?	7.1
			Session 8: What Are the Developmental Sequences of Phonological Awareness?	8.1, 8.2, 8.3, 8.4
SL-PK-4 1.G	Know and apply in practice considerations for the appropriate uses of assistive technology in phonological and phonemic awareness.	Unit 3: Phonological “PH”oundations	Session 8: What Are the Developmental Sequences of Phonological Awareness?	8.1
<b>Competency 2: Phonics and Word Recognition</b>				
SL-PK-4 2.A	Know and apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single	Unit 3: Phonological “PH”oundations	Session 7: How Does Phonological Processing Work?	7.1
			Session 8: What Are the Developmental	8.3, 8.4

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK–4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
	and multisyllabic regular word reading.		Sequences of Phonological Awareness?	
SL-PK-4 2.B	Know and apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.	Unit 3: Phonological “PH”oundations	Session 8: What Are the Developmental Sequences of Phonological Awareness?	8.1
		Unit 4: Print Knowledge ABC to XYZ	Session 9: What Are the Essential Components of Print Knowledge?	9.3
			Session 10: How Do Young Children Become Writers?	10.1
SL-PK-4 2.C	Know and apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.	Unit 4: Print Knowledge ABC to XYZ	Session 9: What Are the Essential Components of Print Knowledge?	9.3
		*LETRS Unit 3: Teaching Beginning, Phonics, Word Recognition, and Spelling	Session 1: Why Is Code-Emphasis Instruction Important?	1.4
SL-PK-4 2.D	Know and apply in practice considerations for using multisensory routines to enhance student engagement and memory.	Unit 2: Oral Language Connections	Session 6: What Strategies Facilitate Oral Language Development?	6.3
		Unit 3: Phonological “PH”oundations	Session 8: What Are the Developmental Sequences of Phonological Awareness?	8.2
SL-PK-4 2.E	Know and apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive	Unit 3: Phonological “PH”oundations	Session 7: How Does Phonological Processing Work?	7.1
			Session 8: What Are the Developmental Sequences of	8.1

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK–4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
	function, or processing speed.		Phonological Awareness?	
SL-PK-4 2.F	Know and apply in practice considerations for teaching irregular words in small increments using special techniques.	*LETRS Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling	Session 6: How Can Spelling Be Taught Using Dictation?	6.3
SL-PK-4 2.G	Know and apply in practice considerations for systematically teaching the decoding of multisyllabic words.	Unit 3: Phonological “PH”oundations  *LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition	Session 8: What Are the Developmental Sequences of Phonological Awareness?  Session 3: Why and How Should Syllable Types Be Taught?	8.1  3.3
SL-PK-4 2.H	Know and apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers as a scaffold leading to reading of authentic text.	Unit 2: Oral Language Connections	Session 6: What Strategies Facilitate Oral Language Development?	6.3
SL-PK-4 2.I	Know and apply in practice considerations for the appropriate uses of assistive technology in phonics and word recognition.			
<b>Competency 3: Automatic, Fluent Reading of Text</b>				
SL-PK-4 3.A	Know and apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading	*LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition	Session 6: How Can Reading Fluency Be Built?	6.1

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK–4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
	comprehension, and motivation to read.			
SL-PK-4 3.B	Know and apply in practice considerations for varied techniques and methods for building reading fluency, resulting in oral reading with accuracy, rate that facilitates simultaneous comprehension, and prosody.	Unit 2: Oral Language Connections  *LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition	Session 4: How Are Semantics, Morphology, Syntax, and Prosody Related to Oral Language Development?  Session 6: How Can Reading Fluency Be Built?	4.4  6.1, 6.3
SL-PK-4 3.C	Know and apply in practice considerations for text reading fluency, including conversational pace, attention to punctuation, and phrasing, as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.	*LETRS Unit 4: Advanced Decoding, Spelling, and Word Recognition	Session 6: How Can Reading Fluency Be Built?	6.1, 6.2
SL-PK-4 3.D	Know and apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.			
<b>Competency 4: Vocabulary</b>				
SL-PK-4 4.A	Know and apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.	Unit 2: Oral Language Connections	Session 4: How Are Semantics, Morphology, Syntax, and Prosody Related to Oral Language Development?	4.1, 4.2, 4.3

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK–4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
			Session 6: What Strategies Facilitate Oral Language Development?	6.1, 6.2, 6.3
		Unit 3: Phonological “PH”oundations	Session 7: How Does Phonological Processing Work?	7.1
SL-PK-4 4.B	Know and apply in practice considerations for the sources of wide differences in students’ vocabularies.	Unit 2: Oral Language Connections	Session 4: How Are Semantics, Morphology, Syntax, and Prosody Related to Oral Language Development?	4.1
			Session 6: What Strategies Facilitate Oral Language Development?	6.1
SL-PK-4 4.C	Know and apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.	Unit 2: Oral Language Connections	Session 4: How Are Semantics, Morphology, Syntax, and Prosody Related to Oral Language Development?	4.1
SL-PK-4 4.D	Know and apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	Unit 2: Oral Language Connections	Session 4: How Are Semantics, Morphology, Syntax, and Prosody Related to Oral Language Development?	4.1
			Session 6: What Strategies Facilitate Oral Language Development?	6.3
SL-PK-4 4.E	Know and apply in practice considerations for direct, explicit methods of morphology instruction for	Unit 2: Oral Language Connections	Session 4: How Are Semantics, Morphology, Syntax, and Prosody Related to Oral	4.2

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK–4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
	the development of vocabulary.		Language Development?	
SL-PK-4 4.F	Know and apply in practice considerations for the appropriate uses of assistive technology in vocabulary instruction.			
<b>Competency 5: Listening and Reading Comprehension</b>				
SL-PK-4 5.A	Know and apply in practice considerations for factors that contribute to deep comprehension including text structures, background knowledge, and interpretation of vocabulary.	Unit 2: Oral Language Connections  *LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension	Session 6: What Strategies Facilitate Oral Language Development?  Session 3: How Can Students Be Prepared for Reading?  Session 6: How Does Text Structure Affect Comprehension?	6.2  3.1, 3.2  6.1, 6.2, 6.3
SL-PK-4 5.B	Know and apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.	*LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension	Session 6: How Does Text Structure Affect Comprehension?	6.1, 6.2, 6.3
SL-PK-4 5.C	Know and apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.	Unit 2: Oral Language Connections  Unit 4: Print Knowledge ABC to XYZ  *LETRS Unit 6: Digging for Meaning:	Session 6: What Strategies Facilitate Oral Language Development?  Session 9: What Are the Essential Components of Print Concepts?	6.1, 6.2, 6.3  9.1, 9.2, 9.3



Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK–4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
		Understanding Reading Comprehension	Session 4: How Does Sentence Structure Affect Comprehension?	4.1, 4.2, 4.3
SL-PK-4 5.D	Know and apply in practice considerations for the use of explicit comprehension strategy instruction and practices that build student background knowledge, as supported by research.	Unit 2: Oral Language Connections	Session 6: What Strategies Facilitate Oral Language Development?	6.3
		*LETRS Unit 6: Digging for Meaning: Understanding Reading Comprehension	Session 3: How Can Students Be Prepared for Reading?	3.1, 3.2
SL-PK-4 5.E	Know and apply in practice considerations for the teacher’s role as an active mediator of text-comprehension processes.	Unit 2: Oral Language Connections	Session 6: What Strategies Facilitate Oral Language Development?	6.3
SL-PK-4 5.F	Know and apply considerations for oral language and text-based discussion to co-construct meaning.	Unit 2: Oral Language Connections	Session 6: What Strategies Facilitate Oral Language Development?	6.1, 6.2, 6.3
<b>Competency 6: Written Expression</b>				
SL-PK-4 6.A	Know and apply in practice the developmental stages of writing.	Unit 4: Print Knowledge ABC to XYZ	Session 10: How Do Young Children Become Writers?	10.1
SL-PK-4 6.B	Understand the major skill domains that contribute to written expression including foundational writing skills building to compositional skills.	Unit 4: Print Knowledge ABC to XYZ	Session 10: How Do Young Children Become Writers?	10.1
SL-PK-4 6.C	Know and apply in practice considerations for research-based principles for teaching	Unit 4: Print Knowledge ABC to XYZ	Session 10: How Do Young Children Become Writers?	10.1, 10.2

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK–4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
	letter formation, both manuscript and cursive.			
SL-PK-4 6.D	Know and apply in practice considerations for research-based principles for teaching written spelling and punctuation (period, exclamation mark, comma). Edit writing using the conventions of language.	Unit 4: Print Knowledge ABC to XYZ  *LETRS Unit 8: The Reading-Writing Connection	Session 10: How Do Young Children Become Writers?  Session 2: How Should Teachers Prepare Students for Writing?  Session 5: How Should Informational and Opinion Writing Be Taught?	10.2  2.1, 2.3  5.5
SL-PK-4 6.E	Know and apply in practice considerations for the developmental phases of the writing process (planning/brainstorming, drafting, revising, editing, and publishing).	*LETRS Unit 8: The Reading-Writing Connection	Session 1: Why Is Writing So Challenging?	1.3, 1.4
SL-PK-4 6.F	Know and apply in practice considerations for the appropriate uses of assistive technology in written expression.	*LETRS Unit 8: The Reading-Writing Connection	Session 5: How Should Informational and Opinion Writing Be Taught?	5.5
SL-PK-4 6.G	Know and apply in practice considerations for instruction regarding the traits of writing (i.e., voice, idea, style).	*LETRS Unit 8: The Reading-Writing Connection	Session 3: How Can Students Gain Competence in Building Sentences?  Session 5: How Should Informational and Opinion Writing Be Taught?	3.1  5.2
SL-PK-4 6.H	Know and apply in practice considerations for the genres (narrative, informative,	*LETRS Unit 8: The Reading-Writing Connection	Session 4: How Can Narrative Composition Be Supported?	4.1, 4.2, 4.3

Pennsylvania Structured Literacy Knowledge and Practice Standards of Grades PK-4 Educators		LETRS® for Early Childhood Educators Content		
		Unit	Session	Objective
	persuasive, and argumentative).		Session 5: How Should Informational and Opinion Writing Be Taught?	5.1, 5.2, 5.3, 5.4, 5.5