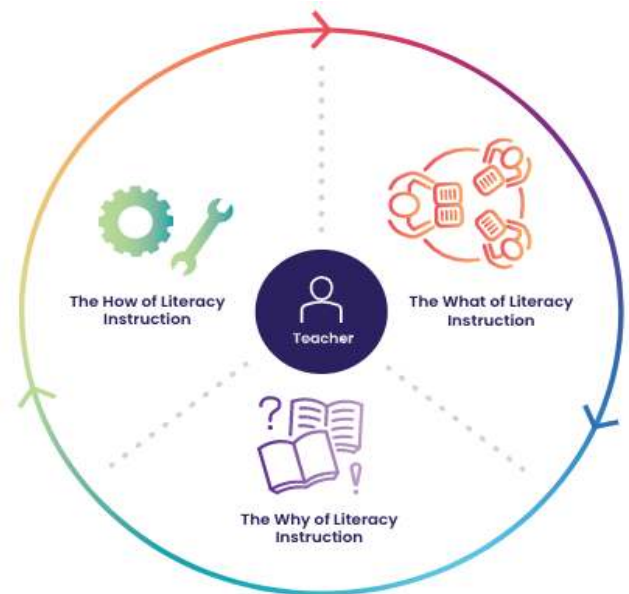


Lexia LETRS[®] & Lexia LETRS[®] for Early Childhood Educators

Oregon Early Literacy Framework

Language Essentials for Teachers of Reading and Spelling (LETRS[®]) and LETRS for Early Childhood Educators are comprehensive professional learning that provide educators with deep knowledge to be literacy and language experts in the science of reading. LETRS teaches the skills needed to understand the fundamentals of literacy instruction required to transform student learning—phonological awareness, phonics, fluency, oral language and vocabulary, comprehension, and writing. **LETRS for Early Childhood Educators** is designed for educators of multiage preschool and pre-K students, while **LETRS** supports educators of kindergarten through fifth-grade students.



The Oregon Early Literacy Framework was finalized in May 2023 and demonstrates a commitment by the Oregon Department of Education to addressing unfinished learning and supporting literacy education infrastructure for the long term. It is intended to help build momentum and capacity for strengthening literacy instruction in all K-5 classrooms so that all children leave elementary school proficient in reading and writing in at least one language.


Using This Resource

This document provides a general overview of how the course content of LETRS and LETRS for Early Childhood Educators aligns to each section of Oregon's Early Literacy Framework. District administrators can use this resource to demonstrate how LETRS grounds reading research as an essential foundation to operationalize deeper strategies for change to improve student literacy learning for teachers in the state of Oregon.

LETRS & The Oregon Early Literacy Framework

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Section 1: Student Belonging – A Necessary Condition for Literacy Learning	
<p>Culturally Responsive Practices</p>	<p>LETRS for Early Childhood Educators: Units 1-4 LETRS: Unit 1-8</p> <p>LETRS courses bring the instructional equity that gives all students a pathway to literacy. The students most impacted by opportunity gaps are marginalized by preexisting structural inequities in education—one of the core inequities being a lack of literacy. A LETRS-trained teacher is better equipped to cultivate foundational literacy skills in students by understanding current literacy research and delivering effective instruction to meet all their students’ needs. Additionally, a LETRS-trained teacher is better informed in the classroom to target interventions for students who may need supplemental instruction. The LETRS course is grounded in the science of reading and incorporates research conducted in neuroscience, cognitive development psychology, and linguistics so that educators have solid evidence on how to teach reading to benefit all students. The course is continually updated to reflect diverse experiences and promote an inclusive environment for educators and students.</p>
Section 2: Family & Community Partnerships	
<p>Literacy Learning Before Kindergarten</p>	<p>LETRS for Early Childhood Educators: Units 1-4</p> <p>LETRS for Early Childhood Educators is a professional learning course specifically designed for educators and care providers of young children. The course provides multiage preschool and pre-K educators with literacy professional development focused on the science of reading to teach the foundational skills young children need before learning to read and write. Course materials include developmentally appropriate content, providing in-depth knowledge pre-K teachers need to teach language and literacy skills. LETRS for Early Childhood Educators demonstrates how to implement effective instructional routines and activities to ensure students are prepared for kindergarten. The more children know about language and literacy before they begin kindergarten, the better equipped they are to succeed in literacy learning and beyond.</p>
Section 3: Oral Language as the Root of Early Literacy Development	

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<p>The Role of Oral Language in Early Literacy Development</p>	<p>LETRS for Early Childhood Educators: Unit 2</p> <p>LETRS for Early Childhood Educators outlines the structures of oral languages—phonology, semantics, morphology, syntax, and prosody—and explains the importance of each to oral language development in young children. The general stages of oral language development and the language structures present at each stage are described, along with case studies and strategies for facilitation and assessment of oral language.</p> <p>LETRS: Unit 1 & Unit 5</p> <p>LETRS emphasizes the connection between oral language and literacy, helping teachers understand that reading and writing depend on language abilities. Unit 1 and Unit 5 build on one another to provide educators with strategies for building oral language and leveraging students’ vocabularies for stronger reading comprehension.</p>
<p>An Expansive Perspective of Oral Language</p>	<p>LETRS for Early Childhood Educators: Unit 2</p> <p>LETRS for Early Childhood Educators outlines examples of language variations (dialects) participants may encounter in their classrooms and outlines how these present a rich learning opportunity for comparing how words are said in different contexts, what they mean, and how they are used. LETRS for Early Childhood Educators emphasizes that it is important to understand that <i>everyone</i> has a dialect.</p> <p>LETRS: Unit 2 & Unit 7</p> <p>LETRS specifically addresses language variations (dialects) and provides learning objectives regarding the speech sounds of English. LETRS includes a Contrastive Analysis Chart that supports teachers in leveraging predictable substitutions in various languages to inform explicit instruction in phonology, grammar, reading, writing, and vocabulary.</p>
<p>Section 4: Reading Models Based in Research</p>	
<p>Five Models of Reading and the Essential Components of Literacy</p>	<p>LETRS for Early Childhood Educators: Unit 1</p> <p>The theoretical model of the Simple View of Reading provides a foundation for the concepts discussed in the LETRS for Early</p>

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	<p>Childhood Educators course. Competent reading is dependent on being able to decode words (word recognition) and make meaning of what is read (language comprehension). The development of these components begins in the preschool years. LETRS for Early Childhood Educators describes the early literacy foundations and development that lead to a smooth transition to early reading and writing.</p> <p>Another foundational concept for the course is Scarborough’s Reading Rope, which illustrates a progressive interweaving of the skills needed for proficient reading. The subskills listed in the Reading Rope are necessary for word recognition and language comprehension, and the early stages in the development of these crucial skills is described in detail in LETRS for Early Childhood Educators.</p> <p>LETRS: Unit 1 & Unit 6</p> <p>LETRS is grounded in the science of reading and instructs participants in theoretical models from reading research, including the Simple View of Reading, Scarborough’s Reading Rope, and the Four-Part Processing Model for Word Recognition. The five essential components of reading, as identified by the National Reading Panel, are embedded throughout the course. One of the first concepts educators learn in LETRS is the Simple View of Reading. If either word recognition or language comprehension is compromised, students’ overall reading proficiency will be impacted. LETRS explains the Simple View of Reading and its implications to provide educators an understanding of how its domains develop and support effective reading comprehension instruction.</p> <p>LETRS also delves into Ehri’s phases of word-reading development that characterize students’ varying levels of proficiency in basic reading skills. These phases support educators in understanding what happens in the brain when students recognize words. LETRS instruction also invokes the research of Hollis Scarborough, who depicted the attainment of fluent reading as the progressive interweaving of strands or subskills in a rope. A skilled reader develops an overall representation of the text as it progresses. Some authors have called this a mental model or a situation model of the text. The processes of reading described in the Reading Rope are brought into play to build the mental model.</p>

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Section 5: Foundational Skills	
Print Concepts	<p>LETRS for Early Childhood Educators: Unit 4</p> <p>LETRS for Early Childhood Educators outlines the essential components of print knowledge, including examples of print concepts that young children should learn. Developing print awareness, including book handling, as well as the development of alphabet learning are discussed along with best practices for assessment in each area.</p> <p>LETRS: Units 3-4</p> <p>LETRS teaches the alphabetic principle and print concepts as part of the word recognition strand of Hollis Scarborough’s Reading Rope and employs knowledge of sound-symbol correspondences to support students in reading unknown printed words. LETRS emphasizes that students must be aware of individual phonemes in words to map alphabetic symbols to speech. Participants learn how to provide systematic, cumulative instruction in all the most frequent phoneme-grapheme (sound-symbol) correspondences, as well as the most common orthographic patterns that characterize English spelling.</p>
Phonological Awareness	<p>LETRS for Early Childhood Educators: Unit 3</p> <p>LETRS for Early Childhood Educators teaches the developmental sequences of phonological awareness, including which skills children should have mastered as they enter kindergarten. Participants learn how to assess phonological awareness skills and consider how linguistic hierarchy (epilinguistic vs. metalinguistic skills) should inform phonological and phonemic awareness instruction.</p> <p>LETRS: Units 1-3</p> <p>LETRS outlines how to assess and teach phonological and phonemic awareness skills within a progressive sequence, explaining action steps to take when students do not make expected progress toward identified goals. Examples of direct instruction for speech sounds and speech-sound manipulation are included. The 44 speech sounds (phonemes) of English are introduced, including their place and manner of articulation, how they differ due to coarticulation, and</p>

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	<p>what happens when language variations (dialects) impact students' reading and spelling.</p>
<p>Phonics and Word Recognition</p>	<p>LETRS: Units 3-4</p> <p>LETRS helps participants appreciate the logic of English orthography, its patterns and rules, and how to communicate that logic to students from several angles. Participants are introduced to orthographic mapping and how it supports word recognition, as well as Ehri's developmental phases of word-reading and spelling development with case studies that help distinguish the skills and needs of students at each phase. LETRS provides examples of expert teaching as well as demonstrations of pronouncing and teaching sounds, blends, letters, words, and phrases. LETRS presents four kinds of text for beginning readers, including decodable text, and instructs participants in how to guide connected, decodable text reading for student success.</p>
<p>Fluency</p>	<p>LETRS for Early Childhood Educators: Unit 2</p> <p>LETRS for Early Childhood Educators demonstrates how prosody is related to oral language development in young children. Prosody gives meaning to oral language, thus participants are encouraged to use expression and animation in their voice when talking and reading aloud with young children to promote language development and help them more accurately comprehend what is being expressed.</p> <p>LETRS: Unit 4</p> <p>LETRS presents research to explain how oral reading fluency makes silent reading comprehension possible, and that it is an excellent predictor of later reading difficulties or success. Fluency is gradually achieved by bolstering all aspects of the Reading Rope and facilitating their integration. Therefore, fluency techniques at the word, phrase, sentence, and passage levels are taught throughout LETRS. Participants are also shown how to base their instructional choices on the fluency data they have for each of their students.</p>
<p>Explicit and Systematic Instruction</p>	<p>LETRS for Early Childhood Educators: Units 1-4</p> <p>LETRS: Unit 1-8</p>

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	<p>All courses in the LETRS suite emphasize direct, systematic, and explicit instruction. Participants gain research-based foundational knowledge that provides practical guidance to deliver explicit and systematic literacy instruction. Modeling of direct, explicit instruction is provided in videos of expert teaching and case study examples of research application to classroom instruction.</p>
<p>Foundational Skill Development for Multilingual Learners</p>	<p>LETRS: Unit 1, Unit 2, Unit 3, Unit 5, & Unit 7</p> <p>LETRS equips educators with the knowledge and information they need to be far more effective at establishing foundational skills and giving feedback to students learning to read English. LETRS makes the case for direct and explicit instruction for multilingual students and emphasizes the importance of oral language development and vocabulary development.</p>
<p>Section 6: Writing, Reading Comprehension, Vocabulary, & Background Knowledge</p>	
<p>Building Background Knowledge</p>	<p>LETRS: Unit 6</p> <p>LETRS explores the role of background knowledge in comprehension. The course uses Hollis Scarborough’s Reading Rope model to depict the multifaceted nature of reading comprehension instruction. Going strand by strand, LETRS addresses how background knowledge, vocabulary, language structures, verbal reasoning, and literary knowledge must all be addressed in lesson planning—and provides a wide variety of teaching activities in support of these multiple strands. LETRS dedicates a full session to preparing students to read by activating background knowledge and includes a comprehension planning checklist to support educators with this focus.</p>
<p>Vocabulary</p>	<p>LETRS for Early Childhood Educators: Unit 2</p> <p>LETRS for Early Childhood Educators outlines how to build vocabulary through interactive story reading routines, as well as explicit vocabulary teaching routines.</p> <p>LETRS: Unit 5</p> <p>LETRS teaches how to foster word consciousness and independent word-learning strategies. Participants learn techniques for explicit teaching of vocabulary, such as morphological analysis, while understanding that many word meanings are learned indirectly through means such as being read to, independent reading, and</p>

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<p>Reading Comprehension</p>	<p>exposure to a language-rich environment. LETRS shows educators how development of content-specific academic language in the primary grades—through oral language interactions, direct teaching, and text reading—lays the foundation for success in higher grades.</p> <p>LETRS for Early Childhood Educators: Unit 2</p> <p>LETRS for Early Childhood Educators outlines how to design literal and follow-up inferential questioning routines. Participants understand the characteristics and considerations surrounding question types while learning about the four levels of questions as they pertain to specific age ranges. LETRS for Early Childhood Educators also supports educators in their practice of creating lower- to higher-level questions by providing guidance and hands-on exercises.</p> <p>LETRS: Unit 7</p> <p>LETRS promotes using questioning to facilitate discussion and mediate comprehension. Participants consider the appropriate cognitive level of questioning for various texts and use explicit, implicit, and elaborative questions to elicit analysis and reflection. LETRS also supports educators with effective practices for before-, during-, and after-reading activities, including strategies for measuring metacognition such as visualizing, retelling, summarizing, querying, making inferences, and comprehension monitoring.</p>
<p>Writing</p>	<p>LETRS for Early Childhood Educators: Unit 4</p> <p>LETRS for Early Childhood Educators outlines the progression of children’s writing and presents a side-by-side comparison of the phases of literacy development and writing development. These phases begin with scribbles, mock letters, and random letter strings in the prealphabetic stage, and progress to conventional orthography and grammatically correct writing by the conventional stage. Participants are presented with instructional strategies that help young children develop writing skills.</p> <p>LETRS: Unit 3 & Unit 8</p> <p>LETRS presents a case for the importance of writing and why it is a challenge for many students. Educators are encouraged to adopt an integrated lesson framework for foundational skills and composition, and to systematically teach letter formation to build handwriting</p>

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	<p>fluency as well as spelling to support fluent writing. LETRS reviews the importance of sentence generation as a foundational literacy skill and outlines the writing process for narrative, informational, and opinion writing. Methods for assessing student progress in writing and evaluating student writing using a checklist are discussed.</p>
<p>Section 7: Core Instruction & Assessment</p>	
<p>Supporting Students in Accessing Core Instruction</p> <p>Assessment as an Accelerant for Learning and Prevention</p> <p>Coherent, Comprehensive, & Continuous Assessment Systems</p>	<p>LETRS for Early Childhood Educators: Unit 1</p> <p>LETRS for Early Childhood Educators outlines the role of assessment in early childhood education, including considerations for assessment types, characteristics, and purposes. Predictive indicators for academic learning across the developmental domains in early childhood are discussed, and resources such as an Early Literacy Checklist are provided to support early childhood educators in gathering and analyzing data.</p> <p>LETRS: Unit 1, Unit 2, Unit 3, & Unit 5</p> <p>LETRS helps educators support students in accessing core instruction by providing them with insight on the research-based tools available for identifying students at risk for reading difficulties. This lays the foundation for supports like the multi-tiered system of supports (MTSS) model and also helps teachers understand best practices for addressing students whose literacy skills are not progressing toward grade-level performance. Participants discover that the ability to find students at risk and intervene early is crucial to understanding the dynamics of reading development and the role that explicit instruction and data analysis play.</p> <p>LETRS participants understand how to select and use screening tests, progress-monitoring tests, and diagnostic surveys to identify students' risk and provide effective instruction. The critical component of understanding intervention and a student's response to intervention is understanding the various assessment tools.</p> <p>As teachers learn to interpret data, they understand how to make decisions about instructional groupings and program selection using guided questions. The Bridge to Practice and Summary activities provide participants with the opportunity to collect, analyze, and use data from different types of assessments.</p>

Section 8: Reaching All Learners

Supporting Multilingual Learners

LETRS: Unit 1, Unit 2, Unit 3, Unit 5, & Unit 7

LETRS provides knowledge, research, and tools that teachers can use to meet the needs of all students learning to read English. LETRS specifically addresses phonemic variations for multilingual students and provides learning objectives regarding speech sounds of English as well as a Contrastive Analysis Chart that supports teachers in leveraging predictable substitutions based on various languages. Armed with this information, teachers can be far more effective at establishing foundational skills and giving feedback. LETRS makes the case for direct and explicit instruction for multilingual students and emphasizes the importance of oral language development and vocabulary development.

Supporting Students with Reading Difficulties, Reading Disabilities, & Dyslexia

LETRS for Early Childhood Educators: Unit 3

LETRS for Early Childhood Educators builds on educators' current expertise with practical, effective ways to make a difference for all students, including those who may be struggling with early literacy due to life circumstances, prior instruction, language background, verbal aptitude, or neurodevelopmental reading disabilities (including dyslexia). With an emphasis on phonology, LETRS for Early Childhood Educators outlines the research that has shown phonological processing is one of the most prominent and enduring weaknesses in people with reading and spelling difficulties, including 88 percent of people with dyslexia. Participants learn about the details of English phonology, including developmentally appropriate sequences for phonological awareness, so that systematic, explicit instruction is possible to improve phonological awareness and working memory skills.

LETRS: Unit 1, Unit 4, & Unit 7

Throughout LETRS there is a broad expectation that teachers should understand reading development, the structure of language, and the nature of reading difficulties and disabilities regardless of a student's eligibility for special education. LETRS explores the reasons why many students have reading difficulties, including dyslexia, and the ways children learn to read. Case studies illustrate the progression of reading development, the influences of biological, genetic, cognitive, environmental, and instructional factors on learning to read, and the

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	components of delivering effective reading instruction. Teachers examine strategies for adapting lessons for students with various reading and/or language difficulties.