



Lexia
 **LETRS**[™]
SAMPLE

Louisa C. Moats
Carol A. Tolman

Lexia[®]

LETRS 3rd Edition, Copyright 2019 by Voyager Sopris Learning, Inc.
All rights reserved.

LETRS is a registered trademark of
Voyager Sopris Learning.

SAMPLE CONTENT ONLY

12 13 14 15 16 26 25 24 23 22

ISBN-13: 978-1-4916-0960-6

ISBN-10: 1-4916-0960-5

JDE#: 353949

No portion of this work may be reproduced or transmitted in any form or by any means,
electronic or mechanical, including photocopying or recording, or by any information storage
and retrieval system, without the express written permission of the publisher.

Photo Credits:

(Cover) ©bowdenimages/iStock/Getty Images Plus, ©iStock.com/VvoeVale, ©iStock.com/ivstiv,
©iStock.com/Mordolff, ©iStock.com/Mordolff.

Printed in the United States of America

Published and Distributed by

Lexia[®]

17855 Dallas Parkway, Suite 400 • Dallas, TX 75287 • 800.507.2772
www.lexialearning.com

Welcome to LETRS®

Language Essentials for Teachers of Reading and Spelling

What Is LETRS?

LETRS is an empowering professional development course of study for instructors of reading, spelling, and related language skills. LETRS is *not* a literacy curriculum. Instead, it provides knowledge and tools that teachers can use with any good reading program. This new edition of LETRS contains:

- In-depth knowledge based on the most current research regarding what, when, and how language skills need to be taught
- Ways to assess student language development for prevention and intervention
- Guidance on how to plan and balance word recognition and comprehension instruction
- Information on how to differentiate instruction to meet the needs of all students

LETRS offers dynamic online learning by providing activities to reinforce concepts, videos of expert teaching, and practical ways to apply learning to the classroom every day.



Who Is LETRS For?

LETRS is for all educators who teach reading, from beginning teachers to teachers with years of experience. This professional development course translates current research into practical guidance that enables all teachers to instruct with genuine confidence.

Becoming a skilled instructor, whether in an intervention or classroom setting, can take years of practice and study—and trial and error. LETRS accelerates teacher knowledge, which directly benefits the students they teach. Teachers learn how to deliver effective instruction to meet *all* their students' needs.

What Topics Are Covered in LETRS?

LETRS answers the important question of *how* to teach the skills required for proficient reading and writing. The course methodically addresses the systems of language underlying literacy, including phonology, orthography, semantics, syntax, discourse, and pragmatics. Foundational models represent key concepts and provide guidance on how word recognition and language comprehension must be developed.

Volume 1: Focus on Word Recognition

The main focus in Volume 1 of LETRS is word recognition. This first volume contains four units of eight sessions each.

Unit 1: The Challenge of Learning to Read

- Why learning to read is difficult
- What the mind does when it reads
- How children learn to read and spell
- Using assessments for prevention and differentiation

The Simple View of Reading

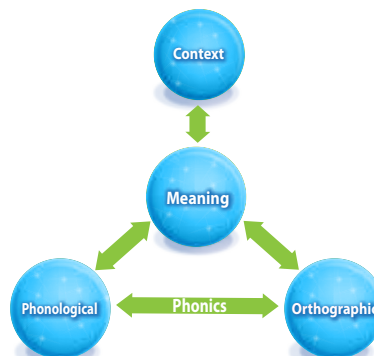


Reading comprehension is the product of word recognition and language comprehension.

Unit 2: The Speech Sounds of English

- How phonological skills develop
- What phonological skills should be taught
- How phonological skills can be assessed

Four-Part Processing Model for Word Recognition



(Based on Seidenberg & McClelland, 1989)

Fluent reading is a complex mental activity dependent on specific circuits in the language and visual areas of the brain.

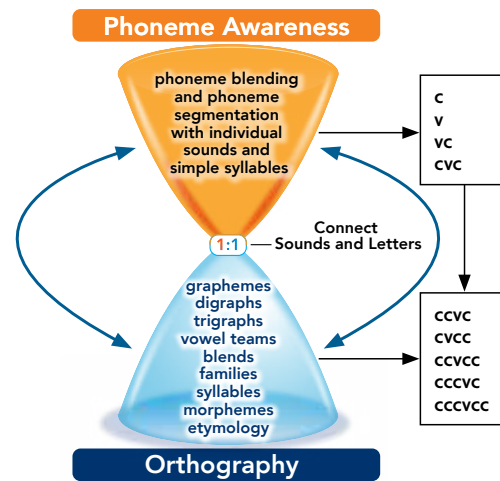
Unit 3: Teaching Beginning Phonics, Word Recognition, and Spelling

- The role of phonics in early reading instruction
- The predictability of English orthography
- How to assess phonics and word recognition

Unit 4: Advanced Decoding, Spelling, and Word Recognition

- When and how to teach morphology
- How to teach spelling
- How to build fluency

The Hourglass Figure



(Courtesy of Carol A. Tolman)

Recognizing words by sight depends on developing an understanding of how letters and sounds are connected.



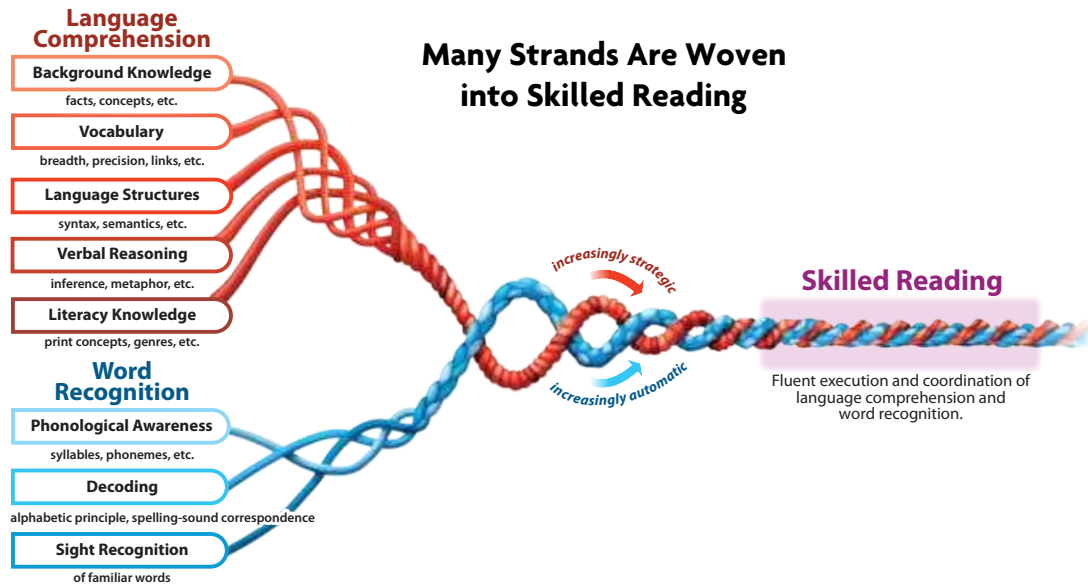
Volume 2: Focus on Language Comprehension

The second volume of LETRS contains four units of six sessions each. The main focus in Volume 2 is language comprehension.

Unit 5: The Mighty Word: Oral Language and Vocabulary

- Why vocabulary is important
- What words are worth teaching
- How to create a language-rich classroom

The Reading Rope



(Scarborough, 2001; Scarborough's "Reading Rope" from Handbook of Early Literacy Research, © 2001. Reprinted with permission of Guilford Press.)

Both language comprehension and word recognition contain specific skills that are definable, measurable, and somewhat independent—yet influence one another in the development of proficient readers.

Unit 6: Digging for Meaning: Understanding Reading Comprehension

- What causes miscomprehension
- How to identify challenging language
- How to plan effective comprehension instruction

Unit 7: Text-Driven Comprehension Instruction

- What comprehension strategies work
- How to guide comprehension with questioning
- Which after-reading activities support comprehension
- How to adapt instruction for special populations

The Mental Model



Construction of a coherent, complete mental model is the desired end result of proficient reading.

Unit 8: The Reading-Writing Connection

- What foundational writing skills need to be developed
- Why sentence building is important
- How to teach different types of writing
- How writing can be assessed

The Simple View of Writing



Skilled written expression is the product of foundational writing and composition skills.

LETRS Course Resources

The LETRS course has been designed as a dynamic, blended model to provide optimum professional growth. All of the materials for the course provide teachers with an in-depth understanding of how to effectively teach reading and writing.

LETRS Manuals

Session 4

What Are the Consonant Phonemes of English?

Preview Questions

Think about the answers to these questions before studying this session.

1. What are consonants? Why are they considered “closed” sounds?
2. What often causes young students with underdeveloped phonological awareness to confuse similar speech sounds?

Counting Phonemes

Objective 4.1: Explain the organization of the consonant chart.

Very few people will count phonemes correctly without more instruction in the identity of consonant and vowel sounds in English. While the practice words below are common, each one represents a complex relationship between speech and print.

Counting Phonemes Isn't Easy

Try counting the speech sounds in these words. How many are there in each word? It's not as straightforward as one might think.

string _____ joyless _____ chew _____ mixed _____ few _____
hippo _____ although _____ dodge _____ house _____ heard _____

Answers: string (5); joyless (5); chew (2); mixed (5); few (3); hippo (4); although (4); dodge (3); house (3); heard (3)

Here are some of the reasons why phoneme identification and counting might be challenging without more instruction:

- Phonemes are coarticulated or “smushed together” in words; sometimes sounds that blend into one another are difficult to separate, as in the /f/–/y/–/ū/ sequence in *few*.
- Because of coarticulation, individual phonemes are pronounced somewhat differently depending on the speech sounds before and after them. When introducing a sound in isolation, sometimes it is necessary to ignore the reality that sounds are often distorted by the sounds that come before and after them in a spoken word. The slightly different pronunciation of a phoneme, depending on its place in a word, is called **allophonic variation**. For example, the /t/ in *try* may sound like /ch/. The mouth puckers before /t/ and distorts the preceding /t/ in the process. The /t/ is a little bit different from the /t/ in *teach*, but both variations are recognized as coming from the same phoneme.

V **allophonic variation**
The slightly different pronunciation of a phoneme, depending on its place in a word.

Vocabulary boxes highlight important new terms and concepts.

Unit 2

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

SESSION 6

SESSION 7

SESSION 8

107

Each session has clear learning objectives.

Embedded activities reinforce learning.

Key point boxes highlight important concepts.

Unit 2

SESSION 1

SESSION 2

SESSION 3

SESSION 4


SESSION 5

SESSION 6

SESSION 7

SESSION 8

Many researchers, including Adams, Foorman, Lundberg, and Beeler (1998), Gillon (2004), and Paulson (2004), have demonstrated that phonological awareness develops in a somewhat predictable progression. That skills range from easy to challenging can help establish reasonable expectations for students as they gradually learn to pay attention to the internal details of the spoken word. The facility with which students acquire phonemic awareness, however, depends on their general language development and listening abilities, whether they are familiar with the vocabulary used in the task, and the amount of practice they have received.

 The facility with which students acquire phonemic awareness depends on their general language development and listening abilities, whether they are familiar with the vocabulary used in the task, and the amount of practice they have received.

Paulson (2004) found that only seven percent of prekindergarten five-year-olds could segment phonemes in spoken words. The production of rhymes was more difficult for five-year-olds than commonly assumed, as only 61 percent of her sample could give a rhyming word to match a stimulus. Only 29 percent could blend single phonemes into whole words. Although some young students will pick up these skills with relative ease during the kindergarten year—especially if the curriculum includes explicit instruction—other students

must be taught directly and systematically. Some will need considerable practice over several months to develop phonemic awareness.

Delays in acquiring proficiency with more complex tasks can be detected with diagnostic surveys. Older students who are behind in their word recognition and spelling are likely to need additional work on phonemic awareness, and it should be designed to support the learning of specific decoding and spelling skills. For example, the teacher can select which sounds and sound contrasts should be embedded in the activities, then use two or three different practice formats for just a few minutes to set up the work focused on print.

Interim Review 2: Levels of Phonological Awareness

Rank the following activities from easiest (1) to most complex and challenging (7).

- a. Say *strip*. Now say it again without the /s/. _____
- b. What is the first sound in *moon*? _____
- c. Say the separate phonemes while you tap the sounds: /sh/ /i/ /p/. _____
- d. Say some words in a nursery rhyme. _____
- e. Say *brick*. Say the last sound first and the first sound last. _____
- f. Say *pace*. Say it again without the /p/. _____
- g. Say *turkey*. Say it again but don't say *tur*. _____

Answers: a. 4, b. 8, c. 2, d. 7, e. 3, f. 1, g. 5

Interim Reviews at the end of each session provide practice in classroom application.

LETRS Online

- Aligns with the sessions in the LETRS manual
- Includes engaging videos that show teachers demonstrating effective instruction
- Enhances learning through interactive activities
- Reinforces concepts with online journaling
- Provides opportunities for educators to earn professional development hours
- Guides teachers through classroom application of new concepts through Bridge to Practice activities

The image displays three screenshots from the LETRS Online Learning Platform. The first screenshot, titled "Welcome to the Learning Platform," shows a woman and a man looking at a tablet. The second screenshot, titled "Evolution of English," features a flowchart showing the influence of various languages on modern English. The third screenshot, titled "Build Words with Morphemes," shows a table with word parts and their corresponding words.

Evolution of English

Instruction: Click on the boxes to learn about influences on the English language.

```
graph TD
    Celtic --> Latin
    Celtic --> Old English
    Celtic --> Old French
    Celtic --> Modern English
    Latin --> Old English
    Latin --> Old French
    Latin --> Modern English
    Anglo-Saxon --> Old English
    Anglo-Saxon --> Modern English
    Old French --> Old English
    Old French --> Old French
    Old French --> Modern English
    Renaissance_Greek[Renaissance Greek] --> Middle English
    Renaissance_Greek --> Modern English
    Renaissance_Latin[Renaissance Latin] --> Middle English
    Renaissance_Latin --> Modern English
```

Build Words with Morphemes

Prefix	Beginning	Middle	Ending	Complete
add-		able		enable
dis-	able			disable
dis-		able		disable
in-				in-
in-	able			inable
in-		able		inable
in-			able	inable
in-		able	able	inable

Instruction: Drag the word parts to form words with different endings. Some words will have two parts, some will have three.

LETRS Training

LETRS experts provide in-person and live online support as educators work through each unit.



A Wide Range of Resources for Teachers

Throughout the course, teachers have available a rich array of resources that they can use in the classroom both during and after the course.

Assessments

- Phonological Awareness Screening Test (PAST)
- LETRS Phonics and Word-Reading Survey
- LETRS Basic Spelling Screener (K–2)
- LETRS Advanced Spelling Screener (3+)

LETRS Phonics and Word Reading Survey

Letter Naming
Say: "I'm going to show you some letters in mixed-up order. Tell me the name of each letter as you point to it. Remember, tell me the name, not the sound!"

Upper-case
M S R A L E H B Q
T G F I N Z V W C
K D U X P V I O _____/26

Lower-case
m f e d j n k h l
c i t w a r v e u
s b x m o p q y z
_____/26

Letter-Sound Correspondence: Single Consonants and Digraphs
Say: "I'm going to show you some letters in mixed-up order. When you see the letter or letter team (digraph), say the sound that represents. Do not say the letter names. For example, if you see 'c', you would say 'ck.' Point to the letter as you say the sound."

m f t v b w
s d r c j
l g p h x y
qu sh wh ch wh mg
_____/24

High-Frequency Words
Say: "Here are some words for you to read. Point to them as you read them." (Encourage a word within three seconds.)
the after all when

Planning Tools

- General Phonics Lesson Plan
- Before Reading Comprehension Planner
- Comprehension Planning Checklist
- Writing Planning Checklist

Appendix A: General Phonics Lesson Plan
(Based on work in *Phonics Lessons Library*, Copyright © 2010, by Pearson Education, Inc., *Phonics Lessons Library*)

Component of Lesson	Instructional Resources and Techniques
Song and/or Puppet	
Phonics Assessment	
Review Phonics Lessons	
Introduce New Content	
Provide Guided Practice	
Provide Independent Practice	
Practice Dictation	
Connect to Word Bank	
Exit Test	

Appendix B: Comprehension Planning Checklist

Title	Page Number/Other Markings
Establish Purpose for Reading: Why are you reading this? What are the learning or reading comprehension goals you have for this text?	
Identify Text Features: In this informational or narrative text?	
Prepare Background Knowledge: What background or topic content is needed?	
Select Vocabulary: What words should be pretaught?	
Identify Challenging Language: What are difficult words or phrases? Provide supports?	
Plan Instruction: Anticipate Student Questions: What text features or aspects are you planning to teach?	
Use Key Evidence to Dispute Thinking: How will you guide, support, or challenge to other students?	
Plan Reading: Plan Progress: How will you monitor understanding? Is rethinking planned?	
Assessment: Can Students Explain? How will you assess? Evaluate how students explain the big ideas/learning outcomes for this reading. Can students support their ideas with key evidence?	

References

- LETRS Scope and Sequence for Word Study, Reading, and Spelling
- Phonology Contrastive Analysis charts
- Language and Usage Contrastive Analysis charts
- Glossary (in the LETRS manuals and searchable online)

Language and Usage Contrastive Analysis (continued)

Spanish	Portuguese	French	Italian/Greek	Vietnamese
Nouns				
Confuses count and noncount nouns: <i>the monkey, the apple</i>	Confuses count and noncount nouns: <i>the monkey, the apple</i>	Omits -s: <i>I have three dog.</i>	Omits -s: <i>I have three dog.</i>	Omits -s: <i>I have three dog.</i>
Uses prepositions to describe possessions: <i>Please give me of the basket of my friend.</i>	Uses prepositions to describe possessions: <i>Please give me of the basket of my friend.</i>	Uses prepositions to describe possessions: <i>I want with the friend of my mother.</i>	Uses prepositions to describe possessions: <i>I want with the friend of my mother.</i>	Uses prepositions to describe possessions: <i>I want with the friend of my mother.</i>
Uses incorrect pluralization of regular nouns: <i>The other child are at the zoo.</i>	Uses incorrect pluralization of regular nouns: <i>The other child are at the zoo.</i>	Uses incorrect pluralization of regular nouns: <i>The other child are at the zoo.</i>	Uses incorrect pluralization of regular nouns: <i>The other child are at the zoo.</i>	Uses incorrect pluralization of regular nouns: <i>The other child are at the zoo.</i>
Articles				
Omits articles: <i>The English is difficult to learn. The medicine is from the America.</i>	Omits articles: <i>The English is difficult to learn. The medicine is from the America.</i>	Omits articles: <i>The English is difficult to learn. The medicine is from the America.</i>	Omits articles: <i>The English is difficult to learn. The medicine is from the America.</i>	Omits articles: <i>The English is difficult to learn. The medicine is from the America.</i>

Contextual Mandates

Contextual Mandates	African American English	Urdu	Arabic	Tagalog	Russian
Nouns					
Omits plural marker: <i>I have one dog.</i>	Omits possessive 's: <i>The dog eat.</i>	Confuses count and noncount nouns: <i>The apple, the potato.</i>	Uses singular noun for plurals: <i>IT is a more.</i>	Uses plural noun for plurals: <i>IT is a more.</i>	Uses plural noun for plurals: <i>IT is a more.</i>
Uses obligatory plural for regular plural nouns: <i>the phone (two phones)</i>	Pluralizes count nouns in various ways: <i>adding -s or by doubling the final consonant: the book (two books), the teacher (two teacher)</i>	Omits possessive 's: <i>my mom and house</i>	Omits possessive 's: <i>my mother and house</i>	Uses possessive pronouns: <i>my mother and house</i>	Uses possessive pronouns: <i>my mother and house</i>
	Deletes the ending vowels in nouns: <i>the woman (two woman)</i>	Uses incorrect pluralization of nouns: <i>The other child's are at the zoo.</i>	Uses incorrect pluralization of nouns: <i>The other child's are at the zoo.</i>	Uses incorrect pluralization of nouns: <i>The other child's are at the zoo.</i>	Uses incorrect pluralization of nouns: <i>The other child's are at the zoo.</i>
	Replaces / with /h/: <i>phone go put me a phone at home.</i>				
Articles					
Omits articles: <i>The house eat, the water dry out.</i>	Omits articles: <i>The house eat, the water dry out.</i>	Omits articles: <i>The house eat, the water dry out.</i>	Omits articles: <i>The house eat, the water dry out.</i>	Omits articles: <i>The house eat, the water dry out.</i>	Omits articles: <i>The house eat, the water dry out.</i>

Resources for Students

- Narrative Text Organizers: Story Grammar and Story Framework
- Informational Text Organizers: Description, Classification (Example), Process (Time Sequence), Cause/Effect Map, Problem/Solution Map, Compare/Contrast Diagram
- Editing and Proofreading Checklist
- Two-Column Notes

Editing and Proofreading Checklist

Name _____ Date _____

- Initial capital letter
- End punctuation
- Complete sentences
- Transition words
- Spelling of _____
- Other _____

Story Framework

Name _____

Title _____

What? Where? Who?

What Happened? First?

Next? How? Why?

Problem Solved?

So What?

Objectives for Unit 1

After completing each session, you should have met the following objectives.

Sessions	Unit 1 Objectives
1. Why Is Reading Difficult? (p. 3)	1.1 Review evidence that reading problems are common and persistent. 1.2 Recognize sources for information about science-based instruction. 1.3 Explain the unique challenge and advantage of alphabetic writing. 1.4 Explain the Simple View of Reading and its implications.
2. How Are Language and Literacy Related? (p. 19)	2.1 Understand that reading and writing depend on language abilities. 2.2 Use appropriate terms for the language foundations on which reading depends.
3. What Does the Brain Do When It Reads? (p. 25)	3.1 Understand how eye-movement research confirms that fluent readers process every letter of printed words and match them to speech sounds. 3.2 Identify the job of each major processing system in the reading brain.
4. What Skills Support Proficient Reading? (p. 35)	4.1 Understand the subskills of word recognition and language comprehension as described in Scarborough's Reading Rope. 4.2 Explain how the reading brain achieves automaticity.
5. How Do Children Learn to Read and Spell? (p. 41)	5.1 Recognize characteristics of the developmental phases of early word recognition and what they indicate about students' instructional needs.
6. What Are the Major Types of Reading Difficulties? (p. 53)	6.1 Describe and recognize broad subtypes of reading difficulty. 6.2 Prepare to differentiate instruction for students with word recognition, language comprehension, and/or combined difficulties in reading.
7. How Can Assessment Be Used for Prevention and Early Intervention? (p. 63)	7.1 Review evidence that most reading failure can be prevented or ameliorated through early, appropriate instruction. 7.2 Understand how to select and use screening tests, progress-monitoring tests, and diagnostic surveys to identify students at risk and provide effective instruction.
8. How Can Assessments Be Used to Differentiate Instruction? (p. 75)	8.1 Survey assessments in use in your setting; categorize as screening, diagnostic, progress-monitoring, or outcome tests. 8.2 Use a series of questions to guide selection and use of assessments.

Preview Questions

Think about the answers to these questions before studying this unit.

1. Approximately how many students in your school, district, or state are not meeting grade-level expectations at the end of grade 3?
2. By what criteria are those students identified (e.g., state end-of-grade tests, benchmarks on screening measures, NAEP scores)?
3. Are your local school statistics better than, the same as, or worse than state averages?
4. Are you satisfied with your class's achievement in reading, spelling, writing, and/or language?
5. What improvements in student achievement do you think are possible if conditions of schooling are optimal?

Objectives for Unit 2

After completing each session, you should have met the following objectives.

Sessions	Unit 2 Objectives
1. How Is Phonology Related to Reading and Spelling? (p. 85)	1.1 Explain the role of the phonological processing system and the meanings of the <i>phon</i> words. 1.2 Define and distinguish aspects of the phonological processing system.
2. How Does Phonological Skill Develop? (p. 97)	2.1 Identify examples of phonological and phonemic awareness tasks on a developmental continuum of difficulty.
3. Why Is Phonemic Awareness Important? (p. 101)	3.1 Summarize the evidence that phonemic awareness is a critical component of effective instruction. 3.2 Explain the alphabetic principle as depicted in the Hourglass figure.
4. What Are the Consonant Phonemes of English? (p. 107)	4.1 Explain the organization of the consonant chart. 4.2 Articulate each phoneme; contrast the features of confusable consonant phonemes (e.g., voicing, nasality, continuancy, placement in the mouth).
5. What Are the Vowel Phonemes of English? (p. 119)	5.1 Explain the organization of the vowel chart. 5.2 Identify and produce the vowel phonemes of English.
6. What about Dialects, Language Variations, and Allophonic Variation? (p. 125)	6.1 Recognize and respond constructively to language variations spoken by students with dialects different from General American English. 6.2 Recognize how allophonic variation in speech affects students' spelling.
7. How Should Phonological Skills Be Taught? (p. 139)	7.1 Understand which students benefit from phonological and phonemic awareness instruction. 7.2 Learn a variety of appropriate multisensory phonemic awareness activities including blending, segmentation, substitution, and deletion.
8. What Phonological Skills Should Be Assessed? (p. 149)	8.1 Screen students for a variety of phonemic awareness skills and use test results to identify appropriate instructional goals.

Preview Questions

Think about the answers to these questions before studying this unit.

1. What does phonemic awareness have to do with word reading, spelling, and vocabulary development?
2. How many phonemes are there in the English language? Has anyone ever taught you these phonemes? Can you name them from memory?
3. What roles do phonemic awareness and phonological awareness have in your classroom instruction?

Objectives for Unit 3

After completing each session, you should have met the following objectives.

Sessions	Unit 3 Objectives
1. Why Is Code-Emphasis Instruction Important? (p. 159)	1.1 Understand the role each strand of the Reading Rope plays in word recognition. 1.2 Define <i>phonics</i> and its role in reading instruction. 1.3 Compare code-emphasis instruction with meaning-emphasis instruction. 1.4 Survey the General Phonics Lesson Plan.
2. How Predictable Is English Orthography? (p. 169)	2.1 Explore the phoneme-grapheme correspondence system of English. 2.2 Classify basic phonic elements: digraphs, blends, vowel teams, VCe syllables, vowel-r combinations, and others. 2.3 Understand some basic patterns of position-based spelling in English.
3. How Can Ehri's Phases Guide Instruction? (p. 181)	3.1 Differentiate instructional goals with reference to Ehri's phases. 3.2 Administer a phonics and word-reading survey to students.
4. How Should Instruction Begin? (p. 189)	4.1 Teach letter names and letter formation. 4.2 Use appropriate key words for sound-symbol associations. 4.3 Teach new correspondences explicitly. 4.4 Use sound-blending routines.
5. What Kind of Practice Is Necessary? (p. 201)	5.1 Use a variety of word practice routines (e.g., word lists, word sorts, word building, word chaining, word families). 5.2 Include word meaning in practice routines (e.g., multiple meanings, words in context, word classification).
6. How Can Spelling Be Taught Using Dictation? (p. 209)	6.1 Understand how reading and spelling are related. 6.2 Employ a routine for word, phrase, and sentence dictation. 6.3 Teach high-frequency words using multisensory techniques.
7. When Is It Important to Use Decodable Text? (p. 215)	7.1 Use decodable text for appropriate purposes. 7.2 Structure text reading for student success.
8. What Is the Best Way to Further Student Success? (p. 223)	8.1 Obtain and use data to evaluate instruction. 8.2 Select and evaluate instructional materials that support systematic, explicit, code-based instruction.

Preview Questions

Think about the answers to these questions before studying this unit.

1. What methods or activities do you currently use to teach students how to decode words? How do these reflect your own understanding of decoding skills?
2. In what ways do you already include phonics in your daily instruction?

Session 4

How Should Instruction Begin?

Preview Questions

Think about the answers to these questions before studying this session.

1. How do you teach letter names and letter formation to your students? How frequently do you teach it?
2. What techniques do you use to help students learn to blend sounds?

Phonemic Awareness and the Code

Objective 4.1: Teach letter names and letter formation.

While teaching the code and ensuring that students can associate symbols with sound, teachers should include various phonological awareness activities as part of daily instruction. The progression of development outlined in Unit 2, and the principles of phonological awareness instruction reviewed in that unit, emphasize that instruction should be brief but frequent and distributed. As students become more competent, the phonological awareness component of group phonics instruction may take only five minutes, with the remainder of the lesson focused on learning orthography.

Phonological awareness practice prepares students for the print-based activities in the rest of the lesson. Students can listen for the presence of specific vowel sounds in words and then identify which sound-spelling cards represent those sounds, isolate and pronounce a target sound in spoken words, or participate in any of the activities appropriate for their level, as described in Unit 2.

Letter Naming, Uppercase and Lowercase

For the first 6–8 weeks of kindergarten—and depending on the incoming students' skills—the names of all the letters, uppercase and lowercase, should be directly taught. The old “letter of the week” approach is much too slow and fails to prepare students for the sound-symbol associations they will need to learn for reading and spelling. Rather, students can and should be introduced to approximately one new letter name every one or two days (Adams, 2013; Jones, Clark, & Reutzel, 2012; Piasta, Petscher, & Justice, 2012; Piasta & Wagner, 2010). A combination of direct teaching and play-based experimentation with manipulatives will provide adequate practice.

Component of Lesson	Instructional Routines and Techniques	Approx. Time
State Goal and Purpose	State concept focus and expectations for outcomes (“Today we will study . . .”)	1 min.
Practice Phonological Awareness	Warm-up exercises, listening to and manipulating sounds in spoken words	3 min.
Review Previous Lesson	Fluency drills; rereading familiar text; checking retention of learned words or concepts	3 min.
Introduce New Concept	Explicit, direct teaching of new phoneme-grapheme correspondence or letter pattern	3–5 min.
Provide Guided Practice	Teacher-led practice blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences	5 min.
Provide Extended Practice	Word sorts, word chains, word families, cloze tasks; timed reading of learned words	5 min.
Practice Dictation	Dictation of sounds, words, sentences	8 min.
Connect to Word Meaning	With phonics vocabulary, construct multiple-meaning web; locate words that have similar meanings or that go together; find the odd one out in a set of words; use two vocabulary words in a sentence, etc.	5 min.
Read Text	Read decodable text with a high proportion of words that have been taught	8 min.

(Full-size table appears on p. 166)



Students can and should be introduced to approximately one new letter name every one or two days.

What is the urgency regarding letter-name knowledge? Knowledge of letter names and fluency of letter naming in kindergarten are among the best predictors of later reading success (Catts, Nielsen, Bridges, Liu, & Bontempo, 2015). Reasons why this is true may include the following:

- Orthographic processing begins with accurate identification and discrimination of individual letters.
- Discrimination of confusable letters is facilitated by having a name for each of them.
- Many letter names contain the speech sounds they represent, and they provide clues for phoneme-grapheme mapping.
- Spelling—whether oral or silent—requires memory for letter names.

Early kindergarten students need daily experiences with hands-on manipulatives such as alphabet puzzles; shapes for letter building; materials for tracing in trays of sand, in whipped cream, or on sandpaper; or templates for matching wooden or plastic letter shapes.

Alphabet arc activities are excellent for matching uppercase and lowercase letters, and for locating letters by name.



If the 26 alphabet letters are sorted by the relationships between their names and sounds, it can be readily seen that some will be more challenging for students than others.

- Name the same as the sound: *a, e, i, o*
- Name begins with the sound: *b, d, j, k, p, q, t, v, z*
- Name ends with the sound: *f, l, m, n, r, s, x*
- Name overlaps with another: *c (s), g (j)*
- Name does not have the sound: *h, w, y*
- Name is confused with a sound: *u (/y/), y (/w/), w*
- Sounds in no letter name: */g/, /th/, /ng/, /sh/, /wh/, /zh/, /h/,* and most vowels

Many students demonstrate enduring confusions of letters *u, y,* and *w* because the name does not help with the sound. Students need more practice with those letters than with some others. Learning to write the letters to dictation will help reinforce the connection between letter name, sound, and form.

Letter Formation

Before asking young children to hold a writing implement and control its manipulation in a small space, teachers should have them practice prewriting motor skills. At the board, students can practice controlling the direction of their arm and hand movements—left to right, counterclockwise and clockwise, top to bottom—before gripping a pencil. Students can also prepare for writing by “writing” large with their arms extended, making large circles and lines on the carpet, or tracing and drawing geometric shapes.

Awareness of spatial relationships and directionality underlie perception of and memory for letter forms and the ability to reproduce them manually. Therefore, young learners need spatial guidelines so that they can learn the differences between tall letters, short letters, and letters below the baseline. Naming the guidelines on writing paper allows the teacher to talk about them. For example, the top line can be the “hat line,” the middle line the “belt line,” and the bottom line the “foot line.” A green line or arrow on the left can signal “go” and a red line on the right can signal “stop.”

Writing Letters

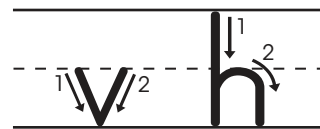
When children learn to write individual letters, they are developing both graphomotor (hand movement) and orthographic (letter recognition) skill. To write a letter, the learner must discern the direction of line production—up, down, clockwise, counterclockwise, diagonal. For example, to learn the difference between *u*, *v*, and *w*, the student must notice that *u* has a curve and a straight line on the right, that *v* has two diagonal lines that meet in an angle, and that *w* looks like two *v*-forms joined together. Each letter is formed in space between the bottom line and the middle line of the handwriting paper.



When children learn to write individual letters, they are developing both graphomotor (hand movement) and orthographic (letter recognition) skill. Effective teaching involves (a) verbal descriptions and verbal coaching and (b) showing model letters with numbered arrows indicating the sequence of strokes.

The student must also remember a precise motor sequence for forming each letter that can be automatized or recalled without conscious effort. The *u* requires starting on the left middle line, going down, around, up again, and finishing with a downward straight line. The *v* requires starting at the middle line, making a downward diagonal toward the right, and then making a second diagonal downward toward the left. These ordered component strokes involve recognition of letter size, directionality of movement, and position of lines in relation to one another. These component strokes—although kinesthetic and tactile—are learned and stored as linguistic symbols. That is, as students learn that letters represent speech sounds, syllables, and words, their images are stored in the brain’s language centers (Berninger & Wolf, 2015).

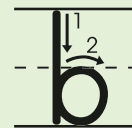
As letters are learned, students benefit from explicit teaching of letter features, spatial relationships, and sequences of strokes. Effective teaching involves (a) verbal descriptions and verbal coaching as students rehearse the strokes, and (b) showing model letters with numbered arrows indicating the sequence of strokes to be practiced.



Teaching a New Letter

This routine has three steps that follow an I DO, WE DO, YOU DO structure. First, the teacher explicitly describes and models the sequence of strokes in the letter. Then, he or she provides guided practice with immediate feedback before having students practice independently. Note that easily confusable letters such as *b*, *d*, *p*, and *q* may be contrasted.

- 1 Say, "Let's write the lowercase letter *b*." Draw *b* on a large piece of lined paper. "This is lowercase *b*. Watch me first. (a) Start at the hat line and go down to touch the shoe line. Stop at the shoe line and don't go any further. (b) Without picking up your pencil, go back up to the belt line and make a circle to come back down to the shoe line."
- 2 Say, "Let's do one together." Have students follow along as you describe and model the sequence of strokes again.
- 3 Say, "Now it's your turn. Make five more lowercase *b*'s." Pause for students to write. "Which one looks the most like mine? Circle the one that is your best one."



Grouping Letters for Teaching Letter Formation

Letters can be grouped together for instruction according to their shapes and first strokes. For example:

- Counterclockwise circle letters: *a*, *c*, *o*, *d*, *g*, *q*
- Letters with downward first line: *b*, *f*, *h*, *i*, *j*, *k*, *l*, *m*, *n*, *p*, *r*, *t*, *u*
- Letters with horizontal lines and diagonals: *e*, *s*, *v*, *w*, *x*, *y*, *z*



Letter formation takes longer to learn than letter recognition, letter-sound association, and sound blending because so many spatial and visual-motor memory skills are involved.

When teaching handwriting, focus primarily on lowercase letters first because the majority of words students write will be lowercase. Letter formation takes longer to learn than letter recognition, letter-sound association, and sound blending, because so many spatial and visual-motor memory skills are involved. It is counterproductive to ask students to write lengthy compositions by hand before they have automatized good letter-formation habits.



Objectives for Unit 4

After completing each session, you should have met the following objectives.

Sessions	Unit 4 Objectives
1. What Is Advanced Word Study? (p. 233)	1.1 Understand why advanced word study is important. 1.2 Identify five ways to explain any word. 1.3 Recognize historical influences on English orthography.
2. Is There More to Learn about Phoneme-Grapheme Correspondences? (p. 241)	2.1 Explore position-based spelling correspondences and other orthographic conventions. 2.2 Learn the technique of phoneme-grapheme mapping.
3. Why and How Should Syllable Types Be Taught? (p. 253)	3.1 Understand the reasons for teaching syllable patterns. 3.2 Identify and manipulate six syllable types and exceptions. 3.3 Teach a multisyllabic word-reading strategy to students.
4. When and How Should Morphology Be Taught? (p. 267)	4.1 Understand the historical origins and types of English morphemes. 4.2 Distinguish syllables from morphemes. 4.3 Examine suffix addition rules—consonant doubling, drop silent <i>e</i> , change <i>y</i> to <i>i</i> —and final odd syllables and suffixes.
5. How Can Spelling Be Taught and Assessed? (p. 279)	5.1 Review the structure and purpose of a diagnostic spelling screener. 5.2 Interpret spelling screener results. 5.3 Understand some best practices for teaching spelling.
6. How Can Reading Fluency Be Built? (p. 289)	6.1 Understand the relationship between oral reading fluency and reading comprehension. 6.2 Identify thresholds for oral reading fluency. 6.3 Learn techniques for building word, sentence, and passage reading fluency.
7. Why Is Working with Data Important? (p. 309)	7.1 Interpret phonological, phonics, spelling, and fluency data. 7.2 Base instructional choices on data.
8. How Can Foundational Reading Skills Be Put into Perspective? (p. 323)	8.1 Align practices with scientific evidence. 8.2 Revisit the concept of “balance” in instruction.

Preview Questions

Think about the answers to these questions before studying this unit.

1. In your school, is there a vertically aligned program of word study (word recognition and word analysis)?
2. Is spelling taught as a distinct subject? If so, how is it taught?
3. Do the outcome data of your class or school suggest that the word study component can be strengthened? If so, in which ways?
4. Do you feel confident that you can explain *why* words are spelled the way they are? Why or why not?

Volume 2

Objectives for Unit 5

After completing each session, you should have met the following objectives.

Sessions	Unit 5 Objectives
1. Why Is Vocabulary So Important? (p. 3)	1.1 Understand the relationships among vocabulary knowledge, background knowledge, oral language proficiency, and reading comprehension. 1.2 Review the evidence that early language stimulation is critical for vocabulary growth and literacy development.
2. What Does Knowing a Word Involve? (p. 13)	2.1 Recognize that both breadth and depth of word knowledge are important for reading comprehension. 2.2 Understand how deep knowledge of a word is established through experience and instruction. 2.3 Assess students' vocabulary informally and formally.
3. What Words Should Be Taught Directly? (p. 27)	3.1 Understand the uses as well as the limitations of dictionaries as vocabulary resources. 3.2 Select words based on the three-tier model for choosing vocabulary words. 3.3 Adapt vocabulary instruction for English Learners. 3.4 Use word lists as resources if appropriate.
4. How Should New Words Be Introduced? (p. 37)	4.1 Follow an effective routine for introducing target vocabulary to students. 4.2 Adapt vocabulary instruction for English Learners.
5. What Kinds of Practice Are Effective? (p. 43)	5.1 Use a variety of techniques to explore word relationships. 5.2 Teach new words in relation to other words.
6. How Is a Language-Rich Classroom Created? (p. 57)	6.1 Model and encourage the use of advanced vocabulary in the classroom. 6.2 Extend vocabulary practice after reading. 6.3 Teach students to use context and word structure to reinforce word meanings and uses.

Preview Questions

Think about the answers to these questions before studying this unit.

1. What methods or activities do you currently use to teach students new vocabulary? How do these reflect your own understanding of the relationship between oral language and vocabulary instruction?
2. How do you work word relationships into your vocabulary instruction?
3. In what ways do you create a language-rich classroom?

Objectives for Unit 6

After completing each session, you should have met the following objectives.

Sessions	Unit 6 Objectives
1. What Is the Goal of Reading Comprehension Instruction? (p. 71)	1.1 Survey the language and cognitive skills that support reading comprehension (the Reading Rope and beyond). 1.2 Distinguish comprehension products from comprehension processes. 1.3 Understand the goal of instruction: to construct a coherent mental model of the text. 1.4 Plan to mediate comprehension before, during, and after text reading.
2. What Causes Miscomprehension? (p. 85)	2.1 Identify the characteristics of students who struggle with language and reading comprehension. 2.2 Recognize the uses and limitations of standardized reading comprehension tests.
3. How Can Students Be Prepared for Reading? (p. 93)	3.1 Understand how vocabulary, background knowledge, and reading comprehension are connected. 3.2 Plan to teach texts by establishing a purpose, introducing key words and ideas, and building requisite background knowledge.
4. How Does Sentence Structure Affect Comprehension? (p. 105)	4.1 Understand how syntax or sentence structure can affect students' reading comprehension. 4.2 Provide practice to help students build competence with sentence-level understanding. 4.3 In previewing text, anticipate uncommon sentence grammar or structure that students might not understand, and instruct accordingly.
5. How Are Ideas Tied Together in Text? (p. 121)	5.1 Understand the importance of text coherence and its relationship to mental coherence. 5.2 Plan for having students identify and understand the use of various cohesive devices in text.
6. How Does Text Structure Affect Comprehension? (p. 131)	6.1 Understand how text organization in different genres affects comprehension. 6.2 Explain the uses and structure of narrative text. 6.3 Explain the uses and structures of informational text.

Preview Questions

Think about the answers to these questions before studying this unit.

1. What methods or activities do you currently use to teach reading comprehension?
2. How do those methods or activities reflect the way(s) in which *you* learned to understand what you read?

Objectives for Unit 7

After completing each session, you should have met the following objectives.

Sessions	Unit 7 Objectives
1. How Should Instruction Be Balanced to Include Comprehension? (p. 147)	1.1 Plan to teach both foundational skills and language comprehension. 1.2 Define <i>high-quality text</i> , and know where to find it.
2. Which Comprehension Strategies Can Be Used during and after Reading? (p. 157)	2.1 Identify which comprehension strategies are supported by research. 2.2 Understand how to integrate research-supported strategies into all comprehension instruction, as appropriate. 2.3 Plan to incorporate some effective strategies during reading. 2.4 Plan to incorporate some effective strategies after reading. 2.5 Teach students to generate questions before, during, and after reading.
3. How Should Comprehension Be Mediated through Questioning? (p. 177)	3.1 Describe the importance of generating questions that deepen understanding of text. 3.2 Understand how querying facilitates students' inferences and abilities to construct the mental model of the text. 3.3 Plan where to place questions at critical points in the text.
4. What Should Students Do after Reading a Text? (p. 191)	4.1 Reread and revisit text for various purposes. 4.2 Help students select, represent, analyze, apply, and/or remember the enduring understandings from reading a narrative. 4.3 Help students select, represent, analyze, apply, and/or remember the enduring understandings from reading informational text. 4.4 Understand the importance of varying ways for students to respond to text after reading.
5. What Is the Process for Planning an Entire Lesson? (p. 203)	5.1 Use a planning guide for comprehension instruction of narrative text. 5.2 Use a planning guide for comprehension instruction of informational text.
6. How Can Instruction Be Adapted for Special Populations? (p. 217)	6.1 Teach General American English to all students. 6.2 Provide extra support and instruction for English Learners. 6.3 Adjust instruction for students with language disorders and/or low verbal-reasoning abilities.

Preview Questions

Think about the answers to these questions before studying this unit.

1. How frequently do you incorporate high-quality texts into your reading comprehension instruction?
2. How do the texts, methods, or activities you use reflect your own experiences in learning to understand what you read?

Session 3

How Should Comprehension Be Mediated through Questioning?

Preview Questions

Think about the answers to these questions before studying this session.

1. If someone were to observe your class during shared text reading (either a read-aloud or student reading), how much of the time would students be talking in response to your questions?
2. Would all the students have a chance to verbalize their thoughts? Why or why not?
3. Do your students exchange ideas with one another? If so, how?

The Teacher's Role: Mediating Comprehension

Objective 3.1: Describe the importance of generating questions that deepen understanding of text.

The previous session described some of the research-based comprehension strategies that teachers can use during and after reading. This session focuses particularly on one of those strategies—teacher-directed questioning during reading.

Teaching comprehension should not be a matter of just testing students with multiple-choice questions after reading, but rather it should be a process of facilitating or building pathways to comprehension. Teaching should facilitate the mental coherence necessary for students to construct a mental model of the text. In the role of mediator, the teacher enables students to build mental connections within the text and between the text and other information.

The teaching practices envisioned and best expressed in the work of Beck and colleagues (1997) depart from traditional approaches in several ways. They replace the common practice of testing students on assigned material read independently. Instead, they emphasize the importance of exploring deeper meanings, in contrast to literal or surface comprehension of facts or ideas. This puts the teacher squarely in the middle of the action as a mediator and facilitator. The teacher has a goal or result in mind and teaches with an orienting purpose. The teacher's role is also to be distinguished from activity-oriented approaches that focus on activities or strategies for their own sake, rather than the value of the reading material and the purposes for which it is being read.

Appendix B: Comprehension Planning Checklist	
Title	
Before Reading	Page Numbers/Other Notes
Establish Purpose for Reading. Why read this text? What are the takeaways or enduring understandings students should gain from this text?	
Identify Text Structure. Is this informational or narrative text?	
Prepare Background Knowledge. What background or topic context is needed?	
Select Vocabulary. What words should be pretaught?	
Identify Challenging Language. What are difficult sentences/phrases/academic language?	
During Reading	
Plan Questions. Anticipate Student Questions. Mark text for stopping to ask questions and queries.	
Use Text Structure to Organize Thinking. Use graphic organizer or outline to show structure.	
Was Purpose Met? Did Students' Thinking Change? Evaluate student understanding. Is rereading planned?	
Assessment: Can Students Express Takeaways? Use Text Evidence? Evaluate how students express the big ideas/reading understandings from the reading. Can students support their ideas with text evidence?	

(Full-size checklist appears on p. B8)

Intentional comprehension instruction focused on the deeper meanings in text does not follow a formula, although it is based on several principles. For example, traditional classifications of levels of questions (listed in *Table 7.3*, p. 172), while helpful to know, do not determine what questions are asked during reading. That is because the difficulty or abstractness of any question depends on the context of the topic and text, as well as what the reader already knows and has thought about. Instead, the emphasis is on developing a logical sequence of questions to ask at critical junctures



The emphasis is on developing a logical sequence of questions to ask at critical junctures in the text at hand.

in the text at hand—pivotal points at which students must have deciphered the meanings of words, sentences, inter-sentence connections, and discourse organization in order to understand what is going on. They are the points at which inferences must be made and ideas must be integrated.

Querying

Objective 3.2: Understand how querying facilitates students' inferences and abilities to construct the mental model of the text.

The word *query* has two meanings. As a noun, it can mean a formal request for information, as with a government agency. As a verb, it means to ask a question in order to inquire into something's validity or accuracy or to express doubts about information that is presented on the surface of a text. The word *query* describes more accurately the kind of questioning that is involved in close reading, or reading below the surface, to get at underlying meanings that may not be directly stated.



Well-designed querying requires longer, more elaborate, and more thoughtful answers than the closed-ended, factual, and short-answer questions teachers often tend to ask.

Traditional questions are often aimed at retrieval of information from a text, whereas the focus of querying is to “crack open a text’s meaning” (Beck & McKeown, 2006, p. 28).

Teachers who are mediating comprehension will ask probing questions throughout the shared oral or silent reading of a text. Those questions will be strategically placed at critical junctures where ideas must be integrated and inferences must be made. They are designed to promote insight, further questioning, clarification, and inference-making—both gap-filling and bridging inferences (Kintsch, 2004). They often address the *why* and *how* of the narrative or informational topic.

Well-designed querying requires longer, more elaborate, and more thoughtful answers than the closed-ended, factual, and short-answer questions teachers often



text-dependent questions

Questions that require students to refer back to the text and develop answers based on inferences made from the text.

tend to ask. During querying, questions are usually open-ended and designed to foster discussion, but they are also asked with intent to foster specific understandings. In the process of mediating reading, teachers confront and correct miscomprehensions by enabling students to achieve deep and accurate understanding of the text. So, by extension, good

questions are **text-dependent questions**, not about tangential personal experiences or opinions. Examples of questions that can be asked during reading and that help students make inferences are listed in the chart on the next page. Questions such as these can be used in combination with graphic organizers to help students understand the structure of the text during reading. In this way, these comprehension strategies can be effectively combined, as long as they remain focused on the text itself.

Narrative or Story	Informational Text
<i>Who</i> is telling this story? (point of view)	<i>What</i> do you think the author is trying to tell us?
<i>What</i> is the problem that this character is trying to solve?	<i>Why</i> did the author choose this word?
<i>How</i> do the characters see the problem differently?	<i>What</i> facts has the author given us so far?
<i>What</i> has happened so far?	<i>What</i> was the reason for the author saying this?
<i>Why</i> do you think the character said that?	Is the author expressing an opinion about the topic? <i>What</i> do you think it is?
<i>What</i> might happen now?	Do you think the author is making a good argument? <i>Why</i> or <i>why not</i> ?
<i>Were</i> you surprised here? <i>Why</i> ?	<i>How</i> does this topic connect to other topics we have been studying lately?
<i>What</i> do you think will happen next?	<i>How</i> important is this information?

In the case of narrative reading, querying should help students make the connections between *who* is doing *what*, and *why* they are doing it. *Why* questions are needed to identify the following:

- What problem the story or selection is about
- Inferences about cause and effect relationships
- The existence of actual or implied evidence
- The motives and goals of characters.

In the case of informational text, students should be guided in understanding not only *what* information is being presented but *why*. Does the author have a purpose for conveying this information in this particular way? Even young readers can practice evaluating the way information is presented and whether the author is presenting factual information or using facts to support an opinion or make an argument for or against something.

If students are struggling with an insight, teachers can model their own thought processes by saying aloud how they are making connections between ideas, how they are asking or answering questions as they read, and how they are reacting to specific passages in the text. However, the overriding purpose of querying is to prompt students to engage in answering and asking questions and having discussions at higher levels of thinking.



Querying should help students make the connections between *who* is doing *what*, and *why* they are doing it.



The overriding purpose of querying is to prompt students to engage in answering and asking questions and having discussions at higher levels of thinking.

Objectives for Unit 8

After completing each session, you should have met the following objectives.

Sessions	Unit 8 Objectives
1. Why Is Writing So Challenging? (p. 231)	1.1 Understand the reasons why writing is important. 1.2 Describe the foundational and language skills necessary for writing. 1.3 Explain the phases of the writing process. 1.4 Review the research consensus on effective writing instruction.
2. How Should Teachers Prepare Students for Writing? (p. 249)	2.1 Adopt an integrated lesson framework for foundational skills and composition. 2.2 Systematically teach letter formation and build handwriting fluency. 2.3 Teach spelling explicitly, emphasizing language structure and orthographic regularities to support fluent writing.
3. How Can Students Gain Competence in Building Sentences? (p. 267)	3.1 Review the importance of sentence generation as a foundational literacy skill. 3.2 Systematically and cumulatively build command of sentences by following a developmental progression.
4. How Can Narrative Composition Be Supported? (p. 281)	4.1 Understand narrative writing development and create a writers' environment. 4.2 Plan a narrative writing lesson and support students in planning a narrative. 4.3 Support the translating (drafting) phase of narrative writing. 4.4 Structure review and feedback for success.
5. How Should Informational and Opinion Writing Be Taught? (p. 297)	5.1 Understand informational and opinion writing development. 5.2 Teach how to write paragraphs to support informational and opinion writing. 5.3 Plan an informational or opinion writing lesson and support students in planning. 5.4 Support the translating (drafting) phase of informational and opinion writing. 5.5 Structure review and feedback to improve informational and opinion writing.
6. How Can Student Writing Progress Be Assessed? (p. 315)	6.1 Understand the methods for assessing student progress in writing. 6.2 Evaluate student writing using a checklist. 6.3 Implement a plan for writing across the school year.

Preview Questions

Think about the answers to these questions before studying this unit.

1. How do you teach writing currently?
2. Do you have students who are learning to read but who struggle with some or all aspects of writing? What aspects in particular do they struggle with?



Language Essentials for Teachers of Reading and Spelling

LETRS is a professional development course that empowers teachers to understand the *what, why, and how* of literacy instruction, based on the most current scientific research. LETRS provides deeper knowledge of reading instruction as well as how to assess and address student needs based on age, grade, and ability levels.

This manual is accompanied by state-of-the-art, interactive technology to support a blended learning model. The online instruction aligns to the units in this manual and shows how to directly apply LETRS principles and practices to the classroom.

Volume 1

- Unit 1** The Challenge of Learning to Read
- Unit 2** The Speech Sounds of English
- Unit 3** Teaching Beginning Phonics, Word Recognition, and Spelling
- Unit 4** Advanced Decoding, Spelling, and Word Recognition

Volume 2

- Unit 5** The Mighty Word: Oral Language and Vocabulary
- Unit 6** Digging for Meaning: Understanding Reading Comprehension
- Unit 7** Text-Driven Comprehension Instruction
- Unit 8** The Reading-Writing Connection

Learning to be a skilled instructor, whether in a regular class or an intervention setting, can take a long time, a lot of practice, and a lot of study. This LETRS course translates current findings from reading science into practical guidance that empowers all teachers to instruct with genuine confidence.