

NEW for 2018!

**Blended, Online, or Face to Face.
Flexible Implementation Options.**



Language Essentials for Teachers
of Reading and Spelling

Elementary



Champion change in your district with **LETRS**[®], the proven professional development for teachers of language and literacy.

Now with embedded video, online assignments, and more ways to apply content to the classroom.

Give your teachers the skills and preparation to be effective at teaching reading—and change the future for your students.

Now is the time to bridge professional development to in-classroom success with the only literacy and language course of study backed by more than 30 years of evidence-based scientific research, and more than a decade of proven success. **LETRS** addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties, including dyslexia. No other professional development is as comprehensive in addressing the five essential components of effective reading instruction, plus writing, with a focus on translating research to classroom application. **LETRS** is relevant and applicable, regardless of the literacy programs already in use in your school.

With LETRS, teachers previously uncomfortable with their ability to teach reading gain new skills and knowledge.

Research shows 95 percent of all first graders can be taught how to read. The harsh reality is that approximately 31% of fourth graders cannot read at even “basic” levels. Of those who cannot, most won’t read without proper instruction.

Students need teachers who know how to teach the foundational skills of reading.

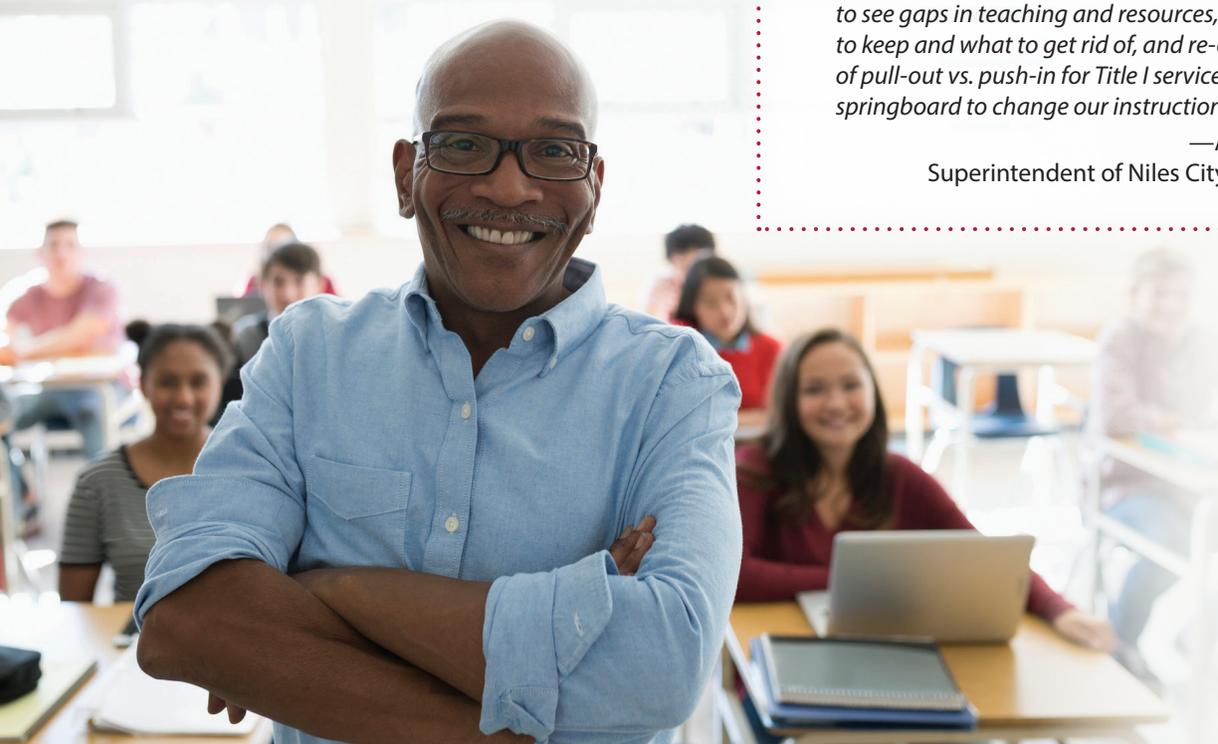
LETRS provides educators with an in-depth understanding of the science behind teaching literacy, and gives them the background and depth of knowledge to teach language and literacy skills to every student.

Designed to be the cornerstone of a multiyear, systemic literacy improvement initiative, **LETRS** is the most respected comprehensive professional development course for instructors of reading, spelling, and related language skills.

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“LETRS allowed us to use a common curriculum and that allowed for the use of common practices. We were able to see gaps in teaching and resources, evaluate what to keep and what to get rid of, and re-evaluate the use of pull-out vs. push-in for Title I services. It gave us the springboard to change our instructional practices.”

—Ann Marie Thigpen,
Superintendent of Niles City Schools, Niles, OH





LETRS is research-based professional development that leads to improved student achievement and intentional instruction.

Now with more videos and explicit assignments for teachers to apply what they are learning, LETRS helps literacy educators understand:

- How language, reading, and writing are related to one another
- What must be taught during reading and spelling lessons to obtain the best results for students
- How to explain spoken and written English language structures to students
- Why reading instruction has several key components, how they are related, based on current scientific research
- How to interpret individual differences in student achievement, based on valid and reliable assessments and theoretical models
- How to implement instructional routines and activities, and differentiate instruction to meet the needs of all students

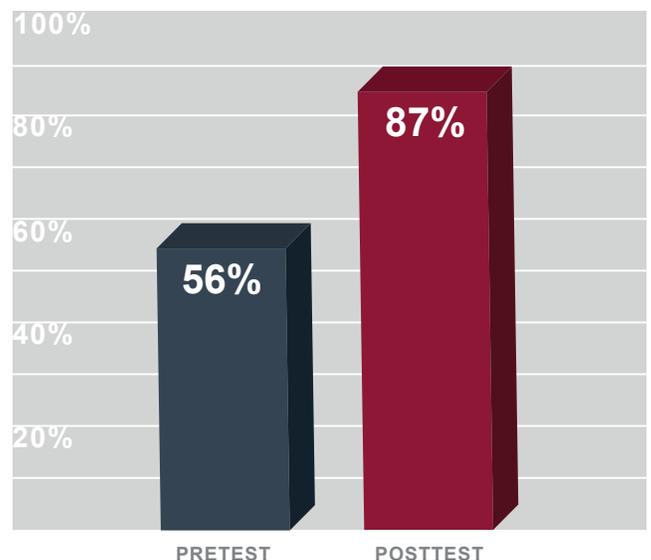
State and national standards articulate rigorous expectations for grade-level learning. Although they do reflect the research basis for reading instruction, standards do not tell teachers how to teach. With **LETRS**, teachers learn why, for whom, in what way, and at what point in reading development certain practices are most likely to be effective.

Proven, Research-Based Content

According to the Center for Public Education, “Teachers’ knowledge of the content they teach is a consistently strong predictor of student performance.”

Ohio Teachers Who Used LETRS in 2016/2017 ▶

During the 2016/2017 school year, 255 teachers across the state of Ohio completed Units 1–4 of **LETRS**. On average teachers of **LETRS** learned the content extremely well, progressing from a baseline of 56% questions answered correctly to a final score of 87% correct.





The NEW **LETRS** program is a two-year course of study

- **Units 1–4 in Year 1**
Theoretical models from reading science; phonology, basic and advanced phonics; screening and educational diagnostic assessment
- **Units 5–8 in Year 2**
Teaching vocabulary, language and reading comprehension, and writing

UNITS

LETRS Units address each essential component of reading instruction and the foundational concepts that link each component:

Unit 1 The Challenge of Learning to Read

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

Unit 2 The Speech Sounds of English

- Phonology related to reading and spelling.
- How phonological skills develop.
- The importance of phonemic awareness.
- What the consonant and vowel phonemes of the English language.
- Recognize and respond to errors of English Learners and dialect speakers.
- Recognize how allophonic variation in speech affects students' spelling.
- How phonological skills should be taught, and which ones should be assessed.

Unit 3 Teaching Beginning Phonics, Word Recognition, and Spelling

- The role of the strands of the Reading Rope in word recognition.
- The role of phonics in reading instruction.
- Compare code-emphasis instruction with meaning-emphasis instruction.
- Explore phoneme-grapheme correspondence system of English.
- Classify phonics elements.
- Understand some basic patterns of position-based spelling in English.
- Instruction sequence: letter names and letter formation; key word for sound-symbol associations; teach correspondences explicitly; use sound-blending routines.
- Word practice and word meaning routines.
- How to teach spelling using dictation.
- Decodable text and when it is important to use.
- Using data to further student success.

Unit 4 Advanced Decoding, Spelling, and Word Recognition

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

Unit 5 The Mighty Word: Oral Language and Vocabulary

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

Unit 6 Digging for Meaning: Understanding Reading Comprehension

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

Unit 7 Text-Driven Comprehension Instruction

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

Unit 8 The Reading-Writing Connection

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

Write your own narrative. Believe literacy is possible.

Connecting research to practice while using accessible language and interactive exercises is at the heart of **LETRS**. The new program is based on the science behind the best way to teach reading, and includes classroom clips that connect the content to practical applications.

LETRS:

- Is independent of any curriculum or intervention program
- Increases the quality of literacy instruction within a classroom, school, and district
- Empowers teachers to understand the what, why, and how of scientifically based reading instruction
- Promotes effective and consistent literacy instruction within a school, district, and state
- Focuses on assessment, English learners, and classroom application in a highly integrated, interwoven way
- Utilizes innovative, collaborative, research-supported practices to deepen educator knowledge
- Comprehensively addresses the five essential components of effective reading instruction, with a focus on translating research to classroom application

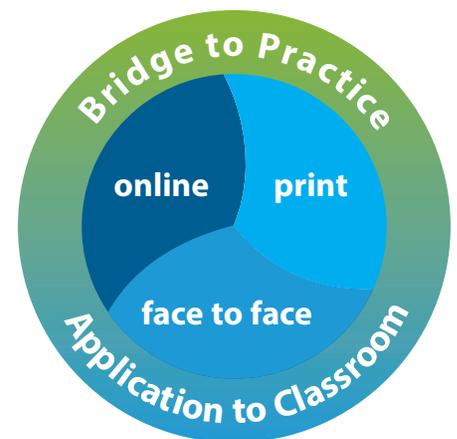
Flexible Implementation Options

Now with online components, embedded video clips to illustrate each step of instruction, and face-to-face professional development, **LETRS** provides educators with flexible, convenient options to improve the quality of their language and reading instruction.

Presented through a highly effective blend of online coursework, in-person workshops, accompanying print books, experiences, webinars, and in-person coaching and support days, **LETRS** is intuitively designed around the concept of small, digestible, actionable learning sessions, making it ideal for both independent study and professional learning communities.

LETRS can be purchased as:

- An entire course of study with online and face-to-face training (optimal)
- Blocks of units to create a full-year course of study
- A blended solution that leverages online coursework, face-to-face workshops, and virtual support
- Face-to-face training only
- Online training only





Educators make a difference every day. Changing reading outcomes is no different.

Respected Authorship

Dr. Louisa C. Moats

Louisa C. Moats, Ed.D., is a nationally recognized authority on literacy education and is acclaimed as a researcher, speaker, consultant, and trainer. Dr. Moats received her doctorate in reading and human development at the Harvard Graduate School of Education and is widely published on reading instruction, the professional development of teachers, and the relationship between language, reading, and spelling. She is the lead author of **LANGUAGE!® Live**, a structured language, blended-learning program for struggling adolescent readers. Dr. Moats' awards include the prestigious Samuel T. and June L. Orton award from the International Dyslexia Association for outstanding contributions to the field, and the Eminent Researcher Award from Learning Difficulties Australia.



Dr. Carol A. Tolman

Carol A. Tolman, Ed.D., has a doctorate in educational psychology and has been a consultant at the state, district, and school levels for more than 15 years. Dr. Tolman also has more than 25 years of experience in public schools and the juvenile justice system. She spent 12 of those years designing and implementing an innovative reading clinic for academically challenged public high school students. In addition to spearheading many successful, long-term literacy initiatives, Dr. Tolman organized and delivered curriculum for the Massachusetts Licensure Program and conducted a four-year project for the Maryland Department of Education supporting literacy knowledge for professors.



Full biographies of all **LETRS** authors can be viewed online: www.leterslink.com



COMING SUMMER 2018

The Voyager Sopris Learning® Literacy Symposium

Join Dr. Louisa C. Moats, lead author of **LETRS**, and other nationally renowned authors at this biannual symposium where educators can expand their knowledge of literacy and research while networking with leading national experts. Learn more: www.voyagersopris.com/literacy-symposium

LETRS was developed for teachers of reading, spelling, and related language skills across the elementary spectrum.

Give your educators the training and confidence they need to help students become proficient readers with **LETRS**. This unmatched course of study provides:

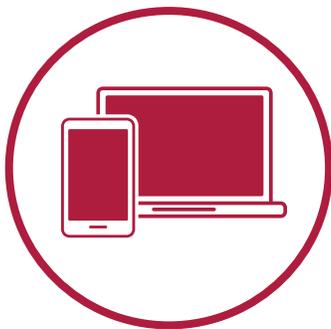
- World-class professional development sessions
- An environment that builds camaraderie and a sense of shared purpose
- Current online video classroom clips connected to the science of reading and writing
- A venue for authentic collaboration
- Dedicated time to fine-tune your district's literacy initiative
- Deep analytic information about how teachers are progressing through the content and their grasp of the concepts



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“Thank you for providing the most valuable training I've received in my entire educational career. I now have the knowledge, backed by research, to support my teachers as they create reading success for all students.”

—Gary Robinson, Principal, Indiana



Visit www.voyagersopris.com/letrs-results for more information about the research behind **LETRS**.

Ready to get started with your teacher literacy training?
Call our **LETRS** specialists at 800.547.6747,
or visit www.voyagersopris.com/letrs



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