



**LETRS** New for 2018!

*Proven professional development for teachers of language and literacy*

## WHY do today's teachers need **LETRS**®?

- Research shows that children without strong foundational reading skills struggle throughout school. Teacher preparation programs often leave teachers inadequately equipped to effectively teach reading. This is a combination that contributes significantly to America's literacy crisis.
- According to a [2016 report by the National Council on Teacher Quality](#), only 39 percent of the 820 undergraduate elementary education programs have course work for preservice teachers in all five research-proven elements of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
- Many teachers are uncomfortable with their readiness to teach reading.
- Teachers matter more to student achievement than any other aspect of the educational process ([RAND Teacher Effectiveness research](#)). A child's academic progress depends heavily on the knowledge and practical skills of the teacher leading their classroom ([Gates Foundation Measurement of Effective Teaching study](#)). However, many teachers are not well prepared to teach all students to read, including those who struggle.



Where **Best Practice**  
Becomes  
**Everyday Practice**



## What is **LETRS**?

**LETRS** is a course of study that 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. **LETRS** is relevant and applicable regardless of the literacy programs already in use within your school, district, and state. **LETRS** is designed to be the cornerstone of a multiyear, systemic literacy improvement initiative.

This comprehensive professional development course for instructors of reading, spelling, writing, and related language skills provides in-depth instruction in the systems of language, the psychology of reading development, and instructional practices best supported by research.

## 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/state
- Focuses on assessment, English learners, and classroom application in a highly integrated, interwoven manner
- 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

## LETRS helps literacy educators:

- Understand how language, reading, and writing are related
- Make instructional decisions and program choices with reference to scientific research evidence, strategic use of assessments, and observations of students
- Deliver comprehensive, integrated language, and literacy instruction as defined by standards and by research for a given grade, age, or ability level
- Distinguish between instructional best practices supported by scientific research and competing ideas not supported by scientific evidence

## Implementation options

Flexible and easy to implement, **LETRS** Third Edition can be purchased as:

- An entire course of study, with online and face-to-face training
- 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

“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, Ohio



Talk to your representative  
about our flexible  
implementation options.

