



OFFICIAL AFFILIATE SITE

# Language Essentials in Teaching Reading and Spelling

Mayerson Academy is proud to be the only official LETRS affiliate training site in the Ohio-Kentucky-Indiana tri-state area.

LETRS (Language Essentials in Teaching Reading and Spelling), developed by Dr. Louisa Moats, is a specialized, comprehensive professional development program that provides all teachers with the knowledge of how students learn to read, spell, and write and with the skills to implement a high-quality core reading program which provides the foundation for students to meet the expectations of the Common Core State Standards.

The twelve LETRS modules address every component of effective reading, spelling, and writing instruction and the fundamental concepts of language that link all the components. Teachers and intervention specialists grades K-12 learn to recognize specific reading problems and then how to address those problems immediately. The following is a list of the modules:

1. The Challenge of Learning to Read (all grades)
2. Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (for all grades)
3. Spellography for Teachers: How English Spelling Works (all grades)
4. The Mighty Word: Building Vocabulary and Oral Language (all grades)
5. Getting Up to Speed: Developing Fluency (all grades)
6. Digging for Meaning: Teaching Text Comprehension (all grades)
7. Teaching Phonics, Word Study, and the Alphabetic Principle (Grades K-2 and Intervention)
8. Assessment for Prevention and Early Intervention (grades K-3)
9. Teaching Beginning Spelling and Writing (grades K-2 and Intervention)
10. Reading Big Words: Syllabication and Advanced Decoding (Grade 3-adult)
11. Writing: A Road to Reading Comprehension (grade 3- adult)
12. Using Assessment to Guide Instruction (grade 3-adult)

## LETRS Learning Labs

Mayerson Academy has developed hands-on, follow-up learning labs for LETRS modules 2, 3, 4, 6, 7, 10, and 11. Participants in these workshops come away with practical strategies, resources, and a professional reference book which they can take immediately back to their classroom to provide direct, explicit teaching of phonemic awareness, phonics, spelling, vocabulary, and comprehension.



## University Credit

University credit is available through the College of Mt. St. Joseph. Through Mayerson Academy's Science of Reading Partnership with the College of Mt. St. Joseph, LETRS courses are now incorporated into the MSJ courses required for an Ohio Reading Endorsement and/or Master's program in the Science of Reading.

For more information, please contact Sonia Milrod, Mayerson Academy,  
[milrod.sonia@mayersonacademy.org](mailto:milrod.sonia@mayersonacademy.org), 513.573.4145.

## LETRS Course Descriptions

**Module 1 The Challenge of Learning to Read** (all grades – prerequisite for other modules) explores the reason why many students have reading difficulties and explains how children learn to read. Case studies illustrate the progression of reading development; the influences of biological, genetic, cognitive, environmental, and instructional factors in learning to read; and the components of effective reading instruction. A "four-part processing system" model is explored in detail.

**Module 2 Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness** (for all grades) introduces phonemes (speech sounds), discusses the importance of phonological awareness in reading and in spelling instruction, focuses on the features of consonants and vowels, and covers some of the problems that children who speak other languages or dialects may have when learning English.

**Learning Lab for LETRS Module 2** provides a deeper look at the practical applications of phonological awareness to classroom practice. The focus is on the consonant-phoneme chart, the vowel chart, and how these relate to students' reading and spelling. Participants practice the pronunciation and articulatory features of the sounds of the English language and analyze videotapes of actual classroom practice.

**Module 3 Spellography for Teachers: How English Spelling Works** (all grades) explores the structure and history of English spelling from several angles: phoneme-grapheme correspondences, letter patterns within words, syllables, meaningful word parts (morphemes), and historical layers in the orthography. The module addresses differences between syllables and morphemes, between "irregular" and "high frequency" words, and among six syllable types.

**Learning Lab for LETRS Module 3** provides a deep understanding of how involving students in word analysis in teaching them to spell also strongly supports learning to read.

**Module 4 The Mighty Word: Building Vocabulary and Oral Language** (all grades) addresses effective approaches to vocabulary instruction across content areas, including indirect (contextual) and direct methodologies, and stresses techniques for fostering word use, knowledge of word relationships, and awareness of word structure and its connection to meaning.

**Learning Lab for LETRS Module 4** involves participants in explicit practical methods of teaching vocabulary which expands the breadth and depth of students' content area vocabulary knowledge.

**Module 5 Getting Up to Speed: Developing Fluency** (all grades) reviews the rationale for including a fluency component in lesson design, ensuring that all students "get up to speed". Participants learn and practice techniques for speed drills, repeated readings, simultaneous and alternate oral reading, calculating reading fluency, and charting the results of exercises.

**Module 6 Digging for Meaning: Teaching Text Comprehension** (all grades) addresses the research base for teaching comprehension; the reasons why children have difficulty with comprehension; approaches for teaching comprehension at the phrase, sentence, paragraph, and passage levels; and questioning techniques and strategies useful before, during, and after reading.

**Learning Lab for LETRS Modules 6 and 11** focuses on the complexities of comprehension and the reciprocal nature of reading and writing. Participants explore the 'strands' of language comprehension as depicted by Hollis Scarborough's 'Reading Rope' (background knowledge, vocabulary, language structures, verbal reasoning, literary knowledge) and come away with explicit classroom teaching techniques which support students' comprehension of academic texts.

**Module 7 Teaching Phonics, Word Study, and the Alphabetic Principle** (Grades K-2 and Intervention) focuses on the many subroutines comprising effective, enjoyable, systematic phonics instruction, including the importance of applying learned skills to reading and writing. Questions answered include: "How Much Phonics?", "Who Needs Phonics?", "What Kind of Phonics?", and "Why Phonics?"

**Learning Lab for LETRS Module 7** provides practice in developing effective phonics lessons which explicitly and systematically utilize engaging, multi sensory activities to develop word reading skills.

**Module 8 Assessment for Prevention and Early Intervention** (grades K-3) reviews the rationale for early screening with fluency-based measures such as DIBELS. Screening and progress monitoring assessments are distinguished from diagnostic and outcome assessment. Exercises include review of classroom reports and individual case studies in light of children's instructional needs and the "three tier" concept of intervention.

**Module 9 Teaching Beginning Spelling and Writing** (grades K-2 and Intervention) addresses writing instruction for children in grades K-2 who need to be taught the component skills that underlie composition. Participants apply a framework for analyzing writing to several samples of at different levels of achievement.

**Module 10 Reading Big Words: Syllabication and Advanced Decoding** (Grade 3-adult) addresses the instructional needs of students who are inaccurate and/or slow in reading and spelling multisyllabic words by focusing on phoneme-grapheme mapping; systematic teaching of syllabication, syllable spelling types, and ending rules; and morphology—including inflections, Anglo Saxon compounds, Latin and Greek roots and affixes, and derivational word learning processes. An Advanced Decoding Survey is included.

**Learning Lab for LETRS Module 10** extends participants' knowledge of how to work with syllables and suffixes and specific classroom activities/techniques which give students appropriate practice to master syllabication skills and use of suffixes.

**Module 11 Writing: A Road to Reading Comprehension** (grade 3- adult) presents major strategies that help students process and remember the main ideas in written text, reviews the many causes of reading comprehension difficulties, and addresses the research consensus on teaching reading comprehension.

**Learning Lab for LETRS Module 11** – see Learning Lab for Module 6 above

**Module 12 Using Assessment to Guide Instruction** (grade 3-adult) describes efficient, reliable, and researched-based assessment strategies; a strategic plan for screening students; and diagnostic tests that measure decoding and word analysis, spelling and written composition.



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# Registration Form

## Section I. Registration Information

Last Name:	First Name:	MI:
Address:	Email Address:	
City, State, Zip:	Home/Cell Phone:	
Work Location:	Work Phone:	
Position Title:	Grade:	Subject:

## Section II. Course Selection

Selection	Course #	Module	Title	Dates/Times Offered
	707.3546	1	The Challenge of Learning to Read	6/12/2012 8:00am-3:30pm
	708.3549	2	Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness	6/13/2012 8:00am-3:30pm
	1002.3517	Lab 2	Learning Lab for LETRS Module 2	6/14/2012 8:00am-3:30pm
	709.3547	3	Spellography for Teachers: How English Spelling Works	6/18/2012 8:00am-3:30pm
	1002.3521	Lab 3	Learning Lab for LETRS Module 3	6/19/2012 8:00am-3:30pm
	747.3550	4	The Mighty Word: Building Vocabulary and Oral Language	6/20/2012 8:00am-3:30pm
	1002.3522	Lab 4	Learning Lab for LETRS Module 4	6/21/2012 8:00am-3:30pm
	732.3526	5	Getting Up to Speed: Developing Fluency	6/25/2012 8:00am-3:30pm
	733.3209	6	Digging for Meaning: Teaching Text Comprehension	4/14/2012 8:00am-3:30pm
	733.3527	6	Digging for Meaning: Teaching Text Comprehension	6/26/2012 8:00am-3:30pm
	1336.3566	Lab 6 & 11	Learning Lab for LETRS Modules 6 & 11: Building Comprehension	6/28/2012 8:00am-3:30pm
	734.3525	7	Teaching Phonics, Word Study, and the Alphabetic Principle (K-2 & Intervention)	6/22/2012 8:00am-3:30pm
	1002.3528	Lab 7	Learning Lab for LETRS Module 7	6/29/2012 8:00am-3:30pm
	TBD	8	Assessment for Prevention and Early Intervention (grades K-3)	7/2/2012 8:00am-3:30pm
	736.3213	9	Teaching Beginning Spelling and Writing (grades K-2 and Intervention)	5/5/2012 8:00am-3:30pm
	TBD	10	Reading Big Words: Syllabication and Advanced Decoding (gr. 3-adult)	7/5/2012 8:00am-3:30pm
	TBD	Lab 10	Learning Lab for LETRS Module 10	7/6/2012 8:00am-3:30pm
	738.3210	11	Writing: A Road to Reading Comprehension (grades 3-adult)	4/21/2012 8:00am-3:30pm
	738.3551	11	Writing: A Road to Reading Comprehension (grades 3-adult)	6/27/2012 8:00am-3:30pm
	TBD	12	Using Assessment to Guide Instruction (grades 3-adult)	7/3/2012 8:00am-3:30pm





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### Section III. Amount Due

\$230 per course, including registration, manuals, and materials	Number of courses:
Total Amount Due:	

### Section IV. Payment Options

Check: Make payable to Mayerson Academy

Purchase Order: Please attach

Credit Card: <input type="checkbox"/> Visa or <input type="checkbox"/> MasterCard	Expiration Date:	Security Code:
Credit Card Number :		
Name on the Card:		
Address of Cardholder:	City, State, Zip Code:	
Home/Cell Phone:	Work Phone:	
Signature:		

Please send completed form with payment to:

Mayerson Academy  
2650 Highland Avenue  
Cincinnati, Ohio 45219

or

[hemphill.sue@mayersonacademy.org](mailto:hemphill.sue@mayersonacademy.org)

Your registration will be processed upon receipt. Confirmation will be sent to you via email.